

Title	A guide-post to the sociology of education : through the consideration of E. Durkheim's theory of education
Sub Title	
Author	仲, 康(Naka, Yasushi)
Publisher	三田哲學會
Publication year	1957
Jtitle	哲學 No.33 (1957. 3) ,p.A8- A8
JaLC DOI	
Abstract	
Notes	Abstract
Genre	
URL	https://koara.lib.keio.ac.jp/xoonips/modules/xoonips/detail.php?koara_id=AN00150430-00000033-0179

慶應義塾大学学術情報リポジトリ(KOARA)に掲載されているコンテンツの著作権は、それぞれの著作者、学会または出版社/発行者に帰属し、その権利は著作権法によって保護されています。引用にあたっては、著作権法を遵守してご利用ください。

The copyrights of content available on the KeiO Associated Repository of Academic resources (KOARA) belong to the respective authors, academic societies, or publishers/issuers, and these rights are protected by the Japanese Copyright Act. When quoting the content, please follow the Japanese copyright act.

A Guide-post to the Sociology of Education

—Through the Consideration of E. Durkheim's Theory of Education—

Yasushi Naka

A great French sociologist, Emile Durkheim was also the eminent theorist of Education. Instead of approaching to education from the aspect of value, he studied it from that of fact. "Education is a social fact," this was a motto in his theory of education.

Social fact, according to his sociological theory, is a thing (not material, but social) that we can observe, describe and analyse from the outside. In fact, when he declared in *les Règles de la Méthode Sociologique*, "Social facts are things and must be treated as things," this formula expresses precisely the rule of objectivity of the sociological knowledge that had been posed by A. Comte.

Things are all that are given, all that are offered to the observation. Therefore, "Social facts must be treated as things," it means that we must treat them in quality of data that constitute the starting point of the positive science.

Through the method of considering education as a social fact and studying it as a thing, Durkheim systematised a new science of education and named this science "la Science de l'Education". His famous *la Science de l'Education* has in itself many interest problems.

We firstly outline the argument of this science, then consider it in relation to his sociology, and finally criticize his theory of education based upon the sociologism.