

**STANDARDS IN EDUCATION
WITH SOME CONSIDERATION
OF THEIR RELATION TO
INDUSTRIAL TRAINING**

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Standards in education with some consideration of their relation to industrial training by
Arthur Henry Chamberlain

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ARTHUR HENRY CHAMBERLAIN

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Educator.

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INDUSTRIAL TRAINING

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INTRODUCTION

THE following pages contain a brief discussion of the crucial factors in modern, particularly in modern elementary education. Not only do the aims of education in general and the special elements in good character, receive attention ; but the curriculum in the Elementary School, the method of its presentation, the method of training teachers, and the duties of parents toward school work, are also all included for discussion. Possibly the main criticism of the work is the fact that it undertakes altogether too much. Yet, that there is much need of good books of this kind on Education is not to be questioned.

The point of view represented by the author is very advantageous. While quite familiar with Elementary Education in all its phases, he has received the training of the specialist in Industrial and Technical Education. He has made an advanced study of Educational problems at Columbia University, and has for some years been engaged in the training of teachers, and in administrative work in a school of technology. The problems here discussed are, therefore, handled in a concrete way, and fully in the spirit of modern times.

Inasmuch as the author frequently presents the views

of prominent authorities, in addition to his own, the book possesses the important advantage of real breadth of treatment. The theses, summarizing the substance of each chapter, are of much value, and the fact that they are placed at the close of each chapter, rather than at the beginning, is a detail of merit. The "Topics for Study" that in each case follow the theses, are extremely suggestive, and the definite references to works of recognized authority for a further study of these topics, map out the way for the student to post himself quite thoroughly on modern educational problems.

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AUTHOR'S PREFACE

FOR some years past the writer has been privileged to instruct in normal classes students preparing for the teaching profession, as well as those of experience in one or another field of educational service, and with him, as with others having to do with this particular problem, the question has frequently arisen: What text shall we use as the general basis for and guide in our work?

With the passing of the old psychology pass also many of the books in this line. While with beginners, texts may be selected that will present the subject of psychology in such manner as to fit the student to study the facts of human nature, many of the texts on education attempt to cover such a broad field of psychology, pedagogy and method as entirely to bewilder. Then, too, the more mature normal or training school student stands in need of a text that shall set forth certain of the great educational principles (or *the* principle of education, if you will), and lead to a consideration of the present needs of the school. The books on general pedagogy will not accomplish this, and the philosophic treatise touches one main issue simply, or is too technical for class use.

In many of the books dealing with educational prob-

lems, the terms, references and phraseology used, imply a broader knowledge than that possessed by most teachers. Many of the books are written by specialists for specialists, and this fact alone carries them beyond the range of the majority of teachers. The present volume has been prepared for the parent and the general reader as well as for the pedagogue and the student. It is intended to have a relation to life as well as to lessons, and to show how the life at school and the life outside of school may be conducted in harmony toward a common end.

It seems to be clear that the student needs not so much an exposition of theories or a philosophic or historic treatise, as the knowledge of a few fundamental facts and principles regarding his profession and his relation to it; an understanding of the purpose of education and the reasons for the establishment of the curriculum he uses. In discussing the value of educational systems, we must look not merely to the number and character of school buildings, to libraries and equipments, to the amount of moneys expended, and to the material results of the student's work. The true value or worth of any system of education is to be found within the individuals themselves,—the product of the school. We must apply a dynamic, rather than an external test, when we attempt to formulate standards.

In the pages that follow the endeavor has been made to meet these requirements. The book is intended to be suggestive rather than exhaustive, the author making no claim to completeness. He has to ask himself many of

the questions herein asked the student. Education in its formative period many times falls short of exact definitions, and education at its best is hardly a matter of statistics. The aim, too, has been to avoid the use of terms that in themselves need defining, the thought being that a simple form of expression would best suit the purpose of the book, whether used as a text, as a basis for study and discussion in class, as a reference book, or as a work for the general reader. While certain of the principles touched upon apply equally to all fields of school instruction, the book is intended mainly for those interested in the problems of elementary education.

In the attempt to make the pages *readable*, illustration has been resorted to frequently. At the close of each chapter a general summary is given as a recapitulation. The "Topics for Study" following each chapter will be found particularly helpful as suggestive of the various important questions and issues that may be taken up in detail, or of which implication is made in the text. The student will be able to amplify this list. It has not seemed wise to burden the text with foot-note references which the reader will never look up, but under the head "Consult" will be found a list of the more important books and references on a given topic.

Whatever is said of the school of the past is said not in the spirit of carping criticism, but that the demand for something broader and more rational in our schools may be made clear. This demand for a purposeful curriculum