

**REPORT OF THE COMMITTEE ON  
THE SELECTION AND TRAINING  
OF TEACHERS FOR STATE AIDED  
INDUSTRIAL SCHOOLS FOR BOYS  
AND MEN**

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Report of the committee on the selection and training of teachers for state aided industrial schools for boys and men by Various

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TENTATIVE DRAFT

R E P O R T

OF THE

COMMITTEE ON THE SELECTION  
AND TRAINING OF TEACHERS FOR  
STATE AIDED INDUSTRIAL SCHOOLS  
FOR BOYS AND MEN



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*Tentative Draft of Report of Committee on Certification and  
Training of Teachers*

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## FOREWORD

At the May, 1913, meeting of the Executive Committee of the National Society for the Promotion of Industrial Education, a Committee was appointed to study and report on the problems connected with the Certification and Training of Teachers in state-aided industrial and trade schools for boys and men.

I. *Aim and Method of Report.* This Committee was appointed in accordance with the growing policy on the part of the Society, of seeking to make clear and to formulate out of a mass of unshaped and debatable material, certain fundamental principles which are approved by the best experience and thought on the subject, and which may serve as guiding principles in furthering state-aided schemes of industrial education. At the Philadelphia convention, for illustration, such declaration was made with reference to principles and policies in legislating for vocational education. The influence of the Society's declaration at that time has been clearly manifested in all the States which have since that meeting legislated on the subject of vocational education. The method then followed in preparing the declaration has been used in the present case, namely:

- A. A committee was appointed to consider the many propositions involved and to reduce them so far as possible to a compact and well-digested statement of issues and principles; and
- B. To prepare that statement for presentation to the membership as a whole for such changes and modifications as may be carried. When a final agreement and consensus of opinion is reached, the final declaration probably represents the best thought thus far obtainable in this country.

II. *Some vital issues.* Inasmuch as state-aided industrial education is now an accepted American policy, some of the most important questions are those that have to do with the duties of the state in the discharge of its responsibility of aiding local communities not only by money but by assisting in the selection and training of proper teachers for the schools. Who shall pass

upon and approve the teachers for industrial and trade schools? Shall the state or local authorities or both do it? If both, how can they cooperate in the task so as to secure the best results? What will be the best method of determining the fitness of instructors? Shall existing or new agencies have charge of the matter? Shall the usual machinery for certificating public school teachers be used or another be created for the purpose? What are the state's duties and responsibilities with respect to the training of such teachers? How far can the usual agencies for training public school teachers be employed and how far must entirely new machinery be created? What preparation should be required of instructors in trade and industrial schools and how can this best be given?

III. *These are crucial questions.* None of them has been conclusively settled in any state. Most of them are entirely unsettled in every state. Everywhere, as far as we know, there is varied and conflicting practice with regard to them. The situation which this committee finds to be prevalent, might be summarized as follows:—

- A. There is a serious lack of teachers fitted to do industrial and trade school work efficiently.
- B. There are in the different states a variety of provisions for the "certification of teachers."
- C. There is an absence of what may be called even a fair beginning of equipping teachers for the special demands of industrial and trade schools.

IV. *This report is timely.* A pronouncement on the part of the Society in view of the rapid growth of the movement and its improving standards has the merit of timeliness. Such pronouncement will help to clearer thinking on the subject and to better organization of the situation. It should help too in the direction of securing some uniformity in the methods of certifying and training industrial teachers. In the hope, therefore, that costly mistakes and needless duplication of experiments might be lessened, through the acceptance of sound principles, the following report has been prepared.

V. *A word of explanation* is necessary however. This committee was created late in the year when the vacation period was at hand. It was therefore made a large committee, for the double purpose of securing fair geographical representation and a good attendance at the meeting held early in the summer at the Chairman's house. Eighteen members out of thirty attended.



The best part of an entire day was spent in general discussion of the task assigned and the many principles involved. There was practically unanimous agreement upon the general principles to be asserted. The committee on the whole, concluded that, whatever the scheme of certification which this Society might support, there must always be borne in mind the fact of existing conditions, local sentiment, and well-established educational policies.

VI. *A new problem* is presented by the task of selecting and training teachers for industrial and trade schools. The committee is firmly convinced that whatever the present arrangements for certifying ordinary public school teachers, new devices must be created to meet the new needs. Past experience or present experience in licensing public school teachers is of little value in the new task, but inasmuch as the trend of legislation indicates that the public school machinery is the one to which in most cases will be entrusted, for the present at least, the administration of industrial schools, the question comes as to what, if any, changes are needed in the ordinary form of school control, so as to insure success to the *new* type of schools. Clearly, a *new* tool is necessary, or new auxiliaries, in order to serve the *new* field. There is a reason for this emphasis on the *newness* of the task. Unless the approach to the problem of "certifying and training industrial teachers" is treated as one requiring thoughtful and radical re-adjustment, the kind of teachers which industrial schools need in order to succeed, will not be found. The long established and traditional machinery will fail to attract or to select those whom these schools most need as teachers.

VII. *The standardizing of certifying and training practice* is necessary in this new field for these reasons:

- A. It seems certain that for the most part industrial and trade schools will be administered by the regular public school machinery of state and local community.
- B. There is a very great diversity in the methods of certifying public school teachers which amounts almost to confusion, and which would not be conducive to the best results for vocational education.
- C. There is a lack of flexibility in the methods of preparing public school teachers necessary in dealing with this new type of teachers.
- D. Because of lack of knowledge, that is widespread, of the varied requirements which these new schools make

schools make upon the teacher, and of the ways by which he is to be prepared to meet them properly.

- E. The present ways of training and certificating public school teachers will not serve for industrial and trade school teachers and require either new schemes or great modifications in the old.
- F. Where "dual control" places the responsibility for choosing and training the teacher of industrial and trade education upon agencies independent of the public school, these agencies need the same help in facing the task, the same suggestions born of the best experience.
- G. The national and interstate character of the country-wide effort to get effective industrial education for our wage-workers makes the problem, involving as it does the interchange between states of products, workers and teachers, one that requires a degree of standardization in training, not contemplated in general education.

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### SCOPE OF THE REPORT

- I. It deals only with the teachers for state-aided schools because:—
  - A. These will be most numerous and hence the largest problem.
  - B. It is the aspect in which the public is most interested.
  - C. State-aided schools seem certain to be the American method of working out the problem.
  - D. The selection and training of teachers will be done largely by public and state agencies which will be most concerned with state-aided schools, and because
  - E. While private schools do undoubtedly have their own peculiar problems, there do not appear to be any differences that are fundamental at least in the requirements made by public and private industrial and trade schools upon the teachers. Therefore a report on teachers for schools operated by the public should apply equally well to those for private schools.

II. It deals only with teachers for schools fitting for certain kinds of productive, as contrasted with distributive, employment.

III. It deals only with teachers for industrial and trade schools for children over 14 years of age.

This report does not deal with agricultural, commercial or household arts work.

Or with manual training or technical high schools.

Or with pre-vocational schools, giving general industrial experience as the basis of an intelligent choice of an occupation.

Or with continuation schools extending the general education of the worker.

Or with general evening schools.

IV. This report is directly concerned with the selection and preparation of teachers for service in schools, whose dominant purpose is to fit for successful wage-earning in the skilled trades.

A. *It purposely confines itself to the skilled trades*, not because the committee believes that the principles may not be to a large extent applicable to teachers for that large twilight zone of semi-skilled and unskilled occupations in which industrial education has thus far made practically no headway, but because in dealing with such occupations we have practically no experience to guide us. The Committee is a unit in its belief that all workers in all occupations, whether skilled, semi-skilled or unskilled should be given the opportunity to get the kind of education which will best meet their social and vocational needs, whatever these may be. It is hoped that these needs may be met soon and that the states may begin at once to face their responsibility of making investigations and starting experiments for this end. Undoubtedly we shall learn how to choose and equip teachers for these unexplored occupations only after we have gained experience in experiments dealing with them. (Your Committee believes it would be a large service for the National Society to appoint a Committee to investigate and report at some future meeting, on the training possibilities of workers in semi-skilled and unskilled industries.)

B. *Why we have chosen to report on the skilled trades.*

The greatest pressure now is for good teachers for