

**ELEMENTARY
INDUSTRIAL WORK**

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Elementary Industrial Work by George H. Jensen

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GEORGE H. JENSEN

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THE
MIND
AND
MORALS



FIFTH GRADE BENCH WORK, LOUISIANA STATE NORMAL SCHOOL

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PREFACE.

We are no longer required to prove to the public that training in the Manual Arts is an essential factor in any educational curriculum. We are frank to admit, however, that we are not conceited enough to say that we have learned the best methods of giving training along this line. The contents of this book are what seem to the author the best that has been found up to the present time for the particular phase of the work for which it is intended. Each problem has been selected only after careful testing in the classroom. All of them have demonstrated their practicability. In a general way, nearly everyone knows about the crafts problems and projects suitable for classwork. But when it comes to using them as such, trifling details, simple in themselves, come up and cause the proposed handwork to be omitted. The wise teacher who has not thoroly learned how to do the work readily, substitutes. Often a few simple suggestions would have cleared up all vagueness.

The material in this book is of such a nature that any "wideawake" teacher may with a little patience and application use it without an instructor.

The teaching of this subject has always been somewhat handicapped by the scarcity of text-books that are suitable. Most of them treat only some of the materials that may be used--it is the purpose of this book to treat all that are advisable.

Students in my classes have often asked that we have a text-book treating the subject-matter that we cover. In answer to this and the other demand referred to, this little volume has been prepared.

INTRODUCTION.

The title of this book does not mean to imply that we are to train for any trade, but it is evident that industrial training necessarily must be included in our curriculum when thirty of our thirty-two millions of workers must earn their living by the use of their hands. A mere "busy-work" period coming for its share of time is not sufficient. The work must stand for something definite, and tangible results must be in evidence. The standard of skilled labor demanded by the industries is already being raised. This elementary work paves the way for the shopwork which will come later.

Handwork is often an incentive to more concentrated application at other subjects. Pupils will work harder if they are looking forward to a period when they can lay aside their books and work with their hands.

While working, keep in mind design and proportion. It is just as easy to teach good proportion as it is to permit the development of a disregard for proportion, if the child is only guided in his efforts.

Never strive for quantity at the expense of quality. Honest constructions should always be adhered to, even the imitations may shorten the work and be "just as good." Have your problems so graded that the children for whom they are planned can execute them in a creditable way. There are teachers who are wont to say that a certain execution is very good considering the age of the child—that is a poor standard. Plan the problems so that good results can be demanded.

Exhibits are a necessary evil. A great deal of time and effort are expended for same, which reduces the time for actual classwork, which is too short as it is. It is fortunate, of course, that parents and friends are interested in the results achieved by the children, but it is such a temptation to help the child in preparing his piece for the exhibit by executing parts of it that he cannot execute himself. The product then ceases to belong to the pupil and becomes the work of the teacher.

There are two general suggestions for methods of procedure that are worth while. In the lower grades, use the work in teaching history, industries, occupations, etc.; in the higher grades, constructions and technique should be mastered and emphasized. All of the time, however, initiative should be considered and developed.

The different phases of the work need not be taken up in the order of the chapters that follow. Each chapter begins with the simplest manipulation of the subject-matter of which it is treating, and leads up to the more difficult.

This book does not attempt to carry any of the crafts into the realm of professionalism. But since most schools, both rural and city, are doing work of this kind in the lower grades, this book hopes to accomplish its mission by helping those who study it to develop better and more sincere methods of instruction.