THE MANUAL ARTS. PEORIA, ILLINOIS, MARCH 28, 1917

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CHARLES A. BENNETT

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BY

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PREFACE

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THE greatest present problems affecting the manual arts in education, whether that education be vocational or cultural in its aim, are centered around the selection and organization of subject-matter and methods of teaching. Believing this to be true, the author contributes the following chapters to the discussion of these problems, hoping that they may be of some service to his fellow workers.

Several of the chapters have previously appeared as articles in magazines. When brought together, however, they have a significance which they did not possess as isolated articles appearing from time to time over a period of several years.

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CHAS. A. BENNETT.

Peoria, Illinois, March 28, 1917.

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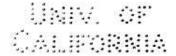
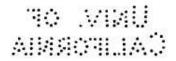


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Manual efficiency of our forefathers. work not taught in school, but the three R's taught for their practical value. The expansion of education to include science, engineering and history. Modern living and business conditions compared with those of our grandfathers. The greater use of machinery. Modern home conveniences and laborsaving devices require a more general knowledge of the principles and processes of industry. Appreciation of industrial products and ability to purchase intelligently require industrial knowledge. school must teach industry. The manual arts classified with reference to subject-matter. The graphic arts a language. Interdependence of the graphic arts and constructive arts. The mechanic arts. Increasing importance of the plastic arts. The textile arts. The peculiar importance of the book-making arts. All of the five groups of manual arts should be taught in the schools.

The dual function of the manual arts in education. The manual arts as a means in attaining the end in education. Ways in which the manual arts contribute to social efficiency. The manual arts as



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a factor in the educative process. Importance of experience. The manual arts regarded as both subject and method. The place of the manual arts in the primary grades; in the grammar grades; in the high school. Variety of materials, processes, experiences, and little technic in the primary grades. Good technic, the formation of correct habits, thoroness, problems of industrial value in grammar grades. Vocational purpose, emphasis on processes that are fundamental, industrial standards in the high school.

CHAPTER III. THE DEVELOPMENT OF AP-

Results of manual arts instruction; power to do, power to appreciate what others do. Conditions of appreciation: ability to produce, ability to express, experience. To know about a work of art is not sufficient basis for appreciation. Illustrations from music. Similar illustrations in water-color painting, art smithing, hammered copper. Difference between appreciation of the thing represented and appreciation of the art employed in representation. Experience essential. Summary. The function of the public schools in reference to teaching appreciation. Public school curriculum should include fundamental processes of the five manual arts.

Educational expenditure in business enterprises. The amount of such expenditure that is justifiable Application of the same principle to public education. Purpose of public schools fundamentally
vocational. Economic value of education not sufficiently appreciated in America. Emphasis on vocational elements in education need not mean sacrifice
of cultural elements. The best cultural education
may come thru a training that is fundamentally
vocational. The nation is justified in training
specialists. Origin of the term "Made in Germany." Motive in the development of vocational
education in Germany.

No need of sharp line of demarkation between vocational training and cultural training. Vocational training in the manual arts is good manual training plus the factory system. Desirable to select subject-matter having present industrial value. Select subject-matter from typical common industries rather than from exceptional or uncommon ones. Statistics concerning industries. Selection of subject-matter based on analysis of industries. Factories recognize the importance of analysis. Different kinds of analysis. Importance of selecting typical modern industries for analysis. Group analysis. Each group to contain some vital element or elements. Groups arranged in sequential order.

C	HAPT	ER VI.	THE	GROUP	Mea	HOI	OF OR-
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Original purpose of the group method to harmonize class and individual instruction. Difficulties in teaching that called forth the group method. Illustrations of these difficulties. A course of instruction under the group method. Class instruction. Individual instruction. The group method and class management. No two pupils work the same combination of problems. A parallel found in the teaching of history. Illustration of a course. A group described. Allows for varied methods of teaching in the same class Graph of accomplishment. Individual differences provided for. Individual development combined with class progress

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