

**RIVERSIDE EDUCATION
MONOGRAPHS: ESTABLISHING
INDUSTRIAL SCHOOLS WITH
AN INTRODUCTION**

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Riverside Education Monographs: Establishing Industrial Schools with an Introduction by
Harry Bradley Smith & Charles A. Prosser & Henry Suzzallo

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HARRY BRADLEY SMITH & CHARLES A. PROSSER & HENRY SUZZALLO

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AN INTRODUCTION**

Riverside Educational Monographs

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**ESTABLISHING
INDUSTRIAL SCHOOLS**

BY

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WITH AN INTRODUCTION BY

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PREFACE

THE purpose of this book is to suggest to a State, a city, or to any community some concrete and practical methods of determining what sort of industrial and trade schools it needs, what should be taught in them, and how to select and prepare the instructors who are to do the teaching. It endeavors to be specific, to consider details, and to base its conclusions upon trade conditions as interpreted by the best generally accepted principles of industrial education.

It should not be confounded with any attempt to investigate and report on the educational systems now in existence or with suggestions for the modification of such systems, except as to the addition of trade instruction for men and women who are going to earn a living by a trade.

It seeks to offer suggestions that may be followed by action, that may be used as the basis of actual school establishment rather than as a basis for written report.

The general outline suggested itself to the author some years ago while working in the trade schools of Germany. The present book is sub-

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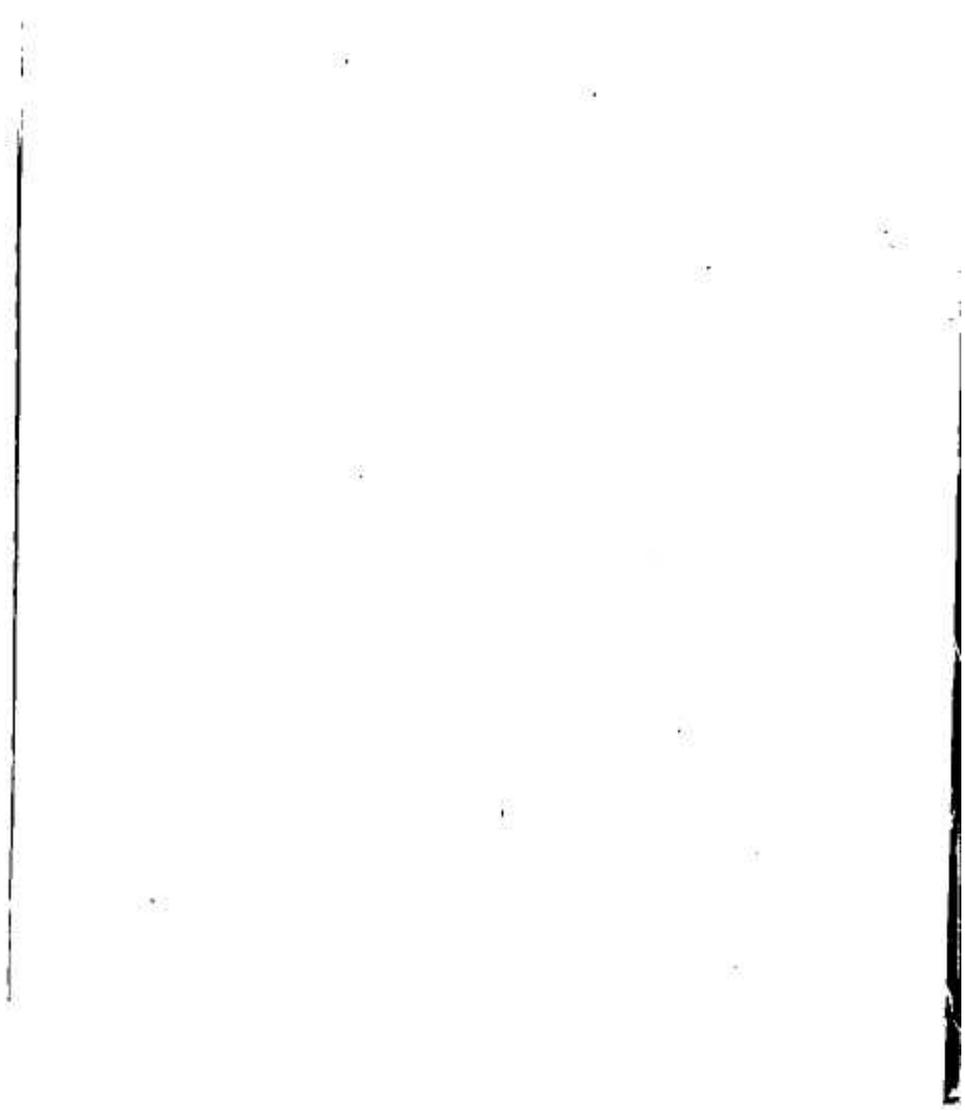
PREFACE

stantially an expansion of this outline, modified and enlarged by subsequent experience and study.

The writer wishes gratefully to acknowledge the assistance received in short discussions with Dr. David Snedden, of Massachusetts; Mr. Wesley A. O'Leary, of New York; Mr. Charles R. Allen, of Massachusetts; Mr. A. D. Dean and Mr. L. A. Wilson, of Albany, New York; and especially to acknowledge his indebtedness to Mr. Charles A. Prosser, of Minneapolis, for invaluable survey material, and to an address on "The Study of the Industries for the Purpose of Vocational Education," delivered before the National Society for the Promotion of Industrial Education in Grand Rapids, Michigan, by Charles R. Richards, of Cooper Union, New York.

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INTRODUCTION

BY C. A. PROSSER

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SITTING in her rose-bower at Belmont, the shrewd Portia said to the winsome Nerissa, "If to do were as easy as to know what were good to do, chapels had been churches and poor men's cottages princes' palaces." It is equally true to say that if to get the proper vocational preparation of youth were as easy as it is to believe that the schools should fit our young people for successful wage-earning, then the task would straightway be accomplished.

It is a rule of life and of service that most of the best things are most difficult to get and to hold. No one debates the benefit which would come to our boys and girls, and to the nation, if they were educated for efficient workmanship in some calling as well as for efficient citizenship. Indeed, we are just beginning to appreciate how much the latter depends upon the former. Yet the task of giving vocational education to meet

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the demands of our complicated modern life is by far the most difficult educational question which the country and its schools have ever faced!

Notwithstanding this fact, the American people, impressed with the great need of a system of education which shall fit for life and service, have, with an enthusiasm worthy of the greatness of their cause, rushed into the task of establishing vocational education faster than we have a knowledge of the facts regarding the wide variety of occupations so characteristic of American life for which our youth must be prepared; faster than we have teachers with proper experience and training; faster than we have gathered experience to guide us in dealing with the problem under American conditions; faster than we have been able to adopt carefully considered and carefully tested equipment, courses of study, and methods of instruction. What wonder that our discussions are academic, our theories conflicting, our wide variety of practice confusing, and our efforts in many quarters doomed to failure!

The way in which this country has gone about getting vocational training is after all characteristic of the way in which we as a people get ahead in everything we do. When a wrong is detected, when a need becomes apparent, when a forward