

**PRINCIPLES AND METHODS  
OF INDUSTRIAL EDUCATION  
FOR USE IN TEACHER  
TRAINING CLASSES**

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Principles and Methods of Industrial Education for Use in Teacher Training Classes by  
William H. Dooley & Charles A. Prosser

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**WILLIAM H. DOOLEY & CHARLES A. PROSSER**

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**FOR USE IN  
TEACHER TRAINING CLASSES**

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Board of Education*

**WITH AN INTRODUCTION BY**

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## EDITOR'S INTRODUCTION

ON page 243 the author of this book puts his finger upon one of the weaknesses in the present situation regarding industrial education, and at the same time points out one of the most fruitful fields of effort. He says, "One of the great problems connected with vocational education is the systematic training of a sufficient number of instructors for existing and proposed vocational schools." The lessons of our industrial unpreparedness as revealed by the war have not been lost; never in our history has there been such a keen realization of the dependence of production upon skill, and the part that wise methods of training can have in cultivating skill. A few years ago we were greatly concerned about supplying skilled workers; now we realize the equal necessity of training men and women to utilize the skill which the workers bring to their daily employment; hence the demand for training foremen and employment managers. In our ways and means for meeting these increasing demands we are at once fortunate and unfortunate; fortunate in adequate financial support for sound instructor training plans; unfortunate in a shortage of people to organize and direct them, and doubly unfortunate in a lack of organized practical material for use in instructor (teacher) training classes.

Teacher-training under the terms of the Smith-Hughes Act occupies a unique position in that a considerable amount of money may be made available at the very outset of the work — a condition which has rarely existed in American educational history when new types of education have been proposed. The law itself makes an allotment of money to

every State for teacher-training in the fields of agriculture; home economics, and trade and industry; it provides that not less than twenty per cent nor more than sixty per cent of the whole shall be expended in any one of the three fields, and further provides that every dollar of Federal money so expended shall be matched by a dollar from State or local sources. The small States of the Union are allotted at least \$3000 for training teachers. If the State Board of Education of a small State should decide to spend only the minimum amount possible — twenty per cent — this State would have \$1000 of Federal money to be matched by \$1000 of State or local money, and would have, in all, not less than \$2000 to be expended for the training of teachers for service in trade and industrial schools. Should the Board of Education of a small State decide to spend sixty per cent, the maximum amount possible for this work, this State would have available \$6000. From these sums the amounts vary until we have the possibility of an expenditure for this work of approximately \$170,000 in the most populous State.

The problem of teacher-training is an imminent one for several reasons. (1) There will be a constantly growing demand for suitably qualified teachers as the States put into operation their plans for trade and industrial schools. (2) Each of the States accepting the benefits of the Federal Act for industrial education, must, by the terms of the act itself, not later than 1920 begin its program of training industrial and trade-school teachers. (3) A wise expenditure of public money makes it incumbent upon all concerned with the administration of industrial education, that methods and content of teacher-training courses be formulated at the earliest possible moment.

The content of a teacher-training course for teachers of trade and industrial subjects is determined by two considerations, what to teach and how to teach. The content of

what to teach is determined by the kind of knowledge and information needed by the workmen skilled in the field in which the teacher works. The problem of training a skilled man efficiently and expeditiously to teach others what he himself knows is the vital part of such a teacher-training course.

Wherein does a training course for vocational teachers differ from a course designed for any other group of teachers? This question has been frequently discussed for several years, but it is doubtful if at the present time there is general agreement throughout the country as to the content of a course for vocational teachers and a clear definition of differences. The phrase "professional training" for any group of teachers is not well defined. A variety of courses have been developed at many institutions and every year the study of education brings new developments. In college and university catalogues to-day we see long lists of courses having to do with education, frequently worked out in great detail and minuteness. Such courses as are suggested by the following topics are frequent:

- ✓History of Education.
- Principles of Elementary Education.
- ✓Principles of Secondary Education.
- Organization and Administration of Elementary Education.
- ✓Organization and Administration of Secondary Education.
- Educational Psychology.
- General Method of Teaching.
- Special Method of Teaching Particular Subjects.
- Observation of Schools.
- Practice Teaching.

An examination of the catalogues of educational institu-