

**ECONOMY IN EDUCATION; A
PRACTICAL DISCUSSION OF
PRESENT-DAY PROBLEMS OF
EDUCATIONAL ADMINISTRATION**

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Economy in education; a practical discussion of present-day problems of educational administration by Ruric Nevel Roark

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RURIC NEVEL ROARK

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EDUCATIONAL ADMINISTRATION**

ECONOMY IN EDUCATION

*A PRACTICAL DISCUSSION OF PRESENT-DAY
PROBLEMS OF EDUCATIONAL
ADMINISTRATION*

BY

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BY DR. ROARK

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PREFACE

This book is the third in the series of which "Psychology in Education" is the first, and "Method in Education" is the second. The purpose of the series has been to develop a consistent pedagogy, based both upon the physio-psychic growth of the pupil as an individual, and upon his functions as a factor in the social organism. The work throughout has been done in the light of current knowledge of individual and social growth, and has, it is hoped, been brought into accord with the safest theories and most productive practice arising out of that knowledge.

Education as a science is in its infancy, and no final word can now be written in any department of it. To reach fruitful results in the study of education the same thing is necessary as has been necessary to the upbuilding of any other science, namely, *inductive work*. The wait for trustworthy generalizations must be a long one, for observation, comparison, experimentation not only must extend over long reaches of time, much longer than in the case of many other sciences, but they are all vitiated by elements over which the observer and experimenter can have no control. The problem, "Given, the boy and girl; required, the properly educated man and woman," is complicated with more incalculable factors than any other problem awaiting solution at human hands.

It is urged that whatever in this book can be used, shall be the basis of further careful, continuous, experi-

mentation. Reading circles and pedagogy classes should select such matters as come nearest home to them and make of these a close, *intensive* study, using the material indicated in the copious references given.

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INTRODUCTION

The title given to this book is preferred to the older and more familiar one of "School Management" because it covers a larger field of educational activity than the latter term. What has heretofore been published in book form, in this division of pedagogy, has for the most part been confined to a discussion of the activities of the individual school as administered by a single teacher. But it is evident, under any adequate definition of education, that there are many other educational forces than those of the school, and that there are others than the teacher concerned in properly directing these forces.

The Title Defined.—*"Economy in Education,"* as a division of pedagogy, *has to do with the conserving and directing of all the external influences which, combined with the innate self-activity of the pupil, produce the result we call right education.* As the words show, the concern is with the careful and economical use of *time, money, and energy* in equipping pupils to live their own lives rightly and to serve their community. Educational economy, as a science, strives to show how to prevent dissipation and loss of energy, about which Dr. Butler says, "The most serious aspect of the waste that surrounds us on every side is not the waste of time, [bad as that is]. It is the dissipation of energy, the loss of effectiveness, the blunting of natural capacity and aptitude."

Tompkins says, "At the moment of that effort on the