

**EDUCATION FOR EFFICIENCY: A
DISCUSSION OF CERTAIN PHASES OF
THE PROBLEM OF UNIVERSAL
EDUCATION WITH SPECIAL REFERENCE
TO ACADEMIC IDEALS AND METHODS**

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Education for Efficiency: A Discussion of Certain Phases of the Problem of Universal Education with Special Reference to Academic Ideals and Methods by E. Davenport

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SPECIAL REFERENCE TO ACADEMIC
IDEALS AND METHODS

BY

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PREFACE TO REVISED EDITION

SINCE the publication of *Education for Efficiency* some five years ago many of its ideals and purposes have been more than realized. Probably nothing better expresses the present state of mind of most educators than the following series of propositions published in a recent report of the Illinois Educational Commission:

I. That the high school completes the formal education for most of its students, and this fact rather than the preparation for college should dominate its policy.

II. That the high school curriculum should, therefore, distinctly recognize the vocational needs of the pupil, defining vocation broadly enough to cover all the useful activities, ranging from industry for the masses to literature, business, and art for the few.

III. That at least one-fourth of the student's time in high school should be devoted to this vocational work, and three-fourths to non-vocational, upon the ground that the student, in order to make a useful member of society, should, for a portion of his time each day after reaching the high school age, become possessed of a deep sense of vocational consciousness demanding special training looking to his own activities, but that at the same time, in order to be most effective and rational, he should also devote the major portion of his time to what other men have thought and said and done, or are preparing to do, and to the facts of nature.

IV. That the instruction in vocational courses of high schools should be as useful for practical purposes as is that in the same subjects in schools devoted exclusively to technical training. In no other way can the higher phases of public education hold their own against the competition of the trade school and prevent its supplanting to an undue extent a broader system for the education of the young.

V. That therefore the typical high school should introduce into curriculum at the present time at least six vocational courses corresponding to the six broad avenues leading into the chief activities of civilized man; namely:

1. A course leading to the speaking and writing professions with language, literature, and history as its main subjects.

2. A course leading to the scientific professions, especially medicine and surgery, and devoting its chief attention to biology, physics, and chemistry, studies dealing with life and the conditions of life.

3. A course leading to the profession of farming with special reference to the domesticated animals and plants, and to the soil as the sustainer of life, supported by the physical sciences and by the principles of accounting.

4. A course preparing for useful and artistic construction in the building trades and in most lines of manufacture. Here, manual training, mathematics, physics, and art should hold the leading place.

5. A course leading to the callings of the business world, with commercial geography, economics, industrial history, commercial arithmetic, commercial law, book-keeping, stenography, and type-writing as its most prominent features.

6. A course dealing with the application of science and of art to the affairs of the well-ordered home. Here sewing, cooking, food values, marketing, serving, nursing, sanitation, textiles, home decoration, and the laws of physical, moral, and mental development in childhood are the special studies.

The proposed high school course in agriculture published in the first edition of this book has now been replaced by the more modern course in the report above quoted. While many different outlines of study have been successfully taught, this perhaps serves well to illustrate the present practice, except that in many instances teachers prefer to introduce animal studies during the first year.

In addition to the formal vocational courses offered in the high schools, a good many of these schools are beginning to offer also short courses, part-time courses, night schools, et cetera, thus fully occupying a field that has been so extensively advocated for the trade school. This, of course, is the only way in which sparsely settled districts, like country communities, can have anything like well-ordered schools.

UNIVERSITY OF ILLINOIS,

June, 1914.

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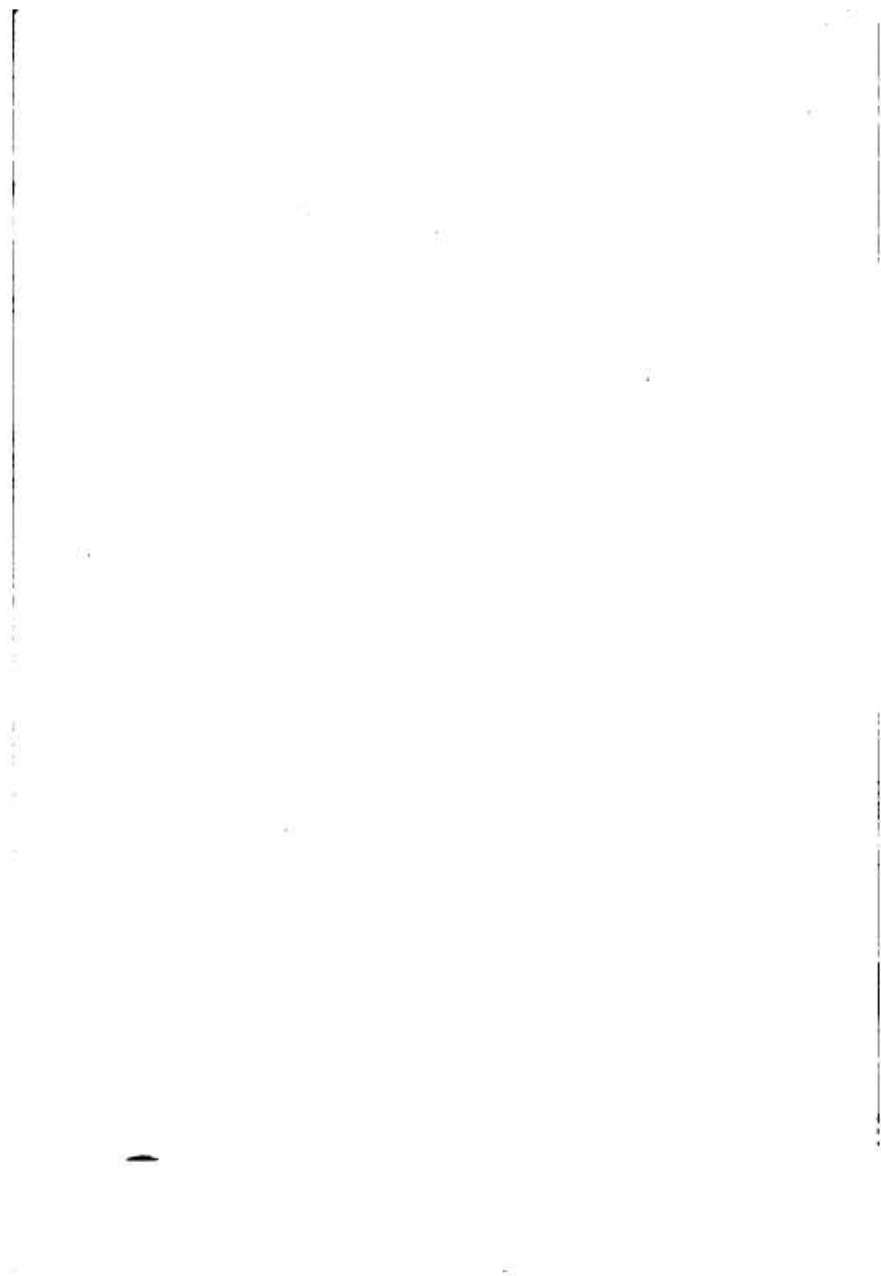
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EDUCATION FOR EFFICIENCY

INTRODUCTION

THE RISE OF INDUSTRIAL EDUCATION

It was a great thing when the common man first lifted up his head and said, "I, too, will be educated."

We have entered upon an era of universal education, which means the education of all sorts of people for all sorts of purposes. From now on therefore education must serve not only the exceptional five per cent but the ninety-five per cent of common men as well; it must not only fit for the so-called learned professions but it must also train for common things, else it is not universal,—a new fact that involves, I imagine, a somewhat radical revision of our philosophy of education, with a corresponding broadening of ideals as to the purposes, the materials, and the methods of instruction.

Fifty-seven years ago Professor Jonathan B. Turner wrote:¹

"All civilized society is, necessarily, divided into two distinct coöperative, not antagonistic, classes: a small class, whose proper business it is to teach the true principles of religion, law, medicine, science, art, and literature; and a much larger class who are engaged in some form of labor, in agriculture, commerce, and the arts. For the sake of convenience, we will designate the former the Professional, and the latter the Industrial, class, not implying that each may not be equally industrious, the one in their intellectual, the other in their industrial, pursuits. Probably in no case would society ever need more than five men out of

¹ From "A Plan for an Industrial University," United States Patent Office Report, 1852.

one hundred in the professional class, leaving ninety-five in every hundred in the industrial; and, so long as so many of our ordinary teachers and public men are taken from the industrial class, as there are at present, and probably will be for generations to come, we do not really need over one professional man for every hundred, leaving ninety-nine in the industrial class.

"The vast difference, in the practical means, of an appropriate liberal education, suited to their wants and their destiny, which these two classes enjoy, and ever have enjoyed the world over, must have arrested the attention of every thinking man. True, the same general abstract science exists in the world for both classes alike, but the means of bringing this abstract truth into effectual contact with the daily business and pursuits of the one class does exist, while in the other case it does not exist and never can till it is new created.

"The one class have schools, seminaries, colleges, universities, apparatus, professors, and multitudinous appliances for educating and training them for months and years, for the peculiar profession which is to be the business of their life; and they have already created, each class for its own use, a vast and voluminous literature, that would wellnigh sink a whole navy of ships.

"But where are the universities, the apparatus, the professors, and the literature, specifically adapted to any one of the industrial classes? Echo answers, Where? In other words, society has become, long since, wise enough to know that its teachers need to be educated, but it has not become wise enough to know that its workers need education just as much. . . .

"It is said that farmers and mechanics do not and will not read, but I say, give them the literature and the education suited to their wants, and see if it does not reform and improve them as it has reformed and improved their professional brethren. The agricultural classes have no congenial literature."

In these few words Professor Turner outlined both the need for education and the character of the education suited to the natural needs of industrial people. They were written in the early days of the campaign that led up to the Land Grant Act of 1862, by which every state has come to have at least one college wherein are taught the subjects that