

### III. SUGGESTIONS FOR THE STUDY OF VOCATIONAL EDUCATION IN TOWNSHIP INSTITUTES.

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The texts for the Teachers' Reading Circle the present year and the township institute work afford an opportunity for the teachers of the State to study systematically some of the new problems which the recent educational development in Indiana makes it incumbent upon us to solve. Indiana has, by its recent legislation, adopted a state-wide program for Vocational Education. Tentative plans for this work have been formulated by the State Board of Education and certain aspects of the work begun. Nothing is more important for the success of this venture than that the teachers and parents of the State should clearly understand what this new movement for vocational education means. Teachers especially should get a clear idea of what the State hopes to accomplish by means of this work. Many new problems must be taken up and solved before vocational education can become a reality in this State. It is important that these problems should be studied and discussed this year. For this reason a large part of the township institute work this year has been focused on the subject of vocational education and the problems which this movement has set for the teachers and public schools of the State.

The following outline and discussion of vocational education has been prepared with a view of giving teachers, superintendents and patrons interested in this subject some direction and help in their study of the many practical problems that have been raised by our new Vocational Education law and the work which it makes possible or requires. The subject matter of both reading circle texts is directly or indirectly related to this vocational work and the topics treated below have been arranged for a systematic study of the entire problem including the topics discussed in the reading circle texts.

On each of the topics discussed in this outline, a selected list of references for further study is given at the close of this article so that any of the problems pointed out may be more thoroughly studied than the treatment given them in the outline or reading circle texts makes possible. It is hoped that this outline and statement of the more important problems raised by a state-wide pro-

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gram for vocational education may be suggestive and helpful to the superintendents and teachers of the State.

The Vocational Division of the Department of Public Instruction holds itself in readiness to give individual teachers and township or county associations any help it may be able to render in their study of this subject this year. All communications for such service or help should be directed to the Vocational Division, Department of Public Instruction, Indianapolis.

### A. The Problem of Vocational Education

#### 1. WHAT VOCATIONAL EDUCATION REALLY MEANS OR SEEKS TO ACCOMPLISH.

Various attempts have been made to make clear what vocational education really means or seeks to accomplish.<sup>1</sup> Having committed ourselves by recent legislation to a state-wide program for vocational education, it is important that we get a clear idea of what such a program of educational development really includes and how the proposed changes are related to the educational work we are now doing and which we have done in the past.

The problem of vocational education can perhaps best be understood if viewed in the light of its historic development, for as at present defined and conceived by the leaders in the field, vocational education marks the culmination of the best educational theory and practice of all time.

In the beginning all education was vocational. Primitive man taught his sons all he knew about the art of hunting and fighting. The mother taught her daughters all she knew about the tillage of the soil; the acquisition and preparation of food and clothes, and providing shelter for the tribe and family. The instruction was universal, for the fancied or practical wisdom which primitive man had acquired from his contact with nature was taught to the entire tribe. Each nation imparted to its children all the art and lore that it possessed.

In the course of racial development this training and instruction became more and more of a conscious attempt on the part of nations to better their condition as a people. Education became a conscious attempt on the part of the nation or race carrying it out to bring about a practical and permanent betterment of its conditions.

<sup>1</sup>Compare references on problem of vocational education, this bulletin, p. 46.

Two factors were prominent in bringing about the change which this education or training sought to make: (1) The ideals as to what should be accomplished by means of the education or instruction given. (2) The machinery or system of schools which the nations devised and developed to accomplish this purpose. The directive force throughout the history of education has always been the ideas which have been held in regard to what education can or really ought to try to accomplish. These ideas in regard to the aim or purpose of education have changed from age to age and have differed widely for different nations.

The Hebrews emphasized the moral side of education and through their whole history developed the ideal of righteousness, cleanness of thought and life. Education to them meant a training of the individual and people in such a way that their lives would be acceptable in the sight of Jehovah. The Greeks emphasized individual perfection and development, and by means of their entire civilization worked out this idea. Education, according to the best thought of the Greeks, sought to give to the body and to the soul all the perfection of which they were capable; and this was limited to the free Greek citizen. The Romans tried to produce by means of education a practical and efficient citizen. Education must be intensely practical and produce a citizen worthy of Rome at her best. This was followed by the early Christian ideal which made education a mere process of training or discipline. Education as viewed by the church soon became a mere process of training in preparation for a future life. This disciplinary ideal has gone through many forms in the course of educational development. Couched in its modern garb it makes education chiefly a process of habit formation; habits of thinking, feeling and acting or developing permanent interests in the things which the world calls beautiful, true and good.

A number of modern ideals and some important modifications of ideals held by earlier civilized nations have been formulated by educational leaders in the past century and have served a useful purpose in guiding the practical work of the schools. One of the most important and far-reaching in its effects upon modern educational work is the notion which makes education chiefly a process of acquisition or learning. The race has made many discoveries and much progress in the fields of art, science, music, philosophy, religion, literature, industry and in the development of social, religious and political institutions. It has been the dominant aim of certain educational leaders to have each individual master as much of this

racial wisdom and as many of these achievements as possible. This is our racial heritage, the thing with which each individual must start and to which he may or should make his contribution. Education, it has been said, must give him the tools necessary for mastering this racial heritage. It must assist him in making a wise selection of the part he should master and give him the direction and help needed to make the learning efficient and economic. Hence the modern tendency to crowd as much of this as possible into our school and college courses.

We have also in recent years given new meaning and emphasis to the Greek ideal of education. We all believe today that the school must in some way make the conditions favorable for normal and healthy development. We believe that the school must not only not interfere with the process of normal healthy development, but actually stimulate it or help bring it about. We also believe that the matter of forming right habits of thinking, feeling and action, and acquiring a permanent interest in the things which our civilization believes to be most worth while is an important result which should be attained by the school. But we have been slowly and surely coming around to an ideal, which in a real sense includes most or all of the educational aims that have been found valuable in the past. We have come to believe that education must somehow give to each individual the help he needs to make a right adjustment, not only to the past achievements of the race but to his present environment; to present day society and to the work which society is, under present conditions, called upon to do.

Our present educational ideals and practices have, therefore, been evolved from the entire experience of the race with the problem of education. The ideas, which we hold today in regard to what should be accomplished by means of education and our public schools, represent the best that this long experimentation with the problem of education has given us. There was a time when the school emphasized mere acquisition and learning; a time when complete normal and healthy development was thought to be the chief end of education; a time when education was made chiefly a matter of training and discipline; a time when the development of right habits was chiefly emphasized; a time when most attention was given to developing in children permanent interests in the truth and the things which the world calls beautiful and good; a time when we talked most about helping the individual to adjust himself to his environment and social or racial heritage. Today we are really combining all these points of view. No one longer be-



believes that mere acquisition or learning will suffice or that perfect development is sufficient, or that even learning and development combined are adequate. We are not even satisfied when the formation of right habits and the acquisition of permanent interest in the beautiful, the true and the good are added. The information and knowledge gained, the strength of body and mind represented by the perfect development; the habits of efficiency, and interest in what the race calls beautiful, true and good, must all be directed *toward some worthy end*. The educated man or woman of today must not only be efficient and trained, healthy and strong, but trained *for* and made willing *to do* his full share of the world's work. The belief has steadily grown that the public schools must somehow fit each individual in the state for this sort of social service and productive citizenship.

Vocational education as at present conceived by the leaders in the field means that we must train our young people for this sort of social service and useful citizenship. It means that we must conserve, by means of education and training, the talents and capacities of our boys and girls: (1) By wise vocational guidance; helping them to find the kind of occupation or work for which they are best fitted. (2) By more sharply directed instruction, provide the kind of training which will fit them most efficiently and economically for the work they are to do.

Vocational education, therefore, means that we must direct our educational work more sharply towards some specific end, in the future than we have done in the past. That we must give young people a kind of education which will enable them to make a living; make them able and willing, through the doing of some useful form of work, to make their contribution to society and the state. It means that we have come to regard human energy and talents as perhaps the most sacred and important thing in the world and have set for ourselves the task of their conservation and cultivation. Vocational education is a part of the great movement for "social economy and efficiency."

A second marked tendency revealed by the history of educational development, when viewed as a whole, is the movement towards universality. With the growth of the ideal of democracy has come the belief that education must be made universal. We have come to feel that a system of public education in a democracy must serve *all the people of the state*, not merely a few classes or groups. The growth of this ideal and the shaping of the school system to meet the ideal has been one of the most important movements in the

history of education. First came the idea that every individual in the state must be reached by the school. The practical working out of this ideal gave us our present "open-door" system of public school. Quite naturally the work of this system was conducted along traditional lines. Its methods and course of study were modeled after the schools which were created to administer to a leisure class. Our compulsory education laws and the dropping out of school of those who did not intend to prepare for the professions and positions of leadership in the so-called higher occupations of life, forced the second prominent idea involved in our present ideal of vocational education, namely: that the education given must be truly helpful and fit each individual in the state for some useful kind of productive work. Vocational education, therefore, means conserving the talents of *everybody*; it means not merely extending the work of the public schools so as to reach everybody, but to give to each the opportunity of developing to the fullest possible extent his talents and capacities. It means that the public schools must provide the kind of training needed to fit *each* pupil for the kind of work which will enable him best to serve himself and contribute the largest possible share of useful service to the community and state.

## 2. THE DEVELOPMENT AND EXTENSION OF THE PUBLIC SCHOOL SYSTEM OF INDIANA.

Both these ideals—the tendency to make education universal and to make the instruction given truly helpful and efficient—have had an interesting history in Indiana. The Constitution of the State adopted in 1816 provided that:

"Whereas knowledge and learning generally diffused through a community being essential to the preservation of a free government and spreading the opportunities and advantages of education through the various parts of a country being highly conducive to this end, it shall be the duty of the general assembly to pass such laws as shall be calculated to encourage intellectual, scientific and agricultural improvement throughout the state by allowing rewards and immunities for the promotion and improvement of all arts, sciences, commerce, manufacturing and natural history; and to countenance and encourage the principles of humanity, industry and morality." To this end the general assembly was required to "provide by law for a general system of

education, ascending in regular gradations from township rural schools to a state university, wherein tuition shall be gratis and equally free to all."

These same principles were reaffirmed and endorsed by a vote of the people in 1851, when they ratified our present Constitution which contains the following significant clause:

"Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government, it shall be the duty of the general assembly to encourage by all suitable means, moral, intellectual, scientific and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally free to all."  
(Article 8, Sect. 1).

One result of this remarkable provision for public education is our present "open-door" system of public schools. A system ascending in regular gradation from the primary grades in town and township schools to the college and research departments of our state universities. All parts of this system are free to every boy and girl in the state who have the inclination and ability to pursue the work. No part or division of the system is closed to any youth in the state because he is poor or because he belongs to a certain class in society, or because he or his parents happen to hold a certain religious belief. In accordance with the wishes and plans of the founders of the State we have developed in Indiana our present "open-door" system of public schools, which represents perhaps our greatest educational achievement to date.

It must be said that this system of public schools has, in the past, served the people of the State well. It has, in fact, met our conditions and needs so well that it has rather generally been admired by students of education and imitated by many cities and States that wished to improve their systems of public schools. The door to the high school and to the college and university and the opportunity to prepare for the position of leadership which such training provides has been kept open to all who might elect these so-called higher vocations and who would prove themselves capable of such training and positions of leadership. But the instruction or training which has been provided by our system of public schools has not always been such as fully or equally to meet the needs of

*all* classes of people in the State. There has been a constant movement in the direction of developing a more efficient scheme of public education; one that would meet the true needs of all the people.

The university end of our system, true to the traditions of the older colleges and universities of this country, began by emphasizing those branches or subjects which were particularly helpful in preparing for the ministry, or which gave a general basis for certain other so-called higher professions. Later the State began to make provisions for special training in all lines of technical and professional work where skill or training might prove advantageous to the State. Purdue University, which has for its object the giving of special instruction in agriculture and in the industrial, mechanical and household arts to those preparing for leadership in these various fields of work, was made a State institution in 1865. A State Normal School for the training of teachers was founded by the same legislative and opened in 1870. The number and variety of departments and courses at Indiana University have been gradually increased until today the courses offered cover practically every branch of knowledge represented by the sciences and humanities. The courses no longer prepare primarily for the ministry or give a cultural training adapted to meet the needs of the leisure class. A school of education for the study of educational problems and the training of leaders in education; a school of medicine; and a school of law have been added—professional departments or schools where the youths of the State may get special instruction and training in preparation for these several professions. Special courses have also been added to prepare for business—journalism, advertising and other occupations.

Not only are the young people of the State offered the opportunity to get instruction in these various fields and thereby given the help they need to prepare them for leadership in these several professions, but investigations, at the State's expense, are being carried on in nearly every field of pure and applied science and the truth necessary for further advancement in all these lines slowly ascertained. Furthermore, the facts thus discovered by our own and other universities are being carried to the people of the entire State and disseminated by means of the extension work. There has, therefore, been a constant change taking place in the direction of making our State Universities more truly serviceable, not only to their students but to the whole State. It may, in fact, be said that the movement for making our universities true servants of the State is just beginning.

The development of the high school, has been still more marked during the past fifty years. An efficient system of high schools has been developed throughout the State, that not only opens the door for every boy and girl in the State to our colleges and universities, but their courses of study have been gradually changed to meet the needs and varying interests of the youth of the State. The course of study in the average high school of the State today more nearly meets the needs of all the students than did the simple old-time traditional course with which the high school work in this State began. It must be still further extended and changed to meet the vocational needs of those who do not go to college to prepare for the professions and other occupations requiring such an extended general educational basis.

### 3. THE LATEST STEP IN OUR EDUCATIONAL DEVELOPMENT.

But our system of public schools as we have developed it thus far is by no means perfect or complete. A further step in our educational development has been provided for by the passage of our new Vocational Education law. The State, as we have seen, has not been content to provide mere general educational opportunities for its citizens. It has for a number of years provided special vocational instruction for those who desired to prepare for the professions of teaching, of medicine, of engineering, and of law. It has not provided vocational instruction for those who must work in the shop, in the home or on the farm; only a general educational basis has been provided for those who must take up an occupation in these fields of work. The new steps to be taken provide for the extension of the work of our public schools in such a way as to include departments and schools which seek to provide as definite and helpful a vocational training for those who must work in the shop, in the home, and on the farm as we are already providing for those who desire to fit themselves for the professions of teaching, engineering, medicine or law.

Three facts in regard to the new steps in our educational development should be kept in mind.

1. That the idea of vocational education as provided for in our new law and as at present contemplated by the State Board of Education does not represent a mere fad or radical departure from our present educational ideals and practices, but marks the culmination of an educational development which has continued through a period of one hundred years. The idea of vocational education, as

defined above, is not in reality as new for Indiana as some might think. We are merely planning to extend our present system of public schools in accordance with the principles laid down by the founders of the State and our past ideals and practices. This proposed program of extension merely means an attempt to make our *present* system of public schools more truly democratic by enlarging and extending the scope of its work so that it may come more nearly meeting effectively and economically the needs of *all* the people of the State.

2. A second important fact to bear in mind is that this new program means making a decided and important enlargement or extension of the duties and work of our present system of public schools. Vocational education as provided for in our new law and as at present contemplated does not require overturning any of the work we have been doing heretofore, nor does it mean setting up a dual system of education in Indiana. It merely means extending our present and past aims in such a way that education in this State may be made truly democratic, reaching everybody and meeting the needs of all classes of people in the State. While we are, therefore, entering upon a program of educational work *entirely new* and *different in kind* from anything we have thus far undertaken, the proposed enlargement and extension is in no wise contradictory or opposed to the things for which our present public schools have more or less blindly stood, almost from the beginning.

3. It is important also to realize that this movement for vocational education marks, without doubt, the most important educational movement that has taken place in the State since the foundations of our present system of public education were laid in the Constitution of 1816.

#### 4. NEW PROBLEMS RAISED BY OUR PROPOSED EDUCATIONAL DEVELOPMENT.

A state-wide program for vocational education, such as we have taken up, raises a number of definite problems new and old which must be solved before we can hope to have a scheme of public education which will efficiently meet the needs of all the people of the State. The following are among the more important problems that must be solved before vocational education, in the sense defined above, can become a reality in this State:

1. We have, in the first place, the problem of improving and perfecting the general educational work which we have been doing



in our regular schools and the problem of determining the best ways of relating the new pre-vocational and vocational work to the work we are already doing. We have not yet solved in an economic or efficient way the problem of giving the fundamentals of a general education—the necessary foundations for all future occupations and work. Our new problem here is to perfect the old and relate the new pre-vocational and vocational instruction to this foundation work in such a way that the true purpose of education will be attained in an economic and efficient way. Specific problems in this field are the following:

(1) Finding out how better to teach the fundamental subjects and how to test or measure the results of our teaching in these lines.

(2) How to correlate the work in the practical arts subjects with the arithmetic, English, geography, drawing and history work so as to save time and do each line of work better than we did it before.

2. A second problem which we must solve is to decide what should be accomplished by means of the practical arts work in the lower grades where the sexes work together. We must work out a course of study which will actually accomplish the things we expect to accomplish by means of this industrial and hand work and administer it in an economic way in the regular schools.

3. We must also work out a scheme of *pre-vocational* instruction for the regular schools. We must provide courses that will acquaint our young people with the various types of industries or social activities of present-day society and which will give them a chance actually to try themselves out, as it were, in several lines of work beside the academic, before they are required to make a choice of a vocation for which specifically to prepare. I am assuming here that all should and will take up some useful form of work in life and that we shall, by means of our public schools, provide an education which will fit for whatever occupation the pupil decides to take up. This pre-vocational or experimental period would, of course, vary in length with different students and would include a study of those subjects which would serve as actual "try-out" courses as well as all the basic courses which should be studied before the special vocational training is begun. For some lines of work and for some students this period of pre-vocational training would be short and might consist of but a few lines of work or courses. For others this pre-vocational period might extend into

the junior or senior year in college, because the period for general education is so much lengthened. One of the most difficult and important problems is to develop this pre-vocational work in our regular schools and adjust it to the subjects which are designed primarily to develop useful habits of thinking or work, or to acquaint the pupils in our regular schools with the past achievements of the race.

4. Another problem which our new educational program in Indiana will require us to solve is to give the young people in our schools real, effective educational and vocational guidance while they are pursuing their general education. Vocational education or training without wise and efficient vocational guidance is wasteful, to say the least, and may not warrant the expenditure of large sums of money for the special training. Many things in this line can be done before we need to tread on the dangerous psychological ground of attempting to tell a boy or girl for what occupation he or she is by nature best fitted. This will be discussed more in detail in section B below.

5. We must also provide as efficient and specific a vocational training for the young people who propose to work in the shop, in the home, or on the farm as we are already providing for those who wish to prepare for the professions of teaching, medicine, engineering or law. This will require the establishment of new types of courses and schools. (See Special Bulletin, Vocational Series, No. 4.) Free.

6. We must also provide for the vocational needs of those who desire to finish a high school course. This is one of our most urgent and difficult problems.

#### 5. WHAT A COMPLETE SCHEME OF VOCATIONAL EDUCATION INCLUDES.

A complete and efficient scheme for vocational education must provide for at least the following classes or groups of individuals:

1. Those who expect to finish the high school and a part or all of a college course and who wish to prepare themselves for the professions or positions of leadership in the so-called higher occupations and professions. Our technical and professional schools, already developed, are designed to meet the needs of this group. The problem here is to make this work more efficient and to make it include scientific investi-

gation and other forms of university work in addition to the professional.

2. It must provide, in the second place, for those who wish to finish a high school course but who cannot or do not wish to go on to college or to a higher technical school. We shall always have a group of students who wish to continue their general education up to this point and at the same time, spend a part or most of their time in preparation for their chosen occupation. The needs of this group must be met by some continued modification of the high school course.

3. It must also provide for the vocational needs of those who at fourteen or sixteen years of age drop out of our regular schools, either because they must go to work or because they cannot get in the schools the kind of training they need to fit them for their future life work. The *all-day*, vocational schools, provided for by our new law, are specially designed to meet the needs of this group. This type of school is designed to meet the needs of all pupils who feel that they must begin specifically to prepare for a wage earning occupation at fourteen, sixteen or eighteen years of age.

4. There is also a large group of young people between fourteen and twenty years of age, who have already gone to work, but who have had little or no training for the trade or work in which they are employed. There are two groups of these young people:

- (a) Those who have started into a skilled occupation which offers some chance for growth and future advancement in salary. The needs of this group may be met by the trade extension work provided for in our part-time vocational schools. The needs of the older pupils and the men and women engaged in skilled occupations may be met by the evening vocational classes provided for by our law. This problem of providing vocational instruction for the workers already engaged in a skilled occupation, an education or training designed to make the workers more productive and efficient in their chosen work, is the problem which the *Part-time* and *Evening* vocational schools seek to solve.
- (b) Some of the young people who have quit the regular school to go to work are, however, not engaged in

skilled occupations or trades. They are working at "blind alley" or "dead end" jobs which offer little or no chance for future promotion or advancement. The problem here is to help these young people find a more promising occupation, and to train them for productive and efficient work in a skilled occupation. This is the problem of the general continuation school for which no provision has been made in our Indiana law.

All these groups of students with their varying needs must be provided for and the above named problems relating to general and vocational education and vocational guidance carefully considered and solved before we can have a complete and efficient scheme of public education in Indiana.

#### 6. THE SPECIFIC WORK FOR WHICH OUR NEW VOCATIONAL EDUCATION LAW PROVIDES.

Our new Vocational Education law will enable us to meet the vocational needs of all or most of the groups of individuals mentioned above and should stimulate us to solve all of the problems mentioned. It provides for three distinct lines or types of work, each of which is more or less vocational in its intent and character.

1. It provides, in the first place, for the work of the county agents of agriculture, designed to assist the farmers of the State in making their work more economic and productive. The entire time of these agents, who may under certain restrictions be appointed for each county in the State, is to be devoted to giving a sort of trade extension work to actual farmers. This agricultural extension work for adults is connected up closely with the boys' and girls' club work conducted by the United States Extension Department, Purdue University and the instruction in elementary agriculture given in the regular schools. The object of this work is not merely to teach the farmers of the State how to become more productive, but to help work out for Indiana the whole problem of rural life.

2. The law provides, in the second place, for the introduction or extension of the practical arts work which we had begun to introduce into our regular schools. Under the new law instruction in elementary agriculture, "Domestic Science" and the industrial arts must be given in all elementary and high schools of the State as a part of their regular course of instruction. New emphasis, dignity and direction is, therefore, to be given to all manual and industrial

work in the regular schools. This will enable us to lay the right sort of foundation for the vocational work and will help us better to solve the problem of vocational guidance discussed below.

3. The law provides, in the third place, (and this is the chief provision of the law,) for the organization of vocational departments and schools, which will provide as definite and as real vocational instruction for the young people in the State who wish to prepare for efficient work in the shop, in the home, or on the farm, as we are already providing for the young men and women of the State who desire to prepare to teach, or to become professional engineers, or to practice medicine or law; that is to say, an entirely new type of educational work has been provided for in this law by the provisions relating to the establishment of vocational departments and schools. It is for this vocational work that the special State aid was provided in order to stimulate and encourage local communities to provide vocational training of this sort.

In its interpretation and administration of the new law the State Board of Education has striven from the first to distinguish clearly between these three lines of work and to keep clearly in mind the end to be reached by each. It is very important that these three lines of work be clearly differentiated and the aims of each understood, so that all confusion of purpose and duplication of work may be avoided so far as possible from the beginning.

## **B. The Problem of Vocational Guidance**

### **1. NEED FOR VOCATIONAL GUIDANCE.<sup>1</sup>**

A problem of equal importance, if not more fundamental than the problem of vocational training, is the problem of giving our youth proper direction and guidance in the matter of choosing an occupation which they propose to follow as their life work. We need, not only vocational training, but information about the conditions of employment; the wages paid; the opportunities offered by the various occupations and professions; the kind and amount of training demanded; a knowledge of the special qualities of character required for success in these various vocations and the like. We need also to determine ways of successfully testing the interests and capacities or fitness of our young people for different kinds of work. Much unhappiness and waste of time, talents and potential accomplishments result from our present "hit-and-miss" method of choosing a life career.

<sup>1</sup>Chapter 12 in Weeks' People's Schools should be read in connection with this section.

Young people in our schools and out do not realize the importance of choosing a permanent occupation and fitting themselves specifically for it. Studies have shown that few high school students have decided upon an occupation which they expect to follow as their life career. Those who have decided have been compelled to make their choice with little or no information about the occupations they propose to follow. Out of 531 high schools boys in Grand Rapids, Principal Davis found that only 240, less than half, had decided upon their life work. Half this number had no knowledge concerning the occupation they intended to follow; 123 out of 240 who had decided, frankly confessed that they had no real information concerning the vocation to which they looked forward; and only 117 out of the 531, about one out of five, showed any sign of an intelligent choice, while only 150 were shaping their school work with an eye to the work which they had selected as their permanent occupation.

Principal Davis' study further showed the importance of a vocational motive. The pupils who had a definite vocational aim did a much higher grade of work than those who were drifting along the path of least resistance. Experiments with industrial education and other studies have also shown that a vocational aim or life interest makes pupils more ambitious and alert. The value of a vocational motive is further shown by such facts as the following: "The average unskilled laborer who has simply drifted through the lower school grades, with no particular object in view, and has gone to work at the first job which offered itself, is at twenty-one years of age earning on an average about \$10 per week. There is little or no chance for advancement after this wage has been reached. The youth who drifts through the graded school and finds his way into a skilled trade begins at about \$3 per week, and if he is ambitious has at the age of twenty-one advanced to about \$9 per week. At twenty-two he is, on the average, getting about \$13.22 per week, with \$16 as a possible maximum. But the boy who fixes his eye on this same shop while still in school and shapes his education accordingly, enters a trade school and remains there until he is nineteen, begins his shop work at \$12 per week. At twenty-one he is paid \$16 and will on the average reach \$25 per week before his advancement stops. As compared with the first boy the vocational motive has, therefore, been worth two and one-half times the weekly income for the remainder of his life." This is, of course, barring the possibility that the ambitious boys also have more natural ability.



And this is to say nothing about the value, for "social economy," of getting our young people into lines of work which are congenial to them and for which they have some natural interest or talent. It is a well known fact that because they are ignorant of their mental or physical unfitness for certain occupations, many of our most promising young people get into uncongenial, spirit-breaking lines of work, some practically committing suicide by taking up tasks for which their physical organization and health are inadequate. It is impossible to estimate the loss to society in potential accomplishments from our failure thus to give proper educational direction and vocational guidance to our youth. Merely providing vocational training is not enough, for mere vocational training will not keep our young people from getting into the wrong job. Neither can it fit a youth for something for which he is by nature ill adapted. We need wise and effective vocational guidance and better educational direction to conserve fully the productive and serving powers of our young people.

1. We need to give our young people the information concerning the various occupations which they need to enable them to make an intelligent choice of their life work.

2. We need to give them an accurate idea of the kind and amount of training that is needed and the qualities of character that are required to succeed in the various vocations.

3. We need to impress upon them the importance of selecting a permanent occupation and the necessity of preparing specifically for that work.

4. We must determine, so far as it is possible, the individual interests or vocational aptitudes or fitness of our pupils, so that we may give them wise educational counsel and right vocational guidance.

5. We need, finally, to follow this guidance with more sharply directed training which will fit them efficiently and economically for the work they expect to do.

Our problem stated in a word is this: (1) We must first develop by means of general education those habits and elements of character which give the necessary basis for all occupations and which are needed for a successful life in any vocation. (2) We must open the eyes of our pupils to the wide fields of vocational opportunity that lie before them, and help them find the occupation for which they should prepare. (3) We must provide the means for training each pupil economically and efficiently for the work he is to do.

## 2. WHAT INDIANA MAY DO BETTER TO SOLVE THE PROBLEM OF VOCATIONAL GUIDANCE IN HER SCHOOLS.

To place the vocational guidance and training work on the right sort of basis in this State the following surveys or investigations must be made and the facts made available for our young people and those who carry on the vocational guidance and training work.

1. We must first make a careful study of the more fundamental occupations and industries to determine the kind of training or sort of technical knowledge and skill that is required to meet the needs of a skilled worker in that occupation or trade. We must make studies of the type indicated by C. R. Richard's paper "How Shall We Study the Industries for the Purpose of Vocational Education?" (Journal Vocational Education, January, 1914, p. 159.)

2. We must, in the second place, study the various vocations and industries with a view of ascertaining the facts which the young people need to know to make an intelligent choice of their life work. We must make a sort of vocational survey for the State, to determine,

(a) The various occupations open to boys and girls of the State, ascertaining,

- (1) The age of possible entrance to each.
- (2) The sex of the employees.
- (3) The minimum training required for successful entrance.
- (4) The opportunity for training and growth within the occupation.
- (5) Kind and amount of training which must be gotten outside the vocation, either before or after entrance.
- (6) Special characteristics—physical and mental qualities—required for success.

(b) The special opportunities offered by each occupation or profession, determining,

- (1) The maximum and minimum wages paid.
- (2) The demand for workers.
- (3) Length of day and season.
- (4) Opportunities offered for advancement.
- (5) Risks to life, limb or health.
- (6) Social conditions and opportunities afforded, etc.

3. We must, in the third place, determine the best ways and means of discovering the vocational aptitude and fitness of children

and young people for different occupations or lines of work so that educational direction and profitable advice in regard to the choice of an occupation may be given. The following things should be done in this field.

- (a) Keep a continuous record of each pupil's success in different types of school work; of his dominant interests or talents; i. e., get a vocational index through observation of special interests, mental and physical conditions and the pupil's experiences with different school subjects.
- (b) Give opportunities for development of any really marked talents in important types of social activity, such as music, art, in the field of invention or constructive work, in science and practical or academic work.
- (c) Utilize the pre-vocational work as a vocational finding or "try-out" course.
- (d) Have the psychological experts in our state universities work out and verify if possible a set of tests that might be used by superintendents and principals in detecting the vocational aptitude or fitness of their pupils, i. e., help us get a vocational index through specialized tests.

When it comes to the matter of the schools actually meeting the needs of the pupils in the matter of vocational guidance and training, the practical and final phase of the matter, the following things must be prepared for and done:

1. We must first impress upon the young people in our schools and out the importance of selecting wisely a vocation or life work and the *necessity of training specifically* for the work to be done.

2. We must, in the second place, devise ways and means of properly disseminating among our young people the information about the various occupations and professions which our survey or study of these vocations has revealed, so that they may be apprised of the facts needed to make an intelligent choice of their occupations. This may be done in the following ways:

- (a) In connection with the English composition work where the reading of the pupils is directed along these lines these various occupations are studied outside of school and discussed as a part of the oral composition work. Special written reports are prepared on certain occupations and read and discussed in class, the entire study of the problem being directed by the teacher in charge. This

plan has been well developed by Principal Jesse Davis and his teachers at Central High School, Grand Rapids, Mich.

- (b) An elective course on vocational and educational guidance, one or two semesters in length, might be given. This course would have for its purpose (1) Giving to young people taking the course a birdseye view of present day industrial conditions. (2) Opening their eyes to the possibilities open for the man who prepares himself well for some useful work. (3) To give them an idea of what is required for real success in different fields of work. (4) To guide each pupil in the matter of making a choice of an occupation, for himself.

The vocational possibilities for the several occupations would have to be determined (1) By a study of statistics and the facts revealed by such studies as were indicated above. A number of such studies have already been made. (2) By a study of books dealing with existing occupations. (3) By interviews with successful men in the occupations and professions studied.

The elements of character required for success in different occupations might be gotten. (1) By a study of biographies of men and women who have attained marked success in different occupations. (2) By a study of local men and women who have been eminently successful in the occupations studied.

The individual aptitudes and interests of the members of the class might be determined (1) by use of carefully prepared questions covering such points as ambition, dominant interests, ability, marked personal characteristics, etc., of the pupils. (2) By ascertaining habits and program of work of pupils. The history of their activities since entering high school, etc. (3) By psychological tests designed to determine a vocational index for the pupil.

Such a course should, however, not be attempted except by a teacher specially interested in the problem and one who has been specially trained for the work. A prominent part of the course would be the wise educational direction and guidance which the teacher could give each pupil in regard to mapping out for him a plan of education and life which the facts previously determined indicated should be followed to attain success.

3. The school must also develop and emphasize the pre-vocational work, making it an actual vocational finding and "try-out" course for those who take the work.

4. The school may also provide special vocational advisors or counselors, who have been trained for vocational guidance work, whose business it would be to co-ordinate and use all the agencies within and without the school available for giving help to young people in the matter of directing their education and efforts towards some definite life work or career. For this work special training is required.

5. Finally the school must provide through special departments and schools the type of instruction and training that is needed to meet the requirements of the skilled worker in the several occupations. This work falls into three divisions or parts. (a) Providing vocational training for those who wish to prepare for the several vocations in a regular day school. (b) Providing trade extension work in part-time and evening classes for those who have already taken up some skilled employment. (c) Helping by general continuation school work those who have gone to work but who are engaged in juvenile or "dead end" jobs.

6. To solve the problem of vocational guidance aright we must co-operate to the fullest extent with all the agencies which seek to conserve the talents and productive capacities of youth, such as:

- (a) State and city bureaus or agencies for the placement, promotion and guidance of young workers. (See Bloomfield's "The School and the Start in Life," U. S. Bureau of Education, Bulletin No. 575, 1914.)
- (b) All child labor and many child welfare agencies.

There should be a unified attack by all these agencies on all the problems which vocational guidance and training present. Unfortunately these agencies are at present often working at cross purposes because no plan for co-operation has as yet been adopted.

### 3. WHAT THE TEACHERS AND SCHOOLS SHOULD TRY TO ACCOMPLISH THIS YEAR.

Dr. Kerschensteiner, one of the most careful students of modern education, defines the purpose of the public schools of a state and the purpose of education as a training for useful citizenship, but for him no one can be a useful citizen who does not fulfill some function in the state, i. e., who does not do some kind of work which is

directly or indirectly useful to the ultimate aims of the community and state. "If any one in possession of bodily and mental health enjoys the blessings of the state without in some way or other helping according to his ability to further the common aim of the state, he is not only not a useful citizen, but he is acting immorally. If any one uses his wealth merely to satisfy his own pleasures, he cannot usurp the title of a useful citizen because apart from the payment of taxes imposed upon all alike, he does not bring any work to add to the common pool of industry to which he really owes the comforts and luxury of life." On the other hand all necessary forms of work, even the work of a scavenger, are valuable and important for society and the state, and if done well the worker makes his contribution. (The Idea of the Industrial School, p. 15.)

The first and most important demand which society makes upon an individual is that he be capable and willing to do his part of the world's work, i. e., to be engaged in some vocation by means of which he is able not merely to take care of himself but by means of which he makes his contribution to society as a whole. It is, therefore, the first duty of the public school to help each individual pupil to choose some useful form of work or permanent vocation in the community and to prepare him efficiently and economically to do that work.

The second duty of the school, according to Dr. Kerschensteiner, is to accustom the individual to look at his vocation as a *duty* which he must carry out, not merely in the interest of his own material and moral welfare, but in the interest of the community and state as a whole, which gives each individual the possibility of carrying out his work and of making his living, protected by the law and order of a civilized community.

The third and greatest duty of the public school is, according to Dr. Kerschensteiner, to develop in the pupil, in addition to skill in his chosen vocation and desire to contribute, through the doing of that work, his share of service to the community and state, an interest in the welfare and advancement of society and the state as a whole. To create in the worker the desire to do his work so well that the development of the state may be advanced thereby in the direction of the highest moral and ethical ideals of a modern state.

This statement of the purpose of education and of the school is the key note to modern educational reform. We have been educating our children too much away from their homes, away from their



communities and away from work, toward false ideals of culture and leisure.

One of the first things that we should make sure of in connection with our state program for vocational education is to impress upon the minds of the young people in our schools the *need* for selecting a permanent life work and the *necessity* of *preparing* themselves efficiently for the work to be done. We should make them understand that this is an important duty of a good citizen; that it is only in and through the doing of some useful work that they may hope to be enabled to take care of themselves and make their contribution to society. The young people in our schools need to be made to realize the importance of selecting a permanent vocation and the evergrowing necessity of preparing specifically for that work. They need to be made to feel much more than they now do, that it is in and through the doing of some useful work that they are enabled not only to serve themselves but society as a whole; that their work, no matter how small, represents a necessary service to the community. We should appeal to the instinct to want to do something worth while, to get them to select and properly prepare for some useful form of work.

This represents a kind of vocational guidance work that all teachers should begin to do this year. It must be begun far down in the grades and emphasized in our vocational schools, since most pupils drop out of school before the high school is reached. How to accomplish this desired result is one of the most immediate problems before us.

### **C. The People's School—The Problem of Providing an Efficient Scheme of Public Education in a Democracy**

Thus far we have considered what a universal and effective scheme of vocational education means and should include, but it is not enough to believe in the efficiency and necessity of vocational training or even to see clearly what should be done. Our ideals must be realized and our plans carried out if they are to be of practical worth to the State. We should, therefore, consider some of the ways in which this problem has been solved or attempted in other countries and states and the suggestions and proposed solution to this problem that are made by Miss Weeks in our Reading Circle text.

The problem of how to provide an efficient scheme of vocational education adequate to meet the needs of a modern democracy is

the theme of Miss Week's book, "The People's School." The inadequacy of our present system of public schools to meet the needs of our people is discussed in Chapters 1 and 2. The need for vocational education and some of the cautions that should be observed to make it effective and truly helpful are pointed out in Chapters 2, 3 and 4. The rest of the book is devoted to a discussion of the kind of instruction that is required to meet the needs of our times and to a description of some of the more important foreign and American experiments with vocational education, that have been made. This treatment should be supplemented with a careful study of the references given on this topic at the close of this outline.

# 1. THE INADEQUACY OF OUR PRESENT SYSTEM OF PUBLIC SCHOOLS.

Much has been written and said of late about the inefficiency of our public schools and there is no doubt some ground for the many criticisms that have been made of their work, but it is not so much a question of the inefficiency of work undertaken as the limited scope of the work offered. That is to say, the inadequacy of the public schools to meet present day needs and their unwillingness or failure to undertake the kind of instruction which the public wants given. We have come to feel that a system of public education in a democracy must help all the people of the state, not merely a few classes or groups; that it should train each individual to do effectively and willingly some useful kind of work whereby he will be able to support himself and make a contribution to his community and state. We are coming to feel that the only true culture is that which comes through work and the love of work, and that a boy or girl can in reality be better educated in and through the mastery of an occupation than in any other way.

Important questions raised by Miss Weeks in Chapter 1 are the following:

1. What factors have contributed in giving us our present one-sided system of education, strong in its literary and scientific elements but weak and ineffective in vocational aims and results?
2. Do we, as a nation and state, realize the far reaching effect upon our productive industries, upon our commerce and upon the welfare of our country and people as a whole, of continuing a scheme of public education which omits or so largely neglects the vocational and productive side?

3. How far is this "one-class" system of education responsible for the educational "fade away" or early dropping out of school so prevalent in the state and country?

## 2. THE NEED OF INDUSTRIAL AND VOCATIONAL EDUCATION FOR THE MASSES (pp. 6-56).

That our responsibility as a Nation is beginning to be aroused on the matter of providing adequate vocational training for the masses is evidenced by the fact that seven states, Massachusetts, New York, Pennsylvania, New Jersey, Wisconsin, Connecticut, and Indiana, have recently committed themselves by state legislation to a state-wide program for effective vocational training and that a bill providing national aid for the stimulation and encouragement of vocational training in the several states is now pending before the national Congress. The following topics should be discussed in connection with Chapter 2.

1. The narrowing and deadening effect of modern industrial work and the significance of this fact for vocational education (pp. 6-10).
2. Cause of decay of apprentice system (p. 10).
3. Will the iron hand of the machine master us? (pp. 10-20).
  - (1) Need for intelligent workers.
  - (2) Need for vocational education and trade training for these machine specialists.
  - (3) Why the whole trade as practiced in the industrial world to-day, together with an appreciation of its history and development, should be taught.
4. Causes for increase of unemployed (pp. 21-22).
  - (1) Lack of training for some definite form of useful work. *Discuss.*
  - (2) Too many unintelligent specialists who can do but one thing. *Discuss.*

## 3. THE IMPORTANCE AND PURPOSE OF OUR PUBLIC SCHOOLS (pp. 24-37).

1. Why did our education become "class education"?
2. Why did our public schools develop in a way that directed all pupils toward the so-called higher occupations and professions?
3. The inadequacy of our present high schools and graded schools.

4. Why pupils drop out of school (pp. 32-35). See also study by W. F. Book "Why Pupils drop out of High Schools," Pedagogical Seminary, Vol XI, 1904, pp. 204-232.
5. What specific steps were taken prior to the movement for vocational education, to meet the defects of the public schools (pp. 30-31).
6. Will the present movement for vocational education help?
7. *Discuss*, "At present our high schools are shaped almost exclusively for one class; Vocational education seeks to provide adequately for all classes."

#### 4. THE SCHOOL FOR THE PLAIN MAN.

1. The demand for an education or training which will fit the plain man for the work he must do (pp. 38-42).
2. *Discuss*: "Vocational education means that fewer things will be studied, but that they will be studied well. It means that each child will get its due instead of being fed on an indigestible mixture of what is supposed to be good for all alike."
3. The value in increased wage of vocational and trade training (pp. 42-46).
4. Value of vocational or trade training to society and the state (pp. 46-49).
5. Need of complementing our child labor laws with effective vocational guidance and vocational training (p. 51).
6. Importance of years between twelve and eighteen for vocational guidance and vocational education (pp. 50-55).
7. Relation of trade education to preservation and development of resourcefulness and inventiveness of pupils (pp. 54-56).
8. *Discuss*: "Vocational Education will broaden the ability and outlook of the industrial worker and conserve and cultivate the rare talent of the inventive and ingenious pupil."

#### 5. TRADE EDUCATION FOR WOMEN—THE PROBLEM OF PROVIDING EFFICIENT VOCATIONAL TRAINING FOR WOMEN AND GIRLS (pp. 57-73).

1. Importance of problem (p. 57).
2. The double problem: Training for industry and for the home.
3. Should a woman learn her trade as thoroughly as the man? Reasons (pp. 65-71).

4. Importance of training women and girls for business of homemaking (pp. 57-66).
    - a. What does science and art of homemaking really include? Is it a highly complicated and skilled occupation?
    - b. Need of impressing upon young women and girls a respectful attitude towards womans' most important occupation, "Homemaking."
  5. General effect of business and industrial training on women (pp. 66-70).
  6. Will vocational education and trade schools for women help to cure the evils arising from late marriage and the social evil? (pp. 71-73).
  7. *Discuss*: "If our young people, including girls, had a more worthy ambition and were trained to do some useful work, most of the degrading and debasing practices of our city youths would disappear."
6. VOCATIONAL EDUCATION AND ORGANIZED LABOR (pp. 91-108).
1. The real attitude of organized labor (p. 91).
  2. Compare and contrast the ideals or aims of the labor unions and those of the vocational and trade schools.
  3. The problem of disposing of the product of the vocational schools.
  4. Will vocational education overstock the market of skilled workers?
  5. Will it be a permanent benefit to the worker (pp. 98-100)?
7. VOCATIONAL EDUCATION AND SOCIALISM (ch. 8).
1. Answer of vocational education to doctrine of "equal opportunities for all" Answer of socialistic philosophy (p. 102).
  2. Will both methods be necessary to make our state and country truly democratic, i. e., a place where all will be given the opportunity to develop unhindered their full talents and make their contribution to the world?
  3. Marked tendencies toward a more socialistic form of society (p. 104).
  4. What does this tendency toward socialism signify or mean for education, vocational and general (pp. 106-7)?

## 8. VARIOUS TYPES OF SCHOOL ORGANIZATIONS DEVELOPED TO MEET THE NEEDS FOR VOCATIONAL TRAINING (pp. 109-166).

### 1. *The French Plan.*

- (1) Aims to replace the apprenticeship system as a preparation for a business or trade.
- (2) The work of the French trade schools (pp. 114-123).
- (3) Results of instruction:
  - a. Wages and productive power of pupil are increased.
  - b. Trade training does not really fit for practical life (pp. 123-4).
  - c. Remedies. Compare with work in vocational schools in this country and requirements for Indiana vocational schools. (See Indiana Special Bulletin, Vocational Series, No. 4.)

### 2. *The German Plan*—Supplements the trade practice or apprenticeship.

- (1) German and French plans compared.
- (2) The work of German continuation schools. (See Kerschesteiner's lectures on vocational education. Commercial Club of Chicago, 1911.)
- (3) *The Berlin plan* of continuation school (pp. 126-137).
- (4) *The Munich plan* of providing an efficient scheme of public education (pp. 137-143). See especially Kerschesteiner "Three Lectures on Vocational Training" Chicago Commercial Club, Chicago, 1911.

### 3. *Plan of Switzerland* to provide vocational training (pp. 143-147).

- (1) Chief features and merits of Swiss system. Compulsory plans and complete co-operation of labor, capital, legislative bodies and educational authorities.
- (2) Outline and description of Swiss plan.

### 4. *More Important types of American experiments* (pp. 149-165).

- (1) Experiments with general industrial and pre-vocational education. (See Leavitts' "Examples of Industrial Education," Ginn & Co., Chicago, 1912.) (In this connection study Chapters 9 and 10—Weeks.)



- (2) Experiments with continuation school work.—(Study Wisconsin system and Massachusetts report on "Needs and Possibilities of Part-Time Education. Massachusetts State of Education, Boston, 1913.)
- (3) Experiments with vocational education proper. Compare laws and plans in vogue in Massachusetts, New York, New Jersey and Pennsylvania with the plan proposed for Indiana. Send to various state authorities for special bulletins and compare with plan outlined in Indiana Bulletins, Vocational Series, No. 4.

#### 9. TYPE OF TRADE SCHOOL NEEDED IN THE UNITED STATES.

"The idea of social welfare," says Miss Weeks, "is the touchstone whereby trade education should be tested. Not because agricultural industry and homemaking need competent workers; not because vocational training will quicken the artistic sensibilities of our people; not because present schools do not interest our children; not because man has a right to self-support; not because criminals will find in the trade schools their salvation; not because women receive from it mental and industrial freedom; not because the unionist sees therein an advantage for his order and the socialist believes it a step nearer the millenium—but because from the deeply underlying harmony of these several interests, there is one mighty common interest for all mankind which vocational education seeks, Namely: Social economy and betterment. The problem of vocational training is more profound than merely preparing men and women to work. It aims also to inculcate a working ideal that will gradually transform industrial practices until labor, no longer cramped and brutalizing, becomes a means for the realization of the noblest human possibilities; until the old words of the Benedictine Rule take on their fullest meaning, and to work is truly to pray." ("The People's School" pp. 192-3.)

This idea of vocational education guides Miss Weeks in all the suggestions which she makes on the "Type of Vocational School Needed in America." The following points are taken up in the chapter and should be further discussed:

1. The history of trade education in the United States and the inadequacy of the work thus far done (pp. 167-188).
2. Fundamental questions to be answered before a safe plan can be adopted (pp. 169-170).

3. Importance of having results of vocational schools tested by those skilled in the vocations for which we prepare and those who employ the graduates of the school.
4. What should be the specific and dominant aim of the vocational schools or departments established (p. 172.)
5. Things to be emphasized in the course of study. Proper balance between shop practice, vocational and related academic subjects in the course of study of a vocational school (pp. 173-176).
6. Necessary and desirable qualifications of teachers for vocational schools (pp. 176-178).
7. Proper preparation of vocational teachers (p. 178).
8. The general continuation school and its relation to *trade* continuation (part-time) and vocational schools.

This chapter should be studied in connection with the Indiana Bulletin "Vocational Education in Indiana," Vocational Series, No. 4, and if possible with the plans for vocational education in vogue in other countries and states.

#### D. The Problem of the Rural School

The problem of providing an effective scheme of general and vocational education for the small village and rural community is discussed in Cubberley's "The Rural School" and in Chapter VI of Miss Weeks' "The People's School," and in the last two chapters of Prof. Hart's book, "Educational Resources of Village and Rural Communities." In each case the various attempts that have been made to solve this all important problem are discussed from somewhat different angles and each author makes some constructive suggestions for its solution. The first topic treated by these authors is:

1. The importance of the problem of providing efficient general and vocational education for the rural communities:

- (a) One-third of the population of the United States lives in the country. Look up proportion for Indiana.
- (b) All life and industry depend upon the products of the farm, hence the importance of developing an intelligent and productive agricultural class.
- (c) The problem of education in the state cannot be solved if this phase is neglected.
- (d) References: Weeks, pp. 75-78, Cubberley, Editors' introduction and pp. 1-2. Hart, pp. 213-216.

2. For statement of the difficulty of the problems see Cubberly pp. 1-16, especially pp. 12-14.

3. Various attempts that have been made to improve the rural and village school.

(a) By changing the course of study and improving the character of the instruction.

(1) See Cubberly, pp. 4-6. Study also the constructive suggestions made by Miss Weeks, pp. 75-83; Hart, pp. 216-235. Use also references given by Hart, if especially interested in this topic.

(2) What kind of instruction should be given in the village and rural schools. (See Hart.)

(b) By improving the teacher, securing better trained teachers and making their positions more profitable and secure.

(1) See Cubberly, pp. 3-4.

(c) Securing better trustees. (See Cubberly pp. 6-8.)

(d) By certain legislative enactments. (See Cubberly pp. 8-10.)

(e) By connecting up the problem of education in the village and rural community more closely with the rural life problems.

(1) See Cubberly pp. 10-11, also Miss Carney's "Country Life and the Country School," Rowe, Peterson & Co., Chicago, 1912.

(f) By the movement for consolidated schools which makes it possible to get more money, better organization and hence better buildings, better equipment, better trained teachers and better supervision.

(1) Study Cubberly pp. 16-72; Hart pp. 244-275 and references on consolidation given in Hart pp. 274-277.

4. Movement for improving rural education in other countries, particularly Canada, France, Germany, Switzerland, and Norway and Sweden.

(a) See Miss Weeks, pp. 86-90; Foght, H. W. "Educational System of Rural Denmark." U. S. Bureau of Education, Bulletin No. 58, 1913 (Free). Friend, L. L. "The Folk High School of Denmark." U. S. Bureau, Ed., Bulletin No. 5, 1914.

## **E. Determining and Utilizing the Educational Resources of Village and Rural Communities.**

### **1. NEED FOR TAKING FULL ACCOUNT OF THE EDUCATIONAL RESOURCES OF THE SCHOOL COMMUNITY.**

Everyone will agree that the teacher, principal or superintendent of a school should become an active leavening part of the *life, hope and purpose* of his school community; that he should be a leader in the community in all movements which have for their purpose social improvement and betterment; that he should co-operate with the educational factors outside the school and use all the educational resources of his school community to bring about the changes and improvements which education seeks to make. It is also clear that many of the educational resources of the village and rural school communities are at present largely neglected and wasted because teachers and educators do not know of their existence or do not know how to use them. All educational resources outside the school need to be conserved and applied, by educational leaders, to the problem of education in that community. There should be co-operation, a one-ness of purpose or aim among all the factors of a community which educate.

### **2. HOW THE TEACHER OR SUPERINTENDENT MUST PROCEED TO MAKE HIMSELF AN EFFICIENT EDUCATIONAL LEADER IN HIS COMMUNITY.**

1. The first necessary step to prepare oneself for this larger educational service in the community is to realize that the public school work proper is only one of the educational factors in that community; that the school instruction is only a part of the educational work done in that community; that the community is itself an important educational factor. (Read Hart, ch. 1, "The Community as Educator.")

2. The second necessary step is carefully to determine the educational factors and resources of one's particular school community so that he may know all the forces in the community which help to make for social enlightenment and human betterment. To make himself a true leader in his community and a co-partner with the social and industrial factors which also educate, the teacher or superintendent must determine or know,

- (1) The physical resources of his school community; learn how to use, supplement or co-operate with these factors in the business of education.
- (2) He must ascertain the human resources of his school community and devise ways and means of conserving them and utilizing them in his educational work.
- (3) He must know the economic and industrial activities of his school community and utilize these in the business of education. These should be studied in connection with the pre-vocational work in agriculturæ, domestic science and industrial arts.
- (4) He should know the local history and political life of his school community and utilize this knowledge in his educational work.
- (5) The conditions as to health, sanitation and hygiene must be determined and the proper adjustment made, because health is fundamental for all educational work.
- (6) The teacher should also know the conditions and facts in regard to the practices and methods of recreation used by the young and older people of his school community, for without recreation, play and rest, the highest efficiency cannot be attained.
- (7) He must determine to what extent the people of his community are applying the results of culture and art to the problems of homemaking and community improvement, i. e., beautifying their homes and premises and improving the community as a whole by building good roads and making it a more desirable place in which to live.
- (8) He must determine the status or conditions of the moral, social and religious life of the school community and co-operate with the factors and institutions especially created by society for the betterment of social conditions in these regards.
- (9) The teacher and educator must also take into account the moral, religious and social attitude, or vocational deficiency in his school community and co-operate with the proper forces and institutions to remedy this defect.
- (10) He must determine the facts in regard to the intellectual life of the community and help bring this up to the proper standard for social and industrial development and efficiency.

After these factors or educational resources have been determined they should be carefully studied in the light of recent literature on the subject and present day methods of dealing with educational problems. A complete understanding of the economic and social conditions of one's school community is necessary before a teacher or superintendent can work out the educational problem in that community in the most efficient way.

4. The teacher and superintendent must, in the fourth place, co-operate *with* and *use* all the educational factors of the school community, i e., put himself in harmony with all the forces in the community that make for social enlightenment and progress. He must make himself a co-partner with the community and utilize, to the fullest possible extent, the educational factors which are constantly operating outside the school to bring about the same results which he is consciously trying to bring about. Formerly the community and home performed the most important part of the educational work. The times have changed. More and more must the educational work once performed by the home and community now be done by the school. It is most important, therefore, that the school recognize all the educational resources of the community and by means of a more perfect partnership carry on the business of education in a way that will be economic and effective.

### 3. HOW TO MAKE A SURVEY OF THE EDUCATIONAL RESOURCES OF THE SCHOOL COMMUNITY.

We have seen that the first thing necessary to co-operate with the community in the business of education is to determine the facts in regard to the educational resources of that community, then to study these facts and co-operate with the educational forces outside the school in bringing about the results which education seeks to attain. The all important question for each teacher and superintendent is how can these facts be determined for *my* school community; what can be done in *my* city, community or county, (1) to ascertain the conditions and facts, (2) better to utilize the educational factors which actually exist in the community. The problem cannot be solved all at once and should be taken up piecemeal. Each teacher or superintendent can make a beginning of determining the educational resources of his community. He may determine the physical resources of the community, or the human resources of the community, or determine and study the economic and industrial

activities of the school community or the conditions as to health and hygiene. Three problems in regard to each of these topics should be raised. (1) What are the facts. (2) To study these facts in the light of the best literature on the subject and in relation to present day educational theories and practices. (3) To use this knowledge and information better to carry on the educational work of your school.

#### 4. HOW TO PROCEED IN MAKING A SURVEY.

Suggestions and helps as to procedure in making such a survey may be gotten from the chapter in the text on the problem taken up. Some of the facts might be gathered by the children, but if they are to be of value they must be accurate. Not the least valuable result would be the help that would come to the teacher from having done an original piece of work. It is hoped that each teacher in the state will work out at least one problem for his community along the lines suggested in the text. For making such a study the following suggestions will be found helpful and should be observed:

1. Decide upon a particular problem to take up.
2. Decide upon the method you propose to follow in getting your facts. (Study questions and suggestions given in the corresponding chapter of the text.)
3. Work out a definite and economic way of recording or keeping the facts collected. This will save much time and confusion.
4. Keep actual facts and any discussion *of* or opinion *about* them separate. The actual facts and your interpretation of them must never be confused or thrown together.
5. Keep your problem or purpose clearly in mind so you will not go astray or get lost in a mass of details.
6. Be systematic in your work and accurate in every detail.
7. After you have secured the facts pertaining to your problem, arrange and group them to see what they mean.
8. State briefly and clearly what your facts show in regard to the particular group of resources studied.
9. Study and investigate these results with a view of improving the work in your school.



## F. What the Movement for Vocational Education Means for the Teaching Profession

This description of the problems and program of work which our new step in educational development has placed before the public schools of Indiana should not be concluded without saying a word about the effect which this development is likely to have on the teaching profession of the state.

It is quite clear that every movement in educational and social development which succeeds, is making individuals and groups of individuals more efficient, i. e., differentiates them more and more into specialized callings or lines of endeavor and work for which specialized skill or preparation is demanded. The older we, as a Nation, grow and the more we develop and progress, the more prominent and universal will become the operation of this law. There was a time when the Jack-of-all-trades flourished. That time is forever past. There was a time when one man made a whole pair of boots or shoes. This time is also past. The general store has been replaced by Wanamaker and Marshall Field and the modern department store. The same sort of thing has happened in the industrial and professional worlds.

Civilized society is becoming more and more like a huge orchestra where everybody plays a different instrument—does a different kind of work. The effect of the whole depends upon how well each individual member plays his part and upon the co-operation of the group. The total effect will also be helped if each member is permitted to play the instrument (do the work) for which he is best fitted by nature and training. This specialization and co-operation is one of the most important laws of life. Or to change the figure, civilized society is like a great living organism composed of a variety of organs and cells differing in function and appearance, organs and cells that are in fact made different, in part at least, by performing different functions. So with organized society. As members of this social organization we all differ in capacities and talents. We are really more different than we are alike. There are many different kinds of work to be done. Much depends upon whether we find our own group of workers and place. As civilization advances it will become more and more necessary that each individual shall find his particular place in the world. More and more important that each individual be permitted to do the kind of work which he can do best and for which he has been specially

trained. As this development proceeds, each individual (those who survive) will be better protected and given an opportunity to do the work for which he is by nature and training fitted. We are just beginning to understand this all important law of life and to recognize the fact that civilization must fail and true democracy remain forever a dream of the social philosopher if this law is not in some measure obeyed; if the individuals and groups of individuals of the community and state do not adapt themselves to this law and make themselves efficient for definite lines of service and are not made willing to sacrifice, at times, their individual interests to the service and good of the whole group.

As teachers and educational workers, we are a part of this great social machine, and are bound, as are all the rest, by the invincible laws which control it. We have a definite work to do; a duty to perform. We must fit ourselves fully for that specific task. We must make ourselves thoroughly efficient for the particular work we are to do if we are to become productive members of society and contribute aught to its advancement. Nay, we are more than a mere part of this social machine. The teacher and the educator should be the very heart and soul of this machine, for it is the problem of education to bring about the social and human betterment needed to make our community and state what it ought to become. Efficiency for the teacher and special preparation for the particular work which he is to do is, therefore, of *first* importance.

Vocational education in Indiana, which aims to bring about greater individual and social efficiency by increasing the productive and serving powers of each citizen of the state, therefore, means new opportunities for the teachers of the state; but it also means new responsibilities. It means that we have the opportunity of leading in the great movement for the conservation of human energy and talents. But it also means that we must make ourselves efficient and equal to our task. There never was a time in the history of the world when the efficient man or woman in every field was so much in demand as now. Education and the teaching profession is no exception. As teachers and educational workers we should take renewed courage and hope, even in the face of the added task which has been placed upon the public schools and upon us. When the workers in any field render expert service in that field, society usually recognizes in due measure the expert services rendered.

## G. Selected Bibliography on Vocational Education\*

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13. Monroe, J. P. New Demands in Education. Doubleday, Page & Co. 1912. \$1.25.
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\*In the preparation of this bibliography, those books only have been selected which it was thought would give teachers the best help in getting a clear understanding of the topics covered by the outline.

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- \*3. Parsons, Frank. Choosing a Vocation. Houghton, Mifflin & Co., Boston, 1909.
- 4. Puffer, J. Adams. Vocational Guidance. Rand, McNally & Co., Chicago, 1913. (See especially Chapters 1, 2 and 3 and 17.)
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- 6. Weeks, R. M. The People's School. Houghton, Mifflin & Co., Boston, 1912. 60¢. Ch. 12. (Same as Reading Circle Text.)
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- 3. Indiana Report of Commission on Industrial and Agricultural Education. 1912. (Out of print.)
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