

**BEGINNINGS IN
INDUSTRIAL EDUCATION:
AND OTHER EDUCATIONAL
DISCUSSIONS**

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Beginnings in Industrial Education: And Other Educational Discussions by Paul H. Hanus

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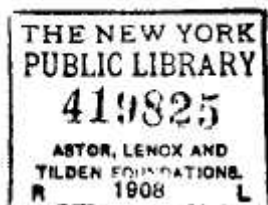
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PREFACE

BECAUSE this book deals with some educational questions of contemporary importance, from the standpoint of experience, I hope it may interest the lay reader as well as students of Education and directors of educational affairs. It consists of two parts — first, a series of related discussions of an important step forward in vocational education, under state auspices; and, second, a group of essays dealing with questions in the field of general education.

About two years ago, the Governor of Massachusetts (Governor Guild), acting under a statute, appointed a Commission on Industrial Education, to carry on an active propaganda in the interest of industrial education throughout the state; and especially, in cooperation with municipalities, to found state-aided schools for the thorough instruction of boys and girls in the leading industries (including agriculture) of the commonwealth. Massachusetts thereby became the pioneer of public industrial education in this country.

Immediately after its appointment the commission inaugurated an active campaign to develop

public opinion in favor of the new kind of schools which the state had authorized. This campaign was carried on by public meetings, and by conferences with small groups of interested persons — representatives of local labor unions, and groups of manufacturers, sometimes of both — in various parts of Massachusetts. It fell to me, as chairman of the commission, to take general charge of most of the smaller conferences, and to address many of the larger meetings. Some of the addresses are here reproduced in the first four sections. All of them, with the exception of the first of the four, were delivered as they are printed. Taken together, these four papers give some insight into the method pursued by the commission in its endeavor to get the problem of industrial education before the people, especially the people whose interests are most involved in it. Some repetitions appear in them; but they are repetitions with modifications, and in different settings; and it has seemed to me best to allow them to remain for whatever value the suggestion of the method pursued by the commission may have.

The brief essay on the "Industrial Continuation Schools of Munich" was written after a winter's residence in the Bavarian metropolis, and this essay is closely related to those just referred to.

The remaining sections of the book deal with a number of questions of more or less importance; one of them, at least — the one referred to in the next paragraph — seems to me of vital importance.

The essay on the "Professional Training of the High-School Teacher" is a discussion of a single phase of technical training for the teaching profession, which has lately come into prominence. It is unfortunately true that relatively few secondary-school teachers (public and private high-school teachers) now in service have seriously studied their profession. Hence the professional horizon of most of them is limited by their classrooms and the subjects which they teach. Such limitations, it has become increasingly apparent, are not to be tolerated much longer. It is on this account that the National Educational Association appointed a Committee of Seventeen to deal with the professional training of high-school teachers, and the essay under consideration is one of the papers contributed to that report.

The essay on "School Instruction in Religion" was written just after my return from a study of the subject abroad. My original purpose was to publish some of the data which I had gathered in German schools; but I concluded not to do that, because of the union of state and church every-

where in Germany, and the separation of church and state in this country necessitates a very different discussion of the problem. As I have said in the essay referred to, the instruction in religion in Germany (Bavaria) seems to me not only usually unsatisfactory, but often actually subversive of the very purpose for which it exists. I am aware that all students of religious instruction in public schools in Germany do not share my view, but I can only say that my own attitude is that of many German teachers in secondary schools and in elementary schools, and of many school officers who, when convinced of the sincerity of my quest, expressed their convictions on the subject freely and with great earnestness.

The last essay in the book, namely, the one on the "Country Schoolmaster in Bavaria," is the result of a week's experience with a State Inspector of Rural Schools. As relatively few Americans who are interested in education visit foreign rural schools, and consequently most of us know little of the condition and the problems of German rural education, I hope the record of my experience in the rural schools of one of the most important German states may be to others, in some degree, at least, as interesting and instructive as the experience was to me.