

MANUAL ARTS FOR VOCATIONAL ENDS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649427871

Manual Arts for Vocational Ends by Fred D. Crawshaw

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

FRED D. CRAWSHAW

**MANUAL ARTS FOR
VOCATIONAL ENDS**

MANUAL ARTS FOR VOCATIONAL ENDS

By FRED D. CRAWSHAW, B. S., M. E.

Professor of Manual Arts, University of Wisconsin.
Author of "Problems in Furniture Making"
and "Metal Spinning."



THE MANUAL ARTS PRESS

PEORIA, ILLINOIS

1915

TO MY PARENTS
WHO MADE IT POSSIBLE IN MY YOUTH
FOR ME TO RECEIVE THE KIND OF AN
EDUCATION FOR WHICH THIS
LITTLE BOOK MAKES AN
APPEAL.

329682

PREFACE.

The agitation of industrial education during the past few years has made all teachers of the manual arts in elementary and grammar grades, as well as in the high school, consider the question of the sufficiency of their subject and the efficiency of their teaching. If the manual arts were first introduced into the public schools for the purpose of making boys and girls more efficient community workers and if, after twenty-five years of instruction in the manual arts, it is found that boys and girls are still unable, when they leave school, to meet reasonable community demands, then something should be done to change this condition. Certainly the public schools should be held responsible for an education which will enable the youth of our land to perform a service upon leaving school immediately profitable both to themselves and to the community at large.

If one is to receive a profitable return from a wage-earning occupation he must prepare particularly to do what is required of those engaged in the occupation. A vocational tendency, therefore, must obtain somewhere in the process of education. Inasmuch as the large majority of those at any time enrolled in the public schools must find a means of livelihood early in life, it is imperative that the public schools, even in the lower grades, offer an opportunity for vocational work.

It is because of this necessity, and because America is so largely industrial that industrial education has recently become prominent as a subject not only for discussion in educational circles but for action in legislative bodies.

Believing that the manual arts should and may have a prominent place in that branch of vocational education known as industrial education, the author has urged upon his auditors in classroom and lecture room the need of a reorganization and an extension of the manual arts to meet the needs of the newer education. If by means of publication his appeal can be made to a larger number of people, this book will serve its purpose.

May, 1912.

F. D. CRAWSHAW.

TABLE OF CONTENTS.

CHAPTER I.—A GENERAL DISCUSSION OF THE RELATION BETWEEN MANUAL TRAINING AND INDUSTRIAL EDUCATION..... 11

Make all manual training broadly educational by giving to the process a social, economic and industrial significance. Take manual training out of the dilettante stage. Manual training justified upon an historical basis. The work of educational reformers in developing manual training. Democratizing conditions changed from political to industrial. A need for an education which will prepare for any walk in life.

CHAPTER II.—SOME POSSIBILITIES AND OPPORTUNITIES IN THE ORGANIZATION OF THE MANUAL ARTS..... 22

The present failure to recognize manual training as a possible means in vocational education. The public schools must serve the masses. A system of universal education necessary. The place of manual training in such a system. The line which divides manual training and vocational education. The school must articulate with the community as a part of it. The time and place for specialization. What can be done with present organizations to meet the needs of today. The problem one which demands both change and additions. How to proceed. Some limitations. *Industrial education* not *industrial training*. A parallel course of study including both vocational and non-vocational opportunities for all.

CHAPTER III.—THE ORGANIZATION AND TEACHING OF THE MANUAL ARTS IN THE ELEMENTARY GRADES..... 29

The lower grade manual arts may savor of industrial processes. They should deal with educational material in the bulk, but must emphasize fundamentals in various processes. Some values of lower grade construction work. Manual training vs. busy work. The most appropriate form of lower grade construction work. Materials used. The elements of technique and skill. Three illustrations of manual training. How the manual arts in the lower grades may emphasize the economic and industrial in life and still retain the cultural values. The lower grade manual arts must be taught by the regular teachers as a means to the general end sought in education. The individual and the class project.

CHAPTER IV.—THE ORGANIZATION AND TEACHING OF THE MANUAL ARTS IN THE GRAMMAR GRADES 43

The place to realize economic needs and begin to prepare for the necessity of making a living. The grammar grades the place for pre-vocational work. The beginnings of an industrial intelligence. Specialized vocational activities demand specialized school instruction. The value of vocational guidance. The limitations of the school to furnish a complete preparation for life or for making a living. The alternatives for the grammar grades. Present experiments. Size and condition of community alter methods of solution. Where differentiation between the work of boys and girls should begin. What can and should be done to vocationalize the manual arts in the grammar grades.

TABLE OF CONTENTS.

9

CHAPTER V.—THE ORGANIZATION AND TEACHING OF THE MANUAL ARTS IN THE HIGH SCHOOL 60

Two general groups of pupils in the high school. Methods of handling these groups somewhat different than those used in the earlier grades. What the high school must afford for every boy and girl. The organization of the high school to give the greatest possible opportunities for future development. The high school the place to begin industrial education. Review of the high school manual arts movement in the United States. The manual arts department in a general high school or the manual arts high school—which? The high school the place for skill plus technique. A classification of manual arts departments in the high school and the purpose of each. The relation between the work of the manual arts in the first two or three years of the high school period and that in the senior year. A discussion of the all-school and school-factory plans of providing for industrial education in the high school. Some real needs.

CHAPTER VI.—THE TEACHER AND SUPERVISOR OF THE MANUAL ARTS..... 88

The teachers of the past, present and near future. The training manual arts teachers must have to make the needed adjustments. The demand for teachers who have the new point of view. The traditional manual training teacher or the artisan—which? The special training for each. What the manual arts teacher in service should do to keep abreast of the times. The supervisor as distinct from the teacher. The supervisor's training and duties.