

EXAMPLES OF INDUSTRIAL EDUCATION

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One example is worth a thousand arguments.—GLADSTONE

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PREFACE

It is not to be doubted that we are in the midst of a complex and gigantic movement, somewhat indefinite and indistinct as to its direction and its ultimate results, but certainly involving great social and industrial changes and promising universal betterment. The forces which are bringing about these changes seem to be dominated by the desire to secure for the less prosperous members of society a larger measure of comfort and happiness and a more abundant life.

There is probably no single agency which has had so many demands made upon it to help in the solution of the problems which this great movement is presenting as has the public school, and the response which it has made to the demands should be a matter of pride to those who believe in the great mission of this most important of democratic institutions.

It must be admitted, however, that, in the securing of a fair opportunity for all to attain reasonable happiness ; in the necessary reduction of poverty, unemployment, and delinquency ; and in the promotion of individual efficiency and social solidarity, the schools have only a fractional part of the responsibility. To reach the results for which the promoters of industrial education are so enthusiastically working, society must coöperate in securing the enactment and the adequate enforcement of wise child-labor and school-attendance laws, and the improvement of working conditions in general.

Though this volume deals with only a fractional part of the whole problem, the author believes it to be a most important

part. The educators of the country wield an immense influence, and this influence will be increased rather than diminished when, by dealing successfully with a practical problem closely related to the lives of the people, they convince the public that they are not dominated alone by their interest in scholarship and disinterested truth and knowledge, but by a desire to advance in every way possible the social and moral welfare of every child committed to their care.

It is hoped that by bringing together the accounts of several examples of public industrial schools and classes, — the visible and tangible proofs that educators are applying themselves to the solution of the problems to which we have alluded, — this volume will serve to stimulate other and even more successful efforts to advance the movement for popular and universal education.

The author makes no apology for drawing so liberally on the utterances of others, but rather takes this opportunity of acknowledging his indebtedness to the many friends who have allowed him to use their valuable material. Whatever may be the reader's attitude toward the opinions and theories expressed by the author, he is urged to examine this material with care and to attempt to interpret for himself the several examples of industrial education which it describes.

FRANK MITCHELL LEAVITT

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