

INDUSTRIAL EDUCATION IN TENNESSEE COLLEGES

by

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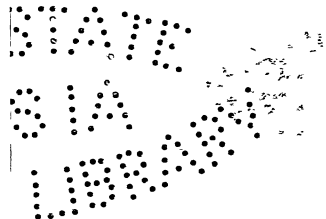
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Signatures have been redacted for privacy



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## I. INTRODUCTION

## A. The Origin of the Problem

Industrial education leaders feel that the present is the time to estimate what the need will be in the future for industrial education teachers. The war through which this nation has just passed has drained the industrial education field of many of its teachers and indirectly has caused programs to fail and others to deteriorate.

Nihart<sup>1</sup> had the following to say about the recovery of industrial education from the war years:

Now that we are on the road back, a problem of most vital concern is the training of industrial arts teachers, in order that closed shops may be reopened and new schools now being planned may be staffed. In the next ten years directors and supervisors of industrial arts in towns and cities will have the responsibility of assisting in the selection of large numbers of teachers many of whom are now in training. The quality and type of this training is of major importance.

The various phases of industrial education - woodwork, drafting, metalwork, automechanics, aviation, electricity, printing, plastics, photography, pottery, jewelry, bookbinding, leather tooling and other crafts - must receive consideration in the formulation of objectives for the teacher education program.

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<sup>1</sup>Nihart, Claud E. Industrial-arts teacher training. Industrial Arts and Vocational Education 35:384. November 1946.

Freeman<sup>1</sup> listed the following objectives as the most important in the preparation of industrial education teachers:

1. To stimulate in the minds of the pupils purposeful planning, resulting in greater levels of achievement.
2. To interpret environment through a knowledge of materials, tools, industrial processes, and vocations.
3. To train the pupil how to wisely care for his health, money, and materials; also to conserve his energy and his time.
4. To provide experience in order that pupils will develop desirable personal and social traits.
5. To develop dexterity through the manipulation of materials and tools.
6. To promote originality and a proper sense of design in form, color, construction, selection, and use of material things.
7. To develop enduring avocational interests through effective utilization of leisure time.

In the field of industrial education one of the most important courses is curriculum construction. Herlihy<sup>2</sup> felt that the following basic philosophic concepts were essential in curriculum construction for the professional development of industrial education teachers, regardless of the grade level in which they may teach.

1. Training in manipulative skills in a variety of materials and experiences.
2. Consumer training.

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<sup>1</sup>Freeman, G.M. Training elementary industrial-arts teachers. Industrial Arts and Vocational Education 32:161. April 1943.

<sup>2</sup>Herlihy, C.M. Professional development of industrial-arts teachers. Industrial Arts and Vocational Education 32:414. December 1943.

3. Handy man repair jobs.
4. Prevocational training.
5. Implementing the learning of English, arithmetic, civics and science.
6. Training for avocational and recreational purposes.

There are five additional aims, however, which have evolved during the past decade. These may be summarized as follows:

1. Training in understanding the nature of our industrial civilization.
2. Developing an understanding and appreciation of the nature of industrial materials and processes.
3. Training for occupational competence.
4. Training in democratic living.
5. Training of girls as intelligent members of our industrial society.

Tremendous industrial expansion, the development of new materials, the general use of new machines and "gadgets", the wide and varied interests of the students, the large classes and the general shop all tend to eliminate the teacher who lacks initiative and the desire and willingness to learn and explore. Pickens<sup>1</sup> expressed his views as follow:

The education of a real industrial-arts teacher is a continuous process. Specific training begins when he makes the choice of his vocation, and must continue to the end of his service period. Today the job of the

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<sup>1</sup>Pickens, V.L. In-Service training for the industrial-arts teacher. Industrial Arts and Vocational Education 32:10. January 1943.



industrial-arts teacher is much more difficult to perform than ever before. No longer can he satisfy himself, his pupils, or his patrons by knowledge and skill limited to one area.

The teachers of industrial education must have skills and knowledge of the different crafts, if they are to understand and respect the work of their co-workers. In commenting on this situation, Pickens<sup>1</sup> said:

The men have learned and believe that it is only out of mutual respect, understanding, and pride in what is being done in all the shops, that a real department can be built and maintained to the end that our children are better served.

The teachers who are to be prepared in industrial education should have definite qualifications if they are to succeed. To a very considerable extent the success of education in America depends upon the teachers. With buildings, physical equipment, expert supervision and administration at their best, these factors can be no more effective than the efficiency of the teacher. Hippaka<sup>2</sup> added emphasis to this viewpoint, when he said of the qualifications of the industrial education teacher:

There are certain very definite qualifications that every teacher of shop subjects should possess. Certainly he must be in possession of the fundamental skills and knowledges so essential to good teaching in any industrial subject. His craftsmanship must be of such high quality that students will respect him for it. His pupils will know that he is an expert in his field and will regard him as such. Essential hand skills cannot be acquired in a few six-week courses, to say nothing of the many other qualifications that our teachers must have before they are ready to accept a position.

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<sup>1</sup>Ibid., p. 13.

<sup>2</sup>Hippaka, T.A. Industrial education at Iowa State. Industrial Arts and Vocational Education 30:149. April 1941.