

SCIENCE

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WHAT IS INDUSTRIAL SCIENCE?¹

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INDUSTRIAL education is now the most pressing of all educational problems. It is, moreover, a wholly new problem; since the schools have never seriously tried, until very recently, to grapple with it. Up to the beginning of this twentieth century, the working hypothesis of the schools has been that the best possible education for every boy and every girl was that portion of a college education which each was able to secure. The banner of education bore the inscription: "Keep the path open for every child from the kindergarten to the university." The intention of this motto was good, in that it was supposed to express the idea of equal opportunity for all; but it was interpreted by schoolmen to mean that the college course was infallibly the best possible course for everybody; and that, therefore, the elementary schools and the high schools were doing their work most efficiently if those who survived their ordeal could successfully get by the guards at the gates of the colleges.

The rapid development of educational insight in the past decade has shown the fallacy of assuming that the same opportunity for all was synonymous with equal opportunity for all. The desire to discover what equal opportunity for all might mean has led to much careful study of the individual differences and of the individual needs of pupils, and also to some careful analyses of the foundations of school philosophy. These studies have shown school-

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