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#### SCIENCE IN OUR PUBLIC SCHOOLS.



E follow up our article on "Practical Training in Public Schools," by a few more remarks on the same subject; it is one of great importance to the community, and should receive more public attention than has hitherto been given to it. We want more practical men to be on the Boards of Education, and our Public Examiners and School Inspectors should give more attention to what is practical in education and essential to the wants of our people, than to forcing upon them a

mere superficial knowledge of subjects of little importance to their requirements in after life. There cannot be a doubt that our schools are burdened with too many studies. All sorts of fantastic theories and notions have crept into the profession of teaching, and many of our teachers are becoming pedagogues, who are not satisfied with confining themselves to teaching growing mankind the essential parts of a practical education, such as reading, writing and arithmetic, but stuff their pupils with a variety of information, which it is impossible for them to digest, in the form of ologies, isms, and crotchets of eccentric and pedantic examiners; so that the most essential part of education for an ordinary citizen, who in youth time can spend but a few years at school, and who does not intend to study any of the learned professions, is neglected, and valuable knowledge lost which might have been gained had his time at school been more profitably employed. Such a state in our educational system demands reform, as it shows an utter want of knowledge in our Education Departments of the value of science and practical training to the mass of the youth of the Dominion.

Something more is required in a country like Canada,

whose prosperity depends on agriculture and its manufactures, and which aspires to hold a high place yet in the World's industrial progress, than even the knowledge of mere reading, writing and arithmetic, as taught in the common country schools, and the higher knowledge obtained in High Schools, which is too often of such a superficial character as to be of no after utility, and that what is practical illustration and practical teaching, which should go hand and hand together.

The knowledge of mere reading and writing to the poorer classes in the present day is far in advance of what it was a few years ago, and far be it from our desire to cry down the present system of education in Canada; on the contrary, it is most excellent and highly approved of by all; but it is the application of studies to the wants of life that we desire to deal with. Reading and writing, to be sure, are the keystones to further knowledge, but unless the child has been taught by early application some useful branches of study, and the mind directed into proper channels, by which a taste is developed for more solid information, all the use will ever be made of his knowledge of reading will be to peruse silly stories and trashy novels. The enormous sale of this class of books fully bears out this assertion.

We believe the feeling is growing stronger, day by day, in the minds of parents, that a change in the branches taught is necessary, and more attention should be paid to the introduction of certain branches of knowledge in our public schools that will be of practical utility in after life, and the question is one of choice of the subjects to be taught, as it would be unwise to introduce indiscriminately everything that happens to fall under the attention of those called upon to regulate these matters. And here we may observe that the Boards of Education should contain among their members men of high standing in the professions of civil and mechanical engineering, architecture, and chemistry, as well as those of high classical and mathematical attainments, as the latter are seldom, by the very nature of their education, practical men.

The subject has to be considered from two aspects:—  
1st. What branches are absolutely necessary? and what others are merely desirable, and which can, without