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## MORE TECHNICAL EDUCATION REQUIRED IN OUR PUBLIC SCHOOLS.

(Continued from our last.)



**M**HEN, in our leading number of last month, we spoke of reform required in our public schools, for the better education of mechanics, let it not be supposed that by providing them with the means of obtaining knowledge, they would all acquire skill and taste, or that many of them would become great inventors in mechanics, discoverers in science, or great designers in the arts. It is only men gifted with genius that rise to great eminence, and these men train themselves to intense study and application

after the usual term of a school education has been completed. Although he who strives for great things will, in the long run, usually obtain more than he who is less ambitious, still the ambition of the working mechanic, unless gifted with talent of a high order, should have a more modest aim, and his education be such as to be of the most service to him in his trade; and, then, should he feel inclined to exercise his powers and enlarge the boundaries of practical mechanics, or of science and art applied to industry, he will be competent to do so.

One of the main objects of a technical education is, that it is sure to bring about satisfactory industrial results; the workman becomes more intelligent, and, should he have genius, will not waste his time or money on mere speculative theories, but make economical applications of whatever has been invented, discovered or designed. To this end there is special need that the eye be trained to quick and accurate perception, the hand to quick and accurate execution, and the taste to discriminate between what is good and what is bad. The mere teaching of workmen to read, write and cipher, has no direct bearing on the work of their hands. But let the whole people be educated in the elements of in-

dustrial science and art, and what will be the result? The result will be that we create a popular appreciation of whatever is excellent in workmanship, beautiful in design, and health promoting. When these feelings are created in the mind, the inventor has a greater incentive to set his wits to work for improvements. There is a greater appreciation of the laws of health, of good drainage and pure air, and, also, of a general appreciation of the artistic and beautiful in manufactures. Without such education the designer exercises his aesthetic power in vain, and workmen of good natural ability are deprived of the most effective means for improving their condition.

No matter in whatever light we look at the question, we must come to the conclusion that if the Dominion of Canada is to become rich and powerful, and not behindhand with other countries, her people must be educated in the elements of industrial science, and it is only by so doing that labor of every kind can secure its full reward; only by this that manufactures and commerce can attain their highest prosperity. But to secure these results, it is necessary that the curriculum for technical education in all our public schools should be the same, and that the books fixed upon by a committee of scientific men shall be in the simplest form, stripped of all ambiguous language and lengthy complicated description. It has been too much the custom in our public schools of late to change the books in use—often to the detriment of the scholars—and which is frequently done at the mere whim of the teacher. The number of unnecessary books that have to be bought by parents for their children, out of which they often learn only a few lessons, is a heavy tax upon parents, and is the actual cause of many children being taken from school before they are sufficiently educated.

We have said enough, however, to convince thoughtful people that an educational revolution is justified by the radical changes in the conditions of life that have so rapidly taken place of late years, and to show that the system of our primary school education needs re-adjusting and brought into harmony with those popular needs of the age that can be met only by instruction in physical science and industrial art. Every artisan must be taught to put more skill and taste into all the products of his hand, and have a better appreciation of physical science and its practical application.