

# THE ECONOMIC NEED OF TECHNICAL EDUCATION\*

## The Incessant Demand for the Technically Trained Man.

THE day of the untrained man is past; the day of the technically trained man is here. At no time have the untrained, the unfit, the poorly prepared been so ruthlessly weeded out of the professions, the arts, the trades and business callings as they are to-day. The incessant demand, heard by him who has "his ear on the ground," is for young men in the vigor of manhood, whose eyes ears and hands, as well as minds, are trained to do the work demanded in modern industrial pursuits.

Those who stand midway between the active industrial workers on the one hand and the oncoming groups of young men on the other, like the administrative officers and professors of our technical schools are able to take a broader and more comprehensive view of the field of supply and demand than most others.

## The Manual Training of the Future.

The pedagogical reason for the existence of manual training in a school curriculum is identical with the reason for the existence of drawing, singing, number-work, sciencework or reading—no more and no less. To be perfectly fair and impartial, then, it must be admitted that the term "Manual Training School" is as erroneous as "Mathematical Training School," "Science Training School," or "English Training School." The names primary, grammar and high school are quite sufficient, for in each school mathematics, English, science and manual training should enter as co-ordinate subjects. Manual training should no more give name to a secondary school than philosophy should be the describing feature

of a university. Rather should shopwork, science and hand manipulation be an integral part of the curriculum of all grades of schoolwork, from the kindergarten up. The simple handwork of the kindergarten, the sciencework of the primary school, sewing and cookery for girls and carpentry for boys in the grammar grades, are all movements in this direction.

The manual training of the future, and the very near future, will be handwork of some kind adapted to the ability of the student, whatever may be his stage of advancement. *Manual training will then lose the distinctive feature it now holds as an adjunct to a high-school course, and become one means of education applicable to all grades of instruction.*

## The Proper Point of View.

Most, if not all, recent improvements in educational methods in this country, have been purely academic or philosophic; they have been evolved by musing in the library, or perhaps from classroom experience; but none of them have resulted from a close acquaintance with the real conditions of the industrial and business warfare into which the student enters when he leaves the school. The so-called "systematical development" given to young people is but a twentieth-century way of training a "jack-of-all-trades."

The one thing needful will not come from teachers' conferences, nor county institutes, nor the August meetings of school superintendents, for the attendants at these assemblages have not, and can not get from their experience, the proper point of view. The great majority of the public-school teachers are women whose environment has been limited by the home, the school and some social

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