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MORE TECHNICAL EDUCATION REQUIRED IN OUR PUBLIC SCHOOLS.



We have only to refer to the testimony afforded in the reports published by different institutions and universities in the United States, to evince the necessity of making some reform in the curriculum of our public schools which will prove of more utility in the sphere of life so many of the scholars will be called upon to fill in after-life. Why we particularly allude to the United States as a reference and a guide, is because an affinity and similarity exists between that country, its

people and its customs, with ourselves.

It is obvious from the reports we have read that the instruction given in public schools should have a direct bearing upon the common avocations of life; and so strongly is this felt in the United States, that a new class of higher institutions of learning are springing up throughout the country. This new class consists of technical schools and technical universities, whose aim it is to prepare young men to direct, with skill and economy, the great industries of the country which are every day assuming vaster proportions.

The number of the institutions, and the attendance upon them, it is presumed, must continue to increase, until they who seek to enjoy benefits therefrom will form no inconsiderable portion of those who leave the public schools for more advanced instruction. Hence it is essential that the work done in public schools should have a direct bearing upon the more advanced instruction of the technical universities. But it is also to be observed that the elementary instruction which is specially essential to advanced instruction, has a direct bearing upon the common avocations of life, and so is doubly entitled to be given in the public schools.

The fundamental study, the one above all on which technical instruction must rest, is Industrial Drawing.

Hardly any department of technical instruction can get on at all, and none can get on well, without this. Therefore, it is not surprising to find those in charge of technical universities in the United States urging the teaching of Industrial Drawing in the public and other elementary schools. One eminent authority on this point says that a student entering a technical school with such a knowledge of drawing as ought to be imparted to all in the public schools, would have a whole year's advantage of him who had not received such training.

The elements of drawing should be taught in every public school, and every school teacher should be trained to teach the art. A knowledge of forms, which is an important agent in all industrial education, can only be learned by the study of drawing; the time required to lay the proper foundation for future special application need not be disproportionate to that devoted to other studies. In many of our public schools, in cities, free-hand drawing is taught, but seldom in the common schools of the country. Now, the teaching of so important an art should not be confined to cities. It is a branch of art training most essential to all young mechanics as a training both to eye and hand.

We address, particularly, all Educational Boards with the hope that they will earnestly advocate reform in public education, and give more consideration to what should be taught at our primary grammar and high schools, so far as relates to a technical education; for it must be remembered that the public schools have a direct bearing upon the occupation and welfare of the whole people. We want to modify the teaching of public schools of all grades, so that it shall have a much more direct and telling influence upon the common needs of practical life. We want that when boys leave school they shall carry with them those elements of knowledge, taste and skill that will prove of the most direct and essential service in the various pursuits in which nearly all of them must engage; and these elements of a technical education, once mastered, further progress becomes very easy in case any, after leaving the public schools, will feel a desire to continue their studies in that branch of education which they will need most in their sphere of life.

Many of us have felt the disadvantages a boy labours under, who, in going to a new school, is put into a class whose studies are in advance of what he has learned, and the struggle he has to keep up with that class from the