

Industrial Education.

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The term industrial education is used in more than one sense, and therefore does not convey the same idea to all minds. Its general significance is the application of art and science to our useful pursuits.

Of late this has been a theme of much discussion, which causes us to ask why? Early in civilization each individual contributed almost wholly to his own wants, which were few and simple, but as the community progresses division of labor takes place, and as a consequence more skill is required. To meet this demand certain time must be had in experience or practice before the duties of each occupation can be assumed. Among the early methods for fitting the youth for different trades was the apprenticeship. When this was prevalent there was no such a thing as industrial schools.

But as the common schools became more prominent and numerous, they have outgrown the apprenticeship, yet nothing that provided for manual training was really substituted. The natural result or rather growth was the establishment of industrial schools and similar institutions, which are being rapidly multiplied. So it is only of recent years that education in this line has occupied the place with education proper. And as the tendencies are to greater and greater in every phase of human living and enjoyment, it is clear that industrial education must also progress in order that harmony may not cease.

While there yet exists some differences of opinion, it is now generally agreed that education must relate first to citizenship, secondly to science, and thirdly to industrial training. Though last

of the three industrial education is hardly of least importance. The need which is everywhere manifested is proof of the latter.

It is needless to say that to the majority, labor is necessary for subsistence. Land to yield profit must be worked. But that this labor may be done with the greatest efficiency skill is necessary. And as we come to the mechanical occupations we find there is more need of a training that shall be fitting for each. The useful work of the farmer and the mechanic lie at the basis of all national prosperity. This work must be done and the best adapted must do it.

It is generally agreed acknowledged that the professions are among the most noble and beneficial of callings. Yet it is not possible for all to become professional men. Many for lack of an education or training that might have developed them into good

mechanics are compelled to enter some of the professions with perhaps little aptitude. But had they been qualified by requisite training for the occupation of their inclination, their life would not only have been a success, but would have avoided the overcrowding of the others.

There are other things greatly complained of - problems which are waiting to be solved. One of these concerns the lack on the part of boys and girls of sufficient knowledge of the right to take care of themselves after having received an education in the public schools, good and complete it may be. Why is this? The chief reason is that they are not prepared for the pursuits of the industrial world. Another is that the education in the common schools has had a tendency to raise them above manual labor. Because of this we find the mechanical industries are mostly in the hands

of foreigners, which is a deplorable condition to young America. Thirdly, it has become a serious matter and deserves the attention of certain classes of educators why there is a disturbing influence and discontent among the common people. This discontent extends to the agricultural section. And regarding it the question is often raised why the farmers and farmer's youth are going into the city with its overcrowded pursuits.

Not exaggerating matters it is safe to say that many, morally weak, when they find themselves helpless and without the power of earning a subsistence slip into crime and become the inmates of our prisons. Not a small proportion of the tramps and criminals are such who never learned a trade. It has been estimated by statisticians that the latter are to the skilled as six to one.

These are some of the difficulties which the system of industrial education will help to remove in time. Then the youth of the farm and the city alike will be started on the road of employment and taught to respect all callings. As a result our country will not need to send for skilled foreign laborers, but those who are now found on the streets of our large cities will have their place in industry, and lawlessness will be diminished. Besides all the good to come from meeting these necessities mentioned is the value to industry and the industrial classes.

Industrial education tends to create new industries and improve those already in existence. This is well illustrated in the case of England. It produces a superior class of workmen with respect to quality and quantity of work. They command higher

wages, and their condition morally and socially is greatly improved. Further industrial training in connection with other education brings about a healthy and harmonious development of both mind and body. The hand and the eye and the brain are united in action.

The masses are growing to fully believe that the youth must be educated for a two-fold purpose. What is expected is an education that shall develop the whole man. All his intellectual, moral, and physical powers should be drawn out and trained and fitted for doing good service in the battle of life. We want wise heads and skillful hands. There has been an increasing demand not only for men of knowledge but for men of skill in every branch of human activity. Therefore if public opinion is strongly

in favor of the industrial idea in education, the question follows how is it to be provided for? Let us see what has been done and can be effected in the desired direction.

The technical schools of Europe are very numerous especially in France, Germany, Austria, and Switzerland. In Germany they form a part of the public system of education and is therefore liberal and produces large numbers of skilled workmen. There are nearly one hundred industrial schools in Austria. When we consider the sterile country of Switzerland and then look at its rank with other nations in wealth and commerce, we learn that it is mostly due to industrial training. It is here also that we have the beginning of the numerous industrial schools scattered over the world. The leadership of France in the department of

Industrial Art was recognized for some time, and it was an impetus to the industrial growth of England where it is now recognized by her as being besides of great value, a real necessity to support the large population and increase the exports.

In the United States the schools for industrial training are becoming a prominent factor by themselves as the art and training schools of New York and Philadelphia, and in connection with other schools as those of Boston. This system has also been inculcated in some of the most noted universities and colleges in the country as Harvard, Yale, Princeton. But the strongest movement of this education at present is with the Agricultural and Mechanical colleges of the states which received a special endowment from Congress. Statistics show that the number of students

in these institutions is more than ten per cent of the whole number of classical.

Much has been said in regard to manual training in the public schools. There are different views but few of which have been tried. Some think that the education of mechanics and trades should be undertaken. Others believe in the art industry school. If all had the opportunity of getting the college education, the best plan would be not to interfere with the common school education nor introduce any other department to the course as it now is. But from the fact that a very small percent can afford more than a common school education and from the increasing need as given, it would be wise and just that industrial education should be given in connection with the public school, even if necessary to sacrifice other work to some

extent. By this plan is meant the teaching of the general principles and practical elements of the useful industries of the community. The pupil after completing such an education would know what is best to do, and is fitted to take up his business often without further training and otherwise in the special training school. Another advantage besides learning his special occupation in only one half the time it would else take, is that he is not so readily thrown out of employment. While the chief duty of the school is to qualify the youth for citizenship, it is also true that they can not be good citizens without the means of making a living. It is the duty of the state to educate her people. And the time has come when the term educate must include industrial training as well.

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