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Industrial Education

President Harvey in opening the National Educational Association at Denver on Monday of this week delivered the following Annual Address:

"Within recent years there has sprung up a wide-spread demand for industrial education," said the speaker. "It comes from all parts of the United States and from all classes of people; the manufacturer, the professional man, the man engaged in commercial enterprises, the farmer, the educator. Industrial education has probably a different meaning for each of these types of individuals and yet all agree upon one thing, and that is that it is something not found in any adequate form in our present educational system.

"To the farmer industrial education means education that will fit the boy to become a more effective farmer and that will present inducements to him to remain upon the farm; to the manufacturer it means training that will give him skilled workmen and more efficient foremen and superintendents; and to some of them it means the kind of scientific training which fits one for the research work for the discovery of new or

improved industrial processes. To the professional man it means a rather indefinite broadening of educational opportunities; to the student it may mean any one or all of these, and very much more.

"Except very limited opportunities for instruction leading to skill in industrial processes, practically nothing has been done in this country for the development of industrial education outside the college or university. Material for instructional purpose in the entire field must be organized and put into teachable form and made available within the range or pupil's capacity for the thousands who now leave school at an early age with no training whatever directly fitting them for the activities of life in the industrial world where most of them will find their work.

"In the larger cities trade schools and continuation schools of various types must be organized. The scope and character of their work will be varied and must be adapted to local conditions. In rural communities secondary schools in which the study of agriculture and related lines of work is the dominant purpose must be organized. But when these