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Interesting. You use the language of the times to demonstrate the ideology of tech's beginnings.

The Social Significance of Georgia Tech's Creation.

The Victorian Era was one of great scientific and technical growth. Although the abundance of new machinery and inventions reduced the number of people required to run workshops and factories, it also created a burning need for a new class of worker: the engineer. Someone was required to build and maintain the machines that were now the lifeblood of industry, and that person was the engineer. *Because of* The demand for engineers was beginning to far outpace the supply, and something needed to be done about it. The Technical school came about as a means for training this new workforce through hands-on experience. No longer was college a purely academic pursuit intended to occupy the minds of the wealthy. In 1888, a new technical school was founded in "downtown" Atlanta, Georgia to provide workers for the Fulton Bag and Cotton Mill. From a speech to the board of Trustees at the end of the first year of Georgia Tech: "It is not the least extravagant to say that no one branch of education has excited within the last decade or two so absorbing an interest and provoked so wide a discussion"(Announcements, 38). How did the organization, General Plan, and courses of the Georgia School of Technology give it importance in the views of Victorian society on technological education?

As Samuel Smiles wrote, "Far more influential is the life-education daily given in our homes, in the streets, behind counters, in workshops, at the loom and the plough, in counting-houses and manufactories, and in the busy haunts of men"(Smiles, 20). He was comparing the hands-on learning approach to the traditional, largely academic Victorian college structure. The organization of technical schools merged this need for hands-on training with the more social education available at traditional colleges.

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The General Plan of Tech also made no bones about the purpose of the institution.

Its goal was not merely academic, but was intended to furnish its students with workplace ✓

experience.   "To thorough supervision and instruction in handicrafts are added the

stimulus of production for the market and such other conditions as are likely to be met

Be more specific

with in the active business of life (General Plan)". This quote emphasizes the extremely

practical basis for trade school education. Victorians didn't necessarily want to

completely forgo the notion of the academic nature of school, but at the same time, they

needed these people trained to run their factories! They managed to strike a balance by

dividing the curriculum in half. *Also, where was the emphasis?*

The courses offered by Georgia Tech, specifically in the Mechanical Engineering

Department, also emphasized this need for shop experience :

>These shops are organized and managed as a manufacturing establishment, and
>
>the great variety of work always in process of construction, will enable the
>
>students to have constantly the wholesome atmosphere of real business. This,
>
>with a determination on the part of the superintendent to maintain a high standard
>
>of workmanship, will make the progress of the students in the best methods of
>
>construction both rapid and thorough, and will prove the most effective means of
>
>giving them an exact knowledge of shop practice. (Announcements, 231)

Looking through the course catalog for the first year of Georgia Tech, it is easy to notice

that the Synopsis of Courses lists "Shop Work" as a requirement for *every single*

semester of a student's life at Tech. The time a student spent in the shop made clear the

practical applications of the sciences that they learned in class.

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It is clear that the atmosphere of education in the Victorian Era was on the cusp of change, and that The Georgia School of Technology fit snugly into these changing beliefs due to its organization, General Plan, and courses.

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