

A NEW DEPARTURE.

In connection with the printing trade we have introduced what is known as plate engraving. It was with some misgivings that we asked the Government for an outfit, fearing that it would require natural talent of a high order and long experience in the mechanical process, to make a success of the work. We have found that both these qualifications are very necessary, but when we tell our readers that the efforts presented in this issue have been accomplished without instruction, talent or experience, it will at least make them hesitate before criticizing us and perhaps prove that those possessing a talent in this direction will be able to perfect themselves in time without employing an expert to instruct them.

PICTURE TEACHING.

We are firm believers in the theory that there is a distinct place for pictures in the teaching of the deaf. In every school they are used more or less, but the difficulty in procuring illustrations that will meet with the entire approval of the teacher and be applicable to capacity of the class has always been a serious drawback and has frequently resulted in discouraging their use altogether by some teachers. Under the direction of a careful and intelligent teacher almost any picture may be made to serve as language lessons, but that does not remove objections that may be found against them. In our opinion it is not necessary, though it certainly would not be objectionable, if they represented something of practical value, to have works of high art. (It is conceded the reader will readily see a reason for this remark). Would not a series of pictures though crude representing some familiar action be of far more value to the work of the class room than that magnificent work of art, "Christ Before Pilate." We present to our readers an attempt at amateur picture making. The lessons attached will give a fair idea of the use to be made of these pictures but a few words as to the advantage as language lessons will be appropriate. In the first place the

actions pictures represent something that almost every child understands, and as will be seen from the school exercises, the idea has been quite successful in drawing out the children's information on other subjects which are closely connected with the kindling of a fire. Another point in favor of pictures in this form is the fact that they teach the sequence of events and compel the pupil without any effort on his part to describe actions in an orderly manner. They also furnish excellent helps for evening study hour, keeping up the interest of the youngest and most inattentive child all evening. Something definite may be requested from every pupil and those possessing imaginative and original minds will not confine themselves to the pictures entirely. As much as we think of picture teaching, we do not in any way wish to create the impression that we believe it to be superior to action work as taught by the Toy Object Method. If the actual objects themselves or toys representing them cannot be secured to perform the desired action the pictures we think will be infinitely clearer and more definite than signs. They will also be found excellent for review work saving the teacher the bother of repeating actions. They also furnish material for questions and are especially serviceable in drawing out dull pupils.

THE following list of industries taught in American Schools for the Deaf was condensed from the *Annals* by the *California News*:

1 Art.....	4	21 Mattress making. . .	1
2 Baking.....	10	22 Moulding.....	1
3 Blacksmithing.....	10	23 Net and ham-	
4 Book-binding.....	3	mock making. . .	1
5 Broom-making.....	1	24 Painting.....	8
6 Cabinet-making.....	18	25 Pattern-making. . .	1
7 Carpentry.....	30	26 Photography....	3
8 Chair-making.....	2	27 Printing.....	40
9 Clay modelling.....	6	28 Sewing.....	19
10 Cooking.....	5	29 Shoe-making....	16
11 Dress-making.....	23	30 Tailoring.....	16
12 Embroidering.....	1	31 Tinning.....	2
13 Engineering.....	1	32 Tool-making....	16
14 Farming.....	4	33 Use of tools.....	11
15 Floriculture.....	1	34 Weaving.....	
16 Gardening.....	10	35 Wood-carving. . .	10
17 Glazing.....	5	36 Plate-engraving. .	1
18 House work.....	2	37 Wood-turning... .	1
19 Knitting.....	4	38 Wood-work.....	1
20 Machine-work			