

# WHICH WILL YOU TAKE?

FORWARD CAUSWELL

1. I will take the medicine which will cure me as quickly as possible.

2. I will take the medicine which will cure me as promptly as possible.

3. I will take the medicine which will cure me as cheaply as possible.

4. I will take the medicine which will cure me as easily as possible.

5. I will take the medicine which will cure me as wisely as possible.

6. I will take the medicine which will cure me as healthfully as possible.

7. I will take the medicine which will cure me as comfortably as possible.

8. I will take the medicine which will cure me as pleasantly as possible.

9. I will take the medicine which will cure me as agreeably as possible.

10. I will take the medicine which will cure me as suitably as possible.

11. I will take the medicine which will cure me as becomingly as possible.

12. I will take the medicine which will cure me as becomingly as possible.

13. I will take the medicine which will cure me as becomingly as possible.

14. I will take the medicine which will cure me as becomingly as possible.

15. I will take the medicine which will cure me as becomingly as possible.

## Trades for the Deaf, and Industrial Training Schools.-- How to Improve them.

By F. D. CLARKE, M. A., FLINT, MICHIGAN.

The following paper was read at the World's Congress of Instructors of the Deaf, Chicago, July, 1893.--

The importance to the deaf of careful instruction in mechanical trades was pointed out soon after their education began in the Eighth Report of the American Asylum, dated May 18th, 1821, which treated cabinet making, shoe making and blacksmithing were taught in separate commodious brick workshops. Fifty years ago the instruction given in a shop was the best of its kind in America. Since then our school-room methods have received the very greatest attention have been the subject of long and most interesting debates and experiment of the best method of our profession and have been greatly modified and improved. The methods and the methods of teaching have not kept pace either with our schools or with the progress of industrial training outside of our institutions. We now teach more "industries" than for the "hand" but many of these can be called trades, and no school teaches all of those mentioned.

Our shops from the front of the movement for mechanical instruction, have fallen into insignificance when compared with the many Industrial and Agricultural colleges, Manual Training Schools and Technical Institutes provided for young youth, such as the Pratt Institute, Brooklyn, or the new Armour School soon to be opened in Chicago.

Several causes may be assigned for this state of progress: The work of the pupils unfortunately for them, possesses little commercial value. In trying to make these larger shops intended solely for the deaf have been managed only to produce a loss. The foremen do not teach, they only produce a great amount of work. Nor are the foremen alone to blame, the management of the School and the Principal both, too often take the same view, and speak with mere platitudes of the dollars made than of the dollars trained.

A factory and a school cannot be conducted upon the same principles. Their objects are entirely different. Methods successful in one must fail in the other. The foreman must turn out the best possible amount of work at the least possible cost. He cares nothing for the improvement of his workmen, even if he is put to work he can do best in the best, and kept there as long as possible. Men will for months and years perform the same process, over and over again, until their dexterity and accuracy becomes almost incredible. Such subdivision of labor produces immense amount of work but dwarfs and stunts the workmen. One who has long held a place cannot fill any other, he must wait till he can find just the place he has been accustomed to.

The foreman of a school shop who for the first time has the object of his being employed by the workmen and not to finish some thing very much in the same way. He tries to find what each raw boy can do best, and keeps him at that work as long as possible. The foreman who tries to improve the work of his pupils, must follow a different plan. He has his pupils grouped out. As soon as a pupil has mastered one part of it he puts him on another until he has finished the shop. If a saw or a hatchet needs sharpening, he looks not for a boy who can do that work, but for one who has no other work in it. The first man

will probably turn out twice as much finished work as the other, but his pupils will not know half a much. The second may sometimes spoil a tool, and will often waste material, but his graduates will know all parts of their trade.

The selection of these foremen should receive the greatest attention. They are as much teachers as any one employed in the school. They are thrown more upon their own resources than any literary teacher. The head of the school who does not give some supervision and advice to his teachers, and who himself has not practical experience as a teacher of the deaf, is a very poor one. There are few such in America. Even in the case where incompetence causes the Principal to neglect his school, the puzzled teacher has fellow teachers to whom he may apply for counsel and direction. It is not so with the foreman. He rarely has a superior who knows much of the handicraft he teaches. He cannot call upon his fellows, for what may be a good plan for young tailors, might not do for cabinet makers, and setting pegs in a half-sole is not like setting type.

Having once secured or trained good foremen, they should be so treated that their pride would be in their workmen, and the good places they win and hold, and not in the number of ill fitting coats, coarse half soles, remains of printed paper or rods of rough fence turned out each year. They should glory in their ability to impart instruction more than in their skill as workmen. The idea that any good workman can fill these places should be avoided.

In most of our schools the trades taught are too few in number, and are those which require the least manual skill. By a moderate expenditure a great improvement could be made here. Mason and stonework, plastering, fresco painting, engraving, photography, millinery, and various branches of metal working, might be taught to at least a few of the pupils in our larger schools. The graduates from these courses should at least know how to do good work, though they might not have sufficient rapidity to earn full wages at first. There are many students in every school who can finish the regular course in less than the prescribed time. There are many others who cannot get through an extended course at all. In both these classes great manual dexterity is found. Instead of graduating these bright ones, and continuing to force the dull ones through studies they can never master, cut down the time in school, and give them a course in some of these trades. Begin with a thorough course in mechanical drawing, then if no person fitted to instruct the deaf can be found, employ an interpreter and a skilled workman, and under the careful supervision of the Superintendent, start on the trade best suited to the largest number. This would cost something. It might even raise the per capita cost of the whole school somewhat, but no investment made by any State would bring a richer return. The plans that will open before the head of a school, who has some knowledge of the subject and who really wishes to have more trades taught to his pupils, will be limited by the money at his command.

It has always seemed to me that a mistake has been made in avoiding those trades that require or at least allow very great skill and dexterity. Our country needs skilled workmen. An infinite number of these can find places. If they have great skill in their calling, deafness will prove very little hindrance to them and work and wages will be easy to get. There is no great demand for second-class cobblers, indifferent carpenters, inaccurate printers, and half taught tailors. In any attempt at improvement the question of convenience or saving of expense to the school should weigh but very little against the good of the pupils.

There is not a school in America that is doing what it should to train its girls in handicrafts. Their labor at school saves so much hired help that many of them are engaged in learning what is called "housework." A great, a very great opportunity is open for a serious attempt to train them in the lighter arts and industries. The first step is to hire servants to relieve them of the dish washing, potato peeling, etc., now known as housework. Light trades requiring a true eye, a fine touch, and patience would be well suited to them, and there are many such.

The improvement most needed in our present methods of teaching trades, are:--  
First.--To keep more clearly in mind the fact that our shops are schools, and

their foremen teachers. We would not habitually take a teacher out of school to mend the fence, or stop the work of his class to write circulars, why should we treat the teacher of carpentry or of printing so? If these jobs must be done let them be done by an assistant foreman and pupils, who have had primary instruction in all parts of their trades, or at such times as will not interfere with the regular instruction in the shops.

Second.--Great care should be exercised in the selection of those who are to teach trades. They should be chosen with special reference to their ability as teachers. None who look upon the children under them as an inferior or unteachable set, or who cannot treat them with the greatest patience and kindness, should for one moment be considered.

A wise expenditure for any school would be to send them to visit other schools, to examine methods and compare ideas. They are teachers without a literature, conventions, Normal schools, or any of the means of improvement that other teachers have, and this might take the place of these to some extent.

Third.--Greater interest in the mechanical department by the head of the school would help. In some of our institutions, I am informed, the head of the school rarely visits the shops, except when he has work that he wishes done.

Fourth.--A recognition of the importance of the industrial training to the extent at least of giving older pupils, who would not suffer in their studies by such a plan, more time in the shops; possibly in some cases a whole year, to perfect themselves in a trade.

Fifth.--The establishment of a rule that every pupil should have a change of work, when he has mastered what he has been doing.

Sixth.--The careful practical teaching of mechanical drawing to all in whose trade it would ever be useful.

Seventh.--The enlarging of the number of trades taught. Possibly by having courses in some of those for which only a small proportion of pupils are fitted, taught only on alternate years, certainly by much more attention to those suited to girls.

Eighth.--The giving of certificates of proficiency to graduates of the shops, and requiring each to do unaided some piece of work taxing his skill and knowledge to the utmost to earn this certificate.

These seem to me to be the lines along which our present system of industrial training admits of improvement.

I cannot close this paper without a word on a subject which for the past year has been very earnestly debated by the deaf and their friends.--the establishment of a school for the deaf where industrial training could be carried on exclusively and to a very much greater extent than at present. In a paper read before the last Conference of Principals, I expressed the belief that by a united effort we might get the General Government to found and endow such a school. This united effort it has been impossible to obtain. Some teachers think there is no use for such a school, many prefer a college on the plan of the Stephen's Technical Institute of Hoboken, which requires in its students abilities of a higher order, and aims to fit them to be leaders and directors of great industries. Again, many think that the proper place for the college is in Washington, as a branch of the present splendid and successful National College, which stands ready to start such a department. The Committee appointed at Colorado to consider this matter will probably report in favor of this plan.

Still there are many earnest friends of the deaf who want a very different school. Exclusively of the Northern Atlantic and the Pacific States, the desire is very strong and general for a school that will aim to make skilled workmen, who will know their trades perfectly and delight in them. Many of our graduates, many even who cannot graduate, can, by a few years careful training, become rapid, skilful and accurate in some highly paid handicraft. Such a school should aim to produce not those who can design a steam engine or a bridge, but those who can take the designer's plans and reproduce them in enduring structures.

These are the workmen that America needs most, and such work is not above the ability of the majority of the deaf.

Systematic courses in Agriculture, stock raising, etc., should also be given for the large number of the deaf who will live on farms.

Nor should the girls be forgotten. Carefully arranged courses for them

should have a very prominent place. All those callings that women follow successfully in the great cities, as well as on the farm, the garden or the dairy, should be taught. One great school should offer to the deaf of the whole country all that the many Industrial, Agricultural and Technical Colleges, Institutes and schools now offer to the hearing.

Who who live in the Great Central plain, who daily feel the touch of the restless energy and ambition that will not consider any task impossible, who see great cities where in the lifetime of living men was only trackless prairie, and who have seen a great University, fully equipped and richly endowed, spring into being almost in a night, cannot and will not believe that anything which will be for the good of any considerable portion of the deaf of America, can long be kept from them by lack of money to establish it.

In His own way and time, possibly much sooner than we expect, He who opened the ears of the deaf will provide such a school, and once started, in the hands of those who firmly believe in and truly love the deaf, it will go on and do a great and glorious work.

DISCUSSION OF THE PAPER PRESENTED BY F. D. CLARKE, M. A., OF FLINT, MICHIGAN, BY R. MATHISON, M. A., OF DELLEVILLE, ONTARIO, AT THE WORLD'S CONGRESS OF INSTRUCTORS OF THE DEAF, AT CHICAGO, JULY, 1893.

Mr. Clarke's paper has evidently been prepared with great care and after mature consideration of his subject. Most of his propositions and suggestions for the improvement of the Trades and Industrial Departments of the Institutions for the Education and Training of the Deaf cannot fail to be received with a ready assent by all engaged in the work, but there are parts of his essay which, I think, cannot meet with so ready a concurrence.

I cannot avoid the conclusion that some of the criticisms are a little severe in ascribing inefficient and defective management because more has not been accomplished by those having these matters in charge in the past. My impression is that a great deal has been accomplished under difficulties and discouragements for the moral, intellectual and industrial advantage of the deaf pupils trained in the Institutions of this country and Canada. It will not be denied that "our school room methods have been very greatly modified and improved" during the last fifty years. Nor can it be gainsaid that "the trades and methods of teaching them have not kept pace either with our schools or with the progress of industrial training outside of our institutions." It does not seem reasonable to suppose that equal improvement and progress could have been expected in the teaching and training in these two separate departments of the schools. It is hardly fair to institute a comparison between the improvements made in the small industrial departments connected with our schools and the improvements made in the great outside world with thousands of industries and millions of workmen with self-interest to urge on advancement, and great wealth to give practical reality to mechanical ideas.

I am under the impression that the primary object had by Legislative bodies in the establishment of schools for the deaf, was to afford the pupils opportunities for intellectual and moral culture, as nearly as possible, equal to what children possessed of all their senses enjoyed in the common schools of the country; and that the secondary motive was to have them taught, as far as circumstances would permit, such trades and other industries as might prove of advantage to them after leaving the schools.

Mr. Clarke remarks:-- "Our shops for mechanical instruction have fallen into insignificance when com-