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INDUSTRIAL EDUCATION.
 The Need of Practical Training in the Common Schools.

By Mort L. Bixler.
 The following is an address delivered before the teachers of the Oklahoma Territorial Normal three years ago, at which time some of the methods of Bixler's Manual of Industrial Education for use in the country schools were explained. The subject was treated in a rambling manner, due to the fact that it was prepared hurriedly at a time when the author was busy in work that made it impossible for him to spare adequate time for better effort. The agitation of the question in Texas is the reason it is published now and while it could be revised with profit a lack of time again interferes.

INDUSTRIAL EDUCATION.

This is an age that has developed questions demanding serious and patriotic consideration from thoughtful people. Statesmen are daily confronted with problems at the various state capitals and in congress, earnestly seeking a solution of them so that the condition of the masses of the people may at least become no worse. Everywhere among the laboring classes, there is agitation for legislative measures that will better their condition and they are demanding the passage of class and paternal legislation that is contrary to the established doctrine of our government.

With thousands of inventions intended to better the condition of mankind and an enormous national wealth, we are told that poverty and want is on the increase. We are told by some, that an unsound financial system is the principal cause. Others tell us that we have too much or too little protection to our manufacturing interests, or that our commerce with foreign nations is too restricted.

One statesman claims one thing and another something else. The result is, to-day we have thousands of people who want some legislative act that will make them rich or start them on the road to prosperity.

It is my opinion that in the public schools of the United States is the place to inaugurate a reform, that will make statesmen less necessary and provide a panacea for many of the ills which now afflict us.

Our educational system has been perfected as nearly as possible to develop the mind and reduce to the minimum, the necessity for manual labor. The greatest efforts have been put forth to perfect a system which will enable the student to acquire the greatest amount of knowledge, in the shortest period of time. This system has gone in an opposite direction to industrial training or manual labor.

The sense of the beautiful has been cultivated, while the question of supplying the wants thus created, has practically gone unnoticed.

We lightly exclaim, that where ignorance is bliss 'tis folly to be wise, without applying it to our school system. When our educational system was crude, the masses were contented with much less than they are now.

Their necessities were easily supplied because they were educated how to satisfy their wants from the material at hand. The hardy pioneers of fifty years ago were far different from their descendants of to-day.

Our educational system has taught us to admire the beautiful in poetry, art and the sciences, but aside from qualifying the doctor, the professor, the lawyer, the minister and a few others, to earn their daily bread or secure the luxuries of life, the masses have been taught but little of the practical side of life or how to make a living. Those who are encouraged to want carpets on the floor, pictures on the wall, and a well filled library, are sent out in the world without any practical knowledge of the forces with which they must contend, to gratify their wants.

I believe that we have now reached a point where we must seriously consider practical industrial education and apply it in our public schools. What is needed is not more doctors, lawyers, etc.; but more men who appreciate the dignity of labor and who can understand that to amplify our educational work by adopting a practical industrial system, which will teach an economy that does not necessarily mean a niggardly existence to those practicing it; means that there will be less need for legislation to cure the existing evils.

It has been customary for the farmer to take his brightest boy and fit him for a profession, while the dullest lad was kept on the farm.

When we take into consideration that seventy-five per cent of our exports to foreign countries is agricultural products, we wonder it is not time to keep the bright boy on the farm where so much wealth is created annually. Is it not time that we teach the importance of combining energy, intelligence and economy on the farm and prepare the people for the time when the population will be so dense that rigid economy will be necessary in every direction? Why not make the farm more attractive at the same time? So rapid has been our development, there have been so many ways of making money, that practical economy is but little understood or practiced.

The desire is to get rich suddenly, the slow process of accumulating a competency will not do now. Our

tastes will not permit such a mode. An ordinary salary is only sufficient to meet the most pressing needs. Everything that is consumed comes direct from the dealer or some one who makes its production a business. In the cities and towns, our women no longer have the inclination to do plain sewing, and thousands do not know how. In the country there is a lack of skill in this direction that is entirely unnecessary and deplorable. We see hundreds of botched dresses, that could have been made neat and tasty if their wearers had only had a little timely instruction.

To illustrate our helplessness, I only need ask you what would follow a sudden increase of population so that it would be as dense in the United States as it is in Holland, Germany or England. Would it not plunge our laboring classes into a condition far worse than those of Europe? There they have been forced to learn lessons in economy for centuries. The average farmer, especially in the west, would be illly prepared to make a living off the small plot of ground allotted to the German peasant.

We do not predict a time so remote in the future that such a condition will prevail in America, but we do hear murmurings on every side from people who are in possession of means to acquire a competence in an easy manner, if they only knew how to do so.

Industrial education is but little understood and as yet no attempt has been made at a general application in the United States. So far as I can learn the only movement in the direction of practicability, is in the establishment of schools in large cities, for poor or orphan children, who are expected to earn their living by manual labor, and here and there, there are common schools teaching manual training. The Sloyd system has also received some attention and technical wood working has been introduced, but nothing has ever been taught except in a few of our common schools, where hundreds of thousands of children enter and leave, without ever going to another school. The records of graduates from our high schools show how few there are who finish the common school course, while the enrollment in our colleges tell us that only a small per cent of those who enter the primary grade, are ever in a position to acquire higher education.

With these facts in mind we are convinced that industrial education and domestic economy should be taught in the public schools. It must be of a simple character and made as attractive as possible.

In Europe the necessity of this kind of training has long been recognized and is now in practical operation in the public schools of a number of governments. There it is known as the Sloyd system and was first taught in some of the primary schools of Sweden. In 1877 the system was adopted by the Swedish congress. This was followed by a royal mandate that to each school where Sloyd had been taught the sum of \$25 dollars per year would be given which should be expended for the material used. This system has made rapid progress in Sweden and has also been adopted in Finland, Denmark, Norway, and is rapidly coming into favor in other countries. The importance of manual training has long been recognized. Even Luther is quoted as writing on this subject. John Locke wrote an essay entitled "Some thoughts concerning education," in which he said that children should be trained in corporal work from an early age and recommended carpentry and gardening.

Rousseau, whose genius will live forever, was of the opinion that pupils should be taught a trade and thought the carpenter the best adapted to educational work. His idea seemed to be that manual training would help the pupils with their other studies, as he said that a great mental and physical work so that one kind of exercise refreshes the other. If this view is correct thousands of pupils might acquire knowledge, who now find the school room positively hateful.

Pestalozzi was a believer in manual train, and Frobel placed the highest importance on manual work. For two centuries some of the brightest minds engaged in educational work, have recognized the importance of manual training in the school. Arnold Wageman in 1791 published a book entitled, "The education of the Masses for Industrial Pursuits," in which he said:

"The child must have an aim in his work, an aim very near to his heart, if we wish him to achieve the desired result. We need only, unobserved by the children, watch them at their occupations, after school hours. We will soon see how we ought to busy them in the class room, in order to make their school life both agreeable and useful. The boys will be found at the brooks building dams and water wheels, making grottos, constructing cottages or possibly carrying wood or other material on little wagons."

The girls play with dolls, though they may be made of nothing but leaves and they often imitate house-keeping in their games."
 (Concluded to-morrow.)

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 THIS event in the life of a woman is looked forward to with a feeling akin to horror—not because the little one is not welcome, but because the mother dreads the direful consequences to herself. Those long hours of agonizing labor stand out before her like a hideous nightmare. An improper delivery, followed by child-bed fever, may end the scene in a few short days, leaving the little one a orphan. But there is another side to the picture. If women who are expecting to become mothers will commence the use of the greatest female tonic, regularly before confinement, and continue its use until the organs are restored to their normal condition, the hours of labor will be shortened, the pain lessened, and recovery complete.
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RED RICE.

Prof. S. A. Knapp in Lake Charles Press.

The present large rice crop of southwest Louisiana will yield a considerable sum of money in the aggregate to the farmers, and they justly deserve all the prosperity that results from it. The farmers are rapidly learning how to secure a good annual crop and are exceedingly hopeful for the future. In some quarters, however, we note more than usual disappointment. There is no complaint of the yield per acre; it is more than was expected. The kernel is large, full and flinty, showing good milling qualities, and the producer brings his samples to the miller expecting about \$3.00 per barrel. He is in some cases astonished to find that the miller does not want it at any price, or will barely offer \$1.25 per barrel under protest that he does not want it. "What is the matter with that rice?" asks the producer. "It is red," replies the miller with the same tone and gesture he would use if he found strychnine or quantities of nitroglycerine in it. "I don't see how the red rice got there," replies the seller. "I selected the best seed I raised last year and planted it on my best ground."

He is quite inclined to blame the miller or the speculators. He cannot see what is the matter with the market that a few grains of red should wipe out all the profits.

There is nothing the matter with the rice as a food product. The red grains are just as good as the white—just as sweet and just as nutritious; but the people of the United States are so rich they can afford to be ruled by fashion. Fashion is willing to pay two cents per pound more for head rice (whole grains) than for slightly broken, though the broken came out of the same sack and is just as sweet and wholesome as the head rice. Then if there are a few grains of red in the lot "the fat is in the fire." People do not want it, and the millers must scour the rice to remove the red. (This can generally be done as most of the red is on the surface of the kernel.) The remedy lies not in complaining of the miller or the market, but in removing the cause—red rice. First plow in the early fall, and if dry replot, disc and work thoroughly in the spring; second, drain the rice fields and rotate the crops; third, buy pure seed and work the land more thoroughly.

That does not dispose of the present crop. "What shall we do with our present excellent crop of red rice?" inquires the farmer. It is too late to change the fashion for this year and we see no better plan than to make an effort to sell our red rice where rice is used for food and is not dominated by fashion. Why not sell it to the United States government for the use of the army, or for the starving people of Porto Rico, or for export to the Philippines? Porto Rico will require about four million pounds of rice from the United States government this year. The Philippines usually import annually 157,322,654 pounds of rice. (See Bulletin No. 14, United States Department of Agriculture.) Cuba will also require quite an amount of rice. If the millers and planters of southwest Louisiana will combine and make the proper effort there would appear to be a market at our door for the cheaper grades of rice.

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