

TRADE SCHOOLS.

FACTS WELL WORTH CONSIDERING.

By the Friends of the North Carolina Industrial School to be Established at Raleigh.

The most valuable feature of manual training—its mental and moral influence—is very imperfectly understood in this country, and not at all in Europe, except in Russia, if indeed it be there, where the laboratory method of instruction in the mechanic arts which bears the Russian name originated. The trade schools of Germany, France, and England grew out of industrial rivalries. They are the product of a struggle for commercial, mercantile, and manufacturing supremacy. They have their root in the merchant's stern law of necessity—the necessity of underselling his rival. Their purpose, for example, in France, is to make a doll for a cent less than it can be made in Germany, and in Germany to make a penknife for a cent less than it can be made in France; and they have the sanction and support of government, because they increase the tax-paying capacity of the subject in the exact ratio of the increase of his productive power.

The trade school is the vestibule of a factory or shop, and the trade-school pupil is an apprentice—an apprentice a hundredfold better trained than the apprentice of the old regime, but still an apprentice. He becomes a cog, a wheel, a pinion, a lever, or a shaft in a machine adapted to certain productive processes. And the more efficient he is as part of the machine, the less power he has to determine the share he shall receive of its products, and the less capacity wisely to dispose of the fruits of his labor.

Germany has more trade schools than any country in the world, but her people are thereby neither enriched nor made contented. Every year large numbers of her labor class bid adieu to the father-land and flock to these shores, and the drain of the flower of the labor class of a population is an irreparable loss of national vitality.

The trade school at its best is a special school which does not aim to give a general education. It is hence one-sided. In establishing it or aiding it the state places upon its graduates the burden of inferiority, since it reserves for the university and the institutions of learning the highest honors.

The trade schools of Europe are perpetuating a system of caste in education which it is the chief mission of the civilization of this age to destroy. They graduate carpenters, blacksmiths, and turners, but they fail to equip men for an equal chance in the battle of life. In Holland there is a government commission whose duty it is to procure situations for the graduates of trade schools, and to "watch over them for several years." The graduates of properly organized and conducted schools will create situations for themselves, and show by the ability and faithfulness with which they discharge the duties thereof that they require no watching.

There is a disposition in this country to imitate the European system of trade schools. Professor Robert H. Thurston, of Cornell University, recommends (1) drawing and the modification of methods of instruction in the direction of the sciences in existing schools; (2) the institution of special courses of instruction, and the foundation of trade schools, "having for their object the teaching of the principles and the practice of the leading industries in localities in which such action would be justified;" and (3) the creation of one or more technical colleges.

There can, of course, be no objection to the establishment of trade schools for special purposes; but if Professor Thurston's proposition contemplates the limitation of all technical instruction to such special schools, it involves the introduction to the United States of the European special or caste educational system—vocational schools in Massachusetts, ship-building schools in Maine, schools of mechanism in Pennsylvania, and agricultural schools in the valley of the Mississippi. Schools, they should be called, for the promotion of caste, and not merely the caste of modern Europe, but the more rigid caste of ancient Egypt, which "compelled the man to follow the occupation of his father, to marry within his class, to die as he was born," thus making of society an organized injustice.

It is pleasant to turn from the Malthusian theory of the law of life—that the starvation of hundreds of men that one man be well fed—to the theory of humanity and contentment that bright theory which contemplates the salvation and elevation of the race through the development of the best aptitudes of all its members. The Russian-American system of manual training promotes the humane theory of life, because (1) it dignifies labor, (2) it is a powerful intellectual stimulus, and (3) it is the great discoverer of truth, and hence a moral agent of incalculable force. It should therefore be made a part of every system of popular education. For if it is confined to the colleges and universities, few will avail of its advantages, since by the time the student shall have reached that advanced stage of his course he will have contracted a feeling of aversion toward labor, and will have determined to enter one of the so-called learned professions. The small number of students enrolled in the several mechanic art annexes of the colleges and universities of the United States confirms the truth of this observation. There is, I believe, only one exception to this rule—that of the Manual Training School of the Washington University of St. Louis, Missouri, which has an enrollment of 229 students. That school is, however, practically independent of the parent institution, since it was founded and is maintained chiefly through the munificence of private individuals. But when the manual training school is so situated as to attract the attention of the grammar-school boys, its register is promptly filled. It has the same fascination for the boy of twelve to fifteen years of age at the Kindergarten as for the child of four years. It enchains the attention of the student, and it does not weary him; and these two conditions constitute a state of receptivity which is an assurance of such intellectual growth as is not to be gained in any school of the old regime.—Harper's Monthly.

A Few Timely Hints.

This is the season of short days and long evenings, the best time of all the year for study and improvement. Perhaps you are a young man desirous of obtaining commercial employment. One of the best passports in that direction, next to a good character, is good handwriting. Of course, you know how to write, but like the great majority, probably, you have never trained yourself to write well. No merchant wants his books disfigured by awkward and illegible scrawling. No lawyer will submit to badly-written copies. We suggest that you devote yourself this winter to persevering endeavors to improve your penmanship. You will be surprised at the improvement which real effort in this line will achieve. Maybe you would like to learn stenography and type-writing. The faithful employment of your winter evenings in this work may make you a first-class graduate before the long days come again, and enable you to invention of the spring window-shade roller, now so generally employed in all dwellings, has brought great wealth to the fortunate inventor. He is now a millionaire. His device was truly a happy thought. We know of a lady in Chicago whose patents for the invention of a moving belt for drying eggs, albumen, etc., have revolutionized certain great branches of trade, and now bring her a great income. The people want improvements in every conceivable form. Not only in the field of invention, but it is open to everybody. There are no distinctions in respect to sex or age. The way to invent is to "keep thinking;" the way to accomplish anything is to "keep working."—Scientific American.

He Knew When to Stop.

"Talking about lucky deals in stocks," said a broker the other day, "I know of a case which beats anything in the shoe-string line I ever heard of. Last June a young clerk on La Salle street got a tip on St. Paul. It was about the time Armour went into that stock, and the way the clerk got it the stuff was sure to go up steadily to the country mark. He had \$100 in bank, and he drew it out and put it into St. Paul through a bucket-shop. He bought 150 shares, which gave him a \$2 margin. He paid 55. Sure enough, the quotations began to creep up, and when they reached 60, a few weeks later, he was \$250 ahead. He drew out his profits, returned his \$100 to the bank so that he couldn't lose anything, and immediately bought 125 shares with his \$250. It wasn't long until the price touched 70, when he sold out again and again invested his profits. He repeated this at 75, at 80, at 90, and again at 95, the quotations gradually creeping up to that figure, and never once sagging back enough to wipe out his margin. That was early last November, about four months from the time he started in with \$100 capital. And how much money do you suppose he had then? Five thousand? Guess again. Seven? More, sir. He had more than \$20,000, and then he got scared, drew out entirely and invested his whole pile in real estate. And it was well he did.—Chicago Journal.

Druggists and Doctors.

It will not be possible to find out from druggists what doctors get percentages on the prescriptions they send to drug stores, or whether any doctors get such a percentage. I have heard stories to that effect, but do not want to repeat them. I have been told that a certain prominent physician insists on having his patients go to certain stores to which he directs them, and that this physician gets 25 or 30 per cent of the sales which they thus throw in the druggist's way. For a time the patients took their prescriptions to other drug stores than those indicated, and when the physician would come in and see the label on the bottle he would throw it and its contents out of the window, and gave the patient and everybody else merry for not following his directions. Now that physician's patients are obliged to go to the druggist he wants, for no other can read the special vocabulary which he has arranged and uses in writing his prescriptions. My experience has been this: I went to a certain physician and asked him to send me some of his patients. He told me he would send them, and he did. He sent dozens for a week, and came into the store every day. I gave him cigars and made him numerous presents, and he always insisted on my acknowledging that he had helped me to a regular boom. At last one day he suggested that we might have an understanding with each other. He said he would continue sending prescriptions to me if I gave him an interest in the business. That is, an interest in his own prescriptions. "You mean a percentage, doctor?" "Yes," said he. "Then I should have to charge customers that much more." The doctor remarked that that made no difference. Did I make a bargain with him? Well, now, I'm not going to say anything, for if I say yes, the public will think I charge that much more for my drugs, and if I say no, all the other druggists in town will say I'm a damblood.—Interview With a Druggist by St. Louis Globe-Democrat.

Cleopatra was bitten by an asp, but it was left for a woman in San Francisco to be stung by a centipede. The latter unfortunate did not die, however, though she was so near death that her friends came about her bedside expecting such an end. It was the centipede that died, for some one heated a saucer red hot and scorched the venomous little monster of many legs.

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