

(editor's note: This paper was transcribed from a handwritten cursive copy with various difficulties. For a perfect rendition, the reader might wish to consult the original, itself a copy, in the volume entitled *Literary Club Papers 1*, 1885 – 1886 Oct 3, '85 to May 29, '86) The original is badly faded.

Some New Schools

H P Lloyd

At the closing of the War of the Rebellion, the soldiers of Ohio came home crowned with the laurels of victory, but they came to find vacant places in the homes of many of their comrades and to find a large number of soldiers' widows and orphans, dependent upon charity.

The condition of the helpless children of those who had died for their country appealed with peculiar force to those old soldiers and they took immediate steps to provide for the most destitute among them. Banding themselves together in the organization known as the Grand Army of the Republic, they determined to raise money by voluntary contribution, to purchase property for a Home. This was done, and a handsome farm near Xenia was purchased, on which comfortable buildings were erected, and the institution became known as the Soldiers' and Sailors' Orphans Home. A large number of children were gathered there who received their entire support from the voluntary contributions of the old soldiers of the war. It was found, however, that the institution could not permanently exist without more adequate support, as many of the soldiers were themselves crippled, poor in purse, and unable to do more than to provide for their own families. The trustees of the institution were therefore authorized to transfer the entire property to the State of Ohio, on the condition that the state should thereafter assume the burden of its support, and maintain it for the purpose for which it was designed, as long as necessity should require.

The offer was accepted, and the institution has since been and now is under the care of the state of Ohio, and in the acts of the Legislature under which the Home was organized as a State institution, provision was made to extend the advantages of an industrial school to the inmates, and to make it as far as possible, a model school for the state of Ohio.

Children are received from three years of age upwards, and are retained in the institution until they reached the age of sixteen, when they are discharged. They are provided with excellent dormitories, food and clothing, and their physical welfare is attended to by experienced matrons who are careful, and thoroughly competent. The children are kept in families of about thirty and each family occupies a detached cottage, with a matron in charge.

During nine months of the year they are sent to school under the care of experienced and well-qualified teachers, and the arrangement of their studies is similar to that of the best graded schools in the state, so that they have the advantage of a primary district, intermediate, and high school. When the children reach the age of twelve, they

are given an opportunity to select some useful trade or occupation, in which special instruction shall thereafter be given. One half of the day for the remaining four years of the course is devoted to study in the school room, and the other half to instruction and employment in the industrial department. Manual training is thus given a very prominent and important part in their education. There are shops in which the boys are taught to be shoemakers, tanners, tailors, printers, telegraphers, carpenters, blacksmiths, and engineers. They are also taught farming in an improved way, gardening in the best manner, and are taught to be florists.

The girls are instructed in plain and fine sewing, tailoring, type-setting, telegraphy and stenography. There has also been recently established a school of domestic economy, in which the girls are taught by a competent teacher to do cooking in a thoroughly excellent manner. All of the industrial departments are in charge of competent instructors, and the aim is to have all of the pupils acquire sufficient manual training so that when they graduate at sixteen years of age, they shall be entirely capable of self support.

The school has been in operation for nearly 15 years, and the results have more than justified the expectations of the founders. The graduates are carefully watched, and assistance is given, to enable them to secure positions of respectability, according to their qualifications. As a result of what is incidentally accomplished, it may be remarked that the boys in the shoe shop make and mend all the shoes worn by the seven or eight hundred inmates of the institution. In the tin shop, they manufacture all the tin-ware necessary for the home and a surplus which is sold, amounting to about \$4000 worth per year.

The farm is kept in excellent condition, the dairy supplies an abundance of milk for all the children, and the gardens furnish fresh vegetables for the table during the entire year. The floral department is also a complete success, and contributes much the pleasure of the inmates.

The kindergarten system has not been adopted, but is under consideration and it is believed that it would add greatly to the benefits of the institution, as the children would easily acquire a certain degree of manual dexterity at an early age which would be profitable to them in any occupation and in any calling during all their subsequent lives.

When the United States government determined to establish schools for the young Indians, it was found absolutely necessary to make the manual training an essential part of the system. The Carlisle Barracks in Pennsylvania, formerly used for cavalry instruction were converted into an Indian school, and placed in charge of Capt. Pratt, who has proved himself a most valuable manager of such an institution. At Hampton Virginia another school was established under the charge of General Armstrong who has also shown admirable qualifications for his position. Large shops were organized in both of these schools under the charge of patient instructors, and the Indian boys, immediately upon their admission are placed in these shops and taught the rudiments of mechanical trades while the girls are instructed in all of the feminine accomplishments which will make them most helpful on their return to their western homes.

In the education of the Indian boys and girls in the mission schools which have been established and many of the reservations, the same general plan has been adopted, although they have not there equal facilities for teaching many of the trades, and hence the instruction is confined to a few simple departments. But the best educators have seen the necessity not only of commencing at the foundation, but of giving the Indian youth such an education as would most readily fit them for the practical duties of life, leaving the higher education of exceptional ones here and there to suitable schools already established where they could be taught, side-by-side with white children. Other manual training schools have been established under state authority in Massachusetts, Connecticut and many other states where the children were orphans or so completely detached from the control of their parents that they could not be taken out of school on a mere whim.

All these plans have not been adopted by mere accident or caprice. They have been the result of the most careful observation and experience of the best educators of this and other lands. We have great pride in what is known as the common school system of the United States, and in Ohio we have taken a special pride in our system of graded schools. We have undoubtedly accomplished much in laying the foundation for the higher education of those intending to pursue a college course, and have been of great benefit to large numbers who had no such intention. A little observation however will readily show us that the large majority of the children attending our public schools are the sons and daughters of poor parents, children who must at an early age commence work for themselves, or at least contribute something to the family support. Go into any one of our public schools, and you find the primary classes crowded. Take the grades of the district schools, and you find the number in each class diminishing as it advances from the lower to the higher grades. Having passed the district school, and reached the Intermediate grades, the class is found to be very much smaller in size, and each year a considerable percentage is lost from the fact that the girls and boys are taken out of school and put to work to learn a trade by which they may earn a little for the present and acquire a skill which will enable them to earn and still more in the future.

If we pass on to high school, a still greater diminution is observed. Many who have successfully passed the final examination of the intermediate departments, and who would gladly pursue their studies much further if they could also be learning something of manual dexterity, are compelled to forgo all the advantages of a broader education. They are not the only sufferers. It is easy to see that the community at large would be greatly benefited if the men who are to be our mechanics could be so educated as to make them artisans, and if a portion of the artisans could be so educated as to elevate them to the rank of artists. Perhaps no city the country affords a stronger illustration of our proposition than the city of Cincinnati. Those of you who are familiar with our school management will readily appreciate the force of all that I have said, and those of you who are familiar with our reformatory institutions, will feel its force still more keenly. The fact stares us broadly in the face that a large part of the crime which disgraces our city is committed by boys under twenty one years of age, and that the ranks of the criminals are constantly recruited from those who are not taught in our schools the rudiments and

practice of trades, which would make them self supporting, and who are withdrawn from schools and turned loose for a large part of the day, to take lessons in schools of vice which are open on every hand. It is a matter of history that the first firing of our Court House was done by young boys less than twenty years old, whose lessons in crime had rapidly obliterated the good impressions received in a short course in the public schools, and these enabled them, with red-handed violence, to write the most lurid page in our city's history.

Suppose now for an instant that the kindergarten system were adopted in the public schools, so that little children could be trained to acquire a manual dexterity which could be henceforth available in any pursuit and that as the children advance in years, they could be taught such handicraft as is common to all the ordinary industrial occupations.

Going a step further and later in time, that opportunity should be given to acquire dexterity in specific trades. Three things at least should be accomplished. First. Physical development would proceed hand in hand with intellectual. Second. Labor would acquire a dignity and importance in the minds of all the scholars, the children of the rich and of the poor alike, a point which can not be overestimated. Third. The pupils could be retained in school for a much longer period, as they would be acquiring the necessary knowledge to render them capable of self support, and they would leave our school room, not as recruits for the great army of law-breakers, but to take their places as useful members of society.

Surely we need Some New Schools. Not necessarily additional organizations, but we sorely need such reorganization and such new appointments and equipments, as would make them practically "new schools." It is remarkable that in but one state in the union has provision been made by law allowing trustees and school boards to make special appropriation for the equipment of such schools. This state is Massachusetts, and even in that state of advanced culture, so little appreciation has been had of that scheme, that but few manual training schools have been established. Nearly all which is been done in the country, has been done by private enterprise, and the most successful experiment is probably that of Felix Adler of New York. His establishment is conducted on the theory that the manual training does not interfere in any respect with the intellectual development; and upon the further theory that the training should be for the purpose of imparting manual dexterity, rather than for the purpose of acquiring a trade. Now, if the suggestion be made that the industrial system should be incorporated into our present school system, I know full well some of the objections which would immediately arise in your minds.

First and foremost you would say with one accord, that the scholars are already overcrowded with work, and that instead of imposing additional labors upon them, the present course should be so altered as that pure branches should be taught. Close observers assert most emphatically that the physical condition of the children will not endure any further tax during the period usually devoted to intellectual training.

The answer to this is obvious, and is drawn both from reason and experience. The

introduction of the manual exercise would at once give a full and natural physical development which is not attained by the ordinary diversions of outdoor games. It would be systematic and regular, and would not overtax the strength, nor incur the risk of sudden and extreme exertion by which accidents frequently occur on the play ground. It would constitute a helpful diversion and recreation by itself, with such a complete change of occupation that the pupil would return to his books and studies refreshed and eager for the work. One would act and react upon the other; better physical health would induce greater intellectual vigor.

But second, some of you would be sure that the state has no power by public taxation to provide such kind of training; that whatever is done in this direction must be done in the shop and the factory, where the boys are regularly apprenticed two trades. At the first statement, this objection seems to have weight, but closer examination shows it entirely fallacious. If the state has the right to educate its children to any extent, it has the right to educate them in any branches which are clearly for the public good, as well as for the benefit of the individual scholar. It may not be the duty to carry this process of education into every department which could be suggested by an ingenious mind. There is a clear distinction between the right and duty. The state may have power to do a thing which may not be at the time expedient. In the early organization of our schools, perhaps all was done which could properly be done at that time, but with our advanced civilization and increasing wealth, we are enabled to do much more for the education of the present day, than was feasible one hundred or even fifty years ago. Has not the time come when in all a very large cities suitable provision should be made for manual training in the early years of the scholastic course?

Third. Another objection is this. That the manual training if introduced at all into the common schools must be made a part of the regular course, and applicable to all alike, as no distinction can be made in our common schools between the children of the rich who may never need such training and the children of the poor who are ordinarily expected to rely upon their own manual labor for self-support; and closely connected with this is the further objection that by compelling all to take this course, the period for preparatory study would be necessarily so extended in time that the boy would be very old before he could suitably prepare for the college and university course.

As to the first point, it is obvious that there would be a very large advantage in having the sons of the rich man acquire such manual dexterity as would enable them to handle tools of a simple character if for no other purpose than their own convenience and amusement in mature life. Add to this the well known fact that many professional men, and wealthy men of leisure are now engaged in amateur photography, microscopy, astronomy, and other scientific pursuits, which require, not only the knowledge acquired from books, but the manual dexterity which is only acquired by an actual experience of manual training. If this training be acquired early in life, when the hands are [supple] and the fingers easily taught, how much better than to wait until the hands are stiff and the fingers obstinate.

As to the protracted period of preparatory study, actual experience does not

sustain the objection. In the Orphan's Home School at Xenia to which I have particularly referred, and to Felix Adler's school in New York, the results show a complete refutation of this objection. The boys of Xenia who have been for a long time under my personal observation will compare favorably class by class and grade by grade with boys of the same age in the best schools of the state. They leave there at sixteen years of age, but they leave after completing a high school course which is thorough and creditable though we admit the duller boys among them cannot make very high attainments at so early an age. But the industrial occupation does not retard the intellectual development nor does it necessarily protract the period of preparatory study.

You ask, would not this work a revolution in our school system? It certainly would, but revolutions accomplished by peaceful means are not to be dreaded. Revolutions in science, in art and in the great world of letters are constantly taking place. We are surprised, astonished, but we are neither shocked nor harmed. Why not try a revolution in the public schools, especially if we are convinced that it will add largely to the usefulness of the schools by fitting our boys and girls for active, industrious lives, of sobriety and virtue, instead of giving them just enough knowledge to make them adepts in vice, and experts in crime.

We may well take courage from the experience of other nations. France has today the most expert mechanics, the most skillful engineers, the most accomplished artisans in the world. In all the manufacturing communities in France, training schools and art schools for the instruction of the children have long been maintained at the public expense, and for nearly fifteen years in Paris, a public school, supported by public taxation has been maintained for the instruction of regular apprentices in workshops arranged and equipped for the purpose. Boys are taken at thirteen years of age, and the period of instruction covers three or four years. In many of the large manufacturing establishments, the proprietors have also introduced instruction at their own expense, and the employees spend an allotted portion of each day in regular instruction in the school room, showing from the stand-point of the manufacturer and from the other side of the question an illustration of our argument. The great iron-works of Creuzot, have been developed by schools established for the workmen by the proprietors themselves were ordinary instruction from books has proceeded hand-in-hand with instruction in the manual training school and no establishment in all France is more prosperous. The workmen, in the magnificent glass works at [Neuwell] in Hungary have been constructed in the same manner and on the same general plan, and today they stand at the head of any one of their class in Europe. At Limoges a similar plan was adopted many years ago, and the workmen are selected from boys in the public school who are then given a special course of training to fit them for the manufacture of the porcelain which is world-famous, and in support of one point of our theory it may be remarked that in the towns in which these great industries have been built up, through the aid of the industrial schools, poverty, drunkenness and crime are almost unknown. Every man, woman and child is pleasantly and profitably employed. Every one is a producer. Every one is a property owner. No one can afford to be a lawbreaker, and much less a criminal.

Passing into Germany and especially in Bavaria we find admirable schools of the class indicated. Notably at Nuremberg, whose manufactures have gone around the world.

The other countries of Europe have been following the example set by France and nearly all of them have industrial schools in successful operation. Everywhere they have proved the greatest blessing to the individuals availing themselves of their advantages, and the entire community has shared in the moral and commercial benefit.

I lay great stress upon the moral advantages for such a course for young boys in our schools, as I firmly believe that we annually turn out a large number who are more susceptible to temptation, and are more easily led into crime by reason of the half education which they have had, with no acquired power for self-support by honest industry.

In all this, the argument has been in favor of training schools during the earlier processes of education. I do not overlook the fact that we have long had in our city a School of Design, which has accomplished excellent results. Nor do I overlook the benefactions of one of our most generous citizens, whose munificent endowment will provide a School of Technology, worthy of the name. Nor do I forget that the Art Museum, in connection with the School of Design will afford opportunity of study to a large number of our ambitious youth. As well might I overlook the fact that we have an admirable University, splendidly manned and well-equipped for its work, but neither University, School of Design nor School of Technology will accomplish the result for which I plead, and my argument, if good at all, holds good in spite of any and all of them. I plead for the young children; for the boys and girls were still innocent; for the boys and girls who are ready and willing to be taught; for the boys and girls who have a longing thirst for knowledge, and a strong attachment for the schools who are holding out their eager hands, groping for the instruction which they can not find in schools, and which they must seek, if they are to find at all, beneath the load of heavy burdens imposed upon shoulders all too young, by ignorant or careless parents, and by task-mast (*sic*) more greedy for the results of the labor, than solicitous for the welfare of the child. I have a picture in my memory, daily presented to me for many years as I walked back and forth from my own daily toils, of a group of twenty boys, some of whom were only nine years old, and the oldest not more than twelve, bending early and late over their work-benches, from morn till night, spending all their little strength and more in the manufacture of brushes for which they received the merest pittance per day. The industry was honorable enough, but the hours were too long and the burden too heavy for children of such tender years. Nor were they there of their own choice, but the hard necessities of life in poverty stricken homes drove them early to some place where they could learn the sovereign art of bread-winning. What would have been a wholesome relaxation for two or three hours a day became a burden too heavy to be born when protracted from seven in the morning till six at night, with a mere half hour for a noon-day lunch. And as one after another with sunken eyes and hollow cheeks fell beneath his burden, and tottered to an early grave or sought to gain a living by the easier process of theft, a conviction was forced upon my mind, aye, stamped upon my soul that for these, and for thousands of others like them, boys and girls, we sorely need Some New Schools.