

A BOY AND HIS TRADE

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The most essential thing for a boy is to learn how to become a good man. A man who can do his share of the world's work, who can add something to the worth of the world, who can be of use to the world.

Boys look forward to becoming men, to taking an active part in the world's work. They enjoy the play, the amusements of boyhood, but very early in life they become conscious that their youth is only a preparation for their manhood. "What I will do when I am a man," is a phrase constantly heard. The mother and father look forward to the efficient, capable manhood of their boy, and many anxious thoughts are given as to how best to prepare the boy for a noble and successful manhood.

The schools of the present day are helping the boy. Industrial schools are becoming more and more popular. The professions are crowded. Even the well-to-do parents are beginning to learn that it is better for their boys to learn a trade than to depend upon a profession for a livelihood. It seems to me that all boys should have a trade. It is almost criminal to keep a strong, active boy unoccupied. What is the use of schools that can make nothing of boys that send them out into the world after completing the grammar grades without the slightest notion of how to do any practical work? They leave school, and unless they spend the time in idleness they must take any job requiring unskilled labor that comes along.

Now take a boy with a trade. He enters a shop as we do here at Chemawa, and secures the technical training necessary to produce a good workman. A

boy may find he has selected a trade that is distasteful to him. This he knows in a very little while and his instructor probably finds it out before he does. In a properly conducted industrial school this mistake is soon rectified and the boy is placed elsewhere.

Some boys go into a shop without considering why they are taking up the particular trade taught there. They go from one shop to another—stay a year sometimes in one shop, a year in another, a year in another. At the end of three years they have only the faintest knowledge of the trades—"Jack of all trades, and master of none," exactly fits the case. This should not be permitted in any school. If a boy can not make up his mind what trade he wants to learn, some one in authority should decide for him, and make him stick to it, unless he shows himself absolutely incapable of learning the trade.

Unflagging, patient work is required of a boy, if he would be thorough and thoroughness is more desirable than quickness. Without thoroughness and efficiency there can be only partial success. Results must be looked for. Trained efficiency is what is expected of a boy who has thoroughly mastered his trade.

Take the boys of this school for example. All over the northwest can be found young men who have learned their trades in our shops, and who are in business for themselves, earning their own living by working at the trade they learned here, and doing a credit to themselves, to their race, and to their school. Many Chemawa boys are holding positions of trust and responsibility; and while the Academic Department has done

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