
EDITORIAL AND OFFICIAL.

SOME significant facts are worth noting in connection with the Carnival Industrial and Sales Exhibition just held. Nearly all the schools of the Islands were represented with specimens of work done by pupils. As a culmination of the general plan to display school exhibits, first in the various municipalities and provinces, and then at the Insular capital, the result met with wide approval. The advance in industrial standards in all branches of industrial work is to be attributed in no small extent to the opportunities afforded by these exhibits for the comparison of school products made in widely separated localities.

Industrial and
Sales Exhibition,
1913.

Particularly conspicuous was the uniformity of good work in the articles displayed, showing increased industrial skill on the part of pupils. The expansion and diffusion of new lines of work over a widely increased geographical area denoted the soundness of present plans for industrial instruction. The industrial materials used in former exhibits are now more widely applied than ever before, their application and use better understood, and the number of new materials entering into the fabrication of industrial articles is ever on the increase.

Articles in hand weaving and sewing were widely in evidence and constituted the main feature of the exhibition. A large part of this work has the unique quality of being distinctive of the country and of being made of Filipino materials. Probably the first abaca exhibit which has ever been held in the Philippine Islands was there displayed. The utilization of this material and the variety of artistic articles made from it have been among the surprising developments in school work. The large exhibit of prepared fiber specimens was equally noteworthy. As in past exhibits, the display of woodwork made in trade schools and intermediate shops denoted the degree to which Philippine woods are adapted for the making of the various high grades of furniture and the skill which Filipino pupils possess in bringing out these qualities through fine finish and good workmanship. The extent to which the agricultural work is being encouraged in Philippine public schools was evidenced by the collection of fruit and vegetables forwarded from all parts of the Islands.

The prosperity and the welfare of a country are intimately

connected with the economic development of its resources and the industrial training given to its citizens. This end will be secured in the Philippines, partially at least, through the training which pupils are receiving in the public schools and the introduction of industries into the homes of the people. The factory system has gained but a slight foothold in these Islands and in view of the probable future development of this country along agricultural lines, the extension and introduction of household industries will do much to bring about a higher state of social and economic well being.

In the initial number of the *THE PHILIPPINE CRAFTSMAN*, there appeared a rather extended editorial on the opening of schools. In this paper there was given a brief statement of the school industrial conditions prevailing at that time, with some suggestions as to the general trend which the work would follow during the year. Naturally, our hopes exceed our expectations, and our expectations are frequently beyond our actual accomplishments; so in this year's work, while in some particulars our accomplishments may have fallen short of the standard set, we feel that our purposes have been maintained and that the close of the schools marks satisfactory advancement in the industrial program.

Some Industrial
Activities of the
School Year.

One very gratifying condition which was emphasized at the annual industrial exhibit, held in Manila during the carnival, is the uniformity in the advance of industrial work throughout the Islands. Formerly certain divisions were marked by their progress in special branches; no longer is a single division in a class by itself. This is due largely to two things: the use of the exhibit, particularly the Carnival exhibit, and the systematic distribution of industrial information called for and received by the General Office.

The corn campaign has been followed systematically as one of the leading features of the school year. Its results cannot be estimated now, but it is certain from the attention which it has received from all classes of people that the possibilities of corn as a food are being brought out very forcibly, particularly in sections where an auxiliary food is needed. Announcement has already been made to the effect that the campaign will be continued for another year.

The interest which has been taken for some years past in school gardening has in no wise abated; sites for the construc-

tion of permanent schools are invariably chosen with the idea of providing ample space for garden purposes. For some time the home garden has been recognized as a part of regular school work. Without question the gardening feature of the school program is largely responsible for the improvement in the quality and quantity of fresh vegetables available in the markets of the Islands.

The School of Household Industries has been organized and some months ago graduated its first class of more than 125. These young women are now actively taking up the problem of establishing themselves in the lace and embroidery business in all parts of the Islands.

Some years ago, the first steps were taken to bring the demand for industrial materials, particularly for needlework, to the attention of Manila merchants. During the past year a very satisfactory beginning has been made and a number of merchants have coöperated with the Bureau in working out a system by which suitable materials can be promptly supplied at reasonable rates. More than ever before are the commercial interests, local and foreign, and the schools coming to a better understanding of the value of coöperation.

The expansion of the industrial information branch of the General Office and the work it has undertaken during the past year are notable. The numerous reports covering the investigations which are being conducted by the field personnel of the Bureau are here assembled, worked over, and put into suitable shape for immediate general use. In a broader way, through correspondence and exchange of publications, this office is keeping in close touch, not only with the trend of industrial education in countries in which similar conditions prevail, but also with the actual details of courses of study and industrial procedures in other more advanced countries.

The statement has been frequently made that the Directors look to the field for suggestions on all phases of this work. The reports of division superintendents' conventions and conferences of teachers and committees appointed for the consideration of such special problems as the revision of courses and the application of business methods to industrial instruction have had a very material influence upon the direction of this work.

The plan which was put into operation some years ago of designating a number of special industrial supervisors and inspectors has worked out so satisfactorily that, during the past year, it has been made a part of the system of industrial supervision. In nearly every case an industrial supervisor has

been designated for each of the 38 divisions, who is charged with the promotion of industrial instruction in his particular division. Some of these men, the product of the Philippine Schools, have developed to a point where they may be called specialists in certain branches. The Directors, in addition to personal inspections in the field, acquaint themselves more closely with conditions through a corps of traveling inspectors and supervisors attached to the General Office. The work is further standardized through a corps of some twenty Filipino specialists. These are sent out to give instruction in normal institutes and to give demonstrations in connection with traveling exhibits. When not on provincial detail, they are engaged in the creation of models from designs prepared in the General Office. The results secured by this corps have been highly satisfactory.

The trade schools and provincial school shops were the first vocational plants to be placed upon a satisfactory basis. During the past year this branch has been extended as rapidly as financial and other conditions permitted. In addition, the course of instruction for municipal shops has been more definitely determined.

Very recently the Philippine Legislature has made it possible to carry to completion the plans which have been under consideration for some time for the erection of a new plant for the Philippine School of Arts and Trades, which will be the most complete institution of its kind in the Philippine school system. In the construction of the new building of the Philippine Normal School, which was occupied at the beginning of the present school year, ample provision was made for the industrial branches which are a required part of its regular courses of study.

Two lines of investigation which have been carried on during the past year deserve special mention. These are in vocational guidance and in the working out of a series of designs that will be typical of the Philippines. In vocational guidance, we have followed generally the work done by leaders in the cities of Boston and New York. The aim is to acquaint the youth with the opportunities offered in the various trades and professions in which he may be interested. Much yet remains to be done in this respect. The study of typical Philippine designs has resulted in the gathering of much material and in the preparation of a number of models. This is an important and interesting feature of investigation in which a bare beginning has been made.

In the matter of publications having a direct bearing upon this field of activity, mention of a number of the most important pieces that have been produced during the school year, or are now in the hands of the printer, will include: Bulletins on the School of Household Industries; the Industrial Museum, Libraries and Exhibits of the Bureau of Education; a Civico-Educational Lecture on Corn; a textbook on Economic Conditions in the Philippines and one containing supplementary problems for trade schools and trade classes; a Bulletin on Philippine Industrial Fibers and one on the Nautical Department of the Philippine School of Arts and Trades; a reprint from *THE PHILIPPINE CRAFTSMAN* on the subject of Philippine Mats; and this first volume of *THE PHILIPPINE CRAFTSMAN*. In addition to these there have been quite a number of auxiliary pamphlets, circulars, folders, and announcements.

We have been able to mention here only a few of the salient industrial features of the school year. It is a big field for study; our work here is already engaging the attention of educational investigators from abroad. And the study which our office is giving to vocational instruction of other countries through the examination of reports and through correspondence, and more directly through the personal visits of representatives from our force, convinces us that our aims are along right lines.

The standards by which school progress is measured are many; in this hasty survey of the industrial progress of the school year, we must not lose sight of a higher purpose. We have had occasion to make frequent quotations from Dr. George Kerschensteiner, the distinguished Director of Education for the city of Munich, Germany. In all of his works, and as one of the significant features of his school system, Dr. Kerschensteiner emphasizes the point that the product of the school is the pupil trained to take his place as a useful citizen in the largest capacity. The secret of his success is that he eliminates the idea of drudgery and provides a natural course in which he teaches the boy with a task to perform that he is doing something worth while, and trains him to take pleasure in the proper performance of his school task and later of his life work; in whatever walk of life necessity and the choice of a trade place him, he is a valuable citizen. The program followed by Dr. Kerschensteiner finds its counterpart in the present educational system of the Philippine Islands. The industrial program of the Bureau of Education is one of the means by which it is hoped to realize the aim which has guided Dr. Kerschensteiner in his efforts to produce good citizens.

With this issue, the first volume of THE PHILIPPINE CRAFTSMAN comes to a close. In many ways the volume has been satisfactory to this office and has met with the approval of those who are in a position to criticize it and to judge of the manner in which it has come up to expectations. From the printer's standpoint, it is considered an excellent product. For those in the Philippines who are particularly interested in our school program, it has had much to offer and makes no apology.

The Closing
Number of
Volume One.

True enough, many suggestions and recommendations have been received from various sources on its general make-up and contents; that which seems to be most timely is that another volume should be made more popular in tone; its contents should appeal more to the average teacher in the Philippines than to students of school conditions here, and its discussions should be less involved, less technical, less formal.

The CRAFTSMAN itself and the criticisms upon it which are offered from time to time receive due consideration from the directors, and are brought to the attention of superintendents and teachers for discussion and recommendation whenever bodies of such are gathered together. The directors and editors will continue to look to the field for suggestions as to the policies which they should adopt for the second volume, which will appear at the opening of the next school year.

From the original 1,500 copies which it was expected would supply the field of the CRAFTSMAN, the regular requisition has been increased to 2,500 copies per issue. Nearly 1,400 paid subscriptions have been received, including a considerable number from foreign parts and from concerns in the Philippines outside of the Bureau of Education which are interested in the industrial development of the country. In addition to these, some 500 copies are distributed officially for the permanent files of the offices to which they are sent. A considerable number are distributed as exchanges and among persons in the Philippines and elsewhere who should receive copies. The balance is held for file and for miscellaneous use. It was the original intention to have each number consist of 40 or 50 pages; in every case this estimate has been exceeded, some issues offering more than double that number. THE CRAFTSMAN has been more profusely illustrated than was originally intended and a number of color plates have been introduced. As indicative of the work in which this magazine has been interested, the editors would invite attention to the editorial appearing in this number on the industrial progress which has been made during the year.

In many of these activities the CRAFTSMAN has taken the initiative, and it has been interested in them all.

As stated in the dedication on its cover page, this is a school magazine devoted to the advancement of industrial instruction in the public schools in the Philippines. As such, it is confidently asserted, it is unique in the annals of school publications. Many school papers from abroad reach the editor's desk, each with a purpose which it must serve admirably; but we believe that THE PHILIPPINE CRAFTSMAN has a field of its own.

In closing this volume the editors make grateful acknowledgment to those who have had a part in the preparation of the material which has appeared in its pages, and who have followed its progress with kindly interest. The constructive criticisms and comments of those who have found it helpful have given us real satisfaction.

To the editors, to whom this magazine work is a new field, and whose time has been fully taken up with the manifold duties of one of the busiest years which the Bureau has known, the experience of the past has been of great value. Incidentally, it must be remembered that it is upon the division superintendents and industrial teachers themselves, principally, that the Bureau must depend for the success of such a publication. While their contributions to the first volume, perhaps because of inexperience and reluctance and of the too numerous other demands upon their time, have been rather meager, it is expected that for the second volume they will be more ready and prepared to assist. Their earnest coöperation is again urged.

With a word of suggestion to teachers and pupils to keep before them during the summer months the duties which the opening of schools in June will bring to us all, THE PHILIPPINE CRAFTSMAN wishes to its readers a pleasant vacation, not without a purpose and a serious side, and renewed vigor and enthusiasm for the next school year.

EDUCATING APPRENTICES IN GERMAN FOUNDRIES.

The education of apprentices in German foundries is described by Dr. Otto Brandt in a dissertation that is attracting considerable attention in this country.

"Various methods of instruction prevail. Frequently the apprentice is assigned to a skilled workman who instructs the boy and in return gets the larger pay resulting from the efforts of both. If the boy makes such good progress that the teacher-workman's earnings increase rapidly, the boy is paid part of

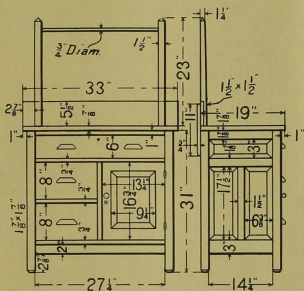
the proceeds. The pay is very small, however, from the American point of view. In large machine shops the foundry apprentices are formed into special classes for instruction in work. If there are not enough boys for a special class, they receive general instruction in the industrial continuation school.

"With some concerns all the apprentices are instructed together the first year, and specialize during the following three years. There is no uniformity with regard to subjects and time allotted them; the schools range all the way from one class with four hours a week of instruction to a complete three-class system with a preparatory department and 12 hours of teaching. Some of the schools give merely technical subjects, while others offer the customary continuation school branches.

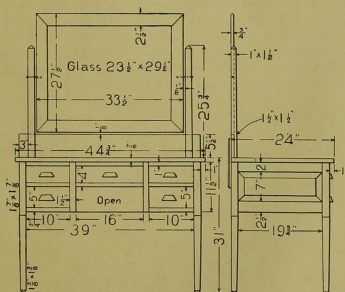
"Industrial training of this sort is practically compulsory, it must be remembered. The employer is compelled to send all employees under 18 years of age to a continuation school for a prescribed number of hours per week. He is at liberty to maintain a school of his own, but it must conform to government standards.

"A typical school program includes: German, 2 hours a week, with letter-writing, preparing business forms, bills, receipts, etc., material, 2 hours, comprising a study of ore processes, blast furnace, Bessemer, open-hearth furnace, etc., and woods, their kinds, properties, and diseases; arithmetic, 2 hours a week, particularly business arithmetic—cost of materials and freight charges, etc.; drawing, 6 hours a week. During the latter part of the course business law, civics, and industrial history are introduced. Some of the schools have sessions from 7 to 9 a. m.; others 5 to 7 p. m., or at any convenient time; and a few hold sessions for an hour and a half or two hours on Sunday, though Sunday school work is no longer as frequent as it used to be, either in municipal industrial schools or shop schools.

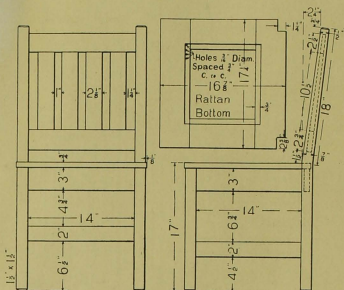
"American foundrymen are interested in Dr. Brandt's description of German foundry-school conditions because of the light it may throw on the similar problem in this country; and they are especially impressed with his summary of the purpose of the continuation school, as quoted from the Prussian Minister of Commerce and Industry: 'The compulsory industrial continuation school should aim at the vocational education of the young people between 14 and 18 years of age, to promote that education, and to train them to become valuable citizens and respected men.'



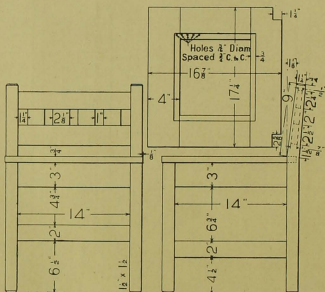
A washstand.



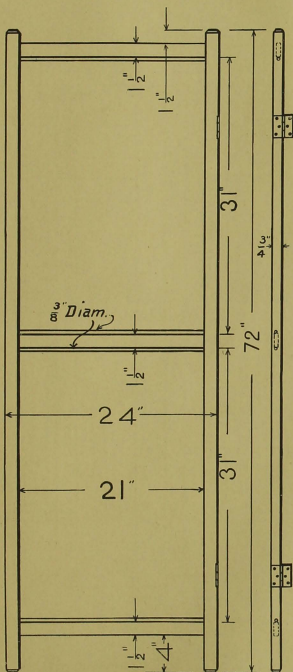
A dressing table.



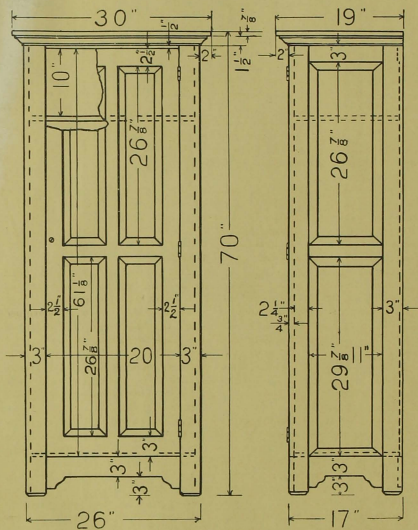
A common chair.



A lady's dressing chair.



A leaf of a screen.



A wardrobe.

NOTE.—For a bed to accompany this set of furniture see design of iron bed in Bulletin No. 32, Bureau of Education. (P. S. A. T.)