
NOTES ON THE DIRECTION AND LIMITS OF INDUSTRIAL WORK.

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TO A very great extent the direction which the industrial work of the schools of the Philippine Islands may be expected to take during the next few years has been indicated by the character of the Carnival exhibit of 1911 and the exhibit at the First Philippine Exposition in 1912. In a measure also the limits which may be set for the development of school industries along several lines, the extent to which the product of the public schools can be commercialized, and the immediate assistance which the schools can give in the establishment of profitable industries among the people have been clearly pointed out by those same exhibits.

The opportunities for the development of school industrial work are limited only by the energy and ingenuity of the teaching force. The success of the work depends largely upon the teacher's ability to adjust himself to the conditions and opportunities in his own community. While as a teacher he may be excellent in his presentation of academic subjects and his services may be of great value in the building up of the character and mentality of the pupil, if he has the ingenuity to discover a successful way of using the abundant native materials which are now of little worth, thus giving to a community the means of raising the standard of living, he has given service of practical value and will reap the reward of his labors in the estimation both of the people and of the Government. Especially is this true of the supervising teacher and the teacher of industrial work.

In 1915 there will be held in the city of San Francisco in California the Panama-Pacific Exposition, which will celebrate the opening of the Panama Canal and the joining of the Atlantic and the Pacific by a water route. The Exposition will be a great fair, largely industrial in nature, at which there will be offered displays from all parts of the world, showing the resources of countries and the products of their hands and factories. The Philippines are to be properly represented at this exposition, and the schools of these Islands will have an unexcelled opportunity to exhibit to the whole world, and espe-

cially to educators, the results of fifteen years of instruction in the schools of the Islands under the practical administration of a body of American superintendents and teachers, many of whom will have been connected with the service for the full term.

That the teachers who have given the best years of their lives to the service will rise to the occasion and prepare an exhibit that will be unexampled goes without saying; and in order that the exhibit at San Francisco may be above criticism, it will be necessary to employ the intervening two years in developing and perfecting the several lines of work to which past experience has given the stamp of public approval.

This perfecting of recognized lines will in no way hinder initiative in the development of new ideas, but will be in harmony with it. There are many lines of work yet open to experiment, and some of the well-known lines need the best study of enthusiastic workers to take them out of the doubtful column.

It is evident that certain kinds of home industry are already definitely established and require but little more attention from the schools, except as to introduction into other communities, the improvement of quality or design, and lessons in marketing products in a manner advantageous to the actual producer. Such lines include hats, mats, and cloths.

The artistic element can not be ignored in industrial work if it is to be successful in the world's market. Much thought should be given to original designs based on Malaysian art as expressed for ages in the decoration of native weapons, cloths, mats, and hats. Vestiges of this art are to be found in the work of the non-Christian tribes of the Philippines, and the full expression in the work of Malays of the peninsula and contiguous isles, the Golden Chersonese and Taprobane of antiquity, who drew their artistic as well as their religious ideas from the Asiatic mainland.

In analysis, the basic principle of Malaysian art is the conventionalization of indigenous leaves, flowers, and other natural objects with an attempt, in some cases, to include classic scenes from inherited mythology. The natural element almost exclusively predominates in the native art of the Philippines, and being copied from a luxuriant vegetation, which due to the exigencies of plant life in the Tropics contains many vines, has a beauty of line and curvature distinctive of Malaysian art, and is aesthetically pleasing.

It is inexcusable to copy American Indian head designs for sofa pillows when more picturesque designs are abundant; and

to be content to copy Mojave designs for the decoration of Philippine baskets, neglecting the distinctive designs familiar to all students of Malaysia, spells such lack of originality or initiative as to lay one open to severe criticism.

The recognition that awaits the person who successfully interprets the spirit of Malaysian art and embodies it in designs for the industrial work of the schools should be a sufficient incentive for anyone to dedicate himself to the problem for a number of years. It is a new field and extremely fascinating, and anyone who will take the time to dip into the damascening of the kris and Malay designs on cloth and metal will be amply repaid for the trouble. (See "Damascening in Steel," by T. H. Hendley, and Swettenham's "British Malaya," pp. 146, 156, 158, 210.)

As a practical demonstration of the worth of native designs over foreign in the industrial work of the schools, it is sufficient to refer to the Capiz exhibit at the Exposition of 1912, in which seven centerpieces done in exquisite colored embroidery were displayed and only one piece sold—a bamboo design in green—although the price, ₱10, was the highest. The other pieces were conventional designs of the rose, poppy, nasturtium, and violet.

In the Philippines the division line is sharply drawn between plain work, in which articles are made for everyday use in the homes of the masses, and fancy articles made for use in the homes of the few or for the world's markets. The training of the pupils to make articles for home use properly falls in the domain of primary school work, because over 90 per cent of the total enrollment is in the primary grades and pupils must there receive such instruction as will fit them to improve home conditions and make for the greater individual efficiency of the masses.

The amount of time required in which to attain the requisite proficiency in hand work to produce articles for export in competition with expert home workers of other countries naturally places such work in the intermediate schools. Pupils who can afford to continue their studies through the intermediate schools are usually able to afford some luxuries in their homes in the way of furniture, dress, and decoration, and the course of study, therefore, should be so arranged as to recognize this condition. The application of the course of study needs to be carefully considered with reference to its fitness to conditions.

To teach Igorot boys how to make narra writing desks when they must, after leaving school, make their homes in houses with dirt floors, is patently out of harmony with conditions; likewise, in the case of Igorot girls, when we consider the homes

which they will from grinding necessity have to occupy yet for decades, the wisdom of teaching them how to make Irish crochet, neglecting at the same time such simple necessities as loom weaving, is open to question.

The extremes of civilization which are to be found represented in the schools of the Philippines are such that great prudence must be exercised in adapting the work outlined in the courses of study to existing conditions so as not to lead to anomalous and absurd situations. It will be a long time before "Modern Priscilla" will be found in Moro or Mangyan or Tinguian homes, though it requires no stretch of the imagination to think of it as a regular visitor to Manila homes.

People pass through industrial epochs in which certain definite conditions are inherent, and though evolution may be hurried in individual cases, history has proved that it is unwise to attempt to jump a people too far and too hurriedly over the steps in human development.

The table presented on the next page may be of interest as roughly outlining approximate conditions under which the teacher of industrial work in the Philippines must labor.

Of the four general classes here given, the industrial teacher has most to do with Class III, since the majority of the people of the Islands belong to this class. It is the great group of common people from which must be developed the strength of the nation, the workers, and, under the present government, the voters of the country. Probably between five and six millions come under this classification. To Class IV, the wealthy and influential class, probably less than a million belong, while Classes I and II will account for between one and two millions.

Four schools may be taken as typifying the four classes, namely: The schools for Negritos of Zambales and Tarlac; the schools of the other non-Christian tribes; any primary schools in the Christian provinces; the higher schools and colleges of the cities and towns.

The thoughtful teacher will not make the mistake of introducing such industrial work in his district as will obviously unfit the pupil to fill his station in life, but rather that which will fit him, by industry and application, to raise himself to the next class above, and so on up the scale.

In his enthusiasm for industrial work, however, the educator will not forget the basic principle that must guide, which is this: The development of the child into an intelligent, moral, and efficient unit of society is paramount to the development of a special industry.

The four general classes and their present status.

	I.	II.	III.	IV.
FOOD.	Wild fruits, roots, leaves and animals.	Wild fruits, cabbages, bananas, domestic animals.	Rice, fish, bananas, etc.	Any food desired.
HOUSE.	Tree hut or grass hovel, one room.	Bamboo or wooden hut, dirt or reed floor, one room.	Bamboo houses, grass or leaf roof. Floor of bamboo or wood. One or more rooms.	Hard materials; several rooms.
FURNITURE.	No chair or benches; sit on heels; table, none; bed, ground or platform of reeds.	For chair, heels, log or stone; table, none or log or stone; bed, platform or hewed log.	Sit on rude benches; tables, low; bed, mat on floor; clothes receptacle, woven basket or wooden box.	Modern.
KITCHEN.	Bamboo joints for cooking utensils; leaves for trencher; fingers as eating implements.	Bamboo joints and rude clay pots for cooking; leaves and rude receptacles for trencher; fingers as eating implements.	Clay pots and a few metal pots and pans; rude receptacles for trencher, a few plates, etc.; fingers, wood and metal implements for eating.	Modern.
CLOTHING.	Gee string of beaten bark.	Woven gee-string and loin cloths.	Shirts and pants, and waist and skirt.	Modern.
FOOTWEAR.	None.	None; sandals.	Sandals, wooden shoes, chinelas.	Modern.
WEAPONS FOR CHASE AND DEFENSE.	Bow and arrow, spear and shield.	Spear and shield, bolo, kris, blowgun, head ax.	Bolo, blowgun.	Modern.
TOOLS AND IMPLEMENTS.	Sharpened bamboo, bolo.	Bolo, wooden plow, few primitive tools and instruments.	Bolo, rude farming implements, carpentry tools and fishing implements.	Modern.
PRINCIPAL OCCUPATIONS.	Hunting, fishing, desultory planting.	Hunting, fishing, farming, stock raising, pottery, hand weaving, loom weaving.	Farming, stock raising, fishing, hand weaving, loom weaving, pottery, boat building.	Various.
INTELLECTUAL STATUS.	Pagan, illiterate, superstitious.	Pagan, illiterate, superstitious.	Christian; beginning of literacy; disappearance of superstitions.	Christian, literate.
SUITABLE VOCATIONAL WORK.	Loom weaving; plain sewing; hand weaving; cooking; pottery; ironwork; simple building; gardening.	Loom weaving; plain sewing; hand weaving; cooking; pottery; ironwork; simple building; gardening.	Loom weaving, specialized; plain and fancy needlework; plain and fancy hand weaving; cooking; ironwork; woodwork; pottery; gardening; farming.	In lower schools, same as in III; in higher schools, professions.