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## THE INDUSTRIAL TEACHERS' CONFERENCES, BAGUIO, MAY, 1912.

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THE importance of conferences in improving existing technical and artistic standards and in extending them over the broadest possible area needs hardly be accentuated in the opening sentence of this brief review of the industrial meetings recently held at Baguio. They were successful, to an extent never reached before. A wider range of topics came up for discussion, a more comprehensive insight and grasp of the present industrial policy was manifest, and the sympathy and support of workers in the field was more effectively assured.

The conferences extended over a period of six days and were presided over by the Second Assistant Director, who is in charge of the general industrial program of the Bureau. To mention all the matters discussed at the various sessions would be but to repeat the pertinent parts of the course of study treating of the industrial branches given in the different grades; to say that the content, meaning, and purpose of the industrial part of the course became thereby more real, intelligible, and homogeneous would also be but to state a fact apparent to all present.

At the opening session the general improvement noticeable in the quality of our industrial output over that of preceding years was dwelt on by the Director, and encouragement was extended to the field to work with unabated strength and ardor in its further development and perfection. Particularly, the work in basketry and fine needlework came in for a warm personal tribute that will be much appreciated by those who have made this a major effort in the industrial propaganda of the Bureau. The Second Assistant Director, but recently returned from the United States after a considerable absence, commented also on the wonderful strides that had been made in all lines of industrial work given in the schools. In this respect his opinion coincides with that of many other intelligent observers and workers who absent themselves for a while and return to find imperfect, primitive, and crude school products and processes of work replaced by beautiful, finished, well-designed pieces and up-to-date methods of fabrication.

At this same session Mrs. Pearl F. Spencer, of Albay, who has made such a marked success of Irish crochet in her province,

explained in detail how she had introduced this line of work in the schools under her supervision. Her story was modestly told, but back of it all is to be perceived the resolution and energy of one whose mind and heart are deeply concerned in the problems that confront her in her vocation. Others of us who wish to succeed as she has done have but to follow her example of steadfast devotion and perseverance and see that our ideals are as practically adapted to our surroundings as hers have been.

On the second day a variety of matters were passed in rapid review. Those meriting particular mention in this connection are the subjects of corn culture and domestic science in the primary grades. The necessity for disseminating a wider knowledge of the best methods of corn cultivation and the desirability of its more general use as a food have been long apparent to those conversant with the agricultural conditions of these Islands and the dietary of its inhabitants. By means of a bulletin, where the subject will be treated in full, and simple, intelligible directions given for its planting, care and preparation for food purposes, it is proposed to train the younger generation especially to a wider appreciation of the value and utility of corn, economically as well as dietetically. Pertinent extracts from the paper of Mrs. Alice M. Fuller, on primary domestic-science work, follow toward the close of this review; the gist of some of the other formal reports will be briefly touched on in the same manner.

The session of the third day was taken up by a talk on grasses, sedges, palms, roots, etc., of industrial value, by Mr. Hugo H. Miller, of the General Office. It was probably the first time that teachers in the field had ever been brought to realize the wealth of information and specimens of an industrial nature that the General Office has been gradually collecting and classifying in its policy of being in the forefront in all lines of industrial promotion. A report on accounting was also read and accepted; it is believed that the system offered will be of considerable service in introducing greater order and uniformity in the handling and sale of industrial materials, supplies, and products.

The Director of Agriculture, Mr. F. W. Taylor, addressed the members of the conference at the fourth session, rapidly reviewing some of the fundamental problems which his Bureau purposes to solve in the improvement of existing agricultural conditions, and inviting the members of the Bureau of Education to cooperate with him to this end. Those which he deemed needful of immediate attention were the following: (1) An improved

dietary for the Filipino people, to be attained by a wider distribution and use of seeds, plants, and foodstuffs common to these Islands; (2) the introduction of other classes of fruit trees and better methods of cultivation of those indigenous to the Philippines; (3) more experiment stations where the best methods of plant and fruit propagation and cultivation may be seen and studied; (4) a more widespread and intelligent comprehension of the great agricultural possibilities these Islands offer; (5) the dignification of all kinds of agricultural labor in general; (6) the establishment of school nurseries where the various processes connected with planting, budding, and fruit raising shall be carried on, with assistance from employees of his Bureau. Perhaps no point of Mr. Taylor's talk was more effectively made or better received than his appeal for support and encouragement of his policy among teachers and pupils. Through the columns of the *CRAFTSMAN* we are happy to assure him that he did not address himself in vain to his listeners nor to those who may read this brief allusion to his talk. The closest sympathy and support of school workers is certain to follow all steps which the Bureau of Agriculture may initiate in its scheme of improving agricultural conditions in the Philippines.

The session was brought to a close by a report on the work of the Batac school farm, by Mr. W. A. V. Wiren, who has attained marked success in its management and direction.

Friday was given over to the reading of committee reports, of which there were a number. That on gardens and farms was delivered by Mr. W. A. V. Wiren and was adopted as read. Mr. J. L. Stewart presented one on imported industrial supplies which met with the general acceptance of all present. The session was brought to a close by an interesting talk on Philippine designs by Mrs. Alice T. Brezina. The subject is a comparatively undeveloped one, and the efforts of the General Office to create high standards of taste and artistic appreciation in all industrial work are sure to gradually transform and improve much of our work that to-day lacks certain distinctive elements, particularly those indicative of the place of origin and requisite local color.

The closing session also was mainly taken up with the reading of committee reports. That on primary and intermediate industrial work was first presented and accepted, after considerable discussion of some points embodied in the report. The arrangement of the daily program for intermediate grades, so as to allow pupils the freest opportunity for commercial work,

provoked no little talk for and against, though the consensus of opinion appeared to favor such a plan. Information of the many instances in which the arrangement had worked successfully was offered and no serious criticism of the plan was made. Following came the report of the committee on industrial supervision and normal instruction, which was accepted without dissent. Afterwards there was some discussion on the character of the services rendered by returned pensionados, which in the main was quite favorable to their training and ability as teachers. A dual report was presented by the committee on housekeeping and household arts, one part of the committee laying great stress upon the matter of equipment and modern appliances for the best teaching of the course, whereas the other viewpoint, as voiced by its advocate, Mrs. Alice M. Fuller, favored the plan of building up and systematizing the work upon the basis of actual living conditions of the average Filipino family, with such modifications and improvements as can be gradually effected through the improved economic status of the parents of girls taking the course. A majority of the persons present favored the position taken by Mrs. Fuller, and her report was approved as presented. Another report was that on home industries, one of the most important matters with which we as teachers are concerned; for next to the successful teaching of the different industrial branches as a part of the school program is their effective implantation in the homes of the Filipino people. Something has been done along this line, but the mission of the school in promoting industrial efficiency among the home dwellers becomes more and more apparent every day. The question of marketing school products originated some discussion, and though a few localities where these nascent industries are well advanced experience some difficulty in disposing of their products, the Director voiced the opinion that this would be taken care of through the new Sales Agency and the growing interest of Manila merchants, when they shall have become more familiar with the standards and character of our school industrial output.

The final act of the session was the reading of the report of the committee on resolutions, thus terminating the most successful series of industrial conferences ever held under the auspices of the Bureau of Education. Teachers present were unanimous in expressing their appreciation of the value and importance of the conferences to themselves, and their satisfaction in having been able to assist in defining the industrial program and policy of the Bureau.

Some of the more interesting and pertinent portions of the reports are here given.

"Girls have a distinct part in the world's work, and the training that is given them in the public schools should lead as surely to their life work as the training the boys receive leads to theirs. Girls are bound to be home makers and mothers, and the aim of our work with them should be to make them complete mothers and efficient home makers.

"I know the home life of the masses as well as any of you and I understand that the bettering of the home life is a tremendous undertaking. I know it is slow work and work that will make but little showing for many years. Applause seems to be the barometer of values and no one does much clapping for the scenes of the domestic drama. Nevertheless, we who have given serious thought and study to this work know that it remains for the public school to supply educators that will raise the standard of everyday right living in Filipino homes, and it is up to us to impress the thinking people of these Islands with the importance of this work and to teach them to value truly the work that women have to do and enlist their sympathy and help in making Filipino girls want to do this work.

"The object of the school cooking lessons is to teach the girls to prepare properly such food as they eat; to cook rice and corn and pork thoroughly; to wash greens so that no insect clings to them; to boil water when it's necessary; and things of this sort. The point in cooking is to make the food as good as it can be made, but I would as soon have grasshoppers as shrimp cooked in the school kitchen. Untrained native women can be found to teach the girls cleanliness of body, house, and premises, and much of courtesy and right conduct; also wholesome native cookery and the making of their own clothes. They can teach them to sweep and dust, to care for lamps, to wash dishes, to make starch, to wash and to iron, to make pillows and comforters. And they can give lessons in marketing and economy that would astonish an American housewife.

"I would like to have the girls do some work in kitchen gardening, especially girls who have not been brought up to do the fine needlework and to be confined to the house. It would be no hardship and would save eyes and lungs and be more remunerative than either lace making or embroidery. I know there are very few places where this could be done, but I think we could overcome prejudice in time.

"Another thing I should like to see established in every primary school is the school lunch; not bread and cake and pudding, but boiled corn, roasted ears and parched corn, boiled camotes and boiled bananas, hulled corn with shredded coconut, rice cakes of various sorts such as suman, fruits in season, and bananas every day, mongos and rice, sincamas, radishes, stewed vegetables from the school garden, with rice, fried corn mush, etc." (From paper on Domestic Science in the Primary Schools, by Mrs. Alice M. Fuller.)

"In view of the universal satisfaction that has resulted from the introduction of primary woodworking shops wherever trained teachers and proper equipment have been available, the committee believes that the establishment of these shops should be encouraged in all places where conditions are favorable. Some of the main reasons for this follow:

"(a) It is conceded by educators the world over that the simultaneous

training of the hand and eye which occurs in manual training is of great educational value.

"(b) The foundation of the trade course should be laid in the primary woodworking shops.

"(c) Boys who do not continue their course in the intermediate grades but leave school and go out to work find that this training is of great value to them at home and on the farms and also enables them to secure positions as partially trained apprentices with carpenters, artisans and contractors." (From report of Committee on Primary and Intermediate Industrial Work.)

"Schools may well attempt in regular classes to try out articles which merchants wish to introduce so as to determine whether these articles can be made in the Philippines, whether Philippine materials can be used in them, and the wages which the workers can earn.

"It is the belief of this committee that at the present time the schools in all localities possible should make articles for high-class trade.

"It is believed that the prices given to pupils for articles made by them should be fixed as closely to the market price as possible, else discouragement will ultimately result when a lower price is obtained.

"It is the opinion of this committee that the commercial extension of household industries should be carried on through local brokers by much the same system as now obtains in the hat and embroidery trades. It is realized that this system has its shortcomings in that it may result in the stifling of competition and the control of the workers by one man or family for the purpose of reducing the wages of the workers. It is believed, however, that this condition will be met by the education of these workers in the public schools. The effect of academic instruction is very important in this connection, but varied industrial instruction is as important. Pupils and workers should be taught every step in the production of a given article and should know how to make as many different articles of a certain kind as possible. Extreme division of labor will undoubtedly result in the workers' becoming mere machines at the mercy of brokers, commercial agents and exporters. If, however, workers are able to make several articles, or at least one complete article, they are less liable to control in this manner." (From report of Committee on Extension of Home Industries.)

"We believe that the most satisfactory method of instruction in house-keeping is actually doing the work of the home in such a house as the average pupil comes from. The girls should be shown how to get the best out of what they have, and better ways of doing what they have to do. The aim of the housekeeping course is to improve conditions in the house, and when we fit up a kitchen with the appliances of modern civilization we are not fair to the girls.

"In all these lessons we should build as much as possible upon what the pupils already know, and let the girls think for themselves. Let them do the exercises first and talk about them afterwards. Give them a name when they know what they want a name for, and an explanation, only when it really means something to them; let us not cram them with a multitude of facts. In judging the work, the teacher should consider neatness, rapidity, and the beauty of the finished product, but most of all the educational value of the work to the girl and just what use she can make of the lesson.



"The ideal way of teaching the girls would be to work in the individual homes; but as this does not seem practicable in connection with our schools, the teacher of housekeeping will find that she comes into much closer contact with vital matters if she meets her pupils in a house as much as possible like those in which they actually live.

"The house in which the work prescribed should be done should be an ordinary dwelling house. Three rooms are necessary and four are better: one for the kitchen or laboratory where all the kitchen work except individual cooking is done, a small cookroom, a sala, and a bedroom and dressing room combined. The cookroom is almost a necessity, where individual cooking lessons are given; numerous charcoal fires burning in a room make it so hot, smoky, and uncomfortable that the doing of satisfactory work there is out of the question.

"The school kitchen should be an ordinary Filipino kitchen like the others in the town; but it must be cleaned and whitewashed, and must have plenty of chloride of lime sprinkled under it. The attention of the girls should be called to the necessity of maintaining such conditions. They should be made to understand the advantages thus gained; and if those conditions do not already exist in their own homes, they should be encouraged to establish them there. The blue-flame oil stove and the fireless cooker may be introduced and their use encouraged, if the teacher so desires.

"The principal kitchen furniture should be zinc-covered work tables, a tightly covered garbage can, the necessary cooking utensils, and the Filipino stove with chimney and hood and clay oven. As to the cooking utensils, let the girls tell what is necessary; that is, what the average family uses at home. Have enough of these utensils for the class to work with; and after they have been taught how to use in the best way the things to which they are accustomed, add to these things as the girls feel the need.

"If convenient, there may be a separate bedroom. Every possible effort should be put forth to arouse in each girl a desire for privacy and for a bedroom of her own. Such desires may live in her heart and help her granddaughter to make many changes in her home life. However, since families of this country will probably not adopt this custom for some time to come and since most of the people are bound to sleep on the floor, our immediate duty is to help the girls to find the most healthful way of doing so.

"Every step in the work should be toward increasing the necessities of the people; but action must be based upon what they already have, and increase in their necessities must come gradually as they feel the need of something different." (From the minority report of the Committee on Housekeeping and Household Arts.)

"Since it is believed that great efforts should be made to increase the production of corn in the Islands in order to increase the food supply of the people, the committee recommends that corn growing contests be instituted during the coming year in every locality where possible. These contests should be carried on in a systematic manner, every boy should be encouraged to take part and suitable awards should be given to the winners." (From report of Committee on Gardens and Farms.)