

OPEN LETTERS.

Industrial Training in the Public Schools.

PHILADELPHIA.

IT gives me great pleasure to state that the efforts made to introduce industrial training into the public schools of Philadelphia have been attended with the most unqualified success. The provisions thus far made for carrying it into operation are as follows:

1. *The Kindergarten.* This feature of our school system is of recent origin, and is as yet imperfectly organized. It is our purpose, however, ultimately to make the Kindergarten the foundation of all the education given in the public schools of the city.

2. *Instruction in Sewing to Girls.* All the girls above the first two years of the school course receive systematic instruction in sewing. The classes now number about twenty-five thousand girls. Our experience has been that from the age of nine years it is possible for girls to make rapid progress in the elementary processes of sewing, and, as they advance, to make practical application of these processes to the making of garments. The sewing lessons do not interfere in the slightest with the other work of the schools. They afford a pleasant rest to the children, who seem greatly to enjoy the hour devoted to this occupation. My opinion is that there is a good deal of educational value in the sewing work, over and above the practical application which will be made of it in real life.

3. *Industrial Art Training.* A school is maintained for the children attending the grammar schools, in which instruction is given in free-hand drawing, modeling in clay, wood-carving, and simple joinery work. This school is open to both boys and girls, who receive two hours' instruction per week. The training has a marked influence upon the productive faculties of the pupils, and the results prove how strong the artistic tendency is in the general average of children.

4. *The Manual Training School.* This is the chief feature of our industrial education. It is a school to which boys who have finished the grammar-school course are admitted upon examination. In addition to a good secondary education in the English language, history, mathematics, and science, and a thorough course in drawing, instruction is given in the nature and use of the fundamental tools, and in their application to the chief materials used in the industries of the world. The success of this school has exceeded our highest anticipations. The manual training has a marked influence upon the mental and moral character of the boys—producing a thoroughness and earnestness in every task which is quite unusual among boys of their age. The average age of the pupils when admitted is about fifteen years. The course of instruction occupies three years.

It will thus be seen that in Philadelphia we have made a beginning in several directions with industrial, or as I prefer to call it, manual, training. The problem remaining to be solved is such an extension and coördination of these elements as shall furnish a con-

tinuous and progressive course of manual training all along the line of the pupils' education.

It is scarcely three years since these efforts to graft industrial training on the public schools of the city was begun, but it has already won the confidence of the community, and there is a growing demand for its further extension throughout the school system. I believe that the incorporation of industrial training into the public schools of this country is only a question of time. The misunderstanding as to its purposes arises chiefly among those who have no personal knowledge of its practical operation and management. My conviction is that before a great while it will be universally accepted as the greatest advance which has been made in the public education of the United States for half a century.

Yours very truly,

James MacAlister,
Superintendent Public Schools, Philadelphia, Pa.

NEW HAVEN.

IN trying to incorporate industrial training as a part of our public-school course, we have avoided attempting anything that would interfere materially with work already established. Plain sewing has been introduced in all intermediate schools, much to the satisfaction of both parents and children. Although only one hour per week is assigned to this branch, considerable skill has been acquired, and very neat specimens of needlework are now to be seen in many schools.

An attempt to adapt the occupations of the Kindergarten to primary schools has been measurably successful. This "busy work," so called, is intended to train the hand and the eye, assist the teaching of reading, writing, and numbers, employ the activities of children in a pleasant way, and lay the foundation for drawing and higher manual work.

During the past year, Prang's models for teaching form have been introduced, with exercises in clay modeling. This furnishes the best basis for industrial drawing, which is now a part of our curriculum.

Early in the year a manual-training shop, capable of accommodating twenty-four boys at once, was opened, and ten classes, selected from the several grammar schools of the city, have received two hours' instruction each week. The boys thus instructed have, as a rule, been full of interest, and with about thirty lessons have become fairly proficient in the use of tools.

The effect of these several forms of industrial effort upon teaching generally is good. The value of dealing with things rather than with words is becoming an axiom in all our schools.

Very truly yours,

S. T. Dutton,
Superintendent Public Schools, New Haven, Conn.

AN ADVERSE VIEW.

THE public-school system of this country has developed steadily for more than two and a half centuries. It has been modified and improved from time to time, and adapted to new conditions and different localities.

Consequently we have a highly intelligent citizenship, great business activity, and a high degree of inventive skill by which machinery is made to do the work of man and to cheapen every product which his need requires.

Now these very results of our education are so much admired that they are used as an argument against the system which produced them. Mental training has resulted in great industrial progress; and now we are exhorted to abandon that training and work directly for industrial progress. Industrial education is the popular fetic; and if any one tries to advocate anything else he is suppressed by the old cry of "Great is Diana of the Ephesians."

Technical schools undoubtedly are in demand; and they are essential and highly useful. Special industrial schools are also to be encouraged, and they may be beneficial. But the public schools should not be subverted or overthrown in order to make a place for such schools.

In the first place, a distinct phase of this kind of education was begun more than fifty years ago, and it proved a dead failure. It has been my fortune to be connected with three institutions of this kind, in the States of Maine and Massachusetts, where were to be seen the decaying ruins of a system as promising to its advocates as any which is now proposed.

In the second place there is a fallacy in the claim that manual training in school is necessary in order to produce intellectual honesty; that accuracy of thought and statement can not be secured without muscular work in the production of material things; that geometry, for example, can not be learned thoroughly without cutting out blocks, nor astronomy without going up in a balloon to see the stars;—for this is what the advocates of manual training claim when their claim is reduced to its bald and concrete form. In the third place there is a materialistic tendency, in the present advocacy of manual training as an adjunct of public-school education, which is destructive of that virile quality of thought and mental power which it is the province of education to beget. Within a fortnight one of these advocates is reported to have said: "The important thing to keep before a boy's mind in school is, 'How will all this help me in getting a living?'"—as if the American people need to be stimulated in money-getting; and as if the high object of education is the almighty dollar!

Finally, when the public-school system undertakes to do everything for a pupil; to train his mind to clear and vigorous thinking; to develop all his physical powers and teach him a trade by which he may earn a livelihood; and to train his moral nature so that he may have a clear passport to heaven, then this system will fall to pieces of its own weight. For ours is not a paternal government whose design is to care for each individual, but a democracy in which each has not only to take care of himself but to help also in making regulations for all; and till the family relation is overthrown in the onward "progress" of our age, something must be left to parents; and it can best be left there in spite of the protestations of those self-constituted philanthropists who so much desire to educate every child for his "sphere in life."

A. P. Marble,

Superintendent Public Schools, Worcester, Mass.

Industrial Training in the New York Catholic Protectory.

THE New York Catholic Protectory is a remarkable instance of a reformatory in which industrial training is carried on to an extent unsurpassed by that of any similar institution in the world. The work and methods of the Protectory are but little known to the people of the State, although it is annually visited by many European educators and economists, and has been repeatedly noticed and extolled in the columns of such papers as the London "Times," "Standard," "Chronicle," "Post," and "Pall Mall Gazette." The superiority and excellence of its industrial training consist chiefly in the variety of trades taught, thus affording a scope for differing tastes and aptitude; the thorough, efficient nature of the instruction; the size and superior appointments of the shops; and the high standard attained as workmen by boys trained there. The following trades are taught: printing, electrotyping, silk-weaving, shoemaking, tailoring, chair-making, blacksmithing, carpentry; the business of machinists, wheelwrights, bakers, and practical farming and gardening. The girls, who are under the charge of the Sisters of Charity, are instructed in sewing, embroidery, kid-glove making, dress and shirt making. Last year the proceeds of the sewing and glove-making departments alone amounted to \$11,031.32.

Mental and manual training are combined in the most admirable manner, the time of the children being about equally divided between the school-room and the work-shop, with ample opportunities for recreation. From October until May evening classes are formed in free-hand, mechanical, and architectural drawing, and in designing and modeling. In all the trades the precision and taste which the habit of drawing gives are clearly perceptible. The children of the Junior Department, who are kept entirely separate from the others, have their own work-shops, where, for a few hours daily, they are initiated into the elementary principles of trade instruction, as a preparation for the real shop-work of the Senior Department. Every boy in the Protectory is taught some trade in its entirety, and if, for any reason, he leaves before finishing his particular trade, he is at least thoroughly grounded in an elementary knowledge of it, and can readily find employment outside.

The various work-shops are each under the supervision of one of the Christian Brothers, who watches over the manners and morals of the boys, and maintains order and discipline; but the trade instruction is, in every case, given by skilled, trained mechanics, who are paid liberal salaries to act as instructors and foremen to the youthful workmen. The superior quality of the work done by very young children proves conclusively what may be done by judicious, intelligent training. Take, for example, the shoe-shop, which employs 260 boys and turns out over 300 pairs of shoes a day; or the printing-office, which does the entire work of two large publishing houses. The average age of the boys is twelve years. At the New Orleans Exhibition the work of the Protectory attracted universal attention, as it had done the year before at the London International Exhibition. Among the exhibits were finely woven silks, engravings, exquisite carvings and designs, beautiful specimens of printing, electrotyping, embroidery and sewing, well-made and really finished shoes,

suits of clothing, and gloves. The work in wood was well represented by tables, chairs, and excellent examples of carpentry.

The production of work for a regular market by the Protectory is also an important factor in promoting the efficiency and value of the industrial training. Thus, in filling an order for a certain amount of work to be ready at a stated time, many practical questions must be taken into consideration, a knowledge of which is of the highest value to the workman. So a boy is taught not only the execution of the work, but the time required for its performance; the cost of production; the quality and nature of materials; and many other practical matters which can only be learned by the production of work destined for actual use.

Boys trained in the shops of the Protectory are eagerly sought as workmen by the leading manufacturers, and many now fill positions as foremen and superintendents in large establishments in New York and neighboring cities.

Ida M. Van Etten.

The American Book.

THERE is one thing which, more than any other, would nationalize our literature. It is a question of a little common honesty — a matter of a little every-day sort of justice; and it would be twice blessed in the giving and in the receiving. We need a broadening of our copyright laws, a better protection for ideal and intellectual property, which is, after all, a more natural property than lands and corporeal hereditaments. It is a case where the ideal is most real; but it is also a property most liable to theft, most easily stolen, and least protected of all property.

It is gravely urged, in opposition to copyright legislation, that it would be wrong to force people to pay for what they can now have free — that to allow copyright to foreigners would be to pay an enormous tax for what we can have for the taking. Shoes and shirts are an enormous tax paid to decency and comfort. Shall we, therefore, in order to evade the tax, take the wares of the shoemaker and the tailor without compensation? It is the argument of Captain Kidd and the banditti. Proudhon said, "Property is robbery." America says, by her attitude on the copyright question, property in brains is robbery, if the brains are under a foreign scalp. A foreign author has no rights an American is bound to respect, and because of this theory, and this only, the converse is true in fact — that an American author has no rights in the hands of a foreigner.

We bear with composure the charge, and the fact, of being robbers in the fields of literature, but our blood runs cold at the thought of the torch of the mob applied to the tinder of a factory, or at the vision of a piece of gas-pipe, charged with dynamite, flung into the streets of a great city. We can not afford to suspend the truest maxims of our freedom at the call of interest or expediency. We can not allow our love of dollars to overshadow the future and forge fetters for our principles, nor let communism of brains emasculate our literature and make us a nation of literary beggars. There is something better than cheapness. The smuggler's goods are cheap. Is the smuggler, therefore, a great reformer and a public benefactor? The people

must read, they must educate; but to do these things shall we steal or smuggle? James Russell Lowell says, "There is one thing better than a cheap book, and that is a book honestly come by." The argument that cheapness is a national blessing largely resolves itself into an argument that is individual and selfish. If it is of any force as against international copyright, let us carry it out to its logical sequence and abolish home copyright as well, and then sit down and forecast the result.

It is true that it is the duty of the State to legislate primarily in the interests of its own citizens. But "there is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." American progress can not be built up on cheapness alone. We sometimes buy cheap and ask no questions, glad that our wants and our purses so nearly agree; but there is, after all, a universal sentiment of honesty that is always glad to see one's neighbor come into his own. And it would seem to be the simplest possible proposition, that if one has made anything, whether a baby-jumper, or a book that is sufficiently valued by his fellow-men to be used by them, he has an ownership in his work, and is fairly entitled to a profit therefrom. Justice is better than cheapness, honesty is more to be desired than culture, righteousness is higher than expediency.

But expediency seems to be the highest reach of international law, and, abandoning any higher principle, it is full time for America to get into line with other states and nations, and amend her copyright laws on the ground of policy.

Competition is desirable, but our copyright laws put us beyond competition, and, as we have seen, into the range of pillage. Commercial monopoly tends to robbery. Mercantile competition is a matter of public policy. But an honest merchant can not compete with the pirate and the smuggler. Piracy and smuggling under governmental protection would soon destroy all home market and home manufacture, and home honesty as well. It is a regular "Stand and deliver" to all fair trade. This is just what the United States Government is doing in literary matters. It puts the American book in competition with the book for whose production nothing is paid. It is not "Chinese cheap labor," but stolen and absolutely unpaid labor!

If the alien's book is to be forever the cheapest book, it will be the book most read. American thought and action fed on foreign diet will, in time, be but an echo of foreign types. If we are to promote a national culture, we must keep abreast of our neighbors in all that tends to the advancement of a sound national literature. The state ought to have a literature in sympathy with it, for literature is one of the strongest forces in shaping social life and national character.

It is argued against international copyright that it will increase the price of books, and that cheap reading is a large factor in cheap education. Cheap reading is, perhaps, desirable, and cheap education may be a blessing, but things may sometimes be too cheap. I think the facts would be, that new foreign books would be higher in price, by reason of copyright, and new American books would be cheaper, by reason of a wider market. There is a large class of books which would not be affected by copyright, for it would not be retroactive. Year after year the books that age can