

INDUSTRIAL EDUCATION

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Industrial Education by Various

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EDUCATION**

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FOREWORD

Of the great educational work which the American Federation of Labor has done during the past quarter of a century, the public in general has no conception. Mere statistics are wholly inadequate to convey the value of what has been accomplished.

The American Federation of Labor has received special acknowledgment and appreciation for data furnished in response to the ever-increasing requests from educators, statisticians, students, National and State legislators, and others engaged in the study of sociological problems.

It is confidently expected that the next decade will witness further great developments in the application of a sound system of education. The line of progressive industrial education must be constructive. Any system to be of value must also necessarily be one of growth. The adoption of a scheme of education must train up a far more capable and comprehensive body of citizens by emphasizing their position in society as producers, consumers and as men. A general educational policy which will greatly ease the strain of demoralization which so sadly affects the children of the poor. It ought, by giving vocational training, alongside of cultural training, advance them more at the age of sixteen than now obtains at eighteen.

Assuming, then, that the social stratification in America is vertical, the problem is to find the highest elevation which any youth's ability will permit him to reach, and to get him to that elevation.

Apropos of this problem, the size of which is the length and breadth of America, and because of the interdependence of industrial effort, the American Federation of Labor has undertaken a comprehensive study helpful toward its solution. The progress made and reports issued have already had a salutary effect upon educators, employers, the press, and the public in general. Economic considerations plead for the creation and multiplication of opportunities for industrial and technical education, and to the attainment of those laudable purposes this pamphlet is dedicated.

INDUSTRIAL EDUCATION

PRESIDENT GOMPERS REPORT

In his report to the Convention of the American Federation of Labor, held in Toronto, Canada, November, 1909, President Gompers said under the caption "Industrial Education:"

The American labor movement is in line with, and has given expression to, the best thought for the education of all the people in all the elements of learning. It is especially interested in the further education of the wage-workers of America, industrially. At several conventions the American Federation of Labor has gone on record upon these subjects, and at Denver last year the following resolution was adopted:

Resolved, That the President, in conjunction with the Executive Council of the American Federation of Labor be, and is hereby authorized to appoint a special committee of at least fifteen, to be composed of a majority of trade union members of this convention, who will serve without compensation and incur no expenses other than necessary and legitimate expenditure within the judgment of the President and Executive Council, to investigate the methods and means of industrial education in this country and abroad, and to report its findings, conclusions, and recommendations to the next annual meeting of the American Federation of Labor."

In accordance with this instruction the Executive Council with me endeavored to constitute a committee, but there was some difficulty in accomplishing that result by correspondence. Later, and during my absence from the country, the committee was completed, detailed report of which will be communicated to you in the report of the Executive Council.

Two meetings of the Committee on Industrial Education have been held; one in New York City during the summer, the other at Washington, D. C., last month. The latter I was privileged to attend. Prior to my departure the Executive Council directed that I make an effort to learn some of the present conditions of industrial education in European countries as well as the position which organized labor there takes toward the subject. With the important duties devolving upon me while abroad, there was little time to make a careful study of the systems in vogue, but the best that has been said and printed upon the subject has been gathered in printed form. Nowhere in all the countries that I visited has there been an expression of organized labor other than in full endorsement of the best methods to educate the workers industrially as well as along lines of the arts and sciences; and thus there is the universal declaration of the organized workers upon this great question.

It may not be uninteresting here to call attention to the ignorant, reckless and vindictive hostility which the Post-Van Cleave-Parry-Kirby National Association of Manufacturers has manifested toward the American labor movement. When our conventions declared in favor of industrial education, and particularly since the authorization at Denver for the creation of a special committee to pursue the study of the problem and to report, the most malignant misrepresentations of our purposes and aspersions upon our character were the utterances of these men who, judging us from their own narrow standpoint, charged us with perverting the purpose of industrial education. Our own work in this and other fields of activity, the results achieved and yet to be achieved, must and will stand as our best answer.

The American labor movement appreciates the fact that experience has shown that education, industrially, is but one phase of the growing recognition of labor's rights, and that in this respect it is closely related to all the general work of the trade union movement, the movement which has since its inception stood for constantly increasing better opportunities, better factory and labor conditions, better home life, and the protection of the young and the innocent children from exploitation.

Organized labor has always been and is now deeply concerned with the well-

being of the human family and all the influences that go to make for the advancement of the industrial workers. In our principles and purposes are comprised the fullest scope of human activity. Labor has always manifested its humane interest in the welfare of children; it realizes that industrial education has the same purpose and aims—that is, to secure co-operation of all human agencies which make for the betterment of mankind.

Industrial education, the raising of the age limit of child workers, and compulsory school attendance are necessarily a part of the one great beneficial scheme. Organized labor has always stood for, aye, has been the pioneer in, the demand for free schools, free text-books, compulsory education in the elementary grades and for the fullest and freest opportunity in all lines of learning, technology included.

The subject of education, industrially, concerns not only the wage-earners themselves, but every inhabitant of the nation. It is, therefore, necessary and eminently proper that it be administered by the same authority and agency which administers our public school systems and such other institutions as are concerned in the public welfare.

Already reference has been made to the false position in which some elements of employers would place our movement upon this subject. All we ask of fair-minded men is a comparison of the utterances of our opponents with our own. We contend that education in America must be free, democratic, conducted by, of, and for the people, and that it must never be consigned to, or permitted to remain in, the power of private interests where there is sure to be the danger of exploitation for private profit and wilful rapacity. Under the pretense of industrial education private agencies for personal profit have perverted the term, resulting in a narrow and specialized training, to the detriment of the pupils, the workers, and people generally.

Modern methods of manufacturing, with their division and subdivision and specialization, have, to a large extent, rendered nearly superfluous and therefore largely eliminated the all-around skilled worker. Some so-called modern apprenticeship systems are narrow, producing a line of trained "specialists." It has been well said that specialists in industry are vastly different from specialists in the professions. In the professions specialists develop from the knowledge of all the elements of the science of the profession. Specialists in industry are those who know but one part of a trade and absolutely nothing of any other part of it. In the professions specialists are possessed of all the learning in their professions; in industry the specialists are bereft and denied the opportunity of learning the commonest elementary rudiments of industry other than the same infinitesimal part performed by them perhaps thousands of times over each day.

Our movement in advocating industrial education protests most emphatically against the elimination from our public school system of any line of learning now taught. Education, technically or industrially, must be supplementary to and in connection with our modern school system. That for which our movement stands will tend to make better workers of our future citizens, better citizens of our future workers.

EXECUTIVE COUNCIL'S REPORT

During the second day of the Toronto Convention the Executive Council, in its report, made reference to industrial education and its action in relation to the resolution adopted by the Denver Convention, and reported as follows:

In accordance with the resolution adopted by the Denver Convention, which comprehended the appointment of a special committee on industrial education, we beg to submit the following report:

A special committee on Industrial Education was appointed to consider the subject matter therein contained. The resolution creating the special commission reads as follows:

"That the President, in conjunction with the Executive Council of the American Federation of Labor be, and is hereby authorized to appoint a special committee of at least fifteen, to be composed of a majority of trade union members of this convention, who will serve without compensation and incur no expenses other than necessary and legitimate expenditure within the judgment of the President and Executive Council, to investigate the methods and means of industrial educa-

tion in this country and abroad, and to report its findings, conclusions and recommendations to the next annual meeting of the American Federation of Labor."

In accordance with its provisions there were appointed as members of the committee the following:

John Mitchell, chairman; headquarters, Civic Federation, 10096 Metropolitan Building, New York City.

John Golden, President Textile Workers, Box 742, Fall River, Mass.

James Wilson, President Pattern Makers' League, 403 Neave Building, Cincinnati, Ohio.

Miss Agnes Nestor, Secretary Glove Workers' International Union, Room 506, Bush Temple of Music, Chicago, Ill.

Mrs. Raymond Robins, National Woman's Trade Union League, 372 West Ohio street, Chicago, Ill.

John B. Lennon, Bloomington, Ill.

Charles P. Neill, Commissioner Bureau of Labor, Washington, D. C.

W. B. Wilson, Congressman, House of Representatives, Washington, D. C.

Frank Duffy, Brotherhood of Carpenters, Box 187, Indianapolis, Ind.

Hugh Frayne, Sheet Metal Workers, 1711 Summit avenue, Scranton, Pa.

James O'Connell, Machinist, Executive Board, care Room 405, McGill Building, Washington, D. C.

Charles H. Winslow, Mass. Com. of Industrial Education, Arlington, Mass.

Edward Hirsch, Editor, North and Baltimore streets, Baltimore, Md.

James Roach, Iron Moulder, Albany, N. Y.

Rev. Charles Stelzle, Department Church and Labor, Room 700, 156 Fifth avenue, New York City.

Stuart Reid, General Organizer A. F. of L., Lynn, Mass.

By unanimous request at its first meeting:

Samuel Gompers, President of the American Federation of Labor, Washington, D. C.;

James Duncan, First Vice-President of the American Federation of Labor, Quincy, Mass., and

Frank Morrison, Secretary of the American Federation of Labor, Washington, D. C., were elected to serve as members of the committee.

The initial meeting of the committee was held in New York on August 27, and continued during the following day. The two days' sessions served for the purpose of considering and deciding upon the policy to be pursued. At these meetings information was received by the various members, from its chairman and others, who were requested to appear before them, and with the information imparted, together with an exchange of views, considerable progress was made.

The second meeting was held in Washington, D. C., October 22-23. The committee early realized the necessity of going directly to those for information who had made a study of the subject, and with this point in view extended invitations to some of the foremost educators, business men and publicists, as well as others, to appear before them, and as a result much valuable information was placed at the disposal of the committee. The following is a list of the persons invited to appear before the committee:

W. B. Prescott, International Typographical Union, Commission on Supplemental Trade Education.

Charles R. Richards, Originator of the National Society for the Promotion of Industrial Education.

Leslie W. Miller, Principal, Pennsylvania Museum and School of Arts.

Dr. Herman Schneider, Dean of the University of Cincinnati.

John M. Shrigley, President Williamson Free School for Mechanical Trades.

A. Lincoln Filene, of William Filene's Sons Company, Boston, Mass.

Paul H. Hanus, Professor of Education, Harvard University.

Frederick P. Fish, President Massachusetts State Board of Education.

Dr. Andrew S. Draper, Commissioner of Education of the State of New York.

Arthur D. Dean, Chief, Division of Trade Schools, New York Education Department.

C. W. Cross, Superintendent of Apprentices, New York Central Lines.

Miss Ella M. Haas, District Inspector, Department of Inspection of Workshops and Factories of the State of Ohio.

Charles R. Towson, Secretary, Industrial Department, the International Committee of Young Men's Christian Associations.

J. C. Monaghan, Secretary National Society for the Promotion of Industrial Education.

Frank A. Vanderlip, President National City Bank, of New York.
Dr. Alexander C. Humphreys, President Stevens Institute of Technology.
Mr. V. Everitt Macy, of New York.
Dr. Henry S. Pritchett, President of the Carnegie Foundation.
Dr. Elmer E. Brown, Chief, Bureau of Education, Department of the Interior.
Mr. C. W. Burket, Editor American Agriculturist.
T. J. Foster, International Correspondence School, Scranton, or representative.
Raymond Robins, Chicago.

The net results of this meeting clearly indicated that our committee was pursuing a practical policy in its investigations, and that much valuable data and information were obtained. That there was much confusion in the public mind concerning industrial education was manifest. The committee conceived it imperative that honest differences of opinion be considered and pointed out, and that an effort be made to help solve this great problem.

Organized labor favors that plan of industrial training that will give our boys and girls such a training as will help them to advance after they are in the industry.

Organized labor believes that there are pressing educational needs which can be at least partially solved by the introduction of industrial training; it is aware that boys and girls do not always have the opportunity to enter the field of employment which will best contribute to their development either physically, morally or intellectually. Those who leave school change from one unskilled occupation to another, and gain but little or nothing in efficiency. Labor believes that industrial education between the ages of 14 and 16 years ought to awaken in these children a new school interest, and so help retain them in school longer and contribute more to their development; it believes that if such industrial training took the children between the ages of 14 and 16, when they are of little value in a business way, at a time when the education they have received is of advantage so far as it goes, but hardly fits them for actual working places, that it would serve to give them the proper training to prepare and enter some branch of actual vocational work.

We believe that as much attention should be given to the proper education of those who are at work in our industries as is now given to those who prepare to enter professional and managerial careers, simply to balance justice and make it necessary to give to the wage-earning classes and the common industries such equivalent as we can for what the present schools are doing for the wealthier classes, as well as for the professional and managing vocations.

The personal observations and first-hand information obtained here and in European countries which embrace the general plan of industrial education in the various countries; details of schools at present in operation, both as regards the courses of study and the administration and financing; the views of some of the foremost authorities in industrial education, and the attitude of both employer and organized labor toward the instruction provided by numerous schools operated by means of State, local and municipal subsidies, and by private funds, have all been collated.

That the impressions made by our individual and joint study were profound is not saying too much, and the magnitude of the problem did not lessen. In considering the subject of the present status of industrial education it seems necessary to emphasize the need of a thorough and intense study of the future effect on American industries and the efficiency of the American workers, and the full realization of their prosperity, and it is deemed expedient that this question be given the broadest and fullest consideration and discussion by this convention.

The report of the special committee on industrial education will be submitted to you in printed form. As that report itself shows, it is not sufficiently exhaustive, thorough and comprehensive to warrant final action, yet it is confidently believed that it is an accurate statement of fact and the best that could be ascertained and presented within so brief a time as the committee had at its disposal.

We recommend that the committee be continued for at least another year; that they co-operate with the Executive Council and all other bodies having for their purpose extending public industrial education.

REPORT OF SPECIAL COMMITTEE ON INDUSTRIAL EDUCATION

Delegate Mitchell, chairman of the committee, read the following report:

The special committee appointed by authority of the Denver Convention of the American Federation of Labor, to consider, investigate, and inquire into the question of industrial education at home and abroad, and report in detail to the Toronto Convention of the American Federation of Labor in 1909, together with whatever recommendations, suggestions, instructions and requests it considered necessary in order to place this all-important and vital matter clearly, broadly and intelligently before the wage-workers of the country and the public in general, begs leave to report that the committee held three meetings during the year, as follows:

The first in New York City, August 20 and 21, the second in Washington, D. C., October 22 and 23, and the third in Toronto, Canada, November 9. Much information and data bearing on the subject matter of industrial education in all its phases was received and very thoroughly discussed, debated and considered. The committee found the question of education, whether cultural, industrial, academic, or otherwise, so intensely interesting and vitally important that we have arrived at the conclusion that to report in full to this convention would not be advisable, owing to the fact that our investigations have not been completed, and that we are yet awaiting information asked for from some of the most prominent business men of America, as well as from educators and others whom the committee thought might be able to give valuable data gathered from actual experience.

REQUIREMENTS OF THE RESOLUTION

From the terms of the resolution under which the committee was constituted, it is evident that what was desired was:

- First. A thorough investigation of the needs of industrial education;
- Second. A statement of the extent to which needs are met by existing institutions; and
- Third. As a result of such investigations, some definite suggestions for the promotion of industrial education in such manner as might best serve *the interests* of the whole people.

The committee has entered on its duties without fixed notions as to the form which industrial education should take throughout the country, and its investigations so far have made a profound impression upon its members.

DEMAND FOR INDUSTRIAL EDUCATION

The importance of our subject can not be too highly estimated. The general demand for industrial knowledge and skill, and the almost universal interest in the subject manifested by business organizations, boards of trade, labor organizations, as well as by educators and public men, is sufficient proof that the right kind of education for a boy or girl who expects to enter upon a vocational career is second only in importance to their having an education at all.

We must never lose sight of the fact that a large majority of the working people are poor, and because of this they are forced to begin the battle of life at an early age. The need of the day is that something be done for the children of this great wage-working class.

Formerly the apprenticeship system offered the boy an opportunity to learn a trade and become a thoroughly trained mechanic, but of late years the scheme of specialization has supplanted the old apprenticeship system, even to extreme specialization. It *ought* to be recognized as a scientific truth that the higher the skill possessed by the mechanic the more valuable is his labor, both to himself, his employer and the community. The more efficient labor becomes the higher wages it should command.

The one trouble in America to-day is that too many of our youths who have graduated from the grammar or high school are misfits industrially. If we are to secure industrial supremacy, or even maintain our present standards in the industrial world, we must in some way in our educational system acquire an equivalent to our old apprenticeship system.