

Woman's Part in Industrial Education.

Written Expressly for the Western Home Monthly by Arthur Bumstead, Ph.D. (Yale).

A few months ago, Prof. William James, of Harvard University, contributed to The American Magazine an article in which he argued that the truly successful men and women of the world are those who utilize or energize practically the whole of the vast store of natural capabilities with which they are endowed.

The chief trouble with the average individual, says Professor James is a "habit of inferiority," so to speak. The most of us actually possess untold resources and unsuspected capabilities which are simply awaiting systematic and rational development. No special effort being



Miss Merwin, Modiste and Supervisor American College of Dressmaking

made to discover and bring into action these powers and talents, they are allowed to lie dormant—therefore, they never find expression in the world of action and achievement. This view surely contains an important element of truth in its application to the so-called average man; to what extent, we may ask, does it apply to the average woman?

Andrew Carnegie says that the educated hand adds more to our national wealth than does the educated mind; but at the same time Mr. Carnegie is a strong believer in both kinds of education, as it is proven by his interest in schools and libraries.

Probably not fewer than 75 per cent. of the women who start out to win their own livelihood, enter upon occupations which are wholly unpromising and undesirable from the standpoint of future income. They do not possess the ghost of a chance of ever earning more than \$500 a year, for the simple reason that they have no special training that would qualify them to earn more. This is not a matter of theory; the records of the trade schools and technical schools in all parts of the land prove beyond question that the graduates of these institutions are earning hundreds or thousands of dollars more annually than the untrained workers who never took advantage of this means of self-improvement.

Whatever occupation the girl or woman may finally decide to enter, it will surely be to her advantage to equip herself for her chosen vocation by means of some special training, such as will take her out of the "just average" class and put her into the "above the average"

class. For there is always a demand for the "above the average" women, just as there is for the "above the average" man. There are over 5,000,000 women workers in the United States, and, consequently, there is no lack of unskilled female labor. Why should any enterprising girl or woman be content amid these vast throngs of unskilled, and to come into daily competition with them for meagre wages, when the opportunity is open, through the gateway of special training, to enter at once into the limited upper class of skilled workers, thereby assuring herself of a comfortable competency with the more than probable likelihood of an early and rapid advancement in income and social standing?

It is no less than a calamity for a woman of culture and refinement to be compelled by some sudden reverse of fortune to start out in search of a livelihood, especially in those instances where there has been absolutely no special preparation such as would furnish some adequate equipment for this unfortunate contingency. Many well-meaning women, brought face to face with stern reality of self-support, have turned to the semi-menial calling of governess; others have become superintendents of boarding and lodging houses; while many more, counting upon the vantage ground afforded by their early education, have turned to school teaching, only to find that this occupation is also over-crowded, while advancement is exceedingly slow, and salaries at the best are a very scanty pittance.

The money value of a technical training for women has never been seriously called in question; but the fact is frequently overlooked that this is an industrial problem quite as much as it is an educational problem—if not a great deal more so. A recent book is just now being widely advertised under the striking title, "The Valor of Ignorance." To be sure, it does not deal with the problem we are here considering, but the title suggests at any rate the pertinent remark that there are few brands of valor at all comparable to that of the unskilled and inexperienced woman setting forth on her first search for a respectable living wage. Certainly there is a grave responsibility resting upon the parent or guardian of the untrained girl who has never been instructed even in the simplest rudiments of self-support, with a view to usefulness and future advancement in the world of business and industries.

Everywhere the trained worker is getting the advantage of those who lack such training. But whatever merits the old apprenticeship system may have had in a former generation have now been passed along to the modern industrial training school, and especially to the industrial correspondence school, with its hundreds of wide-awake and ambitious pupils scattered throughout the world, but all working toward a similar point of attainment—namely, the proficiency and special skill that are the foundation stones of material success and advancement.

It is a fact deserving of special notice that Kansas City, situated as it is in a midway position between coast and coast, and being also the recognized meeting place of the chief transcontinental trunk lines of the "Great Southwest," is also taking front rank as a correspondence school centre; and that there are now hundreds of correspondence pupils in all parts of the world receiving special technical training in various useful branches by mail direct from Kansas City.

The writer was accorded the privilege a few days ago of an instructive interview with Miss Pearl Merwin, probably one of the best known of successful correspondence school teachers in the Southwest, if not in the entire country. Miss Merwin's enterprise, through its rapid

and substantial growth, has won wide recognition both east and west; and her system, certainly a novel one in the history of industrial training, has already been accorded the approbation of some of the leading educational authorities both at home and abroad. To have won such distinction, especially in the field of scientific dressmaking instruction—a field which up to a few years ago had been almost entirely overlooked and neglected—would naturally command attention under any circumstances; to the writer the facts seemed especially suitable for presentation to the readers of the Great Southwest.

Listening to Miss Merwin's straightforward narrative, frankly and simply told, anyone possessing even but slight acquaintance with modern educational problems could not fail to be impressed with the thought that surely here is a fruitful field of suggestion. All about the well-equipped and commodious offices appear the tangible tokens of a large and daily increasing success. Here, if anywhere, the theory that gives to woman a distinct position in the educational and industrial world would seem to take on a new significance. In fact, the question follows naturally and logically: Why should there be any bound or limits to the spread of an idea at once so simple and so exceedingly practicable? And surely the facts supply a very reasonable answer.

These facts, in the case of the interviewer, were carefully observed, and they carried full conviction. A large panel, for instance, that would have done credit to the efforts of an experienced stamp collector, forms an exhibit that compels attention. Here displayed, exactly as they were received, the envelopes, stamps and handwriting of the numerous student correspondents from practically every corner of the globe. Certainly here was convincing evidence of the thirst for knowledge as it is brought to the light in lands beyond the seas. From Canada, Mexico, Australia, China, the British Colonies of the Far East, the Philippines, Cuba, Porto Rico, and many other distant places, these letters came. So much for the leaven of enlightenment as it is spread broadcast throughout the mails.

A casual glance through the files of a single day's correspondence of Miss Merwin's institution would convince the severest skeptic that these hundreds of correspondence students, regardless of the locality, not only have learned, but also fully appreciate, the actual utility of this very practical form of industrial education. The fact is evident from the student's own statements; and, if any further evidence were needed, it could be supplied in abundance in the successful records of the school's own graduates.

The idea is one that appeals to trained educators already familiar, through years of experience, with problems and possibilities of industrial education.

Columbian Conservatory of Music of Canada.

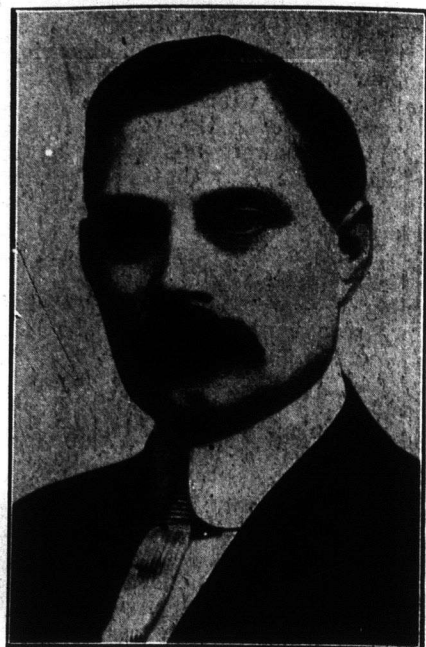
What has for years past been a felt want in this western country, namely, a conservatory of music, is now to be filled by the opening of the Columbian Conservatory of Music of Canada. This institution has secured temporary premises in the Verhoeven and Chaffey Block, 289 Garry Street, Winnipeg, and already proceedings are in full swing.

As an evidence of the standing which Winnipeg has in the eyes of the great artists of the day and their impresarios, one has only to point to the names of Paderewski, Kubelik, Mark Hambourg, Meiba, Gerville-Reach and Mme. Fawell, who have more or less recently included Winnipeg in the itinerary of their tours throughout the American continent. For the residents, especially the rising generation of any city, to fully appreciate the art of such world-renowned performers, proper education is an absolute essential, and there is no finer educational factor in a city than a conservatory of music. The city of Winnipeg is to be congratulated in at last having a musical organization worthy of its reputation in all other respects.

With a capital of \$50,000, and having amongst its subscribers some of the best known business men in Winnipeg, the Columbian Conservatory of Music has

been recently formed for the purpose of teaching the piano, voice production, orchestra and band playing, violin, elocution and kindred subjects.

The local conservatory is a branch,



S. L. Barrowclough, President.

but entirely independent, of the Columbian Conservatory of Music, which has a capital of \$500,000, and has formed a number of conservatories throughout the United States, and which literally numbers its pupils by the tens of thousands. It will be interesting and instructive to take a glance at the names of the men who are responsible for the various musical courses which are taught by the faculty.

At the head of the undertaking as editor-in-chief, is Professor W. S. B. Mathews, whose name is a household word wherever music is known, author of "Mathew's Graded Courses in Music." For close on 60 years he has been connected with leading musical organizations.

The superintendent of instruction, Prof. Frederick Hobart, is also a thorough musician, having been a member of the faculty of the Illinois Wesleyan College of Music until he joined the Columbian seven years ago.

Holding another responsible position is Prof. Frederick Lillebridge, who is as widely known in Europe as in America as a composer and pianist of great merit. He was a pupil of the great Berlin master, Bernhard Ziehn.

The associate editor of the Columbian intermediate, or second year course, is William D. Armstrong, who has had wonderful success along the line of theory, technic and teaching.

Last, but by no means least, is Prof. James McMaster, the inventor of a won-



J. D. Turner, General Manager.

derful device for teaching the fundamentals in music. This is the tonograph, which leading musicians and critics agree is the most perfect musical teaching device ever invented.

Mr. S. L. Barrowclough has been chosen as president of the local conservatory, a

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