

# APPRENTICESHIP

PRINCIPLES, RELATIONSHIPS, PROCEDURES

BY

STEWART SCRIMSHAW, PH. D.

*Professor of Economics and Industrial Relations  
Marquette University*

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**APPRENTICESHIP**

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**TO**  
**MY MOTHER**



## PREFACE

Not many years ago apprenticeship was regarded by most educators and perhaps by a majority of industrialists as a thing of only the past. It then seemed that apprenticeship had met its death blow in the advent of the machine era. That view has now changed. At the present time much is being written and accomplished in the name of apprenticeship. No longer does it need a champion. The value of apprenticeship is everywhere recognized, and its development is now the object of well-organized movements, as an examination of trade papers and educational bulletins will reveal. In the United States, however, little has appeared on what might be called the philosophy of apprenticeship, although considerable literature has been evolved dealing with the technique of apprenticeship relations and methods of training.

This study was originally undertaken at the suggestion of Dr. Selig Perlman, Professor of Economics at the University of Wisconsin, who pointed out the need for a treatise on the philosophy of apprenticeship relations—a book which would reveal the respective limitations of the state, of the employer, and of labor, in apprenticeship administration. This inquiry led to further extensions of the study. It is hoped that the following pages may reveal the fundamental philosophy upon which apprenticeship development must proceed, and that they will call attention to its essential elements.

This book attempts to review the meaning of apprenticeship in its relation to modern industry; to present its status with reference to labor; to show its relation to the employer; to reveal its inevitable affinity with formal education; and to show its relation to the functions of the state itself. A study is also made of the new manifestation of apprenticeship in the form of cooperative training. Finally, some problems of state administrative experience which have been encountered in the Wisconsin plan are presented because they show principles and

procedures which must receive recognition if a thorough knowledge of industrial training is to be obtained, and particularly if this training is to be subject to any form of state control.

It would be impossible for the author to mention all those to whom he is indebted for contributing in one way or another, to the subject matter of this book. Special acknowledgement is extended to Mr. George P. Hambrecht, State Director of Vocational Education, for making possible the sound development of the Wisconsin plan while he was Chairman of the Industrial Commission of Wisconsin; to Mr. Walter F. Simon, the present Supervisor of Apprenticeship of the Wisconsin Industrial Commission, for hearty cooperation in providing recent data; to Dr. R. L. Cooley, Director of the Milwaukee Vocational Schools, for his friendly counsel; and to Dr. Edwin E. Witte, Chief, Wisconsin Legislative Reference Library, who, in his present capacity and as former secretary of the Industrial Commission, has given assistance in securing material.

A debt of gratitude which can never be adequately expressed is acknowledged to the author's former teacher, Dr. John R. Commons, of the University of Wisconsin, whose encouragement and appreciation have meant so much. Finally, the author cheerfully recognizes the priceless assistance and inspiration of his wife who has made the pains of authorship less severe.

STEWART SCRIMSHAW.

MILWAUKEE, WISCONSIN,  
*March, 1932.*



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## FOREWORD

It is unusual that an author of a book on industrial relations and education has himself gone through every stage of the whole subject that he writes about. Dr. Scrimshaw began as an apprentice to the bricklayer's trade in England; supported himself through a university education as a member of the trade-union working at his trade in America; became State Supervisor of Apprenticeship under a new law on that subject in Wisconsin, for which position he was selected by representatives of the State Manufacturers' Association and the State Federation of Labor; became the Personnel Administrator in a large machinery-manufacturing corporation; then director of the engineering cooperative relations between a university and the manufacturing establishments of a great industrial city; finally Professor of Personnel Administration and Economics in that university. Seldom is there such a combination of practical, scientific, and educational activity, covering twenty-five years, brought together in one person as preparation for an authoritative book on his subject. He began with the ancient system of apprenticeship, which, in England could not be excelled in its training of the craftsman; then came through all of the mechanization that broke down the old system; then participated in the efforts of a state, of private employers, and of wage-earners to fit apprenticeship to the new conditions; then had several years of teaching and research during which he could organize his mass of experience into a notable contribution to the modern methods of the science of political economy. This book certainly will find a place with all forward-looking vocational educators, personnel executives, leaders of labor organizations, and educational and economics departments of colleges and universities.

JOHN R. COMMONS.

UNIVERSITY OF WISCONSIN,  
*March, 1932.*



## INTRODUCTION

Many modern influences have contributed to a renewal of interest in apprenticeship training. The recent emphasis upon industrial and vocational education has brought apprenticeship to the center of the stage. With the growing appreciation of programs of training which involve a combination of work and school, there will inevitably ensue still greater efforts to capitalize the values inherent in apprenticeship training.

Apprenticeship literature is prolific. It teems with romance, and many of its human-interest phases have been told and retold to every schoolboy, although quite often with inaccuracy. Apprenticeship has been subject to the vicissitudes of centuries of economic evolution. In the provincial old world of landed estates, rather than of close-knit nations as we conceive of them today, there were many variations and individualistic practices. Guild apprenticeship practices were so much a matter of local custom that, it is evident, many aspects of apprenticeship training differed with the location or town in which the crafts were practiced. It is little wonder, then, that medieval apprenticeship covers a field, concerning many elements of which not even celebrated historians can find unanimity of view.

It is medieval apprenticeship that is usually described in the industrial- and vocational-education textbooks, and the description is frequently drawn from the imagination as are other aspects of medieval life. Although most treatises on apprenticeship devote the major consideration to the historical aspects, the present work does not attempt to cover the ground which has been so well cultivated by others.

In this book the historical observations are not presented in a formal way but find ready place in many parts, particularly in the chapter dealing with Apprenticeship and Public Authority. In fact, wherever they have aided in throwing light upon modern conceptions, relationships, or practices, historical references have been freely utilized. Those students who desire to make a

special study of apprenticeship history will find some noteworthy historical studies available. The following works will prove to be of great interest and value:

DUNLOP and DENMAN, "English Apprenticeship and Child Labor," T. Fisher Unwin, London.

UNWIN, GEORGE, "Industrial Organization in the Sixteenth and Seventeenth Century," Clarendon Press, London.

SCOTT, JONATHON FRENCH, "Historical Essays on Apprenticeship and Vocational Education," Ann Arbor Press, Ann Arbor, Mich.

MOTLEY, JAMES M., "Apprenticeship in American Trade Unionism," *Johns Hopkins University Studies in Historical and Political Science*.

DOUGLAS, PAUL H., "American Apprenticeship and Industrial Education," Columbia University Press, New York. (Early chapters.)

The present work is a textbook on *apprenticeship and cooperative part-time education*. Students of vocational education and human relations in industry are finding it increasingly necessary to become students of economics. For those, this text will have particular meaning, because it is based upon economic study. It touches lightly on educational theory, but more strongly on the functioning of education. All through, however, it remains not only a study of apprenticeship in the abstract, but also a study of human relations as expressed in apprenticeship training.

No attempt is made to minimize the good work being done on apprenticeship, no matter whether voluntary or compulsory plans are being followed. The principles and relationships discussed in this text will find broad application wherever apprenticeship is practiced. Since this work is primarily concerned with the principles of apprenticeship and the nature of apprenticeship relations, there has been no attempt to give a recital of specific plans in operation in individual places throughout the country. Even if such a recital of methods were possible, it would be obsolete before it was completed. Successful apprenticeship does show variations in technique, but not in basic principles.

A treatment of cooperative part-time education has been included because the successful plans of cooperative training are based upon apprenticeship principles and techniques.

Consideration has been directed to special problems of apprenticeship administration, because they are common to all present-

day apprenticeship systems, whether under the control of public authority, trade unions, or employer organizations.

In the appendices will be found some material which may be of value to those interested in studying state systems. Forms and specific procedures must vary in different places. The attempt of the present work is to establish principles and to present modes of procedure. The inclusion of some of the recent laws on apprenticeship will provide a ready reference to the latest contribution of public authority to one of the oldest institutions of civilization. However, no formal ready-made scheme, no matter how perfect, can be a substitute for intelligent planning or the exercise of good judgment, since no law or rule of administration is any better than its enforcement.

It will be observed that apprentices are spoken of in the text as masculine, but apprenticeship is also applicable to girls. It is true, however, that the more extensive employment turnover of young women, due primarily to marriage, will always make apprenticeship for girls of relatively less importance.

At the conclusion of each chapter will be found some suggestive questions and exercises. These are designed to challenge the interest of the reader in the basic considerations of the chapter contents and at the same time to prove a time-saving device for the teacher.