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SEMINAR

THE ARTS AND CRAFTS IN GENERAL EDUCATION AND COMMUNITY LIFE

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Topic (d) The Training of Personnel for Arts and Crafts Education

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FIRST PROGRAMME

First general question

Study of this problem should begin with a survey of what is being done in this respect in the various countries: preparatory work of those attending the seminar; comparisons with what is being done in the West.

At a very early stage, it will become necessary to specify the aims to be pursued in the training of teachers for

- (a) Future professional craftsmen;
- (b) Those for whom the arts and crafts are a cultural element in their general education.

Here topic (a) links up with topics (b) and (c).

The importance of forming public taste.

The training of teachers must be according to the kind of teaching they are to give.

Second general question

Should there be a different kind of training for teachers

Of future professional craftsmen?

Of the arts and crafts as a factor in general cultural activity and in out-of-school activities?

Reasons for and against a different training:

From the artistic point of view  
From the technical point of view.  
From the social and economic point of view  
From the point of view of general culture.

Experiments made in different countries.

Third general question

What qualities are necessary for teaching the arts and crafts?

Human qualities  
Academic qualities  
Artistic qualities  
Moral qualities

(cf. the paper by Mr. Ziegfeld  
in "Education and Art")

It should be noted that the child or young person must be trained in the arts and crafts without distorting his character, i.e. he must be given an artistic training and a technique that develop his personality and natural temperament.

Fourth general question

Programme and methods of training future teachers of arts and crafts.

- (a) Technical: the technique of the particular art or craft: theory and practice; general notions about the techniques of other arts and crafts.
- (b) Artistic: basic training courses: drawing, modelling, decoration. artistic culture: history of art, with a more advanced study of the history of arts and crafts.
- (c) General culture: literature  
music  
theatre - cinema
- (d) Some economic and sociological ideas (more important for arts and crafts than for the visual arts).
- (e) Need for contact with those practising an art or craft as a profession (seminars etc...).
- (f) Training in teaching methods: 2 possible methods
  - 1. Training in teaching methods given at the same time as training in the arts and crafts.
  - 2. Training in teaching methods given during an extra year:
    - of university studies
    - of teacher training studies.

Advantages and drawbacks of the two systems. Are there any other methods?

Fifth general question (optional)

What is to be thought of the problem raised by some handicraftsmen who maintain that, although apprenticeship to the arts and crafts as a part of general cultural education normally takes place at school, apprenticeship under a master craftsman is nevertheless to be preferred (with evening classes at school for general education) for those who are later to become professional craftsmen?

General conclusion

The broad outlines of training for teachers of the arts and crafts should be traced and the spirit in which their work is to be carried out should be defined.

The influence which the arts and crafts are likely to have on contemporaries should also be considered from the point of view of educating public taste; lectures, congresses, publications. Importance of this influence in out-of-school organizations:

Youth clubs  
Holiday camps  
Private studios etc...

and from the social point of view.