THE IDEA OF THE INDUSTRIAL SCHOOL, TRANSLATED FROM THE GERMAN BY RUDOLF PINTNER

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649610464

The Idea of the Industrial School, Translated from the German by Rudolf Pintner by Georg Kerschensteiner

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd. Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

GEORG KERSCHENSTEINER

THE IDEA OF THE INDUSTRIAL SCHOOL, TRANSLATED FROM THE GERMAN BY RUDOLF PINTNER

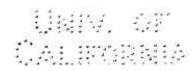




THE MACMILLAN COMPANY NEW YORK - BOSTON - CHICAGO - DALLAS ATLANTA - SAN FRANCISCO

MACMILLAN & CO., LIMITED LONDON . BONBAY . CALCUITA MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.



THE IDEA OF THE INDUSTRIAL SCHOOL

BY

GEORG KERSCHENSTEINER

TRANSLATED FROM THE GERMAN

.

RUDOLF PINTNER, M.A., Ph.D.

New York
THE MACMILLAN COMPANY
1913

All rights reserved

UNIV. OF California

rkix y.

to Voc. Educ.

COPVEIGHT, 1913, BY THE MACMILLAN COMPANY.

Set up and electrotyped. Published June, 1913.

Nortwood Stress
J. S. Cushing Co. — Berwick & Smith Co,
Norwood, Mass., U.S.A.

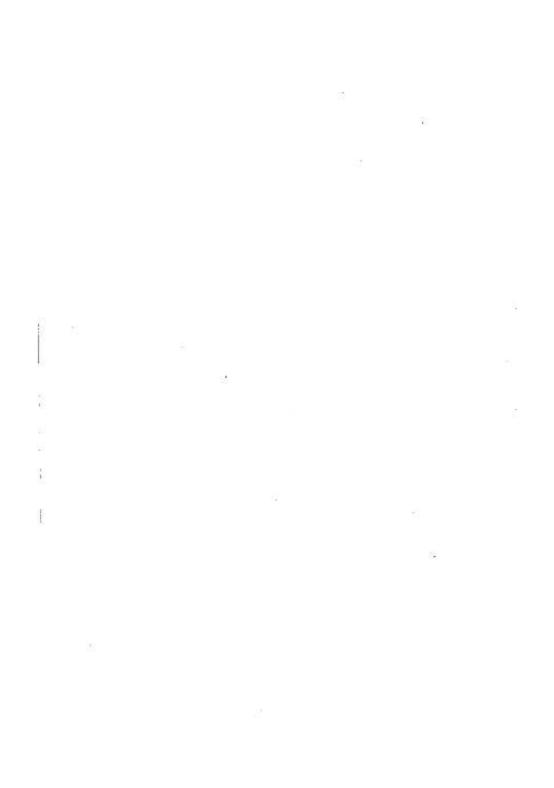
TRANSLATOR'S NOTE

THE present work of Georg Kerschensteiner should be extremely acceptable to the educational world at this time. It is a concise and definite statement as to what is meant by industrial education. He was prompted to write it because of the danger of misunderstanding the real meaning of industrial education both on the part of its opponents and on the part of its opponents and on the part of its supporters. We have need in America of being reminded once again of the ideal that industrial education seeks to realize.

The Appendix applies of course to work in Germany and should not be taken as a model for this country. It is nevertheless of great interest, showing what has been achieved with first-grade children in Munich, and it is for that reason that I have retained it in the English translation.

RUDOLF PINTNER, M.A., Ph.D.

Tolkno, Onio, November, 1912.



PREFACE

ON January 12, 1908, I was invited by the Board of Education of the Canton of Zürich to give an address in St. Peter's Church in Zürich on the occasion of the celebration of the one hundred and sixtysecond anniversary of Heinrich Pestalozzi's birthday. I chose as my subject "The School of the Future in the Spirit of Pestalozzi," and I called this school an industrial school. What I had in my mind at that time I put in the form of a sermon, as suitable to the purpose of the hour and to the sacredness of the place. At that time I was not concerned with formulating logically my ideas, but rather with touching the hearts of my hearers and inspiring them with an old, but still unattained ideal.

It is four years ago since that took place. The expression "industrial school," which is older than the works of Pestalozzi, has since

that day become a battle-cry. It was as if a sudden light had been shed upon the weak spot in our public school system, including our elementary and high schools - a weakness that had been for a long time more or less clearly felt. But that was only an illusion. For the numerous pedagogical mistakes and contortions that that battle-cry brought forth in theory and in practice showed only too clearly how superficially and mechanically the spirit of the industrial school had been understood. It showed, too, how many ideas, vague and of doubtful value, began to cluster round the idea of an industrial school. I need only to refer here to the almost universal confusion of manual and intellectual work, or again to the effort towards concentration, based upon a false psychology, which proposes to divide up into a thousand pieces certain naturally united departments of learning, in order to present them to the student in a purely arbitrary connection without any real intellectual combining factor, " quo omnis doctrina ingeniarum