

**INDUSTRIAL INSTRUCTION: A
PEDAGOGIC AND SOCIAL
NECESSITY. TOGETHER WITH A
CRITIQUE UPON OBJECTIONS
ADVANCED**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649613144

Industrial Instruction: A Pedagogic and Social Necessity. Together with a Critique upon
Objections Advanced by Robert Seidel

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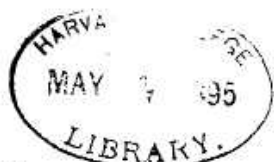
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ROBERT SEIDEL

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Edue 6608-87



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Electrotypes and Printed by
ALFRED MUDGE & SON, 24 FRANKLIN STREET.

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PUBLISHERS' PREFACE.

As the readers of Herr Seidel's interesting discussion may wish to know something of the writer and of the circumstances that led to the preparation of this little book, we give the following sketch:—

From his earliest youth, the author was deeply interested in educational questions. He was set to thinking about industrial education by the following statement which he found in the once prohibited, but now famous, work of Karl Marx: "*In the education of the future, labor will be combined with gymnastics and instruction, because that is the only method of training symmetrically developed men, and is also a means of increasing the productiveness of the community.*" Long before the question of industrial education had been revived in Germany by Clauson-Kaas, Seidel had occupied himself with it; and having studied educational science and been a teacher, he believed himself authorized to present the subject from a stand-point other than that from

which it had generally been considered; that is, from the pedagogical side.

He watched the movement set on foot in Germany by Clauson-Kaas, but was convinced that it was an error to advocate industrial education as a means for elevating the small trades. Through many years' personal experience, as well as by thorough study, he had learned that the small trades were a declining form of domestic industry which it would be as impossible as it was uneconomic to preserve. Experience also showed that industrial instruction, in the sphere of mechanical pursuits, in no way implied the elevation of the small trades. Indeed, the small mechanics already complained that the new branch of instruction was the cause of their ruin,— a complaint which he thought quite as unfounded as the belief that by it the trades would attain their highest elevation. By industrial instruction, he thought the small trades would neither be benefited nor ruined; not benefited, because all the advantages of industrial instruction accrue also to the worst enemy of the small trades, to the large and machine industries; and not ruined, because they were already ruined by these same large industries, with their superior advantages. Seeing, therefore, that the whole

question was being viewed from a wrong stand-point, Seidel interested himself in putting it on a pedagogical and therefore a broader basis.

The present work grew out of a reply made by him to objections raised against industrial instruction in the Synod of the Canton of Zurich, where the question was up for discussion in the years 1882 and 1884. At the earnest solicitation of others, he rewrote the work, omitting local and personal matters, and giving to it a more general character. In it he has undertaken to answer all objections to industrial instruction, from whatsoever source, and to state the reasons in its favor.

He states the question thus: "*Is industrial instruction pedagogically necessary, superfluous, or is it actually injurious?*" And adds:—

"If it can be shown that it is a pedagogical necessity, it becomes the duty of all educators and philanthropists to aid in removing the practical difficulties that oppose the introduction of hand labor into the school."

