

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

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

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GEORG KERSCHENSTEINER

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GEORG KERSCHENSTEINER

TRANSLATED FROM THE GERMAN

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

New York

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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 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.

TOLEDO, OHIO,
November, 1912.

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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 sixty-second 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*