

**EDUCATION FOR
INDUSTRIAL WORKERS: A
CONSTRUCTIVE STUDY
APPLIED TO NEW YORK CITY**

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Education for Industrial Workers: A Constructive Study Applied to New York City by Herman Schneider

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HERMAN SCHNEIDER

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THE School Efficiency Series comprises about ten volumes by as many educational experts on Elementary School and Kindergarten, High School, and Vocational Instruction, Courses of Study, Organization, Management and Supervision. The series consists of monographs—with additions plainly indicated in each volume—constituting the report of Professor Hanus and his associates on the schools of New York City, but the controlling ideas are applicable as well in one public school system as in another. The series also comprises reports on other school surveys. Among the authors contributing to these volumes are Professor Paul H. Hanus, Professor of Education, Harvard University, who is also general editor of the series; Dr. Frank P. Bachman, Educational Expert, General Education Board, New York City; Dr. Edward C. Elliott, Director of the School of Education, University of Wisconsin; Dr. Herman Schneider, Dean of the College of Engineering, University of Cincinnati; Dr. Frank W. Ballou, Director of Promotion and Educational Measurement, Boston Public Schools; Dr. Calvin O. Davis, Assistant Professor of Education, University of Michigan; Dr. Frank V. Thompson, Assistant Superintendent of Schools, Boston; Dr. Henry H. Goddard, Director Department of Psychological Research, New Jersey Training School for Feeble-Minded Boys and Girls; Mr. Stuart A. Curtis, Supervisor of Educational Research in the Public Schools, Detroit; Dr. Frank M. McMurry, Professor of Elementary Education, Teachers College, Columbia University; Dr. Ernest C. Moore, Professor of Education, Harvard University; Dr. Ellwood P. Cubberley, Professor of Education, Leland Stanford Junior University.

SCHOOL EFFICIENCY SERIES

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Edited by PAUL H. HANUS

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Industrial Workers**
A Constructive Study applied to
New York City

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EDITOR'S PREFACE

AT the present time there is scarcely a city in the country that is not seeking an answer to the question discussed in this volume — What kinds of vocational (industrial) schools are required to meet the needs of our youth who must go to work at an early age?

Dean Schneider has long been known for his fruitful work in seeking a satisfactory answer to this question. In this book he maintains that all-day trade schools *for training prior to gainful employment* cannot alone provide the vocational training needed, because of the relatively small number of persons who can take advantage of them; that indeed in most communities they are not even possible if they are to be at all adequate in scope and equipment, owing to the great initial expense and the cost of keeping them up-to-date. Consequently, his answer is that the schools we need are schools *providing training that accompanies gainful employment* — part-time or cooperative industrial schools, and continuation schools.

His analysis of work and consequent classification of work as *energizing*, — that is, work requiring thought as well as skill, — and *enervating*, — that is, work requiring little or no thought and little or no skill, — is an illuminating introduction to his discussion of the entire subject.

Dean Schneider's answer is no mere theoretical solution of the problem of providing appropriate and accessible industrial education for the great majority of wage earners. Schools of the kind he advocates are already in successful operation in several states of the Union, some of them schools which his own persuasive and enthusiastic advocacy have brought into existence; in some of them he has himself been active as a directing force.

Coöperative and continuation schools necessarily involve the coöperation of industry and education. This coöperation is becoming increasingly possible because both industry and the school are coming to realize that neither of them alone can discharge the educational responsibilities society must discharge to its young workers, but that both together can and should discharge them in the interests of industrial and social welfare.

Dean Schneider was induced by me to undertake for New York City the study covered by this volume, when I was in charge (in 1911-12) of the Educational Aspects of the School Inquiry undertaken by the Committee on School Inquiry of the Board of Estimate and Apportionment of the City of New York. When he investigated the opportunities for the industrial education of boys and girls provided by the City of New York, he found those opportunities so insignificant in amount that it was clear that the best service he could render was to define a policy of industrial education for the city and to offer constructive suggestions for carrying that policy into effect. This he did in the report submitted to me, and by me incorporated in the report which I made to the Committee on School Inquiry. Because of the importance of Dean Schneider's report, I welcomed the opportunity to publish it, substantially unchanged, as a volume of the School Efficiency Series, and thus to render it accessible to constructive workers in the field of industrial education outside of as well as within New York City.

PAUL H. HANUS.

HARVARD UNIVERSITY.