

100 Years

Gewerbliche Schule Metzingen

1911 – 2011

100 Years Gewerbliche Schule Metzingen 1911-2011

Edited by Walter Wilhelm

Translated by Simone Jaumann-Wang and Jan Philipp Wilhelm

© Verein zur Förderung gewerblicher Berufe e.V., Metzingen 2011

Principal's Preface

Let the good become even better!

One hundred years of Gewerbliche Schule Metzingen - this is a reason to be happy and grateful at the same time. I believe these feelings will be shared by our students, my colleagues, the parents and friends of our school. We look back with pride and pleasure on the development our school has taken since it was founded.

Metzingen's town officials played an essential part in that as they launched Gewerbliche und Kaufmännische Schule (vocational school for commerce and trade) in 1911. In 1906 the Town Council implemented a new system for vocational schools, introducing daytime education, compulsory vocational education, and the three-year apprenticeship in Metzingen. These are the principles forming the dual system of professional training as we know it today. After the introduction of the Sunday Vocational School in 1825 and its extension towards the Vocational School for Further Education in 1854, this was another milestone in the long tradition of vocational schools in Metzingen.

The first classrooms were located in the school building at the churchyard built in 1768. In 1884 an arts classroom was added within the town hall and in 1908 the school moved into the newly-built primary school building (which today houses the Sieben-Keltern-Schule).

The first school building of its own was built at Lindenplatz and used from 1928 to 1973 when the school moved into today's location at Max-Eyth-Straße. All that contributed to the solid establishment of our school in Metzingen and the brand "Gewerbeschule" has since become well-known and respected among the citizens of Metzingen.

In the 1970s, important decisions for the further development of the school were made. In 1972 the School Development Plan II became effective and the former Gewerbliche und Kaufmännische Schule was transformed to Gewerbliche Schule Metzingen (Vocational School of Metzingen) with the disciplines of metal, automobile and textile. In 1975 the school was placed under the responsibility of the District of Reutlingen.

Thus, Gewerbliche Schule Metzingen was finally integrated into the vocational school system of the District of Reutlingen. In 1984 a completely new school building was built, followed by an extension ten years later. At the same time, the District office provided the school with the newest equipment.

Ongoing support from the Ministry of Education and the Regional Council in terms of teacher allocation and set-up of new school types in the metal, automobile, cleaning and textile/fashion disciplines all contributed to the establishment of our school as a centre of excellence.

Today, the school is constantly attested excellence in many areas, including quality of education, the professional approach of teachers and the proactive support of its students. And, as a matter of course, there are numerous partnerships with schools, companies and institutions both within Germany and abroad. To give one example, we were the first school in Baden-Württemberg to have a partnership with a school in a developing country. All in all, Gewerbliche Schule Metzingen, with its 1,100 students and more than 60 teachers, has become a modern and international institution dedicated to the education and training of young people. Our slogan: "We learn, we work, we live together".

These pre-conditions allow for an optimistic look to the future which will focus more and more on assurance and development of quality of education and school itself. The systematic quality development as part of the OES process (independently operating school) is brought forward in a series of small steps, constantly revised through self- and external evaluation. This makes the school a *learning organisation*, consistently improving its quality and always having the one essential goal in mind: "Let the good become even better."

I would like to thank everyone for their hard work for the interest of our school and especially my predecessors as principals, Karl Kirchenmaier, Wilhelm Kramer, Emil Jooß, Richard Zeller, Roland Kilgus, Dieter Kuhn and their respective staff. I wish the students, teachers and all friends of the school a wonderful anniversary celebration.



A handwritten signature in blue ink that reads "Roland Kiesel". The script is cursive and fluid.

Roland Kiesel
Principal Gewerbliche Schule Metzingen

Welcome address of the District Chief Executive

Gewerbliche Schule Metzingen is celebrating its centenary. On behalf of the District Council I offer our warm congratulations! I wish to pay my special tribute to the fact that the “jubilarian”, despite its age, is still a hundred per cent young and dynamic.

In 1911 the school was founded as “Gewerbliche und Kaufmännische Berufsschule” under the responsibility of the Town Council. More and more vocational sectors and specialised courses have been added since. The responsible leaders, showing great far-sightedness, have extended and adjusted the school profile according to the needs of the local economy and society. The newest example: The three-year vocational college of Fashion & Design, which connects theoretical and practical learning within the school and offers opportunities to young people who were not able to find a training position on the free market.

Be it metal, automobile, textile or cleaning: In all of its four priority disciplines Gewerbliche Schule today offers master schools. This is a unique feature. Its position in the training of industrial cleaners is even more outstanding: The school trains future cleaners for the whole south of Germany.

The excellent reputation of Gewerbliche Schule Metzingen for high-quality training reaches far beyond District borders. Machines, equipment and buildings are always up-to-date and the school in Metzingen is a “beautiful and pleasant school”, according to students and their parents.

This shows how strongly the District supports its vocational schools. Training young people is its first priority. Ever since the District assumed responsibility for the vocational schools as a result of the 1975 District Reforms, it has invested 120 million Euro into vocational schools, more than 13.5 million Euro of which were allocated to building improvements at Gewerbliche Schule Metzingen. Every single Euro, and that is the District Council’s strong conviction, is an investment into the future: Our students need to have the best possible opportunities for their start into working life.

The school’s international profile offers even more possibilities for its students. More than 20 partner schools abroad and regular student exchange programmes are an inimitable advantage. The exchange with Parma, Italy, one of the school’s closest partnerships, was established in 1992. Another partnership which the school can be particularly proud of is the one with Sri Lanka – the oldest school partnership with an institution from a developing country in Baden-Württemberg. It was started in 1985

and since then there have been annual exchanges to train instructors in the disciplines of metal and automobile education.

100 years of Gewerbliche Schule Metzingen: Many thanks to the Principal of the school, teachers, administrative staff and the many committed parents who give so much to the young people. I wish the students every success at school, a successful career and all the best for their further lives. And to the whole school community: happy and perfect anniversary celebrations!



A handwritten signature in blue ink, consisting of a stylized first name and a more detailed last name.

Thomas Reumann
Chief Executive of the District of Reutlingen

Welcome address of the Regional Council Representative

100 years of Gewerbliche Schule Metzingen – a synthesis of tradition and modernity

Gewerbliche Schule Metzingen celebrates its centenary this year. I express my sincerest congratulations to this very special anniversary!

Gewerbliche Schule Metzingen has a long tradition and has always been highly committed to it. In 1911, it was transformed from a voluntary Sunday school for apprentice boys into Gewerbliche and Kaufmännische Schule when compulsory education was introduced. Today, the school offers the broadest range of services ever, including traditional vocational school, preparatory vocational training year, one- and two-year full-time vocational school, the three-year vocational college Fashion & Design, master schools and the state apprenticeships for industrial cleaners. Gewerbliche Schule Metzingen has never allowed itself a standstill. School boards and teachers have consistently been working on the development of the school and have shaped its unique profile. The introduction of the three-year vocational college of Fashion & Design in 2009 turned the school into a centre of excellence in fashion.

Another unique feature is its vivid school partnerships. The first official partnership was established in 1985 with Colombo, Sri Lanka, a cooperation within the automobile industry. Still, the partnership did not end there, which became particularly obvious after the devastating tsunami in 2004 when members of Gewerbliche Schule immediately went out to help their colleagues in Sri Lanka. Since then the school has expanded its international network, setting up more and more partnerships, including Noyon, France (1991), Parma, Italy (1994) or Berlin, Germany (2009) and Barcelona, Spain (2011). All in all, the school is now involved in projects and long-term partnerships with more than 30 schools within Germany and abroad.

The school's anniversary takes place in a time when schools and the school system have once again become a major issue in politics and public discussions. Vocational schools tend not to appear in these public discussions, which is, to a large extent, due to the fact that most of their students are adults or at least feel like such. On the other hand it is regrettable that the enormous contributions to education made by the vocational schools are not really acknowledged by the public.

After all, two thirds of all young people in our state attend at least one of our numerous and different vocational schools, which, in Baden-Württemberg, have gained a level of diversity and progressivity way above all other German states.

Throughout its centenary history, Gewerbliche Schule Metzingen has always managed to adjust to current developments and has frequently been a trailblazer for

others through innovation. These characteristics form a solid ground to continue the success of the past all the way into an ever faster evolving future.

As the Principal of the Department of Schools and Education at the Regional Council in Tübingen I would like to thank the teachers and school boards for their successful work. I congratulate Gewerbliche Schule Metzingen for its centenary and wish all the staff ongoing success and joy with their work.



Dr. Susanne Pacher

Dr. Susanne Pacher
Schoolpresident of the Regional Council of Tübingen

Welcome address of the Lord Mayor

Metzingen is a town with a huge tradition in industry and wine-growing. Its development towards a town with well-known industry and commerce is closely connected to Gewerbliche Schule Metzingen.

"100 years of Gewerbliche Schule Metzingen" – it was the year 1911, when Gewerbliche und Kaufmännische Berufsschule was formed. The first training of apprentices in the metal and trade disciplines took place in the school building of today's Sieben-Keltern-Schule.

In 1928 the school moved to its new premises on Lindenplatz. We need to thank the former Town Council of Metzingen headed by Lord Mayor Wilhelm Carl, who, with great vision, gave Gewerbliche und Kaufmännische Berufsschule its outstanding position in Metzingen.

Lindenplatz – what used to be Metzingen's former centre of training for young talents in industry and commerce, has today become the centre of Metzingen's Outletcity and a pivotal element between this modern part of town and the old town centre. Gewerbliche Schule largely contributed to this development, as its young skilled workers have been a key to successful development of industry and commerce. Gewerbliche Schule is an important milestone among Metzingen's vocational training system and, together with the general schools, they make the town a centre of excellence in education.

Toolmakers, clothiers, linen weavers, and tanners have always played an essential role in the industrial development of Metzingen. It was the textile industry that made Metzingen famous all over the world. Thus it makes sense that the art of tailoring and "Fashion & Design" are taught at Gewerbliche Schule.

The metal trades paved the way for modern engineering companies. The school's metal and automobile disciplines support these companies by providing training to their young talents.

Gewerbliche Schule has also become a well-known training place for skilled workers in the fields of cleaning and hygiene technology all over South Germany.

Gewerbliche Schule Metzingen offers all important vocational services for modern job-oriented education and will soon start its cooperation with the newly-formed Werkrealschule (lower secondary school). Metzingen is proud to have these important educational opportunities for young people.

A well-founded training is a key to the job market. It is crucial to the future of youth and our region's economic development.

The responsibility over the school was handed over to Reutlingen District Council in 1975 according to the reforms of vocational schools in Baden-Württemberg. The District Council provided the school with its new buildings at today's site in Max-Eyth-Straße. At this point I would like to thank the Council for their very constructive cooperation.

I would like to thank everyone in charge at Gewerbliche Schule Metzingen for their outstanding work, as well as all companies which invest, train, and maintain and create jobs in Metzingen.



A handwritten signature in blue ink, appearing to read 'U. Fiedler', written over a light blue grid background.

Dr. Ulrich Fiedler
Lord Mayor of Metzingen

Welcome address of the President of the Chamber of Industry and Commerce

The struggle against shortage of skilled workers

In a region with few natural resources the economy depends highly on the people's workforce. Education and know-how are the most important factors of production and a fundamental basis for innovation and success. Companies depend on qualified staff to remain competitive on both national and international levels.

Our ability to launch new products on the market therefore relies on our employees, their skills and know-how. Qualified staff are also able to keep the value-added processes up to date on a technical and organisational scale and increase productivity. In short: Qualified employees are the most important assets of every company.

At the moment, we are very concerned about the demographic development in our region. By the year 2025 the Neckar-Alb region is expected to have the second lowest population growth rate in all of Baden-Württemberg. The department of statistics predicts that student numbers will fall by nearly one fifth until 2015. Over the next 20 years it is even expected to fall by 30 per cent.

We do have to keep the consequences in mind: More experienced workers will retire than skilled young workers become available to the job market. The lack of qualified workers is going to get more serious. Even today we experience a decrease in both quantity and quality in view of our applicants.

Regarding these developments, our dual system of vocational training is going to play a decisive role. It is the interaction between theoretical lessons held at vocational schools and practical training within the companies that sets standards of quality – on a worldwide basis. This system's basic principle is the close cooperation between vocational schools, participating companies, voluntary examiners and the local Chambers of Industry and Commerce. Through their joint efforts, these partners ensure the high standards of vocational training.

Gewerbliche Schule Metzingen highly contributes to the struggle against shortage of skilled workers in our region and can now look back on a century-long history. At the school young people are trained in the four disciplines of metal, automobile, textile and industrial cleaning.

After completion of their training, the way to the top will be all open to them. There is a greater need than ever for excellently qualified workers to ensure and extend growth and well-being for our region.

On behalf of the Reutlingen Chamber of Industry and Commerce and the regional companies I therefore congratulate Gewerbliche Schule Metzingen to its centenary!



A handwritten signature in blue ink, appearing to read 'Christian O. Erbe'. The signature is fluid and cursive.

Christian O. Erbe
President of the Chamber of Industry and Commerce

Welcome address of the President of the Chamber of Trade

As a representative of the regional trade, I am very happy to congratulate Gewerbliche Schule Metzingen to its centenary. There is an issue which closely connects our two institutions. In vocational training, schools and chambers each share a huge responsibility: The chambers are the economy's mouthpiece and the vocational schools are the place where young talents are forged.

And indeed, your school in Metzingen really does ensure that our young talents are well prepared for the challenges of our times. This is performed by a system which has proved to be outstanding. I am talking about the dual system, the interaction between companies and schools.

However, there are developments which may put the dual-training system under pressure. Even today, numbers of students trained in vocational full-time schools are as high as those trained in the dual system. In our view, we cannot deny the threat of nationalization of vocational training. Why is this a threat? Because full-time vocational training at schools may produce many young workers who are not properly trained to meet the requirements of modern business. It would be completely useless to have young people trained in trades when there is no demand for them and who therefore face the risk of unemployment. What, for example, could be the benefit of a hundred young people learning to become a goldsmith no matter how much they are interested in creative work, if only one or two of them could actually find a sustainable job in that trade?

We were able to find a special arrangement for your three-year vocational college of Fashion & Design with its final examinations. This is because on the one hand there is a great demand for this training on behalf of students, and companies offering training to such tailors have become very rare today. On the other hand – and this is the main reason – this currently ensures that graduates can find jobs in this field. And maybe some of these young tailors are going to start up companies themselves?

As a matter of course, young people should be allowed to choose a trade or profession which they believe gives them pleasure to work in. But parents and young people alike should and must not think in one direction only. There is a huge number of trades and professions which might not be as well-known but might still meet the needs and desires of young people. It is very important to inform the public on this issue because many companies in the trade sector have been struggling to find capable trainees for a long time.

Gewerbliche Schule Metzingen has always been a reliable partner to us. Your great range of courses also contributes to the existence of highly-qualified master craftsmen. In particular, your full-time and part-time trained automobile technicians show an impressive success rate and you provide the only full-time vocational

school for tailors in Baden-Württemberg. You are also the only location of a master school in industrial cleaning in Baden-Württemberg, and precision mechanics can even attend the combined courses of Master of Industry and Trade.

Today you are more than ever challenged by recent developments. You and your teachers have to accommodate with new examination regulations, which were implemented to modernise master training. We welcome these developments, because as the Chamber of Trade we are particularly interested in increased teaching on order processing and other subjects of business administration and management. These issues have recently gained a greater significance as they are essential for entrepreneurs in connection with a master training.

Not only your school, but also your master students are required to adjust to modern structures. You and your teachers will – I am fully convinced of that – continue to contribute to the training of young workers on their way to a successful career so that the economy in our country will never run out of well-qualified young people. I wish you continued success on this path.



A handwritten signature in black ink, reading "Jo. Möhrle". The signature is written in a cursive, flowing style.

Joachim Möhrle
President of the Chamber of Trade

Welcome address of the Professional Cleaner's Guild

It is our great pleasure at this centenary to thank Gewerbliche Schule Metzingen on behalf of the Professional Cleaner's Guild and the Baden-Württemberg Facility Services Association for our extraordinary cooperation established over the last decades. We would also like to express our best wishes for the future development of the school.

Highly qualified workers are the crucial competitive advantage for Baden-Württemberg in global economy. Well-trained and motivated specialists are needed not only in the field of academic education but especially as skilled workers in our companies, ensuring the competitiveness of our state. This applies to both industry and trade.

Since 1977 skilled workers and key players in trade have been educated and trained in close cooperation between the companies of the Guild of Contract Building Cleaners and Gewerbliche Schule Metzingen. In addition to the usual apprenticeship a master training and further education such as cleaning engineer are offered.

Gewerbliche Schule Metzingen and its innovative, motivated and competent specialised teachers have greatly contributed to vocational training in the industrial cleaning trade. The school has always reacted in a flexible and open manner to new developments and has initiated some important developments itself. Our special thanks for this!

The changes in demographic development and the shortage of skilled workers caused are going to be among the central tasks to take on for the trade guilds and the economy of Baden-Württemberg. The main goal will be to keep developing effective training structures to allow companies to find a sufficient number of talented young people.

This especially applies to industrial cleaning. We are lucky to have such a reliable partner as Gewerbliche Schule Metzingen on our side to meet these challenges. It will always be our institution's main intention to strengthen and support each other in order to offer the best possible training opportunities for the young.

With great optimism we look forward to the coming years. May Gewerbliche Schule Metzingen and its staff continue to support the vocations in its portfolio and may it open up the doors to a successful career for its apprentices.

As a representative of the industrial cleaning trade I wish you all the best and sustainable success. We are linking our wishes to the aspiration of a further successful cooperation in the future.



A handwritten signature in black ink that reads "Th. Conrady". The signature is written in a cursive style with a long horizontal stroke at the end.

Thomas Conrady
State Guild Director



A handwritten signature in black ink that reads "G. Bogenrieder". The signature is written in a cursive style with a long horizontal stroke at the end.

Deputy State Guild Director and Apprentice Supervisor
Günter Bogenrieder

Welcome address of the District Trade Guild

The employees' qualifications and their know-how are the key to success of craft undertakings. The same applies to initial training as well as further education for young people in the trade.

Gewerbliche Schule Metzingen with its four disciplines of metal, automobile, textile and industrial cleaning is an important partner of the handicrafts business. They work together in the dual training system and in further education programmes such as master training courses. In these 100 years since the foundation of the school skilled trade companies and school have developed a close partnership based on successful teamwork. Since the school established the industrial cleaning trainings, this has spread over the whole of South Germany. Fortunately, the close and personal relationship has remained unchanged as good teamwork is one of the key factors of success in initial and further training for present and future workers.

In the name of the regional skilled trade I congratulate Gewerbliche Schule Metzingen on its extraordinary anniversary. I can confirm that the school has remained young despite its one-hundred-year history. It is able to permanently adapt and adjust to current requirements and developments.

I am sure that apprentices and workers of the regional skilled trades will always be in good hands with the school. As the Director of the District Trade Guild I look forward to a further good cooperation with board and teachers of Gewerbliche Schule Metzingen.



A handwritten signature in black ink, appearing to read 'H. Herrmann', with a long, sweeping underline.

Harald Herrmann
Director of the District Trade Guild

Welcome address of the Chairman of the Parents' Association

100 years of Gewerbliche Schule Metzingen. I should like to express, on behalf of all parents, our congratulations.

What a range of courses offered, what impressive pedagogic achievements, what a great school philosophy – today, we look back on all of this. A vocational school with tradition.

Gewerbliche Schule Metzingen even offers master classes in its four key disciplines – metal, automobile, textile and industrial cleaning – you will not find this very often. What are 100 years compared to 3 ½ years of training, what are 100 years compared to 100 graduation classes, 100 times job beginners, 100 years of 25 apprentices each makes 2,500 young people, multiplied by so many parallel classes, by so many different trades, by so many career advancement opportunities as an engineer, a master or even an academic career. As Chairman of the Parents' Association I am really staggered by the teachers' professionalism, target clarity and human respect shown every day year in, year out, which they pass on to young people - both boys and girls alike.

I should like to express my thanks to the school board and the teachers for our excellent cooperation and it is my wish to continue our good teamwork in order to allow future generations a good and successful start into their career.

I hope we will have a good and blessed centenary.



W. Koller

Wilhelm Kobler

Chairman of the Parents' Association

Welcome address of the Students' Representative

The good will endure, the new is to come

For 36,500 days – over three generations: boards, principals, teachers and students. For 36,500 days – people of different origins, minds and guilds. But what exactly are these 36,500 days that outlast nearly every individual human's life?

“100 years of Gewerbliche Schule Metzingen!” I am happy to congratulate on this anniversary on behalf of all students. At the same time I should like to thank all those who contributed to the major project called “Gewerbliche Schule Metzingen” and those who will continue to do so in the future.

Every day over the last 100 years people have worked and learnt at Gewerbliche Schule Metzingen. Each day, step by step, they have changed and shaped the face of the school. They have been the main protagonists over the last ten decades. And indeed, there have been setbacks among all these good and successful days. But at the end of the day, everyone who thinks about the effort that students, teachers and principals make, needs to consider their changes in thinking and personality which everyone goes through in his or her school time. The trick in this is to support each other in these processes and to help develop, rethink and then implement projects of all kinds.

That is why one of the school's mottos is: "Together we are strong!" Everyone contributes to the whole picture of the school's identity forming an easygoing, happy and pleasant example of the variety of experience of many, all pulling in the same direction.



A handwritten signature in black ink that reads "Rico Keppeler".

Rico Keppeler

Students' Representative

A centenary of Gewerbliche Schule Metzingen

Peter Rogosch, History Study Group Metzingen

Dear Oberstudiendirektor Kiesel, warm congratulations, also on behalf of the local Historical Society, on your school anniversary. Whoever studies the files of your school will certainly soon discover the heart of your institution.

»Wealth of ideas – innovative spirit – internationalism«

There is no other school with a stronger connection to the development and history of our town.

In 1965, the Minister for Economic Affairs Eduard Leuze said about your school in Metzingen, it was a **"Pearl in the wreath of business institutions in Metzingen"**. The former principal Dieter Kuhn described the school as a **"jewel for the district and certainly also for the town of Metzingen"** in his retirement speech. I fully agree with Dieter Kuhn.

So I also congratulate you, **Landrat Reumann**, on the centenary of Gewerbeschule Metzingen. The district has preserved this jewel and pearl of Metzingen. And we also received something for it: **a higher district levy**.

A hundred years of school history in 20 minutes was the standard time to speak, I was told **first**. That makes 12 seconds for each year! Then - I had nearly finished my draft - Walter Wilhelm contacted me: "We are going to have 11 speakers!" - Poor audience! "Will you be able to cope with 12 minutes?" I immediately got the point: I was supposed to hold a speech without saying anything. And I felt the **panic** of 100 historic years melting down to nothing. Then I gave it a second thought and found a way out: You, dear anniversary guests, may read the history of the school in that wonderful centenary publication. So I threw away my first draft. Every school has its history **and** its own stories, I said to myself. I searched through the **wastebasket of the school history** and found **amusing, antiquated and delicate anecdotes**. This is a **mix** that was easy to condense to **12 minutes**.

Dear anniversary guests, that is what I am going to speak about now.

From the year 1862 onward, freedom of trade was introduced and as a consequence the guilds also dissolved in Metzingen. Their heritage to the vocational training school was the benedictive donation of 1,110 fl. All school types were located in the building of the subsequent women's work school near Martinskirche and, from 1862 onward, also in the new building of the secondary school, today's Seyboldschule. Considering the exorbitant student numbers you may well compare that with **hen caging**. In 1884, a drawing hall for the commercial training school was thus established on the second floor of the Rathaus which was later turned into today's venerable council hall. Metzingen's schools were bursting at the seams.

If we read the accounting report of Professor Maier for the year 1906 when he thanked the police for providing protection to the school during classes and asked them to continue their service in the next year, we will have an idea of the **liveliness of teaching** in those days.

In 1911, Metzingen implemented the law on the establishment of vocational trade schools as issued in 1906. The vocational trade school with lessons on Sunday mornings or in the evenings of working days was turned into a daytime school with initially seven lessons per week and course. Civil town committees asked the royal vocational school superintendent to employ a capable teacher and they got one: On 20 November, Karl Kirchenmaier, newly trained vocational teacher of the first generation, started his teaching career in a canteen of the new school which is today's Sieben-Keltern-Schule, built in 1908.

Initially, most of the masters were not very happy about this reduction of their apprentices' working hours in the workshops by seven hours. They called it an unacceptable sacrifice they were expected to make and demanded teaching times **before beginning of work** in the companies and from **7:30 to 9.30 PM**. A decree soon issued by the Higher Education Office stipulated teaching times between 7 and 9 PM. The companies' initial sceptical attitude towards the school soon turned into acceptance.

The period of the First World War was also a hard time for our vocational school. All teachers except Kirchenmaier were called up for military service, so teachers from Urach and Nürtingen provided some assistance. **Pulp fiction lists** showed the way out of immoral literature classes. **Trench books** were meant to promote general readiness for war. There were also confidential instructions for teachers to strengthen the students' will to win and survive.

Sexuality education taught the students who were about to march out about the dangers of **contact with the enemy**, and even one of the fathers was grateful for that advice and said it turned out to be highly beneficial to him as well.

Regulations on school attendance and general discipline were weakened by numerous **special arrangements** for apprentices needed for military-related production processes.

In 1916, a student sent a letter to the "Mister Vocational Trainer" Kirchenmaier: "You wrote in your letter to my father that this was supposed to be **the last time** I jostled you! ... I informed my father on that. ... **You** will also have to **provide evidence** of the other alleged incidents of jostling you! ..." – And in an effort to illustrate his big name, the child even uses his father's business paper and identifies himself as the son of the owner of the commercial printing plant Gustav Köllreutter, the publisher of the official journal of Metzinger Anzeiger (Gazette). The letterhead shows a graphic illustration of the company. It extended over nearly the complete length of Olgastraße in those days. – Was Kirchenmaier intimidated by such letters? - I can hardly imagine. – One might suggest the contrary as other letters speak of his

fearless stability. Even Köllreutter himself could not intimidate him when he called him to apologize for his alleged "disrespectful remark to the senior boss of the company" and threatened to file for civil proceedings and notification of the supervising authority.

Kirchenmaier even threatened the newspaper publisher Georg Hauser with criminal proceedings as he was said to have prevented his apprentice from attending compulsory classes for four weeks. Kirchenmaier then generously offered him to show repentance by donating books to the apprentices' library and even set him a time-limit. Although Hauser was able to prove his innocence, he still agreed to "enrich the library by appropriate books now and thereafter".

At another incident Kirchenmaier was not afraid of involving the local court of Urach because of an insult and successfully defended himself against the public assertion of a Dettingen citizen who alleged that "everybody knows that vocational trainers support the companies; in a small town like Metzingen they sit together with them in the pub, get their drinks paid and accept bribes of all kind. No wonder that teachers help the companies." The local court ruled in its judgement that this "**statement was untrue**".

Here are two examples showing that moral education also played its part at school:

1919 A former student is conscience-smitten. He writes to the principal Nick: "As I stole some drawing pencils from the local vocational school a few years ago and my conscience frequently reminds me of that, I would like to make amends. I enclose two Marks to purchase new pencils. However, I would prefer to remain unrecognized and hope you will put up with that."

1920 A student confesses in writing: "We sat an exam for the school certificate and were not allowed to speak and copy from others. I transgressed this commandment as I asked the student next to me about threads ... I therefore ask for forgiveness. I have also committed numerous other irregular acts. Please give a response after class."

Where has this type of student gone?!

1922 – Saddlery and upholstery company A. Hurlebaus from Mittelstadt forwards the request of an apprentice's father to the school board to release him from class for three weeks as the son was indispensable for assistance in hay and potato harvesting.

In February 1923, the year of the Ruhr conflict and hyperinflation, Christian Maier (mechanical carpentry and joinery) writes to Kirchenmaier: "You will hereby receive from my apprentice 5,000 Marks for purposes of apprentices' awards. I hope this helps."

Also in 1923: – Due to improper behaviour and threatening of classmates, Otto R., journeyman in the painting trade, was sentenced to a five hour arrest. **He refuses compliance**. Then he receives a summons of the local mayor's office to appear at the police station in the town hall on Sunday, 11 March and serve his sentence

there. Non-compliance would result in summoning by the police. - And he did appear! The local mayor reported a success.

In May of the same year, Fritz Henning wrote to principal Kirchenmaier: "Referring to yesterday's incident let me inform you that Kurt S. had his school report placed into the office by another apprentice at noon today and believed that he thereby may avoid a reproach due to his bad results; and when he even tried to lie to me in this matter, I made it clear to him **with my own hands** that such must not happen again hereafter."

In 1967, the Jooß era came to an end. He was the third principal. He was the one who set up the basic workshop, a more than beneficial institution to bridge the shortage of training places and promote vocational training with a focus on manufacturing. The Metzingen model attracted significant attention at home and abroad and was recommended as an example. The establishment of a master school was another brilliant achievement of Professor Emil Jooß. A lot of distinguished guests were present at his retirement ceremony. The first own vocational school building had been located at Lindenplatz since 1926. The representative of the Higher School Authority was holding his laudation, when all of a sudden he was interrupted by Mayor Eduard Kahl who asked the senior inspector of schools and also the representative of the Chamber of Industry and Trade to drive their cars off the town's weighing machine which was placed on Lindenplatz. – I suppose, the citizens of Metzingen recognized and still recognize the weight of these public representatives without such weighing machine, at least I have not heard of any similar directive to Dr Pacher today. This proves that school authorities are also capable of learning.

Here is another entertaining document representing the spirit of the Jooß era: Jooß notifies the parents on his plans to organise a trip to the German museum upon completion of the school year. There was one "indispensable requirement": "Brightly-coloured shirts and colourful neckerchiefs will not be tolerated! Students must show up on Thursday with their hair properly cut."

In the end I would like to read an excerpt from a newspaper article of 1929 at the entry of school leavers into the world of work. It says here:

The new apprentice.

"... They will not make a fuss about you young fellows! It is only the 'older' apprentice who will take note of you. **He** will hand over the dust-cloth, the mail journal and the petty cash to you, **he will** command you to clean up hand tools, prepare the stoves and run all the errands. ...

You commercial apprentices are always so deeply impressed by the elegant manner in which the senior apprentice handles the telephone, ... And now jump into your work, you junior apprentices!"

My dear guests, the wastebasket is still full, but my speaking time has expired.

European Dimension of Vocational Education

Dott. Paolo Fabbri, Parma / Italy

Ladies and gentlemen

I feel particularly honoured to congratulate today on the centenary of Gewerbliche Schule Metzingen and hold this speech.

My name is Paolo Fabbri, I have known Metzingen for many years since the establishment of an official partnership between my former school IPSIA Parma and Gewerbliche Schule Metzingen. I personally come from Parma in Italy, the partnership region of Reutlingen District. At the beginning of 1992 I joined the vocational school IPSIA as a teacher. Originally, I come from Rome. Parma was my destination after almost a decade as a teacher in Switzerland.

In the same year 1992 a delegation of school principals of Reutlingen District visited various schools in and around PR. One member was Roland Kilgus, then principal of Gewerbliche Schule Metzingen. Mr Kilgus invited us to come to Metzingen, and only a few months later we were standing here - I was the interpreter and Mr Graziano Cenci the deputy principal - and admiring this wonderful school.

Then events began to evolve: Students from Metzingen Fashion Department visited Parma, and our students came to Metzingen. First projects were concluded.

Thanks to the efforts of my friend Walter Wilhelm 50 encounters have been performed so far with 1,500 students participating.

In 1994, the official partnership deed was signed in the large conference room of Landratsamt Reutlingen. This happened exactly 17 years ago and the partnership is still alive - thanks to the ongoing support by the succeeding principals Mr Dieter Kuhn and Mr Roland Kiesel!

The international relations of GSM, however, started much earlier than that.

Twenty years ago, in 1991 to be precise, an important partnership was signed with the vocational school of Noyon, France, the Lycée Professionnel "Charles de Bovelles".

- I warmly welcome their representative and my friend Gilles Brunel who has come here with his wife Annie. -

25 years ago, in 1985 the partnership with Ceylon-German Technical Training Institute Colombo/Sri Lanka was established, which was the first partnership of Baden-Württemberg with a developing country .

- I also welcome Mr Gamini Manchanayake, principal of CGTTI Colombo / Sri Lanka.

International contacts, however, started much earlier, in particular to non-European countries such as Tunisia in connection with the set-up of a training centre.

So internationalism is tradition at this school!

The European commitment of the school is another element worth mentioning. The achievement of the last 20 years are outstanding. GSM today has regular contacts to 25 schools from EU countries. And most of these are represented here today: students and teachers from Italy, Spain, England, France, Rumania, Finland, Lithuania, Portugal, Hungary ...

This is really an enviable attainment which I warmly congratulate on. The contacts cover all departments with a special focus on the Fashion Department which has a particularly strong international direction.

This is the start of what we call the European dimension in education and training! Let me quickly explain this in three issues.

1. Students not only acquire knowledge in a determined field. They always acquire other intercultural and more open attitudes towards difficult issues and differences, too. Getting to know a foreign culture also means increased self-awareness and discovery of one's own identity.

2. They find out that different European cultures have a lot in common. Our every day perception is mostly determined by general terms and values such as democracy, critical thinking, individual freedom, human rights, rationality, solidarity, wealth or rule of law. A key feature of European culture is its scientific and technical approach which developed from trade organisations. People in the Middle Ages established guilds to regulate access to the trades.

3. Today, as it was before, we are still occupied with the practical implementation of such regulations - now called Qualifications Framework - on a European and national level! But now we are also dealing with new instruments such as the European Credit System for Vocational Education and Training (ECVET), the European Qualifications Framework (EQR), the European Quality Assurance in Vocational Education and Training (EQAVET) or key words such as Bologna, the Lisbon Strategy or Copenhagen Process. They describe the European dimension in education and training and also illustrate the complexity of contents and their underlying dynamic processes.

EU countries are still responsible for their own national educational system. However, there are challenges for all EU member states: e.g. global competition, insufficient skills of workers and the ageing society. In 2030, 40 out of 100 people will be older than 65 years! At the time of establishment of the EU people were not fully aware of its implications. That is why it took another 30 years until the framework for education and training evolved as we know it today.

A brief look into the past shows that in the beginnings of European integration between 1948 and 1968 the educational system was not an issue. Reconstruction of national economies after the Second World War was the priority of those days.

However, the Treaty of Rome as the kick-off for the European Economic Community sowed the seed for future cooperation in vocational training as it set out numerous principles for matters like training at the work-place or cross-border acknowledgement of qualifications.

At the end of the 60ies the situation changed gradually as the vision of the European Community spread further. In 1976 a first plan for action relating to the educational system was introduced. It included the teaching of foreign languages, equal opportunities and other details we are dealing with today.

The second half of the 80ies saw various sophisticated projects such as Erasmus, PETRA, "Youth for Europe", Lingua. The launch of those programmes was not easy to implement on a political basis as governments of the member states were afraid of interference in their internal affairs. On a grass root level, however, they were widely accepted and proved to be highly successful from the very beginning.

The Maastricht Treaty of 1992 gave education a specific legal status in the newly established European Union. Joint action reached a new level as, mainly due to the increased globalisation and the development of the information society, vocational training became more and more significant. That period was marked by concepts such as "knowledge-based society" or "lifelong learning", which found rapid dissemination. New programmes were set up: Socrates - Comenius for general education and Leonardo da Vinci for the vocational training branch.

When the Lisbon Strategy was launched in 2000 stipulating an economic, social and ecological strategy for Europe until 2010, education and training became a priority concern as it became essential to develop a knowledge-based Europe.

The European Council adopted its first harmonised framework: An extensive programme for lifelong learning and a new version of "Youth in Action" were launched. The budgetary resources were again significantly increased. The total amount between 2007 and 2013 accounted for more than 1% of the Community budget, whereas in 1986 it was only 0.1 per cent.

After adoption of the Lisbon Strategy the "Education and Training 2010" work programme created a new basis for political cooperation.

At the same time further developments occurred. Thirty countries introduced the Bologna Process in 1999 to enable greater convergence of the different higher education systems and create a European Higher Education Area until 2010. Today, 47 European countries participate in this process and hold a follow up meeting every other year.

The Copenhagen Process signed in 2002 strengthened cooperation in the vocational and further education sector throughout Europe. This process pursues similar goals for vocational training as the Bologna Process: In both cases accessibility, transparency and mobility in education are sought to be improved Europe-wide.

Today the principle of "lifelong learning" is setting the tone. Lifelong learning and international mobility, particularly in the vocational sector, are gaining increased importance in a modern Europe. This is why the European Parliament and the European Council decided on a continuation of the existing European education programmes in 2006 together under one umbrella - the largest European programme for lifelong learning ever, known as the Lifelong Learning Programme (LLP). It was provided a budget of nearly 7 billion Euros and has and will promote European exchange of teachers and students of all ages and the cooperation of educational institutions from 2007 until 2013.

The sub-actions of LLP include the full education pathway

- * from school (COMENIUS)
- * over university (ERASMUS)
- * and vocational education (LEONARDO DA VINCI)
- * up to adult education (GRUNDTVIG)

What does the concept for the future look like?

The EU adopted a new strategic framework for cooperation between EU member states on 12 May 2009 relating to the reform of the educational systems known as "Education and Training 2020".

The budgetary resources are supposed to be doubled and the following goals are to apply until 2020:

making lifelong learning and mobility a reality,
improving the quality and efficiency of education and training,
promoting equity, social cohesion and active citizenship,
and enhancing creativity, innovation and entrepreneurship on all educational levels.
These all focus on the following issues: mobility, employability, and language learning.

I am drawing to a close.

As, following my retirement, it has been my job to deal with these subjects at Bologna University in connection with various projects, I also have the opportunity to deal with the Bologna Process itself. Don't worry, I am not going to discuss the issue of harmonisation of study courses. However, I find it highly interesting that such process has been introduced also on vocational level which increases cooperation and aims to improve acknowledgement of skills and qualifications in the EU. The main goal of the Copenhagen Process is to strengthen the European dimension of vocational training. Take the Europass for example - this promotes transparency, permeability and, as a particularly significant issue, geographical mobility throughout Europe by a standardised representation of an individual's training path and work experience.

It is certainly not easy to achieve a standardisation considering the fact that vocational training develops according to different principles and conditions. In Germany, for example, and in the German-speaking area part of vocational training is covered by the dual system while there is no such thing in other parts of Europe.

The dual system, in my opinion, is a very effective form of training which should be introduced throughout Europe. This system offers trainees the opportunity to acquire a trade in a better way and lead an independent life at an earlier time. It also helps to keep youth unemployment lower than this would be possible in systems of other countries.

I have always admired your high degree of practical training here in Metzingen. People here focus more on know-how than on know-what. And an action- and project-oriented way of learning enhances motivation of the trainees and enables them to demonstrate their skills in a better way.

All in all, I found that by vocational socialisation and transmission of civic values vocational training not only ensures integration into the job market, but also acquisition of an active citizenship.

If we consider the projects and partnerships mentioned of Gewerbliche Schule Metzingen and the full time education and dual training together with the European educational programmes referred to, we can summarise that this represents a strong European dimension of vocational training on an individual and common level.

I believe that the European idea will develop further in spite of all economic crises. The presence of so many representatives of European and non-European partner schools augurs well for such assumption!

Finally, let me point out to the courage and commitment of all teachers here preparing the future of our society by their day-to-day work!

I hope that in the next hundred years GSM will keep on attracting students, teachers and trainers from Europe the way it has done before!

Thank you very much for your attention!

Historical Review of Gewerbliche Schule Metzingen

1825

The Sunday - trade school is introduced for apprentices and journeymen. Participation is voluntary and classes are held by elementary teachers as an additional occupation and takes place in the secondary school.

1835

The Sunday - trade school: Classes are still held on Sundays. Participation is voluntary and is held by secondary teachers as an additional occupation.

1854

The school for further vocational training is set up and is held on Sundays as well as during three evenings of working days. Classes take place in the rooms of the secondary school.

1908

The school receives a classroom of the newly built primary school.

1911

The 'Gewerbliche und Kaufmännische Berufsschule' Metzingen is founded. The city of Metzingen is the school's supporter. Compulsory school attendance, day school and an apprenticeship of three years are introduced.

1911

Inauguration of the first full-time trade schoolteacher Karl Kirchenmaier.

1918-51

Principal Karl Kirchenmaier.

1928

The school moves into the first schoolbuilding of its own.

1928

A trade school association consisting of nine communities is founded.

1929

Special evening courses as well as preparation courses for the master's degree are introduced.

1945

The school is closed and classes are reestablished as an immediate consequence of the events during and after the war.

1950

Foundation of a Registered sponsoring Association ('GLW') to promote professions in the metal industry.

1951-62

Principal Wilhelm Kramer.

1953

Construction of a workshop building by the 'GLW'.
Establishment of a basic workshop supported and run by the 'GLW'.

1955

Establishment of a one-year basic training course in the metal trade. The teaching personnel is paid by the state.

1962-1967

Principal Emil Jooß

1965

Establishment of a school for master craftsmen (foremen) in the metal trade.

1965

Establishment of a school for master craftsmen in the automotive trade.

1967-79

Principal Richard Zeller.

1972

The developing plan for vocational schools is carried out - The commercial section is transferred to the school of commerce and home economics in Bad Urach. The 'Gewerbliche Schule Metzingen' with its metal, automobile and textile sections comes into being.

1973

The school moves into the workshop building in Max-Eyth-Straße.

1973

The opening of the school for master craftsmen in the automotive trade.

1974

Establishment of a two-year special training school for metal trade.

1975

The county district of Reutlingen is the school's new sponsor.

1977

Establishment of a federal class in industrial cleaning.

1979-80

The school is led by the deputy principal Wolfgang Pribil.

1979

Establishment of a branch workshop of the German Association for Welding ('DVS') at the school.

1980-2001

Principal Roland Kilgus.

1980

Establishment of a school for master craftsmen in the industrial cleaning trade.

1984

The school moves into the new schoolbuilding in Max-Eyth-Straße.

1985

The official opening of the new schoolbuilding.

1985

Official partnership with the Ceylon-German Technical Training Institute in Moratuwa, Sri Lanka.

1985

Establishment of a one-year training institute for garment industry.
Establishment of special classes in clothing techniques by the orders of the job centre. The classes are sponsored by the 'GLW'.

1987

Establishment of a part-time course for master craftsmen in metal trade which is sponsored by the 'GLW'.

1987

Establishment of a school for master craftsmen/craftswomen for the garment trade.

1988

Establishment of the one-year vocational preparatory course.

1991

Establishment of a special school for master craftsmen in the metal trade in part-time.

1991

Establishment of a special school of master craftsmen in the automotive trade in part-time.

1991

Official partnership with the 'Lycee Professionnel Charles de Bovelles' in Noyon, France.

1992

Establishment of a technician school for industrial cleaning and hygienic techniques.

1994

Official partnership with the 'Istituto Professionale di Stato per l'Industria e l'Artigianato' in Parme, Italy.

1995

Official opening of the extension of the school.

1995

Establishment of a two-year special training school for garment technology.

1996

Official opening of a special course for caretakers/janitors.

1998

Establishment of a part-time course for caretakers/janitors.

1999

Establishment of a one-year full-time course technology and media.

2000

50 years of Registered sponsoring Association ('GLW').

2001-2010

Principal Dieter Kuhn.

2002

Providing new facilities for ICT and Electronics.
Project partnership with Escola de la Dona und Llotja Barcelona/Spain.

2003

Project partnership with Colegiul Tehnic Timisoara/Romania and Greensward College Hockley/UK.

2004

Partnership with 'Oberstufenzentrum Mode und Bekleidung' Fashion School Berlin.
Beginning of the Tsunami aid project for Sri Lanka and CGTTI.

2005

20 years of partnership with Ceylon-German-Technical Training Institute Colombo/Sri Lanka.
25 years „Master School“ Professional Cleaning.
40 years „Master School“ Metal Trade.

2006

Beginning of the schools quality process.
Project partnership with Modell Divatiskola Budapest/Hungary and Helsinki City College /Finland.

2007

Establishment of a vocational preparation one-year full-time course.
20 years “Master School” Fashion.

2008

Establishment of an one-year full-time course for cutter.
Project partnership with Institut Catala de la Moda/Spain and South East Essex College Southend/UK.

2009

Establishment of a three-year full-time course Fashion and Design.
Official partnership with Max-Taut-Schule Berlin (Professional Cleaning).
Project partnership with Lycée ORT Strasbourg

2010

Ceremony of 50 years celebration of CGTTI: visit of a delegation from Metzingen in Colombo / Sri Lanka.
Appointment of Mr Roland Kiesel to principal.
Project partnership with Lycée Octave Feuillet Paris and Institut Anna Gironella de Mundet Barcelona.

2011

Ceremony of 100 years celebration of Gewerbliche Schule Metzingen.

