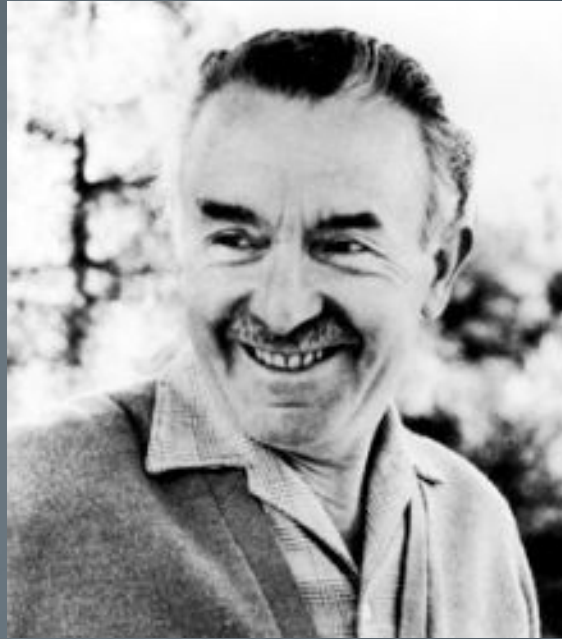


CÉLESTIN FREINET



Célestin Freinet (October 15, 1896 - October 8, 1966) was a noted French pedagogue, and educational reformer.

Brief History of Celestin Freinet

- Freinet was born in Provence as the fifth of eight children.
- His own schooldays were deeply unpleasant to him, and would affect his teaching methods and desire for reform.
- In 1915 he was recruited into the French army and was wounded in the lung. He never recovered completely, and suffered throughout his life from a shortage of breath.
- This was partly responsible for the nature of his educational innovations, in which pupil activities took the place of the habitual 'chalk and talk' of the teacher.

- In 1920 he became an elementary school teacher in the village of Le Bar-sur-Loup. It was here that Freinet began to develop his teaching methods.
- Between 1929 and 1933 the Freinets developed and enlarged the movement they had founded.
- Freinet later left the public education system and in 1935 he founded an independent school nearby in Vence.
- There, Freinet applied and developed his techniques until 1940.
- Freinet died in Vence in 1966. His movement continued after his death and Elise Freinet, the wife of Celestin Freinet kept alive the memory of her husband.

FREINET TECHNIQUES

Freinet's basic philosophy is that which underlies what he himself called 'techniques for living'. This formula is a way of expressing a fundamental distrust of everything formal, everything forced and artificial, and having a grateful trust in nature.

Freinet Techniques

- ❖ Learning Printing Technique
- ❖ Free Writing
- ❖ School Correspondence
- ❖ Field Investigations
- ❖ Work Schedule
- ❖ Self Correcting Files
- ❖ Classroom Assembly

The Essential Concepts of Freinet Pedagogy

During his periods of detention at the time of the Second World War Freinet wrote his core works on pedagogy. There are 5 important concepts of Freinet's pedagogy.

- **Pedagogy of Work**- Meaning that pupils learned by making useful products or providing useful services.
- **Co-operative Learning**- Based on co-operation in the productive process.
- **Enquiry-based Learning**- Trial and error method involving group work.
- **The Natural Method**- Based on an inductive, global approach.
- **Centres of Interest**- Based on children's learning interests and curiosity.

The Left Critique of Freinet Pedagogy: 1st Wave

Between 1950 and 1954, Freinet was vigorously attacked by intellectuals of the French Communist Party, who accused him of several things. These include:

- promoting a notion of school based on an outmoded rural ideal,
- downplaying the role of the teacher,
- stressing process rather than content,
- exaggerating the importance of children's spontaneous behaviour thereby reinforcing principles dear to bourgeois individualism (simply understood as selfishness for personal gain).

The Freinet Myth and the Influence of the New Education movement

- ❑ It is generally believed, for example that Freinet's war wound lay at the root of his efforts to radically change his teaching methods.
- ❑ Since he was unable to keep speaking for very long, he had to invent Co-operative Learning and Child-Centred Techniques.
- ❑ Freinet's pedagogical theory is not only based practical techniques, but may also be seen in a larger philosophical and political context.
- ❑ His followers see him as a pedagogical genius and he is now recognized in the context of the international New Education movement.

A Child-Centred Pedagogy

- The New Education has to be seen in the Romantic tradition of the philosophy of education.
- These educators recommended a return to the origins of childhood which is regarded as "innocent" and full of promise.
- The effort to adapt the child to modern, industrial society through school is essentially an act of corruption.
- "Natural education" offers a way to resolve these problems by introducing community-based activities such as manual labour and craft work. They are considered as more healthy and formative.

Freinet's pedagogy stands in this tradition when *he praises manual work and puts children's needs and desires above all.*

Conclusion

- Celestin Freinet's main interest was always to improve the social and cultural situation of working-class children.
- He believed that instead of waiting for a broader revolution changes are possible in classroom right now.
- Nowadays Freinet pedagogy is still a very strong, international movement covering the whole range of school levels from kindergarten to university and adult education.
- Legacy- Freinet's work lives on in the name of Pédagogie Freinet, or the Modern School Movement, practised in many countries worldwide.

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