

Reform Education



Reform Education (1900 – 1939)

- **Early 20th century, with the focal point in the 20s and 30s**

- **Reform education as a global phenomenon**
 - **Progressivism** in Anglo-Saxon countries
 - **Activism** in Italy
 - **Reformism** in the German-speaking countries
 - **New education** in the Francophone world (New Schools Movement)



Reform Education - aims

- The main request – primarily to change school, then also the lifestyle
- Trying to offer the world a better society and school
- Pedocentrism as a basic orientation training
- The changes were limited to primary school
- Initial idea: Free School (J. J. Rousseau)



The Principles of Reform School

- ❑ The principle of individuation - everyone has different options
- ❑ The principle of differentiation - qualitative and quantitative
- ❑ The principle of independence and activities
- ❑ Project method, project-based learning, active and working school
- ❑ The principle of globalism (the phenomenon as a whole) against atomization of curriculum



Some of the main leaders - developments in the world I.

- **Cecile Reddie**, Abbotsholme, England (1889)
- **Ellen Key**, Sweden, Century of the Child (1900): school reform, leaving no stone unturned
- **Gustav Wyneken** (1906) Wickersdorf, Germany
- **Maria Montessori** (1907), Rome, Italy
- **Rudolf Steiner** (1919), Stuttgart, Germany
- **Helen Parhurst** (1914), Dalton, Massachusetts, USA



Some of the main leaders - developments in the world I.

- **Carleton W. Washburne**, Winnetka Plan in Winnetka at Chicago, USA
- **Celestin Freinet** (1920) Modern School, France
- **A. S. Neill** (1924) Summerhill School, England
- **Peter Petersen** (1927) Jena plan, Germany




Ovide Decroly (1907), Brussels, Belgium

- Life lessons, life units, everything a kid could see around
- A harmonious work - collective method
- Accompanies the child through the stages of human life:

organism with life needs


social environment of family, school, city, region, nation, humanity

nature (animals, plants, minerals, economics, the universe)




Paul Geheeb (1910) Odenwald school in Oberhambach north of Mannheim

- School community - free municipality, school in the middle of nature, in Rhineland
- About 100 pupils aged 5 to 18 years, 6 buildings, one central
- Pupils have the autonomy and they self-manage the village - garden, power plant, ironing, central heating, order, cleanliness, taste, perception of beauty and harmony
- The children's families pay high contributions
- Free work, often without a teacher, the elder pupils care about a group of 5-12 youngers



Paul Geheeb (1910) Odenwald school in Oberhambach north of Mannheim

- Good relations with the director, everybody honors him, the atmosphere is warm and friendly
- Courses – at the beginning of the month pupils register with several subjects, which they deal with the whole month or even several months long
- Pupils are getting used to self - study
- Testing does not exist, at the final meeting they present everything they have learned in the presence of parents and guests. They have something like a portfolio.



Eduard Claparéde (1873 – 1940), Geneva, Switzerland

- The doctor and later a professor of the University of Geneva with a focus on child psychology
- Another of the protagonists of reform pedagogy, who prefer active school whose essence was an active part of the pupil
- Mastering the curriculum should be done through practical tasks that lead to reflection and to the thorough observation of their surroundings
- View of the world is going on with the help of their own judgment

John Dewey (1859 – 1952), progressive education, Vermont, USA

- The school should be a place where people live
- Life Learning - community, spirit of free talkativeness, exchange ideas, successes and mistakes
- School organization:
Ground floor: kitchen and dining room, workshops for carpentry, tailoring, cookery, weaving

In the middle is a museum and library, which is also a clubhouse and a lecture room, where the experience of practical workshops meet with theory in books

Upper floor: studies for biology, physics, chemistry and applied art

John Dewey (1859 – 1952), progressive education, Vermont, USA

- The ground floor is the first stage of cognition, sensory contact with the material
- First floor: workshop of imaginative abilities of pupil, synthesis of experiences and views on different tracks of pupils' school work
- The book - cannot be representative of the experience, but is needed for its propagation
- Project method: groups, each of them chooses an activity - game, drama, nature observation, handicrafts; visits to factories, court, parliament.
- Real participation in work and run, sometimes they pass exams too



Antipedagogy

- in the world and here in the 60s and 70s of the 20th century

Some of the main leaders - development in the Czech Republic

- **1918 - establishment of independent Czechoslovakia**
- At the beginning of the 20th century there were so many thoughts and ideas were implemented, that it is not easy to divide them so that the classification could precisely show a complete information on this full time pedagogical enthusiasm
- **1920 - The first teachers' congress in Prague - the teachers agreed on the request of both child's and teacher's freedom and on his teaching activities**

I. 20's of the 20th century - romantically oriented stream

A precise classification is not possible due to many implemented ideas and thoughts

- F. Bakule – Malá Skála u Turnova, 1902-1913
- B. Hrejsová – Strážnice, 1918 – 1930
- F. Mužík – Prague, 1921 – 1924
- E. Štorch – Children's farm, Prague, 1926 – 1930
- J. Bartoň – 1910 – 1925, Brno-Husovice
- F. Krch, L. Havránek a L. Švarc – Horní Krnsko, Mladá Boleslav, 1919 – 1924



II. Efforts to reform the entire science-based education, prevailed in the 30s

- Efforts to reform schools, new quality of teaching experiments – implementation of scientific foundations of education
- Prague wing reform pedagogy headed by Vaclav Příhoda
- Brno wing led by Otokar Chlup
- Experimental schools (verification of Příhoda's designs, preparation of new textbooks, curricula and teaching aids)
- Reform schools (their influence was not so significant, proven innovations in experimental schools were supposed to be checked back on reform schools)



School reform plan

- Improve the lives of the entire society

- Rationalization of the education system
 - Unified School, three-level (general, kolenium, atheneum)

 - Work School

 - Community School



School reform plan

- ❑ Inner motivation for learning
- ❑ methods supporting pupils' self-activity
- ❑ problem teaching
- ❑ Dalton plan
- ❑ project teaching
- ❑ education for independence
- ❑ student government
- ❑ solving school problems together
- ❑ school magazines
- ❑ excursions
- ❑ individual lessons (respect for the needs of the individual)
- ❑ collective education (social studies)