

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 acomplete 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 lead 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)