

The Tendencies of Progressive Pedagogy and Its Development Up to the Secondary Ten Years of the XX Century

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Abstract

The beginning of the XX century was the time when the contradictions of the capitalism pass into imperialism and led to the World War Two. The imperialist relationships between states and the abnormal aggravation of the classes, divergences between bourgeoisie and proletariat extended the activity of bourgeoisie regarding the variety of culture. The fear for the existence of the bourgeoisie class and the desire for the preservation of the capitalist system were seen in the cultural attempts of the beginning of the XX century. In this period is seen the birth of the new pedagogy, which is recognised as the progressive pedagogy gaining role and importance in the capitalist world. The movement started first in the United States of America in the first hundred years of the XX century. The new ideas were first developed by some young teachers who tried to put these into practice. Step by step those ideas were supported by a wider scale of teachers or scholars. The pedagogic progressive movement was strengthened during the last twenty years of the XX century, reaching its peak with the foundation of the "Progressive Education Association"

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1. Introduction

The beginning of the XX century was the age of achievements in every field of life and work, but simultaneously was the aggravation of imperialist relationships between the countries and not an ordinary aggravation of the war of classes; it was also contradiction between the bourgeoisie and proletariat.

This was the time of big discoveries such as the profound study of atom and atomic and discovery of atomic energy, theory of relativity of Albert Einstein, genes discovery, discoveries of the chemical nature of life, discoveries of universe etc.

Technical-scientific discoveries and the implementation in the developed countries brought the "the second industrial revolution" up to the production of the nuclear energy for productive purposes, investigative and military purposes, up to a wide automatic process of production.

At the political-ideological aspect, bourgeoisie was introduced against the working class not only in the aggravated oppressed economical and political system but also with ideological powers part of idealist modern philosophical system. The bourgeoisie culture firstly tried to idealize the society contradictions to justify the exploitation and reconcile the discrepancies, but doing so it distanced from the reality the people and primary needs of society. It got into problems fearing the future.

Apart from strong social contradictions was given the new pedagogy that gained authoritarian position in the world of bourgeoisie. This pedagogy in its development introduces a dynamic and prosperous development, which was introduced especially in the time space of the First World War. It was not doubt that in the capitalist world no matter how big were the differences between the developed countries the main purpose was to subdue the youths and to adjust it with its own need. This primary assignment was expressed vividly in the education of bourgeoisie creation and professional formation of the teachers.

Along this period various pedagogical streams were introduced. The First World War and the new social situation place the imperialist world in front of urgent pedagogical duties. The general social issues were complicated the gigantic advance of technology, industry, social and natural sciences (especially of psychology). The ways of education and traditional school did not correspond to the demands of time. The youth had to be shaped in a new way since the education was conceived at school it was required to be renewed and the traditional education was renewed too.

For this reason all the reformist movements related to modern pedagogy peaked in the right solution of problems that had to do with the education reforms and educational system. It was true that the existing forms of education did not

correspond to the new social developments of that time. This was the reason why reformist pedagogical developments were similar not only in the direction of preserving the security of bourgeoisie society but also preserving the new social life style. So it can be said that there are found many elements of progressive education.

When we talk about the cases that created the pedagogy and the new school we cannot leave aside the fact that a great number of teachers or mentors were trying to make school more comfortable and more enjoyable for students trying to avoid the mentality of barracks and prison.

No doubt that these attempts and changes expressed the sincere humanism. The teachers were urged toward the human behavior using psychology and pedagogy which were becoming a constituent part of education of teachers.

Parts of reformist modern movement were somehow the protests against school and against the mechanized citizen life. It is not our aim to present details of the scholars to develop the reformist pedagogy or the new education or the new school compared to the old one.

It is important that in this study are the general features of these attempts by the scholars of education. It is clear that amongst pedagogical movements it is not easy to make a clear division because very frequently were observed same or similar elements. From the main contradiction of capitalist movements in the imperialist society, from the contradictions of individuals and capitalist regime were raised many theories especially theory-pedagogical bourgeoisie dualism called *individual and social pedagogy*.

Both these streams tried to solve the individual and social relationship issues, but whilst the individual pedagogy was hoping in the development of individual personality and asked from the society to give some space for individuals, because the social pedagogy was expecting everything from society. As it can be seen both pedagogical streams insisted for the solution in compromise solution of this issue, even by resigning from a few interests of personality of individual in profit of the interests of the society.

Meanwhile none of them could not give a fair solution because the contradictions through the individuals and society that originated from the reality of the capitalist world were innumerable. The representatives of those theories insist in the idea that the society and the individual could be developed properly.

A kind of solution was introduced to reconcile the individual and social pedagogy at that time called the *pedagogy of personality*, but even that could not sort out this issue, because this problem could not be avoided from the society. So for example Hygo Gauding (1860-1923) one of the main representatives of the pedagogy of personality and also at the same time one of the scholars of the school of work says that the subconscious of the child that belongs to the community is developed on its own¹. This was clearly a pure idealism which leads to bourgeoisie individuality.

It must be pointed out that Gauding was a representative of the school of work of spiritual direction, fighter of free spiritual activity and with his ideas was distinguished by Kerscienstainer, a distinguished activist of the school of work in the simplest meaning of the word.

2. Progressive Pedagogy and Its Development Up to 1920

At the field of American individual pedagogy made part even the contemporary direction called *progressive education*. Due to the great importance of this topic was undertaken this study.

The movement started early in the United States of America in the first hundred years of the XX century. The young teachers were the first trying to implement them in practice². Also other employees of schools admitted these ideas and later other scholars too. In the 1912 started to publish educational annals which in the first years saw the first actions of this movement³.

The main condition for the development of the child is his activity so much space must be given to him for excursions, handcraft, games and discussions. The lessons for children should be nice for him so they can be very active while they learn. At school should be nice environment and the school should be a "place of attempts". The behavior toward the children should be kind and civilized⁴.

The greatest need that the child feels is the initiative. Along with his education they should rely in the interest of the

¹ Jonas Flöter; Christian Ritzzi, Hugo Gaudig - *Schule im Dienst der freien geistigen Arbeit. Darstellungen und Dokumente*. Klinkhardt, Bad Heilbrunn, 2012, p.34.

² Mark C. Carnes; John A. Garraty, *Historia e Shteteve të Bashkuara të Amerikës, përkthyer: Andi Pinari, Eva Hyskaj, Kujtim Ymeri, Mariana Ymeri, Mira Kroqi, Tiranë: "Dituria", 2016, f. 630.*

³ *Ibid.*

⁴ Leon Zhlebnik, *Histori e përgjithshme e shkollave dhe e ideve pedagogjike (më tej: Histori e përgjithshme ...), botim i Entit për Botimin e Teksteve i Republikës Socialiste të Serbisë, Beograd, 1961, f. 200.*

child himself. His freedom with his responsibilities is the best condition for his intellectual and moral improvement⁵.

To learn the most important thing is the child life experience. That's why the curricula should adjust to this need. Since the experience is not divided according to the scientific varieties but is complex the lesson itself should be summarized. In this way the summarized education should replace the curricula. Such education should start from the experience of the child himself. With children they should act individually and not in group⁶.

The main duty of the school is to provide children with conditions for his development. The children should not be overloaded by other extra conditions. This is the type of education according to the conditions of the child.⁷ This opinion is formulated in a classical way is "*children should not try to develop spiritually*" and also they should not try to look older and heavier⁸.

This movement since its beginning gave some slogans to indicate its direction. So this new pedagogy the education and development considered as similar: "*development for development*", "*The process and purpose are one*". This means that: the purpose is given together with the process improving from within the child to outside. For this sake they talk even more about the "*organic development*"¹⁰.

We think that these types of formulations are classical formulations of educational naturalism and in principle they do not reveal anything that Russo said.

According to these principles, the content of the lesson at school where the representatives of this movement have included these varieties: *modeling drawing, dram, wood and metal crafting, folk games songs, knowledge for nature* for the development of fantasy but not for new knowledge gaining¹¹. The *learning for writing and reading* started from nine or tenth grade¹². Such experiments were made possible by the decentralization of the American schooling education.

Schools that have worked in accordance to those slogans are spread in United States of America, but they were not connected with each other that's why the fundamental *pedocentric* idea (the child is the center of everything) started to be divided in different sessions. To strengthen itself this movement organized in Washington in the XX century the progressive education association which started to publish in 1924 its magazine (*Progressive Education*)¹³. This association in 1920 has had some hundred members, and by the end of the thirty years more than 10 000 people mainly professional school workers¹⁴.

The principles of the Association were involved in those seven points as follows:

1. The child should have freedom to develop naturally, should be given the chance to express himself.
2. *The child interest* should be satisfied and developed organizing direct contacts of the child with the district and implementing his experiences that he has gained in this way.
3. The teacher should organize the child's activity, he should urge to use his knowledge through learning and observance and judging in such a way that the child learns to use the sources of life and science. In such sources they counted different life activities and books the child should learn to assess his knowledge that he has gained so he could express himself more effectively and logically.
4. We should study the psychic development of the child to determine the content of the methods of learning of children.
5. It is stressed the importance of the physical education and the hygiene at school. Better conditions of schools were required, larger space more fresh air and lightning, ventilation etc.
6. It is necessary the relationship of the school with the child aiming to meet the needs of the children (the creation of the common condition for his different activities especially in the stage of the elementary education).
7. The schools should transmit new educational ideas; they should be laboratories of the educational improvement¹⁵.

⁵ *Ibid.*

⁶ *Ibid.*

⁷ *Ibid.*, f. 201.

⁸ *Ibid.*

⁹ Hajrulla Koliqi, *Historia e pedagogjisë, vëll. II, Prishtinë: "GME", 1998, f. 149.*

¹⁰ *Ibid.*

¹¹ Richard J. Altenbaugh, *Historical Dictionary of American Education (hereinafter: Historical Dictionary ...)*, Greenwood Publishing Group, Inc. 1999, p. 437.

¹² *Ibid.*

¹³ *Ibid.*, p. 438.

¹⁴ *Ibid.*

¹⁵ L. Zhlebnik, *Histori e përgjithshme ...*, f. 201-202.

This education movement gained respect with the introduction of John Dewey's* book "*Democracy and education*" (1916) in this work Dewey develops his education point of view according to the philosophy of pragmatism. Some people in USA thought that this book is the most important masterpiece by all of them written so far.

3. Method of Projects

The majority of Dewey point of view were accepted by progressists. Since 1918 Dewey point of views were popularized by Kilpatrick¹⁶. The language of Dewey was rather difficult and not so appropriate for the audience. Kilpatrick also has contributed enormously in the attempts of the progressive education especially with the so called "Project Method"¹⁷. First of all the word project(ion) in didactics means activity of the students based in choosing and planning, made in similar circumstances with life and not with the work at school.

- a) Activity (cooperation) of the students in learning.
- b) Taking into considerations the principals of learning.
- c) The effective moral of education¹⁸.

These demands should meet "methods of projects". In this sense Kilpatrick has placed 4 types of projects.

1. *Constructive projects* meaning to express some visible form of art (hand craft drama).
2. *Esthetic projects* meaning to develop students activity that are important for the esthetic education (reading verse, listening music, taking pictures etc.).
3. *Problem solving projects* – solution of mental assignments (conclusion, comparison, generalization).
4. Specific educational projects - aiming to gain knowledge and practices (reading writing)¹⁹.

Co-scholars of Kilpatrick extended further these scale of projects. No doubt that the method of projects has good sides as well. They were based in psychological idea that the knowledge, abilities and qualities of the character are shaped in active participation in the solution of the true problems. The student after having chosen his project takes it as his assignment and he cares about it personally.

The student feels his assignment as a principal duty, where he can sometimes implement his personal experiences. The purposes of such duty for the student were of a vital importance because he can also implement his own experience. That was a good motivation. The student can run his own activity and become responsible for his project.

If the project is individual then the student may express in his individuality, while if it is a group work then he develops his social responsibility and experience in collaboration (the school of future collaboration)²⁰.

The negative side effects of this method were these:

- It is difficult to organize good projects because it requires time patience, things students were not supplied with.
- In such work is evident the risk for losing the time of students engaged in a uncontrolled work. With all the knowledge gained very frequently these remain isolated practice²¹.

In a certain way this is also the American critics of the methods of project, while we try to add the social argument. Children with better conditions that have good housing conditions for schooling projects, children with parents who look after their children projects have more chances to achieve success than the children of workers and peasants. However would be more appropriate that our schools could work with such assignments especially in the stages of the compulsory education even high school. But it would be necessary first to try these and appraise in experimental schools or at least experimental classrooms.

* John Dewey (1859-1952) was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with the philosophy of pragmatism and is considered one of the founders of functional psychology. A Review of General Psychology survey, published in 2002, ranked Dewey as the 93rd most cited psychologist of the 20th century. A well-known public intellectual, he was also a major voice of progressive education and liberalism. Although Dewey is known best for his publications about education, he also wrote about many other topics, including epistemology, metaphysics, aesthetics, art, logic, social theory, and ethics.

¹⁶ Jay Martin, *The Education of John Dewey*, Columbia University Press, 2002 p. 406-407.

¹⁷ Ibid.

¹⁸ John Corcoran, "Conditions and Consequences. American Philosophy" in: *Encyclopedia, Essays by John Lachs and Robert Talisse*. New York: Routledge, 2007, p. 97.

¹⁹ Ibid, p. 101-102.

²⁰ D. J. Simpson, & S. F. Stack, "The educational balance, efficiency and thinking (EET)" in: *Teachers, leaders and schools*, Carbonale, IL: Southern Illinois University Press, 2010, p. 57.

²¹ Ibid.

4. The Further Development of Progressive Education in Thirties and Forties

At the beginning the progressive education was entirely individual. Then when the USA were taken down by economy crisis (1929) started the progressive mentors thinking how the pedagogy and schools should help find solutions for surpassing urgent cases.

This is a very educative example: the society that fights for existence or for development in a way facing difficulties cannot allow itself the luxury of individual education²².

Kilpatrick was the first to believe that the free competition all against all (education for which the child is in the center is truly appropriate for such relationships) but mutual help in favor of society should be the main education regulator²³.

George Caunty member of the progressive society criticized in a such a way the progressive education. He criticized "that it has not compiled any theory and would be important for the improvement of social condition but it has developed only the theory of extreme individuality"²⁴

The case has gone so far that they have heard such mocking how the progressive mentors a few years ago were the fearless fighters of the individualization of the new freedom, of the education in school and praising the child's personality and now was the time for the renewal of the society through the schooling and collective will.

The education progressive association created a special committee for the social-economical problems. It compiled reminders for teachers that have asked from them to look after to the duties of society and education. But this invitation did not have any results. The debate ended in a not clear declaration how to consider the individuals isolated from the society, because between the individuals and society exist a mutual dependency. The content of the lessons in school should take into consideration the society needs, but the education should not be a preparation for life, but the life itself so in accordance to the needs of the child. So they returned back at the beginning. The problem was still opened.

The pedagogic progressive association in fact admitted the *double duty* of education improving the individual and involving him into community making him a worthy member of society²⁵. The relationship of the two duties remained unsolved because the contradictions between the interest of the individual and the community in the exploring society are enormous.

But the disagreements between the different representatives of the Progressive education association were not erased. The majority thought that seven points of the program did not respond. It was created the new community (1938) in order to compile the theoretical foundations (philosophical) of that association²⁶. Three years later committee compiled the report that was somehow close to the principles of the progressive education association "social pedagogy"²⁷.

The report was very general and not clear: "to educate the man to be free and willing to cooperate to solve common duties, to be aware for his social responsibility and use freely his intelligence"²⁸. The community fearing not to be charged by anyone was divided among those who ask for a new society. The progressive education association could not hold an entirely individual position and was forced to give concessions toward the social education. The development went further in this direction.

In 1935 was formed the John Dewey association (John Dewey the biggest contemporary philosopher and mentor) for the study of pedagogic issues. It is typical that this association attracted to join it besides mentors also some professionals for the economical and social issues. The declaration of this association agrees that the education plays a key role for the renewal of the American society.

The association during those ten years from 1927 to 1947 has published many annual journals treating the social role of the education and pedagogy. The typical titles in those publications were: Teacher and society, democracy and the content of the lesson etc. Besides this the association has published its annual journal where was stressed the fact that has ended the century of individualization in economy and the century of close relation between the social planning

²² D. J. Simpson, & S. F. Stack, "My pedagogic creed (MPC)", in: *Teachers, leaders and schools*, Carbonale, IL: Southern Illinois University Press, 2010, p. 263-264.

²³ Gerald L. Gutek, *Historical and Philosophical Foundations of Education: A Biographical Introduction (hereinafter: Historical and Philosophical ...)*, Upper Saddle River, NJ: Pearson Education Inc., 2000, p. 338.

²⁴ *Ibid.*

²⁵ *Ibid.*, p. 339.

²⁶ Paul C. Violas; Steven Tozer; Guy B. Senese, *School and Society: Historical and Contemporary Perspectives (hereinafter: Historical and Contemporary ...)*, McGraw-Hill Humanities/Social Sciences/Languages, 2006, p. 121.

²⁷ *Ibid.*

²⁸ G. L. Gutek, *Historical and Philosophical ...*, p. 416.

and collective controlling is in agony.

No doubt that the merit of this association stands in what some pedagogic workers (teachers) attracted the attention toward the social problematic and social education, but its influence mainly in the American practice was weak²⁹.

The progressive education association in 1944 changed its name and was called the American education association was headed towards to improvement of education in the United States of America.

1. Every child has the same chances of education including higher education, without being influenced by the race (black people) religion, economical situation. It must be pointed out that this is really a progressive direction, nevertheless has remained only in theory and it is contradictory: in practice there no exist same educational opportunities without taking into consideration the economical situation.
2. To assign the program of program for the education of the youth from 17 to 23 years to pass from school to life and to the social work with adults. To us this could be referred as a certain type of "continuous education" for the students of compulsory education³⁰.

Also it was required that the youths could join different social activities in accordance to the democratic society, but in this case the education should not be in the influence of any group of interest. But actually this is a typical fraud of the bourgeoisie pedagogy because they don't find their education "according the rules" is under the influence of the ruling class.

Apart from that we should continue the experimental studies and reach a mutual relationship between community, education and school.

If we compare those seven above mentioned points of the progressive education association would be clear the path of development of this association. Unchanged has remained only the seventh point (experimental education).

After the Second World War was made more prominent this tendency (relation of the education with society) in the rows of the American education Association. Its mentors stress that the educators should know and understand the social events, because the strengths that form the assign its education. That is why it is fair and a duty of educators to take par in te political life. Simultaneously they have stressed that they should not be educated in any political direction and for no economical system. This is how we said a deception that can not be reconciled with the demands of the time for the educators to participate in political life.

The practical results of these changes in educational theory in all the territory of the United States of America was the creation of the schools which differently form tha schools that derive from the child have considered them as schools deriving from the society. These schools have worked n accordance to the slogans "schools should improve the social life" this has caused the close relationship between the school, community and the child.

This process is understood has not involved all the schools. Many schools have remained more conservative, whether "ran by the child" or the progressive education has not involved them at all. The majority of the schools in United States have remained traditional, old or conservative.

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²⁹ *Ibid.*

³⁰ P. C. Violas; S. Tozer; G. B Senese, *Historical and Contemporary ...*, p. 123.

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