

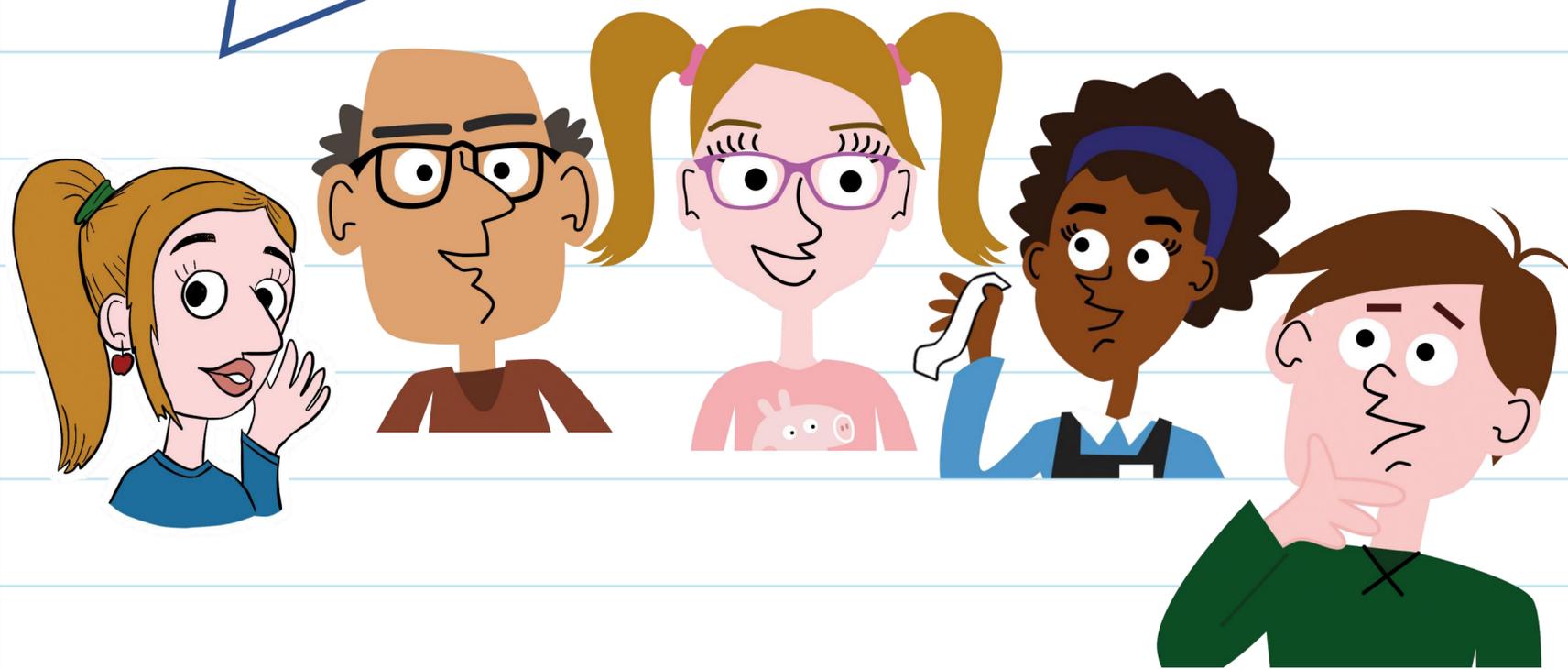
RENÉ BERENDS

DALTON, IN CITATEN

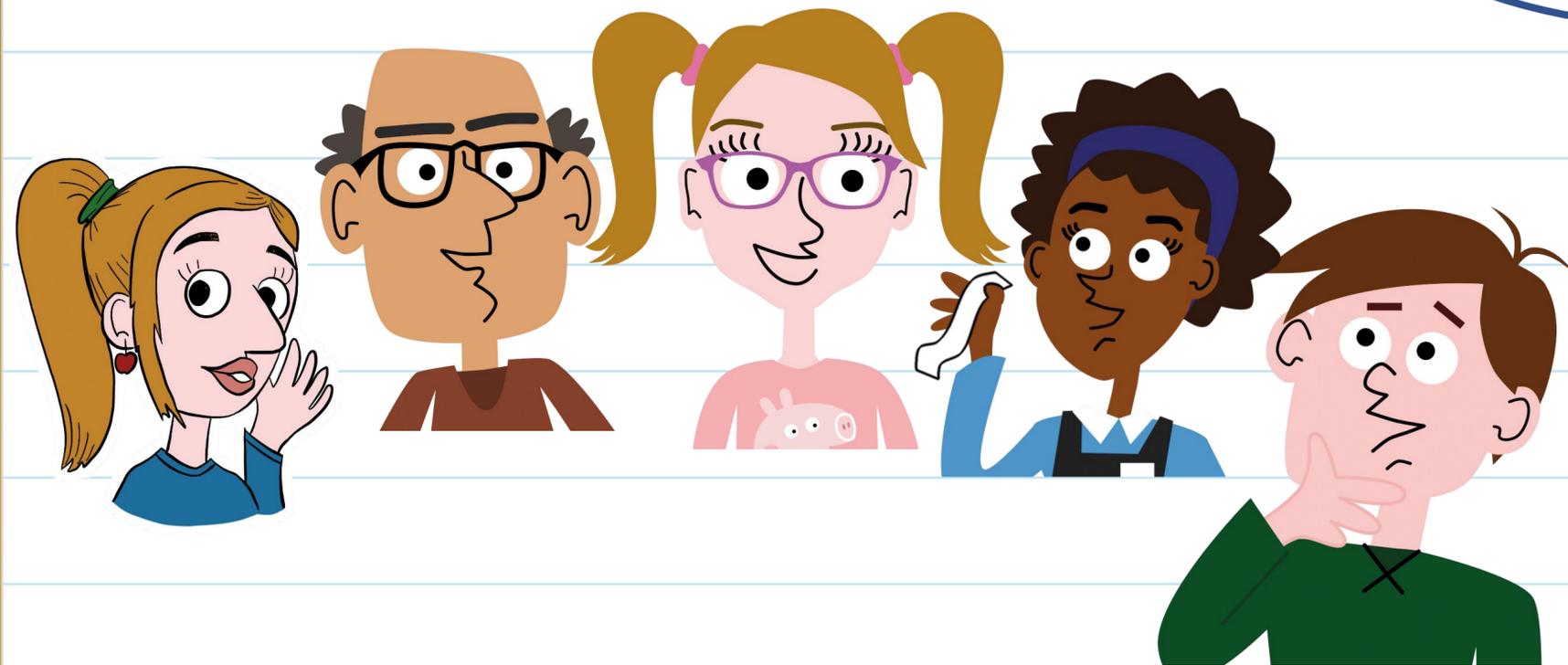
DALTONCAFE : 9 MEI 2022



JA MAAR,
PARKHURST
ZEI...



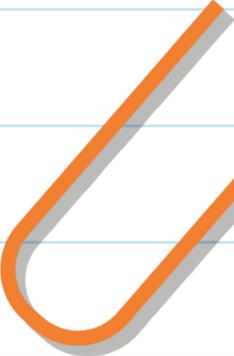
HEB IK
DAT ECHT
GEZEGD?





KRITIEK OP HET ONDERWIJS

We are **students of words**, **shut up in schools** and colleges and recitation rooms for ten or fifteen years and come out at last **a bag of wind**, a memory of words, and **we do not know a thing!**



Citaat van Emmerson in Parkhurst (1922)

KRITIEK OP HET ONDERWIJS

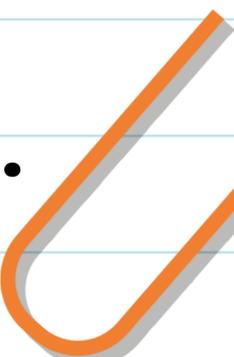
The trouble with the education given to us in the past is that it really was **not a preparation** for the particular kind **of living** that we are enjoying today(...).

We must have **flexible individuals in the future**, who can do their tasks which we, in our ignorance, are unable even to discern today.

Parkhurst tijdens lezing in Caxton Hall in Engeland (gecit: Semel, 2002)

SYSTEM, METHODE, CURRICULUM?

If we follow **rigid traditional lines**, we prepare them to be governed, not **to govern**.



Dorothy R. Luke (n.d.). Foreword p. 2.

SYSTEEM, METHODE, CURRICULUM?

Dalton is **no method, no system**, it's an **influence!**

Timmers (1952) tekent dit tijdens haar bezoek aan Nederland op uit Parkhursts mond

SYSTEM, METHODE, CURRICULUM ?

Let us **free them** from **the yoke of method and system**, and make it possible for them to use their own good judgment.

This freeing process is the essential contribution of the plan.

Parkhurst, 1922.

(NB yoke is juk en niet grap (joke))

SYSTEM, METHODE, CURRICULUM?

The curriculum is not the chief problem of society, we shall, I fear, continue to handicap our youth by viewing it through the **wrong end of the telescope.**

Parkhurst (1922), 23.

SYSTEM, METHODE, CURRICULUM ?

Any curriculum can be used with the plan (...).
My concern is with a way of life for children.

The plan is meant to be **not a new school method** but **a way of life** based on the human life of the world rather than on the conventions of traditional school life.

Dr. O'Brien Harris (1931); Dr. O'Brien.
Geciteerd in: A. Lynch (1926), p. 10.

SYSTEM, METHODE, CURRICULUM?

It would be folly to deny that all children enjoy a truly fine mental meal more than a poor one.

Better curriculum food is already in sight, but, at present, conditions are not right for the new curriculum.

The ground must be prepared, and it is for this reason alone that I have directed my study to school conditions rather than to school curricula.

Parkhurst, 1926.

REVITALISING

Dalton Plan could do to re-vitalize education
- to make it a living thing capable of
arousing and preserving the interest of
pupils in their work.



Parkhurst (1922), 14

REVITALISING

The Dalton Laboratory Plan must **not** be regarded as **a cast-iron scheme**.

I offer it as **a first step** towards the evolution of a scheme of education which will develop the creative faculty of both teachers and pupils.

Parkhurst (1920).

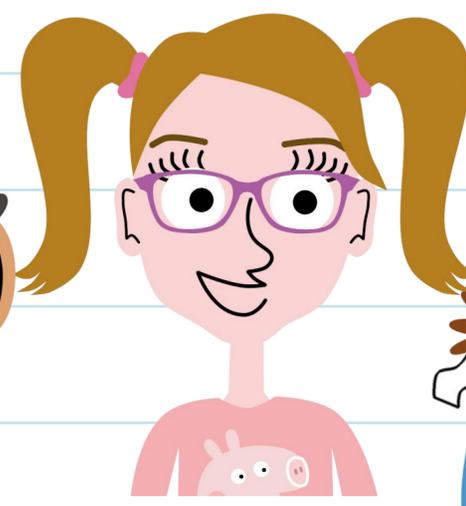
REVITALISING

A simple reconstruction of school procedure under which the pupils would enjoy more freedom as well as an environment better adapted to the different sections of their studies in which each instructor should be a specialist. (...)

By 1913 we had worked out the laboratory plan so as partially to eliminate the time table, but it was not until 1915 that we were able to get rid of it entirely. We had to begin by organizing the pupils into groups with a free choice in laboratories.



WHAT ABOUT THAT?





VISIE OP HET WAARTOE

We educators are called upon to **build new machinery for a new world.**



Parkhurst, 1926

VISIE OP HET WAARTOE

(...) promotes the formation of **mental habits** and **character qualities** that are essential for **good citizenship** and a **happy, successful personal life**;

such qualities as **interest** and **industry**, **accuracy**, **critical judgment**, **self-reliance**, **initiative**, **responsibility** and the development of **personality** through opportunities for the **creative spirit to operate freely**.

E. Dewey (1922), p. 86.

VISIE OP HET WAARTOE

We must not only extend knowledge generally, but also apply **knowledge to the service of mankind**, so that each individual may be set free to **use his powers to the best advantage**.

Parkhurst, 1926

VISIE OP HET WAARTOE

It (DLP) was created to serve the real needs of children and to help foster the 'spiritual brotherhood of man'.



Diana Lager (1983), p. 140.



VISIE OP HET WAARTOE

International strength means high dedication on the part of every individual in every country in every day, and every hour!

It demands **action rather than words, faith instead of promise and discipline of self instead of others**

Citaat van Parkhurst uit de lezing van 26 april 1952 (in Timmers, 1952)

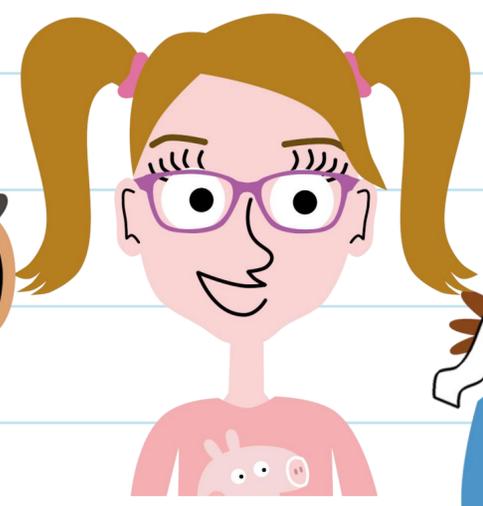
VISIE OP HET WAARTOE

For **service and co-operation** are what we need to **solve** our great political and social **problems** today, and **synthetic education** that will provide that large and comprehensive outlook which will make these virtues a **habit of thought** and a **practice of life**. Some such **total vision** must be constantly in the mind of the teacher, who must ever be on the look-out for **inter-relations** and so stir within the minds of the children **the faculty of creating** channels between the different territories - channels which will fertilize the whole earth between them and give that infinite **joy** which comes from **the consciousness of creatorship**, the true **function of man**, the work for which he was endowed with an immortal spirit.

Parkhurst (1922)



WHAT ABOUT THAT?





Visie op
de mens

Visie op
de
school

Visie
op de
samen-
leving

Visie op
de rol
van de
leraar

Visie op
spelen, leren,
vorming en
ontwik-
keling





DE MENS : FEARLESS HUMAN BEING

Yes - our president's one in a million - a **fearless human being!**

The phrase sank into my heart, for isn't that just what we educationalists are trying to create: fearless human beings?



Parkhurst (1922)



DE MENS : ZELFSTANDIGHEID

Het kind kan slechts geholpen worden wanneer men het helpt zichzelf te helpen.



Parkhurst (1956), XI

DE MENS : VRIJHEID

The child who 'does as he likes' is not a **free child**. He is, on the contrary, apt to become the slave of bad habits, selfish, and quite unfit for community life.



Parkhurst (1922), p. 15.

DE MENS : VRIJHEID

The pupil must be made free to continue without interruption his work upon any subject in which he is absorbed, because when interested he is mentally keener, more alert, and more capable of mastering any difficulty that may arise in the course of his study.

Parkhurst (1922), 16.

SAMENLEVING: LID VAN DE GEMEENSCHAP

The Dalton Plan lays emphasis upon the importance of the child's living while he does his work, and the manner in which he acts as **a member of society**, rather than upon the subjects of his curriculum.

E. Dewey (1922), 138.

SAMENLEVING: LID VAN DE GEMEENSCHAP

The object of a democratic education is not merely to make an individual an intelligent participator in the life of his immediate group, but to bring the various groups into such constant interaction that no individual, no economic group, could presume to live independently of others.

Parkhurst (1922), p. 16. (citeert John Dewey)



SAMENLEVING : SOCIALITEIT

Let us think of school rather as a **sociological laboratory** where the pupils themselves are the experimenters, not the victims of an intricate and crystallized system in the evolution of which they have neither part nor lot. Let us think of it as a place where **community conditions prevail as they prevail in life itself.**



Parkhurst (1922), 14



SAMENLEVING: SOCIALITEIT

The Dalton Plan ... suggests a simple and economic way by means of which the school as a whole can function as a community



Parkhurst, 1922, 24.

SAMENLEVING : GEMEENSCHAP

This constitutes a problem in school procedure. It should be so organized that neither pupil nor teacher can isolate themselves, nor escape their due share in the activities and in the difficulties of others.

Parkhurst (1922), p. 17

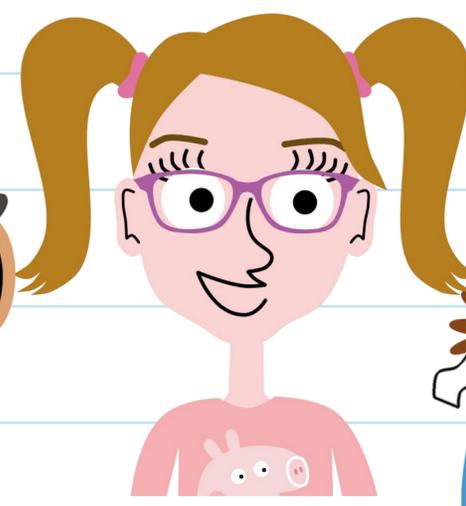
SAMENLEVING : GEMEENSCHAP

(...) The problem in school procedure. It should be so organized that **neither pupil nor teacher can isolate themselves**, nor escape their due share in the activities and in the difficulties of others.

Parkhurst (1922), p. 17



WHAT ABOUT THAT?





LEREN : UIT HET HOOFD LEREN

Pure memory work is difficult and a burden to the mind.



Parkhurst (1922), p. 25.

LEREN : VAN DE WERELD

No wonder **the pupil's mind** invariably **escaped from the class-room into the outside world** where a hundred invisible teachers waited for him - teachers whom he felt instinctively, held the answer to all he longed to know.



Parkhurst, 1926



LEREN : VAN DE WERELD

Education does not fit for life.

Parkhurst (1922) citeert Swift





LEREN : NATUURLIJK LEREN

Learning as **natural as breathing**

... en ...

as **exciting as playing**



Parkhurst

LEREN : MOTIVATIE

Children **like to learn** (...). It is not so much what as how they are taught which is a fault in our system!



Parkhurst, 1922.

LEREN : MOTIVATIE

If you make a child study things he doesn't care for, and keep this up till he is fourteen, **his brain will be impaired forever**. Children naturally **like to learn**.

They possess great **curiosity** but they must be interested in the subject. Our educational methods fail to do this. Change these methods, and many more 'freaks' will be produced.

Parkhurst (1922), 1: citaat van Thomas Edison



LEREN : VAN DER WERELD

You prepare a child for life by making school a **life-like experience**, by making it a miniature community which in a free society entails responsibility.



Dorothy R. Luke (19??). Oasis. Epilogue, p. 3.

LEREN : VAN DE WERELD

Recognizing that education is for life and not for livelihood, it follows that one of our principal aims is **the cultivation of a broad outlook**, the giving of a wide horizon, the development of an ability to see and plan ahead of the present moment.

Radcliffe, 1924, 1929, 6.

LEREN : MOTIVATIE

The possibilities for the development of the human brain are almost infinite. But the important thing is not to make young children study the thing they don't like, for the moment school is not as interesting as play it is an injury.

Parkhurst (1922), 1 Citaat van Thomas Edison



LEREN : VAN DE WERELD

School life is modified so as to include training in **real experience**, that experience for which a craving exists in every youthful heart.



Parkhurst (1922) , p 5



LEREN : ERVARING

So schools are not experience, or at least their curricula are not.



E. Dewey (1922), 160.

LEREN : LEREN TE LEREN

Education today must consist in **learning to learn**; finding out about knowledge and what it is for, so it can be acquired and used when it is needed.



E. Dewey (1922) , 160.



LEREN : EIGENAARSCHAP

Because children are prone to waste time of others, but never their own, **we make the time their's** from the start.



Parkhurst, 1922

LEREN : EIGENAARSCHAP

There is no doubt that they (children) are happier and spend their schooldays more profitably than they used to do because the modern schoolmaster has, so to speak, recognized their natural activities officially, and allows them to be to some extent partners in the management of their own lives - in short, because **Mr. Mçhoakumchild is definitely dead**

(Inleiding T.P. Nunn)



LEREN : EIGENAARSCHAP

The child needs a hand in his own education.



Parkhurst geciteerd in: Lynch (1924), p. 70.

LEREN : TIJD

The **free study time** enables the pupils to work under **conditions such as prevail in the World outside of school**.

They have to plan their own time; work out their own problems; use reference books and apparatus independently; adjust to changing groups of fellow students. They are free to work at their own rate of speed but have to come up to certain minimum requirements.

LEREN : TIME

I like this school because each child has ample time to do his work (...).

Here, if you begin to get tired and can't make your mind work right on one thing, you can go into another room and forget all about the first thing, so you don't get muddled up (...).

I like it too, because you can go on and do your work and not be held back by children who are slower.

Evelyn Dewey (1922), 2.

LEREN : TIME

I am ahead of the class and behind myself!

Dorothy R. Luke z.j. Oasis, deel 3, hfdst
2, 6.

LEREN : LEREN LEREN

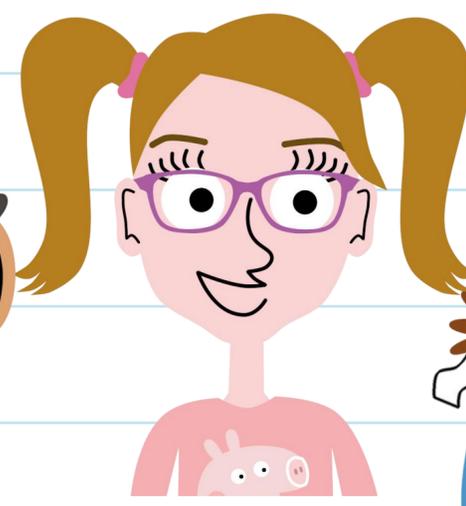
Unless a pupil is permitted to absorb knowledge at his **own rate** or speed he will never learn anything thoroughly.

Freedom is taking one's own time. To take someone else's time is slavery.

Parkhurst (1922), 16.



WHAT ABOUT THAT?





LERAREN : INITIATIEF AAN DE LEERLINGEN

Stay out of the way of the child



LERAREN : KLASSIKAAL

How strange that it never occurred to those teachers that in **trying 'to keep the class together'** they were attempting the impossible.



LERAREN : HULP BIJ VRAGEN

They seek the teachers when they need them,
so that the teachers no longer find it
necessary to seek them.



LERAREN : METHODEN EN MATERIALEN

Remember that no book can be too well written to interest a child.

The **dry terseness of the ordinary school manual**, devoid of any literacy quality, is responsible for half the distaste of learning so characteristic of the average school boy or girl.

Parkhurst (1922), 40.

LERAREN : HULP BIJ VRAGEN

Under the Dalton Plan the teacher's principal job is to instruct or teach by **answering the questions asked by individual children** or by groups of children. She does not attempt to throw information into their minds as one shovels coal into a furnace, but rather studies their needs to discover what she can do and what she should know in order to help their research. She might indeed be described as a hostess who attends to the wants of her pupil-guests, living with them in a joyous, dignified way.

LERAREN : METHODEN EN MIDDELEN

Unfortunately we teachers are so busy inventing devices to make some idea work satisfactorily, that we forget to **examine the idea itself** to see whether it is really worth preserving.

LERAREN : HULP BIEDEN

It never occurred to anyone to **look**, as it were, **under the machine**, to drag out the young mechanic or to discover that he was actually equipped with a mind of his own which not only craved exercise, but which could, if given the opportunity, **solve the problem of his education far better than we could solve it for him.**

Parkhurst, 1926

SCHOOL : OLD SCHOOL

The **old school** is about (...) fictitious authority, arbitrary authority, immutable rules and regulations (...). It is restrictive, not educative (...). It is fatal to the idea of a school as a vital social unit.

Parkhurst (1922), 18.



SCHOOL : GEMEENSCHAPSCONDITIES

Let us think of it (school) as a place where **community conditions** prevail as they prevail in life itself.



<https://www.dalton.org/page/about/the-dalton-plan/house>

SCHOOL : VAKLOKALEN

You will do away with class-rooms in the formal sense, and substitute work-shops or **laboratories** wherein the pupil can browse intelligently



SCHOOL : PRECONCEIVED IDEAS

The true business of the school is not to chain the pupil to **preconceived ideas**, but to set him free to **discover his own ideas** and to help him bring all his powers to bear upon the problem of learning.

<https://www.dalton.org/page/programs/high-school/curriculum/notable-programs/dalton-science-research-program>

SCHOOL : VAKKENINTEGRATIE

Only in the **synthetic way** ... can we make knowledge a living and fruitful organism rather than a dead and barren file.

Parkhurst citeert dit uit het boek van Wilson 'An experiment in Synthetic Education' (1921). Parkhurst noemt het: 'A little book with a big message'.

SCHOOL : VAKKENINTEGRATIE

Students would form a unified point of view on some of the problems of modern life, and the technique of selecting large problems for students to work on was adopted for them to better comprehend their environment.

Parkhurst (1937)

SCHOOL : VAKKENINTEGRATIE

The curriculum should not be presented as subjects in 'water-tight compartments' but, rather 'integrated, cutting across subject lines... which might help the student orient herself towards large problems of the present world.

Parkhurst (1937) in: Semel (2002, 85).



SCHOOL : VAKKENINTEGRATIE KUNST

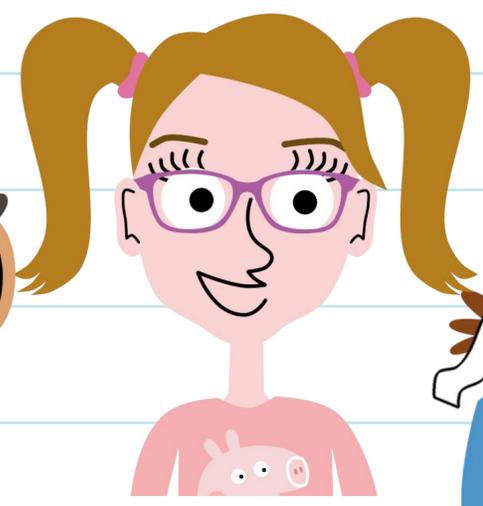
Art belongs to the school, not just to the art instructor. If it is merely work done in the studio, to be seen at the time of the annual exhibit, it is dead. It should be felt in every department.



Parkhurst (1921), 347.



WHAT ABOUT THAT?



EFFECTIVITEIT

Dalton is an efficiency measure.



DOORONTWIKKELEN DALTON

During Helen Parkhurst's regime, the school exuded informality, spur-of-the-moment decision-making, abundant energy, eager engagement of both faculty and students, and always the element of surprise.

Susan F. Semel en Alan R. Sadovnik (1999),
p. 176.

DOORONTWIKKELEN VAN DALTON

She desired the Plan to be **a growing thing**;
and desired its growth to be contributed to
by other experimenters besides herself.



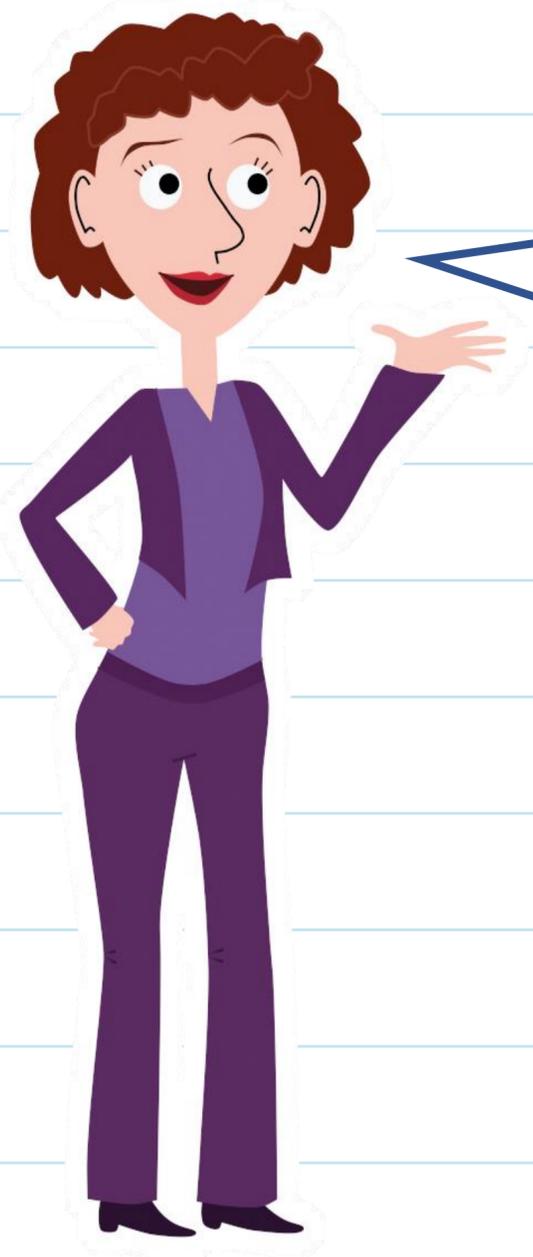
Lynch, 1924

DOORONTWIKKELEN VAN DALTON

No one recognizes more clearly than she that there are others, and that **her own is not final**, but it is susceptible of useful **modification and development**.



Inleiding T.P. Nunn



WHAT ABOUT THAT?

