

Yuval Dror

The History of Kibbutz Education

Practice into Theory



PETER LANG

Bern · Berlin · Bruxelles · Frankfurt a.M. · New York · Oxford · Wien

Table of Contents

<i>1. Introduction: The main research question, the periodization and the research method</i>	17
1.1. The main research question: What came first in the history of kibbutz education – theory or practice?, and its illustration by the writings of the Founding Fathers ...	18
1.2. Historical background and the periodization of this study	26
1.2.1. 1913 – the late 1940s: Local educational experiments, education departments established and theoretical foundations	27
1.2.2. The 1950s and 1960s: Crisis, departure and the kibbutz schism; kibbutz education adapts to national frameworks; transition to family sleeping arrangements begins	30
1.2.3. The 1970s to mid 1980s: The Yom Kippur War (1973), the war in Lebanon (1982) and the political turnabout (1977); kibbutz education erodes, Ihud-Meuhad cooperation grows	33
1.2.4. From the mid 1980s to the end of the century: Severe socioeconomic and ideological crisis in the kibbutz movement; larger educational frameworks become part of their surroundings	35
1.3. Research method: Primary and secondary sources	36
1.4. The structure of the book	38

2. <i>The theory (and practice) of cooperative education – and its founding fathers</i>	41
2.1. Eight basic principles of cooperative education theory ...	44
2.1.1. Child and youth as center – individual and social education in ‘educational groups’	45
2.1.2. Kibbutz responsibility for education – close, continuous ties to the educating community	46
2.1.3. Unifying all educational factors in the children’s house (in cooperation with the family)	46
2.1.4. Uniting studies with social life and work – formal and nonformal education	47
2.1.5. Active learning, informal methods – interdisciplinary, individual and group approaches .	48
2.1.6. Student autonomy (‘guided independence’) in the children’s and youth societies	49
2.1.7. Continuity in ‘educational groups’, infancy to young adulthood – each age a unique one	50
2.1.8. Staff autonomy	51
2.2. Educational factors	52
2.2.1. Parents’ room and children’s house	52
2.2.2. The formal education frameworks	54
2.2.3. The semi-nonformal frameworks – children’s and youth societies	61
2.2.4. The nonformal frameworks – kibbutz youth movements	62
2.2.5. Local, regional and central educational systems ...	64
2.3. Sources that inspired cooperative education	67
2.3.1. Socialist Zionizm	69
2.3.2. The youth movements	70

2.3.3. 'New' / 'Progressive education'	71
2.3.4. Psychoanalysis as a central psychological approach (notably in Kibbutz Artzi)	78
3. <i>Cooperative education between the parental home and the children's house: The 'metapelet' and the children's house as representatives of the education outside the family</i>	85
3.1. Beginnings in the Second Aliya and World War I (1913–1918): Cooperative child care begins as mothers cooperate locally, and is discussed at working women's conventions	87
3.2. Initial institutionalization in the Third Aliya (1919–1923): Sleeping – arguments and practice; the metapelet's role	90
3.3. From the mid 1920s to the late 1940s: New beginnings, writings of the founding fathers, conventions of educators	94
3.3.1. New beginnings in new kibbutzim	94
3.3.2. Basic theory of cooperation from the founding fathers' writings (1931–1941)	97
3.3.3. Conventions of educators in the 1930s and 1940s	100
3.4. From the 1950s to the 1990s: Family sleeping arrangements and reduction in the roles of the metapelet and the children's house	104
3.4.1. Standardized theory in the 1950 to the 1970s: Cooperative education in the children's house includes sleeping	104
3.4.2. The central educational act: Gradual legitimization of sleeping with the family – Hever (1950), Ihud (1968), Kibbutz Meuhad (1975), Kibbutz Artzi (1980–84)	106

3.4.3. Epilogue [A]: Erosion of the metapelet role between the 1950s and the 1990s	115
3.4.4. Epilogue [B]: Reduced totality in the children's house between the 1950s and the 1990s	118
3.4.5. Epilogue [C]: The kibbutz family, 1950s to 1990s – from the margins to the center of kibbutz education	121
4. <i>Formal education in the kibbutz: From practice to one theory for early childhood, three for kindergarten and two for schools</i>	127
4.1. 1920s to 1940s: Beginnings	130
4.1.1. Nursery and kindergarten education: Expenses problems in “the hygiene era”	130
4.1.2. The ‘Size Dilemma’ in kibbutz elementary and secondary schools from the 1920s to the 1940s	133
4.2. The 1950s and the 1960s: Institutionalization and formulation	152
4.2.1. Early childhood in the “emotional era”	152
4.2.2. The ‘Size Dilemma’ in kibbutz schools in the 1950s and the 1960s	159
4.3. The 1970s to the mid 1980s: Erosion and growing cooperation between Ihud and Meuhad	185
4.3.1. Adding and updating nursery and kindergarten theories	185
4.3.2. The ‘Size Dilemma’ in kibbutz schools from the 1970s to the mid 1980s	192
4.4. The mid 1980s to the end of the century: From economic, social and ideological crisis to educational renewal?	206

4.4.1. Early childhood: 'Flowing nursery' to 'mixed kindergarten' – and professionalized local staffs . .	206
4.4.2. The 'Size Dilemma' in kibbutz schools from the mid 1980s to the end of the century	208
5. <i>Semi-nonformal education: Multi-group children's and youth societies combine social life, work and studies</i>	225
5.1. 1918-1928: Dilemmas in the Labor Battalion and early experiment in the Mount Gilboa children's society	226
5.2. 1929-1949: The children's society in different movements: A basis for the theory/ies	232
5.2.1. Kibbutz Meuhad: Kfar Giladi (of Segal) and Ein Harod	232
5.2.2. Hever Hakvutzot: A regional children's society in the Jordan Valley, a local one at Geva; Polani's theory for all the kibbutz movements . . .	237
5.2.3. Kibbutz Artzi: A local society for young children; A national (later regional) youth society in residential educational institutions	240
5.3. Education for work and the children's farm	242
5.4. Culture: Shabath, holidays and parties in the children's society	247
5.5. Absorbing Youth Aliya groups in kibbutz youth societies, from 1934 to the present	248
5.6. From the 1950s on: Retaining the children's society model, recurring problems	250
5.6.1. Regional schools and the decline of children's houses cause growing problems in children's and youth societies	252
5.6.2. Summary: The local/regional children's societies in the kibbutz of the 1990s	253

6. <i>Nonformal education: From 'movements for youth' providing supplementary education in the kibbutz to 'kibbutz youth movements'</i>	257
6.1. 1930s and 1940s: Beginnings of kibbutz youth organizations within national youth movements	260
6.2. 1950s and 1960s: Kibbutz den and divisions as youth organizations cooperating with the schools; Kibbutz youth initiates an additional service year	262
6.3. From the 1970s: Elective ideological and task oriented activities in Israeli society; Prolonging youth movements into young adulthood (20–30)	266
6.4. 1980s and 1990s: The graduates of the prolonged kibbutz youth movements	270
6.5. Summary and evaluation	274
7. <i>Central (movements and seminars), local and regional instruments combined in the kibbutz education system</i>	277
7.1. The movements' educational committees / departments .	279
7.2. The inter kibbutz education committee	282
7.3. The education committee of the individual kibbutz	283
7.4. Regional frameworks	285
7.5. Kibbutz teachers colleges	286
7.6. The Rural Education Wing / Administration in the Ministry of Education	292
8. <i>Conclusion: Research and historical evaluation of cooperative education; What kibbutz experience teaches about the link between practice and theory in education</i> ...	297
8.1. Principal research studies on kibbutz education issues raised in the book	298

8.1.1. Research on early childhood: ‘Maternal deprivation’ and ‘emotional restraint’ ..	300
8.1.2. Research on childhood, adolescence and the schools	304
8.1.3. The “products” of cooperative education: Do they identify with the kibbutz?	313
8.1.4. What research shows: What is the comprehensive evaluation of kibbutz education?	320
8.2. Historical evaluation of kibbutz education: A summary .	321
8.2.1. A synopsis of 90 years of kibbutz education in practice	321
8.2.2. Kibbutz education theory in brief: Main changes in its principles	324
8.2.3. Cooperative education vis-à-vis its sources: Is kibbutz education still progressive?	328
8.3. Practice into theory in the history of cooperative education: What can be learned from the kibbutz about links between them?	333
8.3.1. How did real life in the kibbutz influence its educational theory?	333
8.3.2. Mechanisms (learned from kibbutz education) that bridge the gap between theory and practice ..	335
References	343