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Democratic Schooling: What Happens to Young People Who Have Charge of Their Own Education?

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Scolarité démocratique : qu'arrive-t-il aux jeunes qui ont en charge leur propre éducation ?

- [P. Gray](#) , [David Chanoff](#) ; Publié en 1986 ; Sociologie
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- voir aussi : https://www.semanticscholar-org.translate.goog/paper/Democratic-Schooling%3A-What-Happens-to-Young-People-Gray-Chanoff/dee8ec9f0ccb0054f64c721c475a5ed79f11af75?_x_tr_sl=en&_x_tr_tl=fr&_x_tr_hl=fr&_x_tr_pto=nui,sc

Une étude de suivi a été menée auprès des diplômés de la Sudbury Valley School (SVS), une école primaire et secondaire administrée démocratiquement qui n'a pas d'exigences d'apprentissage mais soutient plutôt les activités autonomes des élèves. Bien que ces personnes se soient formées d'une manière très différente de ce qui se passe dans les écoles traditionnelles, elles n'ont eu aucune difficulté apparente à être admises ou à s'adapter aux exigences de l'enseignement supérieur traditionnel et ont réussi dans une grande variété de carrières. Les diplômés ont déclaré que pour l'enseignement supérieur et les carrières, l'école leur a été bénéfique en leur permettant de développer leurs propres intérêts et en encourageant des traits tels que la responsabilité personnelle, l'initiative, la curiosité, la capacité de bien communiquer avec les gens quel que soit leur statut, et l'appréciation et la pratique continues des valeurs démocratiques.

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Democratic Schooling: What Happens to Young People Who Have Charge of Their Own Education?

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A follow-up study was conducted of the graduates of the Sudbury Valley School (SVS), a democratically administered primary and secondary school that has no learning requirements but rather supports students' self-directed activities. Although these individuals educated themselves in ways that are enormously different from what occurs at traditional schools, they have had no apparent difficulty being admitted to or adjusting to the demands of traditional higher education and have been successful in a wide variety of careers. Graduates reported that for higher education and careers, the school benefited them by allowing them to develop their own interests and by fostering such traits as personal responsibility, initiative, curiosity, ability to communicate well with people regardless of status, and continued appreciation and practice of democratic values.

The practice of compulsory education has always been a source of some uneasiness to people who believe in the tenets of democracy. On the one hand, it is recognized that education is essential to democracy: an ignorant person cannot be fully free, and wise, informed decision making in a democracy requires a wise, informed populace. On the other hand, the contradiction between means (compulsory school attendance, state-determined curricula, and authoritarian control in the classroom) and ends (autonomous individuals and a democratic society) is all too apparent to be easily ignored by the thoughtful democrat.

It is not surprising, therefore, that from time to time in our history, concern about the restrictive nature of schooling has led to experiments that give students more opportunity for self-direction. What does seem surprising is that the concern has not been more frequent or deep-seated and that the experiments have not had greater impact. As shown by Goodlad's recent study, schooling in the United States still

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Abstract

A follow-up study was conducted of the graduates of the Sudbury Valley School (SVS), a democratically administered primary and secondary school that has no learning requirements but rather supports students' self-directed activities. Although these individuals educated themselves in ways that are enormously different from what occurs at traditional schools, they have had no apparent difficulty being admitted to or adjusting to the demands of traditional higher education and have been successful in a wide variety of careers. Graduates reported that for higher education and careers, the school benefited them by allowing them to develop their own interests and by fostering such traits as personal responsibility, initiative, curiosity, ability to communicate well with people regardless of status, and continued appreciation and practice of democratic values.

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