

CONCLUSION

My thesis deals with the fight and struggle of forward-looking teachers, working at town schools for ages 11 and 15 on poor conditions, for their better education and mainly for better school of the future so-called United School and also with pedagogical activity between two world wars and shortly after the end of World War II.

The period between two wars in our pedagogical life is called reformatory movement and progressive teachers tried to unify the school.

The system of education was divided into various streams and bias for children coming from diverse social classes.

The children at the age of 11 had to choose the bias of their studies.

They could continue their studies at the town schools or at the several-year grammar schools. The grammar schools were intended for promising students who wanted to go on at universities and they could become students of any university after finishing the studies at a grammar school but the children of the town schools were prepared only for various occupations.

The progressive teachers wanted to abolish such an injustice system of education and introduce the United Differentiated School in our country for all children.

They wanted to push the age boundaries of making decision what type of school to study.

The thesis shows the fight and struggle, many discussions on the topic of United School and small victories and defeats on the way towards the school of the future.

The beginning of World War II stopped the reformatory movement, many progressive teachers were arrested and died in concentration camps but the idea of the United School lived on.

The struggle and discussions appeared after the end of the war in 1945 without implementing the idea in our country.

But the year of 1948 entirely ended the period of the endeavours and the United School was introduced without the word differentiated.

It was the time which meant not only the change in our pedagogical life and education system but principal change