

Finally, I present the 1990 statement of the principles of the Network of Progressive Educators - and you be the judge about the impact of Progressive education on these 1938 graduates from Camrose Normal School.

1. Education is best accomplished in an environment in which relationships are personal.
2. Teachers design programs that honor the linguistic and cultural diversity of the local community. Schools embrace the home cultures of children and their families. Classroom practices reflect these values and bring multiple cultural perspectives to bear.
2. Teachers, as respected professionals, are crucial sources of knowledge about teaching and learning.
3. Curriculum balance is maintained by a commitment to children's individual interests and developmental needs, as well as a commitment to community within and beyond the school's walls.
4. Students are active constructors of knowledge and learn through direct experience and primary sources.
5. All disciplines— the arts, sciences, humanities, and physical development – are valued equally in an interdisciplinary curriculum.
6. Decision making within the school is inclusive of children, parents, and staff.

From Founding Mothers and Others: Women Educational Leaders during the Progressive Era. (2002). Edited by Alan R. Sadovnik and Susan f. Semel. pg. 52-53.

And a summary of how Dewey characterized progressivism in Experience and Education.

1. Exalting the learner's impulse and interest and the current problems of a changing society (pp. 9 - 10).
2. Expressing and cultivating individuality and free activity by learning through experience (p. 19).
3. Acquiring skills and techniques as a means of attaining ends which make direct vital appeal (p. 19).
4. Making the most of the opportunities of present life (p. 20).
5. Committing to some kind of empirical and experimental philosophy (p. 25).
6. Believing that experiences must lead to further quality experiences (p. 27).
7. Acquainting students and teachers with the conditions of the local community (physical, historical, economic, occupational, etc.) In order to utilize them as educational resources (p. 40).
8. Believing that subject matter shouldn't be learned in isolation (p. 48).
9. Emphasizing the importance of learner participation in the formation of the purposes which direct the activities (p. 76).
10. Focusing on intelligent activity rather than activity as an end (p. 69).
11. Valuing the importance of personal impulse and desire as moving springs (motivation) (p. 70).
12. Deriving subject matter from ordinary life-experiences (p. 73).
13. Beginning instruction with the experience learners already have (p. 74).
14. Using problems as stimuli to thinking and present experience as sources of problems (p. 70).

Knapp, Clifford. 1994. Progressivism never died – it just moved outside: What can experiential educators learn from the past? The Journal of Experiential Education. Vol 17, No. 2. August, 1994. pp. 9-12.