

Biographical data of Richard Hermann Seyfert

- 20. 4. 1862 Born in Neudorf near Dresden
- 1868-75 Elementary and secondary school in Dresden
- 1876-81 Teacher training seminar in Waldenburg
- 1881-88 Teacher in Hohenstein-Ernstthal and Penig
- 1888-98 School Director in Marienthal
- 1896-98 Studies at the Faculty of Philosophy at Leipzig University
- 1898-03 Director of the II. Municipal School in Ölsnitz, co-initiator of the vocational school there
- 1900 co-founder of the Saxon continuing education association in Döbeln, co-initiator of the "Pedagogical center" of the German Teachers' Association
- 1902 Doctorate, supervisor Wilhelm Wundt
- 1902-08 Seminary senior lecturer in Annaberg
- 1908-18 Member of the II. Chamber of the Saxon Parliament
- 1908-19 Director of the Seminar in Zschopau
- 1919 Department head for the seminar program at the Saxon Ministry of Education
- 1919 Member of the Weimar National assembly
- 1919-20 Minister of Education in the Free State of Saxony
- 1920 Head of the committee for work instruction and work school at the national school conference in Berlin
- 1920-29 Member of the regional parliament
- 1923-31 Director of the Pedagogical Institute Dresden and Advisor for teacher training in the Saxon Ministry for People's Education
- 1923-33 Professor of Practical Pedagogy at the general department of the THD

- 1931 Kerschensteiner medal
- 1933 Prohibition to teach
- 23.8. Died in Dresden-
- 1940 Bühlau

From 1909 to 1912, Seyfert was constructively involved in the school law fights in Saxony for a free general elementary school. In 1919, during the deliberations on the national constitution, he introduced a proposal that would later become Article 143 of the constitution: "Teacher training is to be regulated uniformly in accordance with the principles that apply to higher education in general." As Saxony's Minister of Education, he prepared important legislation for the school and teacher training reform. In 1899, Seyfert formulated for the first time

also established for vocational school teachers.

Three themes defined Seyfert's approach to elementary school education:

- the "working knowledge" as a content approach to the curriculum for exemplary and interdisciplinary learning,
- "popular education" and "creative learning" as a didactic-methodical principle to substantiate the intrinsic value of the elementary school, and
- the idea of a socially just uniform school system and a uniformly organized vocational training in the form of a general advanced training school.

Seyfert's best-known monographs include:
"Die Arbeitskunde" (1895),



Educational institute building and institute school

publicly his demand for a university education for all elementary school teachers. In 1905, his "Proposals for the reform of teacher training" concretized this with ideas for a pedagogically and psychologically accentuated academic upper seminary. After 1919, he was instrumental in implementing the academization of elementary school teacher training in Saxony. Under his directorship and in cooperation with the TH Dresden, the first academic degree program for elementary school teachers in Germany was established at the Pedagogical Institute, which had been established in 1923. From 1924, it was

"Die Unterrichtslektion als didaktische Kunstform" (1904), "Vorschläge zur Reform der Lehrerbildung" (1905), "Volkstümliche Bildung als Aufgabe der Volksschule" (1931), "Vom schaffenden Lernen" (1933) und "Lebensbuch eines Lernenden" (1935).

After 1933, when he saw his existence and that of academic elementary school teacher training threatened, Seyfert made verbal attempts to adapt and conform to the new rulers as a way to survive.