

exclude current writing. In general the treatment of the native language remains largely unaltered in most of the countries surveyed, and the chronological approach still dominates the teaching of literature. The four socialist countries, Italy (in the licei) and France retain old methods in both language and literature (which are taught as separate subjects in the U.S.S.R. and Czechoslovakia). The socialist countries devote much more attention, however, to their own twentieth century writers. The programs of West Germany and Sweden in which function replaces the rules of grammar as the basis for studying the structure of language appear to be more novel. Linguistics appears in some West German Realschule and Gymnasium curricula, and in Sweden it is offered as an elective course. Some trends (the use of translations of works by foreign authors, the deployment of audio-visual media and the study of technical terminology) are evident in almost all countries. The traditional *Social Studies* triad of geography, history and civics remains remarkably intact. An increased use of visual aids had been observed, and an emphasis (in theory) on oral expression and techniques of independent research. In geography three general approaches are discernible: 'social geography', stressing the social development of man in relation to his environment, as taught according to the programs of Belgium and the Netherlands; 'economic geography' focusing on industrial, technical and politico-economic features, an approach apparent in all countries, but especially in West Germany, Sweden and the four socialist countries, and 'scientific geography' in which the scientific aspects of geography are closely co-ordinated with physics, chemistry and mathematics: this is one aspect of the economic-scientific orientation of geography in the Soviet Union. History programs tend to be presented in a framework either of cultural humanism (as in France and Belgium), socialization (Italy), ideological and economic studies (the four socialist countries) or socio-political education, involving a thematic treatment of subject matter at upper secondary level, which is the most radical departure from traditional teaching programs (West Germany and Sweden). Strict chronological treatment of events and personalities remains the pattern in most countries, but memorization of dates and factual details is no longer emphasized. Modern history now receives more attention (except in Italy) although the post-war period is usually treated in general terms. The four socialist countries place emphasis on local and national history. The conception of civics varies greatly. Approaches include the political (West Germany), social (Sweden), economic (most Western countries), historical (West Germany, Belgium, Italy) and theoretical-ideological (the socialist countries). The programs of the Western countries now place more emphasis on teaching students their rights rather than their duties as citizens.

NOVEL FEATURES IN THE OVERALL CURRICULA

These have been appraised but the survey is incomplete because the earlier programs were rarely available for comparison. Changes

in the range and order of subject were recorded in three categories :

1. *Subjects introduced at earlier grade levels than before* : innovation has been motivated by changes in the theoretical conceptions of child development and learning processes, a desire to strengthen the substance of curricula at the earlier level and a desire to expand the total time allocated for a particular subject. All three factors played a role where the teaching of a modern language (as in Sweden, Italy and Poland) or a scientific subject (as in Italy, Poland and the U.S.S.R.) have been started at an earlier grade.

2. *Subjects added* : The range of new subjects (mostly in social sciences, technology or arts and crafts) is apparently large but a number of them have merely passed the planning stage. Among the social sciences, civic education has been introduced in Poland and Italy. Both Sweden and West Germany have introduced a social knowledge course of overall practical life orientation. On the upper level the social sciences mainly continue the geography-history-civics combination, though economics and sociology are available in France, Czechoslovakia, West Germany, Sweden, Belgium and England for specialists, as well as psychology (Sweden) and foundations of philosophy (Czechoslovakia). In the four socialist countries, technology is a major ingredient of polytechnical education which has been a major feature of socialist education for many years ; elsewhere the need to include foundations of technology in general education is widely discussed. It is already available in Belgium, France, Sweden and England. The range of optional subjects remains largely within the traditional subject areas : foreign languages, music and art, typing and sports. Some schools in Sweden, England and West Germany offer a variety of arts and crafts electives (e.g. pottery, photography, fabric design and typography). Optional subjects in the Soviet Union are closely related to the basic subject program, offering either the same material at greater depth or the study of some related topic.

3. *Reductions and de-emphases* : As Western countries have discarded Latin and socialist countries reduced practical work activities in polytechnical programs their curricula have become more similar. Until recently Latin, which possessed social cachet and a prestige derived from the transfer value theory was pre-eminent in both Italy and France. With the objective of maintaining common programs for all children for as long as possible and also to make room for 'modern' subjects, the introduction of Latin has been progressively postponed. In Sweden, Latin has been reduced to the point where it is offered only as an elective at the upper secondary level. In the U.S.S.R. the reduction of hours devoted to practical work has apparently enabled the period of schooling to be reduced from 11 to 10 years. In Czechoslovakia time saved by a similar reduction has been allocated to other subjects, especially the sciences. Religious instruction has in general been reduced ; in Sweden the subject has been re-processed and remains in the schedule as

'religious studies'. Music and art are increasingly placed among electives. It is evident that almost all countries at the present time give priority to intellectual and social education over aesthetic education. West Germany is an exception to this rule.

NEW EMPHASIS AND APPROACHES IN TEACHING

Most of the research that is carried out in connection with the present reform procedures focuses on didactic innovations and more effective teaching practices rather than on the programs themselves. The main emphases which recur in several of the countries' reform plans are as follows :

1. *Differentiated teaching* : this has gained in importance since the structural reforms applied in several countries have extended common schooling throughout the lower secondary cycle. This created a need for more diversified teaching.
2. *More independent work* : it is considered appropriate that the teacher should change his traditional role as a disseminator of knowledge and become a stimulator of learning. Project work (Sweden and West Germany) and supervised work (France) are held to be teaching methods which enable him to advance his transformation into the latter role.
3. *The stress on enquiry and problem solving* : requires that pupils be involved in classroom procedures not only in science subjects, where observation and experimentation can take place, but in others where flexible methods, controlled by the teacher can activate learning. Such methods are recommended in the guidelines of Belgium, France, Italy, Poland and Czechoslovakia.
4. *An emphasis on rational concepts and approaches* : this appears in the plans of the Soviet Union, the G.D.R., Sweden, West Berlin and Poland.
5. *Stress on general concepts rather than on the memorization of details* : this appears in the guidelines of nearly all subjects and extensive research in didactics is being devoted to the problem of how to develop conceptual learning.
6. *The updating of concepts and approaches* in accordance with advances in the scholarly disciplines is recognized as a continuous task in all countries. The sciences present particular difficulties.
7. *Integration of study with practical work experiences* : this has been practised in the socialist countries and is in principle approved of in Sweden, England, West Germany and France.
8. *The use of technical media* : although the use of films and records is recognized in the general guideline directives the special areas of application are not indicated except in the West Berlin programs which in this respect are exceptionally modern and dynamic. Little progress appears to have been made towards programmed instruction.

CONCLUSION

Inspired by a common experience of rapid social change produced by scientific, technical and industrial advances, goals and aspirations have become very similar in all the countries. There is an emphasis on social goals (democratization, economic needs, etc.) rather than aims for individual self-fulfilment.

Structural changes, superseding the nineteenth century ideals of separation and inequality and extending common schooling to the secondary stage, have preceded curricular revisions. Co-ordination of curricular programs has enabled decisions on higher education and career training to be postponed. Technical (upper secondary) schools and vocational schools now increasingly share the outlets to higher education previously monopolized by academic schools. Recent reforms have aimed at greater flexibility of programs to accommodate individual differences in ability and interest.

A major problem accompanying the introduction of new curricular programs reported in all countries except the G.D.R. was the insufficient preparation of teachers. Teachers' understanding and support of innovations were regarded as crucial, especially since a major emphasis on conceptual learning, which basically affects teaching methods, is found in all programs. To overcome the inadequacy of teachers' preparation for the changed curricula, more extensive and systematic in-service training seems to be a necessity that calls for greater government initiative and financial support in almost all the countries.

Among the disparities between the declared goals and the substance of the programs two stand out. Except in Sweden social studies have attracted little reforming zeal, which appears odd considering the prevalence of social motives and goals in the re-designing of school curricula. Also the general increase in leisure time has been noted but an increase in time devoted to music and art has not been advocated.

Curricula in the past were oriented on particular images or defined social purposes. Such purposes exist to-day in stronger form in Eastern than in Western Europe, but in general European society is in a state of flux. To lay down educational programs in this situation without some participation by the students who are to follow them appears quixotic.

DEVELOPPEMENTS DES PROGRAMMES D'ETUDES DE L'ENSEIGNEMENT
DU SECOND DEGRE EN EUROPE

Résumé par R. BETTS d'un rapport d'URSULA SPRINGER (New York)

Cette étude porte sur la réforme des programmes de l'enseignement du second degré dans les pays européens. Elle est fondée principalement sur des programmes scolaires officiels, des interviews et des questionnaires.

Dans tous les pays étudiés les réformes sont nées au cours des vingt dernières années de changements économiques, technologiques, scientifiques et politiques. Dans un tel contexte les changements concernant l'éducation ont été apportés par des autorités ministérielles, des hommes politiques, des industriels, des syndicalistes, des scientifiques, des enseignants et des étudiants. Les principaux résultats ont été l'amélioration de l'enseignement pour les élèves de niveau moyen ou retardés en augmentant la durée de la scolarité obligatoire et en répartissant les élèves selon leurs aptitudes au sein d'une même école, en modernisant les programmes et les méthodes, en développant un enseignement technique et en pratiquant l'orientation.

Des changements de structures en vue d'augmenter le nombre des élèves ont diminué les distinctions dans l'enseignement secondaire et ont conduit, dans la plupart des pays, à plusieurs années d'enseignement commun dans le premier cycle ainsi qu'à des changements considérables dans les écoles secondaires de niveau élevé. Les écoles polytechniques, l'enseignement technique et professionnel se multiplient, les écoles techniques ou de formation professionnelle prennent de plus en plus d'importance. L'enseignement de fin d'études et post-primaire disparaît peu à peu.

La modification des programmes vise à offrir la possibilité d'individualiser l'enseignement tout en renforçant son efficacité. La différenciation des programmes a été retardée par des développements uniformes dans les écoles dûs à une planification à l'échelon national.

Dans tous les pays, exception faite de l'Angleterre, ce sont les ministères qui détiennent la responsabilité de la révision des programmes. Les personnes qui participent à l'établissement des programmes viennent de secteurs différents mais parmi elles se trouvent toujours des employés du ministère, des administrateurs d'école et des enseignants. Dans les différents pays les formes de planification font peu de cas de la structure des programmes.

L'implantation des réformes peut entraîner des projets pilotes (Belgique, France, Allemagne, U.R.S.S.), la préparation de nouveaux matériaux d'enseignement, la formation des enseignants, l'orientation des parents et l'évaluation de nouvelles méthodes. Le format et la composition des programmes qui sont imprimés sont très variés : ils sont très détaillés dans les pays socialistes, très succincts (en France et en Italie par exemple) ; tantôt se sont des livrets contenant des programmes par matière (Belgique, Allemagne, Tchécoslovaquie) ou des programmes selon le type d'école concernée (Italie, Pologne, Suède). Les grandes lignes sont les caractéristiques importantes et contiennent habituellement un ensemble d'éléments programmatiques, pragmatiques et didactiques dont les proportions varient selon les pays.

En comparant les différents programmes on constate une grande différence en ce qui concerne le, temps consacré, à chaque matière, par exemple les mathématiques, les langues étrangères. En analysant les différents programmes nationaux pour ce qui est des langues on voit que l'accentuation est mise sur les techniques de traduction et sur une étude chronologique de la littérature, à l'exclusion souvent de la littérature contemporaine (excepté dans les pays socialistes). Des analyses similaires des cours de sciences humaines montrent une très grande variété pour ce qui est de l'approche générale des problèmes. Cependant on note qu'un nombre croissant de méthodes audio-visuelles sont utilisées et qu'on met de plus en plus en valeur l'expression orale et les techniques de recherches indépendante. On attache de moins en moins d'importance aux faits.

Les changements dans les programmes se font dans les trois grands sujets suivants :

(1) l'introduction de certaines matières plus tôt qu'auparavant par exemple pour une langue vivante (Suède, Italie, Pologne) ou un sujet scientifique (Italie, Pologne, U.R.S.S.) ;

(2) l'addition de nouvelles matières, tout particulièrement les sciences humaines (dans la plupart des pays), la technologie (liée dans les pays socialistes à une éducation polytechnique) et les arts et métiers ;

(3) diminution de l'intérêt pour le latin et les études religieuses dans les pays de l'Ouest et pour les travaux pratiques en atelier dans les pays socialistes ce qui amène une plus grande similitude des programmes des différents pays.

Les méthodes d'enseignement, sujet de la plupart des recherches, ont également changées. En effet on insiste de plus en plus sur l'importance d'avoir un enseignement diversifié, un travail plus personnalisé, sur les enquêtes et la résolution de certains problèmes, sur les concepts et approches rationnels, sur la connaissance de concepts généraux plutôt que la mémorisation de détails, le renouvellement et la mise à jour du contenu et des méthodes, et l'introduction dans les études d'une partie pratique ainsi que l'utilisation de nouveaux média techniques.

Les rapides changements sociaux dûs aux progrès scientifiques, techniques et industriels ont conduit à des buts et à des aspirations communes, les buts sociaux étant les plus importants. L'harmonisation des programmes scolaires, après les changements de structures a augmenté l'égalité entre les divers éléments. De récentes réformes ont eu pour but de permettre une plus grande flexibilité et une plus grande individualisation. Les problèmes ont été les suivants : la formation insuffisante des enseignants ce qui amena à une augmentation du recyclage des enseignants, les disparités entre les buts et le contenu de l'enseignement, par exemple dans le manque de réforme des études sociales et au besoin de faire participer les étudiants eux-mêmes à l'organisation des programmes.