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Teacher education

in
THE NETHERLANDS
BELGIUM
LUXEMBOURG

by
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Foreword

IN ITS ever-increasing series of international publications concerning education in other countries around the world, the Office of Education now brings to educators this timely research document describing teacher education in the Benelux Countries. No other single bulletin of the Office has been devoted to these three nations together.

The Netherlands, Belgium, and Luxembourg—comprising the group—are close neighbors and have many interests in common. During the postwar period they have instituted important changes in their teacher-training programs. Such changes and other basic information are described by the author, who visited the three countries under the auspices of the Office of Education to study their respective educational systems. He has documented this report from the data gathered and has suggested to readers various sources for further study.

It is hoped that this publication, *Teacher Education in the Netherlands, Belgium, and Luxembourg*, will provide much helpful information, especially for those concerned with the many phases of comparative and international education.

The Office of Education takes this opportunity to express appreciation to the governments of the Netherlands, Belgium, and Luxembourg; to their Ministries of Education and to their Embassies in Washington, D. C., for their valuable assistance.

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Introduction

THE NETHERLANDS, BELGIUM, AND LUXEMBOURG all suffered the destruction of invasion during World War II. These years left their mark, but within the space of little more than a decade the economic and cultural life of the three countries has been re-established.

These are small but highly literate countries long accustomed to self-government. The part played by schools has been considerable. In recognition of this, an increasing proportion of the national budgets has been devoted to rebuilding and improving the schools.

Even before World War II there was a widespread feeling that schools must be improved and particularly that the training of teachers must be changed. As a result, in the postwar period all three countries have instituted changes in the teacher-training program. These changes will be described within the context of the educational system of each country.

As neighbors, the Netherlands, Belgium, and Luxembourg have many common interests and are often spoken of as the Benelux Countries. At the same time each country has a distinctive cultural pattern and an educational system which has developed in accord with the cultural traditions and demands of the country. At this point certain characteristics can be noted which hold true for the three education systems, with minor exceptions.

National Control

In all of the countries the national government (the word "state" is used in these countries to mean the national government) takes an active part in educational matters, usually through its Ministry of Education.¹ This is particularly true of Luxembourg, which has almost no private schools. Teachers and textbooks for the public schools of Luxembourg must be approved by the national govern-

¹ In the Netherlands the exact title is Ministry of Education, Arts and Sciences (*Ministerie van Onderwijs, Kunsten en Wetenschappen*); in Luxembourg it is called the Ministry of National Education (*Ministère de l'Éducation Nationale*); and in Belgium it is called the Ministry of Public Instruction (*Ministère de l'Instruction Publique*). Henceforth, as a matter of convenience in this study, each will be referred to as the Ministry of Education.

ment. In all three countries the national government supplies a large portion of the money spent on schools and pays the salaries of both public and private school teachers. These salaries are fixed by the national government. All of the countries exercise supervision over both public and private schools by means of reports submitted to the Ministry and through regular visits from inspectors sent out by the Ministry of Education. The broad outlines of the curriculum for the elementary, secondary, vocational, and teacher-training schools are set by the national government, in consultation with various groups within the country. It is true that government publications in both the Netherlands and Belgium stress that considerable local autonomy is encouraged in educational matters, and teachers for the private schools are selected by private school authorities without interference by the national government.

Teacher Education

Teachers for the elementary schools receive a different kind of training from that of secondary teachers. All three countries offer 6 years of elementary education where prospective teachers of all kinds mix with future doctors, lawyers, and members of the various other occupations. At the end of the elementary school, at the age of 12, the future academic secondary teachers, along with would-be lawyers and doctors and the like, begin attendance at an academic secondary school. Other 12-year-olds take up their studies at vocational schools. Those who intend to become elementary teachers or clerks and employees in the lower ranks of industry and commerce enter a lower secondary school of 3 or 4 years in length, which offers many of the same subjects found in the first 3 years of the academic secondary school. In Luxembourg the future elementary teachers attend the academic secondary school for 3 years and then leave to enter the teacher-training school.

At the age of 15 or 16 the future elementary teachers of these three countries enter a school designed exclusively to train teachers (in Belgium these schools also offer some training in prenursing and in child care). The first 2 or 3 years of the 4-year program are designed to finish the secondary schooling of the prospective teacher and to bring him to a level roughly comparable to graduation from the academic secondary school. One of the principal objectives of the recent reforms in teacher education in these countries has been to insure that a level equivalent to graduation from an academic secondary school is achieved and given recogni-

tion. The latter part of the 4-year program of teacher training offers opportunities to observe and teach children under the supervision of experienced teachers and to take courses in psychology and education, art and music, and some further work in such academic fields as the native language and history. Courses in education are called "pedagogy" in these countries and the word "didactics" is used to indicate courses in teaching methods as distinct from such courses as history of education or educational psychology.

The prospective teacher of the upper grades of the academic secondary school finishes the academic secondary school and goes on to secure a university degree (or its equivalent, proved by means of passing state examinations) in a field such as history or mathematics. A certain amount of study of professional education is required, either in the last year or so of university studies or in the year following receipt of the university degree.

Certification

In all the countries the laws and decrees specify rather clearly the amount and kind of training both in subject matter and in professional education which a person must have to secure a teacher's certificate or license to teach. These regulations apply to all elementary and secondary teachers in the country, including both public and private school teachers. In these countries a person does not expect to be allowed to teach unless he holds the proper teacher's certificate.

Statistical Data

The size of the countries needs to be borne in mind in discussing teachers and schools. The largest population is in the Netherlands—slightly more than 11 million people, with approximately 94,000 teachers and close to 8 million students in elementary and secondary schools of all types. To this can be added approximately 35,000 students of higher education taught by 1,400 professors and lecturers, aided by 2,600 on the research and laboratory staff. Luxembourg is the smallest, with slightly more than 300,000 people and a school enrollment of approximately 40,000. Belgium has a population of approximately 9 million and a school enrollment of 1,700,000. There are about 80,000 teachers in Belgium.

INTRODUCTION

TABLE 1.—*Population and school data*¹

Country	Population	Teachers		Students	
		In nursery, kindergarten, elementary, and secondary schools of all types (approximate number)	Higher education	In nursery, kindergarten, elementary, and secondary schools of all types	Higher education
1	2	3	4	5	6
Belgium....	8,923,844	80,000	(²)	1,629,598 (plus 123,439 part-time)	34,185 (plus 6,144 in 2-year teacher-training colleges and 4,675 in artistic training).
Luxembourg	309,000 (1955)	1,900	(²)	41,648	100 (enrolled in Luxembourg; others study abroad).
Netherlands	11,094,736	94,000	1,367 (as of 1956)	2,638,180	³ 34,890

¹ Date of data for Belgium: 1956-57; Luxembourg and the Netherlands: 1957-58.² Figures not available.³ April 1959.

PART I

PART I Teacher Education in THE NETHERLANDS



PREFACE

THE NETHERLANDS is a country of relatively small land area (approximately 12,500 square miles) but with a population of slightly more than 11 million in 1958. The population density was calculated in 1955 as 859 per square mile, which makes it one of the most heavily populated countries in Europe. Schools are to be found everywhere; almost 3 million of the inhabitants are enrolled in schools and receive instruction from approximately 100,000 teachers. In the Netherlands, as in many other countries, it is widely recognized that the teacher is the heart of the educational system. Much thought has naturally been given to the system by which teachers are trained. A reform of the system was recommended as early as 1920 and finally came to fruition with the Teacher Training School Act (*Kweekschoolwet*) of 1952. The training of a Dutch teacher is herein described by first outlining the elementary and secondary school system through which he passes as a student prior to entering the teacher-training school and, to which he returns as a teacher.

TABLE 1.—Statistics of teachers and pupils, 1956¹

Level of education	Pupils		Teachers	
	Number	Percent of change from previous year	Number	Percent of change from previous year
1	2	3	4	5
Infant schools	370,223	-0.3	10,082	+5.5
Elementary and continued elementary education	1,490,774	+2.7	42,287	+3.0
Special education	43,532	+7.7	3,019	
Upper primary education (U.L.O.)	169,507	+10.0	5,142	+7.0
Preparatory and secondary day schools	119,747	-0.25	9,274	+8.4
Commercial evening schools	19,236	+8.5	1,660	
Technical and domestic science schools	221,641	+2.3	16,000	
Agricultural and horticultural education	61,568	+2.3	3,000	
Teacher training schools	14,140	+5.0	1,700	
Teacher training for technical and domestic science schools	2,978	+19.0	93,134	

¹ Adapted from "Netherlands: Educational Progress in 1954-1957." UNESCO International Bureau of Education. *International Yearbook of Education, 1957*. Paris/Geneva, the Organization/the Bureau, 1957. Publication No. 190. p. 282.

² Data not available.

CHAPTER 1

The School System

NURSERY SCHOOL AND KINDERGARTEN

Compulsory education in the Netherlands begins at the age of 7 and ends when a student reaches the age of 15 or has completed 8 years of schooling. Most children, however, will enter the elementary school at the age of 6 and many will have attended kindergarten and nursery school as 4- and 5-year-olds. In the Netherlands, kindergarten and nursery school are combined in one school which is called the infant school (*kleuterschool*). The first of these schools in the Netherlands was established approximately 100 years ago.

The infant school formerly accepted children at the age of 3 but the Infant School Act of December 8, 1955, which placed all infant schools under legal regulations for the first time, specified that it was to be a school for children 4 to 6 years old. In practice, most of the children enter the elementary school when they become 6 years old.

Attendance at an infant school is not compulsory but many enter such a school at the age of 4. A fee is charged except for children from families with an income below a specified level. On January 1, 1957, there were 349,075 children enrolled in the infant schools under the direction of 10,153 women teachers.¹ Most of these children were in private infant schools connected with either the Roman Catholic or Protestant religions. The public kindergartens are operated by municipal governments.

No government approval is needed to start an infant school except that the building must pass inspection by government sanitary inspectors. Prior to the Infant School Act of 1955, there was almost no check on the quality of work offered by these schools. Beginning in 1956, infant schools wishing to receive a government subsidy as provided in the act had to meet government specifica-

¹ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advances of Education in the Year 1957-58. Report Submitted to the XXIst International Conference on Public Education. Geneva, June 1958.* [proceedings]. p. 2.

tions with regard to curriculum, number of pupils, and qualification of teachers.

The government subsidy consists of full reimbursement for the cost of building the school and then an annual grant which amounts to full payment for operating costs. The salaries of teachers are paid by the municipal governments, which in turn are reimbursed by the national government.

To receive a government subsidy to establish an infant school, there must be at least 30 pupils willing to enroll in a community of 50,000 people or less, 60 pupils when the population is 50,000 to 100,000, and 90 pupils for a community of over 100,000 people. The schools vary greatly in size, with many having fewer than 60 pupils and several having over 300. Usually these schools have their own buildings and are independent of elementary schools, although a small number of them are attached to elementary schools.

The Infant School Act of 1955 described infant school education as that "given in accordance with a playing and working scheme, comprising the following subjects: games and physical exercise, work with educational materials, modeling, drawing, musical instruction, story-telling and the teaching of children's songs. Other things may be added."

Instruction is to be given at least 880 hours per year but not more than 26 hours per week.² The program followed in the public infant schools in Rotterdam in 1958 illustrates how such schools function. On 4 days a week—Monday, Tuesday, Thursday, and Friday—classes met from 8:45 to 11:30 A.M. and from 1:45 to 3:45 P.M. On Wednesday and Saturday mornings, classes met from 8:45 to 11:30 A.M.³

The course of instruction depends on which of the two main types of infant schools it is, Froebel or Montessori. These schools practice a Dutch version of the educational theories of either Froebel or Montessori, with the majority calling themselves Froebel schools. The Froebel schools make great use of materials designed to encourage artistic, dramatic, rhythmic and physical expression, whereas the distinguishing feature of certain of the Montessori schools is that a greater emphasis is placed on trying to teach some of the pupils to read and to do simple addition and subtraction problems. There are other infant schools which use

² Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Program, 1956-57. Report Submitted to the XXth International Conference on Public Education, Geneva, July 1957.* [processed]. p. 7.

³ Rotterdam. *Richtlijnen voor de samenstelling van een Speel-en werkplan voor de Kleuterschool.* (Distributed in 1958). [processed]. p. 4.

a combination of methods without any special name for the kind of instruction.

Every infant school has a head instructress. She is assisted by another teacher if the enrollment exceeds 40 children, and for every additional 40 pupils another teacher is required.

ELEMENTARY EDUCATION

The elementary school⁴ (*gewoon lager onderwijs*) is by far the largest single segment of the Dutch education system. The first 8 grades of schooling are free; tuition is charged only in the upper years of the secondary schools. Data for 1957, excluding infant school enrollments, indicated that of all people enrolled in Dutch schools 63 percent were in elementary schools. In September of 1958 the elementary schools enrolled 1,522,600 students.⁵ In January 1958 the teachers in the elementary schools numbered 43,613.⁶

Most of the elementary teachers work in private schools affiliated with church groups. Such schools outnumber the public elementary schools by more than 2 to 1. Of the 1,522,600 children in elementary schools in September 1958, 665,200 (43.7 percent) were in Roman Catholic schools. The Protestant private schools and the public elementary schools were about even in size with 26.8 percent in the Protestant schools and 27.6 percent in the public elementary schools.⁷ A very small percentage is enrolled in private schools without religious affiliation.

Private elementary schools in the Netherlands are completely subsidized out of municipal and national government funds in the same way as public schools. Money for the salaries of both public and private school teachers comes from the national government. Agreement to subsidize private schools came in 1917, after almost 80 years of conflict and disagreement over the wisdom of such a step, when the constitution was revised to permit widescale subsidy of private schools. This was followed by the Elementary

⁴ As used in this book the word "elementary school" will refer to the first 6 years of schooling, unless specified otherwise. In Dutch terminology the 7th and 8th years of schooling provided for slow learners are called "continued elementary education," and the lower secondary school (U.L.O.) is designated as "advanced elementary schooling."

⁵ Nederland. Centraal Bureau voor Statistiek. *Mededelingen*, No. 7434, November 1958. Included in these statistics are the small number of pupils who remain on for the 7th or 8th grade in continuation classes (called V.G.L.O.) in order to satisfy the legal requirements of compulsory education.

⁶ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-58*, op. cit. p. 2.

⁷ Nederland. Centraal Bureau voor Statistiek *Mededelingen*, No. 7434, November 1958.

School Act of 1920, which extended government subsidy to those private schools which meet government specifications as to number of pupils, qualification of teachers and curriculum offered.

When government specifications are met, a local government unit has no choice but to grant a subsidy to the private elementary school. In recent decades the number of public schools has declined. The proportion of pupils enrolled in private schools has increased steadily. In some cases the public schools have been closed and replaced by private schools.⁸

Article 208 of the Dutch constitution states that each municipality shall provide public schools in sufficient quantity but that under circumstances to be established by law, divergence from this principle may be permitted.⁹ It was reported in 1950 that 307 of the 1,015 municipalities (30.2 percent) had no public elementary school.¹⁰

Since every denomination can secure money for a school of its own, there are many small schools. A school of 200 pupils is not considered small; one with 500-600 pupils is called a large school.¹¹ Data for 1953 indicated that 33 percent of the elementary schools had 3 teachers or less and that 16 percent had only 6 teachers. Schools with more than 8 teachers constituted 8½ percent of the total.¹²

About 98 percent of the public and Protestant elementary schools are coeducational; approximately 25 percent of the Roman Catholic elementary schools are coeducational.¹³

The Dutch elementary school will typically meet from 9:00 A.M. to noon and from 2:00 to 4:00 P.M. Classes in many schools are held on Saturday morning but in that case Wednesday afternoon is taken off.

Curriculum

The general outlines of the curriculum for the Dutch elementary school are given in the Elementary School Act of 1920, which calls for reading, writing, arithmetic, Dutch, national history, geography, natural history (general science), singing, drawing, physical exercises, and plain needlework for girls. Additional subjects

⁸ Idenburg, Philip J. *Education in the Netherlands*. The Hague, Netherlands Government Information Office, 1950. p. 28.

⁹ Peaslee, Amos J. *Constitutions of Nations*, second edition, vol. II (France to New Zealand). The Hague, Martinus Nijhoff, 1956. p. 781-782.

¹⁰ Idenburg, *Education in the Netherlands* (1950), op. cit., p. 22.

¹¹ Verlinden, J. A. A. and Zietsma, J. *School Building in the Netherlands*. The Hague, Netherlands Ministry of Education, Arts and Sciences, 1956. p. 3-4.

¹² UNESCO. *World Survey of Education*, II: *Primary Education*, op. cit., p. 746.

¹³ *Ibid.*, p. 744.

may be added. The act also specified that the elementary school was to be in session at least 22 hours per week for at least 40 weeks per year.¹⁴

Permission to deviate from the timetable and program of study may be given in the case of certain experimental schools requiring special organization, such as the Montessori and the Dalton schools. There are few such schools, however.

The program of study is not exactly the same in every part of the country, since each school or each city is free to adopt its own curriculum as long as it meets legal requirements and satisfies government requirements pertaining to the receipt of government subsidy. The curriculum of the public elementary school is worked out by the head teacher and teachers and then examined by the burghmaster and aldermen of the city government in co-operation with the school inspector from the Ministry of Education. When a school inspector judges the curriculum of either a public or a private school inadequate, the question of withdrawal of government subsidy is decided not by the Ministry of Education but by the Education Council, a body appointed by, but independent of, the government.

Table 2 indicates the typical curriculum of a Dutch elementary school. It was assembled by UNESCO authorities from information supplied by the Dutch Government.

Everyone in the Dutch elementary school takes the same subjects, except that Dutch girls have instruction in needlework from at least the second year onward. Many of the women teachers have a certificate qualifying them to teach this subject. Woodworking or handcraft is sometimes offered to the boys. As indicated in table 2, the largest amount of time is devoted to reading, writing, and study of the native language, with arithmetic ranking second. Study of the social sciences begins in the fourth grade with national history, which was preceded by the study of geography in the third grade. One to two hours a week are devoted to history in the last 3 years of the 6-year elementary school; about the same amount of time is devoted to needlework.

Religion is a regular part of programs of the private elementary schools affiliated with religious groups. In the public elementary schools, school time and classrooms are made available for a course in religion taught by local clergymen. Attendance is optional.

Study of foreign languages usually begins in the seventh year of schooling in the Netherlands, particularly in the academic sec-

¹⁴ *Ibid.*, 746-747.

TABLE 2.—Curriculum of an elementary school, 1958¹

Subject	Hours a week, by school year and age ¹									Total	Percent
	I (6)	II (7)	III (8)	IV (9)	V (10)	VI (11)	VII (12)	VIII (13)			
1	2	3	4	5	6	7	8	9	10	11	
Language (reading, grammar, etc.)	7½	7½	9½	8½	8½	8½	3	3	56	25.51	
Writing	3	3	2						8	3.64	
Arithmetic	3	3	4½	4½	4½	4½	3	3	30	13.67	
Natural history				1½	1½	1½	3	3	10½	4.78	
Geography			1	1½	1½	1½	3	3	11½	5.24	
Natural and physical sciences				1	1	1	3	3	9	4.10	
Civic education											
Physical culture	1½	1½	2	2	2	2	2	2	15	6.83	
Drawing	1½	1½	1½	1½	1½	1½	1	1	11	5.01	
Music (singing)	1½	1½	1½	1½	1½	1½	1½	1½	12	5.47	
Needlework (girls)	1½	1½	1½	1½	1½	1½	6	6	21	9.57	
Practical work for history, geography, natural and physical sciences	1½	1½	1½	1	1	1	6	6	19½	8.88	
Periods for backward pupils in language, writing and arithmetic or <i>ad libitum</i> time (boys)	1	1	1	1	1	1	5	5	16	7.29	
Total	22	22	26	25½	25½	25½	36½	36½	219½	99.99	
Religion				1	1	1	1	1			
Handwork (boys)	1½	1½	1½	1½	1½	1½	6	6			
Domestic science (girls)							4	4			
Foreign languages							2	2			

¹ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XXist International Conference on Public Education, 1958. Publication No. 194. p. 177.

² School year indicated in Roman numerals; approximate age of students in parentheses.

ondary school or in the lower secondary school (U.L.O.). Those who would begin the study of foreign languages in the first year of the academic secondary school, and this would include prospective secondary school teachers, constitute about 14 percent of their age group. Another 33 percent of the same age group would begin foreign language study in the first year of the lower secondary school (U.L.O.). Included in the latter group would be prospective elementary school teachers.

The same UNESCO publication in which table 2 appeared included a table comparing the percentage of time devoted to each subject of the elementary school in several countries, including the United States and indicating¹⁵ that both the Netherlands and the United States spend about the same percentage of time on study of the native language. The Dutch schools spend a slightly larger percentage of their time on arithmetic and slightly less on science than do elementary schools in the United States. About twice as

¹⁵ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XXist International Conference on Public Education, Publication No. 194, 1958. p. 57-58.

much time is devoted to study of the social sciences in the United States as in the Dutch schools. The amount of time spent on practical activities such as needlework is higher in the Dutch schools. The work done in grades 7 and 8 in the United States is not given, but the time devoted to foreign language study in these grades of the Dutch academic secondary or lower secondary schools is much higher than in the United States.

SECONDARY EDUCATION

Upon completion of the 6 years of elementary school, pupils in the Netherlands come to a parting of the ways. Since compulsory education does not end until the age of 15 or the completion of 8 years of schooling, a child must consider several possible routes of further schooling. A comparatively small group (about 14 percent) who have had marked success in the elementary school and who can pass the entrance examination enter one of the academic secondary schools. Prospective secondary school teachers would be among this 14 percent. The academic secondary schools have programs lasting 5 or 6 years; their graduates are usually eligible to enter the Dutch universities. Enrollment in these schools has risen rapidly in the last decade.

Those who wish academic study of a somewhat lower level, shorter and more practical, enter lower secondary schools of 3 or 4 years' duration. The Dutch call this education "advanced elementary education" or U.L.O. (*uitgebreid lager onderwijs*). Next to vocational schools the U.L.O. is the most heavily patronized of the post-primary schools. About 33 percent of the age group enter the U.L.O. school. For the vast majority of them, this will be the last formal schooling prior to taking a job. Among the small group to continue will be the prospective elementary school teachers, who enter the teacher-training program upon completion of the U.L.O. schooling.

Most of the pupils who leave the elementary school will enter vocational schools, which accept students at the age of 12 and occasionally at 11. Enrollments in vocational and technical schools have increased more rapidly than in any other type of post-elementary school. About 40 percent of the age group enters the vocational schools.

There is a small group of students (40,955 in 1957) who have found academic study in the elementary school difficult and yet who must continue their schooling according to the law. These

students are grouped in separate classes for the seventh and eighth year in what is called "continued elementary education" or V.G.L.O. (*voortgezet gewoon lager onderwijs*).

Total enrollments for all types of schools beyond the elementary school become progressively smaller with each additional year. About 74 percent of the age group are enrolled in full-time attendance in the ninth year of schooling, but the drop-off is great at the end of the 10th year. At this point, 4 years beyond the elementary school, many of the students will have finished the U.L.O. school or a lower vocational school and will begin work.

Level of education	Number of students
Elementary education	1,469,657
Post-elementary training:	
Apprenticeship	40,466
Vocational and technical schools	335,358
U.L.O. (lower secondary school)	185,309
Academic secondary school	128,789
Agricultural schools	26,922
V.G.L.O. (continued elementary education—7th and 8th grade)	40,955
Special education for handicapped children	45,722
Teacher training	17,143
Higher education	30,939
	851,603 ¹⁶

Continued Primary Education (V.G.L.O.)

The problem of what to provide in the 7th or 8th year of schooling for those with little inclination toward academic work was accentuated when compulsory education was raised from 7 to 8 years in the 1940's. To meet this problem the V.G.L.O. classes were established. At first, because of the shortage of buildings and teachers, it was ordered that where it was not feasible to build a separate V.G.L.O. school these classes could be added to a regular elementary school. This was done in so many cases that few separate V.G.L.O. schools have been built.¹⁷

The V.G.L.O. classes emphasize practical subjects and manual skills. Manual training is an important part of a boy's program;

¹⁶ Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands*, p. 1-29. Distributed in 1953. (processed)

¹⁷ Idenburg, Philip T. and Tanselaar, G. "The Netherlands," p. 269-276 in *Yearbook of Education*, 1943. London, Evans Bros. Ltd, 1943.

needlework and home economics are central in a girl's program.¹⁸ In addition to this, elementary school subjects are continued.

Academic Secondary Education

Academic secondary education (*Voorbereidend hoger en middelbaar onderwijs*) in the Netherlands may be secured in one of the following schools:

1. Gymnasium
2. Higher burgher school (*hogereburgerschool*, also called the *atheneum*)
3. Lyceum
4. Secondary school for girls—M.M.S. (*Middelbare School Voor Meisjes*)
5. Day commercial schools (*handelsdag-school*)
6. Evening commercial schools (*handelsavondschool*).

Traditionally, these schools have enrolled only a small percentage of the age group, but recent enrollments have climbed rapidly. In 1950 it was reported that 9 percent of the age group was enrolled in these schools. By 1957 the figure had grown to 14 percent. The actual number of students increased from 108,845 in 1955 to 143,311 in 1958, the 1958 figure being a 10-percent increase over the preceding year. As a result a shortage of secondary teachers has developed.

The rising enrollments have been attributed to the population growth in the Netherlands (from 10,200,280 in 1951 to 11,094,736 in 1958) and to an increased desire for further schooling. The latter reflects the increasing demand for educated personnel which is being experienced in many parts of the world. It is consistent also with the efforts of the Dutch government to organize and achieve maximum use of the limited resources of the country.

Tuition is charged for students beyond the compulsory school age. All fees up to the school leaving age were abolished in 1955. As in the case of the elementary schools, there are public, Roman Catholic and Protestant secondary schools, and also a small number of private secondary schools without religious affiliation. Enrollment in public and Roman Catholic secondary schools is approximately equal, with a smaller number enrolled in the Protestant secondary schools. Slightly more than one-third of the students are girls. Most of the schools are coeducational, except

¹⁸ Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands*. (29 p.) Distributed in 1958. [processed.] p. 10; and "Education and Cultural Aspects." *Digest of the Netherlands*, Part 4, January 1959. p. 4.

TABLE 3.—Enrollment in academic secondary schools, 1957-58¹

Type of school and control	Number of schools	Number of students		
		Boys	Girls	Boys and girls
1	2	3	4	5
Total.....	427	79,667	50,215	129,882
Gymnasium.....	76	10,208	6,830	17,038
Higher burgher school.....	155	30,310	12,650	42,960
Lyceum.....	145	37,820	22,899	60,719
Secondary school for girls.....	38	7,574	7,574
Commercial day school.....	13	1,329	262	1,591
Public.....	164	28,460	18,925	47,385
Central authorities.....	53	8,793	4,538	13,331
Municipalities.....	111	19,667	14,387	34,054
Private.....	263	51,207	31,290	82,497
Protestant.....	80	17,401	10,161	27,562
Catholic.....	149	28,521	16,598	45,119
Other.....	34	5,285	4,531	9,816

¹ "Education and Cultural Aspects." *Digest of the Netherlands*, Part 4, January 1959, p. 18.

² In the school year 1956-57, 39,685 pupils (of whom 12,000 were boys) also attended the 166 commercial evening schools.

for some of the Roman Catholic schools and the secondary school for girls (M.M.S.—*Middelbare School Voor Meisjes*).

The private secondary schools receive subsidies from the government to the same extent as the elementary schools. A private secondary school must be built before it can ask for a subsidy. Unlike elementary education, where the subsidy is automatic when government requirements are met, the decision of whether to subsidize a private secondary school is made by the Ministry of Education and is based on such factors as the availability of government funds and the need for such a school.¹⁹ When granted, the subsidy covers all normal operating costs, including teachers' salaries. Almost all the secondary schools are subsidized.

There is an entrance examination for the academic secondary school which has been described as a "simple examination" to determine whether a person is likely to profit from what is offered in the school.²⁰ In some schools a "test class" is established to evaluate in a number of lessons (16-24) the suitability of assigning pupils to a certain type of school. Where the examination is written it covers Dutch, arithmetic, geography and history. The examinations are given locally and seem to vary somewhat with the number of applicants. Some communities and some schools

¹⁹ *Ibid.*, p. 18.

²⁰ Idenburg and Tazelaar, *op. cit.*, p. 261.

report a failure rate as high as 20 percent on these examinations. Some selection occurs prior to the end of the elementary school, since about 16 percent of the age group reportedly never reaches the 6th year.²¹ The amount of failure in both elementary and secondary schools is a source of concern to Dutch educators and is frequently cited in proposals for the improvement of teaching. Reportedly about 20 percent in the secondary schools are not promoted each year, and approximately 45 percent who begin the secondary school never graduate. The latter figure would include the usual number of people who change their plans concerning future careers or fields of interest. In many cases in the Netherlands this would necessitate changing from one type of school to another. The failure rate is defended sometimes by reference to the high standards maintained, but other explanations given by Dutch educators include the very heavy and inflexible program of study and the lack of pedagogical training of secondary teachers.²²

Graduates of the lyceum, the higher burgher school, and the gymnasium are eligible to enter the Dutch universities, although not all the faculties in the universities are open to graduates of the higher burgher school. It was reported in 1950 that 80 percent of the graduates of the gymnasium go on to higher education and 55 percent of the graduates of the higher burgher school, division B, do so.²³

The Higher Burgher School

When created in 1863 the higher burgher school was to be a terminal institution rather than one preparing for study in the university. By 1917 it had reached its present status of being a preparatory institution for entrance into the universities for many of its students. Students enter the higher burgher school after completion of 6 years of elementary schooling to undertake a 5-year program of study (at one time there were higher burgher schools offering only 3 years, but these have disappeared). In 1958 plans got underway to lengthen the program to 6 years and change the name to *atheneum*.

In 1958 graduates of the B division of the higher burgher school were eligible to enter most of the university faculties except those of philosophy and literature, theology, and law, which

²¹ UNESCO, *World Survey of Education, II: Primary Education*, op. cit., p. 746.

²² Stollwag, Helena W. F. "Problems and Trends in Dutch Education." *International Review of Education*, vol. III, No. 1, 1957. p. 65.

²³ Idenburg, *Education in Netherlands (1950)*, op. cit., p. 52.

require training in Latin or Greek. Proposals were before the Dutch Parliament in 1958 to open the faculty of philosophy and literature to graduates of the higher burgher school. Holders of the diploma from the A division, which has less emphasis on mathematics and science, are eligible to enter fewer of the university faculties. The science and engineering faculties, for example, are not open to holders of the A diploma from the higher burgher school. In the upper years of the higher burgher school the students divide into either the A division, in which commerce and economics and the social sciences receive more attention, or the B division, in which mathematics and the sciences are stressed. In both divisions heavy emphasis is given to the study of several languages.

Many different subjects are studied in the higher burgher school, some of which meet once or twice a week. For the first 2 or 3 years all study the same subjects, then in the last 2 or 3 years there is a separation into divisions A and B. By the end of the second year (8th year of schooling) of the 5-year program, all will be studying 3 foreign languages, usually English, French, and German. This is recognized by Dutch educators as both a heavy load and a heavy emphasis on linguistic study but is considered necessary because of the geographic position of the Netherlands, its dependence on international trade, and a recognition that the Dutch language is not widely studied elsewhere.²⁴

History and geography are each studied through the 5 years for 2 or 3 class periods per week. Mathematics is studied all 5 years in division B and for 4 years in division A. Classes in mathematics usually meet 5 times per week except in the fourth year of the A division when the classes meet once a week.

Physics begins in the second year and chemistry in the third year. For those in the B division, the study of physics and chemistry lasts 3 or 4 years. In the first 2 or 3 years science classes meet 2 or 3 times a week. Those in the A division have 3 years of chemistry and 2 years of physics in classes which usually meet twice a week. Commercial subjects are studied in the last 3 years of the A division.

Theoretically the graduate of the higher burgher school can enter a training school preparing elementary school teachers and become a teacher in 2 years. In practice few do this, as is shown by an analysis of 287 graduates of higher burgher schools in Rotterdam in 1956. Only 4 out of 177 boys and 3 out of 110 girls chose to enter a training school for elementary teachers. Of the

²⁴ Stallwag, Helena W. F., op. cit., p. 64.

TABLE 4.—*Secondary school curriculum, Higher Burgher School A and B¹*

Subject	Higher Burgher School A					Higher Burgher School B				
	Hours a week, by school year and age ²					Hours a week, by school year and age ²				
	I (12)	II (13)	III (14)	IV (15)	V (16)	I (12)	II (13)	III (14)	IV (15)	V (16)
1 ²	2	3	4	5	6	7	8	9	10	11
Dutch.....	4	4	4	4	4	4	4	4	3	3
French.....	5	3	3	4	4	5	3	3	3	3
English.....	3	3	3	4	4	3	3	3	3	3
German.....		3	3	4	4		3	3	2	2
Commercial sciences.....			1	6	6			1		3
Political economy.....				3	2					1
Geography.....	3	3	2	2	2	3	3	2	3	1
History.....	4	2	2	2	3	4	2	2	2	2
Civics.....			1	1	1			1		
Mathematics.....	5	5	5	1		5	5	5	5	5
Mechanics.....									2	2
Physics.....		2	3				2	3	2	3
Chemistry.....			2	2	2			2	4	4
Biology.....	3	2				2	2		3	3
Cosmography.....										1
Hand drawing.....	3	2	1			3	2	1	1	1
Linear drawing.....									1	1
Physical training.....	3	3	3	2	2	3	3	3	2	2
Total.....	32	32	32	34	34	32	32	32	34	36

¹ Netherlands Embassy, Washington, D. C. *Subjects and Hours of Instruction, as Contained in the Program of Schools for Secondary Education in the Netherlands*. p. 1, 2. Distributed in 1959.

² Year is indicated by Roman numerals; approximate age of students in parentheses.

total of 287, 61 went on to higher education, among them some prospective secondary school teachers. Another 16 had started study for the secondary teacher's diploma (M.O.) via state examinations, an alternative to preparation for teaching by way of university study.²⁵

The Gymnasium

The gymnasium (classical secondary school) offers a 6-year program which gives major emphasis to the study of Latin and Greek. In the last 2 years there is a division A (*alpha*), in which Latin and Greek receive the major emphasis, and a division B (*beta*) in which more stress is given to mathematics and the sciences. All students take the same subjects during the first 4 years. Latin is offered from the first year on, and Greek from the second year on. In addition, 3 modern foreign languages are studied, usually English, French and German. The popularity of this type school has remained strong, partly because its graduates have been the

²⁵ Rotterdam Jaarverslag 1956: *Onderwijs en Volksontwikkeling*. Rotterdam, 1956. p. 81.

only ones eligible to study in the faculty of philosophy and letters in a university and because of the traditional prestige attached to this school.

In the first 4 years of the gymnasium almost one-third of the time is spent on the study of Latin and Greek. When study of the native language and of 3 modern foreign languages is added, language study takes between 56 and 63 percent of the total time. In the last year of the A division the study of Latin and Greek takes 50 percent of the school time, and with the other language study the total reaches 75 percent of the school time.

Mathematics is studied for 6 years, in classes which may meet 2 or 3 times a week in division A and as much as 5 times a week in the last 2 years of division B. As little as 1 year of chemistry meeting 2 or 3 times a week may be taken. In other cases it will be 2 or 3 years. Three or four years of physics is taken in classes which may meet twice a week. History and geography are offered in classes which meet from 1 to 3 times a week except in the last 2 years of division B when history meets 4 times a week.

A high percentage of the graduates of the gymnasium go on to the university.

TABLE 5.—Secondary school curriculum—Gymnasium A (Alpha) and B (Beta)¹

Subject	Gymnasium A						Gymnasium B					
	Hours a week, by school year and age ²						Hours a week, by school year and age ²					
	I (12)	II (13)	III (14)	IV (15)	V (16)	VI (17)	I (12)	II (13)	III (14)	IV (15)	V (16)	VI (17)
1	2	3	4	5	6	7	8	9	10	11	12	13
Greek.....		5	5	5	6	8		5	5	5	3	3
Latin.....	7	5	5	5	7	8	7	5	5	5	3	3
Dutch.....	4	3	3	2	2	2	4	3	3	3	2	3
French.....	4	3	3	2	2	2	4	3	3	2	2	2
German.....			3	2	2	2			3	2	2	2
English.....		3	2	2	2	2		3	2	2	2	2
History.....	4	3	2	2	4	4	4	3	2	2	2	2
Geography.....	3	2	1	2	1		3	2	1	2	1	
Mathematics.....	4	3	3	3	2	2	4	3	3	3	5	5
Physics.....			2	2	1				2	2	3	3
Chemistry.....				2	1					2	3	4
Biology.....	2	2			1		2	2			2	2
Physical training.....	3	3	3	2	2	2	3	3	3	2	2	2
Art.....	2	1	1	1			2	1	1			
Total.....	33	33	33	33	33	33	33	33	63	33	33	33

¹ Netherlands Embassy, Washington, D. C. *Subjects and Hours of Instruction, as Contained in the Program of Schools for Secondary Education in the Netherlands*. p. 1, 2. Distributed in 1959.

² Year is indicated by Roman numerals; approximate age of students in parentheses.

Lyceum

The lyceum is a kind of semicomprehensive school in that it includes under the same roof the program offered in the gymnasium and in the higher burgher school. Consequently, both a 5- and a 6-year program are offered. In addition, the program of the secondary school for girls is sometimes found in the lyceum.

During the first year or two, students remain together and take the same courses. As a result, the decision of whether to follow the program of the gymnasium or of the higher burgher school is deferred until the age of 13 or 14; this is sometimes cited as one of the advantages of the lyceum. In any case, these schools have increased in popularity and many new ones have been built. With an enrollment slightly higher than the combined enrollment of the gymnasiums and the higher burgher schools it is the most heavily attended of the academic secondary schools.

Middelbare School Voor Meisjes (M.M.S.)

This type of secondary school for girls is different in that its main purpose is to provide general or terminal secondary education. Its graduates are not eligible to enter the universities.

The program is 5 years in length and includes 3 foreign languages. Heavy emphasis is placed on art, history of art, needlework, music, dance and domestic science. Enrollments are small, totaling 8,573 girls in 1958.

Final Examinations

In secondary schools preparing students for entrance into universities a final examination (*eindexamen*) is taken at the end of the program. Those who pass are automatically qualified to enter any university in the Netherlands.

The written part of the final examination for a particular type of school or division is the same everywhere in the country and is taken in all the schools on the same day. Through a system of oral and written examinations as many as 14 different subject fields may be examined, including practical demonstrations of competence in such a field as drawing. Written examinations are given in the languages, in mathematics and science, and in commercial subjects. Oral examinations are sometimes dispensed with if the written work is of sufficiently high caliber.

TABLE 6.—Final examination result in Rotterdam lycœums and higher burgher schools, 1956¹

School division	Number of students who took the examination		Number of students who passed	
	Girls	Boys	Girls	Boys
1	2	3	4	5
School 1:				
Division A	8	2	8	1
Division B	10	1	8	1
School 2:				
Division A	17	17	18	16
Division B	22	7	20	8
School 3:				
Division A	17	16	16	14
Division B	31	2	25	1

¹ Rotterdam Jaarverslag 1956: Onderwijs en Volksontwikkeling. Rotterdam 1956, p. 87.

The written examinations are prepared under the supervision of the Ministry of Education; and after teachers in a particular school have graded the papers, they are reviewed by committees appointed by the Ministry. Inspectors from the Ministry of Education usually have a part in reviewing the examination papers. It is estimated that 85 percent of the students who take the examinations succeed in passing them. The extent of failure on these examinations may be seen in the case of three schools of Rotterdam for the year 1956, designated in table 6 as schools 1, 2, and 3.

Lower Secondary School

The U.L.O. (*uitgebreid lager onderwijs*) receives a large portion (approximately 30-35 percent) of the graduates of the 6-year elementary school who wish schooling with a practical emphasis but not a vocational school. The U.L.O. is not a vocational school, but it does offer studies which prepare for clerical and commercial work. The U.L.O. in the words of one Dutch educator is intended for boys and girls who wish to go beyond the elementary school "but who are not in a position to absorb the whole subject-matter of the secondary school. . . ."²⁶ Another Dutch educator speaks of the U.L.O. as being designed for students with at least average intelligence.²⁷ The education provided is called

²⁶ De Lange, W. *Education and Instruction in the Netherlands*. Prepared for the World Conference of the Teaching Profession, Badollett, New York, August 17-20, 1948, p. 12.

²⁷ Brulenstein, P. H. "The Teaching of Foreign Languages in the Netherlands" *FLA: Publications of the Modern Language Association of America*, LXXIII: September 1952, p. 2.

TABLE 7.—Teachers and enrollment in U.L.O. schools, January 1958¹

Type of school	Number of schools	Teachers	Students
1	2	3	4
Public	251	7,780	65,830
Private:			
Catholic	298	2,509	70,682
Protestant	222	2,197	61,978
Others	33	167	3,008
Total	1,044	7,197	201,158

¹ Education and Cultural Aspects," *Digest of the Netherlands*, Part 4, January 1962, p. 7.

advanced elementary education because the methods, teacher qualifications and administration are not those of secondary education.

The U.L.O. may be of 3 or 4 years in length. In Rotterdam the 3-year school is called the U.L.O.-A and the 4-year school U.L.O.-B. In The Hague the U.L.O. offers a 4-year program in which all study the same program for the first 3 years and then split into divisions A and B in the fourth year. The A division gives greater emphasis to commercial subjects.

About one third of the U.L.O. enrollment is in public schools. Except for a small number in private nondenominational schools, the remainder is in Protestant or Roman Catholic schools, with the Roman Catholic enrollments slightly higher. The total enrollment of 202,161 reported for January 1958 was handled by 7,197 teachers. This enrollment was a 9.1 percent increase over the preceding year.²⁸

To establish a U.L.O. school in a community of over 100,000 population there must be at least 61 prospective pupils; where the population is less than 25,000 the required number of prospective students is 24. In 1953 approximately 46 percent of the U.L.O. schools had four teachers or less. Schools with more than 10 teachers constituted 4.8 percent of the total.²⁹

Students may undertake the program of study in the U.L.O. school when they are considered by the head of the school to be of sufficient ability to follow the instruction in the U.L.O. school without difficulty. Usually there is no entrance examination.

In the U.L.O. school the subjects of the elementary school are continued and to these are added French, English, German, mathematics, and commerce (including such subjects as bookkeeping

²⁸ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-58*, op. cit., p. 2-4.

²⁹ UNESCO. *World Survey of Education, II: Primary Education*, op. cit., 7, 746.

TABLE 8.—Curriculum of commercial and 4-year U.L.O. schools, 1952

Subject	Commercial type ¹			4-year type ²				
	Periods a week, by school year			Periods a week, by school year				
	I	II	III	I	II	III	IV ³	
							A division	B division
1	2	3	4	5	6	7	8	9
Reading.....	1	1	1	1	1	1	1	1
Writing.....	$\frac{1}{2}$	2	3	$\frac{1}{2}$	2			
Arithmetic.....	2			2	2			
Dutch.....	4	3	4	3	3	3	3	2
Dutch history.....	1	1	1	1	1	1	1	1
Geography.....	2	2	2	2	2	2	2	2
Natural science.....	1	1	1	2	2	2	2	4
Singing.....	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	
Drawing.....	2	2	2	2	2	2	1	2
Physical education.....	3	3	2	3	3	2	2	2
French.....	4	3	3	5	3	3	3	3
German.....	4	3	3	4	3	3	3	3
English.....		3	3		3	3	4	3
Algebra.....	1	1	1	2	3	3	3	5
Commerce.....	2	3	3			4	4	3
General history.....	1	1	1	1	1	1	1	1
Handcraft (boys) } Handwork (girls) }	2	2	2	2	2	2	2	
Total.....	31	31 $\frac{1}{2}$	32 $\frac{1}{2}$	31	31 $\frac{1}{2}$	32 $\frac{1}{2}$	32 $\frac{1}{2}$	32
Religion (optional).....	1	1	1	1	1	1	1	1

¹ *Leerplan der Openbare Scholen voor (meer) Uitgebreid Lager Onderwijs en der Handels-U.L.O. Scholen. Gemeente's-Gravenhage, 1952. p. 23.*

² *Ibid.* p. 4.

and commercial arithmetic). Students must take at least three of the new subjects.³⁰ By the second year the student may be studying three foreign languages.

In the program of a 4-year U.L.O. school of The Hague in 1952, mathematics was offered all 4 years for 2 or 3 periods per week, except in the last year of the *B* division where it increased to 5 periods per week. Science was offered 2 periods per week for 4 years. About 16 percent of the school time in the first 3 years was spent on mathematics and science together. By the second year approximately 41 percent of the school time was devoted to language study. Study of the social sciences (history and geography) constituted about 13 percent of the school time. Music drawing, handicraft and physical education together constituted 22 percent of the time in the first 3 years.

In the program of the commercial U.L.O. school given as an example in table 8, commercial subjects constitute about 10 percent of the total program.

³⁰ *Ibid.* p. 746-747

There is a final written and oral examination at the end of the U.L.O. program. It is sometimes called the M.U.L.O. examination (*Meer Uitgebreid Lager Onderwijs*). The examination is organized and controlled by the three U.L.O. teachers organizations—one Protestant, one Catholic, and one for public U.L.O. schools. The Protestant and the public U.L.O. teachers associations work together on this matter. A government representative, usually an inspector, is present at the examination and usually is in charge.

The results of the final examination of the U.L.O. schools in 1954 (diploma A)²¹ are as follows:

Type of school	Number of students taking the examination	Number of students who passed
Public	6,061	4,853
Protestant	6,044	4,977
Roman Catholic	9,420	8,536
Total	21,525	18,366

If Rotterdam in 1956 is any indication, most of the graduates of the U.L.O. school take jobs and begin to earn a living. Of the 560 graduates of the 4-year U.L.O. schools, 421 (75.2 percent) went to work, and of the graduates of the 3-year U.L.O. school, 265 out of 288 (92.01 percent) took jobs. Of the 560 graduates of the 4-year U.L.O. schools, 52 (9.3 percent) entered schools training teachers for elementary or infant schools.²²

INSTITUTIONS OF HIGHER EDUCATION

In the Netherlands there are six complete universities, three of them state universities, two state technical universities, two institutes of economics, and a state agricultural college. The private institutions receive from the national government a partial subsidy which can amount to more than 90 percent of the expenses of the institution. The complete universities have the following faculties: (a) Law, (b) literature, (c) exact and natural sciences, (d) medicine, (e) theology, (f) a combined faculty of b and c or of b and d for those majoring in geography and psychology. Several have institutes of pedagogy or professional education, and three have faculties of economics. In addition, at the

²¹ Nederland. Ministerie van Onderwijs, Kunsten en Wetenschappen. *Het Onderwijs in Nederland, Verslag over Het Jaar 1954*. 's-Gravenhage 1956. p. 109.

²² Rotterdam Jaarverslag 1956: *Onderwijs en Volkeontwikkeling*. Rotterdam 1958. p. 22.

Municipal University of Amsterdam and at the Roman Catholic University of Nijmegen there is a faculty of political and social sciences.

Enrollments in higher education have increased rapidly in recent years but are small relative to the rest of the Dutch educational system. Enrollment in April 1959 totaled 34,890, approximately one-fifth women, and was expected to continue to increase with a forecast of 56,000 students by 1970.³³ This forecast coincides with the statement of one Dutch educator that under more favorable conditions the number of young men in higher education in the Netherlands could be doubled. He cited a study made of secondary school graduates in the northern provinces which indicated that for every 100 young men who went to the universities there were 79 of equal ability who did not go.³⁴

An idea of what is studied at the universities and other institutions of higher education, which affects both the training of secondary school teachers and the supply of these teachers, is given by the following breakdown of the faculties in which 34,890 students were registered in the year 1959.³⁵

<i>Faculty</i>	<i>Number of students</i>
Applied science (including engineering)	6,617
Sciences and mathematics	5,256
Medicine	5,248
Philosophy and literature	4,196
Economics	3,523
Law	2,650
Social sciences	1,694
Psychology	1,456
Theology	974
Agriculture	917
Geography	844
Dentistry	718
Veterinary medicine	445
Education	241
Fiscal sciences	59
Cultural anthropology	30
Actuarial sciences	22
Total	34,890

The amount of time required to secure a particular degree varies with the field of study and the diligence of the student. In

³³ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-58*, op. cit., p. 5; and Nederland. Centraal Bureau voor de Statistiek. *Mededelingen*, Mei 1959, No. 7437, p. 1.

³⁴ Idenburg, Philip J. "The Call For Men." *International Review of Education*, vol III, No. 4, 1957, p. 416.

³⁵ Nederland. Centraal Bureau Voor de Statistiek. *Mededelingen*, Mei 1959, No. 7437.

many of the fields, an examination is taken after 2 years of study (in some fields after 3 years) and the degree of candidate (*candidaat*) is awarded. Then after 2 or 3 years of additional study the degree of *doctorandus* is awarded. Most students, including prospective secondary school teachers, stop at this point, after 5 or 6 years of study. The degree of doctor (*de graad van doctor*) in a particular field may be gained by those who hold the *doctorandus* and go on to do research and write a dissertation.

Enrollment in universities and other institutions of higher education, April 1959:²⁶

<i>Institution</i>	<i>Enrollment</i>
Amsterdam (Municipal University)	6,594
Delft (Institute of Technology)	6,104
Utrecht (State University)	5,730
Leyden (State University)	4,842
Groningen (State University)	2,796
Amsterdam (Free University)	2,621
Nijmegen (Catholic University)	2,459
Rotterdam (School of Economics)	1,556
Wageningen (Agricultural College)	917
Tilburg (Catholic School of Economics)	758
Eindhoven (Institute of Technology)	513
Total	34,890

²⁶ Nederland. Centraal Bureau Voor de Statistiek. *Mededelingen*, Mei 1959, No. 7437, p. 2.

²⁷ Of these, 6,397 were women.

CHAPTER 2

Nursery School and Kindergarten Teachers

THE TEACHERS in the infant schools (nursery schools and kindergartens) of the Netherlands are called *leidsters* and receive their training in institutions called *opleidingscholen* (literally, training schools). In 1957 the 349,075 children in infant schools were taught by 10,153 women teachers.¹ Prior to the Infant School Act of 1955, it was not required that a teacher have a certificate to teach; in 1950 it was reported that although the number with certificates was increasing, one-third of the teachers had no certificate.² In 1957 estimates were that only 6.5 per cent of the teachers in schools for infants were without certificates.

Schools to train teachers for infant schools were established as early as 1864. By 1957 there were 100 such schools; 10 public, 38 Roman Catholic, 30 Protestant and 22 other private schools. In these 100 schools in 1957 there were 5,395 students preparing to teach in the infant schools and 2,039 others who were taking additional training to be qualified as a headteacher (*hoofdleidster*).³ Of the 90 private training schools, 36 are subsidized by the state and the number of non-subsidized schools is rapidly decreasing.

In accordance with the Infant School Act of December 8, 1955, a person seeking to teach in an infant school must have a certificate indicating completion of the 2-year program in the *opleiding-school*. This is certificate A. Those who go on to finish the additional year of training to qualify as headteachers receive certificate B. The program for certificate B is designed for teachers working in the infant schools, so that it is half-time study, mostly in the evenings, spread over 2 years.

¹ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advances of Education in the Year 1957-58. Report Submitted to the XXII International Conference on Public Education, Geneva, July 1958.* p. 2.

² Isenbarg, Philip J. *Education in the Netherlands (1950)*. The Hague, Netherlands Government Information Office, 1950. p. 14.

³ Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands (29 p.)*, distributed in 1958. [processed]. p. 7.

Usually the girls who enter the 2-year program of the training school have completed 6 years of elementary school and either 3 or 4 years of U.L.O. school. In Rotterdam in 1956, six of the students graduating from the public 3-year U.L.O. schools entered the training school for infant teachers and 17 of the graduates of the public 4-year U.L.O. schools did so.⁴ Those who have completed 3 years of the academic secondary school or of the secondary school for girls are eligible also to enter the training school.

Curriculum of the Teacher-Training School— Certificate A

In the opinion of one Dutch educator,⁵ infant school education is an area where modern educational and psychological ideas are welcomed. As indicated in chapter 1, infant school education is that given in accordance with a playing and working scheme, comprising the following subjects: games and physical exercise, work with educational materials, modeling, drawing, musical instruction, storytelling and the teaching of children's songs. Other subjects may be added.⁶ The training of the infant school teacher proceeds accordingly.

A decree of November 29, 1957,⁷ outlines the curriculum for certificate A and for certificate B. The 2-year course for certificate A includes a weekly program of 22 hours of classwork and 10 hours of observation and practice teaching in the schools. Six of the 22 hours of course work (27.3 percent) are in education (pedagogy).

Music, art and physical exercises are emphasized in the training schools and 7 of the 22 hours (32 percent) are devoted to art, music, physical education and handcraft. Music includes not only singing but also learning how to play an instrument. In earlier times students were taught to play the violin, but now they learn to play the flute in some of the training schools. The time spent on the study of Dutch, biology, history, and sociology totals 5 class hours per week. In addition, 2 hours per week are devoted to a course in reading and speaking and 2 hours to a course in

⁴ *Rotterdam Jaarverslag 1956: Onderwijs en Volksontwikkeling*. Rotterdam 1956. p. 20, 22.

⁵ Stollweg, Helena W. F. "Problems and Trends in Dutch Education." *International Review of Education*, vol. 3: No. 1, 1957, p. 53.

⁶ Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands* (46 p.). Distributed in 1957. p. 7. [This is to be distinguished from a publication of the same name which was distributed in 1956 and which contained 29 pages.]

⁷ See: *Staatsblad van het Koninkrijk der Nederlanden*. 20h. 400, 1957. p. 992-1002.

TABLE 9.—Curriculum of training school for infant school teachers, 1957^a

Subject	Periods a week, by year, each certificate			
	Certificate A		Certificate B	
	I	II	I	II
	2	3	4	5
Education and psychology	2	2	2	2
General methods, storytelling, games and direction of games	4	4	2	2
Reading, speech	2	2	1	1
Dutch	2	1	2	2
Sociology	1	1		
History	1	1		
Biology	1	2		
Hygiene and child care	2	2	1	1
Music	2	2	1	1
Drawing	2	2		
Handcraft	1	1		
Needlework	1	1		
Physical education	1	1	1	1
Total	22	22	11	11
Practical work	10	10		

^a Staatsblad van het Koninkrijk der Nederlanden. Stb. 480, 1957. p. 1002.

hygiene and child care. In the training schools affiliated with a religious group, some courses in religion may be added. In some cases a course in arithmetic and geometry will be substituted for sociology, and in other cases a course in foreign language may take the place of sociology.

Professional Education

The combination of 10 hours per week of practical work in infant schools and 6 hours of course work in education constitutes 50 percent of the program for certificate A. The course work includes units on educational psychology and child development, teaching methods, storytelling and the conducting of games. Large blocs of time are reserved for practical work in schools. For example, in one training school in 1957 no course work was scheduled for Monday from 1:30 to 5 P.M., Wednesday 9 A.M. to 1:30 P.M. or all day Friday.^a

Final Examination

At the end of the 2-year program the training schools give a final examination and those who pass receive certificate A and can

^a Rooster van Lessen Aken A en B, 1957-58. Chr. Opleidingschool voor leidsters en hoofdleraren bij het Kleuteronderwijs. 's-Gravenhage. [processed]. p. 1-4.

take jobs in infant schools. To take this examination a student must present a statement from two doctors to the effect that the candidate is free from disease or serious defects.

In the public training school in Rotterdam in 1956, 44 candidates took the examination for certificate A and 40 passed. In another kweekschool in Rotterdam in 1957, 16 out of 17 candidates passed the examination, although only 9 out of 16 passed the examination for certificate B.⁹

Internship

In some of the city areas, such as Rotterdam, the infant schools will have regular teachers and one assistant teacher for the whole school. This person is usually a recent graduate of the training program who could not find a job because the supply exceeds the demand in certain city areas where many would prefer to work and where the training school faculties are available for the extra year of study to acquire certificate B and thereby qualify as a headteacher. Consequently, in practice many of these young women will have 1 or 2 years of a kind of internship where they attend courses in the evening to qualify for certificate B and during the day they help the regular teachers. No systematic provision is made for this kind of internship but for many it provides a gradual breaking-in process and an opportunity to work with more experienced teachers.

Every infant school is required to have a headteacher, and when the number of children exceeds 40, another teacher is hired; for each additional 40 a teacher is to be added. The salaries of these teachers are paid with money from the national government. When assistant teachers are added, as described above, the city government has to provide the money for their salaries.

Curriculum of Teacher-Training School— Certificate B

The course work for the headteacher's certificate is taken in evening courses scheduled usually after 5 P.M. The 11 hours of course work per week include 4 in education and some work in music, art and physical education. The Dutch language is studied

⁹ See: *Rotterdam Jaarverslag 1956*, op. cit., p. 40 and *Koningin Wilhelmina Kweekschool 1956-57*, Rotterdam, Rotterdam, November 1956, p. 2.

2 hours per week, and 1 hour is devoted to the course in reading and speaking.

A final examination must be passed to secure the headteacher's certificate. The failure rate on this examination is higher than for certificate A.

CHAPTER 3

Elementary School Teachers

THE TEACHER in the elementary school of the Netherlands is called an *onderwijzer*, whereas the teacher of secondary schools and the instructor in the teacher training schools are called *leraar*. The difference in terminology is accompanied by differences in training, in pay received, and in social status. Some educators in the Netherlands doubt that the gap will disappear soon; they justify the difference by referring to the additional years of preparation and higher intellectual skill of the secondary teacher. It remains to be seen to what extent the teacher-training reform of 1952 will alter the situation.

When we speak of teachers in the Netherlands we refer to almost 100,000 men and women, of whom approximately 50,000 are found in the elementary schools. In the school year 1954-55, 52 percent of the elementary school teachers were men, whereas in the secondary and lower secondary school approximately 80 percent were men. During the same year, approximately 50 percent of those enrolled in the training schools for elementary school teachers were men.¹

Before World War II it was customary to find the women teachers only in the lower grades of the elementary school, but it is no longer unusual to find them teaching in the upper grades as well. Up to 1958 a woman teacher had to resign when she married, as was the case with women in all branches of government service, although in some cases they were allowed to continue as temporary teachers. In 1958 the regulations were changed so that a woman might marry without losing her teaching job.

The course of training is the same for men and women teachers and is offered in a training school called *kweekschool*.² The program includes 2 years of general secondary education and 2 years of teacher training proper. A third year of teacher training is offered but is not required in order to teach in the elementary school. Those who graduate from the 4-year program of the

¹ Nederland. Ministerie van Onderwijs, Kunsten en Wetenschappen. *Het Onderwijs in Nederland, Verslag Over Het Jaar 1954*. 's-Gravenhage 1954. p. 102-103, 106, 122.

² The word "kweekschool" will be used in the remainder of the text without italics and an "s" will be added to indicate the plural. The Dutch word for the plural of *kweekschool* is *kweekscholen*.

kweekscholen are qualified to teach the following subjects in elementary schools: reading, writing, arithmetic, Dutch history, geography, natural history (science), singing and drawing. Those who stay on to complete the fifth year of the kweekschool are qualified to teach in the continued elementary school (V.G.L.O.) and in the U.L.O. school.

Kweekschools

There were 93 kweekschools for elementary school teachers in 1957 enrolling 17,179 students. The largest number were Roman Catholic kweekschools, which enrolled approximately 42 percent of the prospective elementary school teachers. Slightly less than one-third of the enrollment was in public kweekschools. In 1959 there were 96 kweekschools of which 23 were state, 3 municipal, 1 other not affiliated with a religion, 25 Protestant and 44 Roman Catholic. Two hundred students was considered the ideal size. Actual enrollments varied from fewer than 100 up to 500 students.³

Most of the Roman Catholic kweekschools are in the southern part of the country where a large part of the Catholic population is located. These are small schools, and frequently there are public or Protestant kweekschools close by, also enrolling small numbers of students.

On February 4, 1956, the Minister of Education, Arts, and Sciences presented a proposal to the States-General (parliament) concerning the number of kweekschools needed in terms of the number of new teachers required each year and based on the principle that 200 students constitute a desirable number. The general suggestion was to reduce the number of kweekschools, although the building of new ones was also a possibility for certain areas of the country, in an attempt to improve the quality of the training program and to secure a better distribution of training schools. The procedure was not to be one of compelling any schools to close or consolidate but rather to encourage consultation along such lines.⁴

³ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-58. Report Submitted to the XX1st International Conference on Public Education, Geneva, July 1958.* [Processed]. p. 6; and Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands.* (29 p.), distributed in 1958. [Processed]. p. 17; and Netherlands. Ministry of Education, Arts and Sciences. *Teacher Training in the Netherlands.* April 25, 1959. p. 2.

⁴ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress in 1955-56. Report Presented to the XIXth International Conference on Public Education, Geneva, July 1956.* [processed]. p. 6.

At the meeting of the International Conference on Public Education at Geneva in the summer of 1957 the Government of the Netherlands reported that one public kweekschool and two private ones had ceased operation.⁵

Reform of 1952

The kweekschools have faced an ever-increasing task as enrollments have increased in the elementary schools, with the consequent demand for more teachers. Enrollments in the elementary school rose from 1,400,000 in 1954 to 1,519,952 in 1958; enrollments in the kweekschools increased from 12,774 in 1954 to 17,148 in 1958. The impression of expansion in teacher training is further heightened by looking at the enrollments for 1949-50 when only 7,246 students were enrolled in kweekschools.⁶

Not only has the system of training teachers grown, but it has also been changed through a major reform in 1952. The system was the subject of discussion for many years before the change occurred, and Dutch educators spoke of the Teacher Training School Act of 1952 as the fruition of 32 years of discussion. The reference date used here is 1920 because in that year new regulations for teacher training were passed to become operative at a date to be decided later, the old regulations meanwhile remaining in force. As time went on, objections were raised against the new regulations and the economic depression of the 1930's did not permit their implementation. As a result, they never came into effect; the training of elementary school teachers continued to be governed by the Elementary Education Act of 1878, which had been modified to some extent by subsequent acts.⁷

Many elementary school teachers educated in the interval between 1920 and 1952 became teachers by attending a 3-year training school which they entered at the age of 15 after completing 9 years of schooling (6 of elementary and 3 in the U.L.O.; in some cases 4 in the U.L.O.). Additional training was taken by those wishing to qualify as headmasters (principals) of schools.

Writing in 1948 one Dutch educator noted that immediately after World War II pressure mounted from all sides to "modernize" the Dutch educational system. Conventions were held

⁵ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress, 1946-57. Report Submitted to the XXth International Conference on Public Education, Geneva, July 1957.* [processed]. p. 5.

⁶ Idenburg, Philip J. *Education in the Netherlands (1950).* The Hague, Netherlands Government Information Office, 1950. p. 33.

⁷ Netherlands. Ministry of Education. *Education in the Netherlands.* (29 p.), op. cit., p. 14.

and educational papers and weeklies published articles on the topic. Although no clear-cut proposals were made, frequent mention was made of the need for:

1. Improving the teacher training
2. Giving greater attention to character formation
3. Avoiding "over-intellectualized" instruction in the schools
4. Stressing aesthetic education
5. Providing greater opportunity for individuality to develop in students.

Little by little the pleas for "modernized education" were dying out, partly because of the physical difficulties of just operating schools, let alone changing them.⁸ The demands for changes in teacher training continued, however, and culminated in the Teacher Training School Act of June 23, 1952.⁹

The reform of 1952 provides a 4-year program in the kweek-schools for those who wish to qualify as teachers for the elementary schools and a fifth year for those who wish to become fully qualified for a position as headmaster (principal) of a school. Those who complete the fifth year are thus qualified to teach in both the V.G.L.O. and the U.L.O. schools or to accept a principalship when such a vacancy develops in a school, or other positions such as inspector of schools or teacher in a kweekschool. Most of the men and some of the women stay on in the kweekschool for the fifth year. Some do not stay on because upon completion of the 4-year program they are qualified teachers, beginning at the lowest pay level.

The new 5-year program is divided into 3 cycles with the first 2 years called cycle 1, the next two years cycle 2, and the fifth year called cycle 3. Students enter the kweekschool after completion of 6 years of elementary school and 4 years of the U.L.O. school, and the first two years of the program (i.e. cycle 1) provide secondary education of somewhat the same nature as that of the academic secondary school—higher burgherschool type. The *eindexamen* is not taken, however, and the universities of the Netherlands have not considered graduates of the kweekschools as qualified to begin university study. A law of June 1959 permits graduates of the cycle 3 to enter the faculties of education and psychology in the Dutch universities.

The study of education (pedagogy) begins in the third year of the kweekschool program (cycle 2). Graduates of an academic

⁸ Lipnburg, Philip J. and Tazelaar, G. "The Netherlands." *Yearbook of Education*, 1943. London, Evans Bros. Ltd., p. 271.

⁹ See: *Staatsblad van Het Koninkrijk der Nederlanden*, 8th. 355.

secondary school may enter a kweekschool and start with cycle 2, but few do. More than 80 percent of those in the kweekschool enter by way of the U.L.O. school, although in certain kweekschools as many as one-third of the students in cycle 2 are graduates of a secondary school. The intent of the reform of 1952 was that eventually only graduates of the academic secondary school would enter the kweekschool and thus the first cycle of 2 years could be abolished. The failure of secondary school graduates to enter kweekschools in any sizeable numbers indicated the need, for the present, of retaining the first cycle, designed for graduates of the U.L.O. school. Similarly, it was hoped that all would finish the third cycle (fifth year) of the program, but the fear of a teacher shortage has led to a retention of the system whereby people may take teaching positions at the end of the fourth year of the program.¹⁰

At the end of cycle 2 (end of fourth year) there is a practical examination in which a student must demonstrate his ability to teach. Students who pass this examination and the written examinations over education and other subjects studied in the kweekschool receive the certificate qualifying them to accept teaching positions.

The fifth year of the program replaces the former study for the "higher certificate" or headmaster's certificate (*akte van bekwaamheid als hoofdonderwijzer*). Study for the headmaster's certificate under the old program was often done on a part-time basis spread over 2 years and was designed for teachers working full time in schools during the day.

All of the kweekschools of the Netherlands have the new program. The private kweekschools endorsed the reform of 1952 which not only changed the curriculum but also increased the amount of national subsidy for the private kweekschools. The subsidy is not granted automatically, as it is with private elementary schools, but only when, in the judgment of the Ministry of Education, the need for such an institution is apparent and funds are available. When granted the subsidy covers all the operating costs of the private kweekschools, including the salaries of the instructors, on a basis similar to that of the public kweekschools.

¹⁰ UNESCO. *World Survey of Education, II: Primary Education*. Paris: the Organization, 1958. p. 747; and "Education and Cultural Aspects." *Digest of the Netherlands*, Part 4, January 1959. p. 5.

Kweekschool Students

Students who enter the kweekschools must have completed the U.L.O. school or the third year of a higher burgherschool, or of a secondary school for girls, and have been promoted to the 4th year. Those entering from the U.L.O. will usually be 16 years old, whereas the few transferring from the secondary school may be 15 years old. The enrollment is almost equally divided between boys and girls, except in the fifth year or third cycle where the boys predominate.

One Dutch educator¹¹ has stated that ideal candidates for the kweekschool training should have good physical and mental health, "fair intelligence" and wide interests, sufficient "social aptitudes," and should be selected from all social classes.

A picture of the kind of people who enter training to become elementary school teachers may be gained by summarizing certain facts mentioned earlier. First of all, those who are not potential elementary school teachers include that large segment enrolled in vocational and technical education, although some of them may become teachers in vocational schools. To this could be added the 25 percent of the age group no longer in school when the school-leaving age of 15 is reached. The top 14 percent of the age group as far as academic inclination is concerned are in the academic secondary school; some of them go on to become teachers in the academic secondary school but very few enter training to become elementary school teachers. There is some indication both from instructors in the kweekschools and from teachers in the academic secondary schools that the small percentage who transfer from the academic secondary school to the kweekschool at the end of the third year are often having difficulty with their school work and that, in some cases, they are promoted to the fourth year only because it is understood that they will leave to enter the kweekschool. Only a few students enter the kweekschool after completion of the academic secondary school—7 out of 287 did so in Rotterdam in 1956.¹²

On the other hand, the vast majority of students in the kweekschools have gone through the U.L.O. school which means that they, along with those in the academic secondary school, are among the 50 percent of the age group whose schooling beyond the 6 years of elementary schooling was of the academic or gen-

¹¹ Van der Meulen, J. *Fundamentals for the Training of Teachers*. Haarlem, Netherlands, no date (distributed in 1958). [processed]. p. 2.

¹² Rotterdam, *Jaarverslag 1956: Onderwijs en Volksontwikkeling*. Rotterdam 1958. p. 82.

eral education type. Moreover, they are among the small percentage of graduates of the U.L.O. school who continue their schooling.

Kweekschool Staff

An estimated 1,800 instructors were on the staffs of the kweek-schools in 1957. Under the new system of teacher training instituted in 1952 all teachers of academic subjects in the kweek-schools are expected to be as well qualified as a teacher in a secondary school. This has become more important as the first 2 years of the new program seek to provide secondary education roughly on a par with that offered in the academic secondary school. A higher percentage of teachers of academic subjects would have received their training through M. O. courses rather than through university study.

Information supplied by the Dutch government and published by the UNESCO/International Bureau of Education indicated that frequently several subjects are taught by the same instructor in the kweekschool. To teach subjects such as handicrafts, needlework and speech correction, a special certificate is needed.¹³

At least three members of the staff must be qualified for the position of principal of an elementary school—i.e. having graduated from a kweekschool, holding a headmaster's certificate under the old system, or having completed cycle 3 of the new system.¹⁴ The instructors in education, of course, are graduates of kweekschools and have had teaching experience in elementary schools. Many have studied in the institutes of education of the universities and hold either a *doctorandus* degree in pedagogy or an M. O. certificate in pedagogy.

Whether or not the rest of the staff has had courses in pedagogy depends on whether they have qualified as secondary teachers through state examinations (which include questions on education) or through study in the universities (but until 1955 no work in education was required to become a secondary school teacher). There are some who graduate from a kweekschool and then take additional courses to pass state examinations and qualify as a secondary school teacher. In addition to the staffs of the kweek-schools there are elementary school teachers who accept stu-

¹³ UNESCO/International Bureau of Education. *Training of Primary Teacher Training Staffs, 1957. XXth International Conference on Public Education, 1957. Paris/Geneva, the Organization/the Bureau, 1957. Publication No. 182. p. 142.*

¹⁴ Netherlands. Ministry of Education. *Education in the Netherlands* (20 p.), op. cit. p. 17.

dents from the kweekschools in their classrooms to observe and to work with children in a practice teaching situation.

Curriculum

The general outlines of the curriculum for all the kweekschools were set by the Teacher Training School Act of 1952. At the same time more flexibility than usual was given to kweekschools to devise their programs, particularly in regard to such new subjects as "Culture and Society." This has been regarded as a challenge by the kweekschools and they are striving to justify the confidence placed in them. In general, the curriculums are similar.

The general goals for which the kweekschool curriculum is designed have been described as follows:¹⁵

1. The program is directed toward practical problems and future work in schools.
2. Mastery of content areas must be achieved.
3. Functional knowledge is to be included.
4. There is to be a mastery of languages, active and passive for the mother tongue and passive for foreign languages.
5. Opportunity for practice in sound thinking is to be provided.
6. Skills of expression are to be developed.
7. The program is to include a study of society.

The first 2 years of the kweekschool are designed for those coming from the U. L. O. school and seek to provide secondary education roughly similar to that of the academic secondary school. In addition to Dutch, French, German, and English are taken. The total language study takes about 33 percent of the school time.

In addition to subjects similar to those of a higher burgher school (A-type), the kweekschool offers work in music, drawing, needlework, penmanship, and physical education. There is general agreement that these subjects are given greater attention in the kweekschool than in the higher burgher school.

Class periods per week, 1st cycle of kweekschool:¹⁶

Subject	1st Year	2d Year
Dutch	3	3
History	2	2
Geography	2	2
Physics }	3	4
Biology }		
Chemistry }		

¹⁵ Van der Meulen, op. cit., p. 1-2.

¹⁶ *Kweekschoolwet Voorzien van Marginalis Aantekeningen en Alfabetisch Register en Kweekschool Beelult. Maart 1954. Alphen aan den Rijn N. Samson, N.V., 1954. p. 121.*

Mathematics	3	3
French	3	3
German	2	3
English	3	2
Music	2	2
Drawing	2	2
Handcraft	1	1
Physical education	3	2
Needlework (girls only)	1	1
Total	30	30

The above list represents a composite of programs in kweek-schools. A specific program in operation in 1958 in a public kweekschool offered in the first year Dutch plus 3 foreign languages, mathematics, biology, geography, history, drawing, music, handwork, and physical education. During the second year students took physics, algebra and arithmetic, and the subjects of the first year.¹⁷

TABLE 10.—Normal school program, for elementary certificate¹

Subject	Hours a week, by year		
	I	II	III
	2	3	4
Dutch	4	4	4
French	2	2	2
German	2	2	2
English	2	2	2
Handwriting	1	1½	1½
Arithmetic	2	1½	1½
Mathematics:			
Algebra	1½	1½	1½
Geometry	1½	1½	1½
History:			
National	1	1	1
World	1	1	1
Geography	1	2	2
Biological sciences (including hygiene)	1½	2½	2½
Physics and chemistry	2½	1½	1½
Singing	1½	1½	1½
Drawing	2	2	2
Gymnastics	2	3	3
Pedagogy (education)	2	2	2
Handwork (aloyd)	2	2	2
Feminine crafts	2	2	2
Religion course — may be added.			
Total	34½	35½	35½

¹ Adapted from UNESCO/International Bureau of Education. *Primary Teacher Training*. 1956. Paris/Geneva, the Organization/the Bureau, 1956. Publication No. 117. p. 123.

¹⁷ *Rijkswake-school voor Onderwijzers en Onderwijzeressen te Doetinchem (Nederland) Cursusjaar 1957-1958. 1 maart 1958 [processed]. p. 1.*

The number of periods a week for the higher certificate:¹⁸

Subject	1st Year	2d Year
Dutch	2	2
History	1½	1½
Geography	1½	1½
Natural Science	2	2
Pedagogy	2	2
Total	9	9

Comparisons of the new program with the old one given in table 10 and the list above indicate the changes made. The old program contained no psychology except what was incorporated in the course in pedagogy. The course in pedagogy, or education, was offered in the first year of the kweekschool, whereas in the new program the study of education begins in the third year. The headmaster's certificate (higher certificate) was taken by part-time study.

In the second cycle the study of psychology and education begins. Certain subjects of the first cycle such as music, drawing, penmanship, physical education, needlework, and handcraft are continued. In addition, the student must continue his study in at least two of the following subjects: French, English, German, mathematics, and geography. Moreover, the subjects of the elementary school are "treated pedagogically"—i.e. examined from the point of view of how to organize and teach them. The instructors who treat the elementary school subjects "pedagogically" visit the kweekschool students periodically in the practice schools (regular elementary schools which cooperate with the kweekschool).¹⁹

Number of class periods a week in the second cycle of the kweekschool:²⁰

Subject	3d Year	4th Year
Education and allied sciences	4	5
General methods of teaching		
Dutch (Reading and Speech)	4	3
Culture and Society	2	1
Writing	1	1
Music	2	2
Drawing	2	2
Handcraft	2	2

¹⁸ UNESCO/International Bureau of Education. *Primary Teacher Training, 1950*. Paris/Geneva, the Organization/the Bureau, 1950. Publication no. 117. p. 124.

¹⁹ Van Meerten, A. *Main Features of the Curriculum under the New Act 1952 (Kweekschoolwet 1952): State Training Colleges for Teachers, Haarlem (Rijkskweekschool)*. [processed] p. 1; and Netherlands. Ministry of Education. *Education in the Netherlands* (29 p.), op. cit. p. 16.

²⁰ *Kweekschoolwet Voorstel van Marginales Aantekeningen en Alfabetisch Register en Kweekschool Besluit, Maart 1954*. Alphen aan den Rijn N. Samson, N. V., 1954. p. 103.

Physical education	2	2
Needlework (girls)	2	2
History	1	1
Geography	1	1
Natural science	2	2
Arithmetic	—	1
<hr/>		
Men	23	23
Women	25	25

To this is usually added a choice of two of the following subjects: French, English, German, mathematics.

Culture and Society

The reform of 1952 added a new subject called "Culture and Society" which is studied for 1 or 2 periods a week in the 2 years of cycle 2 and the year of cycle 3. It is a kind of general education course involving "sociological, psychological, educational, artistic, civic, and religious viewpoints of civilization and culture." Illustrative of the topics studied was one called "The industrial revolution in the Netherlands after 1870; its influence on society, state, school, church, art, adult education, etc."²¹ In some of the kweekschools a team of instructors is used, and in others one person teaches the course. The nature of the course varies somewhat with the general outlook of the particular kweekschool and of the instructors.

Professional Education

Included in the 3rd and 4th years are courses in psychology, pedagogy, and didactics, along with practical experience in schools. Didactics includes both general methods and special methods for each of the subjects of the elementary school. This was referred to earlier as treating the subjects of the elementary school pedagogically. The course in didactics may include such topics as "centers of interest, project teaching, and experiments in teaching."²² Under pedagogy (*opvoedkunde*) is included educational psychology and some study of the philosophy of education.²³ To give meaning to the courses in pedagogy and didactics, considerable opportunity is provided for working and observing in elementary schools.

²¹ Van Meerten, op. cit., p. 1.

²² See: *Leerplan voor de Beroepsopleidende Kweekschool, Den Haag*. No date (distributed in 1953). p. 4-5.

²³ Van Meerten, op. cit., p. 1.

Observation and Practice Teaching

Demonstration schools attached to kweekschools are seldom found in the Netherlands. Instead, an agreement is made with certain elementary schools whereby selected teachers help provide teaching experience for students from the kweekschool. Formerly these teachers provided their services free but now they receive a small allowance. In some cases four students are assigned to a teacher.

Under the new plan of 1952 the kweekschool students are to spend one morning per week in a school, or no less than 120 hours in the third year of training, and 1 day per week, or a minimum of 160 hours per year in the fourth year. A kweekschool schedule reserves large blocs of time for practical work in schools; thus there may be no courses scheduled on Monday morning and all day on Thursday, for example, or another combination of days.²⁴

Students from the kweekschools begin by observing in elementary schools and then prepare units of work which they teach. Lesson plans and notations about observations in schools are kept in notebooks which must be turned in at specified times.

The instructor of pedagogy exercises general supervision over the practical work in the schools. He is assisted by the instructors who treat the elementary school subjects pedagogically. These instructors visit the elementary schools regularly. These visits represent one of the changes of the reform of 1952 and reportedly not all of the instructors are pleased with these new duties. Naturally there is some variation among kweekschools, depending on the teamwork of instructors.

Final Examination

At the end of the fourth year there is a final examination; those who pass are given the certificate to teach in the elementary school. The examination is given by the instructors of the kweekschool under the supervision of the Ministry of Education and includes both written and oral questions on the courses of cycle 2 and a practical demonstration of ability to teach. In the latter the student teaches a class in an elementary school while a group of instructors observes and grades his performance. The practical test was one of the features introduced by the reform of 1952.

²⁴ *Receptor van Leeren Bloek Kweekschool 1957-1958, Den Haag, Nederland.* 25 maart 1957. p. 1.

The rate of failure on the practical test is not high and few fail it permanently since they are allowed to take it a second or third time. The test is considered worthwhile because it is viewed as a challenge by the students, and it serves to focus attention on some of the practical aspects of teaching. Grades are given for the practical test and for the subjects covered—pedagogy, didactics or teaching method, Dutch, culture and society, reading, writing, drawing, music, handwork and physical education.

The number of failures is given for 1953 and 1954 in table 11. The rate of failure in 1954 was 5.4 percent. The first class to finish under the new system graduated in 1956. In that year there were 51 candidates in one kweekschool who took the final examination, 7 of whom failed;²⁵ in another kweekschool in Rotterdam in 1957, 2 out of 47 failed.²⁶ In these two examples the rate of failure was 13.7 and 4.3 percent, respectively.

TABLE 11.—*Examination for elementary school teacher's certificate*¹

Year	Kweekschool examination		State examination	
	Number of students who took the examination	Number who passed	Number of students who took the examination	Number who passed
1	2	3	4	5
1953.....	3,036	2,865		
1954.....	3,390	3,208	589	318
1958 ²			602	360
End of 2d cycle.....	3,794	3,581		
End of 3d cycle.....	2,039	1,426		
Examination for certificate to teach needlework				
1953.....	1,064	986		
1954.....	1,145	1,069		

¹ Nederland. Ministerie van Onderwijs, Kunsten en Wetenschappen. *Het Onderwijs in Nederland. Verslag over Het Jaar 1954*. 'S-Gravenhage 1955. p. 135.

² Data for 1958 supplied by Netherlands Ministry of Education, Arts, and Sciences in a communication to the author.

It is possible for someone who has not attended the kweekschool to receive the certificate to teach in the elementary schools by passing a state examination which covers the work offered by the kweekschool. The examination is given by a committee appointed by the Ministry of Education. The students prepare for the examination by attending classes, organized by individuals, by being tutored, and through self-study. As indicated in table 11

²⁵ Rotterdam, *Jaarverslag 1956*, op. cit., p. 28.

²⁶ Koningin Wilhelmina Kweekschool 60 ste Jaarverslag 1956-1957, Rotterdam. Rotterdam, November 1958. p. 9.

the failure rate is much higher for those who try this route than for those who attend the kweekschool.

If the student's grades are high enough in gymnastics and handicrafts, his diploma indicates that he is qualified also to teach these subjects. A separate examination is taken to qualify for the teaching of needlework. If it is passed before graduation from the kweekschool, the fact is recorded on the diploma; if it is passed after graduation, a separate certificate to teach needlework is issued. Being qualified to teach needlework is an asset in getting a job, especially in small schools where one or more of the teachers must be able to teach the subject.

Cycle 3, Fifth Year

Those who receive the certificate to teach at the end of the fourth year of the kweekschool are eligible for the fifth and last year of the program. Many of the girls do not go on to the fifth year because it is possible to take a job at the end of the fourth year. The weaker students are not encouraged to take the fifth year. In one kweekschool in 1956, of the 44 who received their certificate to teach, 29 (20 boys and 9 girls) went on to the fifth year.²⁷ In another kweekschool in 1958, 43 finished the second cycle, 34 of them entering the fifth year.

There is a tendency in the fifth year to put students increasingly on their own. A research paper in education is assigned. Courses in education are continued, and work in the history of education is added. In addition, study of the special methods of teaching three subjects is undertaken. The subjects are chosen with the approval of the director of the kweekschool. The study of the Dutch language continues, as does the course called "Culture and Society." In conjunction with course work in education and the research paper, practical work in the schools continues for 20 weeks during the year.

There is no comprehensive examination at the end of the fifth year as at the end of cycle 2, but grades are given in the four areas of Dutch, didactics, culture and society, and pedagogy. Those who are not doing well are encouraged to leave during the course of the year; in one kweekschool in 1958, 7 out of 34 dropped out. Students whose work is judged unsatisfactory at the end of the year are sometimes reexamined in a particular subject or asked to repeat the year. Occasionally the student is given an

²⁷ Rotterdam, Jaarverslag 1956, op. cit., p. 22.

additional 3 or 4 months to bring his research paper on education up to a satisfactory level.

Emergency Training Programs

In 1957 a total of 3,096 people obtained the certificate to teach in the elementary school, but with the rapid growth of school enrollments in recent years, emergency training programs have had to be established to meet the growing teacher shortage. At the close of World War II a 1-year emergency course was established for students who had graduated from an academic secondary school. Again in 1954 a 15-month program was devised for secondary school graduates. A group of 2,000 teachers trained under this scheme became available in 1956. Beginning in 1954 deferments could be secured for teachers liable for military service, and by a regulation of October 6, 1955, those studying to become elementary school teachers were to be reimbursed for half of the expenses of such things as tuition, examination fees, cost of books and travel expenses.²⁸

Reactions to the Reform of 1952

The reform of 1952 raised both the level of secondary school study offered in the kweekschool and the amount of time devoted to observation and practice teaching. As a result of the former, proposals were being brought forward in 1958 which would enable those who completed the fifth year of the kweekschool to enter the Dutch universities. Even though it was specified that only the institutes of pedagogy (education) and psychology of the universities were to be opened to them, there was opposition to the proposal. Among the opponents were some of the professors of pedagogy and psychology. It was contended that kweekschool students were not university caliber. In support of this is the statement of some secondary teachers that they prefer teaching in an academic secondary school to teaching in a kweekschool because of the greater academic inclination of secondary school students. A law of June 1959 enables graduates of the third cycle of the kweekschool to enter the Dutch universities to study education and psychology.

²⁸ "Netherlands: Educational Progress in 1955-1956," p. 225 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1956*. Paris/Geneva, the Organization/the Bureau, 1956. Publication no. 189.

On the other hand, there seems to be general satisfaction with the new system of training elementary school teachers. Among the changes suggested for the future is one which would replace cycle 3 (the fifth year of full-time study) with a system where graduates of the fourth year would take teaching jobs with a reduced load and pay and at the same time continue their studies at the kweekschool.

There are still some in the Netherlands who maintain that the Dutch teacher's knowledge of pedagogy or education is deficient but usually they mean the secondary school teachers.

CHAPTER 4

Secondary School Teachers

THE TRAINING of teachers for the academic secondary schools¹ in sufficient numbers to meet the rising enrollments has become a problem for the Netherlands. In 1949 there were 6,478 teachers for the 83,208 students in academic secondary schools and by September 1955 the number had increased to 7,254 teachers and 108,845 students. By 1956 there were 9,274 teachers. Slightly more than 20 percent of the teachers are women. The enrollment of 143,311 students in September 1958 represented a 10 percent increase over the previous year.²

For every subject offered in the secondary school there is to be a teacher who holds a certificate to teach that subject. The certificate authorizing a person to teach in the secondary school frequently covers a combination of fields, such as mathematics and science, or Dutch language and history. These certificates may be obtained by attending a university to secure the *doctorandus* degree, with a major in a subject such as mathematics or history and a minor in one or two other fields, or by passing state examinations which are given in each of the subjects of the secondary school. The exceptions are Latin and Greek, which require study at the universities since there are no state examinations for these fields. Approximately half of the teachers in secondary schools have not had university training.

CERTIFICATION BY EXAMINATION

There are two kinds of teaching certificates available through state examinations, namely M.O.-A and M.O.-B. The A certificate authorizes a person to teach in the commercial day and evening schools while the B certificate, which involves additional study beyond the A certificate, authorizes one to teach in the academic secondary schools. In the present shortage of secondary teachers

¹ A description of the training of teachers for the U.L.O. schools will be given in a separate section at the end of this chapter.

² Nederland. Centraal Bureau voor de Statistiek Mededelingen, No. 7423, September 1958.

the holders of the M.O.-A certificate are sometimes found teaching in the academic secondary school, even in the upper grades. In addition to the M.O. certificates there is for certain subjects an L.O. certificate obtainable through a state examination of less difficulty than the M.O. The L.O. certificate entitles a person to teach such a subject as French or English in the U.L.O. school. The L.O. certificate may be obtained through 2 years or less of part-time study.

The holder of the M.O.-A certificate is entitled to teach in commercial secondary schools, and in secondary technical schools. The teacher of mathematics in a secondary technical school is required to hold the M.O.-B certificate. Those who hold two M.O.-A certificates or a M.O.-B certificate are eligible to teach an academic subject in a kweekschool.³ There are also M.O. certificates in pedagogy (education) for those who wish to qualify for such positions as school inspectors and instructors of pedagogy in the kweekschools.

Preparation for the state examinations may be through private study, the hiring of a tutor, or attendance at courses offered in a variety of institutions, including some which are especially established for the purpose. Frequently these courses are offered in the evenings and on Saturdays so that employed people may take them. These courses may be offered in off hours by a kweekschool to as few as 8 or 9 people, and at the other extreme they may be taken in the School for Languages and Literature in The Hague, which enrolled 1,102 students in the school year 1956-57.⁴ Recently some of the universities have begun to offer course work in preparation for these state examinations. All students must pass the same examination, which is given by a board appointed by the Ministry of Education.

It was reported in 1950 and again in 1958 that 44 percent of the secondary school teachers were university graduates and that most of them were employed in the gymnasiums and in the gymnasium section of the lyceums.⁵

The number entering secondary school teaching via the state examination route has increased in recent years. Illustrative of this is the enrollment at one newly formed institution offering evening courses to prepare for the state examination; enrollments

³ Rotterdam. *Nutsacademie voor Pedagogische en Maatschappelijke Vorming, Studiejaar 1957-1958*. p. 14.

⁴ 's-Gravenhage. *School voor Taal- en Letterkunde, Leerplan voor Het Drie en Veertigste Studiejaar, 1957-1958*. p. 4.

⁵ Idenberg, Philip J. *Education in the Netherlands, 1950*. The Hague, Netherlands Government Information Office, 1950. p. 55; and UNESCO. *World Survey of Education, II: Primary Education*. Paris, the Organization, 1952. p. 452.

rose from 549 students in 1956-57 to 800 in 1957-58. In the first case 156 of the 549 were working for an M.O. in education and in the latter case 173 of the 801 were doing so.⁶

The demand for teachers has caused some to seek a secondary teacher's certificate through enrollment in courses preparing for the state examinations because the A certificate can be obtained in some subjects with only 2 years of evening study and the B certificate after a total of 4 years of evening study. In contrast, attending a university to obtain the doctorandus degree and the additional work required in pedagogy or professional education to obtain the teaching certificate often take 6 years of full-time study. There are also those who maintain that 6 years of specialization in the universities, which are oriented primarily toward preparation of research specialists, is not the best preparation for secondary teachers. Because of the teacher shortage, some university students leave before completing work for their degree and obtain teaching jobs on a temporary basis.

It was announced by the Dutch government in 1958 that the State University of Groningen was to begin offering courses in preparation for the state examinations for the secondary school teacher's certificate in the fields of modern language, mathematics, physical sciences, history and geography. The Institute of Education of the University of Utrecht had started a similar program in September 1957. (These courses have been available for a number of years at the Nutsseminarium of the Municipal University of Amsterdam.) The announcement of the government indicated that these courses had been instituted as a means of shortening the period of study and of increasing the possibility that a larger number would secure the secondary school teacher's certificate.⁷ Some of the cities, such as The Hague, have sponsored courses in preparation for the M.O. certificates in an effort to meet the teacher shortage program.

The shortage of teachers has led to the establishment of some new institutions, such as the *Nutsacademie voor Pedagogische en Maatschappelijke Vorming* of Rotterdam. Founded in 1954 to offer courses for the M.O. examination, the enrollments had climbed to 801 by 1957-58. About 70 percent of the students are from the Rotterdam area. Only about 25 percent of the students are without previous teaching experience. They include

⁶ Rotterdam. *Nutsacademie voor Pedagogische en Maatschappelijke Vorming te Rotterdam*. No date, distributed by the institution in 1958. [typewritten]. p. 2.

⁷ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-58. Report Submitted to the XXIInd International Conference on Public Education, Geneva, June 1958*. [processed]. p. 2.

office workers, army personnel and others who wish to teach.

The courses are taught mostly in the evenings and there is little attempt to imitate the university setting. Some of the teachers, however, are university professors and others are secondary school teachers. The director is a professor of pedagogy at the Rotterdam Institute of Economics. Future plans call for the inauguration of pedagogical research at the *Nutsacademie*. Some members of the staff serve as educational advisors for the schools of Rotterdam.

The written and oral examinations which must be passed to secure the M.O. certificates include questions on education (pedagogy). Frequently there is no practice teaching involved because of the technical difficulties of scheduling in a program built around evening and Saturday courses. Some of those preparing for the M.O. examinations are graduates of *kweekschools* and have had practice-teaching experience; others are graduates of secondary schools and lack such experience. The failure rate on the M.O. examinations is considered high and the enrollments in preparation for the *B* certificate are considerably less than for the *A* certificate.

The instructors for the M.O. courses are usually employed full time as teachers in universities, *kweekschools*, and secondary schools and receive extra pay for teaching the M.O. courses in the evening. Those from the secondary schools and the *kweekschools* often have the M.O. certificate themselves.

UNIVERSITY PREPARATION FOR TEACHING

The need for training in professional education or pedagogy for elementary school teachers was recognized in the 1830's in the Netherlands when the first normal schools to train teachers were established. Recognition of the need for professional training for secondary school teachers was slow in coming. Prior to September 1955, the holder of a university degree (*doctorandus*) could teach without having had any courses in education or any experience of observing and practice teaching in schools, although some voluntarily chose to take such training.

Since 1949 it has been possible to get a degree in education in one of the institutes of education in the universities, although courses in education were available in the universities for many years before this. The first professors of education were appointed in certain of the universities in the 1920's. Now all of

the universities have one professor of education, often assisted by one or two part-time professors of education. Among those enrolled in the institutes of education and working toward a degree in education are those who hope to become inspectors of schools or instructors in the *kweekscholen*. Those who intend to become secondary school teachers will register in one of the regular university faculties, such as that of philosophy and literature, and will take certain courses in education from the faculty of the institute of education.

The changes instituted in 1955 of requiring some work in education followed the appointment by the Ministry of Education of a commission to investigate the question of training secondary school teachers. In the face of a shortage of secondary teachers and an already long program of study in the universities, the changes instituted were minimal and were regarded by educators as less than adequate.⁸ They amounted to a requirement that a prospective secondary school teacher obtain a certificate from the professor of education attesting to the fact that the student has attended lectures for 1 year in educational psychology and teaching methods (*didactics*) and that he has visited a certain number of classes in a secondary school.

Teaching Methods

The courses in teaching methods include general methods taught by the professor of education and specific methods of teaching each of the academic subjects, such as mathematics or language, taught by subject-matter specialists. In the past the teachers of the special methods courses were either professors of such subjects as mathematics in the regular university faculties or secondary teachers of mathematics, or similar subjects, who taught in nearby schools and consented to teach the methods course in their spare time. Oftentimes the members of the university faculties who taught the special methods courses were reportedly those who were willing or who had the free time. Each man tended to work independently of others offering special methods courses. In addition, it was said that no one felt any specific or permanent responsibility for these special methods courses under the old system. Recently, a new system has developed whereby certain members of the academic faculties or selected secondary school teachers are given rather permanent respon-

⁸ Stelliwag, Helena W. F. "Problems and Trends in Dutch Education." *International Review of Education*, vol. 2, No. 1, 1957. p. 56-57.

sibility for developing a course in teaching methods for their field.

A change instituted at one of the universities in 1958 places the hiring of the teachers of special-methods courses under the control of the professor of education. Many of the teachers of the special-methods course are secondary school teachers with experience, but sometimes under the old system they had no training in pedagogy. For these people the professor of education has instituted a series of meetings as a form of inservice education where problems of pedagogy may be discussed. In at least two other universities attempts are being made to coordinate the various courses in special methods of teaching.

Observation in Schools and Practice Teaching

The new requirements of some work in professional education did not specify any practice teaching but rather that the prospective teacher must attend classes in a secondary school. In the first few years under the new system the university students would go on their own to a secondary school and ask if they might observe classes. In some cases where the teacher of special methods was a secondary school teacher, the prospective teacher would request permission to visit his secondary school classes. The special methods teachers had not been hired to take on practice teachers and sometimes did not feel that they should assume such an obligation.

At the Municipal University of Amsterdam, beginning in the fall of 1958, the professor of education has been given the responsibility for selecting schools and teachers who will accept student teachers from the university. The regular teachers who accept such student teachers will receive a small addition to their salary from the government. The student teacher will still be free to specify whether his observations will be made in a Roman Catholic, Protestant, or public secondary school. Those in charge are hopeful that the regulations will be changed to specify some practice teaching in addition to the observation.

University Examinations for Prospective Teachers

In addition to passing the examinations in their major field of study to secure the *doctorandus*, the prospective teacher must have the certificate indicating completion of the work in educa-

tion. Students have experienced some difficulty in fitting the courses in education into their very heavy schedule of academic study. As the procedures of the new system have been worked out, the professors of education have moved toward the point of being able to insist on completion of the required work in pedagogy, and at a sufficiently high level, before issuing the certificate indicating satisfactory knowledge of pedagogy.

At the Municipal University of Amsterdam an examination⁹ is given at the end of the year of lectures on education, and some students fail. In certain cases they may come back in a few weeks to retake the examination, or it can mean up to 9 months of additional study before the student is allowed to take the examination again.

Because of the shortage of teachers, there are some who secure jobs in secondary schools without having completed the course work in pedagogy, and in some cases without having completed the work for the *doctorandus* degree.

The University Institutes of Education

The training of secondary school teachers, and to some extent the general level of knowledge about pedagogy in the Netherlands, depends on the status of the institutes of education in the universities. Although some of these institutes were established in the 1920's, the affiliation with the universities in some cases was considered a loose one until the 1950's.¹⁰ In the case of one university there was no institute but instead one professor of education, and upon his resignation recently there was an interval when the university had no professor of education. The institutes of education at the universities of Groningen and Leiden are of recent origin; there educational research is just getting under way. What there was of educational research at the Catholic University of Nijmegen was done by a professor of psychology until 1949, when a new institute of education was established.¹¹

Until 1949 pedagogical studies in the universities were gov-

⁹ It is an oral examination, as is the case with most examinations at the University of Amsterdam.

¹⁰ Idenburg, *Education in the Netherlands 1850*, op. cit., p. 100-101.

¹¹ Langeveld, M. J. "Educational Research in the Netherlands," p. 79. in *Proceedings and Reports on the Organization of Educational Experimenting—Second International Congress for the University Study of Education* (Florence, Italy, 1967), edited by R. L. Plancka, R. Verbiest and E. Petriani. Ghent, Belgium, Universiteitstrant 14, 1968.

erned by a Royal Decree of June 15, 1921, which considered pedagogy a branch of philosophy. With the decree of June 14, 1949, separate study of education as a major field became possible and both the *candidaat* and *doctorandus* degrees in pedagogy were authorized. Those registering for degree work in education enrolled in the faculty of philosophy and letters. Usually only graduates of the academic secondary school are admitted to this faculty. The courses in education, which constitute a major part of the course work for the degree in pedagogy, are offered by the director of the institute of education, who is at the same time a professor of education, and other members of the staff of the institute.

The "candidate" (*candidaat*) degree in education requires 3 years of university study of the following subjects:

1. Professional education
 - a. Introduction to pedagogy
 - b. Systems and trends in the history of education
 - c. Survey of educational psychology
2. Introduction to philosophy
3. One of the following subjects to be selected by the student:
 - a. General psychology
 - b. Sociology
 - c. Ethics.

Because of the latitude allowed the universities, there is some variety in what is offered in these courses.¹²

Additional courses are made available to students through the services of visiting professors. For example, at the Municipal University of Amsterdam in 1957-58 a course in educational measurement was taught by a visiting professor of education from the United States. The list of books on education issued in 1958 by the Municipal University of Amsterdam as suggested reading for the "candidate" degree included authors from England, France, Germany, and the United States, in addition to those by Dutch educators. The books by American authors were as follows:¹³

1. Theory of education
J. S. BRUBACHER. *Modern Philosophies of Education*, 1939.
2. History of education
J. S. BRUBACHER. *A History of the Problems of Education*, 1947.

¹² Finske, R. L. and Verhulst, R., editors. *Proceedings and Reports on the Teaching of Educational Sciences in Western Europe—First International Congress for Teaching Educational Sciences in Universities, Ghent, Belgium, 1955*. Ghent, Belgium, 1954. p. 122-123.

¹³ Universiteit van Amsterdam. *Literatuurlijst Pedagogisch (Cand. Ex.) 1958*. Amsterdam, Pedagogisch-Didactisch Instituut, 1958. [processed] p. 1-2.

3. Educational psychology
W. A. BLAIR and W. H. BURTON. *Growth and Development of the Pre-adolescent*, 1951.
R. J. HAVIGHURST and H. TABA. *Adolescent Character and Personality*, 1949.
4. Teaching methods and systems of education
I. L. KANDEL. *The New Era in Education, a Comparative Study*, 1955.
H. C. MORRISON. *The Practice of Teaching in the Secondary School*, 1940.
I. N. THUT and R. GERBERECH. *Foundations of Method for Secondary Schools*, 1949.

The *doctorandus* degree in education is offered for those who have the *candidaat* degree. The main subject of study is pedagogy or education in all its aspects. There is an opportunity to specialize in one of the following areas:¹⁴

1. Education of the normal child
2. Education of the mentally defective child
3. Education of the neglected or criminally inclined child
4. Educational training of adolescence in family, school, industry or youth association
5. Philosophy of education.

In addition, two other subjects may be studied outside the faculty of philosophy and letters.

Doctoral theses are written in education, and the following are examples of the type written in conjunction with the Institute of Education of the University of Utrecht:¹⁵

1. N. BEETS. *De jongen in de puerale periode*, 1954. (The Pre-adolescent Boy)
2. J. DE MIRANDA. *Verkenning van de "Terra Incognita" tussen praktijk en theorie in Middelbaar (Scheikunde) Onderwijs*, 1955. (An Examination of the *terra incognita* Between Theory and Practice in Secondary [Chemistry] Teaching)
3. E. E. A. VERMEER. *Spel en Spelopedagogische problemen*, 1955. (Play and Its Educational Problems)
4. A. J. VAN DUYVENDIJK. *De Motivering van de klassieke vorming*, 1955. (The Motivation of Classical Education).

In addition to degree work in education and the courses offered to prospective secondary school teachers, the institutes of education offer a variety of services, although an institute in a Dutch university is concerned essentially with research, not teaching. The Institute of Education of the State University of Utrecht began in the 1920's as a consultation center for problem children and at the present time operates, in cooperation with

¹⁴ Plancke, R. L. and Verbist, R., op. cit., p. 122-124.

¹⁵ *The Organization and Publications of the Educational Institute of the State University at Utrecht*. Groningen, The Netherlands, J. B. Wolters, Publishers, 1957. p. 33-42.

local school authorities, a school for handicapped children. After World War II the scope of the Institute expanded and in 1957 it described its work as including:¹⁶

1. A library and documentation center
2. Secondary teacher-training courses in education
3. Training of education specialists—degree work in education
4. Research on schools—research on experimental and clinical child psychology
5. Research done for school systems or city government, i.e., surveys of schools
6. Inservice training courses for elementary school teachers
7. Child guidance—degree work in both psychology and education offered
8. Child guidance—work with the school for children with special disabilities and other special educational difficulties
9. Work with institutes and homes for children.

Those taking work in the Institute go on to become educational specialists or school inspectors, instructors in kweekschools, guidance specialists in clinics, institutes, and private practice. A total of 475 students attended the Institute in 1957.

The research activities of the Institute of Education at the Municipal University of Amsterdam have centered around problems of secondary school selection and methods of teaching the classical languages. Since 1950 the Institute of Education at the Free (Protestant) University of Amsterdam has been investigating methods of teaching religious education, and in 1957 it was involved in a study of interests of pupils in technical schools. The Institute of Education at the Rotterdam Institute of Economics has been conducting research on (a) the causes of nonpromotion in the elementary school, (b) geography teaching in elementary schools, and (c) leisure-time activities of young unskilled laborers. In cooperation with the University of Utrecht it is studying family life, leisure time conditions of youth, and school achievement in one section of Rotterdam. The recent beginnings of educational research at the University of Groningen include a study of the means of improving the teaching of the native language to 11- and 12-year-olds.¹⁷

In addition to the regular institutes of education in the universities, there are other educational institutes, which are outside the universities and yet work in cooperative arrangements with them. One of the oldest and most active is the Pedagogical Seminary of the Society for the Common Good, (*Nutsseminarium voor pedagogiek aan de Universiteit van Amsterdam*) located at

¹⁶ *Ibid.*, p. 7-8, 77.

search activities, this institute is active in offering courses in the Municipal University of Amsterdam. In addition to its re-preparation for the M.O. certificates for teachers. The Hoogveld Institute at Nijmegen works closely with the Catholic University of Nijmegen in such areas as the sociological conditions underlying education, the life of the family, and problems of youth.¹⁷

Reactions to Changes in Teacher Training

A Dutch educator, writing in 1952 before changes in the university training of secondary school teachers had begun, spoke of the academic training of the universities as possibly harmful to the future teacher. He cited the reluctance of the universities to admit the applied and social sciences, and of the attempt to create miniature philologists, mathematicians and historians who, in his opinion, might find such training a handicap in handling the tasks of the secondary school teacher.¹⁸

Another Dutch educator, writing in 1957, noted that there was still some lack of enthusiasm for professional training for secondary school teachers. At the same time she saw a future possibility of a modified program of university study replacing the lengthy program now prevailing.¹⁹ The point is frequently made that changes in the training of secondary school teachers will come slowly and only after careful consideration.

THE TEACHER IN THE U.L.O. SCHOOL

The demand for U.L.O. teachers has risen markedly. There were 4,560 teachers and 157,391 students in the U.L.O. schools on January 16, 1955, and this increased to 7,197 teachers and 202,161 students by January 16, 1958.²⁰

Most of these teachers came from the kweekschools. A graduate of the fifth year of the new program or the holder of the old headmaster's certificate was eligible to teach in a U.L.O. school. These people usually continue to study part time and eventually take the state examination to obtain the L.O. and M.O. certificates. A fully qualified teacher in a U.L.O. school is one who has com-

¹⁷ Langeveld, "Educational Research in the Netherlands," op. cit., p. 79-82.

¹⁸ Langeveld, M. J. "Educational Developments in the Benelux Countries since the Second World War." *Educational Forum*, 16: May 1952, p. 447.

¹⁹ Stollwag, op. cit., p. 57.

²⁰ Netherlands. Ministry of Education. *The Netherlands: Advances of Education in the Year 1957-58*. [processed]. op. cit., p. 4.

pleted the fifth year of the kweekschool and has two L.O. certificates or one M.O. certificate in a specific subject, such as French or German. A fully qualified teacher receives a higher salary. To encourage teachers to reach this level, the government issued a decree on October 3, 1955, awarding a bonus to those who obtain a certificate to teach French, German, or English.²¹

²¹ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress in 1955-1956. Report Presented to the XIXth International Conference on Public Education, Geneva, July 1956.* [processed]. p. 9.

CHAPTER 5

Inservice Education of Teachers and Educational Research

A DESCRIPTION of the training of the Dutch teacher would be incomplete without examining the extent to which additional training is received in the course of working as a regular full-time teacher.

For the elementary school teacher up until the reform of 1952 there was a kind of built-in inservice education in that course work for the headmaster's certificate usually was taken on a part-time basis while working as a regular teacher. A similar system still prevails for infant school teachers who wish to secure the headteacher's certificate. The new system for elementary school teachers provides a fifth year of full-time schooling in the kweekschool for those who choose to stay on. Those who leave to take teaching jobs at the end of the fourth year of the kweekschool are faced with the problem of eventually raising their educational level to a position somewhat similar to completion of the fifth year if they hope to compete with graduates of the fifth-year program.

Those who graduate from the kweekschool and wish to be a fully qualified teacher in a U.L.O. school must undertake study to pass the examinations to receive L.O. and M.O. certificates; the same is true of those secondary school teachers with M.O. certificates of the lower level (A) who might wish to secure the B certificate through additional study. Many of these people would be enrolled in courses established specifically to prepare for the L.O. and M.O. examinations. Others who aspire to such positions of leadership in the teaching profession as school inspector or educational adviser to governmental agencies might enroll in one of the universities to work for a degree in pedagogy.

For the approximately 44 percent of the secondary school teachers who have had university training, there is little inservice education, at least as far as taking courses is concerned. The initial training of these teachers was long, 6 years of study in many cases, and it is argued that the great emphasis on research

produces men who go on reading and studying in their own field, be it mathematics, history, or whatever; there seems to be a general feeling in the Netherlands that this is the case.

The initial training of the secondary teacher includes little or no knowledge of the learning process, of how children grow and develop, of how the academic subject can be taught, or of the traditions and developments of schools and of the teaching profession. The use of faculty meetings for purposes of inservice education is not an established tradition in the Netherlands, nor are the associations of secondary school teachers particularly active in the area of pedagogy.

There are a number of educational journals in the Netherlands and some of them are specifically for secondary school teachers. A most promising development in the area of inservice education and educational research has been the recent growth of pedagogical centers, although much of their work in the beginning centered around elementary schools and their teachers.

Pedagogical Centers

Three pedagogical centers developed after World War II, a Catholic one in The Hague, a Protestant one in nearby Scheveningen and one in Amsterdam which has no religious affiliation. A fourth center, for secondary education, began operation in the fall of 1958 in Amsterdam. It, too, is without religious affiliation.

Plans for pedagogical centers formed in the 1930's but were halted by the onset of World War II. Following the war the idea was revived by teachers associations, and three such centers were established. The centers have developed a certain amount of autonomy, although maintaining close ties with the teachers organizations and have grown rapidly in recent years. They were aided by a substantial grant from the national government in 1948; by 1952 the grant was 4 times that of 1948.¹

Representatives of the three centers meet monthly to exchange ideas and findings, and a rotating secretariat has been established to coordinate such exchanges of information. In 1951 and 1952 the centers worked on the same project of conducting experiments in methods of teaching in the V.G.L.O. classes. Financial support for the project came from the national government.

The centers actually act as coordinators for a number of other

¹ Plancke, R. L. and Verhulst, R., editors. *Proceedings and Reports on the Teaching of Educational Sciences in Western Europe—First International Congress for Teaching Educational Sciences in Universities, Ghent, Belgium, 1962*. Ghent, Belgium, 1964. p. 121.

institutes and organizations, and almost all Protestant and Roman Catholic organizations and schools have a working relationship with the centers. All levels of education are represented, but the academic secondary schools play a less active role than the others. Much of the work of the centers concerns methods of teaching, especially for elementary schools.³ The educational research conducted by university institutes of education was described in chapter 4.

The general purpose of the pedagogical centers has been stated as that of bringing the new findings of psychology and of educational research to the older teachers. In this regard, the director of the Protestant center said that "the first thing to do for us is to try and make them (schools) child-centered: . . ."⁴ He went on to add that they hoped to stimulate educational research, of which, he said, there was too little in the Netherlands. At the same time he listed obstacles in the way of the work of the center as including: (a) subject-centered teacher training; (b) difficulty in securing general application of findings from educational research; (c) the relative inflexibility of secondary education, which made the choosing of the type of secondary school to attend a crucial matter.⁴ The centers are interested in teacher training, particularly in terms of providing inservice education needed to facilitate the operation of the Teacher Training Act of 1952.

Much of the work of the centers is carried out through conferences and short courses for teachers. Frequently, the courses will consist of 5 or 6 class meetings on such topics as teaching methods or educational tests. The same course or conference may be held in the evenings or on weekends in several parts of the country, with members of the staff of the Center traveling from place to place. The courses differ from year to year depending on the problems present in the schools. There is no stress on final examinations or on working for diplomas or certificates. This work is partially supported by the national government, and a small fee is paid by the participating teacher or by his school. Illustrative of the work done with courses and conferences is the record of one of the centers which in 1952 held two conferences on elementary education involving 360 people, one conference on elementary and secondary education for 210 people, and a series

³ Jongen, J. "Prospects of Reform in Dutch Education." *The New Era in Home and School*, 37: 109, April 1954.

⁴ Wiersinga, G. "Doel en werkwijze van de drie Pedagogische centra." *Christelijk Pedagogisch Studiebied*, No. 11-12, November-December 1954. p. 265. (In English).

⁴ *Ibid.*, p. 262.

of nine conferences on continued elementary education which involved 1,500 teachers. Another one of the centers in 1952 held 21 courses involving a total of 400 participants.⁵

The courses and conferences serve as a means of funneling the findings of educational research back into actual school practice. Some of the educational research is done by the staff of the centers and some by university professors and others under contract with the centers. In addition, many schools enter into a working relationship with the centers whereby the schools or teams of teachers within the schools agree to participate in educational experiments sponsored by the centers.

In 1950 the nondenominational center in Amsterdam sponsored educational experiments in 76 elementary schools which involved 160 teachers and 5,000 pupils. In 1951 there were 93 schools involved, with 210 teachers and 6,200 pupils.⁶ The centers also furnish the services of educational specialists to schools which have a working agreement with a center. In 1956 there were 2,331 schools which had affiliated with the Protestant center.⁷

The work of the centers includes publication of pamphlets and books, some of which are used in classes in the kweekschools. Among the materials published by the centers are the following:⁸

1. Modern Conceptions Concerning Methods of Teaching Critical Thinking
2. Psychology of the Child at the Elementary School
3. The Project Method
4. Activity Method for Children at School
5. The Secondary School and Society
6. Detailed Plan of Lessons for a Course for Directors of Primary Schools.

The centers also publish monthly journals.

Some research on secondary education is conducted by secondary school teachers associations but reportedly at not too high a level.⁹ Moreover, there is a certain reluctance to accept and apply the findings of educational research.⁹ A recent (1958) development has been the establishment of a pedagogical center for research on secondary education in Amsterdam.

The difficulties hindering educational research have been listed recently by a Dutch educator as including lack of funds to publish the research which was done; some lack of coordination of re-

⁵ Plancke and Verbiest, op. cit., p. 119-120.

⁶ Ibid., p. 120.

⁷ Christelijk Pedagogisch Studie Centrum. *Overzicht van de Werkzaamheden over het Jaar 1956*. Scheveningen, Nederland, 1956. p. 2.

⁸ Plancke and Verbiest, op. cit., p. 119-121.

⁹ Stelling, Helena W. F. "Problems and Trends in Dutch Education." *International Review of Education*, vol. III, No. 1, 1957. p. 62-64.

search being conducted in different parts of the country; problems in staffing the institutes of education adequately; and the pressure of nonresearch duties.¹⁰

Teaching Method

As indicated above, teaching methods have been a subject of concern for the pedagogical centers and for educational research. A recent publication of the Dutch government reports that teaching methods, particularly the matter of more participation by students in the learning process, has been the topic of wide discussion but that new ideas are spreading slowly. The new methods being advocated are described as follows:¹¹

As regards the individual advancement of the pupils, the new school wants to break through the pure class system in which the phenomenon of "doubling" is inherent, and let pupils work individually without compelling each of them to achieve, within a certain time, a result that has been fixed in advance. It wants to stimulate their individual activities, let them act for themselves, look for themselves and gain experience themselves. It wants to increase the children's freedom: the freedom to speak and act, to choose and apply the subject matter. Consequently, the character of the classroom changes. Benches are replaced by tables and chairs; the stiff arrangement is abolished; all sorts of appliances are near at hand and the teachers and instructors are no longer seated on their throne.

Also the function of the teachers changes. Instead of merely teaching, they guide the children in their work, observe, determine and select—and the latter in connection with future choice of schools, studies or profession—individual education and advice. After all, it is not only intelligence or ability that matters, but the total personality of the pupil is at stake. Hence, the accent is on ethical, physical, moral and aesthetic education, next to intellectual training, and the merging of all these into a whole.

There are a relatively small number of schools which utilize experimental teaching methods of either the Montessori or the Dalton type.

One English educator has described the Dutch schools as reflecting that spirit which has come to be admired as typically Dutch, namely rigorous, almost harsh, and combining a love of

¹⁰ Langeveld, J. J. "Educational Research in the Netherlands," p. 82-83 in *Proceedings and Reports on the Organization of Educational Experimenting—Second International Congress for the Study of Education* (Florence, Italy, 1957), edited by R. L. Plancke, R. Verbist, and E. Petrini. Ghent, Belgium, Universiteitstraat 14, 1958.

¹¹ Netherlands. Ministry of Education, Arts and Sciences. *School Building in the Netherlands* by J. A. A. Verlinden and J. Zietama. The Hague, 1956. p. 5-6.

scholarship and readiness to work hard with great emphasis on order. He relates the latter point to the harshness of the elements of nature which caused the people to accept a degree of discipline and order which would be oppressive in more favorable climates. He adds that virtues sometimes become handicaps when educational change and reform are called for.¹²

¹² Lauwerys, J. "Prologue" in "Aspects of Education in Holland." *The New Era in Home and School*. Vol. 37, April 1956. p. 95.

CHAPTER 6

The Teaching Profession

Supply and Demand and Recruitment

The problem of staffing the schools of the Netherlands in recent years is symbolized in the issuance in May 1956 of a government pamphlet entitled *Mensen maken* (To Make Men), with the subtitle *Wat denk je van een baan bij het Onderwijs* (What About a Job as a Teacher?). The pamphlet presented data on job opportunities in teaching, the training required and salaries paid. The need for such recruitment was relatively new to the Netherlands, although for several years government pronouncements had warned of growing school enrollments and the subsequent shortage of teachers.

As early as 1948 the Dutch contribution to the *Yearbook of Education*¹ had noted the shortage of elementary school teachers and gave as reasons: (a) ambition to become a teacher had declined, (b) pay was inadequate and social prestige low, (c) many young people were being attracted to other occupations, and (d) some teachers were being called up for military service.

In 1954 the government announced that the steps taken to meet the shortage included a temporary increase in the number of pupils per classroom, the re-employment of married women teachers and retired teachers, and a new regulation providing pay in the event of sickness, absence from work through an accident or through military service. It was recommended that teachers' salaries be raised and that additional financial aid be given for the teacher training program.²

By 1957 the pressure of growing enrollment had shifted from the elementary school to the secondary school and the Minister of Education predicted that the supply of elementary teachers for 1957, 1958 and 1959 would more or less balance the demand and

¹ Idenburg, Philip J. and Tazelaar, G. "The Netherlands" *Yearbook of Education*, 1948. London, Evans Bros. Ltd., 1948, p. 271.

² "Netherlands: Educational Progress in 1953-54" in UNESCO/International Bureau of Education. *International Yearbook of Education*, 1954. Paris/Geneva, the Organization/the Bureau, 1954. Publication No. 161. p. 237-238.

that from January 1, 1960 on, a surplus of elementary teachers would be available. This was based on the assumption that there would be no alteration in the compulsory education requirement and no alteration in the pupil-teacher ratio. The lowering of the pupil-teacher ratio from 40 to 35 was not expected before 1967, but a gradual lowering was to be attempted beforehand.³

The shortage of secondary school teachers was pronounced by 1956 and the Dutch government announced in the summer of 1956 that among steps taken was one whereby loans would be given, interest free, to students entering the universities or similar training to become secondary school teachers. For those who subsequently became teachers, one-fifth of the loan would be cancelled for every year they taught.⁴

In 1957 the shortage of secondary school teachers was reported to be alarming. The percentage of people teaching without proper qualifications was given as 14 percent for 1954-55, and the estimate was that it would rise to 28 percent by 1959-60. Among the reasons cited for the shortage were (a) the increased number of pupils in secondary schools, (b) the loss of science teachers to industry, and (c) the belief that the profession of teaching was being given increasingly less social recognition.⁵

In the spring of 1958 the Dutch government initiated a nationwide campaign to arouse interest in teaching as a career. The campaign was aimed at pupils of the U.L.O. schools, the academic secondary schools, and the technical schools. The campaign opened with a radio talk by the Minister of Education and was followed by a series of broadcasts discussing the value of teaching. In addition, 90,000 circular letters were sent to pupils and parents and 20,000 to teachers.⁶ Another step taken, in January 1958, was the rescinding of the old rule that a woman teacher must resign if she married. In the same report it was pointed out that the universities of Groningen and Leyden were to begin offering courses in preparation for the M.O. certificate as a means of shortening the route to becoming a secondary school teacher.

³ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress in 1956-1957. Report Submitted to the XXth International Conference on Public Education*, Geneva, July 1957. [processed]. p. 3.

⁴ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress in 1956-1956. Report Presented to the XIXth International Conference on Public Education*, Geneva, July 1956. [processed]. p. 5-6.

⁵ Stallwag, Helena W. F. "Problems and Trends in Dutch Education." *International Review of Education*, Vol. III, No. 1, 1957. p. 57.

⁶ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Advance of Education in the Year 1957-1958. Report Submitted to the XXIst International Conference on Public Education*, Geneva, July 1958. p. 9-10.

Size of Classes

The shortage of teachers has been matched by an alteration of the pupil-teacher ratio in the direction of assigning more pupils to each teacher. It was reported in 1956 that classes of more than 48 pupils were a frequent occurrence.⁷ In the same year one of the Dutch teachers organizations reported that if 40 students per elementary school class was taken as a desirable maximum, 36 percent of the classes exceeded this limit.⁸ The official ratio in 1956 for elementary schools was 1 teacher for up to 30 children and then another teacher for each additional 45 children.⁹ It is hoped for the future that another teacher will be added for each additional 35 children.

The normal workload for a secondary school teacher announced in 1954 was between 24 and 29 lessons per week. A teacher was allowed to teach up to 32 lessons per week, but anything over 29 lessons was to merit overtime pay.¹⁰

Salaries

The salaries of Dutch teachers depend on the type of school in which they teach, the certificate held, years of experience, and the size of the community in which the school is located. Teachers in a specific category receive the same pay in all parts of the country and in both public and private schools, except that married teachers receive a family allowance which depends on the size of the family. Several cost-of-living raises have been granted to Dutch teachers in recent years.

The salary of an infant school teacher is considerably lower than that of an elementary school teacher, whose salary in turn is lower than that of a secondary teacher. It was estimated in 1958 that an elementary teacher might hope to earn up to 70 percent of the salary of a secondary school teacher and that the latter, in turn, could hope to earn up to 70 percent of the pay of a university professor.

⁷ Netherlands. Ministry of Education, Arts and Sciences. *School Building in the Netherlands* by J. A. A. Verlinden and J. Zietsma. The Hague, 1956. p. 2.

⁸ International Federation of Teachers' Associations. *Feuille d'Informations*, No. 19. October 1956. p. 3. [English edition].

⁹ Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands* (45 p.). Distributed in 1957. p. 13; and UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1958; and "Education and Cultural Aspects." *Digest of the Netherlands*. Part 4, January 1959. p. 3.

¹⁰ "Netherlands: Education Progress in 1953-1954" in UNESCO/International Bureau of Education. *International Yearbook of Education*, 1954, op. cit., p. 239.

Salaries are set by the Ministry of Education or by commissions appointed by it. Illustrative of the latter approach was the agreement reached on April 16, 1957, by the Commission of Organized Consultations, which granted a pay raise of slightly under 10 percent to elementary school teachers.¹¹

Teachers organizations are frequently represented in the negotiations which precede the alteration of a salary scale. There are three large organizations for elementary school teachers in the Netherlands; one for Roman Catholic school teachers, one for Protestant school teachers, and one for public school teachers. Membership in each varies between 18,000 and 27,000 teachers. Similar organizations exist on a smaller scale for teachers in other types of schools.

Appointment and Dismissal of Teachers

Teachers in private schools are appointed or dismissed by the board of directors of the school. Public school teachers are appointed or dismissed by the burgomaster (mayor) and aldermen of the city government, in consultation with the school inspector from the Ministry of Education. If a teacher has been dismissed or disciplined in a public school, he has the right of appeal to the Permanent Committee of the Provincial States, which handles administrative matters for the province. An unfavorable decision at this level may be appealed to the national government.

For private school teachers it is specified that their letter of appointment should indicate their rights. These teachers can turn to a committee of appeal which represents several private schools.¹²

¹¹ Netherlands. Ministry of Education, Arts and Sciences. *The Netherlands: Educational Progress, 1954-1957. Report Submitted to the XXth International Conference on Public Education*, Geneva, July 1957. [processed], p. 6.

¹² Netherlands. Ministry of Education, Arts and Sciences. *Education in the Netherlands*. (45 p.). Distributed in 1957. p. 8, 13-14.

GLOSSARY

I. Types of education (*onderwijs*) and schools (*scholen*)

Algemene landbouw-of tuinbouwschool (secondary school for agriculture or horticulture)—vocational secondary school for property administrators and managers; sometimes specialized in one subject (e.g. dairying), then known as *landbouwwaksschool*.

Avondnijverheidsschool (technical evening school)—part-time vocational training school for boys.

Bedrijfschool (industrial school)—vocational training school usually attached to a factory.

Buitengewoon lager onderwijs—elementary education for physically or mentally handicapped children.

Gemeentescholen—local or communal public school under control of local council (*Gemeenteraad*).

Gewoon lager onderwijs—G.L.O. (elementary education)—usually offered in a 6-year elementary school, sometimes with attached continuation classes for 7th and 8th year.

Gymnasium—classical academic secondary school, with two divisions, A (languages) and B (science).

Handelsavondschoon—part-time commercial secondary school, with evening classes.

Handelsdagschool—commercial secondary school, full-time.

Hoger onderwijs—higher education.

Hogere burgerschool—modern academic secondary school with two divisions, A (languages and commercial and economic sciences) and B (science). The name will perhaps be changed to *Atheneum*.

Huishoudschool—vocational school for home economics.

Kleuterschool (infant school)—a nursery and kindergarten school combined for children 4-6 years old.

Kunstnijverheid-en bouwkunstonderricht (instruction in arts and crafts)—vocational secondary school of fine arts and crafts.

Kweekschool—training school for prospective elementary school teachers. It accepts students at the age of 15 or 16 who have completed 9 or 10 years of schooling.

Lagere land-of tuinbouwschool (lower agricultural or horticultural school)—a vocational training school of agriculture or horticulture.

Lagere technische dagschool (elementary vocational day school)—accepts students with 6 or 7 years of schooling at the age of 12 years.

Leerlingenstelsel—system of apprenticeship.

Leerschool—regular elementary school which accepts students from the teacher-training schools for practice teaching.

Lyceum—academic secondary school with a division offering the work of the gymnasium and another division offering the work of the higher burgher school, after one or two years of common instruction.

Middelbaar onderwijs—secondary education.

Middelbaar technisch onderwijs—vocational and technical secondary education.

Middelbare school voor meisjes, M.M.S. (general secondary school for girls)—
: graduates of this school are not eligible to enter the Dutch universities.

Nijverheidsonderwijs—vocational and technical education.

Onderwijs—instruction, education.

Openbare school—public school.

Opleidingsschool voor leidsters en hoofdleidsters bij het kleuteronderwijs—
training school for prospective teachers and head teachers of infant
schools (*kleuterschool*). It accepts students at the age of 15 or 16 who
have completed 9 or 10 years of schooling.

Uitgebreid lager onderwijs, U.L.O. (advanced elementary education)—a
lower secondary school providing 3 or 4 years of education for those who
have finished the 6-year elementary school.

Uitgebreid lager technische school (advanced elementary vocational school)—
offers more concentrated training than the *lagere technische dagschool*.

Voortgezet gewoon lager onderwijs (continued elementary education)—7th
and 8th year of schooling for slower students, with emphasis on practical
work.

II. School subjects (*vakken*)

Aardrijkskunde—geography.

Boekhouden—bookkeeping.

Dierkunde—zoology.

Duits—German.

Engels—English.

Frans—French.

Geschiedenis—history.

(*Vaderlandse*—national history.)

Godsdienstonderwijs—religion.

Grieks—Greek.

Gymnastiek—physical education.

Handelsrekenen—commercial
arithmetic.

Handelswetenschappen—commercial
sciences.

Handenarbeid—handcrafts.

Handwerken (nuttige)—needlework.

*Kennis van het Nederlandse culturele
en maatschappelijke leven*—
culture and society.

Latijn—Latin.

Lezen—reading.

Lichamelijke oefening—physical
training.

Lijntekenen—free-hand drawing.

Mechanica—mechanics.

Meetkunde—geometry.

<i>Muziek</i> —music.	<i>Spel en spelleiding</i> —games and directing of games.
<i>Natuurkunde</i> —physics or natural science.	<i>Staatshuishoudkunde</i> —political economy.
<i>Natuurlijke historie</i> —biology.	<i>Staatsinrichting</i> —political science.
<i>Nederlands</i> —Dutch	<i>Stenographie</i> —shorthand.
<i>Opvoedkunde</i> —pedagogy (education).	<i>Tekenen</i> —drawing.
<i>Plantkunde</i> —botany.	<i>Typen (tikken)</i> —typewriting.
<i>Plant-en dierkunde</i> —biology.	<i>Vertellen</i> —storytelling.
<i>Psychologie</i> —psychology.	<i>Wiskunde</i> —mathematics.
<i>Rekenen</i> —arithmetic.	<i>Wis-en natuurkunde</i> —science.
<i>Scheikunde</i> —chemistry.	<i>Zingen</i> —singing.
<i>Schrijven</i> —writing.	

III. Certificate and educational terms

- Akte van bekwaamheid als hoofdonderwijzer*—certificate of qualification as headmaster of elementary schools.
- Akte van bekwaamheid als hoofdleidster*—certificate of head teacher (principal) in an infant school.
- Akte van bekwaamheid als kleuterleidster*—certificate of competence to teach in an infant school.
- Akte van bekwaamheid als onderwijzer*—certificate of qualification to teach in elementary schools; given to graduates of the 4th year of the *kweek-school* under the system instituted in 1952.
- Akte van bekwaamheid als volledig bevoegd onderwijzer*—certificate of full qualification as an elementary school teacher; given to graduates of the 5th year of the *kweekschool* under the system instituted in 1952.
- Akte van bekwaamheid voor huis en schoolonderwijs in de nuttige handwerken voor meisjes*—certificate of competence for teaching of plain needlework for girls.
- Candidaat*—"candidate" degree awarded after 2 or 3 years of university study.
- Doctoraal examen*—examination taken to receive the *doctorandus* degree.
- Doctorandus*—degree granted after 2 or 3 years of work beyond the *candidaat*, or approximately 6 years total study in the university. There is a higher degree (*de graad van doctor*) which is awarded upon completion of a thesis.
- Eindexamen*—final examination; for the academic secondary schools. This is a nationwide examination and those who pass are qualified to enter the Dutch universities.
- Hoofdleidster*—head teacher (principal) in an infant school.
- Hoogleraar*—professor in an institution of higher education.
- Jongens*—boys.
- Kleuterleidster*—teacher in an infant school.

Leraar—teacher in a secondary school.

Leerplan—curriculum.

Leerrooster—time table.

Mannen—men.

Meisjes—girls.

Onderwijzer—teacher in an elementary school.

Vrouwen—women.

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PART II

Teacher Education in

BELGIUM



PREFACE

THE PEOPLE OF BELGIUM, approximately 9 million of them, live within an area of 11,779 square miles. In 1955 the population density was 753 per square mile, which places Belgium alongside the Netherlands as one of the most heavily populated countries in Europe.

Approximately 1.7 million people are enrolled in schools at all levels. This represents 19 percent of the total population. The language of instruction is Dutch for 59 percent of the students and French for the remaining 41 percent.

School enrollment in 1956-57:¹

<i>Level of education</i>	<i>Number of students</i>
Higher education	45,004
Upper secondary schools (3 years)	86,466
Lower secondary schools (3 years)	324,463
Elementary schools (6 years)	865,928
Nursery schools and kindergartens	352,741
Total	1,674,602

Teachers in all kinds of schools below the level of higher education number approximately 80,000. The training of teachers has been a subject of discussion for many years, with numerous reforms proposed. In 1957 a major reform in teacher training was instituted. The changes take on significance as one views the general organization of the Belgian education system.

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1956-1957: Royaume de Belgique.* Bruxelles, Institut National de Statistique, no date. p. 18-19.

CHAPTER 1

The School System

NURSERY SCHOOL AND KINDERGARTEN

Eight years of education is compulsory in Belgium, beginning at the age of 6. A large number of children start their schooling earlier by entering the *école gardienne*, which is a combination nursery school and kindergarten for children between the ages of 3 and 6. These schools may be operated by the national, provincial, or local government or by private agencies. Most of the latter are Roman Catholic schools. Only about 3 percent of the schools are operated by the national government. The *école gardienne*, which is frequently located in an annex to a girls elementary school, is usually coeducational, in contrast to elementary schools, which are usually not coeducational.

Most of the private schools receive subsidies from the national government by meeting certain conditions with respect to curriculum, equipment, training of the teacher (must hold teacher's certificate), and acceptance of state inspection. Of the 352,741 children enrolled in *écoles gardiennes* in the school year 1956-57, 237,855 were in private schools and 114,886 in public ones. Approximately 10,000 teachers were in charge of these children. The enrollment was almost evenly divided between boys and girls. Of the total, there were 103,372 three-year-olds; 120,519 four-year-olds; and 122,758 five-year-olds.¹

Enrollment in the *école gardienne* has increased steadily since 1952 at an average rate of around 10,000 pupils per year and now constitutes approximately 20 percent of the total enrollment in all types of schools in Belgium. In 1900 only 49 percent of the age group (3-, 4-, and 5-year-olds) were in an *école gardienne*, whereas in 1953-54 the enrollment included approximately 80 percent of the age group.²

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1956-1957, Royaume de Belgique*. Bruxelles, Institut National de Statistique, no date. p. 21-22, 25-26, 31-32.

² Molitor, André. *L'Enseignement et la Société d'Aujourd'hui*. Tournai, Belgique, Costerman, 1956. p. 23.

In urging parents to enroll their children in such schools, the Roman Catholic educational authorities suggest that the woman's place is no longer exclusively in the home and that there is need for such a school where children can be fed, have a place to rest, a chance to exercise, and where there is light, air, and safety, as well as an opportunity to develop social character, sensory and reasoning powers, and an understanding of the church.³

The first official program of study was incorporated into a government circular of September 18, 1880, but not until 1918 was legislation enacted for this type of schooling. In 1950, the Ministry of Education circulated suggestions for curriculum and teaching method in a document entitled "Plan for educative activities in the *école gardienne*." The school was to follow basic principles of child psychology and:

1. Relate school activities to the environment and to the needs, tastes and tendencies of children
2. Provide activities encouraging individual development
3. Give attention to the bodily health of the children.⁴

The city of Brussels drew up its own guide for teachers in the *écoles gardiennes*, in 1951, which said that the teacher was to be guided by such principles as respect for the personality of the child and awareness of his spontaneous nature and of the evolution of his mental and sensory abilities. Such principles suggested the value of activities and of liberty for the child.⁵

The description of the *école gardienne* prepared by Belgian educators for UNESCO describes them as not being schools in the usual sense but rather places to prepare the child for elementary school by developing his sense of discipline in a community of children. The stress is on developing ability to draw, to model, to tell stories, to sing and dance, and to do rhythmical exercises. Some attempt is made to develop powers of observation through questions on a story listened to, but in general the children do not learn to read.⁶ At the age of 6 most of them will enter the elementary school.

³ De S à G. Bruxelles, Belgique, Enseignement National Catholique, no date. (Distributed in 1958). p. 14-16.

⁴ UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1958. p. 130-131.

⁵ Ville de Bruxelles. *Jardins d'Enfants: Programme d'Education, Guide pour l'Institutrice*. Approuvé en séance du Conseil communal le 15 octobre 1951. p. 5-8.

⁶ UNESCO. *Education abstracts*, vol. IX, no. 6. *Education in Belgium* by Marion Coulon and René Plancke. Paris, the Organization, June 1967. p. 5.

ELEMENTARY SCHOOL

At the age of 6, the Belgian child enters a 6-year elementary school (*école primaire*). The enrollment of 865,928 for the school year 1956-57 was almost evenly divided between public and private (Roman Catholic) schools. These students were taught by a total of 34,244 teachers. Most of the 420,159 enrolled in public schools (*écoles officielles*) were in municipal (city) schools, with 65,371 in public schools operated by the national government.⁷ The national government operates some elementary schools as preparatory divisions to its secondary schools and as demonstration schools for teacher-training institutions. The expansion in enrollment can be seen by comparing the 865,928 in 1956-57 with 753,503 for the school year 1952-53.

The ratio between public and private schools has not altered significantly, in recent years, although the relative support given to public schools (*écoles officielles*) or to the Catholic private schools (*écoles libres*) varies, depending on the political party in power. The private schools are subsidized by both the local and the national governments. Salaries for teachers in both public and private schools are paid by the national government, being sent directly to the teacher each month.

The elementary school enrollments are almost evenly divided between boys and girls. Separate schools for boys and for girls is the usual pattern. In rural areas of low population, mixed schools are sometimes found. When the school population includes at least 20 girls, a separate class can be organized upon demand from the parents.⁸

Curriculum

Public schools, and private schools receiving subsidies, must be in session 400 half-days per year, with at least 25 class-hours per week. The language of instruction is either French or Dutch, depending on the area of the country. The public elementary schools use a version of the official curriculum revised in 1936. The curriculum of the Catholic elementary schools was revised in the same year. The curriculum prepared by the national government is not necessarily followed in all public elementary schools. Only those elementary schools operated by the national government

⁷ *Annuaire Statistique*, op. cit., p. 25-26.

⁸ Bauwens, Léon. *Code de l'Enseignement primaire*. Douzième Edition. Bruxelles, l'Édition Universelle, 1949. p. 51.

must strictly follow the official curriculum. Local public schools may adopt the curriculum as is or modify it to meet local circumstances. Catholic elementary schools follow the curriculum set by the Central Council of Catholic Schools. It is similar to the curriculum of the Ministry of Education. Schools seeking to qualify for government subsidy must teach the subjects specified by law.

For many years elementary schools which were preparatory divisions for academic secondary schools followed a program of study different from that of the regular elementary schools. Some Belgian educators maintained that as students who intended to go on to secondary and higher education came to be congregated in the preparatory-type elementary schools, the unifying function of elementary education was weakened. Beginning in 1948, the so-called 1936 elementary school curriculum began to be adopted in the elementary schools which were preparing students for academic secondary education. The Ministry of Education expressed the hope in 1955 that all such schools would soon be following the same curriculum as the regular elementary school.⁹

In the introduction of the 1936 curriculum it was pointed out that the interests of the child underlie all directives on curriculum. Other aspects of the new emphasis included studying the environment, more individual work, and utilization of current events. The subjects required by law are the mother tongue, arithmetic, religion and morals, geography, Belgian history, hygiene, drawing, singing, and physical exercises. Agriculture or horticulture is to be studied in rural areas and natural science in the rest of the country. In addition, girls are to study needlework and domestic science.¹⁰ In the first 4 years of the elementary school these subjects need not be studied necessarily as separate subjects but can be incorporated into other school activities, or lessons in two or more areas can be fused together to form one subject. In the upper years of the elementary school, teaching is to become more systematic and more emphasis is to be given to abstract knowledge.¹¹

Table 2 illustrates the curriculum in the bilingual area of Brussels where schools often have a French and a Dutch section and where either Dutch or French is learned as the second language. Ordinarily, foreign language study begins in the seventh year of schooling—i.e. in the first year of secondary education.

In general, language study in the Belgian elementary school

⁹ Ministère de l'Instruction Publique. *Instructions concernant la réforme de l'enseignement moyen, 1955*. Bruxelles, 1955. p. 25.

¹⁰ Bauwens, *op. cit.*, p. 18.

¹¹ UNESCO. *World Survey of Education II: Primary Education, op. cit.*, p. 131.

TABLE 1.—Curriculum of Catholic elementary schools¹

Subject	Periods a week, by year and age ²						Total	Percent
	I (6)	II (7)	III (8)	IV (9)	V (10)	VI (11)		
1	2	3	4	5	6	7	8	9
Language (reading, grammar, etc.)	10	10	7	7	8	8	50	29.24
Writing	1	1	1	1			4	2.34
Arithmetic	5	5	5	5	5	5	30	17.54
Civic education			1	1	1	1	4	2.34
Geography					1	1	2	1.17
Natural science and hygiene	3	3	3	3	1	1	14	8.18
Religion	5½	5½	5½	5½	5½	5½	33	19.80
History								
Physical culture	2	2	2	2	2	2	12	7.02
Drawing			1	1	1	1	4	2.34
Music	1	1	1	1	1	1	6	3.51
Handwork, domestic science	1	1	2	2	3	3	12	7.02
Foreign languages								
Total	28½	28½	28½	28½	28½	28½	171	100.00

¹ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XX1st International Conference on Public Education, 1958. Publication no. 194. p. 154.

² School year is indicated in Roman numerals; approximate age of students in parentheses.

TABLE 2.—Curriculum of primary schools in Brussels (boys)¹

Subject	Periods a week, by year and age ²						Total	Percent
	I (6)	II (7)	III (8)	IV (9)	V (10)	VI (11)		
1	2	3	4	5	6	7	8	9
Religion	3	3	3	3	3	3	18	9.78
Ethics	½	½	½	½	½	½	3	1.62
Physical education:								
Gymnastics	2½	2½	2½	2½	2½	2½	15½	8.38
Showers	½	½	½	½	½	½	3	1.62
Swimming					1½	1½	3	1.62
Mother tongue:								
Reading, recitation			2½	2½	1½	2	8½	4.46
Spelling, grammar	8	8	2½	2½	2½	3	10½	5.81
Composition			1½	1½	1½	2½	7	3.78
Writing								
Second language:								
Talks (ex. in language)	3	2	1	1	1	1	9	4.91
Composition								
Reading, recitation			1	1	1	1	4	2.16
Spelling		1	1½	1½	1	1	5½	3.11
Number and metric system	3½	3½	4	4	4	4½	23½	12.57
Geometric forms and designs	1	1	1	1	1	1	6	3.24
Drawing	1	1	1	1	1	1	6	3.24
Natural science	2	2	1½	1½	1½	1	9½	5.00
Geography			1	1	1	1	4	2.16
History								
Constitutional law						1	1	0.54
Handwork	2	2	2	2	2	2	12	6.49
Music	1	1	1	1½	1½	1½	6½	3.65
Recreation	2½	2½	2½	2½	2	2	14	7.57
Total	30½	30½	30½	30½	30½	32½	185	99.99

¹ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XX1st International Conference on Public Education, 1958. Publication no. 194. p. 153.

² School year is indicated in Roman numerals; approximate age of students in parentheses.

takes about one-third of the total school time. Between 15 and 18 percent of the time is devoted to arithmetic. The social sciences receive approximately 3 percent of the total school time. The time spent studying religion may vary from 7 to 19 percent in private church schools. Science takes between 5 and 10 percent of the school time and physical education between 7 and 18 percent. Practical activities such as sewing and handcraft take from 6 to 8 percent of the time.

There are no official rules stipulating the conditions necessary for promotion to the next class in school. Some local authorities, particularly in the larger towns, hold an examination at the end of the sixth year of the elementary school and award diplomas. The holder of such a diploma often can enter the academic secondary school without an entrance examination. In 1947 an experiment was begun, on a voluntary basis, of holding an examination at the end of the sixth year for a large area (the canton). Success on this examination would insure entrance into a public secondary school. Such examinations have met with mixed reactions on the part of teachers. Some contend that the examinations hamper the use of sound teaching procedures and encourage cramming rather than real education. The trend is toward restricting such examinations to only a few basic subjects or abolishing them. The percentage of children who are overage for their particular school grade increases from 4 percent at the end of the first year of school up to 15 percent by grade 8.¹²

QUATRIÈME DEGRÉ

School enrollments drop off noticeably at the end of the fifth year of the elementary school, and at the end of the sixth year there is a question of what to do with students of low academic ability who must nevertheless complete 8 years of compulsory education. When compulsory education was raised to 8 years in 1914, a new type seventh and eighth year was created, called the fourth stage (*quatrième degré*). The elementary school is considered to consist of 3 stages of 2 years each called successively *premier*, *deuxième*, and *troisième degré*.

The *quatrième degré* was created for pupils not expected to go on to a secondary school. The law allows local areas to modify the curriculum to meet local needs, and often it has a vocational or practical orientation. The value of the *quatrième degré* has been

¹² *Ibid.*, p. 131, 135.

a subject of discussion in recent years and enrollments have dropped off, particularly as the facilities for the study of vocational and commercial subjects have become available elsewhere. The enrollment of 79,558 in the school year 1956-57 stands in contrast to 102,767 in 1951-52.¹³ Even so, the 79,558 in the *quatrième degré* in 1956-57 constituted 24.5 percent of the total school enrollment in Belgium for the first 3 years beyond the 6-year elementary school. There is a sizeable drop in school enrollment at the point where the *quatrième degré* is completed.

SECONDARY EDUCATION

Belgium offers up to 6 years of secondary education (3 years of lower secondary education and 3 of upper secondary education) in either academic or in vocational schools, but a relatively small percentage of its youth takes that much. In 1956-57, 69 percent of the 14-year-olds were enrolled in full-time schools of all kinds (plus 10.51 percent in part-time schooling) and the percentage declined steadily for the older age groups; 29.64 percent of the 17-year-olds were in full-time schools (plus 12.86 percent in part-time schools). Enrollments have increased as indicated in the change from 306,428 enrolled in full-time schools at lower secondary school level in 1952-53 to 324,463 in 1956-57. Over the same period the change at the upper secondary school level was from 76,595 to 86,466.¹⁴

The total enrollment in secondary schools of all kinds is approximately one-half the enrollment in elementary schools. The 3 years of upper secondary education, in turn, enroll less than one-third of the number of students found in the 3 years of lower secondary education. The enrollments in full-time schooling are almost evenly divided between academic and vocational schools, but there is a large number of students enrolled in part-time vocational schools at the lower secondary school level. There are tuition charges for attending a secondary school, except for children enrolled in public schools whose parents have an income below a fixed standard.

Private secondary schools may receive subsidies from the national, provincial, and local governments.

The relative support given to public schools (*écoles officielles*) or to the Catholic private schools (*écoles libres*) varies depending

¹³ *Annuaire Statistique*, op. cit., p. 19-22, 70.

¹⁴ *Ibid.*, p. 21-22, 81-82.

on the political party in power. The local governments are obliged by law to establish and maintain public schools, unless other arrangements are made for educating the children. For a while in the early 1950's when the Social Christian party was in power, it appeared that the building of public schools had slowed down. A government decree of April 30, 1957 spoke out against propaganda in schools and forbade the recruiting of students by criticizing other types of schools.¹⁵ In the latter part of 1958 the 3 political parties (Liberal, Social Christian, Socialist) reached a compromise and signed a "school pact" which endorsed the principles of raising the subsidy for private schools and of building more public schools. In January 1959 the Ministry of Education announced that the government would continue to support the building of public schools until they were available in all parts of the country.¹⁶ Of the total secondary school enrollment in 1956-57, approximately 61 percent were in private schools.

Secondary education enrollment, 1956-57¹⁷

Type of school	Lower secondary education (3 years)	Upper secondary education (3 years)
<i>Quatrième degré</i>	79,558	
General or academic	122,061	39,817
Vocational and technical (full-time)	118,941	28,176
Vocational and technical (part-time)	110,035	18,404
Fine arts	1,906	3,034
Teacher training		15,196
Other		243
Total	432,501	99,870

Private secondary education in Belgium is usually not coeducational. More than half of the 145 public academic secondary schools in 1958 were coeducational; only 11 of the 319 private ones were. The ratio of boys to girls enrolled in secondary schools is about even at the lower secondary level. Boys outnumber girls by a slight margin at the upper secondary level. In schools offering general or academic education, however, the boys predominate. There are almost twice as many boys as girls enrolled in such schools at the lower secondary level and almost three times as many boys as girls at the upper secondary level.

Those who continue their schooling into the secondary school level have a choice of two kinds of education—vocational and

¹⁵ Ministère de l'Instruction Publique. *Lois coordonnées sur l'Enseignement Normal*: A.R. 30 avril, 1957. p. 17-18.

¹⁶ *Bulletin du Ministère de l'Instruction Publique*, 53 année, janvier 1959, No. 1, p. 12.

¹⁷ *Annuaire statistique de l'Enseignement, Année scolaire 1956-1957: Royaume de Belgique*. Bruxelles, Institut National de Statistique, no date. p. 18-19.

¹⁸ Usually a 4-year program.

technical on the one hand and general or academic education on the other. Future teachers in academic schools will take the general education route. At the upper secondary school level teacher training itself offers a third kind of education, since the training of teachers for the *écoles gardiennes* and for the elementary schools takes place at this level. The general education route is by way of either a separate 3-year lower secondary school (*école moyenne*) or a 6-year school (*lycée, athénée, collège*) offering both lower and upper secondary education.

Lower Secondary School (école moyenne)

Before World War II, a decision had to be made when a child reached the age of 12 as to whether he would enter a school offering general education and preparing for higher education or a vocation school preparing more directly for work. Once enrolled in a vocational school it was difficult for him to transfer to a school offering general education. It was difficult, also, to transfer from the 3-year lower secondary school to the 6-year *athénée* or *lycée*. In practice there were two distinct groups, on the one hand those enrolled in the *quatrième degré*, in apprenticeship programs, in vocational schools and in the lower secondary schools, and on the other hand those in the 6-year academic secondary schools (*lycée, athénée, collège*). The latter were the schools of high prestige.¹⁹ Future kindergarten and elementary school teachers were in the first group because attendance at a lower secondary school is the usual way of preparing for a teacher-training school.

After World War II the lower secondary school began to offer a program of study very similar to the first 3 years of the *lycée* or *athénée* and since 1947 it has been possible to transfer from one school to the other. Graduates of the lower secondary school may enter the upper secondary level of the *lycée* or *athénée*.

The lower secondary school is becoming a comprehensive-type school offering not only the classical and modern sections found in the first 3 years of the *lycée* or *athénée* but also pre-agricultural, pre-vocational, and home economics sections. A feature of Belgian educational reform in recent years has been the creation of new sections or programs of study in secondary education to meet the variety of interests and aptitudes of young people. The

¹⁹ Ministère de l'Instruction Publique. *Note très courtes sur l'Orientation scolaire et le Cycle d'orientation (de 12 à 15 ans) en Belgique* by Marion Coulon. Bruxelles, no date (at least 1953). p. 2, 4-5.

grouping of several sections in a single school has begun in the lower secondary school and is spreading slowly to the *athénée*, *lycée* and *collège*. The teachers in the lower secondary schools receive their training in 2-year teachers colleges, whereas the teachers of the 6-year academic secondary school have university degrees which include the study of education (pedagogy) at the university level.

Academic Secondary School

The public 6-year secondary school for girls is called a *lycée* and the one for boys an *athénée*. The Roman Catholic 6-year secondary school is called a *collège* or an *institut*. The 6-year academic secondary school has been the traditional route to university study; however, enrollment figures for 1953 through 1956 indicate that only approximately 57 percent of those who receive their diplomas from the 6-year secondary school registered for the first year of university study.²⁰

The academic secondary school has a classical division (*humanités anciennes*) and a modern division (*humanités modernes*). At the upper secondary education level the classical division offers the following sections or programs of study: Latin-Greek, Latin-mathematics, and Latin-science. Similarly, the modern division has a science section and a commercial section.

The classical division of the academic secondary school, with its study of Latin and Greek, has long been the more popular of the two divisions. A decree of 1946 opened the university faculties of science and of medicine to students from the Latin-mathematics section. Previously only those from the Latin-Greek section could enter. In 1947 the Latin-science section was established on an experimental basis and in 1948 the commercial section, considered the "poor relation of the *athénée*," was placed on an equal footing with the other sections with respect to its diploma being recognized.²¹ Nevertheless, the enrollments between 1948 and 1958 in the upper secondary school have remained approximately 60 percent in the classical division and 40 percent in the modern.²²

In the school year 1957-58, approximately 80 percent of the stu-

²⁰ Ministère de l'Instruction Publique. *Premier Livre Blanc sur les besoins de l'Economie belge en personnel scientifique et technique qualifié*. Bruxelles, Imprimerie des Anc. Etabl. Aug. Puvrez, 1958. p. 22.

²¹ Kuypers, Julien. "Belgium: Under German Occupation" p. 256-257 in *Yearbook of Education, 1946*. London, Evans Bros. Ltd., no date.

²² Fondation Universitaire. Bureau de Statistiques Universitaires. *Rapport Annuel 1958*. Bruxelles, 1958. p. 51.

dents in the classical division were enrolled in the Latin-Greek section. Enrollments are approximately equal in the two sections of the modern division but most of the girls enroll in the commercial section and a majority of the boys register in the scientific section.²³

In both the lower secondary school and in the 6-year secondary school the traditional system has been to take a large number of subjects for relatively short periods of time during the week; a subject may meet as infrequently as twice a week or as often as 7 class periods per week. The Belgian government announced in July 1958 that the system would probably be revised in State secondary schools by reducing the number of weekly lessons from 36 to 30.²⁴ Some of the private schools already offer less than 36 class periods per week.

The subjects common to all of the sections of the secondary school are two languages (usually the two official languages—French and Dutch), history, geography, mathematics, and religion and morals. The vocationally oriented sections offer courses in agriculture, home economics, and in vocational or trade subjects in the first 3 years of secondary education.²⁵

The small percentage of the age group enrolled in the last 3 years of the academic secondary school (less than 20 percent) studies languages primarily. As indicated in table 3, the percentage of the total school time devoted to the study of the native and foreign languages combined ranges between 44 and 60 percent in the classical division and between 36 and 44 percent in the modern division. The total time devoted to the social sciences (history and geography) is between 8.5 and 9.1 percent in any of the sections. The combined time spent on mathematics and science ranges from 17.1 percent of the total school time to 33½ percent.

In addition to the reduction in number of weekly class periods, the Belgian government announced in July 1958 that greater attention would be given to keeping complete records of students in order to secure more accurate placement of students with regard to the program of study to be followed. This becomes crucial at the end of the 6 years of secondary education, when the diploma is to be ratified for purposes of qualifying a person to enter a

²³ *Ibid.*, p. 82.

²⁴ *Belgique: Rapport Succinct du Ministère de l'Instruction Publique sur le Mouvement Éducatif Pendant l'Année Scolaire 1957-1958 (juin 1957 à juin 1958), Genève, XXI^e Conférence Internationale de l'Instruction Publique, juillet 1958.* p. 21 [processed].

²⁵ Bauwens, Léon. *Code de L'Enseignement Moyen*. Troisième Edition. Bruxelles, L'Édition Universelle, 1954. p. 117, 284-285.

TABLE 3.—Program of last year of academic secondary school, September 1953¹

Subjects	Sections of classical division			Sections of modern division	
	Latin-Greek	Latin-Math.	Latin-Science	Science	Commercial
1	2	3	4	5	6
Required					
Religion or morals	2	2	2	2	2
Latin	5	5	5		
Greek	5		1		
Native language	5	5	5	5	5
First modern foreign language	4	4	4	4	4
Second modern foreign language	2	2	2	3	3
Third modern foreign language					3
History	2	2	2	2	2
Geography	1	1	1	1	1
Mathematics	3	7	4	7	3
Natural sciences	3	4	5	4	3
Commercial sciences					5
Physical education	3	2	3	3	3
Drawing		2		2	
Total	35	36	35	23	34
Electives²					
First modern foreign language				1	1
Third modern foreign language	1		1	2	
Mathematics (commercial algebra)				1	1
Music	1		1	1	1
Artistic drawing	1		1	1	1
Typing	1			1	1
Stenography					1
Home economics	1		1	1	1
Handcraft	1		1	1	1
Number of electives permitted	1		1	3	2

¹ Ministère de l'Instruction Publique. *Instructions provisoires concernant la réforme de l'enseignement moyen: Horaires et Programmes des Secondes et des Premières, 1953.* p. 6.

² In sections with less than 36 class periods, electives may be chosen, but the total of elective and required classes must not exceed 36 per week.

Belgian institution of higher education. Each academic secondary school awards a diploma (*certificat d'humanités*) to those who have completed the 6 years of secondary education. In order to secure a degree of uniformity throughout the country these diplomas are ratified by a national board of examiners which is called either *jury d'homologation* or *jury d'agrégation*. Both public and private secondary school teachers are included on the boards or juries. For a diploma to be ratified, it must represent a certain program of study. Those who have switched sections or who have transferred from nonacademic schools may encounter difficulties. These juries examine the written examination papers which the student wrote for his school. When a diploma is ratified, it authorizes the holder to enter the universities and other institutions of higher education.

HIGHER EDUCATION

There are four universities in Belgium, which have faculties of medicine, law, philosophy and letters, science and applied science. In addition, all have institutes of education and some have faculties of social sciences and theology. There are seven other institutions of higher education offering courses in such fields as veterinary medicine, tropical medicine, commerce, agriculture, and theology. Of the 45,004 enrolled in higher education in 1956-57, 25,737 were in the universities; 8,448 in institutions offering technical education; 6,144 in teacher-training colleges (2-year program); and 4,675 in artistic training.²⁶

Slightly more than one-fourth of all university enrollments are in medicine and pharmacy. The fields of law, commercial studies, applied science, and philosophy and letters are approximately equal in enrollments, with the field of science slightly lower. Enrollments in agriculture and in psychology and education (pedagogy) each represent about 3 percent of the total enrollments.

Enrollment in universities and selected other institutions of higher education, 1957-59:²⁷

Field	Number of students	Percent of total enrollment
Medicine and pharmacy	7,511	25.33
Commercial sciences	3,901	13.16
Philosophy and letters	3,460	11.67
Applied science	3,446	11.62
Law	3,434	11.58
Science	3,366	11.35
Social, political and economic sciences	1,824	6.15
Psychology and education	914	3.08
Agronomy	747	2.52
Theology	543	1.83
Veterinary medicine	393	1.33
Other	112	0.38
Total	29,651	100.00

Between 1952 and 1957 university enrollments in the faculty of philosophy and letters increased by approximately 1,400 students, while in law they dropped by slightly more than 500 students. Total enrollments in the 4 universities increased from 20,720 in 1951-52 to 26,605 in 1957-58. The enrollment in all institutions of higher education is about one-half the size of the enrollment

²⁶ *Annuaire Statistique*, op. cit., p. 109-110.

²⁷ *Fondation Universitaire, Bureau de Statistique Universitaire. Rapport Annuel 1958.* Bruxelles, 1958. p. 64.

in the 3 years of upper secondary education and about 2.5 percent of the total school enrollment in Belgium. Whereas 23.82 percent of the 18-year-olds were enrolled in a school of some kind (secondary or higher education) in 1957, the figure drops to 13.39 percent for the 19-year-olds and to 9.28 percent for the 20-year-olds.²⁸ In 1914 only 0.93 percent at the age group 19-24 was enrolled in the universities of Belgium, but by 1955-56 this had increased to 3.8 percent. This increase was noted with pride in a publication distributed at the Belgian educational exhibit of the Brussels World's Fair, 1958, but the publication went on to note that for some people of modest means the cost of university education was prohibitive and that there were also psychological and social obstacles interfering with educational opportunity at the higher education level.²⁹

The program of study in most fields in the university is 4 years in length and leads to the degree of *licence*. In law and engineering the program takes 5 years and in medicine, 7 years. In most fields an examination called *the candidature* must be passed after the first 2 years of university study. Those who hold the *licence* may secure a doctorate by writing a thesis. At the minimum this must include a year of work beyond the *licence*.

A *licence* requiring 4 years of university study is offered in the following fields of specialization:

Faculty of Philosophy and Letters

Classical languages
Romance languages
Germanic languages
History
Philosophy

Faculty of Sciences

Mathematics
Physics
Chemistry
Natural sciences
(zoology & biology)
Geography

Other Institutes in the University

History of art
Commercial sciences
Physical education
Psychology
Education (pedagogy)

Higher education is the one level in Belgian education where a larger number of students are receiving instruction in French than in Dutch. The language of instruction at the University of Ghent is Dutch and at the University of Liège it is French. The universities of Brussels and Louvain usually offer parallel courses

²⁸ *Ibid.*, p. 18-19, 21-22; and *Belgique: Rapport Succinct 1957-1958, op. cit.*, p. 6, 13.

²⁹ *Education et enseignement*. Bruxelles, L'Exposition Universelle et Internationale, 1958, p. 46.

in both Dutch and French. Approximately 20 percent of the students in higher education are women. Of the 45,004 students enrolled in higher education in 1956-57, the majority, 25,643, was in private institutions. Two of the 4 universities (Ghent, Liège) are public, one (Brussels) is private and non-denominational, and the fourth (Louvain) is a Roman Catholic institution. State subsidies for the private universities began in 1919.

CHAPTER 2

Nursery School and Kindergarten Teachers

IN THE SCHOOL YEAR 1956-57 there were 9,724 women teachers for the 352,741 children (ages 3-6) enrolled in the *écoles gardiennes* of Belgium. Approximately two-thirds of the teachers were working in private schools, most of which are affiliated with the Roman Catholic Church. The supply of teachers is maintained by enrolling each year in training schools (*écoles normales gardiennes*) a number of prospective teachers relatively large compared to the total number of teaching positions in the *écoles gardiennes*. In the school year 1956-57 there were 4,131 prospective teachers in training, approximately 60 percent of them enrolled in private training schools. The number in training has declined slightly each year from a high of 4,255 in 1954-55. At the end of the training program, the prospective teacher receives a diploma (*diplôme d'institutrice gardienne*) which qualifies her to teach in an *école gardienne*. The number of such diplomas granted has increased steadily from 815 in 1952-53 to 1,228 in 1955-56.¹

The training schools, or normal schools, are operated by municipalities, by the national government and by private agencies. These schools offer a combination of secondary education at a level slightly below the academic secondary school and courses in pedagogy (education) to provide the professional preparation of a prospective teacher. The normal schools are usually small, with an average enrollment of approximately 100 students reported for the school year 1954-55.² Some of them have an *école gardienne* attached to provide opportunities of observation and practice teaching for the prospective teachers. Most of the normal schools are exclusively teacher-training institutions, but some have added

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1956-1957: Royaume de Belgique*. Bruxelles, Institut National de Statistique, no date. p. 81-82, 95-96, 104; and "Belgium" p. 79 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1957*. Paris/Geneva, the Organization/the Bureau, 1957. Publication No. 192.

² UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1958. p. 124.

a section offering prenursing training and others have a program of study in child care.

THE OLD PROGRAM

A reform in the training of teachers for the *écoles gardiennes* was instituted in 1957 at the same time that changes were made in the training program for elementary school teachers. Many of the normal schools preparing kindergarten and nursery school teachers have retained the old program for the time being.

This program is 3 years in length, while the new one is to be 4 years. Under both the old and the new program prospective teachers enter the normal schools (*écoles normales gardiennes*) at the age of 15 after completion of the 6 years of the elementary school and 3 years of lower secondary education. Most of the students come from the separate 3-year lower secondary school, although students who have completed 3 years of the 6-year academic secondary school (*lycée, athénée, collège*) are eligible to enter. Those who have not completed the lower secondary school may enter the normal school by passing an entrance examination which covers the work of the 3 years of lower secondary education. Some of the normal schools have a preparatory division offering one year of lower secondary education for graduates of the *quatrième degré* and others who have not completed the 3 years of lower secondary education.

Relatively few students (86,466) continue their full-time schooling into the upper secondary school level. The 4,131 registered in *écoles normales gardiennes* constituted only 4.8 percent of the total enrollment in upper secondary education but it was 11 percent of the total enrollment of girls in upper secondary education. Under the old program the courses of study of the classical division of the academic secondary school were not offered usually in the normal school for kindergarten and nursery school teachers. Instead, the general education offered was similar to that of the modern section of the 6-year academic secondary school but not of a sufficiently high level to be eligible for ratification by the *jury d'homologation*. Thus, graduates of the old 3-year program of the *école normale gardienne* are not eligible for entrance to the universities, nor are they to be under the new 4-year program. Study of psychology and of education (pedagogy) began at the age of 15 in the first year of the old program. Un-

der the new system the professional preparation is postponed until the third and fourth years.

THE NEW SYSTEM

In the normal schools which adopted the new program in 1957, the course is 4 years in length. It was understood from the beginning that the details of the new system would have to be worked out slowly. Under the first plan, announced on October 17, 1957, the first 2 years of the *école normale gardienne* were to be similar but less intensive than those in the training school for elementary school teachers, which in turn was to be similar to the academic secondary school; thus sections offering Latin and Greek were added. Because of the similarity to the training of elementary school teachers, the graduates of the *écoles normales gardiennes*

TABLE 4.—Program of first year of training schools for kindergarten, nursery school and elementary school teachers, plan of October 17, 1957¹

Subject	Periods a week, by section				
	Latin-Greek	Latin-Mathematics	Latin-Science	Science	Commercial
1	2	3	4	5	6
Religion or morals	2	2	2	2	2
French	4	4	4	4	4
Latin	5	5	5		
Greek	5				
First modern foreign language:					
(a)	4	4	4	4	4
(b)				(1)	(1)
Second modern foreign language:					
(a)	(2)	(2)	(2)	3	3
(b)				(3)	3
Third modern foreign language					
History	2	2	2	2	2
Geography	2	2	2	2	2
Mathematics:					
(a)	3				3
(b)		7		7	
(c)			5		
Physics:					
(a)	2	2		2	2
(b)					
Chemistry	1	1	1	1	1
Biology			1		
Commercial sciences					
Physical education	3	3	3	3	5
Music	3	3	3	3	3
Drawing:					
(a)		2		2	
(b)			2		
(c)	2	(2)	(2)	(2)	2
Handicraft (boys)	1	1	1	1	1
(girls)					
Total	39	38	38	38	40

¹ Ministère de l'Instruction Publique. *Organisation des études dans les écoles normales à régime linguistique français*. Bruxelles, le 17 octobre, 1957. p. 4.

² Alternate possibilities indicated by letters in parentheses.

³ Figures in parentheses indicate periods not required and not included in the total.

TABLE 5.—Program of training school for kindergarten and nursery school teachers, plan of May 29, 1958¹

Subject	Periods a week, by year			
	I	II	III	IV
	2	3	4	5
Education (pedagogy).....			12	12
Religion or morals.....	2	2	1	1
Native language.....	5	5	4	4
First foreign language.....	4	4	2	2
History.....	2	2		
Geography.....	2	2		
Mathematics.....	3	3		
Natural sciences.....	2	2		
Hygiene.....			1	1
Physical education.....	3	3	3	3
Plastic arts (art and history of art).....	3	3	3	3
Music.....	4	4	3	3
Manual work (boys).....	1	1	2	2
Manual work (girls).....	1	1	1	1
Home economics.....	1	1	1	1
Activities.....	2	2	2	2
Total.....	36	36	36	36

¹ Ministère de l'Instruction Publique. *Enseignement moyen et normal: Organisation des études dans les écoles normales gardiennes de l'Etat*. Bruxelles, le 29 mai, 1958. p. 2-3.

were to be eligible to teach in the first 2 years of the elementary school.²

Under a new plan of study issued on May 29, 1958, it was announced that students in the training schools for nursery and kindergarten schools would not follow the same course as those in the training schools for elementary school teachers. The new plan did not include the study of Latin or Greek and only one foreign language was included, whereas some sections under the October 17, 1957, plan provided for the study of a second and third foreign language. Similarly, some sections of the October 17, 1957, plan offered as much as 7 hours per week of mathematics while the plan of May 29, 1958, offered 3 hours of mathematics which would include arithmetic, algebra and geometry.³

Pedagogy

The study of education, or pedagogy, begins in the third year of the new program. About one-third of the total time of the last 2 years is devoted to the study of education. This time is divided

² Ministère de l'Instruction Publique. "8 Octobre 1957—Arrêté royal relatif à l'organisation des études dans les écoles normales de l'Etat," *Moniteur Belge*, novembre 20, 1957. p. 8227-8228; and Ministère de l'Instruction Publique. *Organisation des études dans les écoles normales à régime linguistique français*. Bruxelles, le 17 octobre, 1957. p. 5-6.

³ Ministère de l'Instruction Publique. *Enseignement moyen et normal: Organisation des études dans les écoles normales gardiennes de l'Etat*. Bruxelles, le 29 mai 1958. p. 1-4. [processed].

TABLE 6.—Courses in education in the *école normale gardienne*¹

Subject	Periods a week, by year and semester			
	III		IV	
	1st semester	2d semester	1st semester	2d semester
I	2	3	4	5
General psychology.....	2	2	1	
Psychology of the child.....	1	2	1	
Elements of sociology.....	1	1		
General methods.....	1			
Special methods.....	2	2	2	2
Laws governing elementary schools.....				1
Introduction to history of nursery and kindergarten education in Belgium.....			2	1
Problems in education.....				2
Total.....	7	7	6	6
Practical work				
Model lessons.....	1	1	1	1
Didactic lessons.....	1	1	1	1
Assisting and practice teaching.....	3	3		
Practice teaching.....			4	4
Total.....	5	5	6	6

¹ Ministère de l'Instruction Publique. *Enseignement moyen et normal: Organisation des études dans les écoles normales gardiennes de l'État*. Bruxelles, le 29 mai, 1958. p. 2-3. [processed].

almost evenly between course work and opportunities to observe and work with children in classrooms of the *école gardienne*.

Along with the courses in general and special methods, the students have opportunities to observe and analyze model lessons given for their benefit and to give lessons themselves under the supervision of instructors from the normal school. This is done either in the *écoles gardiennes* of the community or in those attached to the normal school. In the fourth year each student has two 1-week periods when he does practice teaching full time. Each student keeps a notebook which contains such information as his lesson plans and notes taken from observations; these are handed in periodically and examined by instructors in the normal school.

About 20 percent of the time of the last 2 years is devoted to academic courses, such as the native and first foreign language and natural science. To this is added a course in religion or morals. Considerable time is devoted to the study of music and art, physical education, and handcraft in these last 2 years. All students are expected to learn to play an instrument, since many of the physical exercises in the *école gardienne* are done to music.

At the end of both the old and the new program the student has to pass written examinations on the courses taken and give

2 lessons before a jury to demonstrate his teaching ability before receiving his diploma as a qualified teacher.

Reactions to the Reform

A "wait and see" attitude has been adopted by many in the normal schools which have retained the old system. Some fear has been expressed that the normal school courses in art, music, physical education, and handcraft, which are considered in keeping with the nature of nursery and kindergarten education, will be weakened as the normal schools seek to initiate the more academic education of the secondary schools. Many people agree that under the old system courses in psychology and in education were not fully assimilated because of the immaturity and lack of experience of the students; yet many of the normal school people speak of the value of isolating prospective teachers at a relatively early age and developing a feeling of *esprit de corps*. It has been pointed out also that if nursery and kindergarten teachers have to take a program as long and difficult as an elementary school teacher, they are likely to become an elementary teacher because the pay of a teacher in an *école gardienne* is only about 85 percent of that of an elementary school teacher. Unless the pay of the former is raised, it is predicted that their ranks will be depleted.⁵

⁵ Coulon, Marion. "A ma fenêtre." *Education: Tribune libre d'information et de Discussion pédagogique*, no. 53, septembre 1968, p. 83.

CHAPTER 3

Elementary School Teachers

APPROXIMATELY HALF of all school students in Belgium are to be found in the elementary schools. For these elementary schools in the year 1956-57 there were 34,244 teachers, approximately 45 percent men. As the enrollments in elementary schools grew from 1952 onward, there was an increase in the enrollments of the schools training future elementary school teachers. In 1956-57 there were 11,065 prospective elementary school teachers in training compared to 9,690 in 1953-54; men constituted 42 to 44 percent of the trainees. The training schools awarded 1,586 diplomas in the school year 1952-53 and 2,080 in 1955-56. It is possible to secure a teacher's certificate by passing examinations covering the work of the training school but without actually attending them. Only 44 such certificates were awarded for elementary school teachers in the period 1952-56.¹

Early in the development of modern Belgium the national government established schools to train elementary school teachers. The first of these training schools dates back to 1845. Such schools evolved slowly until the advent of compulsory education in 1914. With the expansion of school enrollments at all levels after World War I came proposals for raising the level of training of teachers. Interest in such proposals increased after World War II, and in 1957 a major reform in the training of elementary school teachers was instituted.

The nature of the reform was forecast through the criticisms expressed in the early 1950's. Some pointed to the difficulties of providing at the same time both a general education at the secondary school level and the professional preparation needed by teachers. It was suggested that a prospective teacher complete his secondary schooling before undertaking the course work in pedagogy. Short of this, others hoped for the completion of a larger portion of secondary schooling before undertaking the pro-

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1956-1957: Royaume de Belgique. Bruxelles, Institut National de Statistique, no date. p. 95-96, 103-104.*

professional training than was possible under the old system where teacher training began at the age of 15. There were complaints, too, that the secondary school courses in academic subjects left insufficient time in the last 2 years of the teacher-training program for such practical work as observing and practice teaching in schools. Conflicting views were expressed on the wisdom of isolating prospective teachers at the age of 15 in special teacher-training institutions.² The representative of Belgium at the 20th International Conference on Public Education in July 1957 favored the idea of completion of secondary schooling prior to teacher training but insisted that teacher training should continue to develop skilled craftsmen and retain its practical approach.³ In speaking of the reform in 1957, the Belgian government said that one of the basic purposes was "to remove teacher training from its former isolation and link it more closely with secondary education."⁴

NORMAL SCHOOL EDUCATION

Under the new system instituted in the fall of 1957 the prospective elementary school teacher will still enter the training school at the age of 15, after having completed the 6 years of the elementary school and 3 years of lower secondary education. The training schools or normal schools (*écoles normales primaires*) under both the old and the new program offer a 4-year course. In 1954-55 there were 88 such schools with an average enrollment of approximately 140 students.⁵ In some cases a training school for kindergarten and nursery school teachers, or one for the training of lower secondary school teachers, may use the same facilities and come under the same general administration. Sometimes a 3-year lower secondary school, which is the main source of students for the normal schools, may be in the same building. Many of the normal schools have elementary schools attached to

² See for example Ministère de l'Instruction Publique. *Aperçu Général sur l'Organisation de l'Enseignement*, (no date). p. 16; and International Federation of Teachers Associations. *Feuille d'Informations*, no. 12, October 1956. [English edition.] p. 11; and Hotyat, F. "La Formation du Personnel Enseignant Primaire en Belgique." *Education: Tribune libre d'information et de discussion pédagogiques*, no. 47, septembre 1957. p. 34-36.

³ UNESCO/International Bureau of Education. *XXth International Conference on Public Education, 1957*. Paris/Geneva, the Organization/the Bureau, 1957. Publication no. 100. p. 64.

⁴ "Belgium: Educational Progress in 1956-1957," p. 85 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1957*. Paris/Geneva, the Organization/the Bureau, 1957. Publication no. 100.

⁵ UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1958. p. 136.

them which provide the prospective teachers with opportunities to observe children and to do practice teaching. Normal schools in the bilingual areas, such as Brussels, may have two sections, one offering instruction in French and the other in Flemish.

Most of the normal schools are not coeducational, and the students frequently live at the school. Where there is an attached lower secondary school, a girl who thinks she wants to be a teacher may enter at the age of 12 and spend 7 years (3 in lower secondary and 4 in normal school) in what is essentially a single institution. As indicated earlier, there is some difference of opinion as to the wisdom of early choice of career and isolation from students following other lines of study.⁶

The normal schools may be operated by the national, provincial or municipal governments, or by private agencies. Most of the latter are Roman Catholic institutions. Public normal schools, and the private ones seeking to qualify for government subsidies, are inspected by the national government, and the final examinations prior to issuance of teacher's certificates are under the general supervision of the national government. Both municipal and private normal schools have some freedom in establishing their programs of study, but a degree of uniformity is achieved because subsidies are granted only for courses approved by the Ministry of Education.⁷ Yet the private normal schools and some of the municipal normal schools were free not to adopt the reform program of 1957. The program of study in the Catholic normal schools is in a state of revision and is expected to follow the basic principle of the 1957 reform—namely, offering pedagogy in the last 2 years and making the first 2 years similar to the corresponding years in the academic secondary school.

Staff of the Normal School

The total number of instructors in normal schools preparing kindergarten, elementary school, and lower secondary school teachers was 2,365 in 1956. Of these, 57.8 percent were women.⁸ The Belgian representative to the 20th International Conference

⁶For a statement in favor of the *esprit de corps* developed in normal schools, see: *Ville de Bruxelles. Commémoration du 75e Anniversaire de l'École Normale Emile André, 1873-1948*, décembre, 1953, p. 14.

⁷Ministère de l'Instruction Publique. *Les coordonnées sur l'Enseignement Normal: A. R. 20*, avril, 1957, p. 8-11.

⁸"Belgium: Educational Progress in 1955-56," p. 464-465 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1956*. Paris/Geneva, the Organization/ the Bureau, 1956. Publication no. 180.

on Public Education in 1957 stated that the staff of teacher training schools should have:⁹

1. The same qualifications as a secondary school teacher
2. Some teaching experience
3. A liking for their job
4. Practical, first-hand knowledge of the elementary school.

In the Belgian normal schools for elementary school teachers, the staff handling academic secondary school subjects must have either a university degree, which represents 4 years of university study, or a diploma from a normal school for lower secondary school teachers (*école normale moyenne*), which has a 2-year program for people who have completed the secondary school. Graduates of the normal school for lower secondary school teachers must pass an examination in order to secure a post in a normal school training elementary school teachers, and they are expected to have had 10 years of teaching experience in a lower secondary school. University graduates are now preferred in the normal schools. Those with a university degree (*licence*) must have included in their 4-year program sufficient courses in education (pedagogy) to pass the examination (*agrégation*) to receive a certificate to teach in a secondary school.¹⁰

The instructors in the normal schools who teach courses in education (pedagogy) are required usually to have had 8 years of teaching experience in an elementary school. Most of them have attended institutes of education in the universities, where they may receive a degree in education. Students working for such a degree spend about 15 percent of the total time on academic subjects and the remainder on education and psychology.¹⁰ The staffs of the normal schools are concerned less with educational research than with keeping in touch with the daily operation of the elementary school.

1957 Reform

A reform was instituted through a circular of July 3, 1957, and a royal decree of October 8, 1957. Students already enrolled in teacher training were to be allowed to finish under the old program. The new system retains the existing separate normal

⁹ UNESCO/International Bureau of Education. *XXth International Conference on Public Education, 1957, op. cit.*, p. 64-65.

¹⁰ UNESCO/International Bureau of Education. *Training of Primary Teacher Training Staffs, 1957. Paris/Geneva, XXth International Conference on Public Education, 1957. Publication no. 162.* p. 71-72.

schools, and the program remains of 4 years' duration. Students will continue to enter the normal schools at the age of 15, after completing the 6 years of the elementary school and 3 years of lower secondary education. It will still be possible to enter teacher training via completion of the *quatrième degré* (seventh and eighth year), an additional preparatory year, and passing of an entrance examination to the normal school. The numbers entering teacher training by this route have declined in recent years (less than 2,000 were enrolled in the preparatory year in 1956-57) and are expected to decline even more because these people may have difficulty getting their secondary school diploma ratified. An important feature of the new system is that those who complete the 4-year program in the normal school will be given a teacher's certificate and a secondary school diploma (*certificat d'humanités*). This diploma can be ratified by the *jury d'homologation* in the same manner as the diploma of the 6-year academic secondary school. Thus, graduates of the normal school for elementary school teachers will be eligible to begin study at a university, if they so choose.¹¹

All who have not completed the 3 years of lower secondary education must pass an entrance examination to enter the normal schools. The examination covers the work of the lower secondary school. Successful candidates are those who received at least 50 percent of the points on each section and 60 percent of the points allotted to the section on native language. Beginning in September 1959 those who have finished successfully 4 years in the academic secondary school can enter the second year of the normal school and those who have completed 5 years in the academic secondary school can enter the third year of the normal school.¹²

For some time to come, however, the main source of supply for the normal schools is expected to be the separate lower secondary schools. The potential supply is limited mainly to the 54.33 percent of the 15-year-olds who are in school. Most of these will attend either the 6-year academic secondary school or a vocational school. At the time the new reform went into effect the head of one of the pedagogical research centers cited a study which seemed to indicate that in the group tested, students in the

¹¹ Ministère de l'Instruction Publique. *Organisation des études dans les écoles normales à régime linguistique français*. Bruxelles, le 17 octobre, 1957. p. 2, 14 [processed]; "8 octobre 1957—Arrêté royal relatif à l'organisation des études dans les écoles normales de l'État." *Mondieur Belge*, 20 novembre, 1957. p. 8228.

¹² Ministère de l'Instruction Publique. *Organisation pédagogique générale: Organisation des études dans les écoles normales primaires de l'État*. Bruxelles, le 29 mai, 1958. p. 1-2. [processed.]

first year of the normal school ranked below those of the same year of the academic secondary school.¹³

Normal School Curriculum

The new program seeks to continue the secondary schooling of a prospective teacher up to a level comparable to graduation from an academic secondary school. For this reason the study of pedagogy has been postponed until the third year and the sections of the classical division of the academic secondary school have been added. Thus the normal school (*école normale primaire*) now has the following sections: Latin-Greek, Latin-math, Latin-science, science, commercial, and a newly created science section B. The first 2 years of the normal school are to correspond to the fourth and fifth year of the academic secondary school, and the last 2 years of the normal school are to provide sufficient secondary education to equal the last year of the academic secondary school.¹⁴ Since the normal school classes are being aligned with those of the academic secondary school, the class periods are to be 45-50 minutes in all sections.¹⁵

In the transition stage of changing over from the old to the new program a certain amount of flexibility and experimenting has been in order. Early indications were that a large number of students were enrolling in the commercial section, which was part of the old program, and which was the last section in the academic secondary school to receive recognition for the purposes of qualifying its graduates to enter the universities. In October 1957, it was announced that all sections of the *école normale primaire* would include the study of religion or morals, the native and first foreign language, history, geography, mathematics, natural science, physical education, music, drawing, and handcraft.¹⁶

On July 19, 1958, a new plan of study was announced which required a second foreign language in all sections, and drawing or plastic arts had been reduced from 2 class periods per week to 1 in 3 of the 6 sections. Similarly, music in all sections was reduced from 3 class periods per week to 1. Handcraft for boys, which had been offered 1 class period per week in the 1957 program, was not listed in the new one, although needlework and domestic science were to be taken by the girls. Those who were critical of

¹³ Hotyat, F. *op. cit.*, p. 24-25.

¹⁴ Ministère de l'Instruction Publique. *Organisation pédagogique générale*, *op. cit.*, p. 2.

¹⁵ Ministère de l'Instruction Publique. *Organisation des études*, *op. cit.*, p. 12.

¹⁶ "8 Octobre 1957—Arrêté—," *op. cit.*, p. 8224-8225.

TABLE 7.—Schedule in first year of normal school for elementary school teachers¹

Subject	Periods a week, by section					
	Latin-Greek	Latin-Math.	Latin-Science	Science A	Science B	Commercial
	2	2	4	5	6	7
Religion or morals	2	2	2	2	2	2
Native language	5	5	5	5	5	5
First modern foreign language	4	4	4	4	4	4
History	2	2	2	2	2	2
Latin	5	5	5			
Greek	5					
Second modern foreign language	2	2	2	2	2	2
Third modern foreign language						3
Geography	1	1	1	1	2	2
Mathematics	3	7	5	7	5	3
Physics	1	2	2	2	2	1
Chemistry	1	1	1	1	2	1
Biology			1		2	
Commercial and economic sciences						5
Physical education	3	3	3	3	3	3
Drawing		2		2		
Plastic arts	1		1		2	1
Music	1	1	1	1	1	1
Total	26	27	26	23	24	26
Girls only:						
Domestic science				1	1	
Needlework	1	1	1	1	1	1
Electives: ²						
Music	1	1	1	1	1	1
History of science				1	1	
Activities	2	1	2	2	2	3
Domestic science	1		1			1

¹ Ministère de l'Instruction Publique. *Administration de l'Enseignement moyen et de l'enseignement normal: Organisation pédagogique générale*. Bruxelles, le 19 juillet, 1958. p. 2. (processed).

² The total of required and elective class periods may not exceed 22.

the reform had contended that music, art, and handcraft were not given the same attention in the academic secondary school as in the normal school where they were considered essential to the preparation of a prospective teacher. Fear was expressed that the quality of these offerings in the normal schools would suffer under the new system. The attitude of the city of Brussels was indicated in 1957 in a regulation issued for its normal schools. Manual work and drawing were cited as important aspects of teacher training and as having educational value in themselves. Since these subjects did not lend themselves to final examinations, the work of the entire year would be used in evaluating a student.¹⁷

In the first year of the normal school under the plan of July 19,

¹⁷ Ville de Bruxelles. *Règlements des Ecoles Normales: Gardienne, Primaire et Moyenne*. (Séance du Conseil communal du 6 mai 1957.) Bruxelles, Imprimerie H. et M. Schaumans, 1957. p. 19-20.

1958, the major emphasis was on language study. The combined total of native and foreign language study in the classical sections ranged from a high of 56.8 percent of the total time to a low of 43.2. In the modern sections the range was from 41.7 down to 32.4 percent. The combined total of mathematics and science study varies from a high of 31.5 percent in one section to 14.1 percent in another section. The social sciences (history and geography) ranged from a high of 11.8 percent of the total time down to 8.1 percent. These calculations are based on the totals at the end of the first 18 subjects listed in table 7.

PROFESSIONAL EDUCATION

The last 2 years of the normal school provide course work in the theory of education and practical experiences in schools, with a rather even balance between the two. The regulations issued by the city of Brussels to the directors of its normal schools in 1957

TABLE 8.—Curriculum of new science section of normal school for elementary school teachers, 1958¹

Subject	Periods a week, by year			
	I	II	III	IV
	2	3	4	5
Pedagogy (education).....				12
Religion or morals.....	2	2	1	1
Native language.....	5	5	3	2
First foreign language.....	4	4	2	2
History.....	2	2	1	1
Second foreign language.....	2	2	1	1
Geography.....	2	2	1	1
Mathematics.....	5	5	3	2
Physics.....	2	2	1	1
Chemistry.....	2	2	1	1
Biology.....	2	2	1	1
Study of society (geographical or biological).....		2	2	1
Physical education.....	2	2	2	1
Plastic education (art, history of art, and manual work).....	2	2	2	2
Music.....	2	2	2	2
Introduction to sociology.....	1	1	2	2
Hygiene.....			1	1
Total.....	34	34	34	35
Girls only:				
Domestic economy.....	1	1	1	1
Needlework.....	1	1	1	1
Electives:				
Music.....	1	1		
Activities.....	2	2	2	2
History of science.....	1	1	1	

¹ Ministère de l'Instruction Publique. *Organisation pédagogique générale: Organisation des études dans les écoles normales primaires de l'Etat*. Bruxelles, le 29 mai, 1958. p. 2-3. [processed].

TABLE 9.—*Work in pedagogy in normal school for elementary school teachers—new science section, 1958¹*

Subject	Hours a week per year			
	III		IV	
	1st semester	2d semester	1st semester	2d semester
1	2	3	4	5
General psychology.....	2	3	1	
Psychology of the child.....	1	1	1	
General and special methods of teaching.....	2	2	2	2
School legislation for the elementary school.....				1
Introduction to history of Belgian education.....			2	1
Problems in education.....				2
Total.....	5	5	6	6
<i>Practical work</i>				
Model lessons.....	1	1	1	1
Didactic lessons.....	2	2	2	2
Assisting and practice teaching.....	1	1		
Practice teaching.....			3	3
Total.....	4	4	6	6

¹ Ministère de l'Instruction Publique. *Organisation pédagogique générale: Organisation des études dans les écoles normales primaires de l'Etat*. Bruxelles, le 29 mai, 1958. p. 3-4. (processed).

indicated that the purpose of the training was to introduce prospective teachers to contemporary pedagogical ideas. In addition, the directors were advised to see that prospective teachers remained simple and natural in their attitude and devoid of affectation and pedantry.¹⁰

The courses include general and educational psychology, general methods, special methods for each of the subjects of the elementary school, history of Belgian education, school legislation, and school organization. In some of the normal schools one or two lessons a week in psychology are offered in the second year, mainly to provide a background for the future observations of children in school, rather than to master psychology as such.

In one representative section of the normal schools the course work in pedagogy and practical experience combined represented 25.5 percent of the total time of the third year and 34.3 percent of the fourth year. The remainder of the time of the last 2 years was devoted to such courses as music, physical education, and hygiene and to sufficient study of academic subjects to equal the last year of the academic secondary school.

In the last 2 years of the normal school the prospective teachers have an opportunity to observe children and to teach under

¹⁰ 1944, p. 14.

the supervision of the instructor of pedagogy. At regular intervals the students observe "model lessons" given by the regular teacher in an elementary school or by the instructor of pedagogy. Various aspects of teaching are demonstrated in this way and the prospective teachers, who sit in the back of the room, usually meet soon afterwards with the instructor of pedagogy to discuss the lesson. In addition, the students from the normal school participate in "didactic lessons," in which each one teaches a group of elementary school children for part of a class period, with his fellow students usually in the back of the room observing. Again this is frequently followed by a discussion period with the instructor from the normal school. Without questioning the importance of the didactic lessons, some have criticized the present arrangement as providing disjointed experiences which prevent the prospective teacher from working with a group of children long enough to discover and build on their interests in keeping with the educational theory he has learned in the normal school.¹⁹ In the last year the prospective teachers have opportunities to help with the teaching and have 1 or 2 weeks of full-time practice teaching in an elementary school, either for half of every day or all day in some cases.

Students of the normal school must keep notebooks in which are recorded their observations for classes they have visited and their plans and materials for the lessons in which they participated as a teacher. These notebooks are graded by the instructor of pedagogy and, in the case of the normal schools of Brussels, must be handed in upon request and 15 days before the final examinations at the end of the year.²⁰

EXAMINATIONS

At the end of each year of the normal school there are examinations to determine who shall be promoted, and at the end of the fourth year the final examination determines who shall be given the diploma which authorizes the holder to teach in Belgian elementary schools. With the smallness of the schools and the *esprit de corps* and the desire to develop whatever capabilities the candidate has, the failure rate is not high. In many normal schools, however, such as those in Brussels, the instructors meet together

¹⁹ Breuse, Edouard. "Pour une meilleure formation professionnelle de l'instituteur." *Education: Tribune libre d'information et de discussion pédagogiques*, no. 54, novembre 1958. p. 3-4.

²⁰ Ville de Bruxelles. *Règlements des Ecoles Normales: Gardiennes, Primaires et Moyennes*, op. cit., p. 23-29, 32.

at the end of the year to decide in the case of each student whether he has progressed sufficiently to be allowed to take the examinations. In Brussels the students are not allowed to take the examinations if they have failed to receive at least 70 percent of the points allotted to conduct, application, knowledge, and civic attitude.²¹

The examination questions are formulated by the instructors of each normal school. The Ministry of Education issues detailed regulations concerning the examination and is represented on the examination boards for each normal school. In the school year 1955-56 a change was made in the amount of control exercised by the Ministry of Education over private teacher training schools. Henceforth, state supervision of the yearly examinations was ended. Supervision by the state was limited to the final examination at the end of the 4-year program. The national government was to have a majority of the members on the boards in charge of the final examinations. The government members were appointed by the Ministry of Education.²²

The final examination is both written and oral, on the subjects studied in the normal school. In addition, each prospective teacher must enter a regular classroom and teach 2 lessons, with a panel of judges in attendance. Afterwards the candidate is questioned both on the lessons given and on his general knowledge of pedagogy. Prior to 1954 a candidate could take the final examination only once in a year (in July). Failure meant a year's wait to take the examination again. In the school year 1953-54 the system was changed so that a candidate had a second opportunity within a short period of time to try the examination again.²³

REACTIONS TO THE REFORM

The recentness of the reform of teacher training in Belgium and the willingness to make changes and adaptations as the new program is tried out make the present period a transition stage. People seem to agree that the national government was a prime moving force in the reform. Some of the normal school people would have preferred even more discussion preceding the re-

²¹ *Ibid.*, p. 26, 31.

²² "Belgium: Educational Progress in 1955-56," *op. cit.*, p. 73-74.

²³ "Belgium: Educational Progress in 1953-54," p. 75 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1954*. Paris/Geneva, the Organization/ the Bureau, 1954. Publication no. 161.

form; however, many are withholding judgment until a definite pattern evolves.

Some predict that in time all prospective elementary school teachers will complete 6 years of academic secondary education before entering a normal school for 1 or 2 years of training in pedagogy. Plans along this line have been proposed. Opposed to this is the view of some normal school people that isolating young prospective teachers in institutions dedicated to teacher training produces efficient, professional-minded teachers. It is pointed out that enthusiasm for teaching and interest in children are very high at this point in a young person's life and unless diluted by outside influences provide a valuable motivating force to complete the training program. For the moment, the normal schools seem to be in the process of making themselves into an institution similar to the academic secondary school.

For some Belgian educators close to the scene it seems that the reform has become overzealous in the matter of insuring that normal school diplomas will be approved by the *jury d'homologation*. Decisions about subjects to be offered prospective teachers are decided primarily in terms of meeting the requirements of the *jury d'homologation*. Some interpret this as running contrary to the main emphasis of Belgian educational reform of the last several years with its stress on "more functional learning."²⁴

Raising graduates of the normal schools to the level of being qualified to enter the universities is viewed as a mixed blessing. All approve of the increased recognition thus given to elementary school teachers, but those who enter the universities are considered lost to the elementary schools. Related to this is the matter of higher salaries and prestige for teachers of the secondary schools. The reform of teacher training did not involve the salaries of elementary school teachers but their organizations are giving thought to demands for higher salaries in line with the higher level of training now required, in the hope that this will forestall a possible shortage of teachers.

²⁴ For a statement of this viewpoint see: Marion Coulon, "A ma fenêtre," *Education: Tribune libre d'information et de Discussion pédagogique*, no. 53, septembre 1958. p. 79-82.

CHAPTER 4

Lower Secondary School Teachers

LOWER SECONDARY EDUCATION in Belgium enrolled 324,463 students in the school year 1956-57. This included those in the separate, 3-year lower secondary schools, the lower division of the 6-year academic secondary school (*lycée, athénée, collège*), and the large number in vocational schools. Those in the *quatrième degré* are included in the above figure.

The teacher in a 3-year lower secondary school is called a *régent* or *agrégé* and is trained in a normal school (*école normale moyenne*) with a 2-year program. Graduates of this program are qualified also to teach academic subjects in the vocational schools. The 6-year academic secondary schools prefer university graduates for their lower secondary education divisions.

Teachers of vocational subjects are trained in technical normal schools (*écoles normales techniques*) which have 2-year programs also. (The training of vocational teachers will not be described in this bulletin.) For entrance into both kinds of normal schools a person must have completed 3 years of lower secondary education and 3 years of upper secondary education. Those who have finished the normal school for elementary school teachers also are eligible to enter the *école normale moyenne*. In the case of the technical normal schools, the entering students would have completed 6 years of vocational education. In the school year 1956-57 there were 3,026 prospective teachers in the normal school for lower secondary teachers and 3,118 in the technical normal schools. Among the sections in the technical normal school were those preparing teachers of sewing, clothing, housekeeping, agricultural housekeeping, and decorative arts.

Of the 3,026 enrolled in *écoles normales moyennes*, 1,634 were men and 1,392 women. Over half (1,811) of the total were preparing to become teachers of languages primarily, with history as a second field. Another 878 were preparing to teach mathematics and science, with geography as an additional field. There were 287 preparing to become physical education teachers and 50 others preparing for the plastic arts (art, handicrafts). All but 246 were

in the 18 to 22 age bracket.¹ In 1955, there were 2,919 students enrolled in the *écoles normales moyennes*, of which 24 were private schools and 14 public. The enrollment was almost evenly divided between public and private. The average enrollment per school was 60 students for the private normal schools and 106 for the public normal schools.²

The number of diplomas granted annually at the end of the 2-year program has increased from 707 in 1953 to 915 in 1956. This has made it difficult for some to secure teaching positions and has made people in the 6-year secondary schools apprehensive that pressure will be brought to bear to hire normal school graduates in place of those with university degrees.³

The normal schools for lower secondary teachers (*écoles normales moyennes*) are usually not coeducational, and many of the students live at the school. Some have a preparatory section which offers a year of secondary education for a small number of students who have not finished their secondary education.

Reform of these normal schools had been discussed for many years and some had even predicted their eventual disappearance. The program of study has been described as essentially that of the academic secondary school and the normal school for elementary school teachers combined.⁴ The Belgian contribution to the *Yearbook of Education 1950*⁵ noted that these normal schools had been revived by the decline of the *quatrième degré* and the accompanying growth of the 3-year lower secondary schools and the consequent need for teachers for these schools. It went on to note that graduates of the universities might have been used to staff such schools but had not been, partly due to the efforts to preserve the normal schools on the part of the lower secondary school teachers association, and in some measure because of the small amount of preparation in pedagogy of university graduates.

A forthcoming reform of the *école normale moyenne* was announced in 1952 but was postponed several times until 1957. In

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1955-1957: Royaume de Belgique*. Bruxelles, Institut National de Statistique, no date. p. 109-110, 121-122.

² UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1958. p. 136.

³ Coulon, Marion. "Voyage au Pays du Régent." *Education: Tribune libre d'information et de Discussion pédagogiques*, no. 43, janvier, 1958. p. 24-36.

⁴ Ministère de l'Instruction Publique. *Aperçu Général sur l'Organisation de l'Enseignement*, no date, p. 15.

⁵ De Coster, Sylvain. "Demographic Changes and Education in Belgium," p. 489-492 in *Yearbook of Education, 1950*. London, Evans Bros. Ltd., no date.

1953 these normal schools consisted of three sections whose graduates taught the following subjects:⁶

Literary section—French, morals, history, geography

Germanic languages section—Germanic languages, morals, history (in Flemish areas)

Scientific section—mathematics, natural sciences, commerce, geography.

By 1957 a section had been added to train teachers of physical education and another to prepare teachers of the plastic arts (art, handicrafts). In 1957 a reform of the state normal schools resulted in a reorganization into six sections. Municipal normal schools and private ones receiving subsidies were allowed to continue with the old program but were expected to adapt to the new system as soon as possible.

The six sections under the new system are: (1) Native language and history; (2) modern languages, (3) mathematics-physics, (4) natural science-geography, (5) physical education, and (6) plastic arts. The new system allows for a greater degree of specialization, particularly in the sciences.

The program remains 2 years in length and is open to those who have completed their secondary education or have graduated from the normal school for elementary school teachers. Class periods will be 45-50 minutes in all sections. All 6 sections are to study religion or morals, pedagogy, and the native language. The remainder of the subjects vary according to the specialization of the section, with heavy emphasis on the major subject. Thus in the native language and history section, 14 weekly class periods out of 34 are in languages and 6 are in history. Science and mathematics take 14 of the 35 class periods in the mathematics-physics section, art and esthetics 27 out of 40 in the plastic arts section, and physical education 11 out of 35 in that section. Pedagogy takes 8 class periods per week in all sections, or between 20 and 23.5 percent of the total time. History is taken only in the native language-history section. A royal decree of June 10, 1955, made it possible for students in certain sections to include stenography, typing, needlework and physical education in their final examinations. If they secure at least 50 percent of the points on the examination, their diplomas mention the subjects so passed.⁷

⁶ Ministère de l'Instruction Publique. *La Formation professionnelle du Personnel enseignant secondaire ou du Second Degré: Questionnaire du B.I.E., R/1595—janvier 1953*. Bruxelles, 6 août, 1953. p. 4. [processed].

⁷ Bauwens, Léon. *Codes de l'Enseignement Normal, Moyen et Technique*. Supplément la librairie de l'édition universelle. Bruxelles, 1957. p. 100.

TABLE 10.—*Program of the école normale moyenne*

Subject	Periods a week by year and section	
	I	II
Native language / history section		
<i>Required</i>		
Religion or morals	2	2
French	8	8
History	6	6
Pedagogy (education)	8	8
Latin	3	3
Dutch or English	3	3
Esthetics or music	2	2
Physical education	2	2
Total	34	34
<i>Elective</i>		
German	2	2
Women's work (sewing, etc.)	2	2
Stenography and typing	2	2
Plastic arts section		
<i>Required</i>		
Religion or morals	2	2
French	3	3
Pedagogy (education)	8	8
Scientific and industrial drawing	4	4
Handcraft	3	3
History of art and of civilisation	2	2
Esthetics	4	4
Artistic drawing	5	5
Painting	2	2
Decoration	3	3
Modeling	3	3
Total	40	40
Mathematics / physics section		
<i>Required</i>		
Religion or morals	2	2
Mathematics	8	8
Physics	3	3
Commercial sciences	5	5
Pedagogy (education)	8	8
French	2	2
Drawing	2	2
Chemistry or biology	2	2
Lectures on scientific texts in foreign languages	1	1
Physical education	2	2
Total	35	35
<i>Elective</i>		
Esthetics	2	2
Music	2	2
Women's work (sewing, etc.)	2	2
Stenography and typing	2	2
Laboratory procedures	1	1
Physical education section		
<i>Required</i>		
Religion or morals	2	2
Physical education	11	13
Anatomy	2	
Physiology		2
Pedagogy (education)	8	8
French	2	2
Biology	2	
Chemistry	2	
Hygiene		2
Dutch or esthetics	2	2

Subject	Periods a week by year and section	
	I	II
	Physical education section — Contd	
Drawing	1	1
Handcraft	1	1
Music	2	2
Total	35	35
Women's work (sewing, etc.)	2	2
Stenography and typing	2	2

¹ Ministère de l'Instruction Publique. *Organisation des études dans les écoles normales à régime linguistique français*. Bruxelles, le 17 octobre, 1957. p. 6-7. [processed].

PROFESSIONAL EDUCATION

The 8 class periods per week in education (pedagogy) were broken down under the new plan of 1957 into $3\frac{1}{2}$ periods for psychology and educational psychology, 2 periods for methods of teaching in the upper grades of the elementary school, and $2\frac{1}{2}$ periods for methods of teaching the major subject or subjects of the particular section.⁸ The plastic arts section has no methods course for the upper grades of the elementary school. No practice teaching is listed, but since 1953 the normal schools have been urged to establish such training and some do provide a 1-week period of practice teaching in a school. Since September 1954, all state normal schools for lower secondary school teachers were to have the use of a secondary school for the purpose of observation and practice teaching. On January 14, 1958, the Ministry of Education issued a circular stating that students of the normal schools for lower secondary teachers could spend as much as 2 mornings a week in secondary schools. The heads of the secondary schools were authorized to arrange class schedules to accommodate the students from the normal schools.⁹

The methods courses include some model lessons given in an elementary school, preferably in the upper grades. The work in psychology may include both psychology of the child and psychology of adolescence.

⁸ Ministère de l'Instruction Publique. *Organisation des études dans les écoles normales à régime linguistique français*. Bruxelles, le 17 octobre, 1957. p. 10. [processed].

⁹ Ministère de l'Instruction Publique. *Enseignement normal moyen-pratique de l'enseignement*. Bruxelles, le 14 janvier, 1958. p. 1. [processed].

EXAMINATIONS

Written examinations are given at the end of the first year and at the end of the second year prior to awarding the teacher's diploma. Under the weighting system announced in 1958, pedagogy accounted for 250 of the total of 1,000 points. The students must turn in their notebooks, which are graded also. A successful candidate had to receive at least 50 percent of the total points and 50 percent of the points allotted to religion or morals, pedagogy, and the major subjects of the respective sections. The prospective teachers must also teach a lesson with the examining board in attendance. The lesson is from the program of the lower secondary school and the candidate is notified 24 hours in advance. Afterward there is an oral quiz (20-30 minutes) over teaching methods for the major subjects of the student's section.¹⁰ Successful candidates receive the normal school diploma, which authorizes them to teach at the lower secondary education level.

FURTHER REFORMS PROPOSED

The Minister of Education, in January 1957, expressed a hope that the 2 years of the *école normale moyenne* would come to be considered the equivalent of the first 2 years of university study (*candidature*). Graduates and teachers of the normal schools point to certain difficulties which stand in the way of such a development.¹¹ The number of weekly class periods is heavy compared to the universities, nor is there the same atmosphere of individual study and research. Recommendations include lengthening the program to 3 years, improving the library facilities, which at present are not designed to support research, and raising the qualifications of the teaching staff. One proposal would reduce the teaching load of the staff to a maximum of 14 to 16 class periods per week. Some would reinstate the entrance examination abolished by decree in 1949. It is contended that the failure rate in the first year sometimes approaches 50 percent and that poorly prepared students hold back the better students.

¹⁰ Ministère de l'Instruction Publique. *Enseignement normal moyen: Organisation des examens en première année d'étude*. Bruxelles, le 3 mai, 1958. p. 3, 9, 11. [processed].

¹¹ Faestre, P. "La réforme de l'enseignement normal moyen: Point de vue des régents," *Education: Tribune libre d'information et de discussion pédagogiques*, no. 50, mars 1958. p. 81-84; Buella, P. "Notes pour une réorganisation des études à l'Ecole normale secondaire," *Education: Tribune libre d'information et de discussion pédagogiques*, no. 50, mars 1958. p. 59-63; Breuss, Edouard. "Pour une meilleure formation professionnelle de l'instituteur," *Education: Tribune libre d'information et de discussion pédagogiques*, no. 54, novembre 1958. p. 3-5.

CHAPTER 5

Teacher Training in Universities

UPPER SECONDARY SCHOOL TEACHERS

At the upper secondary level less than 50 percent of the age group is enrolled in full-time schools of either the vocational or academic type. Approximately 40,000 students are enrolled in the 3 upper grades of the academic secondary school (*lycée, athénée, collège*). This enrollment includes approximately 20 percent of all 16-year-olds and 15 percent of all 17-year-olds.¹ The remainder of those in school are in vocational or technical schools, or in normal schools.

In 1956-57 there were 464 academic secondary schools offering both lower and upper secondary education. Of these, 319 were private and 145 public. There were 96 coeducational schools, 222 schools for boys, and 143 for girls.² The teacher in the academic secondary school is called a *professeur* in distinction to the *instituteur* of the elementary school or the *régent* of the lower secondary school. The *professeur* is a *licencié-agrégé* indicating completion of a 4-year university degree (*licence*), plus having the *agrégation*, which indicates attendance at certain courses in pedagogy (education) and passing an examination in this field.

Originally it was intended that the lectures and the examination in pedagogy would take a year of study after the 4 years of university study and receipt of the *licence* degree. It is sometimes done this way, but often the courses in pedagogy are crowded into the 4-year period. The examinations in pedagogy can be taken at the same time as the final examination to receive the *licence*.

In normal times, in state academic secondary schools particularly, a person is not likely to be hired as a teacher without meeting the full requirements. Provision is made, however, for times of teacher shortages in which case a person with a degree (*licence*) but without the work in pedagogy can be hired on a

¹ *Annuaire Statistique de l'Enseignement, Année Scolaire 1956-1957: Royaume de Belgique*. Bruxelles, Institut National de Statistique, no date. p. 21-22, 78-79.

² *Fondation Universitaire, Bureau de Statistiques Universitaires. Rapport Annuel 1958*. Bruxelles, 1958. p. 14.

temporary basis. He must, however, pass part of the examination in pedagogy, particularly the giving of a practice lesson before a board of examiners.

Belgian teachers with university degrees represent a small portion of all the teachers in Belgium. It was estimated in 1953 that not more than 5 percent of the Belgian teachers had a university degree.³ The potential source of university-trained teachers is limited by the size of the upper secondary school enrollment and the fact that only about half of those who graduate from an academic secondary school go on to study at the universities. In addition, one-fourth of those at the universities are studying medicine and pharmacy and 11 percent are enrolled in the study of law.

On the other hand, in the university faculty of philosophy and letters a sizeable portion of the students will take the lectures in pedagogy and prepare for teaching. Estimates indicate that in some areas, such as classical languages, as many as 80 percent of the students may be preparing to teach, while in such other fields as commerce the percentage may be only 25. Since most (60 percent) of those in the upper 3 years of the academic secondary school are studying in the classical division and 75 percent are boys,⁴ the prospective secondary school teacher studying at a university typically will be a young man enrolled in language study.

The requirements for the training of teachers for academic secondary schools are given in the law of May 21, 1929. The provisions are quite general, however, and no specified amount of university training in an academic discipline is stated as a requirement to teach that subject in a secondary school. In practice, however, a teacher in an academic secondary school tends to be assigned the subjects in which he specialized at the university, along with subjects related to his specialty.

*Field of specialisation
in university study*

Romance languages

Classical languages

*Secondary school subjects
teacher is likely to teach*

*French—and, where necessary,
Latin, history, ethics, Spanish,
and Italian.*

*Greek, Latin—and, where neces-
sary, history, Flemish or
French, ethics.*

³ Mallinson, Vernon. "Belgium," p. 361, 365 in *Yearbook of Education, 1953*. London: Evans Bros. Ltd., no date.

⁴ UNESCO/International Bureau of Education, *Secondary Teacher Training*. Paris/Geneva. XVIIth International Conference on Public Education, 1954. Publication no. 155. p. 52-54.

History	<i>History</i> —and, where necessary, French (in lower secondary school), Latin, <i>ethica</i> .
Germanic languages	<i>Dutch, English, German</i> —and, where necessary, Latin (in lower secondary school), <i>history</i> (lower secondary school), <i>ethica</i> .
Mathematics	<i>Mathematics, physics</i> — and, where necessary, drawing (in modern section of upper secondary school).
Science	<i>Biology, chemistry, physics</i> —and, where necessary, mathematics and geography (lower secondary school).
Geography	<i>Geography</i> —and, where necessary, science (lower secondary school), <i>ethica</i> .

Pedagogy

In preparation for the examination in pedagogy the prospective secondary school teacher takes courses in the history of education, general and special methods of teaching, and experimental education. In addition, most students in the universities take a course in psychology in the first or second year at the university. Psychology in the universities has moved farther along toward modern, experimental psychology and away from the influence of philosophy than in the case of the psychology offered in the normal schools.⁶

In some cases the course work in pedagogy will be fitted into the third and fourth year of university study and sometimes into the fourth year alone. At the University of Liège in the school year 1957-58, all the course work in pedagogy was scheduled in one semester in the case of some of the academic departments in the faculty of philosophy and letters.⁶

The amount of course work required in pedagogy varies from one university to another and to a limited extent between departments within a university. At the University of Liège in the school year 1958-59, the total amount of pedagogy involved between 75 and 85 class periods, depending on the particular academic de-

⁶ UNESCO/International Bureau of Education. *Secondary Teacher Training*. Paris/Geneva, XVIIth International Conference on Public Education, 1964. Publication No. 155, p. 55.

⁶ *Université de Liège: Programme et Horaire des cours: Année académique 1958-1959*. Edition de l'Université de Liège, 1958. p. 108, 116, 122, 129, 137.

partment. A typical arrangement included 30 lectures on the history of education, 15 for experimental pedagogy, 15 for general methods, and 15 for special methods. In addition, the prospective teacher assists with 5 lessons in an academic secondary school and teaches 5 himself. Those majoring in Germanic languages had 10 lessons to assist with and 10 to teach.⁶ At the University of Brussels in the school year 1958-59 the work in pedagogy was spread over the third and fourth year and in one department involved 30 lectures in experimental pedagogy, 15 in history of education, and 15 in general methods. In addition there were 7 lessons in the third year and 7 more in the fourth year where the student had an opportunity either to assist with teaching or to teach some himself. In the faculty of science there were 5 lectures on the history of education, 5 on general methods, 15 on special methods, and 15 on experimental pedagogy, plus 11 lessons where the prospective teacher could assist and practice-teach. Usually the practice lessons were scheduled on Saturday morning.⁷ In some cases the opportunity to assist and to practice-teach is spread over a period of 10 to 20 weeks, and once a week several prospective teachers will visit a class in a secondary school together. While one prospective teacher is assisting or teaching, the others will observe. In this way each one may get 6 or 7 opportunities to teach.⁸

Where opportunities to work in schools are provided in the third year, the intent is to provide a background of experience so that the lectures on pedagogy which follow in the 4th year will have more meaning. To facilitate such practical experiences, the Ministry of Education announced in 1955 that an *athénée* in Ghent and one in Liège would be made available to prospective teachers from the universities. They were to work with a regular teacher of the *athénée* selected by the professor of special methods.⁹

The teacher of special methods is usually a professor in an academic department, such as Germanic languages or one of the sciences. He is nominally a member also of the Institute of Education of the university. The regular members of the Institute are professors of education and of applied psychology, and they teach the courses in general methods, history of education, and experimental pedagogy. There may be as many as 6 or 8 such regular

⁶ Université libre de Bruxelles, *Statuts organiques: Programme des Cours pour 1958-1959*. Édition de l'Université, 1958. p. 169-170, 254.

⁸ Ministère de l'Instruction publique. *Instructions préliminaires concernant la réforme de l'enseignement moyen, 1955*. Bruxelles, 1955. p. 84.

members, who also teach courses in connection with degree work in pedagogy, taken usually by elementary and lower secondary teachers who wish to secure positions in the normal schools or as school inspectors. The extent to which the professor of special methods enters into a close relationship with the Institute of Education varies with the individual. It should be noted that with the exception of Louvain the universities of Belgium are not large. The universities of Ghent, Liège, and Brussels have close to 4,000 students each. Louvain has approximately 11,000 students.

At the end of 4 years of university study a prospective teacher takes examinations in his fields of specialization to receive the *licence*, and, at the same time if he wishes, he can take the examination in pedagogy which must be passed to qualify as a teacher. The examination is oral and covers history of education, general and special methods of teaching, and experimental methods. In addition, each person must teach 2 lessons before a jury of examiners. The lessons are taken from the program of the upper grades of the academic secondary school.

The examination in pedagogy is not competitive, since there is no limit on the number of diplomas awarded. In times past there has been some variation among the universities in the rigorosity of the examination and in the attitude of students toward the examinations. Those who fail the examination in July may take it again in October or in January. Some students after a few opportunities to assist or practice-teach are encouraged to give up the idea of teaching and do so before the end of the 4 years of university study. Those who receive their *licence* and who pass the examination in pedagogy are qualified to teach in a secondary school and receive the title of *agrégé de l'enseignement moyen du degré supérieur*.

Proposed Reform

The pedagogical preparation of teachers in the academic secondary schools is considered deficient by those acquainted with the work of the normal schools and by such people as school inspectors, who come into frequent contact with the work of the academic secondary school. The failure to develop the fifth year for the study of pedagogy has been a contributing factor. The result of crowding the courses in pedagogy into the 4-year program has been to produce a program which is described as too

modest and too narrow in the sense of bearing heavily on the routine aspects of teaching methods.⁹

The Ministry of Education has suggested the need for a reform in the direction of more serious study of pedagogy. In the meantime a kind of internship program has been revived since World War II. In theory the system places a beginning teacher under the general supervision of an experienced teacher in a secondary school. The new teacher is expected to observe certain classes given by the experienced teacher and to discuss matters of teaching with him. In practice there are difficulties in coordinating the teaching schedules of the two teachers and in securing experienced teachers who will assume such a responsibility and devote sufficient time to it. It is regarded only as a substitute until such time as a reform in the pedagogical preparation of secondary school teachers is effected.¹⁰ A proposed reform¹¹ would have the prospective teacher spend 4 years studying for the *licence* and a fifth year devoted to pedagogy. In this fifth year the student would take courses in education at the university and would be assigned to a secondary school where he would be in charge of about 10 class periods per week. During the 9 or 10 months of the school year he would receive the pay of a part-time teacher according to the number of class periods taught. Three or four such prospective teachers would be assigned to a regular teacher in the school whose teaching load would be reduced to about ten class periods per week to allow him time to help the prospective teachers.

UNIVERSITY INSTITUTES OF EDUCATION

Each of the four universities in Belgium has an institute of education where a person may spend 4 years specializing in education (pedagogy) to receive a *licence* in education. Through additional study and research one can obtain a doctorate in education. To enter an institute of education one must be either a graduate of a secondary school or of one of the normal schools. The institutes of education usually have a staff of from 6 to 8 regular

⁹ *Ibid.*; and Ministère de l'Instruction Publique. *La Formation Professionnelle du Personnel Enseignant Secondaire ou du Second Degré: Questionnaire du B.I.E. R/1595—janvier 1953.* Bruxelles, le 6 août, 1953. p. 6. [processed].

¹⁰ *Ibid.*; and Bauwens, Léon. *Codes de l'Enseignement Moyen.* Troisième Edition. Bruxelles, l'Édition Universelle, 1954. p. 343-345.

¹¹ Clausse, A. "La préparation professionnelle des maîtres du secondaire," *Education: Tribune libre d'information et de discussion pédagogiques*, no. 54, novembre, 1953. p. 39-40.

members who also teach the courses in pedagogy taken by prospective secondary school teachers.

In addition to degree work in education, the institutes offer a *licence* in counseling and guidance which consists of a heavy concentration in pedagogy and in psychology. Some of the institutes also offer a *licence* and a doctorate in psychology or in applied psychology. Those working for a degree in education usually are elementary or lower secondary school teachers who hope to become school inspectors or instructors in normal schools. They are graduates of normal schools and frequently have had teaching experience. On rare occasions an upper secondary school teacher with a university degree in an academic field will enroll for degree work in education. Reasons given for doing so include a desire to supplement the meager pedagogical training received in the course of preparing to become a secondary school teacher and hope for professional advancement either to the Ministry of Education or to one of the institutes of education in the universities.

Many of the students working for a degree in counseling and guidance (*licence en orientation et sélection professionnelles*) are recent graduates of a secondary school and have no teaching experience. They take some course work in education at the institute of education but no practice teaching. Instead, they spend several weeks working in an institution or center where counseling services are offered. They will secure positions in schools, factories, and in guidance and counseling centers established by either government or private agencies.

Institutes of education in the universities date back to 1919, when the University of Brussels established its "School of Pedagogics." In 1923 the University of Louvain opened its "School of Pedagogics and of Psychology Applied to Teaching," and in 1927 the two state universities of Ghent and Liège were authorized to establish a "Higher Institute of Pedagogical Sciences" to be attached to the Faculty of Philosophy and Letters. At first the course at Brussels was 2 years in length and a certificate of pedagogical studies was granted. Between 1927 and 1930 all of the institutes increased the program to 3 years for a *licence*, and in 1936-37 the requirement for a *licence* in education was raised to 4 years.¹²

The effort to raise the level of the work in pedagogy and to gain acceptance by other parts of the university continued after World

¹² Plancke, R. L. and Verbist, R., eds. *Proceedings and Reports on the Teaching of Educational Sciences in Western Europe—First International Congress for Teaching Educational Sciences in Universities, Ghent, Belgium, 1952. Ghent, Belgium, 1954. p. 79-98.*

War II. Requirements for a *licence* in education in 1958-59 include 4 years of study, which must include the completion of a thesis on a problem in education. After the first 2 years, the *candidature* examination must be passed before going on to the last 2 years of the program.

A doctorate in education can be secured by one who holds the *licence* in pedagogy and has completed at least one additional year of work and a dissertation involving educational research. For the doctorate there is no required course work beyond the *licence*. Many who work on the doctorate in education are employed full time as teachers and consequently take several years to obtain the degree. In addition to the dissertation, those seeking a doctorate must teach a lesson before a jury of examiners.

A relatively small number of people secure the doctorate in education. For 1957, no doctorates in education were listed for either the University of Ghent or Brussels. The University of Liège granted one and Louvain four. The four universities granted the *licence* in education to a total of 47 people and the *licence* in psychology to 10 people.¹³ In the period 1951-56 a total of 17 doctorates in education were granted, and 168 people received a *licence* in education. The number of students enrolled in the first 2 years of study for a *licence* in pedagogy increased from 121 in 1952-53 to 239 in 1956-57, and the number enrolled in the last 2 years of the program rose from 89 to 128 over the same period.¹⁴

For the school year 1957-58 enrollments in all four institutes of education totaled 914; 358 were studying for a degree in education, 185 in counseling and guidance, 287 in psychology, 69 in applied psychology, and 15 in special programs.¹⁵ Total enrollment for the four universities in this same year was over 20,000.

Curriculum of the Institutes

The program of study for the *licence* in education varies somewhat between the universities, but all place a heavy emphasis on education. It was estimated in 1957 that those entering the institutes of education after having completed the academic secondary school or its equivalent in a normal school devoted 15 percent of the 4 years of university study to further academic training, 22½ percent to course work in psychology and 62½

¹³ Plancke, René L. *Pedagogica Belgica Academia*, VIII, 1958. p. 7-79.

¹⁴ *Annuaire statistique—1956-57*, op. cit., p. 150-151.

¹⁵ *Fondation Universitaire—Rapport Annuel 1958*, op. cit., p. 172-173.

TABLE 11.—*University of Liège, Institute of Education, program for licence in education*¹

Subject	Percent of class periods per year devoted to academic subjects, psychology, education				Total for 4 years
	I	II	III	IV	
1	2	3	4	5	6
Education.....	51.9	50.0	69.9	61.8	57.8
Psychology.....	14.8	7.7	30.1	38.2	20.0
Academic subjects.....	33.3	42.3	22.2
	100.0	100.0	100.0	100.0	100.0
Total class periods.....	405	390	397.5	157	1,349.5

¹ *Université de Liège. Programme et Horaire des Cours: Année Académique 1958-1959.* Edition de l'Université de Liège, 1958. p. 151-160.

percent to courses in education and practical experiences in schools.¹⁶ Most of the academic courses were taken during the first 2 years, as indicated in table 11 for the University of Liège. Included were such courses as biology, logic, esthetics and philosophy of art, French and moral philosophy, and history of modern literature. Academic offerings at the other universities were similar except that Brussels offered a course in the history of civilization and Louvain one in the elements of metaphysics.

The degree of *licence* in education usually includes work in the history of education, school legislation, psychology of childhood and of adolescence, tests and statistics, methods, hygiene and school hygiene, and "encyclopedia of education." The latter course is a kind of "introduction to education" course which varies somewhat with different professors. Usually there is no course in philosophy of education, although philosophy and logic are taken in the first or second year of study. Comparative education has not been offered, except that the lectures on school legislation sometimes make comparisons with other countries. In the fall of 1957 the University of Ghent authorized the establishment of a seminar in comparative education to be attached to the existing seminar for history of education.¹⁷

¹⁶ UNESCO/ International Bureau of Education. *Training of Primary Teacher Training Staffs 1947*. Paris/Geneva, XXth International Conference on Public Education, 1957. Publication no. 182. p. 72.

¹⁷ Plancke, R. L. and Verhast, R. *Scientia Paedagogica: Review of the International Secretariat for the University Study of Education*, vol. 4, no. 1 and 2, 1958. p. 64.

Thesis and Dissertation Topics

The nature of the educational research conducted in the institutes of education is illustrated in the thesis required for the *licence* in pedagogy and the dissertation required for the doctorate in pedagogy. There is considerable interplay between the three major divisions of the institutes of education (education, psychology, guidance and counseling) as is seen in the following theses and dissertations completed in the three fields in the 1956-57 period and in the selected list of theses submitted for the *licence* in education in the same period.¹⁸

Licence in education

"The Influence of Lack of Affection on the Social Relations of Children 5-6 Years Old."

Licence in counseling and guidance

"Psychological and Social Factors in the Choice of Occupation by the Boy at the End of Elementary School."

Licence in psychology

"Statistical Analysis of Psychological Dossiers of 215 Juvenile Delinquents."

Doctorate in education—dissertations in 1956-57

"Critical Analysis of the Concept of Validity: Contribution of the Psychometric Method."

"Systematic Observation of Pupils During Vocational Orientation."

"Analysis of Theoretical Intelligence Based on Study of Psychological, Experimental Pedagogy."

"Formation of the Experimental Method and Its Use in Pedagogy."

Selected list of theses for *licence* in education in 1956-57

"Creation of Parallel Groups in the Elementary School: Study of an Experience in Dividing the Class into Normal and Below-Normal Groups in the First Two Grades of the Elementary School."

"An Historical Study of the Method of Handwriting."

"Psychological Research on Prayer During the Critical Phase of Boys and Girls, Ages 12-15."

"The Contribution of J. Piaget to Experimental Didactics and the Application to the Specific Case of Multiplication Tables and Division."

"Selection and Formation of Teachers for Youth Psychologically Deficient and Maladjusted."

"Research on Science Methods in Secondary Education."

¹⁸ Plancke, R. L. *Paedagogica Belgica Academica*, VII, 1957, p. 1-68; and VIII, 1958, p. 7-70.

CHAPTER 6

The Teaching Profession

EDUCATIONAL RESEARCH

The educational research of the institutes of education of the 4 universities is embodied, in large part, in the theses and dissertations for the *licence* and doctorate. Few of these works have been published¹ because of lack of funds. Since 1950 listings and résumés of these theses and dissertations have been included in *Paedagogica Belgica*, edited by R. L. Plancke, professor of education at the University of Ghent. Those in the institutes of education are concerned about the lack of interest in pedagogy in Belgium; for example, relatively few of the teachers are reached by the institutes of education, since there are no summer sessions in the universities.

The normal schools are primarily teaching institutions, although a few, such as the *Ecole Charles Buls*, in Brussels, conduct controlled experimentation. There are three large teachers organizations formed along trade-union lines and aligned with each of the three political groups—Catholic, Socialist, and Liberal. Educational research is not regarded as a primary function by these organizations, although they publish a certain number of pamphlets and bulletins. Much attention is given to such questions as raising teachers' salaries and protecting their employment rights. All three organizations are consulted regularly by the national government on such matters. (A description of the representation on the Committee of Consultation is given in *Bulletin du Ministère de l'Instruction Publique*, 53e année, janvier 1959, no. 2. p. 337-338.)

The Ministry of Education established a Bureau of Studies and Documentation in 1958, and by the end of the year four bulletins had been published which were concerned primarily with a statistical analysis of present and future school enrollments.

¹ Plancke, R. L. and Verbiest, R., editors. *Proceedings and Reports on the Teaching of Educational Sciences in Western Europe—First International Congress for Teaching Educational Sciences in Universities, Ghent, Belgium, 1955*. Ghent, Belgium, 1954. p. 90.

In addition to the institutes of education in the universities, there are at least seven other institutes of education located in various parts of Belgium which undertake educational research on a small scale; one of the more active is the Higher Institute of Education of the Province of Hainaut. A 3-year program of study in education is offered also, and those who graduate may go to the Institute of Education of the University of Brussels and complete a *licence* in education after 2 more years of study.

The oldest of these institutes is the Educational Laboratory for Children, established in 1928 in the small town of Angleur, near the city of Liège. Through the years a staff of one person has worked with the five schools of Angleur in devising tests of ability and achievement and in conducting experiments in teaching methods and in the organization of school materials.²

INSERVICE EDUCATION

In 1953, the Belgian authorities expressed a growing concern about insufficient inservice education to supplement the initial training of the teacher. The need for such additional training was related to the problem of acquainting Belgian teachers with new educational reforms. Lack of funds was cited as holding back the inservice education program, which consisted only of education conferences and "education week," along with individual travel abroad or study abroad.³ The education week is held by the Ministry of Education during a school vacation, frequently at Easter. Teachers are free to meet for a week of speeches and discussions. The theme for the 1954 meeting was "aesthetic education in nursery and elementary schools," and 1,000 nursery and elementary school teachers were reported in attendance.⁴

The theme in 1956-57 was, "education and the teaching of children by active observation of their surroundings." At least once a year most of the teachers have an opportunity to attend a conference under the direction of the school inspector of the district.

² See Jadoulle, André. *Le Laboratoire pédagogique au Travail*. Paris. Les Editions du Seuil, 1961.

³ Ministère de l'Instruction Publique. *La Formation Professionnelle du Personnel Enseignant Secondaire ou du Second Degré: Questionnaire du B.I.E. R/1595-janvier 1953*. Bruxelles, le 6 août, 1953. p. 9-10.

⁴ "Belgium: Educational Progress in 1953-1954," p. 74 in UNESCO/International Bureau of Education. *International Yearbook of Education*, 1954. Paris/Geneva, the Organization/ the Bureau, 1954. Publication no. 161.

Frequently problems of teaching methods are discussed and teaching demonstrations are given.

Taking additional courses is not common among Belgian teachers, although a relatively small number enroll in the university institutes of education. Teachers working in the vicinity of an institute of education may profit from the educational experimentation going on there. The Educational Laboratory for Children at Angleur has maintained a small library of books and periodicals for the teachers of Angleur, and selected teachers participate in experiments to try out new procedures.

There are a number of education journals in Belgium, and there are teachers organizations based on the subject taught or kind of school. Not all of the journals flourish, however, nor are all of the organizations particularly active. The lack of a strong professional organization open to all teachers and active in the field of research and publication has been noted by Belgian educators, and inservice education remains a problem.⁵

SUPPLY AND DEMAND

Not only has the number of students enrolled in teacher training increased as the population has increased, but a larger percentage of the total Belgian population is entering the profession. In 1930 those enrolled in teacher training represented .09 percent of the total Belgian population and in 1939 it was .17 percent; by 1954, it had become .21 percent.⁶

The demand for teachers has increased steadily, but there have been no drastic shortages reported. Some of the industrialized areas in the southern part of the country have experienced difficulty in securing teachers. It is suspected that teaching as a career may have lost a little of its appeal and that young people are turning to industry. The change is not entirely a matter of salaries because teachers' salaries have been raised since World War II and no extreme dissatisfaction about the salary level is being expressed. The Belgian contribution to the *Yearbook of Education* in 1950 pointed out that the normal schools received their students primarily from the low income and working classes, and even from destitute families.⁷ Many of these are able now to enter vocational schools and to take jobs in industry

⁵ Hotyat, F. "La Formation du Personnel Enseignant Primaire en Belgique." *Education: Tribune libre d'information et de discussion Pédagogiques*, no. 47, septembre 1957. p. 33-44.

⁶ Molitor, André. *L'Enseignement et la Société d'Aujourd'hui*. Tournai, Belgique, Costerman, 1956. p. 22-23.

in certain parts of the country. The analysis of the social class origin of Belgian teachers was continued in the 1953 *Yearbook of Education* where it was maintained that teachers in the academic secondary schools (*athénée, lycée, collège*) come chiefly from wealthier families, partly because of the longer period of training required and the higher cost.⁸

Shortages of teachers are less common in the northern or Flemish part of the country, where church schools are more common. In this area it has been traditional to encourage some of the young people to enter religious orders where they might have an opportunity to teach in Catholic schools.⁹

Recently the Catholic schools have begun to hire more lay teachers because the numbers entering religious orders are not sufficient to meet the demand for teachers. This has increased the cost of operating such schools and is a factor in their increased demands for larger state subsidies.

When shortages of secondary school teachers do occur in Belgium, they frequently are of science teachers. The demand has not been excessively heavy, however, because of the smaller place in the curriculum which science occupies compared to language instruction.

TEACHING LOAD

The number of class periods which a teacher must handle each week varies with the type of school and the subject taught. In general, the teachers in the normal schools are expected to teach between 19 and 24 class periods, depending on the type of normal school. The desired standard for secondary teachers announced in 1953 was as follows:¹⁰

Teacher of native language in upper secondary education	18
Other teachers in upper secondary education	19
Teacher of native language in lower secondary education	20
Other teachers in lower secondary education	21
Teacher of vocational courses	25

In practice, some of the schools require as many as 30 class periods per week from their teachers. The average number of

⁸ DeCoster, Sylvain. "Demographic Changes and Education in Belgium," p. 469 in *Yearbook of Education, 1950*. London, Evans Bros. Ltd., no date.

⁹ Mallinson, Vernon. "Belgium," p. 360 in *Yearbook of Education, 1953*. London, Evans Bros. Ltd., 1953.

¹⁰ Ministère de l'Instruction Publique. *Belgique: Réponse au Questionnaire du Bureau International d'Éducation à Genève: La Répartition du Personnel Enseignant Secondaire, 1953*. p. 6. [processed].

pupils for each teacher in the elementary schools of Belgium in 1954-55 was 25.¹⁰

SALARIES

The salaries of both public and private school teachers are paid by the national government direct to the teacher. Teachers in private schools who are members of religious orders are paid half the salary of a lay teacher, and the money goes to the religious order.¹¹

After the victory of the Catholic party (Christian Socialist) in the election of 1950, legislation was passed which provided that salaries should be the same for teachers in both public and private schools. Previously, public schools in some of the urban areas, such as Brussels, had offered higher salaries by adding a sum of money from the city to the money which the teacher received from the national government. The salary schedule adopted in 1951 provided for higher salaries for teachers in an area of 50,001 to 100,000 population and still higher for those teaching in an area of over 100,000 population.

The Socialist union of public school teachers threatened to strike in 1953 because of the loss of the extra subsidy and again in 1954 over the slowness of the newly elected Socialist government to make good its promise to restore the extra subsidy. The subsidy was restored in 1955. One aspect of the "school pact" signed by the three political parties in November 1958 was a promised increase in subsidy for the private schools and a raise in pay for the private school teachers.

Salaries for men and women teachers are the same, except that family allowances are paid, and therefore many men teachers receive a higher salary. It takes between 24 and 26 years of teaching experience to reach the maximum salary. Teachers receive regular pay increases every second or third year until they reach the top of the salary scale.

APPOINTMENT, TENURE, RETIREMENT

The appointment and dismissal of teachers in the local public schools is done by the council of the municipal government. In

¹⁰ UNESCO. *World Survey of Education II: Primary Education*. Paris, the Organization, 1968. p. 125.

¹¹ Ministère de l'Instruction Publique. *Lois coordonnées sur l'Enseignement normal*: A. R. 20 avril, 1957. p. 14-15.

private schools, teachers are hired by the governing board of the school and the teacher's employment rights are indicated in his contract. Teachers are on probation for the first year until they receive a favorable report from the school inspector, at which point their appointment becomes permanent. Teachers in the public schools who are dismissed have the right to a hearing before the municipal council and the privilege of appealing to a national council whose decision is binding.¹²

There are only a few headmasterships (principalships) in a country the size of Belgium. Competition for such jobs is keen; and in the opinion of a veteran observer of the Belgian scene, politics sometimes enters in to determine which of several competent candidates will be selected.¹³ The headmaster of a school having two or more classes must be chosen from among teachers with at least 5 years of experience.

The question of filling teacher positions in the public schools with graduates of the normal schools run by the Catholic Church has been a matter of some controversy. The Ministry of Education announced in January 1959 that in accord with the school pact signed in November 1958, first priority for jobs in the public nursery, elementary, and lower secondary schools would go to graduates of the public normal schools. Similarly, graduates of the universities not affiliated with a religion would have priority for positions in public upper secondary education, except that the existing ratio between graduates of church-related and non-church-related universities was to be maintained.¹⁴

Teachers are retired automatically at the age of 60, or any time after the age of 50 at their own request if they have completed 15 years of service. Provisions are made for retirement after 10 years of service for reasons of illness. The retirement fund is financed by the government, with no contributions from the teachers. For each year of service a retired teacher receives 1/50th of a yearly salary which is the average of his salary for each of the last 5 years of service prior to retirement.¹⁵

¹² Bauwens, Léon., *Code de l'Enseignement primaire*. Douzième Edition. Bruxelles, L'Édition Universelle, 1949. p. 111, 127-128; Bauwens, Léon. *Code de l'Enseignement moyen*. Troisième Edition. Bruxelles, L'Édition Universelle, 1954. p. 367-360.

¹³ Mallinson, *op. cit.*, p. 365.

¹⁴ *Bulletin du Ministère de l'Instruction Publique*, no. 1, janvier 1959. p. 13.

¹⁵ UNESCO. *World Survey of Education II*, *op. cit.*, p. 134.

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PART III

**Teacher Education in
LUXEMBOURG**



PREFACE

THE GRAND DUCHY OF LUXEMBOURG covers an area of 998 square miles and in 1955 had a population of 309,000. For several years the total enrollment in schools of all kinds has been approximately 40,000 (13 percent of the total population). There are an estimated 1,820 teachers for all the schools of Luxembourg.

For several years proposals for reform of the system of training teachers have been presented to the Luxembourg parliament; in 1958 a law was passed which begins a major reform of the system. The school system of Luxembourg and the program for training teachers are described in the following chapters.

School data, 1957-58:¹

<i>Type of school</i>	<i>Students</i>	<i>Teachers</i>
Nursery and kindergarten	3,899	113
		(in 1954)
Elementary	26,338	1,100
(plus private elementary schools)	907	
Higher elementary	608	26
Post-elementary, part-time		
continuation school	680	26
		(estimated)
Academic secondary	4,343	300
Private secondary school for girls	1,100	80
	(estimated)	(estimated)
Vocational	3,479	153
		(in 1951-52)
Normal schools	194	22
		(in 1951-52)
Higher education (1-year program)	100	Selected
		secondary
		teachers on
		part-time
		basis
Total	41,648	1,820

¹ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, Noël 1958, no. 4. p. 40-47, 107-108.

CHAPTER 1

The School System

NURSERY SCHOOL AND KINDERGARTEN

Compulsory schooling in Luxembourg begins at the age of 6 and extends for 8 years, up to 14. The addition of a ninth year of compulsory schooling is authorized, and some places have added it. Many children voluntarily enter a combination nursery and kindergarten school (*école gardienne*) at the age of 4. These schools are for children between the ages of 4 and 6 but in certain places, such as Luxembourg City, a child may be admitted at the age of 3, if there are sufficient facilities available. In the school year 1957-58 there were 3,899 children enrolled in 103 public *écoles gardiennes* and approximately 200 children enrolled in private schools.¹ Some of the *écoles gardiennes* function only during the summer. Most of the schools have only one teacher.

The public *écoles gardiennes* are operated by local governmental units which appoint and pay the teachers. The general organization of the school must meet with the approval of the Ministry of Education, which supervises the schools through its inspectors.²

There is no official curriculum as in the case of the elementary schools. In Luxembourg City the curriculum includes moral and religious instruction, sensory and motor exercises, drawing, singing, games, and physical education.³

ELEMENTARY EDUCATION

Article 23 of the Luxembourg constitution specifies that education is compulsory and free for all subjects of Luxembourg.⁴ The

¹ Ministère de l'Education Nationale. *Courrier de l'Education Nationale*, Noël 1958, no. 4. p. 40-44.

² UNESCO. *World Survey of Education, II: Primary Education*. Paris, the Organization, 1958. p. 687.

³ Ville de Luxembourg. *Organisation des écoles primaires supérieures, des écoles primaires ordinaires, des cours postcolaires, des écoles ouvrières, des écoles gardiennes pour l'année scolaire 1956-1957*. Luxembourg, Imprimerie Joseph Beffort, 1956. p. 26-27.

⁴ Penelope, Amos J. *Constitutions of Nations*, second edition, vol. II (France to New Zealand). The Hague, Martinus Nijhoff, 1956. p. 646.

elementary schools provide 8 years of free schooling. Those who plan to attend academic secondary schools usually leave after completion of the sixth year. A small number of students leave at the end of the seventh year to attend a higher level of instruction in what is called a higher elementary school (*école primaire supérieur*), which provides the eighth, ninth, and sometimes the tenth year of schooling.

Since 1957 the national government has encouraged the establishment of regional schools for the seventh, eighth, and ninth year of schooling for children from several nearby areas. Money to help finance the transporting of students is being provided by the national government. This 3-year period of schooling is called the IVth degree and is to have a practical and prevocational orientation.

Attendance at part-time continuation classes (*cours post-scolaires*) is required of boys and girls between the ages of 14 and 16 who are not enrolled in full-time schools or who have not completed the ninth year. The classes meet 2 afternoons a week during the winter over the 2-year period and seek to continue the elementary education of a student and to prepare him for practical work. In Luxembourg City during the school year 1956-57, the course met from October 16, 1956, to March 15, 1957, on Tuesday and Thursday afternoons from 2:00 to 6:00 P.M. There were 2 sections, one of which was for those who had not completed the sixth year of the elementary school.⁵

In the school year 1957-58 there were 26,338 students enrolled in public elementary schools; this was 63.2 percent of the total enrollment in schools of all types in Luxembourg. There were 907 children enrolled in private elementary schools. In addition, there were 608 enrolled in public higher elementary schools and 680 in the continuation classes.⁶ Enrollments in the elementary school have remained stationary or declined slightly during the 1950's.

Of the 422 public elementary schools in 1957-58, there were 250 with only 1 class (1-room school) and 85 with only 2 classes. Of the total of 1,077 elementary school classes, 46 had fewer than 10 pupils, 223 had between 11 and 20 pupils, 402 had from 21 to 30 pupils, and 348 had 31 or more pupils.

Among the 1,077 elementary school classes were 382 which included both boys and girls. The remainder were not coeduca-

⁵ Ville de Luxembourg. *Organisation . . . op. cit.*, p. 22.

⁶ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, Noël 1958, no. 4. p. 40-42.

tional. The elementary school enrollment was almost evenly divided between boys and girls. For the public elementary schools there were 552 men teachers, 489 women teachers, and 59 from religious orders, or a total of 1,100.⁶

Almost all of the schools of Luxembourg are public. The public elementary schools are operated by the local government authorities, but the national government exercises a close supervision over both public and private schools and reserves the right to make decisions on curriculum.⁷ The basic school law of August 10, 1912, along with its subsequent amendments, prescribes the general program of study. The same law established the National Advisory Commission for Education, which is composed of 3 members appointed by the national government—2 from the Ministry of Education, the director of the normal school for men, one person from the ranks of teachers in schools, and the bishop of the Roman Catholic Church.⁸ The Roman Catholic religion predominates in Luxembourg, and the women teachers for the public elementary schools are trained in a normal school operated by a Roman Catholic order of sisters. Religious instruction is compulsory in all public schools and is under the supervision of the clergy of the respective denominations. Dispensation from such instruction is possible upon written request from the parents.

The National Advisory Commission advises the government on policy matters, makes suggestions on needed reforms, and approves the textbooks to be used in the schools. According to article 5 of a ministerial decree of April 11, 1918, school libraries may purchase books only from the list published by the national government and in ordering must cite the official catalog number given to the book by the national government.⁹

At the local level the elementary schools are under the general supervision of the municipal council and of the local school commission which consists of the mayor, a representative from the Roman Catholic Church, and one to three other persons. Schools are built and operated by the local authorities, who receive aid from the national government in the form of an annual subsidy. Teachers are appointed by the local authorities after consultation with the inspector of schools and subject to approval by the

⁶ Luxembourg Ministry of National Education. *The Educational Organization of the Grand Duchy of Luxembourg, 1958*. [processed]. p. 1-5.

⁷ *Loi du 10 août 1912, concernant l'Organisation de l'Enseignement primaire* (Mémorial du 11 août 1912, no. 61). Luxembourg, Imprimerie de la Cour Victor Bück, 1912. p. 46-48.

⁸ "Relevé Officiel des Livres Recommandés pour les Bibliothèques Scolaires," *Courrier de l'Éducation Nationale*, 1^{re} Supplément no. 2128-2264, juin 1958. p. 2.

Ministry of Education. Money for the salaries of the teachers comes from both the local and national governments, with the national government paying two-thirds of the total.¹⁰

Curriculum

The elementary school curriculum is established by ministerial order and is the same for the entire country. Local governments are permitted to add certain subjects, with the approval of the national government. The basic purpose of elementary education as stated in the basic law of August 10, 1912, and repeated in recent publications, is to give children necessary and useful knowledge, to develop their intellect and "to prepare them to practice all the Christian, civic and social virtues." Furthermore, the teacher is enjoined from allowing anything which would offend the religious beliefs of others.¹¹

Luxembourg is a bilingual country; French and German are both taught throughout the elementary school, and both are used as languages of instruction. Certain subjects such as arithmetic may be taught in German and others such as history may be taught in French. Some subjects may be taught in one language in the lower grades and in the other language in the upper grades.

As a result of being bilingual, language instruction occupies an unusually high percentage of the elementary school schedule. In addition to French and German, some instruction is given in the native Luxembourg dialect. In the analysis of elementary school curriculums published by UNESCO in 1958,¹² the combined amount of time devoted to language study (French, German, and the Luxembourg dialect) was between 44 and 47 percent, which was considerably higher than in most of the countries of Western Europe.

The amount of time spent on arithmetic was between 14½ and 17 percent of the total time of the elementary school, while science, incorporated into other subjects, took from 5 to 9 percent of the time. With half a class period per week of history and one of geography, the portion of the total time devoted to the social sciences in the 1-room schools is 5.46 percent; in schools with several teachers it is 2.71 percent. The study of religion

¹⁰ Luxembourg Ministry of National Education. *The Educational Organisation*, op. cit., p. 1; and UNESCO. *World Survey of Education II*, op. cit., p. 686.

¹¹ *Loi du 10 août 1912*, op. cit., p. 18.

¹² UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XXIst International Conference on Public Education, 1958. Publication no. 194. p. lvi-lviii.

TABLE 1.—Elementary school curriculum, 1-teacher schools¹

Subject	Hours a week, by school year and age ²									Percent of total school time
	I (6)	II (7)	III (8)	IV (9)	V (10)	VI (11)	VII (12)	VIII (13)	Total	
1	2	3	4	5	6	7	8	9	10	11
Religious education	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	28	12.73
Luxembourgish language	1	1	1	1	1	1	1	1	8	3.64
French	8	8	8	8	8	8	8	8	64	29.09
German	4	4	4	4	4	4	4	4	32	14.54
Intuitive teaching	1½	1½	1½	1½	1½	1½	1½	1½	12	5.45
Writing										
Number (arithmetic)	4	4	4	4	4	4	4	4	32	14.54
National history	½	½	½	½	½	½	½	½	4	1.82
Geography and study of the local environment	1	1	1	1	1	1	1	1	8	3.64
Natural science										
Drawing	½	½	½	½	½	½	½	½	4	1.82
Musical education									4	1.82
Physical education	1	1	1	1	1	1	1	1	8	3.64
Handwork	2	2	2	2	2	2	2	2	16	7.27
Domestic science										
Home economics										
Total	27½	27½	27½	27½	27½	27½	27½	27½	220	100.00

¹ UNESCO/International Bureau of Education, *Preparation and Issuing of the Primary School Curriculum*, Paris/Geneva, XX1st International Conference on Public Education, 1968. Publication no. 194, p. 176.

² School year is indicated by Roman numerals, approximate age of students in parentheses.

is compulsory and occupies 12 to 13 percent of the total time of the elementary school. The remainder of the time is devoted to such subjects as music, art, physical education, needlework and elementary home economics for girls, and handcraft for the boys.

The program of study in the new IVth degree (7th, 8th, and 9th year) is in the experimental stage, but its general orientation is one of recognizing that many of the students soon will be starting to work. A greater emphasis is to be given to such subjects as handcrafts, along with the regular subjects of the elementary school.¹³

Students are promoted to the next year of the elementary school except when they do unsatisfactory work in two of the main subjects (French, German, arithmetic).¹⁴

SECONDARY EDUCATION

Luxembourg students who hope to become teachers or to enter any of the other professions leave the elementary school after

¹³ UNESCO/International Bureau of Education, *Preparation and Issuing of the Primary School Curriculum*, op. cit., p. 88.

¹⁴ UNESCO, *World Survey of Education II*, op. cit., p. 688.

TABLE 2.—Elementary school curriculum, schools with several teachers¹

Subject	Hours a week, by school year and age ²								Total	Percent of total school time
	I (6)	II (7)	III (8)	IV (9)	V (10)	VI (11)	VII (12)	VIII (13)		
1	2	2	4	5	6	7	8	9	10	11
Religious education	3	3	3-4	3-4	4	4	4	4	20	13.12
Luxembourgish language			1	1	1	1	1	-1	6	3.71
French	1 1/2	1 1/2	6	8	8	8	8	8	51	23.08
German	6 1/2	6 1/2	5	5	4	4	4	4	39	17.65
Intuitive teaching	3 1/2	3 1/2							7 1/2	3.39
Writing	1	1							2	.90
Number (arithmetic)	6 1/2	6 1/2	8	8	8	4	4	4	37	16.74
National history					1/2	1/2	1/2	1/2	2	.90
Geography and study of the local environment					1	1	1	1	4	1.81
Natural sciences										
Drawing	1	1	1 1/2	1 1/2	1	1	1	1	7	3.17
Musical education	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	2 1/2	16 1/2	7.04
Physical education	2	2	2	2	2	2	2	2	16	7.24
Handwork	2	2	2	2	2	2	2	2	16	7.24
Domestic science										
Home economics										
Total	27	27	27 1/2	27 1/2	28	28	28	28	231	99.99

¹ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XX1st International Conference on Public Education, 1968. Publication no. 194. p. 175.

² School year is indicated by Roman numerals; approximate age of students in parentheses.

completion of the sixth grade to enter an academic secondary school (*lycée*). Their classmates of the sixth year of the elementary school will remain to complete a seventh and eighth year of elementary school, or they may enter a higher elementary school to complete the seventh, eighth, and ninth year of schooling, and possibly a tenth year. Many will enter vocational schools or apprenticeship programs after completion of the eighth year of elementary education. In the school year 1957-58 there was a total of 3,344 students enrolled in the sixth grade of the elementary school in contrast to 1,366 in the eighth grade.¹⁸

There are five public academic secondary schools for boys and two for girls. There are a number of private secondary schools for girls, enrolling approximately the same number of girls as in the two public schools. The public secondary schools receive financial support from the national government, with the municipalities providing some aid for the cost of construction and upkeep of the buildings. The public schools charge tuition but provide a reduction in fees for children coming from families of three or more children and for students doing exceptionally well in school. Total enrollment in the seven public secondary schools

¹⁸ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, Noël 1968, no. 4. p. 41.

in 1957-58 was 4,343, compared to 3,278 in the school year 1953-54. The enrollments have increased steadily in recent years, although the number of secondary school teachers remained stationary at 270 until 1956 because a clause in the law regulating the financing of schools prohibited any expansion of staff in the secondary schools. The clause was removed in 1956, and the number of teachers in the seven academic secondary schools totaled 300 in 1958.¹⁶

Three of the academic schools for boys offer the classical program of study which covers 7 years of study after completion of the 6 years of elementary school, while the other two offer the modern program, 6 years in length. The three classical secondary schools also offer the first 3 years of the modern program, and the two modern secondary schools offer the work of the Latin section of the classical secondary school. The two girls secondary schools offer a 7-year program with sections from the classical and the modern programs and other sections for home economics and commercial studies.

There is an entrance examination for the academic secondary schools covering French, German, arithmetic, and Christian doctrine. Students usually take the examination at the age of 12, after completion of 6 years of elementary education. Not too many fail the entrance examination but the failure rate in the first few years of the academic secondary school is high. For the school year 1957-58, 95.9 percent of those taking the entrance examination passed. The year before, the percentage was 95.6 percent. The 967 who attempted the entrance examination in 1957-58 represented about one-third of the total enrollment of the 6th grade of the elementary school.¹⁷

At the end of the first 3 years of the modern secondary school and of the secondary school for girls and at the end of the first 4 years in the classical secondary school an examination (*examen de passage*) must be passed in order to go on and complete the secondary school. The examination covers only the work of the particular school year which has just been completed (third year or fourth year). In the school year 1957-58, a total of 606 students from the seven secondary schools took the examination and 467, or 77.06 percent, passed. In the two secondary schools for girls, 87 percent of the students taking the examination passed.

Those who finish the 6 or 7 years of the academic secondary school take an examination to secure their secondary school

¹⁶ *Ibid.*, p. 104-106; and NoH 1953, no. 2, p. 54.

¹⁷ *Ibid.*, NoH 1958, no. 4, p. 100-101; and NoH 1957, no. 4, p. 110-111.

TABLE 3.—Examinations at 7 academic secondary schools, 1957-58¹

Examination and type of school	Number of students taking examination	Number who passed	Percent of failure
1	2	3	4
<i>Entrance examination</i>			
Classical (boys).....	395	387	2
Modern (boys).....	325	300	7.7
Girls.....	247	240	2.8
Total.....	967	927	4.1
<i>Examen de passage</i>			
Classical (boys).....	240	178	25.8
Modern (boys).....	212	155	26.9
Girls.....	154	134	13
Total.....	606	467	22.94
<i>Final examination at end of secondary school</i>			
Classical (boys).....	167	164	1.8
Modern (boys).....	88	74	15.9
Girls.....	81	69	14.8
Total.....	336	307	8.7

¹ Ministère de l'Education Nationale. *Courrier de l'Education Nationale*, Noël 1958, no. 4, p. 100-101.

diploma (*diplôme de fin d'études secondaires*). All secondary schools of the same type take the same examination. In the school year 1957-58, there were 336 students taking the final examination and 307, or 91.3 percent, passed.

As mentioned earlier, the language of instruction in the academic secondary schools is French for some subjects and German for others. Often German is used in the early years of the secondary school and French in the upper years. Class periods are 55 minutes in length, with a 10-minute break or rest period between classes. The school year 1958-59 began on September 15, 1958, and ended on July 16, 1959. This represents 38 weeks of school after time for vacations is deducted.¹⁸ Classes meet on Saturday but there are no classes on two afternoons during the week.

Classical Secondary School

The classical secondary school enrolls a larger number of boys than the modern secondary school. In the school year 1957-58, there were 1,913 students in the classical secondary school, compared to 1,310 in the modern secondary school. The classical program is necessary to qualify for admission to university

¹⁸ Ministère de l'Education Nationale. *Enseignement Secondaire et Supérieur: Horaires et Programmes, 1958-1959*. Esch-sur-Alzette, Imprimerie-Reliure Henry Ney-Eicher. p. 193.

courses in philosophy, languages, law, medicine, pharmacy, dental medicine, natural science, and veterinary medicine. Those who hope to be teachers in the academic secondary schools must be graduates of the classical secondary school, and prospective elementary school teachers under the training system in force until 1959 had to have completed 3 years in the classical secondary school before entering a normal school.

In the first 2 years of the 7-year program of the classical secondary school, all study the same subjects. In the third year a Greek and Latin section are formed, and in the fifth year the Latin section splits into Latin A and Latin B. The latter gives greater emphasis to mathematics and science. In the last 2 years a fourth section is formed, Latin C, oriented toward preparation for a career in medicine or pharmacy. The study of Greek has declined since 1939, and in the school year 1953-54 only 3 percent of the boys in the classical secondary school were in the Greek section.¹⁹

During all 7 years Latin is studied in every section and takes a larger portion of the school time than any other subject. In the first 2 years Latin meets 7 periods per week and takes 22.6 percent of the total school time. Total language study in the first 2 years takes 54.8 percent of the school time, and in the next 2 years takes 61.3 percent of the time. Promotion to the next grade is unlikely if there are failures in two of the major subjects (the languages and mathematics) or in four of the minor subjects (history, geography, science, Christian doctrine). Failures in first-year Latin reportedly include 30 percent of the class in some cases.

Arithmetic and mathematics take 3 periods per week, 9.7 percent of the time. In the Latin B section this increases to 5 or 6 weekly class periods in the last 3 years.

Science meets once a week for the first 4 years and takes 3.2 percent of the school time. In the next-to-last year science receives its greatest emphasis, particularly in the Latin C section, 7 periods per week or 21.9 percent of the school time. The study of chemistry and physics begins in this year with students who are 17 years old.

During the first 5 years the students take 2 class periods per week of history and 1 of geography so that the social sciences are given 9.7 percent of the school time. The percentage drops

¹⁹ 50ième Anniversaire de l'Association des Professeurs, 1905-1955. Edition du Journal des Professeurs de l'Enseignement Supérieur et Secondaire du Grand-Duché de Luxembourg, no. 42, 1955. p. 153.

to 6.3 in the last 2 years of the classical secondary school because geography is no longer studied. A course in Christian doctrine is studied each year, taking approximately 6.5 percent of the school time.

Modern Secondary School

This type of school seeks to prepare boys for technical and commercial occupations and to give access to higher technical and commercial schools. A diploma from this school does not qualify a person to enter university study in Luxembourg.

The program is 6 years in length and all take the same courses for the first 3 years. In the last 3 years there is an industrial section, which emphasizes technical and scientific studies, and a commercial section.

During the first 2 years, language study (French, German, English, Luxembourg dialect) predominates and takes 51.6 percent of the total time. This declines slightly in the third year to 45.9 percent and drops to 28 or 29 percent in the fifth year.

In the first 4 years science is offered 1 or 2 periods per week and takes between 3.2 and 6.5 percent of the school time. In the last 2 years the commercial section continues to offer 2 periods a week of science, while the industrial section offers a total of 7 periods of chemistry and physics, which represents 21.9 percent of the school time of each of these last 2 years.

Arithmetic meets 3 or 4 periods per week in the first 2 years and uses between 9.7 and 12.9 percent of the total time. Mathematics in the industrial section meets 6 periods per week in the fourth year and increases to 8 periods in the last year. The latter represents 25 percent of the school time of the last year. In the commercial section mathematics is offered 2 periods a week in the fifth year and not at all in the last year. In its place the commercial section offers a heavy concentration of bookkeeping and other commercial subjects. Such studies totaled 10 periods per week, or 31.3 percent of the time in the fifth year and 10½ periods per week, or 34.4 percent, in the last year.

With 2 periods per week of history and 1 of geography, the social sciences take 9.7 percent of the school time. The course in Christian doctrine meets 2 periods per week for all 6 years and takes 6.5 percent of the total time in most years.

In the first 2 years of both the classical and the modern secondary school art, music, and physical education together take about one-sixth of the school time.

TABLE 4.—Curriculum of classical secondary school (boys)¹

Subject	Periods per week, by grade, age, and section :																
	VII (12)	VI (13)	V (14)		IV (15)		III (16)		II (17)			I (18)					
			Greek	Latin	Greek	Latin	Greek	Latin		Greek	Latin						
								A	B		A	B	C				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Christian doctrine.....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
French.....	6	6	6	6	6	6	5	5	5	4	4	4	4	4	4	4	4
English.....	3	3	3	3	3	3	2	4	4	2	4	4	4	2	4	4	4
German.....	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3
Luxembourg language.....	7	7	6	6	6	6	6	6	5	6	6	4	4	6	6	4	4
Latin.....	4	4	4	4	4	4	4	1	1	4	1	1	1	4	4	1	1
Greek authors.....	3	3	3	3	3	3	3	3	5	3	3	5	3	3	3	6	3
Arithmetic.....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1
Mathematics.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Special Mathematics.....	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2
Geometric drawing.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
History (national and general).....	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2
Geography.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Natural science.....	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1
Practical experiments.....	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2
Physics.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chemistry.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Public law and administration.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Art.....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Physical education.....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Music.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dutch.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total.....	31	31	31	31	31	31	30	31	32	30	32	32	32	32	31	33	31
Including electives.....							32	32	33	32	33			32	32		32

¹ Ministère de l'Éducation Nationale. *Enseignement Secondaire et Supérieur: Horaires et Programmes, 1958-1960*. Esch-sur-Alzette, Imprimerie-Reliure Henry Ney-Eicher, p. 10.

² Grade is indicated by Roman numerals; approximate age of students in parentheses.
³ Elective.

TABLE 5.—Curriculum of modern secondary school (boys)¹

Subject	Periods per week, by grade, age, and section ²								
	VI (12)	V (13)	IV (14)	III (15)		II (16)		I (17)	
				Indus- trial	Com- mercial	Indus- trial	Com- mercial	Indus- trial	Com- mercial
1	2	3	4	5	6	7	8	9	10
Christian doctrine	2	2	2	2	2	2	2	2	2
French	7	7	6	6	5	4	4	4	4
English	5	5	5	4	4	3	3	3	3
German	3	3	3	3	3	2	2	2½	2½
Luxembourg language	1	1							
Arithmetic	3	4							
Mathematics			5	6	3	7	2	8	
History (national and general)	2	2	2	2	2	2	2	2	2
Geography	1	1	1	1	1	1	1		1
Natural Science	2	1	1½	1					
Physics						4		4	
Practical experiments								½	
Chemistry					1	3	2	2	2
Practical experiments								½	
Public law and administration								½	
Commercial arithmetic					2		2		3½
Bookkeeping					3		4		3½
Commercial correspondence					2		2		2
Civil and commercial law					2		2		2
Political economy							2		2
Art	2	2	3	4		3		2	
Physical education	2	2	2	2	2	1	1	1	1
Music	1	1							
Stenography and typing				1	1		1		1
Dutch				1	1				1
Total	31	31	30½	31	32	32	31	32	30½

¹ Ministère de l'Éducation Nationale. *Enseignement Secondaire et Supérieur: Horaires et Programmes, 1958-1959*. Esch-sur-Alzette, Imprimerie-Reliure Henry Ney-Eicher. p. 11.

² Grade is indicated by Roman numerals; approximate age of students in parentheses.

³ Elective.

Academic Secondary School for Girls

The girls academic secondary school (*lycée*) has a 7-year program which includes the Latin section from the classical secondary school and other sections which combine the program of the modern secondary school with either commercial studies or home economics. The study of Latin does not begin until the fourth year of study and then only in the Latin section. In the school year 1953-54, only 12 percent of the girls in the academic secondary school enrolled in the Latin section.²⁰ During the first 3 years all study the same subjects, with the major emphasis on languages. Language study (French, German, English, and Luxembourg dialect) takes 14 of the 30 class periods per week, or 46.7 percent of the time. The percentage increases to 59.4 percent

²⁰ 50ième Anniversaire de l'Association des Professeurs, 1905-1955. Edition du Journal des Professeurs de l'Enseignement Supérieur et Secondaire du Grand-Duché de Luxembourg. no. 42, 1955. p. 153.

TABLE 6.—Curriculum of secondary school for girls¹

Subject	VII (12)	VI (13)	V (14)	IV (15)			III (16)			II (17)			I (18)		
				Latin	Modern language/home economics	Modern language/commercial	Latin	Modern language/home economics	Modern language/commercial	Latin	Modern language/home economics	Modern language/commercial	Latin	Modern language/home economics	Modern language/commercial
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Christian doctrine	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
French	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
English	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
German	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Latin	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
History (national and general)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Geography	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Mathematics	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Natural sciences	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Domestic economy	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Hygiene	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Physics	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Chemistry	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Practical experiments	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Public law and administration	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Art	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Physical education	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Needlework	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Music	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Stenography and typing	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Commercial sciences	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Home economics	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Child care	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Italian	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Dutch	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total	30	30	30	32	29	32	31	29½	31	32	30½	32	31½	30	31

¹ Ministère de l'Éducation Nationale. Enseignement Secondaire et Supérieur: Horaires et Programmes, 1968-1969. Lach-sur-Abetia, Imprimerie-Bureau Henry Ney-Eicher. p. 13.

² Grade is indicated by Roman numerals; approximate age of students in parentheses.
³ Elective.

from the fourth year onward in the Latin section and decreases to about 35 percent in the other two sections.

Science meets 1 period per week in the first 3 years, taking 3.2 percent of the total time, and 2 periods per week in the fourth year, 6.5 percent of the school time. Science study receives its greatest emphasis in the next-to-last year when it meets 5 periods per week, which represents 15.6 percent of the total time in 2 of the sections and 16.4 in the third section.

Mathematics meets 3 periods per week each year, approximately 10 percent of the school time. The social sciences (history and geography) also meet a total of 3 periods per week in the first 5 years, and then geography is dropped. The course in Christian doctrine meets 2 periods per week for all 7 years.

Beginning in the fourth year (age 15), when separate sections are formed, the modern language/commercial section devotes 6 class periods per week to commercial sciences and 3 to typing and stenography. The 9 class periods represent 28 percent of the school time. In the modern language/home economics section, a course in home economics meets 5 periods per week, about 17 percent of the total time.

Art, music, physical education, and needlework together take 7 of the class periods per week, 23.3 percent of the total school time.

HIGHER EDUCATION

There are no universities in Luxembourg, so its citizens must go to neighboring countries to secure a university education. For graduates of the academic secondary schools, Luxembourg does provide a 1-year course (*cours supérieur*) which is counted in Luxembourg as the first year of university study; in the year 1957-58 there were 100 students enrolled in the course. The 1-year course is offered at both the classical secondary school and the modern secondary school of Luxembourg City. The courses are taught by regular teachers of the two secondary schools. The 1-year course at the classical secondary school has the following 3 sections: Law, Latin, Latin-Greek. At the modern secondary school the 1-year course has a natural science section and a physical science/mathematics section.

Upon completion of the 1 year of university study in Luxembourg, students enroll in foreign universities. In order to practice such professions as secondary school teaching, law, and medicine,

it is necessary to pass examinations given in Luxembourg by examining boards appointed by the national government; it is not necessary to secure a *degree* from a foreign university. In most fields, including law, a total of 4 years of university study (which includes the 1 year of university study in Luxembourg) is required before the Luxembourg authorities grant a degree called the doctorate. In most fields after completion of the first 2 years of university study, a student must pass an examination held in Luxembourg. If successful, he is awarded the degree of *candidature*. A doctorate in medicine or in dentistry requires a total of 6 years of university study.

REFORMS PROPOSED

The Luxembourg government announced in 1957 that a reform of the educational system was under consideration. Included was a proposal that the first year in the academic secondary school give greater attention to guidance and determination of aptitude. No Latin would be offered in this first year.²¹

The reform proposals were explained in 1958.²² In order to facilitate the transfer from the elementary school to the secondary school, the sixth year of the elementary school would take over some of the work of the first year of the secondary school and act as a transition stage. The entrance examination to the secondary school would be retained, but greater weight would be given to the student's performance in the sixth year of the elementary school.

The length of the classical secondary school was to be reduced from 7 to 6 years. In place of the *examen de passage* after 3 or 4 years of secondary schooling, it was proposed that emphasis be given to performance throughout the school year, or an examination might be used to determine who could enter the last year of the secondary school. This last year would inaugurate a greater degree of specialization than previously.

²¹ "Luxembourg: Educational Progress in 1956-1957," p. 258 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1957*. Paris/Geneva, the Organization/the Bureau, 1957. Publication no. 190.

²² Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, mars 1958, no. 1, p. 12-13.

CHAPTER 2

Nursery School and Kindergarten Teachers

THERE ARE slightly more than 100 teachers in the kindergarten and nursery schools (*écoles gardiennes*) of Luxembourg. All must have a teacher's certificate (*brevet de maîtresse de jardin d'enfant*), which is obtained by passing an examination set by the national government. To prepare for the examination, a prospective teacher takes courses in any one of several small private schools.

Prospective teachers enter the training schools at the age of 15, after completing 6 years of elementary school and 3 years in the academic secondary school for girls. Prior to 1957 the course in the teacher-training school was 2 years in length, so that after completion of a total of 11 years of schooling one could become a teacher in the *école gardienne*. A ministerial decree of May 15, 1957, increased the length of the training course to 3 years.

CURRICULUM AND EXAMINATIONS

Under the new system the student must pass an examination at the end of 2 years in the training school and then a final examination at the end of the third year. The examinations are conducted by commissions appointed by the national government. The examination at the end of the second year covers the following subjects:

Christian doctrine
French
German
Psychology and education
(Pedagogy)
Natural science
Hygiene and care of the
sick

Social legislation
National history
Drawing
Music
Physical education and
games
Needlework
Manual training.

The final examination at the end of the third year covers all of the same subjects except history, natural science, needlework, social legislation, and hygiene. The one new subject to appear in this examination is kindergarten practice. The examinations for each subject are 1 or 2 hours in length, except the one for psychology and education combined, which is 3 hours.¹

Psychology is offered in all 3 years of the training program and education in the last 2 years. Ministerial instructions of August 19, 1957, fixed the syllabus of the course in education as follows:²

Second year

1. Education.
 - a. Definition
 - b. Agents of education—the family, the social scene, the school scene (kindergarten and first year of elementary school)
 - c. The special role of the kindergarten
 - d. The mission of the kindergarten teacher (professional qualities)

Third year

2. Methods.
 - a. The principle of active education
 - b. Active education and the kindergarten
 - c. The organization of work in kindergartens
 - d. The role of play
3. Outstanding kindergarten pioneers—Rousseau, Pestalozzi, Froebel, Montessori, Decroly.

PRACTICAL EXPERIENCE

Opportunities to gain experience in kindergartens is provided in all 3 years of the program. In the first year the students are assigned to regular kindergarten teachers as assistants, primarily to enable them to come into contact with the children. In the second year they visit kindergartens to observe the teaching and to analyze it in reports in connection with the courses in education and in psychology. In the third year there are more visits to schools and observations, and the prospective teachers are given an opportunity to practice-teach.

The final examination at the end of the third year includes a written examination over the subjects studied in the training program and a practical demonstration of ability to teach. For

¹ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, septembre 1957, no. 2, p. 24-26.

² *Ibid.*, p. 29.

the latter each candidate must teach two different lessons for a period of three-quarters of an hour in a kindergarten with a jury of examiners in attendance. The subject of the lesson is given to the candidate 24 hours in advance, and she must prepare a lesson plan and submit it to the examining jury before starting the lesson. Following the lesson, there is an oral quiz concerning the procedures used and the characteristics of children. Each of the 2 lessons counts 60 points and the oral quiz 40 points. Failure on the written or practical examination can mean a delay of 6 months before taking the examination again. If the examination is failed twice, the candidate is dropped.³

³ *Ibid.*, p. 25-26.

CHAPTER 3

Elementary School Teachers

APPROXIMATELY two-thirds of the elementary school classes in Luxembourg are not coeducational. The total enrollment is evenly divided between boys and girls; similarly, of the 1,100 elementary school teachers in the school year 1957-58, approximately 50 percent were men.

All teachers in the elementary schools must hold a diploma (*brevet provisoire*) from one of the two normal schools. The normal school for men teachers (*Ecole Normale d'Instituteurs de Luxembourg*) is run by the national government, while the normal school for women teachers (*Ecole Normale d'Institutrices de Luxembourg*) is operated by a Roman Catholic order of sisters. The program of study is the same, except that the choice of authors in the field of literature differs somewhat and certain courses such as needlework are taken only by the women. Both normal schools are located in Luxembourg City.

Regulations for the training of all teachers are fixed by the national government, which publishes an official curriculum for both normal schools and administers the final examinations which must be passed to secure the normal school diploma.

The instructors for the academic subjects in the normal schools are usually selected from the staffs of the academic secondary schools. In some cases the person will continue to teach part time at the secondary school. The instructors in education (pedagogy) at the normal school are usually graduates of the normal school who have had teaching experience and have qualified for the post of school inspector by attending a university for 6 semesters and by passing an inspector's examination given in Luxembourg. Some hold regular positions as school inspectors while teaching courses in education at the normal school on a part-time basis.

The instructors in the normal schools sometimes teach in more than one field; thus one man may be responsible for courses in languages and in history, or in mathematics and the sciences,

or in chemistry and geography.² The normal schools are primarily teaching institutions and do not sponsor educational research.

The system of training elementary school teachers was altered by a law of July 7, 1958. The new system will be fully operative by 1961. Before analyzing the new reform, the current system will be described under which the present teachers received their training.

Tuition in the two normal schools is free, and there are scholarships for needy students. The normal school for women teachers has some dormitory facilities, but there are no such facilities at the men's school. For the school year 1957-58 the total enrollment at the men's normal school was 95 and at the women's normal school 99.¹ Prospective elementary school teachers enter the normal school at the age of 15, after completion of 6 years of elementary schooling and 3 years of the academic secondary school. The training program in the normal schools is 4 years in length; it seeks to complete the secondary education of the student and to provide experiences in the theory and practice of teaching.

Students who enter the normal school at the age of 15 would have been among the relatively small group (about one-third of those who completed the sixth grade of the elementary school) entering secondary school at the age of 12. After 3 years of the academic secondary school, they have to pass an entrance examination to enter the normal schools. The examination covers Christian doctrine, French, German, and mathematics (algebra).

The number of people to be accepted into teacher training is established each year by the national government. Candidates for the training program in the normal schools must be Luxembourg citizens, at least 15 but not older than 20. In the school year 1956-57 there were 95 applicants to the normal schools of whom 38, or 38.4 percent, failed the entrance examination. For the 2 years preceding, the failure rates were 29.8 and 36 percent.³

Because the number of qualified applicants has not been sufficient in recent years, a certain number of graduates from the academic secondary schools, preferably from the Latin or Latin-Greek sections, have been admitted to the last year of the normal

¹ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, No 1 1958, no. 4, p. 104.

² UNESCO/International Bureau of Education. *Training of Primary Teacher Training Staffs, 1957*. Paris/Geneva, XXth International Conference on Public Education, 1957. Publication no. 182, p. 187-188.

³ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, No 1 1957, no. 4, p. 109; No 1 1956, no. 3, p. 92; and No 1 1955, no. 4, p. 107.

school. Upon completion of this one year of training, largely in education (pedagogy), they are qualified to be elementary school teachers. To be admitted to this 1-year program, the secondary school graduates must pass a special entrance examination on the subject of Christian doctrine, French, German, and mathematics, and they must not be over 25 years of age. The number of such people entering the normal school for the 1-year program has grown from 11 in the school year 1954-55 to 40 in 1957-58. The rate of failure in the entrance examination for these secondary school graduates was 11.1 percent in 1957-58 and 25 percent in 1956-57.⁴ This emergency program of allowing graduates of the academic secondary school to enter the normal school will facilitate the transition to the new system to be described later, which requires that all prospective elementary school teachers be graduates of the academic secondary school before entering the normal school.

Enrollment data for students in the normal schools include an analysis of the occupation of the parents. In the school year 1957-58, the largest group of normal school students came from parents of the "white collar" class (clerks and functionaries), with farmers, artisans and workers grouped together in second place. Only 1 family from the professions (law, medicine, etc.) was included among the 194 students.⁵ In the school year 1956-57, 8 of the 92 girls in the normal school for women teachers were daughters of teachers and 6 of the 98 in the men's normal school were sons of teachers.⁶ Among the reasons given for men entering elementary school teaching rather than finishing the secondary school are (a) the desire and financial necessity of being able to take a job at the age of 19 rather than waiting until the age of 25 as in the case of secondary school teachers, (b) some doubt as to academic ability to complete the secondary school, and (c) the long tradition of having many of the elementary schools staffed by men.

CURRICULUM OF THE NORMAL SCHOOLS

Course work in education (pedagogy) comes in the third year of the normal school. The first 2 years offer secondary education similar to that in the modern secondary school and with ap-

⁴ *Ibid.*, and Noël 1958, no. 4, p. 99.

⁵ *Ibid.*, Noël 1958, no. 4, p. 104.

⁶ Ministère de l'Éducation Nationale. *Chroniques des Établissements d'Enseignement Secondaire et Normal, 1956-1957*. p. 207, 225.

proximately the same relative emphasis on subjects. Language study (French, German, English, and Luxembourg dialect) receives the greatest emphasis. The social sciences and mathematics each meet 3 times per week and take approximately 10 percent of the school time. Science study receives its greatest emphasis in the first 2 years—between 10 and 20 percent of the school time. Men students, as well as women, take singing, drawing, physical education, penmanship, and handcrafts.

Latin, which receives the heaviest emphasis in the classical secondary school from which the students come, is not continued in the normal school. Reasons for insisting that prospective elementary teachers come from the classical secondary school are somewhat related to the high prestige of this type of school.

Normal school curriculum (3 years) :¹

I	II	III
1. French	1. History of education	1. Drawing
German	2. General psychology	2. Music
English	3. Child and adolescent psychology	3. Penmanship and accountancy
Luxembourg dialect	4. Methods of teaching	4. Physical education
2. History	5. Practice teaching	5. Handcraft
Geography		6. Needlework
3. Mathematics		
4. Physics		
Chemistry		
Natural science		
5. Problems of everyday country life		
6. Christian doctrine		

Work in the theory and practice of teaching is offered in the last 2 years of the normal school and in the last year takes approximately 25 percent of the school time. Courses are offered in general and educational psychology, history of education, and teaching methods. In addition, there are opportunities in the last year to practice-teach in elementary schools. There is no course in philosophy of education, although certain selections from this field are read in other courses. There is a general concern in the normal schools that the prospective teachers become imbued with a democratic and Christian spirit.

The official syllabus for the course in general psychology covers the following topics: Perception, memory, association and judg-

¹ UNESCO/International Bureau of Education. *Training of Primary Teacher Training Staffs*, 1967. Paris/Geneva, XXth International Conference on Public Education, 1967. Publication no. 182. p. 24, 127-128; and *Primary Teacher Training*, 1950. Publication no. 117. p. 155.

ment, judgment and belief, reason and reasoning, thought and language, will and freedom, personality and character.⁸

The course in history of education offered in the last year includes the study of German, French-speaking, English, Italian, and American educators. The American educators studied are William James, John Dewey, Helen Parkhurst, and Carleton Washburne.⁹

During the last 2 years of training, the prospective teachers have an opportunity to observe model lessons given in regular elementary schools, to teach part of a lesson themselves and to have 2 weeks of practice teaching. The normal schools do not have demonstration schools of their own but make arrangements with nearby elementary schools. Notes on their observations, lesson plans, and source materials for their practice teaching are kept by the students in notebooks which are handed in and graded by the instructor of education. Students from the normal school attend the demonstration lessons in a group and observe their classmates as they teach part of a lesson. Afterwards, they meet with the instructor of education to analyze the teaching procedures observed.

In the next to the last year the normal school students spend 10 days practice teaching in a city school, and in the last year they teach in rural 1- or 2-teacher schools for 2 weeks in the fall before the normal school opens. The latter assignment grows out of the fact that the beginning teacher will typically get his first job in a rural school.

EXAMINATIONS

Promotion to the next year of the normal school is based on the student's performance in the last trimester of each school year. At the end of the 4 years there is a final examination covering the work of the 4-year program. The examinations are administered by the Ministry of Education. If successful in the examination, the student is given a diploma (*brevet provisoire*) which authorizes him to teach in an elementary school for a period of 5 years.

Before undergoing the final examination, the student must pass a medical examination. The final examination in June 1958 covered Christian doctrine, education, German, French, mathe-

⁸ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, mars 1958, no. 1, p. 37.

⁹ *Ibid.*, (Noël 1956), no. 3, p. 23-27.

matics, national history, drawing, theory of music and a practical demonstration of singing, penmanship, physical education, and needlework. In addition, the candidate had to teach 3 lessons before a jury of examiners. The examination on education in June 1958 contained the following 4 questions:¹⁰

1. What are the diverse forms of memory?
2. What are the principal educational theories of Montessori? Evaluate them.
3. Defend or criticize the use of dictation in the elementary school.
4. What does school law say on the subject of (a) school books; (b) those who must repeat a class; (c) the diploma at the end of the elementary school?

The 3 lessons given by the candidate are followed by an oral examination on teaching methods and general knowledge of education. Unsuccessful candidates may take the examination over again at another session. Usually a candidate cannot take the examinations more than twice. In the school year 1957-58, 66 of 70 candidates passed the examination for the *brevet provisoire*; the year before, 47 out of 56 passed; in 1955, 43 of 60 candidates passed.¹¹

The *brevet provisoire* authorizes a person to teach for 5 years in the elementary schools of Luxembourg. Before the end of the 5-year period, a teacher must pass a written examination and secure a permanent teacher's certificate (*brevet d'aptitude pédagogique*) or leave the profession.

The examination for the *brevet d'aptitude pédagogique* is set by the Ministry of Education and includes questions on Christian doctrine, education, German, French, and mathematics (arithmetic, algebra, geometry). The part on education for the test given in July 1958, covered the following questions:¹²

1. Discuss attention, its different forms, its effects.
2. Describe the methodology of Decroly.
3. What is simultaneous instruction? What are its advantages and disadvantages? Indicate the proposals of Claparède to remedy the disadvantages of this type of instruction.
4. What are the stipulations of school law concerning admission of children to elementary school?

Of those taking the examination for the permanent teacher's certificate in 1958, 39 out of 49 passed. The year before, 22

¹⁰ *Ibid.*, Noël 1958, no. 4, p. 48.

¹¹ *Ibid.*, Noël 1958, no. 4, p. 99; Noël 1957, no. 4, p. 109; and Noël 1955, no. 4, p. 107.

¹² Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, Noël 1958, no. 4, p. 54.

out of 36 candidates passed; the year before that, 23 out of 28 passed.¹³

There are two additional teacher's certificates which some holders of the permanent certificate go on to acquire. One (*brevet d'enseignement postscolaire*) qualifies a person to teach the part-time continuation classes, and the other (*brevet d'enseignement primaire supérieur*) enables one to teach in the higher elementary school; both entitle the holder to additional salary. Each of these certificates is obtained by passing an examination held annually under the direction of the Ministry of Education. Of the 1,100 elementary school teachers in 1957-58, 306 had gone beyond their permanent certificate to obtain one of these two certificates.¹⁴

The examination for the certificate to teach the part-time continuation classes covers the subjects of Christian doctrine, education, German, French, national history, natural science, and mathematics (arithmetic, geometry). The questions on education usually relate specifically to one or two books which have been assigned—in recent years they have been *Education fonctionnelle* by Claparède, and *Educateurs à la dérive* by De Buck. The questions on education in the examination of Easter 1958 were:¹⁵

1. Hygiene of intellectual work. What can the teacher do to align school and homework to the demands of psychology and hygiene?
2. One can be an excellent teacher and a very bad educator but rarely the reverse. Comment on this idea of De Buck and relate it to your own experiences.
3. Analyze the principle of functional education of Claparède and explain why it has not been fully realized. Will it ever be?

Of those taking the examination for the certificate to teach in the part-time continuation courses, 14 out of 15 passed in 1957-58, 12 out of 16 in 1956-57, and 8 out of 13 in 1955-56.¹⁶

The examination for the certificate to teach in the higher elementary school has questions on Christian doctrine, education, German, French, history of Luxembourg language, mathematics, and natural science. The questions on education in the examination of July, 1957, were as follows:¹⁷

¹³ *Ibid.*, Noël 1956, no. 3, p. 32; Noël 1957, no. 4, p. 109; and Noël 1958, no. 4, p. 99.

¹⁴ *Ibid.*, Noël 1958, no. 4, p. 40-41.

¹⁵ *Ibid.*, p. 54.

¹⁶ *Ibid.*, Noël 1956, no. 3, p. 32; Noël 1957, no. 4, p. 109; Noël 1958, no. 4, p. 99.

¹⁷ *Ibid.*, Noël 1957, no. 4, p. 71.

1. "Education is not a constraint, a training, a compulsion, a stuffing. It is essentially and in the purest sense of the word a cooperation. It can help the individual in the development of himself, it cannot substitute itself for him." (René Hubert) To what degree can this principle be realized in the different areas of educative action?
2. Discuss the following: "The pedagogical doctrines of John Dewey and of Kerschtensteiner are the most characteristic expressions of the contemporary pedagogical movement and have acted strongly upon the development of the new education." (René Hubert)
3. "Each act of giving oneself is at the same time an act of enhancing of self." Comment on this proposition of Spanger about the social man.

In the 3-year period 1955-58, four persons took the examination for the certificate to teach in the higher elementary school; three of them passed.¹⁸

THE NEW REFORM

The head of the Luxembourg association of elementary school teachers (*Les Instituteurs Réunis*) noted in 1956 that the teachers of Luxembourg had sought a reform of teacher training for the last 30 years and that from 1948 on, concrete proposals and suggestions had been made, particularly the suggestion that prospective elementary school teachers complete the secondary school before entering teacher training.¹⁹

A draft of a bill to reform the system of teacher training was presented to the Luxembourg Chamber of Deputies in October 1953. On July 7, 1958, a law was passed which establishes a new Institute of Education to take the place of the normal schools.²⁰ It will have one division for men and one for women. The training program for prospective elementary school teachers will be 2 years in length. For purposes of the teachers retirement system, the 2 years will count as years of service. To enter the Institute of Education one must be at least 18 years old and have completed the academic secondary school. The question of whether a prospective teacher must have been enrolled in certain sections of the academic secondary school has not yet been decided. The number to be admitted each year will be fixed by the

¹⁸ *Ibid.*, Noël 1956, no. 4, p. 99; Noël 1957, no. 4, p. 100; Noël 1958, no. 3, p. 92.

¹⁹ International Federation of Teachers Associations. *Feuille d'Informations*, octobre 1956, no. 19, p. 18-19. [English edition, Lausanne, Switzerland.]

²⁰ The features of the new law are described in *Courrier de l'Éducation Nationale*, Ministère de l'Éducation Nationale, juillet 1958, no. 2, p. 33-36.

Ministry of Education; marks received on the final examination to receive the secondary school diploma will be a factor in selecting the candidates.

The proposed plan of study for the 2 years at the Institute of Education includes the following subjects:²¹

1. Moral philosophy
2. Study of literary and philosophical texts
3. General psychology and child psychology
4. History of education
5. General and special methods of teaching
6. Applied pedagogy
7. Legislation and administration of schools
8. Some elements of preventative medicine
9. Mental hygiene
10. Rural and industrial problems
11. Practical arithmetic
12. Drawing and esthetic formation
13. Music
14. Physical education
15. Law.

At the end of the 2 years there will be a final examination, and successful candidates will receive the permanent teacher's certificate (*brevet d'aptitude pédagogique*), which under the old system was secured during the first 5 years of teaching. The old temporary teacher's certificate (*brevet provisoire*) will no longer be given.

The instructors in the new Institute of Education will be chosen from among those qualified to teach in the academic secondary school. The courses in education can be taught by persons who have obtained the certificate to teach in the higher elementary school, who attended a university for 6 semesters, and have passed the examination to qualify as an inspector of schools. Five years of teaching experience in elementary schools is a prerequisite for taking the school inspector's examination.

In the fall of 1958 there was no entering class in the normal schools. By the fall of 1961 students enrolled under the old program will have finished their studies. The first class of the new Institute of Education will start in September 1960.

In defending the new system before the Luxembourg Chamber of Deputies on June 18, 1958, the Minister of Education cited the need for raising both the general educational level of the teacher and his knowledge of pedagogy in order to meet the challenge of modern-day teaching. He suggested that the level of work in

²¹ "La formation des maîtres au Luxembourg." *Education: Tribune libre d'information et de Discussion pédagogiques*, novembre 1958, no. 54. p. 14.

the new Institute of Education will be high if great care is taken to accept only very able candidates. The risk that some would enter other fields open to graduates of the secondary school rather than teaching was admitted, but widening the range of choice was cited as being of benefit to the particular individual. The value of the new system, he suggested, would be judged by its products in the future.²²

²² Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, novembre 1968, no. 2, p. 2-16.

CHAPTER 4

Academic Secondary School Teachers

THE 300 teachers in the academic secondary schools of Luxembourg have all studied in universities; approximately 90 per cent of them are graduates of the classical secondary school and have completed a total of 4 years of university study. Many of the teachers of such special subjects as commercial sciences, drawing, and physical education are graduates of the 6-year modern secondary school and have completed 3 years of university study.

The teacher in the academic secondary school is called a *professeur* in distinction to the teacher of the elementary school, who is called an *instituteur*. All teachers in the academic secondary school are required to hold the secondary school teacher's certificate (*certificat d'aptitude à la fonction de professeur de l'enseignement supérieur et secondaire*). To secure this certificate, one must first graduate from the classical secondary school for boys or the Latin section of the secondary school for girls. Four years of university study are then required, 3 years of which would, of necessity, have to be in a foreign university. A degree from a foreign university is not required, but the prospective teacher must pass examinations given by the Luxembourg government at the end of the second or third year and at the end of the fourth year. Those who pass the examination at the end of the fourth year of university study are awarded the Luxembourg doctorate in one of the following three fields: philosophy and letters, natural sciences, physical and mathematical sciences. In the first year of university study taken in Luxembourg students specialize in one of the above three fields, but all must take a course in philosophy.¹

At the end of the university study (usually at the age of 23), the prospective teacher must undertake 2 years of study of education (pedagogy). This 2-year internship, called *stage pédagogique*, does not consist of full-time formal study. Instead, the

¹ For the curriculum of the first year of university study in Luxembourg see: Ministère de l'Éducation Nationale. *Enseignement Secondaire et Supérieur: Horaires et Programmes, 1955-1959*. Esch-sur-Alzette, Imprimerie-Reilure Henry Neß-Eicher. p. 13-14.

prospective teacher is assigned to one of the academic secondary schools where he will have opportunities to assist the regular teachers, to observe their teaching, and eventually to teach some classes himself, under supervision.²

In addition, there is a weekly seminar, meeting usually from 4:00 to 6:00 P.M. on one afternoon per week, where the student teachers (*stagiaires*) meet with the regular teachers to discuss problems of teaching. During the 2-year period the student teacher must complete a major research paper on a topic in his field of specialization and a minor paper on a problem in education (pedagogy).

The major emphasis in the 2-year period is on the practical aspects of working in a classroom in association with a regular teacher. The prospective teacher helps with such tasks as grading papers, supervising study and recreational periods and eventually teaching classes on his own. The number of classes assigned to the student teacher varies according to the staffing problems of the particular school. He may be assigned 2 class periods per week or as many as 10. The student teacher receives a small monthly salary depending on the number of class periods he is assigned to teach. He may also serve as a substitute teacher on days when the regular teacher is absent.

The student teacher usually serves a certain amount of time with several different regular teachers. In the second year he will work only in classes in his field of specialization. The practice teaching is under the supervision of the headmaster (principal) of the school or one of the regular teachers designated by him. The subjects to be taught by the student teacher are decided by the headmaster, taking into account the field of specialization of the student teacher, his desires, and the needs of the school.³

The headmaster or the teacher in charge assigns certain books on education to read, explains the various methods of teaching and helps the student teacher plan the work of the class. At first the regular teacher takes charge of a class while the student teacher observes. Gradually the student teacher is given control of the class and is observed by the regular teacher and sometimes other student teachers, who offer suggestions in the discussion period which follows. In the discussion period the analysis concerns such questions as the wisdom of choosing the particular lesson material; whether it was suitable to the time allotment

² For a description of the rule governing the 2-year *stage pédagogique* see: Ministère de l'Éducation Nationale. *Collation des Grades, Réglementation concernant les Stages*. septembre 1950. p. 49-51.

³ *Ibid.*, p. 51-52.

and to the level of comprehension of most of the students; whether it was introduced properly, related to previous lessons, and delineated clearly; and whether the blackboard was utilized well.⁴ At times the regular teacher will give a "model lesson" to demonstrate a principle of teaching. While these model lessons may lack some of the spontaneity of the normal class work, they are valued by the student teacher because at the end of the 2-year period he must give three such lessons according to a set plan before a board of examiners.

Both the student teachers and the regular teachers in charge of them are required to attend the weekly seminars. The headmaster of the school exercises general supervision, while one of the regular teachers will be in charge of a particular meeting, depending on the topic of discussion. Individual meetings of the seminars treat such topics as history of education, teaching methods, school hygiene, Luxembourg school legislation, and adolescent psychology.⁵

A considerable amount of the time of the seminars is devoted to discussion and demonstration of teaching methods and to related principles of adolescent psychology. A ministerial regulation of August 31, 1950, gave greater weight to adolescent psychology in the oral examination which must be passed at the end of the 2-year period and suggested that the thesis on education might preferably deal with a topic relating to adolescent psychology.⁶

The topics of the two theses to be completed are agreed upon at the beginning of the 2-year period, with the approval of the headmaster. In the system of points used on the examination at the end of the 2-year period, the literary or scientific thesis is given a maximum of 240 points, the thesis on education 160 points, and the oral quiz over the topics discussed in the seminars 100 points.⁷ Similarly, the examiners appointed by the Ministry of Education to read and grade the thesis are paid 2,000 Luxembourg francs (\$40.00—U.S.) to read the literary or scientific thesis and 1,200 Luxembourg francs (\$24.00—U.S.) to read the thesis on education.⁸

⁴ *Ibid.*, p. 54-55.

⁵ *Ibid.*, p. 55-56; and UNESCO/International Bureau of Education. *Secondary Teacher Training*. Paris/Geneva, XVIII International Conference on Public Education, 1954. Publication no. 155, p. 115-116.

⁶ *Collation des Grades*, *op. cit.*, p. 60.

⁷ *Ibid.*, p. 59.

⁸ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, septembre 1957, no. 2, p. 24.

The titles of the theses in education accepted in the 1957-58 period included the following:⁹

1. The *examen de passage* (test at end of third year) of the girls secondary school.
2. How can we make the study of authors in Latin courses more lively and lifelike?
3. The role of the school psychologist in our middle schools.
4. On the possibility of incorporating the teaching of local history into the teaching of medieval history.
5. The vector methods in analytical geometry of the Latin B section of the last year of the secondary school. An advance into analytical and spherical geometry.
6. School excursions for the teaching of geography.

FINAL EXAMINATIONS

At the end of the 2-year period the student teacher must receive approval on each of his theses, pass an oral quiz on topics discussed in the weekly seminars, and teach three lessons before a jury of examiners appointed by the Ministry of Education. The 5-man jury of examiners includes one representative of the government and 4 secondary school teachers from the same subject field as the candidate.

The three lessons include one from the early grades of the secondary school, one in the middle grades, and one in the upper grades. The candidate is informed 24 hours in advance as to what materials he is to teach. In addition to the lessons, the candidate is given a set of written papers from students of the secondary school to correct. His corrections are then reviewed by the examining jury.

The oral quiz concerns both of the theses and the topics covered in the weekly seminars. In the event that part of the final examination is unsatisfactory, the candidate is given additional time (6 months or a year, usually) to revise the thesis or to take the other parts of the examination again; few fail to secure the secondary school teacher's certificate eventually. There is some complaint from teachers in the academic secondary schools that some who fail the final examination are able to secure a job teaching their subjects in a vocational school.

⁹ *Ibid.*, p. 24-25; and novembre 1958, no. 3, p. 44-46.

REFORMS PROPOSED

Any proposed change in the system of training teachers for the academic secondary school must first demonstrate that it will not endanger the high prestige and relatively high salary of these teachers. Their distinctly higher position as compared to elementary school teachers is related to the long period of training, which a prospective teacher does not finish until the age of 25. In 1955 the association of secondary school teachers suggested that the period of university training should be lengthened.¹⁰ On the other hand, the suggestion of reducing the classical secondary school to 6 years would have the effect of reducing the total length of time to become a teacher by 1 year. It remains to be seen what effects will follow from the new reform of elementary school teaching which narrows the gap between elementary and secondary school teachers by raising the level of the former.

The system whereby the prospective secondary school teacher must spend the major part of his university study abroad is recognized as necessary and it is considered desirable in broadening his horizons. Yet there is something of a problem in being examined in Luxembourg on studies taken under other professors abroad. In some fields there are signs of a growing willingness to accept foreign university degrees in place of the Luxembourg examinations; however, this is not yet the case with the examinations for secondary school teachers.

Another proposal would require some study of education (pedagogy) during the years of university study. This proposal grows out of a certain amount of dissatisfaction with the relatively informal study of education that occurs under the present system and from a desire to bring the future secondary school teachers into contact with the educational research available in universities. It has been suggested, also, that the writing of a thesis on education be delayed until the person has had the benefit of one or more years of full-time teaching experience. Suggestions for any change in the 2-year *stage pédagogique* are approached cautiously because secondary school teachers point to this period in comparing their training with that of lawyers. Moreover, the salaries of secondary school teachers compare favorably with certain categories of lawyers and judges.¹¹

¹⁰ 50ième Anniversaire de l'Association des Professeurs, 1905-1955. Edition du Journal des Professeurs de l'Enseignement Supérieur et Secondaire du Grand-Duché de Luxembourg, no. 42, 1955. p. 156.

¹¹ *Ibid.*, p. 157.

CHAPTER 5

The Teaching Profession

INSERVICE EDUCATION

The chief stimulus for further education on the part of the elementary school teacher has been the need to prepare for the examination to secure the permanent teacher's certificate (*brevet d'aptitude pédagogique*) during the first 5 years of service. Some have continued their study in order to pass the examinations to secure either the certificate to teach in the higher elementary school or the certificate to teach the part-time continuation classes. To encourage such study, extra salary is given to the holder of either of the two certificates.

When the need arises, the Ministry of Education through its inspectors may organize a series of meetings to study particular books or materials likely to appear on the examinations for the teachers certificates.

Both the elementary and the secondary school teachers have their own organization, and there are five or six educational journals published for the teachers of Luxembourg. The official bulletin of the Ministry of Education (*Courrier de l'Education Nationale*) carries articles on education, in addition to official regulations and announcements.

Luxembourg has no educational research center.¹ To come into contact with such research and to keep abreast of developments in their field, Luxembourg teachers are encouraged to travel or study abroad, and government grants are available for such purposes. In 1953 the national government announced that government funds for travel and study abroad by elementary school teachers had been increased by 50 percent over the preceding year. In 1954 a further increase of 17 percent in such funds was

¹ UNESCO/International Bureau of Education. *Preparation and Issuing of the Primary School Curriculum*. Paris/Geneva, XX1st International Conference on Public Education, 1958. Publication no. 194. p. 89.

reported.² In 1957 it was reported that some 16 conferences had been held in nearby countries, such as France, with one to three Luxembourg teachers in attendance. The topics of the conferences included music, physical education, history, chemistry, physics and education.³

On occasion, professors from other countries come to Luxembourg to conduct a short course for teachers. In 1955 it was reported that two Swiss teachers had held a 4-week course in woodworking and metalwork for Luxembourg teachers of the seventh, eighth, and ninth grades. In 1957 a course on the teaching of geography was held in Luxembourg from September 2d to 7th under the direction of Professor Roger Cousinet of the Sorbonne; among the 28 in attendance were 11 Luxembourg teachers.⁴

In reply to a UNESCO inquiry, the Luxembourg Ministry of Education reported that "secondary teachers generally secure such further training as they desire through educational seminars and conferences held abroad."⁵ The association of secondary school teachers of Luxembourg stated, in 1955, that in view of the secondary school teacher's training, no organized form of inservice education was provided. It did point out that individual schools placed at the disposal of teachers educational publications of other countries.⁶

In 1955 the Luxembourg government announced a new item in the budget to provide funds for secondary school teachers seeking to further their education through travel and attendance at courses and conferences abroad.⁷ Some of the secondary school teachers have participated in exchange programs with other countries, including the United States.

² "Luxembourg: Educational Progress in 1953-1953," p. 252 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1953*. Paris/Geneva, the Organization/the Bureau, 1953. Publication no. 153; and "Luxembourg: Educational Progress in 1953-1954," p. 231 in UNESCO/International Yearbook of Education. *International Yearbook of Education, 1954*. Paris/Geneva, the Organization/the Bureau, 1954. Publication no. 161.

³ Ministère de l'Education Nationale. *Courrier de l'Education Nationale*, No. 1957, no. 4, p. 43-44.

⁴ *Ibid.*, septembre 1957, no. 2, p. 24.

⁵ UNESCO/ International Bureau of Education. *Secondary Teacher Training*. Paris/Geneva, XVIIth International Conference on Public Education, 1954. Publication no. 155, p. 116.

⁶ *50ième Anniversaire de l'Association des Professeurs, 1906-1955*. Edition du Journal des Professeurs de l'Enseignement Supérieur et Secondaire du Grand-Duché de Luxembourg, no. 42, 1955, p. 151.

⁷ "Luxembourg: Educational Progress in 1954-1955," p. 253 in UNESCO/International Bureau of Education. *International Yearbook of Education, 1955*. Paris/Geneva, the Organization/the Bureau, 1955. Publication no. 162.

SALARIES

The salaries of public elementary school teachers are paid by the national government, then the municipalities reimburse the national government for one-third of the sum. Teachers in the secondary and vocational schools are paid by the national government. Kindergarten teachers are paid by the municipalities.

The head of the association of elementary school teachers reported in 1956 that teachers' salaries had been revised between 1948 and 1955 and were generally satisfactory. Starting salaries were still inadequate, however, and he regretted that it took 30 years of service to attain the maximum salary. The pay of kindergarten teachers was reported as low, also, but this was related, he maintained, to an outdated system of training these teachers.⁸

Men teachers

	<i>Beginning salary</i> (In Luxembourg francs. \$1 (U.S.) = 50 fr.)	<i>Maximum salary</i> ⁹
Elementary school teacher.....	60,000	130,000
Higher elementary school teacher.....	92,000	140,000
Elementary School Inspector.....	96,000	148,000
Academic secondary school teacher.....	112,000	186,000
Teachers of special subjects (art, etc.)	96,000	148,000
Secondary school teachers of commerce	104,000	166,000

*Members of the legal profession*¹⁰

Justice of the peace.....	120,000	168,000
Tribunal judge.....	140,000	172,000
Counselor at court.....	160,000	200,000

The basic salary of women teachers is 10 percent lower than that of men teachers. In addition men teachers who are married receive a higher family allowance. The family allowance varies also with the size of the community. Women teachers in religious garb receive 60 percent of the salary of a lay teacher of the same subject. Elementary school teachers holding the certificate to teach in the higher elementary school or the certificate to teach part-time continuation classes receive extra pay. All salaries are tied to a cost of living index and adjusted accordingly.¹¹

⁸ International Federation of Teachers Associations. *Feuille d'Informations*, October 1956, no. 19, p. 18 [English edition, Lausanne, Switzerland.]

⁹ Ministère de l'Éducation Nationale. *Courrier de l'Éducation Nationale*, novembre 1955, no. 3, p. 9-10, 15.

¹⁰ *50ième Anniversaire de l'Association des Professeurs, 1906-1956*. Édition du Journal des Professeurs de l'Enseignement Supérieur et Secondaire du Grand-Duché de Luxembourg, no. 42, 1955, p. 157.

¹¹ UNESCO/International Bureau of Education. *Primary Teachers' Salaries*. Paris/Geneva, XVth International Conference on Public Education, 1953. Publication no. 147, p. 207; and UNESCO. *World Survey II: Primary Education*. Paris, the Organization, 1958, p. 690.

APPOINTMENTS, TENURE, RETIREMENT

To qualify for a position in a public or private school in Luxembourg, a candidate must be a citizen of Luxembourg and hold a teacher's certificate. Public elementary school teachers are appointed by the municipal councils. An appointment to a particular job is made from a list of three candidates prepared by the inspector of schools for the district and must be confirmed by the national government. A representative of the association of elementary school teachers of Luxembourg expressed the view in 1956 that elementary school teachers should be selected by the national government to avoid the bargaining for jobs which was taking place. He recommended also that the teacher rated no. 1 on the list of eligible candidates be selected automatically.¹² Private schools appoint their own teachers.

Vacancies in school staffs are listed in the Ministry of Education's publication, *Courrier de l'Education Nationale*. A teacher applying for a position must send in a copy of his certificates, the school inspector's reports on him for the two preceding years, and a record of his teaching experience. Applications are addressed to the inspector of schools.¹³

A teacher's appointment is temporary for the first year or two, after which it becomes a permanent appointment. To avoid the rapid transfer from rural to city schools, the national government has decreed that, except in special circumstances, teachers are expected to serve 2 years in a particular school before seeking a new position.¹⁴

There are no principals in the elementary schools of Luxembourg. Outstanding elementary school teachers may compete for the position of school inspector in one of the eight districts of Luxembourg by attending a university for six semesters and passing an inspector's examination given in Luxembourg; such appointments are made by the national government.

The national government appoints the teachers for the public secondary and vocational schools. During the first 2 years the teacher in the academic secondary school is on a temporary appointment and is called a *répétiteur*. When given a permanent appointment the teacher becomes a *professeur*.

A rather high degree of stability exists in the teaching pro-

¹² International Federation of Teachers Associations, *op. cit.*, p. 18-19.

¹³ See: Ministère de l'Education Nationale, *Courrier de l'Education Nationale*, juillet 1958, no. 2, p. 4.

¹⁴ *Ibid.*, p. 2.

fession in Luxembourg. A secondary school teacher almost never leaves the profession, and the list of elementary school teachers published each year shows many with 15 or more years of service.¹⁸ In case of dismissal or reprimand a teacher may appeal to the national government.

Teachers must retire at the age of 65 and may retire, in the case of men, at the age of 60 after 30 years of service. Women teachers may retire at the age of 50 after 25 years of service. Teachers do not contribute to the retirement fund. The annual retirement salary of a teacher is equal to one-third of the salary of his last year of teaching, plus one-sixtieth of the same salary for every year of teaching over 10 for the men, and one-fiftieth for every year over 10 for the women. The total must not exceed five-sixths of the last regular salary.¹⁹

¹⁸ *Ibid.*, Nov 1968, no. 4, p. 70-82.

¹⁹ UNESCO/International Bureau of Education. *Primary Teachers Salaries*, op. cit., p. 209-210.

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