

Europaskolen  
European School  
Scuola Europea

Europäische Schule  
Ecole Européenne  
Europese School



LUXEMBOURG - BRUXELLES / BRUSSEL I & II  
MOL - VARESE - KARLSRUHE - BERGEN - MÜNCHEN

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**Albert PEETERS  
n'est plus**

*C'est avec infiniment de tristesse que nous avons appris le décès de M. Albert PEETERS, survenu au terme d'une longue maladie.*

*Avec lui disparaît une personnalité qui a joué un rôle éminent dans le développement des Ecoles européennes. Ce n'est pas ici l'endroit de rappeler tous les jalons d'une carrière exceptionnellement remplie et d'une activité inlassable. Nous nous limiterons dans le cadre de ce Bulletin au domaine des Ecoles européennes.*

*Comme Inspecteur Général de l'Enseignement moyen, M. PEETERS a été membre du Conseil d'inspection au cours des premières années de l'existence de l'Ecole européenne de Luxembourg et à ce titre il a apporté une contribution particulièrement efficace aux premiers pas de la première Ecole européenne. Ensuite lorsqu'en 1958 fut créée l'Ecole européenne de Bruxelles, le Conseil supérieur lui confia la tâche très délicate de faire démarrer la nouvelle école. Il fut ainsi le premier Directeur de l'Ecole qui allait devenir la plus grande des Ecoles européennes. Et on peut dire qu'il a accompli sa mission avec un succès éclatant. Il a su cimenter un corps enseignant uni à partir de professeurs venus de tous les horizons de l'Europe et il leur a insufflé un esprit de corps qui permit de faire face aux nombreuses difficultés qui se présentaient. Il a veillé à créer une véritable Ecole européenne dont il a assuré l'unité avec la collaboration d'une équipe de pionniers dont il excellait à stimuler l'enthousiasme. Il a su maîtriser les problèmes qui se posaient au cours des premières années et en particulier ceux qui résultaient de l'accroissement extraordinairement rapide du nombre des élèves et des enseignants.*

*Lorsqu'il prit sa retraite en 1964, il légua à son successeur une construction dont les fondations étaient solides et l'avenir assuré.*

*M. PEETERS fut certainement une des figures marquantes des Ecoles européennes. Il doit sa réussite à la réunion exceptionnelle de grandes qualités. Ce fut un véritable meneur d'hommes, qui savait allier une grande fermeté et une grande gentillesse. Il avait le sens des rapports humains et prenait part aux problèmes personnels de ceux qui l'entouraient. Et sa vaste culture générale contribuait à en faire un honnête homme dans toute l'acception du terme.*

*Le Comité de rédaction du Bulletin pédagogique présente à toute la famille du défunt ses plus sincères condoléances et la prie de croire à sa très vive sympathie.*

**Yv. HEUMANN**

## Ergänzungsunterricht in der Orientierungsstufe der Europaschule

Ein Kernstück der Reform die drei ersten Gymnasialklassen an den Europaschulen betreffend bildet der Ergänzungsunterricht. Sollte er — und damit die Reform — sich pädagogisch günstig im Schulalltag auswirken, so bedarf er der Definition und Zielsetzung.

Absicht dieses Arbeitspapiers will es daher sein, den Ergänzungsunterricht in Aufgabe und Ziel zu umreißen. Als Literatur zum Thema sei hervorgehoben: W. Hachgenei: Ergänzungsunterricht in der Eingangsstufe des Gymnasiums und der Realschule, Mainz, 1967.

Jakob Lehmann: Ergänzungsunterricht und Unterstufe in « Anregungen », Zeitschrift für die höhere Schule, Bayerischer Schulbuchverlag München, Heft 2 (März/April 1866).

Folgende Gliederung wird den Überlegungen zugrunde gelegt:

- I. Die besondere **Situation** der die Orientierungsstufe der Europaschule besuchenden Kinder.
- II. Welche **Aufgabe** hat der Anfangsunterricht der Gymnasialklassen?
- III. Welche **Ziele** hat hierbei der Ergänzungsunterricht?
- IV. Welchen **Stoff** hat der Ergänzungsunterricht zu behandeln?
- V. **Wie** sollte der Ergänzungsunterricht methodisch angelegt und organisiert sein?

Wenn die besondere Situation der die Orientierungsstufe der Europaschule besuchenden Kinder betrachtet wird, soll an dieser Stelle das Augenmerk auf ihre besonderen Schwierigkeiten gelenkt werden. Drei wesentliche Gesichtspunkte scheinen oft als Gründe für Schwierigkeiten der Europaschüler in den ersten Gymnasialklassen aufzutauchen:

a) Fast alle Schülerinnen und Schüler der letzten Grundschulklasse wechseln in das Gymnasium über: eine Tatsache, die im vertikal-einspurigen Aufbau der Europaschulen bedingt ist.

b) Viele Kinder wachsen in einer für sie fremden Sprachlandschaft auf: eine zunächst für Fremdsprachen günstig erscheinende Tatsache wirkt sich negativ auf den entscheidenden muttersprachlichen Bereich aus.

c) Die Gesamtheit der Elternschaft von Europaschülern sind zwar Bildungseinrichtungen fördernd aufgeschlossen, erscheinen wegen eines gewissen Bildungsprestiges jedoch uneinsichtig, wenn die Schullaufbahn ihres Kindes abweichend vom alleinigen Ziel des Abiturs empfohlen wird.

Außer den für Europaschulkinder besonderen Schwierigkeiten treten noch solche allgemeiner Art beim Eintritt in die ersten Gymnasialklassen auf, die sich in zwei Gruppen gliedern lassen: die ersten sind durch die Schule bedingt: häufige Fächer- und Lehrerwechsel verlangen rasche Umstellung, die Abstraktionsarbeit nimmt zu — das Spielerische ab, es besteht nicht mehr die intime, vom Klassenlehrer als Vaterfigur getragene Atmosphäre: das sind Änderungen, die leicht psychologische Sperrn gegenüber Lehrer und Mitschülern aufkommen lassen. Die zweiten liegen im Kind selbst:

Unterschiede im Reifeprozess der Kinder treten verstärkt im gleichen Alter auf, die sich zugleich als unterschiedliche Leistung bemerkbar machen. Der neuen Art der Beanspruchung wissen die Kinder kaum mit der gemessenen Entspannung entgegenzuwirken.

Die Vielzahl der allgemeinen und für Europaschüler speziellen Schwierigkeiten verursachen unterschiedliche Startbedingungen innerhalb einer Gruppe. Daher gilt es, die Chancenungleichheit zu mildern, bildungsfähigen Kindern Schwierigkeiten aus dem Weg zu räumen.

Damit wird die Aufgabe des Anfangsunterrichts der Gymnasialklassen ins Auge gefaßt. Die Anfangsklassen des Gymnasiums zielen darauf ab, die Kinder mit den Anforderungen und den Arbeitsweisen der « weiterführenden » Schule vertraut zu machen, um damit eine Auslese nach einem richtig verstandenen pädagogischen Leistungsprinzip zu treffen: jedes Kind sollte zu dem ihm gemäßen Bildungsweg hin orientiert werden; denn Leistungsgleichheit dürfte einer notwendigen Begabtenförderung nicht dienlich sein. Wenn das Prinzip der Auslese zwar eine nicht ausschaltbare Rolle spielt, gerade deshalb sollte das Gewicht auf die Förderung möglichst vielgestaltiger Kräfte und Anlagen der Kinder gelegt werden. Das Ziel sollte weniger in der Gewöhnung an stärkeren Leistungsstreß als in der Entfaltung aller kreativen Fähigkeiten in einem Raum echter Muße gesehen werden. Erst dieser Reifungsprozess kann bei den Eltern die Selbsterkenntnis der Fähigkeiten ihrer Kinder auslösen und sie dafür einsichtig machen, einen Bildungsweg für ihr Kind zu wählen, der es in angemessener Weise fordert und fördert.

Das Ziel des Ergänzungsunterrichts kann es gemäß der Aufgabe der gymnasialen Anfangsklassen nicht sein, eine Art Nachhilfeunterricht darzustellen, der die Nichteignung von Kindern verschleiert und damit eine notwendige Orientierung hinausschiebt. Vielmehr soll der Ergänzungsunterricht Kindern, die zwar bildungsfähig sind, aber Schwierigkeiten beim

Übergang zum Gymnasium zeigen, Erfolgserlebnisse vermitteln, um ihr Selbstvertrauen zu stärken, ihre Selbständigkeit zu fördern und ihre Lernmotivation zu steigern. Der Ergänzungsunterricht sollte der pädagogische Raum sein, in dem ein selbständiges, enthemmtes und freudiges Lernen in vertrauter Atmosphäre geschaffen wird. Um dies zu erreichen, müssen besondere Grundsätze Berücksichtigung finden :

Eine Schulfremdheit des Kindes kann vermindert werden, wenn keine Wettbewerbsbedingungen des Klassenverbandes herrschen, der Notendruck ausgeschlossen ist und kein Hausaufgabenzwang besteht. Der Lehrer wird das Vertrauen des Kindes umso eher gewinnen, als er sich den Fragen, Schwierigkeiten und Interessen jedes einzelnen genau und liebevoll widmen kann. Wenn es eine neue, gelockere Atmosphäre zu schaffen gilt, wird man damit anfangen, die Frontalsitzordnung in eine von der Gruppe gewünschte umzuändern.

Mit diesen Gedanken berühren wir Grundsätze der Methode des Ergänzungsunterrichtes, die sich zwangsläufig aus seiner Zielsetzung und seinen Inhalten ergeben. Erwähnt sei hier nur der Wert von Spielen und Wettbewerben, um kreative Kräfte des Kindes freizulegen. Die Inhalte des Ergänzungsunterrichtes sind angesprochen und sollen nur überfachlich angedeutet werden.

Wenn der Ergänzungsunterricht keinen Nachhilfeunterricht darstellt, so sollte er auch nicht paukend dem Fachunterricht nachhelfen. Vielmehr hat er der Frage nachzugehen : Wie — nicht was — sollst du lernen ? Die Fragen der Lerntechniken müssen früh geklärt werden — wieviele Studenten wissen später nicht um Studiertechniken Bescheid ! Allein der Frage nach der Wichtigkeit oder Unwichtigkeit von Dingen im Tagesablauf der Kinder nachzugehen, bereitet Spaß und wichtige Einsichten. Themen des Ergänzungsunterrichtes sind daher z.B. :

- 1) Dein Tagesablauf : die Schulzeit — die verfügbare Zeit.
- 2) Wo erledigst du Hausaufgaben ?
- 3) Wann machst du Hausaufgaben ?
- 4) Wie lange sitzt du über den Hausaufgaben ?
- 5) Wie erledigst du Hausaufgaben ? (Schriftliche Hausaufgaben : Reihenfolge, Heftführung, Verbesserung — mündliche Hausaufgaben : Selbstkontrolle, Auswendiglernen, laut und leise lernen — sich abhören lassen usw.).
- 6) Die Freizeitgestaltung (Spielen, Fernsehen, Radio und besonders Buch : Leseliste, die Bücherei, usw.).
- 7) Wie sollte man arbeiten, wie auch entspannen ? — Übungen zur Konzentration und Entspannung.

Diese Inhalte führen zur Frage nach den Inhalten der einzelnen Fächer, die hier offen bleiben soll ; denn man kann auch die Frage aufwerfen, ob nicht die Einrichtung eines allgemeinen nicht fachgebundenen Ergänzungsunterrichtes zu empfehlen wäre.

Mit diesem Problem wird das Feld vieler organisatorischer Fragen des Ergänzungsunterrichtes besprochen — Fragen nach

- der Wochenstundenzahl,
- dem Stundenplan,
- dem den Unterricht erteilenden Lehrer,
- dem Beginn und der Dauer des Ergänzungsunterrichtes,
- den Auswahlprinzipien der den Unterricht besuchenden Kinder,
- der Gruppengröße,
- der Zusammenarbeit mit Eltern, Psychologen und Grundschullehrern.

Dieser Fragenkomplex soll und kann nicht an dieser Stelle beantwortet werden ; er versteht sich vielmehr als Anregung zur Beantwortung der Probleme in der jeweiligen pädagogischen Situation, die sich an Europaschulen selbst innerhalb einer Anstalt vielfältig und unterschiedlich darstellt.

Karl-Heinz BOOS  
(Brüssel)

## The French class "new method"

All things evolve, in teaching as elsewhere, consequently the teaching of French has evolved recently. Perhaps the new teaching methods for French are still unknown to you. If so, I'll try to put you up to date a little...

### WHY WAS IT NECESSARY TO RECONSIDER AND RENEW THE TEACHING METHODS FOR FRENCH ?

Through the works of psychologists, psychiatrists, sociologists, linguists, the importance of the spoken language has recently been realized. The traditional methods, founded on the written word, on « beautiful » language and « good usage » have, therefore, been more and more contested by teachers and pupils. This is the reason why innovation was necessary.

### WHY THIS RECENT IMPORTANCE GIVEN, TO THE ORAL, THE SPOKEN LANGUAGE ?

- 1) Because the oral language is linked to the body, to the voice ; to the presence of the speaker and to the sight and contact between the speakers.
- 2) Because it is tied to social life. A pupil is first of all an individual in a group — his form. Thus, the importance of communication becomes evident, that is to say self-expression with spontaneity and sociability and certainly not within a conformism of expression according to ready-made models inspired by the teacher or the school-books.  
Spontaneity is obviously linked to the situation in which the pupil finds himself here and now.
- 3) Because the oral language is tied to affectivity. The spoken language is a means of expressing one's wishes and feelings, thus a privileged means to unblock a child. All this on condition that he can express himself freely, on his level, without repression nor with a selective or competitive mind and without being belittled or praised. Otherwise only those who know dare speak and the silent will remain silent. It is up to the teachers and to the school to supply the pupils with the means of expressing themselves (knowledge and small groups) by adapting themselves to their level and mental age group.

They have a right to small groups for the language courses, otherwise there will be a blockage of the spoken word ; and without the spoken word, no communication is possible.

Moreover, pupils wish language classes to be a privileged place for the spoken word and their education to be adjusted to the aspirations of their age.

All these remarks explain the importance given to the spoken word. Since through it is the opportunity to give the children a competence through language and in language. That is why, on top of making them acquire a useful language, one also teaches them to play with the language and to organize their thoughts. Therefore, oral classes seem, to me, to be the privileged place to acquire all this.

## TEACHING METHOD OF THE ORAL AND WRITTEN LANGUAGE

The comparison between a tape and a written text shows profound differences between the spoken and written language. Thus, it is obvious that the pupils will have to be taught that the structure of the spoken language is not the same as that of the written language.

### 1) *Oral expression is the privileged means of community life*

A teacher favouring the verbal language opens the school walls, makes his pupil participate in the rhythm of life, in the mass-media, in the world and in the time in which he lives and treats him like an adult.

In doing that the teacher loses his traditional role of « schoolmaster » in front of pupils supposed to be ignorant, a rapport which obviously prohibits genuine communication with the one who has the power. For communication is only possible between equals.

Placed on equal footing with the pupils, the teacher thus listens to them, taking every precaution not to break the pupils' spontaneity by intervening (authoritatively or not) and especially avoiding to push forward his personal ideas, otherwise blockage and silence follow immediately ! The teacher listens, starts a dialogue, leads the game, stays as neutral as possible.

### 2) *Teaching method of the written work*

The written work, on the contrary, is much more tied to history, to the past. To favour written work means giving access to the culture of the past ; it also means the risk of isolating the child from an ever changing world, and also from the other children in his class.

A teachers' preference for verbal or written work thus indicates his most profound options.

However, obviously, every teacher has to do both oral and written work in class. Yet the part which he gives to either, the link between the one and the other are a decisive choice in the conception of education.

It is necessary to keep the written work, but by renewing it because such a method, putting greater emphasis on the oral language, obviously entails another teaching method for the written work.

Traditional education gave the written work the label of prestige with, as a result, a veneration for the purest grammar, for a most perfect spelling and for « classical » literature only worthy to be studied in class.

Consequently, pupils were given complicated grammar with lots of rules in almost incomprehensible terms, long hours of dictation, reading of pieces chosen from « noble » literature arranged for school, exercises of artificial grammar founded on « good usage » etc...

Traditional writing imposed a unique language and declared that it was the only acceptable one.

All this has, of course, become obsolete and contested by everyone (teachers and pupils). One sees too well its' repressive, discouraging, artificial and erudite character. Traditional writing also meant writing without mistakes. The attention paid to oral teaching, so flexible, so varied, has contributed appreciably in making the written work evolve and becoming closer to real life.

### 3) *But how does one write in class nowadays, what and why ?*

One writes because after a certain time the « language bath » (the oral work) is not enough anymore.

Because, at a certain moment, the pupil understands the necessity to pass on to written work to deliver a message, to change it, if necessary, and to keep it. But all the written output should be directly tied to the oral language and to class-reading and not elaborated concurrently without bridging the two.

It is through oral work that the pupils must learn to write a message and play with the language (changing characters, points of view, situations, moments in time etc...). It is also in the written work that imagination should play a main role since it is the expression of the child's creativeness, so precious to preserve.

From this point of view, all classwork, even in the way of games, is serious work.

On the contrary, is grammar, with examples and boring rules, really serious work, that is to say, positive work which pays off? Don't we often confuse boredom with seriousness?

Therefore, should one really continue to do « punishment grammar »?

These complicated rules, the arid names are not indispensable for acquiring a correct language. Thus why should renouncing « to do grammar » seem to some like giving up culture, even giving up thinking?

Instead of doing grammar for grammar's sake with the pupils, teachers now prefer to « work on the language » together with them.

— *What does that mean?*

This is to train the pupils to handle the spoken language and to write it in every situation of the spoken and written word and not at artificially chosen moments (separate hours for grammar for example). It is during this training that the child sees the restraints of the written language and will understand, little by little (if he wants to write) the necessity to know the tenses, the pronouns etc... He will thus learn his grammar as a necessity for communication. This is why only those grammar exercises tied to real situations as lived by the child are fruitful. This also indicates, once and for all, how useless and arid the ready made exercises are.

It is through dialogues and reading in class that the child learns to write... Naturally, this takes time but becomes more and more complex as years go by.

— *But then, what happens to the « spelling » in the written work?*

From a genuine « social myth » has spelling (so complicated in French) become a « museum piece » in this new teaching method?

If it is hardly taught anywhere anymore under the form of traditional dictation, it is due to the abuses which were made of it in the past, abuses which were pushed to the absurd.

Spelling has conditioned the learning of French for too long, indeed!

This does not mean allowing to write anyhow but to become aware that spelling is a complex linguistic activity.

Due to this it demands constant attention but not at the cost of creativity and spontaneity in the producing of written work. What do some mistakes in a lively, interesting essay matter? Moreover, if dictations were really so effective, then all French-speakers, who have done so many at school, would be models of spelling. But most of the time it is the contrary... One has often only given them a distaste for writing, by making a religion out of spelling.

At present in France, even the General Inspectors of the Ministry of Education are against traditional dictation.

So, for spelling too, one will have to find the « golden mean ».

— *How to learn spelling nowadays?*

By analysing his mistakes and by doing exercises on the sounds and graphy of words one will finally learn the correct spelling, little by little.

Thus, spelling, subordinated to and a function of learning a language no longer has the excessive importance which the traditional school gave it.

A real social myth, once it is now at its' right place, that of a code to learn amongst others.

Last point of this new method of teaching French :

— *READING. What should one read in class, what books to chose?*

Indeed, « great literature », that is to say that of the past has ceased to be the subject of exclusive study at school.

Knowing that the majority of children hate reading, we must make an effort, first of all, to give them a taste for reading, while realizing that they'll not acquire it if teachers favour only the reading of the French classics.

To bring a child to reading, reading should, together with a favourable socio-cultural environment, become a source of pleasure. Thus one should motivate him by giving him stories adapted to his age and his world, this also in class.

One should also make him read everything in order to give him the means of understanding all the messages of his time, from poetry to graffiti, comics, novels, from newspapers to advertisements. Because the child has to conquer a means, his integration into the adult world, while ensuring his autonomy.

In conclusion, a language is, above all, communication.

In this view, written or oral work becomes a false problem. One must break down the barriers, get rid of labels of prestige. One must work on the language and its' different registers.

For the pupils, to work on the language means *speaking* first, since it is through the spoken word that a child's personality is getting formed, but it also means listening, reading, writing. For the teacher, it means listening to those who, before, used to listen and did not speak and it also means finding ways of making the pupils *communicate* better and better.

To work means, of course, referring to accepted norms but mostly making the French lessons become happy moments of communication open to the daily world of the pupils.

Cl. BABICS  
(Brussels)

# L'insegnamento della lingua materna nelle scuole europee

## PREMESSA

Altre volte sono state sottolineate le difficoltà che gli alunni delle Scuole Europee incontrano nell'apprendimento della lingua materna, dapprima nella sua espressione orale, successivamente nella sua manifestazione scritta.

L'assenza di stimoli linguistici al di fuori dell'ambiente scolastico, l'insufficienza di quelli che esistono nei rapporti familiari, la compresenza per contro di massicce interferenze di una seconda, se non anche di una terza lingua, prodotte dai mass-media e dai rapporti di vita e di gioco con coetanei di diverse nazionalità, fanno registrare una regressione della forza culturale della lingua materna.

Per certi aspetti il fenomeno è simile a quello verificatosi nei centri rurali italiani in cui l'uso del dialetto locale è andato via affievolendosi per l'« imposizione » dell'italiano nella scuola, per l'utilizzazione sempre più intensa dei mezzi di comunicazione, in primo luogo la televisione, per le forti migrazioni interne che hanno portato a contatto popolazioni di « lingue » materne diverse.

Se nell'operazione molti sono stati gli aspetti positivi, non si possono misconoscere certi risvolti negativi, come l'indebolimento di culture e valori umani e spirituali di cui i dialetti erano autentica espressione.

Quindi, in una situazione in cui vi è un'imposizione di fatto, il compito dell'operatore scolastico consiste nel far acquisire nuove culture mantenendo vivi e vitali i valori della cultura materna.

Per questo ritengo necessario aprire un dibattito che contribuisca ad esprimere una riforma di programmi e metodi d'insegnamento che permetta di raggiungere e mantenere i fini suesposti.

L'esposizione si articolerà in quattro sezioni :

- a) problemi di linguistica generale ;
- b) aspetti particolari di psicolinguistica ;
- c) aspetti particolari di sociolinguistica ;
- d) le strutture linguistiche.

In ogni sezione, dall'analisi del tema nelle sue linee generali, potranno poi emergere alcuni strumenti didattici operativi.

In questo modo intendo stimolare l'intervento fattivo di tutti.

## PROBLEMI DI LINGUISTICA GENERALE (a/l)

« *Langue* » e « *parole* ». — Il linguaggio è uno degli strumenti di comunicazione fra gli uomini e rappresenta la capacità di comunicare per mezzo di segni.

Le lingue sono diverse realizzazioni del linguaggio ; ne sono una determinata parte, come osserva F. de Saussure, ma non si confondono con esso, perché mentre esse si lasciano classificare, il linguaggio « non si lascia classificare in alcuna categoria di fatti umani, poiché non si sa come enucleare la sua unità » (1).

Il « linguaggio parlato » è estremamente vario (lingue nazionali, dialetti, parlari, gerghi), ma allo stesso tempo è uno strumento perfetto. Anche le lingue dei popoli primitivi, ha osservato E. Sapir, sono organizzate in modo ordinato, calibrate ed atte ad esprimere il loro mondo e le loro esigenze.

Il linguaggio si basa su un'unica legge fondamentale e cioè sulla capacità del segno di avere e comunicare dei significati : nella parola coesistono in un tutto inscindibile un suono e un contenuto di pensiero. L'associazione suono-concetto (suono in quanto segno orale) delimita in quale senso verrà utilizzato il termine « linguaggio », cioè nelle sue manifestazioni linguistiche, mentre non saranno oggetto di indagine altre forme del linguaggio, come il linguaggio della natura — il baudelairiano linguaggio dei fiori e delle cose mute, il linguaggio degli animali — di cui ancora non si conoscono i codici particolari a ciascuna specie —, il linguaggio visivo della segnaletica stradale o delle fumate, o il linguaggio tamburinato dell'Africa Centrale e dell'Amazzonia, per citarne solo alcuni.

Oggetto d'esame sarà quindi il linguaggio parlato, la cui realtà ci è data dal funzionamento concomitante degli organi della parola (labbra, bocca, lingua, laringe, polmoni), dell'organo della ricezione dell'atto fonatorio (l'orecchio) e del cervello, sede contemporaneamente dei concetti e di tutti gli impulsi che regolano il funzionamento degli organi suddetti come degli altri. Non si è tuttavia nel vero, quando si parla di organi della parola, come quando ci si riferisce ad altri organi, come ad esempio al cuore, alle arterie, alle vene (per la circolazione), o agli organi della locomozione. Infatti, nel primo caso, gli organi sono addetti principalmente ad altre funzioni ; più esattamente le labbra, la lingua, i denti e la bocca servono all'assunzione e alla masticazione del cibo ; i polmoni alla respirazione. Le funzioni fisiologiche fonetiche sono subentrate successivamente, nella storia dell'uomo, quando — o per una scelta casuale (come sostiene l'americano Whitney) o perché impostigli dalla natura (come sostiene F. de Saussure) — egli cominciò ad utilizzare gli organi suddetti per il linguaggio parlato, come codice orale convenzionale per mezzo del quale era possibile la sintonizzazione con altri simili che usassero lo stesso codice.

I codici linguistici sono convenzionali (e qui sia F. de Saussure sia Whitney concordano) e corrispondono ad « un'organizzazione particolare dei dati dell'esperienza » (2) ; sono cioè il risultato della vita in comune, insieme di piccoli ed efficaci interventi personali che contribuiscono a dare al gruppo sociale uno strumento unico e uniforme anche se mutevole nel tempo (E' probabile che il bambino impari naturalmente a camminare diritto da solo — senza il necessario intervento di altre persone —, mentre ben difficilmente è supponibile che —

(1) F. de Saussure, « Cours de linguistique générale », Paris, Editions Payot, 1922 - Trad. it. Tullio De Mauro.

(2) André Martinet, « Eléments de linguistique générale », Librairie Armand Colin, Paris 1960. Trad. it. di Giulio C. Lepschy.



senza il contributo sociale — il bambino sappia utilizzare l'apparato vocale per altro che non sia la funzione primaria di respirare, masticare, deglutire — anche se permane la possibilità di emettere suoni inarticolati). Il linguaggio è quindi un'istituzione sociale, variabile da comunità a comunità e da tempo a tempo, sottoposto all'evoluzione dalle spinte sociali (3).

Il lato individuale e il lato sociale del linguaggio sono indicati da F. de Saussure (4) come « atti di parole » e « langue ».

Gli atti di parole avvengono per lo più inconsciamente (si osservi per esempio come i bambini tendano spesso a coniugare i participi passati dei verbi irregolari secondo la costruzione delle coniugazioni regolari) e pochissimi entrano nella langue. Quelli che vengono accolti nel codice linguistico sociale provocano uno spostamento o cambiamento fonetico che potrà coinvolgere tutte o quasi le lettere in quella posizione, modificando a volte più o meno profondamente il significato. Le modificazioni possono avvenire a livello di fonemi, a livello di morfemi ed anche a livello di unità significative più articolate: si pensi ad esempio come sempre più spesso nella lingua parlata francese si tenda a non usare il « ne » nella negazione, riposando la forza della stessa nel fonema più forte « pas », o come in italiano sempre meno si usi « loro » e sempre più si utilizzi « gli ».

La dinamica impressa dall'atto di parole al linguaggio ha sede nella psiche, in quanto i segni esprimono le idee. Come si è visto, le idee possono essere espresse anche da segni appartenenti ad altri sistemi. La lingua « è semplicemente il più importante di tali sistemi » (5). Perciò parleremo di psicolinguistica, mentre non ritengo utile per il momento un'analisi approfondita della semiologia, cioè della scienza che studia la vita di tutti i segni nell'ambito della vita sociale (6).

In quanto espressione individuale originale del pensiero, gli atti di parole non dovrebbero essere considerati errori. La loro vita sarà più o meno effimera secondo la loro maggiore o minore forza innovatrice e secondo il gradimento espresso dalla collettività. Sarà quindi l'individuo stesso a prender coscienza della necessità di non più utilizzare quegli atti espressivi individuali che non gli consentono di integrarsi nel codice linguistico sociale. L'integrazione sarà frutto di una scelta personale e non di un'imposizione esterna.

Per necessità — pena l'instaurazione di nuove e continue babeli —, pochi sono gli atti originali che hanno la forza di provocare cambiamenti nel codice convenzionale e il loro inserimento, come pure i loro effetti si fanno sentire a grande distanza nel tempo.

## DIACRONIA E SINCRONIA

La linguistica che studia le lingue nella loro dinamica evolutiva opera sull'asse verticale diacronico; la linguistica che studia una lingua in un determinato stato (senza rapporto con gli stati precedenti o successivi) opera sull'asse della simultaneità, cioè sull'asse sincronico.

(3) H. Lefebvre, « Le langage et la société », Paris 1966.

« Su questo punto ritornerò nella sezione c ».

(4) F. de Saussure, Op. citata.

(5) F. de Saussure, Op. citata.

(6) F. de Saussure, Op. citata.

La dicotomia, che è saussuriana, fra i due piani della lingua non è, secondo il parere dei linguisti contemporanei, così rigida; altrimenti non si potrebbe spiegare l'evoluzione della lingua stessa. Certi mutamenti infatti, come ho già accennato, sono avvertibili, solo che non sono ancora codificati dai grammatici.

Tuttavia la distinzione è necessaria per superare le difficoltà derivanti dall'applicazione, nello studio della lingua, di una grammatica tradizionale che aveva la funzione di tramandare esclusivamente un sistema linguistico statico che finiva per trovarsi sempre in ritardo rispetto alla realtà della lingua parlata.

Il divario fra lingua codificata e lingua viva tende ad aumentare in una realtà come quella contemporanea in cui enormi sono le spinte sulla lingua derivanti dall'insorgere sempre più pressante di fenomeni nuovi (fenomeni sociali, scientifici, tecnici, per esempio) e dal costante confronto con lingue diverse (7).

Vi deve essere quindi la possibilità di rivedere le norme codificate sia per mantenere viva la corrispondenza tra realtà e comunicazione, sia per motivi di « economia », nel senso che « Le langage tend constamment à se débarrasser de ce qui est superflu. Le langage tend constamment à mettre en relief ce qui est nécessaire » (8). Nel primo caso la modificazione prevale sulla norma, nel secondo caso tende ad instaurarsi una nuova norma, su cui però potranno incidere nuove modificazioni.

La dualità diacronia-sincronia può essere illustrata riassumendo gli esempi portati dal de Saussure :

### 1) In Francese :

Dal latino « crispus » : crépir = intonacare  
= ondulato, crespo      décrépir = levare l'intonaco (radice : crép-)

Dal basso latino « decrepitus » : décrépit  
= rovinato dal tempo

Ora, benché non vi sia storicamente rapporto tra « un mur décrépi » (letteralmente : « un muro stonacato ») e « un homme décrépit » (= un uomo rovinato dal tempo), nella lingua parlata la grande maggioranza dei soggetti parlanti tende a mettere in rapporto le due parole. Non solo, i rapporti si sono anche sovrapposti quando si sente parlare di « façade décrépite d'une maison » mentre si dovrebbe dire correttamente « façade décrépie ».

### 2) In Tedesco :

der « Gast » = l'ospite

Plurali : « Gasti » (nell'antico alto tedesco)

poi : « Gesti », « Geste », ecc.

infine : « Gäste »

La stesso esempio vale per « die Hand » (= la mano).

(7) Il fenomeno è proprio più accentuato nelle Scuole Europee, oltre ovviamente che nei Paesi in cui si parlano più lingue ufficiali.

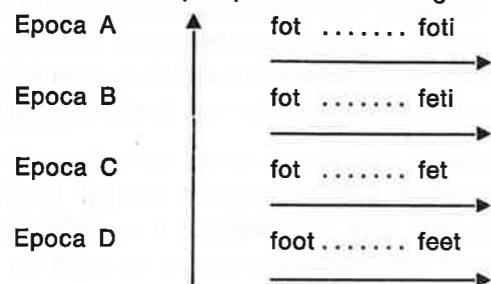
(8) André Martinet, « Economie des changements phonétiques », Berne, Franke, 1955.

3) In Inglese :

Dall'anglossasone « fot » (= piede) pl. « foti »  
                   a « fot »           pl. « feti »  
                   a « fot »           pl. « fet »  
 all'Inglese mod. « foot »       pl. « feet » (9)

Dal secondo terzo esempio si può dedurre che il rapporto fra singolare e plurale (di un nome) può essere espresso sull'asse orizzontale sincronico, mentre i mutamenti di forma del plurale nel tempo si esprimono sull'asse verticale diacronico.

L'ultimo esempio potrà essere meglio illustrato dal seguente diagramma :



Sull'asse delle ascisse sono disposti i rapporti sing.-plur.; su quello delle ordinate sono indicati i vari momenti in cui si sono verificati tali rapporti.

Sull'asse sincronico si realizza l'opposizione « foot/feet » (non è « feet » che esprime il plurale, ma la sua opposizione con il singolare « foot ») come non è « questo » che indica la vicinanza dell'oggetto indicato, ma la sua opposizione con « quello »; e così c'è opposizione fra « b », « p », « k » (10) in « bollo », « pollo », « collo » (= con 10) (11).

Sull'asse diacronico avviene invece che non possono coesistere nello stesso contesto (in rapporto d'opposizione, detto paradigmatico) « foti », « feti », « fet » e « feet »; perché uno apparisse, il precedente doveva sparire.

Anche per l'accento si possono osservare fenomeni di mutamenti sull'asse della diacronia.

1) In Francese :

↓ Latino      amicum ;      animan (accento sulla terzultima sillaba)  
 ↓ Francese   ami ;           âme (12)

(come è noto l'accento tonico francese cade sempre sull'ultima sillaba, a meno che questa non porti una « e » muta).

Come si vede, l'accento francese è rimasto sulla stessa sillaba, solo che si è modificata la forma della parola, perché ciò che era successivo all'accento o è sparito o si è ridotto ad « e » muta :

↓ Latino      hóminem ; foéminam ; hóme ; cabállum (13)  
 ↓ Francese   homme ; femme ; on ; cheval (14)

(9) Ved. F. de Saussure, Op. citata.

(10) « k » è qui utilizzata come simbolo fonetico.

(11) André Martinet, Op. citata.

(12) F. de Saussure, Op. citata.

(13) Gli accenti sono messi esclusivamente per indicare la sillaba su cui cadono gli accenti tonici.

(14) Ved. F. de Saussure, Op. citata.

2) In Tedesco :

L'accento fisso iniziale è un fenomeno prodottosi molto presto nel germanico, che in questo modo si è staccato molto nettamente dalle altre lingue indoeuropee. Tale legge influì sia sulle parole originarie indoeuropee, sia su quelle prese a prestito da altre lingue, provocando la caduta delle vocali atone, la retrazione dell'accento e fenomeni di metafonìa. Ad esempio :

- a) Greco                    maine  
 Sanscrito                PITa  
 Gotica                    fadar  
 Tedesco moderno        Vater
- b) Latino                    corona ; monachus ; Monasterium ; Tabernae ; moneta  
 Tedesco moderno        Krone ; Mönch ; Münster ; Zabern ; Münze (15)

Sia per il Francese che per il Tedesco, le leggi permangono ; si ha il tedesco « Leutnant » dal francese « lieutenant » (nel sec. XVI) ; si ha il francese « tickét » dall'inglese « ticket », « bravó » dall'italiano « brávo » (16).

Se lo studio della lingua nel senso della diacronia permette di conoscere la genesi dei vari fatti linguistici, l'esame sincronico consente di prendere in considerazione un sistema in cui tutte le parti sono solidali. Se vi sono alterazioni, esse incidono solo su un punto preciso e non hanno relazione interna con le conseguenze sull'insieme (17).

Marchetti Pier Celeste  
 (Lussemburgo)

(15) Ved. Achille Radaelli, « Introduzione alla storia della lingua tedesca », Bottega d'Erasmus, Torino, 1960.

(16) Per gli accenti, ved. nota 13.

Fanno eccezione alla legge dell'accento tedesco iniziale i verbi composti con prefissi verbali proclitici (es. : verkaufen, verlegen) e le parole con prefissi non accentati o di origine straniera (es. : Verkauf, studieren, Lombardel).

(17) Ved. Enrico Arcaini, « Principi di linguistica applicata », Il Mulino, Bologna, 1967.

## Two-day course on group activities\*

A course on group activities was given at Bergen on 4 and 5 October at Inspector WORN's suggestion.

All the teachers of the lower schools and a large number of the teachers of the upper schools at Bergen and Mol attended. The course was led by Professor Dr. Ernst MEYER, Lecturer at the **Pädagogische Hochschule** (University School of Education) (1) in Heidelberg, specializing in group activities (**Gruppenarbeit**) and media teaching methods (**Medienpädagogik**). Professor MEYER is also President of the International Society for Group Activities.

It would be too much to try and give a full report on the course, and in what follows I shall just give a few impressions.

1. Tasks set by the teacher give the pupil the opportunity to solve problems for himself. Problems can be solved by individual work (**Einzelarbeit**), by groups of three, four or five pupils (**Kleingruppen**) or by group work where the whole class talks about things and discusses them (2).
2. Groups can be set up for varying periods of time, depending on the time needed to solve the set problem.
3. Groups can be formed by the pupils themselves :
  - (a) groups formed freely by pupils that get on well together ;
  - (b) groups formed freely by pupils that get on well together and share practical interests (**Sachaspekt**) ;
  - (c) groups formed freely on the basis of shared interests (**Sachaspekt**) ;
  - (d) groups formed freely subject to guidance from the teacher ;
  - (e) groups formed under guidance from the teacher (3).
4. A number of films made in German school classes were used to illustrate the way groups were formed at various age levels and how the groups actually worked. The film « **der Igel** » (4) showed a group of five highly articulate nine-year-olds, well-versed in techniques discussion (5).

(\*) Le texte français a été publié dans le Bulletin pédagogique n° 56.

(1) As Professor MEYER spoke German most of the time I have used a number of German expressions here, even where there are adequate equivalents.

(2) See Pedagogical Bulletin No 54, June 1977, page 63 : l'Enseignement en Groupes.

(3) Ditto, page 65, point 4 : Formation des groupes.

(4) The Eagle.

(5) See Pedagogical Bulletin No 54, June 1977, page 49 : Formes de la conversation.

The teacher had begun by outlining various items of information on the life of the eagle. In their subsequent discussion the pupils were to seek a connection between the eagle's body functions and behaviour. They were extremely successful.

5. Professor MEYER suggests that the procedure to be followed in group activities is roughly the following :
  - (a) partial information (**Teilinformation**) in tabular form concerning the eagle's heart-beat, body temperature, food and so on ;
  - (b) partial information (**Teilinformation**) on the behaviour of the eagle, illustrated by film ;
  - (c) formulation of the task to be set for the group or groups. The task might be written up on the blackboard ; pupils are required to establish relationships between a (tables) and b (the film) ;
  - (d) guidance on how the group can best go about its work.
6. Conditions to be met if group activities are really to be fruitful :
  - the subject must be suitable for the pupils' level ;
  - the pupils must learn to listen to each other ;
  - the teacher must be conscious that he has a number of functions to fulfil (see paragraph 7) ;
  - teacher and pupils must work together in deciding why group activities produce better results on some occasions than on others (evaluation).
7. If group activities are to be successful the teacher must be aware that he has the following functions to fulfil :
  - (a) The motivating function (**die initierende Funktion**) : the pupils are given an incentive to carry out their task ; the teacher seeks to motivate them.
  - (b) The information function (**die informierende Funktion**) : already considered above at 5a and 5b, but this includes the provision of necessary materials (paper, illustrations, and so on).
  - (c) The regulatory function (**die regulierende Funktion**) : the group must go about its learning activity in a manner appropriate to the subject ; the speed and direction which the group seeks its solution can be influenced.
  - (d) The evaluation function (**die bewertende Funktion**) : help with assessing the conclusions and decisions that the pupils come to.
  - (e) The stimulus function (**die stimulierende Funktion**) : talk to individual pupils and make encouraging remarks.

8. As regards the duration for which groups are set up, the following distinctions can be made :
- (a) Small groups set up for a short period (**Kurzzeitige Kleingruppen**) : all the groups in the class are given the same subject to study, and each group appoints a spokesman ; these spokesmen then form a new group which reports to the whole class ; the groups study different subjects around the same theme. Each group must then make its own report, perhaps in writing.
  - (b) Small groups set up for a longer period (**Langzeitige Kleingruppen**) : here again the topic for study might be the same for all groups, or each group might study a separate subject. Alternatively the teacher might discuss with the pupils a list of topics around a given theme, and the groups then decide which to take (**Aufgaben Katalog**).
9. Recommended reading :
- (a) Gruppenunterricht - Grundlegung und Beispiel.  
Wunderlich Verlag - Oberursel 1975 ?
  - (b) Einführung in die Praxis schülischer Gruppenarbeit.  
Verlag Quelle & Meyer - Heidelberg 1976<sup>2</sup>.
  - (c) Unterrichtsvorbereitung in Beispielen.  
Kamp Verlag - Bochum 1973 16.
10. On 4 October we spent the evening in an old farmhouse converted into a restaurant, « de Bokkesprong » (translator's note : the nearest equivalent to this as a pub name would be the Prancing Goat). Apart from the excellent food arranged for us by the staff of the Bergen school, we indeed spent the evening literally prancing about the dance floor !

Apeldoorn, 7 October 1977.

L. COSTERS

## An all-day conference

In spring 1977, as a natural extension of what I said in No. 52, I asked the Education Committee to allow all classes in the sixth year a day off normal school work to concentrate on a particular topic. Two Danish experts were ready to put their knowledge at the disposal of the school. One would speak on national and international economic problems in the Communities and in their relations with non-member countries, and the other would deal with natural resources and the environment, so that any conflict between the two viewpoints would be clearly visible.

After some discussion a day was allowed for the experiment, but for various reasons it could not be organized until 4 November 1977 ; most of the pupils had by then moved into the seventh year.

Before the matter was discussed in the Education Committee I asked the pupils' representatives if they thought classes would be interested in the idea. The degree of interest shown confirmed my feeling that it was well worth trying. Just before the summer holidays a few of us met to prepare a list of subjects the different groups could choose for more detailed discussion. These worked out as (1) energy, (2) food, (3) manipulation (mass media), (4) the seas, (5) rich countries and poor countries, (6) population, and (7) the Europe of the future.

When I went round all the classes in the seventh year to explain the purpose of the plan we had prepared and the practical details, I was very pleasantly surprised by the constructive attitude which was apparent among the pupils. Volunteers came forward from all classes to help with the practical organization of the work, and this on Saturdays and Sundays. A hundred and eighty pupils had to be divided into study groups of not more than ten, each including pupils from all language sections; a timetable had to be prepared; parents and children had to be written to; ways of approaching the subject chosen had to be discussed. It was not easy. And of course there were also such boring practical problems as availability of chairs and rooms to meet in.

Here are two letters which came out of this work.

At the end of the day it was time to take stock of what had been done.

Some spontaneous reactions from pupils I did not know myself: « It was a great day », « We hadn't enough time », « I was against the idea, but now my head is spinning with impressions and ideas », « When will the next one be ? », « Oh I am tired ! », « I didn't know enough ».

And the last remark confirmed the impression which the two speakers, who went around among the study groups, shared with me, that the pupils' knowledge of the world they live in and will have to go out into to live and work in is too limited. Is that good enough for a European school ?

Let the pupils speak for themselves.

Niels Otto LARSEN  
(Brussels I)

## Report on "European hours"

There is a general feeling among the Danish teachers that « European hours » put a heavy load on teachers without producing adequate results to repay their efforts. There are several causes, among them language difficulties, financial problems resulting in lack of suitable materials, the availability of the rooms, and the children's lack of ability to work with their hands. This said, however, there are sometimes successful sessions which allow a great measure of contact with children who speak other languages.

The object of European hours should be to strengthen contact between children from different language sections, but rarely do children from different language sections take up contact with one another during breaks, on excursions and in other situations where this would be possible.

*Division into terms* : One successful idea has been letting the classes which meet for European hours change teacher each term. The class remains together

so that any contact between the children can grow, while teachers can run useful sessions simply by using the ideas which have been found to give the best results in the past.

*Creative art* : Children from the romance language sections particularly have little experience of expressing themselves through working with their hands. This makes for a wide range of ability in the class, and lowers the level of what can be achieved. Hardly any of the children feel themselves responsible for what is done during European hours, so that there is sometimes trouble with such things as clearing up afterwards. This lack of responsibility also affects the type of work which can be engaged in, as individual work is difficult where there is a lack of enthusiasm. Children and teachers are often happiest doing work which is not too ambitious, involving a certain amount of copying, but allowing development on the part of a few more creative students.

*Sport* : Here there is often contact between children across sections. The sense of belonging is transferred from the national group to the team of which one is a member.

*Composition of classes for European hours* : It is unfortunate that boys and girls are separated ; in principle there should be no activities which cannot be engaged in by both sexes. Division into classes for the European hours should be given more thought, in order to avoid having six Italian or French pupils from the same class together for European hours, when there are two or three different classes from which children of the particular nationality can be chosen. It might be a good idea if teachers in charge of classes divided their own classes for European hours, so that incompatibilities between pupils could be avoided.

THE DANISH SECTION  
(Brussels I)

## Introduction to "Primary and Secondary Education in Denmark"

*If international cooperation is to succeed, those taking part must take the trouble to get to know one another. It is disturbing to see just how often a dialogue can be a failure even though the participants seem to understand one another, either by means of a common working language or through good interpretation. Perhaps the reason why there is in fact no real understanding is that they are not sufficiently aware of why another party expressed himself in just that way. I feel that our knowledge of the cultural background in the individual Member States is far too limited for our work with the European Communities ; knowledge of this kind is of decisive importance for a deeper understanding of « what the man is getting at ».*

*This problem also arises in our work with the European Schools. For successful cooperation we must have a fair understanding of why a teacher from a particular country is expressing himself in that particular way. And we can only reach such understanding by familiarizing ourselves with the set-up he worked in when he was teaching at home.*

*I feel that the above article would be useful here, and I would be happy to see others following it.*

Ole Seyffart SØRENSEN  
(Brussels I)

# Primary and secondary education in Denmark

There is compulsory education for everyone between the ages of seven and sixteen (nine years). The education may take place in local government or private schools or through tuition at home. Education at local government schools is free; fees are charged at private schools. The local authorities and private schools may fix their own curricula provided they keep to the guidelines laid down by the Ministry of Education.

## The primary and lower secondary school

The primary and lower secondary school (*folkeskole*) comprises a voluntary one-year pre-school for children aged five or six, a compulsory nine-year secondary school and a voluntary one-year tenth class. In the eighth-tenth-year, however, the schools may offer their pupils a choice between two courses of different content, with the result that a form is divided into two groups. This applies to teaching in arithmetic/mathematics, English, German and physics/chemistry.

The school's objects are set out as follows:

- The task of the primary and lower secondary school, in cooperation with parents, is to enable pupils to acquire knowledge, skills, methods of work and forms of expression which will promote each pupil's all-round development.
- In all its work, the primary and lower secondary school must seek to create such possibilities for experience and self-activity that the pupil may increase his or her desire to learn, develop his or her imagination and train his or her capacity for independent appraisal and judgement.
- The primary and lower secondary school shall prepare pupils for corporate life and co-determination in a democratic community and for joint responsibility in the discharge of common tasks. The teaching and general everyday life of the school must therefore be based on intellectual liberty and democracy.

The schools may be characterized as comprehensive, as in principle the pupils are together in their original classes throughout their school attendance.

The spectrum of teaching subjects is very broad and there is extensive possibility for optional subjects in the later classes. Thus the curriculum includes some practical subjects in order to enable pupils with a practical bent to develop their abilities.

The school year begins in the second week of August and normally comprises 200 school days, Saturday and Sunday being free. The teaching time for the youngest children must never exceed 20 lessons a week, and for the oldest pupils 34. The number of children in a normal class may never exceed 28.

In addition to normal education, the school gives special education to children who have special difficulties, such as emotional problems, learning troubles or maladjustment. An educational psychologist must be attached to each school. This service is also provided for children in private schools.

In eight- to ten-year classes a measure of vocational and further education guidance is given, totalling at least 48 hours. Pupils in eight- to ten-year forms may be placed as trainees with firms and institutions. The object here is to familiarize pupils with general working conditions and provide them with further education when they have concluded their compulsory education and give them a better background for their choice of further education.

After the seventh year, the Act allows the alternative of part-time education in a local government youth school or alternatively training or occupation. Permission is granted only where there are special reasons indicating that this is in the best interests of the pupil.

## Examinations

Some politicians and educationists have hoped that all separation of pupils could be avoided and all examinations abolished, but so far there has not been a political basis for this.

There are no compulsory examinations, but in the eighth-, ninth- and tenth-year forms state-controlled examinations are held in certain subjects (leaving examination of the lower secondary school). After the tenth-year class there is also an examination at a higher level (advanced leaving examination of the lower secondary school), in Danish, mathematics, English, German, physics and chemistry.

## Marking scales

Under current law, marks based on numerals are not permissible in the first- to seventh-year classes, but schools are obliged to inform pupils and parents regularly of progress. Marks may be given in the eighth-tenth-year forms if desired by parents and the education committee.

On leaving school, the pupil receives a leaving certificate indicating the subjects taken, the level, and the latest marks and results of examinations passed.

## Local administration

The schools are under local government administration, but the local government council is advised by committees and boards.

- The school commission consists of members of the local government council and representatives of parents. The local government authority must always be represented by one person more than the parents (normally 6:5). The school commission must recommend a general plan for schools in the local government area, defining their scope and extent, and curricula for the local government schools. In practice, these are often worked out in cooperation with the school board and teachers' councils.
- The school board consists of 2-4 representatives of parents and one representative of the local government council. There must be a school board for each school in the local government area. This board decides on matters confined to the individual school. The school board is particularly useful in promoting cooperation between school and parents. After recommendation by the teachers' council, the school board must approve curricula, teaching media and division of the work between teachers, and is responsible for drawing up school regulations. The school board may also pronounce on the school's budget.
- The teachers' council consists of the headmaster or headmistress and all the teachers and consultants at a school. It must be consulted on all important matters concerning the school. It is permitted to set up a pupils' council at

each school, but there is no obligation to do so. If a pupils' council is set up, the pupils have the right to delegate two representatives to meetings of the school board, but without voting rights.

### Finances

Most of the costs are defrayed by the local governments, but they receive Government grants. Allocation of Government funds is based on the number of children of compulsory school age in the local government area. The local government authorities have the right to spend this money in accordance with their own assessment, so long as they comply with the statutory provisions.

### Further education

After school-leaving age, pupils decide whether they will go on to a grammar school or enter for a course leading to the Higher Preparatory Examination (*højere forberedelseksamen*), or alternatively whether they will take up vocational, technical or commercial training, etc.

### Grammar schools

The object of the grammar school (*gymnasium*) is to provide a general education and the necessary background for further education.

Admission to the grammar school is possible after the ninth-year form. Normally, the pupil must have taken German as an optional subject in the seventh-ninth-year forms, and must have obtained the leaving certificate in certain subjects: Danish and mathematics for both streams; English, German and Latin for languages; physics and chemistry for mathematics and science. It is also required that the former school should state whether the pupil is qualified to attend lessons at a grammar school.

In the case of pupils who wish to enter after the tenth-year form the primary and lower secondary school advanced leaving certificate may take the place of the primary and lower secondary school leaving certificate after the ninth-year form.

Applicants without the normally prescribed qualifications may be admitted in accordance with special provisions laid down by the Minister of Education.

The grammar school is a three-year school which concludes with a leaving examination (written and oral) arranged by the Ministry of Education. There are two streams in the first-year form (languages and mathematics-science). In the second- and third-year forms the language stream is divided into four branches: modern languages, music, social science and classical languages. The mathematics-science stream is divided into three branches: mathematics-physics, natural science and social science.

Teaching in grammar schools follows directives laid down by the Ministry of Education, but the Grammar Schools Act allows educational experiment in individual schools subject to the Ministry's approval. In accordance with this, many experiments are carried out, for example with new subjects like computer studies or cross-subject studies. Parliament has by statute selected two schools as experimental grammar schools.

### Higher Preparatory Examination

Courses for the Higher Preparatory Examination were established in 1967. This examination was devised for persons who have done practical work for some years but want further education. The formal requirement for admission to

courses is ten years' school attendance, with mathematics, English and German. Alternative qualifications corresponding to ten years of school attendance may, however, be accepted.

This is a two-year course with a nucleus of common subjects and a number of optional ones that can be freely combined. In order to complete the examination, the student must pass in all subjects from the common nucleus, plus some of the optional subjects. The Higher Preparatory Examination may also be taken subject by subject after a preparation either at day or evening courses under the Act on leisure-time education.

Both the University Entrance Examination (*studentereksamen*) and the Higher Preparatory Examination entitle the student to admission to universities and colleges of advanced education. This is dependent on there being sufficient room, since as from September 1977 admission to advanced education facilities has been restricted. The entrance provisions take into account not only examination marks but also work experience.

### Administration of grammar schools and Higher Preparatory Examination courses

The grammar schools and courses leading to the Higher Preparatory Examination are administered either as state schools, county authority schools, local government schools or private schools. The majority are county authority schools. Private schools get Government grants.

The administration of grammar schools and courses leading to the Higher Preparatory Education is more centralized than that of the general school: the directorate of the Ministry of Education issues directives relating to the teaching of the various subjects, which must be followed fairly closely. A school board must be appointed, and must include representatives of the county council and the parents. At the county level these school board serve as education committees.

At each school there is a teachers' council consisting of the head and all full-time teachers. This council discusses the school budget and curricula. The teachers' assembly includes all teachers. Its principal task is to decide on matters of discipline.

Finally, at each school there is a liaison committee comprising the head, representative of the teachers' council and pupils, for discussion of matters of common interest, such as school rules. This committee can also discuss curricula or matters which concern the individual teacher and his methods, as well as matters concerning an individual pupil if he is so minded.

### Private schools

At primary and lower secondary level, private schools amount to 11 per cent of the number of local government schools. As private schools on average are smaller than the local government schools, the number of pupils attending private schools is only about 5 per cent of the number attending local government schools.

Private schools have as a rule been founded on the initiative of parents or teachers. It is fairly easy to get approval and Government grants for such schools. The Government grant is about 70 per cent of the budget, the remaining approximately 30 per cent being covered by fees paid by the parents.

Jette KIRSTEIN and Werner RASMUSSEN

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## L'enseignement scolaire au Danemark

L'obligation scolaire s'applique à tous les enfants âgés de 7 à 16 ans (9 ans d'obligation scolaire). Il peut être satisfait à cette obligation en participant à l'enseignement donné soit dans des écoles communales ou privées, soit à la maison. Dans les écoles communales l'enseignement est gratuit, et payant dans les écoles privées. Les autorités communales et les écoles privées ont le droit d'établir elles-mêmes le programme des études, pourvu qu'elles observent les lignes directrices fixées par le ministère de l'Education nationale.

### L'école primaire

L'école primaire publique comporte l'année préscolaire facultative pour les enfants âgés de 5 à 6 ans, un enseignement obligatoire de 9 ans et une 10ème année scolaire facultative. Ses objectifs sont définis comme suit :

- L'école primaire a pour mission, en collaboration avec les parents, de donner aux élèves la possibilité d'acquérir des connaissances, des aptitudes, des méthodes de travail et des formes d'expression contribuant au développement sous tous les rapports de chaque élève.
- L'école primaire doit donc s'efforcer à créer, dans toutes ses activités, des possibilités d'expérience et de travail personnel, permettant à l'élève d'aspirer à apprendre davantage, de déployer son imagination et d'exercer sa faculté de jugement de manière indépendante.
- L'école primaire prépare les élèves à participer à la vie et à l'organisation d'une société démocratique et à prendre part à la responsabilité qui s'attache à la solution des tâches communes. L'enseignement et toute la vie quotidienne de l'école doivent donc être basés sur la liberté spirituelle et la démocratie.

L'école primaire peut être caractérisée comme une école unifiée, les élèves restant en principe ensemble dans leur classe originelle durant toute leur scolarité.

Dans les 8ème, 9ème et 10ème années, une option s'impose cependant aux élèves qui ont à choisir entre deux cours différents, ce qui fait que les classes seront groupées en deux. Cela vaut pour les cours de calcul/mathématiques, d'anglais, d'allemand et de physique/chimie.

L'éventail des matières enseignées est très large et comporte dans les classes supérieures une gamme étendue de matières ou sujets à option. Il a été ainsi inclus des matières d'orientation pratique dans le programme d'enseignement pour permettre aux élèves doués dans ce domaine de développer leurs aptitudes.

L'année scolaire commence par la deuxième semaine du mois d'août et a normalement une durée de 200 jours. Les samedis et dimanches sont libres. Le nombre d'heures d'enseignement ne doit jamais dépasser 20 par semaine pour les plus jeunes enfants et 34 pour les plus âgés. Une classe normale ne doit jamais compter plus de 28 élèves.

Outre l'enseignement normal, l'école donne un enseignement spécial aux enfants qui ont des difficultés particulières, par exemple des problèmes émotionnels, ont de la peine à apprendre ou à s'adapter. Un psychologue doit être attaché à chaque école et peut être aussi placé à la disposition des écoles privées qui n'ont pas de conseiller de ce genre.

Durant les 8ème, 9ème et 10ème années scolaires, les élèves suivent quelques cours d'orientation professionnelle qui doivent couvrir un minimum de 48 heures. Les élèves de ces classes peuvent être placés comme stagiaires dans des entreprises ou dans des institutions. Le but en est de leur faire connaître les conditions de travail de différentes professions et de leur donner une meilleure base pour choisir une formation à leur sortie de l'école.

En vertu de la loi il est permis, pour satisfaire à l'obligation scolaire, de choisir entre suivre l'enseignement de plein temps dans une école de jeunesse communale, acquérir une formation professionnelle ou trouver un emploi. La permission n'en est cependant accordée que s'il existe des raisons spéciales indiquant que c'est la meilleure solution pour l'élève.

### Examens

Quelques hommes politiques et pédagogues ont espéré qu'il serait possible d'éviter entièrement de diviser les élèves et que tous les examens pourraient être complètement supprimés, mais jusqu'ici il n'a pas été possible d'obtenir de décision politique à cet effet.

Il n'y a pas d'examen obligatoire, mais dans les 8ème, 9ème et 10ème années, les élèves passent, dans certaines matières, un examen contrôlé par l'Etat (examen de sortie de l'école primaire). En 10ème année il existe aussi un examen à un niveau plus élevé dans les matières suivantes : danois, arithmétique, mathématiques, anglais, allemand, physique et chimie.

### Notation

En vertu de la loi en vigueur il ne peut être donné de points de la 1ère à la 7ème année, mais l'école est tenue d'informer régulièrement les parents et élèves des résultats du travail scolaire de ceux-ci. Dans les 8ème, 9ème et 10ème années, des notes peuvent être données si les parents et la commission scolaire le désirent.

Lorsque l'élève a terminé ses classes il (elle) reçoit un certificat de fin d'études indiquant les matières étudiées et pour chacune le niveau atteint ainsi que les dernières notes et les résultats des examens auxquels l'élève a réussi.

### Administration sur le plan local

L'école est placée sous l'administration de la municipalité, mais le conseil municipal est conseillé par des commissions et comités :

- La *commission scolaire* se compose de membres du conseil municipal et de représentants des parents. Les autorités municipales doivent toujours être représentées par une personne de plus que les parents (normalement 6 + 5). La commission scolaire doit présenter un plan de répartition administrative des écoles de la commune et des programmes d'enseignement. Dans la pratique, plan et programmes sont souvent élaborés en collaboration avec les comités scolaires et les conseils de professeurs.

- *Le comité scolaire* comprend de 2 à 4 représentants des parents et un représentant du conseil municipal. Il doit y avoir un comité scolaire à chaque école de la commune. Le comité scolaire prend des décisions dans les affaires concernant une école seulement. Il est surtout un instrument de collaboration entre l'école et les parents. Le comité scolaire, se basant sur la proposition présentée par le conseil des professeurs, sanctionne les programmes d'études, les moyens d'enseignement utilisés à l'école, la répartition du travail entre les professeurs et il élabore le règlement. Il se prononce aussi sur le budget de l'école.
- *Le conseil des professeurs* se compose du directeur, de tous les professeurs et conseillers de l'école. Il doit être consulté dans toutes les affaires importantes concernant celle-ci.  
Il est permis, mais non obligatoire, de constituer un *conseil d'élèves* dans chaque école. S'il a été formé un conseil d'élèves, ceux-ci ont le droit d'envoyer 2 représentants aux réunions du comité scolaire, mais ils n'ont pas le droit de vote.

### Financement

La majeure partie des dépenses sont couvertes par les municipalités, qui sont subventionnées par l'Etat. Celui-ci accorde aux autorités municipales des subventions générales qu'elles ont le droit d'utiliser comme elles le jugent bon. L'importance de ces subventions est fonction, entre autres, du nombre d'enfants de la commune astreints à l'obligation scolaire.

### Orientation à la sortie de l'école primaire

Lorsque les élèves ont terminé leurs études scolaires obligatoires, ils peuvent soit continuer dans un lycée, soit suivre des cours pour passer l'examen de préparation supérieure, soit choisir un autre genre d'enseignement, pour acquérir par ex. une formation technique ou commerciale.

### Le lycée

Le but du lycée est de donner un enseignement général et les bases nécessaires à une éducation supérieure.

Il est possible d'entrer au lycée après la 9<sup>ème</sup> année de scolarité. Normalement l'élève doit avoir eu l'allemand comme matière à option dans les 7<sup>ème</sup>, 8<sup>ème</sup> et 9<sup>ème</sup> années ; il doit avoir réussi à l'examen de sortie de l'école primaire dans quelques matières déterminées : danois et arithmétique/mathématiques pour les deux sections du lycée ; anglais, allemand et latin pour la section latin-langues ; physique/chimie pour la section mathématiques-sciences naturelles ; il est de plus exigé que l'école dont il sort ait attesté qu'il est qualifié pour suivre l'enseignement du lycée.

Pour les élèves désirant être admis après la 10<sup>ème</sup> année scolaire, l'examen au niveau supérieur qu'ils ont passé en fin d'année remplace celui qui termine la 9<sup>ème</sup> année.

Les candidats n'ayant pas les qualifications normalement exigées peuvent être admis en vertu de dispositions spéciales prises par le ministre de l'Education nationale.

Le cycle d'études du lycée s'étend sur trois ans qui se terminent par un examen écrit et oral (équivalent au baccalauréat), organisé par le ministre de l'Education nationale. La première année les élèves peuvent choisir entre deux

sections (langues et mathématiques-sciences naturelles). En 2<sup>ème</sup> et 3<sup>ème</sup> année, la section langues est divisée en 4 branches : langues vivantes, musique, sciences sociales et langues classiques. La section mathématiques-sciences naturelles comporte 3 branches : mathématiques-physique, sciences naturelles et sciences sociales.

L'enseignement du lycée se conforme aux règlements du ministère de l'Education nationale, mais la loi sur les lycées permet d'expérimenter en matière d'enseignement dans les différents établissements, à condition que le ministère l'autorise. Il a été ainsi effectué de nombreuses expériences, par exemple l'introduction de nouvelles matières comme l'informatique ou d'études combinant plusieurs matières. Le Folketing (Parlement) a passé une loi donnant à deux établissements le statut de lycées expérimentaux.

### L'examen préparatoire supérieur

Cet examen destiné aux personnes ayant eu un travail pratique pendant quelques années, mais désirant continuer leurs études au niveau secondaire, a été créé en 1967. Pour être admis à suivre les cours y préparant, il est nécessaire d'avoir 10 années de scolarité derrière soi, avec mathématique, anglais et allemand, ou d'avoir atteint un niveau équivalent d'autre façon.

Le cycle d'études préparant à cet examen s'étend sur deux ans et comporte plusieurs matières obligatoires et un certain nombre de matières à option qui peuvent être combinées librement. Pour obtenir un examen complet, l'élève doit réussir dans toutes les matières obligatoires et dans quelques-unes des matières à option. L'examen préparatoire supérieur peut aussi se passer matière par matière en suivant des cours donnés soit le jour, soit le soir, et régis par la loi sur l'enseignement des activités de loisirs.

Le baccalauréat comme l'examen préparatoire supérieur, lorsque celui-ci comporte les matières voulues, donnent à l'élève le droit d'être admis à l'université ou à d'autres institutions d'enseignement supérieur, mais seulement dans la mesure où il y a suffisamment de places, le nombre de celles-ci étant limité depuis septembre 1977. Les notes obtenues à l'examen, mais aussi l'expérience acquise dans un emploi sont prises en considération dans les dispositions réglementant l'admission aux établissements d'enseignement supérieur.

### Administration des lycées et des cours conduisant à l'examen préparatoire supérieur

Les lycées et les cours conduisant à l'examen préparatoire supérieur sont administrés soit comme des écoles publiques, soit comme des écoles privées. La plupart relèvent de l'administration départementale et les écoles privées reçoivent des subventions de l'Etat.

L'administration de ces deux formes d'enseignement secondaire est beaucoup plus centralisée que celle de l'école primaire : les différentes matières sont soumises à des arrêtés du ministère de l'Education nationale, lesquels doivent être très exactement observés. Il doit être constitué des comités scolaires comprenant des représentants du conseil général et des parents. Ces comités jouent aussi le rôle de commissions scolaires au niveau départemental.

Chaque école a son conseil de professeurs qui se compose du directeur et de tous les professeurs titulaires. Ce conseil discute le budget de l'école et les

emplois du temps. Il existe aussi une assemblée comprenant tous les professeurs et dont la tâche la plus importante est de se prononcer sur les questions de discipline.

Enfin, il existe dans chaque école un comité dit de coopération dont font partie le directeur, des représentants du conseil des professeurs et du conseil des élèves où sont discutées les affaires d'intérêt commun, par ex. le règlement de l'école, de même que les questions concernant un professeur et ses méthodes d'enseignement, ou un élève, si celui-ci s'y prête.

### **Ecoles privées**

Au niveau de l'école primaire les écoles privées représentent 11 pct. du nombre d'écoles communales. Comme elles sont en général plus petites que celles-ci, le nombre de leurs élèves n'atteint qu'environ 5 pct. de celui des élèves des écoles communales.

Les écoles privées sont en règle général établies à l'initiative de parents ou de professeurs. Il est relativement facile de les faire reconnaître et d'obtenir de l'Etat des subventions qui, en moyenne, s'inscrivent pour environ 70 pct. du budget, les 30 pct. restants étant couverts par les rétributions scolaires versées par les parents.

19 juillet 1977

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## **Sitzungen der Inspektionsausschüsse**

(28. Februar, 1. und 2. März 1978)

Die Sitzungen der Inspektionsausschüsse fanden in Brüssel vom 28. Februar bis 2 März 1978 statt:

- 28. Februar: Sitzung des Inspektionsausschusses für die Grundschule;
- 1. März: Gemeinsame Sitzung der Inspektionsausschüsse für die Grundschule und die Höhere Schule;
- 2. März: Sitzung der Inspektionsausschusses für die Höhere Schule.

Ohne in die Einzelheiten der zahlreichen behandelten Fragen zu gehen, sind wir der Ansicht, daß es von Nutzen ist, einige Angaben über die Hauptprobleme, die die Inspektionsausschüsse geprüft haben, zu machen.

### **a) Lehrpläne**

Der Inspektionsausschuß für die Grundschule schlägt dem Obersten Rat einen Lehrplan für Deutsch Muttersprache und einen Lehrplan für den Ethikunterricht (nicht konfessionsgebundener Moralunterricht) vor.

Der Inspektionsausschuß für die Höhere Schule schlägt dem Obersten Rat einen Lehrplan für Dänisch Muttersprache vor.

### **b) Stellenschaffungen**

Die Inspektionsausschüsse schlagen dem Obersten Rat vor, die von den Europäischen Schulen beantragten Stellen für Lehrpersonal zu genehmigen. Eine Aufstellung der vom Obersten Rat im Mai 1978 geschaffenen Stellen wird in der nächsten Nummer veröffentlicht werden.

### **c) Wahl der Sprache für Geschichte, Geographie und Wirtschaftskunde**

Der Inspektionsausschuß hat Leitlinien für die Wahl der Sprache, in der der Schüler Geschichte, Geographie und Wirtschaftskunde studieren muß, festgelegt.

1. Geschichte und Geographie müssen in der gleichen Sprache studiert werden.
2. i) Geschichte und Geographie müssen in der Ergänzungssprache studiert werden, die der Schüler seit Beginn der Grundschule

gelernt hat. Abweichungen hiervon können durch den Direktor genehmigt werden, wenn der Schüler entsprechende Sprachkenntnisse in einer anderen Sprache besitzt.

ii) Jedoch können Geschichte und Geographie von den Schülern auf Englisch studiert werden, die nicht die Möglichkeit hatten, diese Sprache in der Grundschule zu wählen, sie aber seit der 1. Klasse der Höheren Schule lernen.

3. Die Probleme im Zusammenhang mit der Wirtschaftskunde werden durch den mit der Reform der Höheren Schule beauftragten Ausschluß geprüft werden.

#### d) Organisation der Europäischen Reifeprüfung 1978

Der Inspektionsausschuß vertritt die Ansicht, daß der Zeitplan für die Reifeprüfung 1978 ziemlich gedrängt ist, da er die Schüler zwingt, am gleichen Tag die Philosophieprüfung sowie die Prüfung in Wirtschaftskunde oder Latein abzulegen.

Er schlägt dem Obersten Rat vor, diesen Zeitplan wie folgt zu ändern :

- Montag 19. Juni - Vormittag : Muttersprache.
- Dienstag 20. Juni - Vormittag : Philosophie.
- Donnerstag 22. Juni - Vormittag : Wirtschaftskunde, Latein.
- Mittwoch 21. Juni, Montag 26. Juni und Dienstag 27. Juni : keine Änderung.

#### e) Wiederausammenlegung geteilter Klassen

Muß man die gleichen Kriterien für die Wiederausammenlegung geteilter Klassen anwenden wie zur Teilung von Klassen ? Mit anderen Worten, wenn die Schülerzahl von zwei Parallelklassen so weit zurückgeht, daß sie zusammen nur noch 32 Schüler zählen, muß man sie automatisch zusammenlegen, wie dies zur Zeit geschieht ?

Diese Frage wurde ausführlich von den Inspektionsausschüssen besprochen, es konnte aber kein Einvernehmen erzielt werden. Die Prüfung des Problems wird später wieder aufgegriffen werden.

## Meetings of the Boards of Inspectors

(28 February, 1 and 2 March, 1978)

The Boards of Inspectors met in Brussels from 28 February to 2 March 1978 :

- 28 February : meeting of the Board of Inspectors (Primary) ;
- 1 March : joint meeting of the Board of Inspectors (Primary) and the Board of Inspectors (Secondary) ;
- 2 March : meeting of the Board of Inspectors (Secondary).

Without going into detail on the many matters which were discussed, we feel that it would be useful to outline briefly the main problem areas which were tackled.

#### (a) Syllabuses

The Board of Inspectors (Primary) decided to submit finalized syllabuses for German mother tongue and non-religious ethics for approval by the Board of Governors.

The Board of Inspectors (Secondary) decided to submit a finalized syllabus for Danish mother tongue for approval by the Board of Governors.

#### (b) New posts

The Boards of Inspectors decided to request the Board of Governors' approval for the new posts requested by the European Schools. The list of posts to be created by the Board of Governors in May 1978 will be published in the next issue of the Pedagogical Bulletin.

#### (c) Choice of language for history, geography and economics

The Board of Inspectors has established rules for the language which a pupil may choose for the study of history, geography and economics.

1. History and geography must be studied in the same language.
2. i. History and geography must be studied in whatever working language the pupil studied in primary. However, this may be waived by the Headmaster if the pupil's knowledge of another language is adequate.  
ii. An exception to the foregoing may be made for pupils who wish to study history and geography in English, but who did not have the opportunity to study the language in primary, provided that they have studied it from the first secondary year.
3. The question of the language in which the economic sciences may be studied will be examined by the Reform Committee for the secondary section.

(d) *Organization of the 1978 European Baccalaureate*

The Board of Inspectors feels that the timetable laid down for the 1978 Baccalaureate is rather heavy, since pupils have an examination in philosophy and either economics or Latin on the same day.

It proposes that the Board of Governors amend the timetable as follows :

- Monday 19 June (morning) : mother tongue ;
- Tuesday 20 June (morning) : philosophy ;
- Thursday 21 June (morning) : economics, Latin ;
- Wednesday 21 June, Monday 26 June and Tuesday 27 June : no change.

(e) *Regrouping divided classes*

Should the same criteria be used for regrouping a class as for dividing one ? In other words, when the combined number of pupils in two parallel classes falls below 32, must the two classes automatically be joined again as is done at present ?

A long discussion on the question took place among the Board of Inspectors, but no agreement was reached. The problem will be taken up again later.

## Réunions des Conseils d'Inspection

(28 février, 1er et 2 mars 1978)

Les Conseils d'inspection se sont réunis à Bruxelles du 28 février au 2 mars 1978 :

- 28 février : réunion du Conseil d'inspection primaire ;
- 1er mars : réunion commune des Conseils d'inspection primaire et secondaire ;
- 2 mars : réunion du Conseil d'inspection secondaire.

Sans entrer dans le détail des nombreuses questions qui ont été traitées, nous pensons qu'il est utile de donner quelques indications sur les principaux problèmes qui ont été examinés.

a) *Programmes*

Le Conseil d'inspection primaire propose au Conseil supérieur d'approuver un programme d'allemand langue maternelle et un programme de morale non-confessionnelle.

Le Conseil d'inspection secondaire propose au Conseil supérieur d'approuver un programme de danois langue maternelle.

b) *Créations de postes*

Les Conseils d'inspection proposent au Conseil supérieur d'approuver les demandes de créations de postes d'enseignants demandées par les Ecoles européennes. La liste des postes créés par le Conseil supérieur en mai 1978 sera publiée dans le prochain numéro du Bulletin pédagogique.

c) *Choix de la langue pour l'histoire, la géographie et l'économie*

Le Conseil d'inspection a arrêté des directives pour le choix de la langue dans laquelle l'élève étudie l'histoire, la géographie et l'économie.

1. L'histoire et la géographie doivent être étudiées dans la même langue.
2. i. L'histoire et la géographie doivent être étudiées dans la langue véhiculaire que l'élève a étudiée à l'école primaire. Des dérogations peuvent être accordées par le Directeur, si l'élève a les connaissances requises dans une autre langue.  
ii. Cependant l'histoire et la géographie peuvent être suivies en anglais par les élèves qui n'ont pas eu la possibilité d'étudier cette langue à l'école primaire, mais qui l'ont étudiée à partir de la 1ère année secondaire.
3. Les problèmes relatifs aux sciences économiques seront examinés par la commission chargée de préparer la réforme de l'école secondaire.

d) *Organisation du Baccalauréat européen en 1978*

Le Conseil d'inspection estime que le calendrier prévu pour le baccalauréat 1978 est assez lourd parce qu'il impose aux élèves de composer le même jour en philosophie ainsi qu'en économie ou en latin.

Il propose au Conseil supérieur de modifier le calendrier comme suit :

- lundi 19 juin - matin : langue maternelle ;
- mardi 20 juin - matin : philosophie ;
- jeudi 22 juin - matin : économie, latin ;
- mercredi 21 juin, lundi 26 juin et mardi 27 juin : pas de changement.

e) *Regroupement de classes*

Faut-il appliquer les mêmes critères pour les regroupements de classes que pour les dédoublements ? En d'autres termes lorsque le nombre d'élèves de deux classes parallèles diminue au point qu'ensemble elles ne comptent plus que 32 élèves, faut-il les regrouper d'office comme cela se fait actuellement ?

Cette question a été largement discutée par les Conseils d'inspection mais un accord n'a pas pu se faire. L'examen du problème sera repris ultérieurement.

## "Personalia"

### Nouvelles de l'Ecole Européenne de Bruxelles I

Ont quitté définitivement les Ecoles Européennes (depuis septembre 1977) :

- M. le Directeur Marcel DECOMBIS à Bruxelles I, admis à la retraite à Paris.
- M.M. Günther FRANKE et Manfred MALORNY, rentrés en République Fédérale d'Allemagne, rappelés par le Gouvernement.

Ont été mutés à leur demande :

a) à l'Ecole Européenne de Bruxelles II (Woluwé) :

M.M.Mmes

Françoise CREVECŒUR (B), professeur d'éducation physique

Victor GALLEZ (B), professeur de mathématiques

John FORSTER (GB), professeur d'éducation physique

Pierre IVACHEFF (F), professeur de dessin

Fernand T'SIOBBEL (B), professeur de biologie

Elisabeth PRIEN (D), professeur de mathématiques

MAC ARDLE (Irl.), professeur d'anglais

b) à l'Ecole Européenne de Varese :

M. Michael TAPPY, Adjoint au Directeur pour l'Ecole secondaire.

Sont arrivés à Bruxelles I, depuis septembre 1977 :

M.M.Mmes

Pierre GOEDERT, Directeur de l'EE, venant de Luxembourg (directeur du Lycée Michel Rodange à Luxembourg-ville)

Michel CARLIER (B), professeur de mathématiques, venant de l'A.R. de Flobecq

Willy DANEELS (B), professeur de biologie, venant de R.N.S. St-Pieters-Woluwé

Peter KINSLER (GB), professeur de physique et chimie, venant de St Patricks' High Coatbridge

Brigitte NIELSEN (DK), professeur de latin et philosophie

Leslie ORTON (GB), professeur d'économie, sociologie et géographie, venant de High School of Dunfermline Scotland

VAN VEENENDAEL (NI), professeur de néerlandais, venant de l'Ecole Européenne de Varese (It.)

Hans KRÜGER (D), professeur de mathématiques, venant de Berlin

Ernst LANG (D), professeur d'allemand, Rheinland-Pfalz

et comme Conseillers d'éducation, M.M.

Paul JOSEPHI (B), instituteur à l'A.R. de Woluwé-St-Lambert

Roland SMOLDERS (B), instituteur, venant de Soest

Günther SCHÄFER (D), Realschullehrer, venant de Realschule Münsingen Baden-Württemberg.

Herman VERMEULEN (B), instituteur, K.A. Zaventem.

### NAISSANCES

Un petit garçon ESBEN est né le 5-1-1978 dans le foyer de M. et Mme Sørensen.

**Monsieur Marcel DECOMBIS,  
Directeur honoraire de l'Ecole européenne de Bruxelles I,  
Officier de l'Ordre de la Couronne en Belgique**

En juillet 1977, Monsieur Marcel DECOMBIS a été fait Officier de l'Ordre de la Couronne en Belgique lors d'une cérémonie qui a eu lieu au Ministère de l'Education Nationale. Les deux Ministres de l'Education Nationale, Messieurs MICHEL et RAMAEKERS, ont tenu à lui remettre personnellement la distinction pour lui exprimer toute leur estime.

Le Comité de rédaction se réjouit de cet honneur mérité qui échoit à Monsieur DECOMBIS et lui adresse ses plus chaleureuses félicitations.

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