

Education and Service Conditions of Teachers in Scandinavia The Netherlands and Finland

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BULLETIN 1940, No. 9

FEDERAL SECURITY AGENCY *Paul V. McNutt, Administrator*

U. S. OFFICE OF EDUCATION *John W. Studebaker, Commissioner*

UNITED STATES GOVERNMENT PRINTING OFFICE WASHINGTON : 1941

For sale by the Superintendent of Documents, Washington, D. C. Price 20 cents

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Foreword

This is the first of two studies based on data gathered by the author in Scandinavia, the Netherlands, and Finland in the spring and early summer of 1938, and continued beyond that time through documentation.

Before Dr. Lindegren visited these countries, meetings held under the direction of the U. S. Commissioner of Education with members of the U. S. Office of Education staff interested in the field of teacher education resulted in an outline made up from suggestions for consideration in her studies. At the same time about 200 letters were sent to city superintendents, deans of colleges of education, presidents of teachers colleges, and leaders of comparative education asking them for suggestions as to what problems ought to be studied and included in the report.

This bulletin is an account of teacher education for each country separately, about as it was in the summer of 1939. The second and smaller study on "Some Questions on the Education and Service Conditions of Teachers in Scandinavia, the Netherlands, and Finland" will be devoted to answers to specific questions on major issues in teacher education and to what the five countries do in regard to each of them.

To the many persons and organizations in the United States, Denmark, Norway, Sweden, the Netherlands, and Finland, who have aided in bringing this study to completion, the U. S. Office of Education expresses its gratitude.

BESS GOODYKOONTZ
Assistant U. S. Commissioner of Education

Education and Service Conditions of Teachers in Scandinavia, the Netherlands, and Finland

Introduction

This study deals with a special phase of the education systems of five small nations that have contributed much to the advancement and civilization of mankind. They are highly literate peoples accustomed to self-government and capable of carrying it on effectively, a capability that is due in great measure to their good schools. As near neighbors they have many common racial, cultural, and linguistic inheritances and have passed through much the same political and social development, facing similar dangers, sharing the same hopes and aspirations, and basing their lives on principles that they and other folk of culture believe to be fundamental. Those principles they are handing on to their children and are educating their teachers to help do it. Yet each of these nations has its peculiar characteristics of language, literature, culture, and form of government and in the field of education has set up a distinctive system worked out through centuries and decades for its special purposes.

Those differences make it necessary to present for each country a separate account of the education of teachers and to explain the school organization and the kinds of schools in which they work. But from these separate statements certain general aspects may be taken in advance.

National control.—The national government controls and supplies a large share of the funds for education in all of the five countries. Each has a national ministry of education, presumably equal in importance to the ministries of foreign affairs, finance, commerce, etc., with a minister¹ who is a member of the cabinet as its presiding officer. The school system is national, or as it is more commonly termed in Europe, "State," and in the subsequent pages the word "State" is used regularly to mean "national." Moreover, education in each is minutely regulated by parliamentary statutes that have generally been enacted after careful consideration. It follows naturally from this centralized State control that teachers have civil-service status just as other government employees.

Compulsory education.—Since all the people in each of these nations provide through their State officials and out of a common fund for the

¹ Throughout this bulletin the words "Ministry" and "Minister," unless otherwise specified, mean Ministry of Education and Minister of Education.

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education of all the children, the corollary is that the opportunity must be used and to that end compulsory education laws are general and are carefully enforced. In Finland children must attend school from 7 to 13 years of age, and one who has not attained the prescribed standard of information and skill must attend an additional year. Moreover, any child who completes the elementary curriculum and does not continue at some other type of school must take continuation courses for 2 years. The compulsory education age in Denmark, Norway, Sweden, and the Netherlands is 7 to 14 years.

Educating the teachers.—Teachers for elementary schools are trained in institutions especially provided for that purpose; they have no other function. Usually they are called seminaries. In Sweden and Finland a definite line is drawn between primary and elementary education and different curricula are offered for the two grades of teachers. No such marked distinction exists in the other countries. Admission to the seminaries is open to persons around 17 years of age, sound in health, of good moral character, and with an education somewhat beyond that required for graduation from an elementary school of the country but not generally up to the completion of a secondary school curriculum. The regular seminary curriculum is ordinarily 4 years; in Finland it is 5, and plans are under way to extend it to 5 in the Netherlands. Shorter curricula are offered for students who enter with more advanced training. Since none of these countries requires a large teaching staff, the number of students admitted each year is generally limited. In Norway, Sweden, and Finland the limit is set annually by the Ministry of Education. To the first class in each seminary in Denmark 30 students are allowed admission yearly. The accommodations of the schools determine the number of admissions in the Netherlands. In all these countries competition is keen and the qualifications of those finally admitted are usually above the minimum requirements, especially with reference to previous schooling.

Teachers for secondary schools are usually university graduates in the subjects they are called upon to teach. They must of course have been graduated from a secondary school before entering a university. Professional studies in pedagogy and some practice teaching, in addition to the university studies, are required in Denmark, Norway, Sweden, and Finland, but not in the Netherlands.

Appointment.—On completion of the prescribed course at a school for the education of elementary school teachers the future teacher attains qualification for appointment through success in a state-controlled examination. Corresponding qualification is attained for secondary school teaching on successful completion of the period of professional or practical education.

On attaining qualification to teach, the candidate is ready for probational appointment but generally has to serve for some time as substitute or part-time teacher.

Teachers at state schools are appointed either by the Ministry of Education or with its approval; teachers at municipal schools, by the municipal or communal authorities; and at private schools, by the authorities of the school concerned.

Vacancies for teaching are announced quite generally in a journal for official announcements of the country concerned and in educational journals. The announcement gives details concerning the position, including the time within which and the place where application for it should be filed.

Unless a teacher has served under permanent appointment in a previous position, 2 years of successful service on probation are required for permanent appointment except in Norway where elementary school teachers may receive permanent appointment after 1 year of successful work.

As may be noted in the accounts of the individual countries, teachers are prepared for the specific type of work they intend to pursue. Thus a secondary school teacher who has attained qualification to teach science and mathematics can receive appointment in a competitive system of appointment only in the subjects in which qualification has been attained.

Status.—In all five countries those who become teachers and receive permanent appointment rarely leave before the age of retirement. Among the contributing factors for this are the spirit of loyalty and pride of the teachers themselves in their profession, the high regard in which the profession is held by those in other fields of work, and the feeling of modest security a teacher may have for himself and his dependents after attaining the goal of permanent appointment.

Statistical data.—The areas and populations of these countries need to be kept in mind in order to have an understanding of the relative sizes of the school systems and main population classes that they serve. The Netherlands is the smallest of the countries but it has the largest population and, for a people more than 50 percent rural, an amazing number of people for each square mile. Denmark also is densely populated and more than half the inhabitants are classed as rural. Norway, Sweden, and Finland are sparsely populated and a com-

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paratively low percentage of the people are urban dwellers. These and other important factors are indicated in the following table:

Table 1.—Area and population data for Scandinavia, the Netherlands, and Finland

Country	Date of data	Area in square miles	Population			
			Urban	Rural	Total	Per square mile
1	2	3	4	5	6	7
Denmark.....	1935	1 16, 575	1, 644, 403	2, 061, 946	3, 706, 349	224. 00 ^o
Norway.....	1930	124, 588	800, 514	2, 013, 680	2, 814, 194	22. 59
Sweden.....	1938	1 173, 341	2, 278, 413	4, 031, 801	6, 310, 214	36. 43
Netherlands.....	1936	12, 704	1 4, 253, 645	4, 303, 275	8, 556, 920	673. 56
Finland.....	1936	1 147, 800	794, 177	3, 012, 986	3, 807, 163	25. 75
Total.....		475, 008	9, 771, 152	15, 423, 688	25, 194, 840	

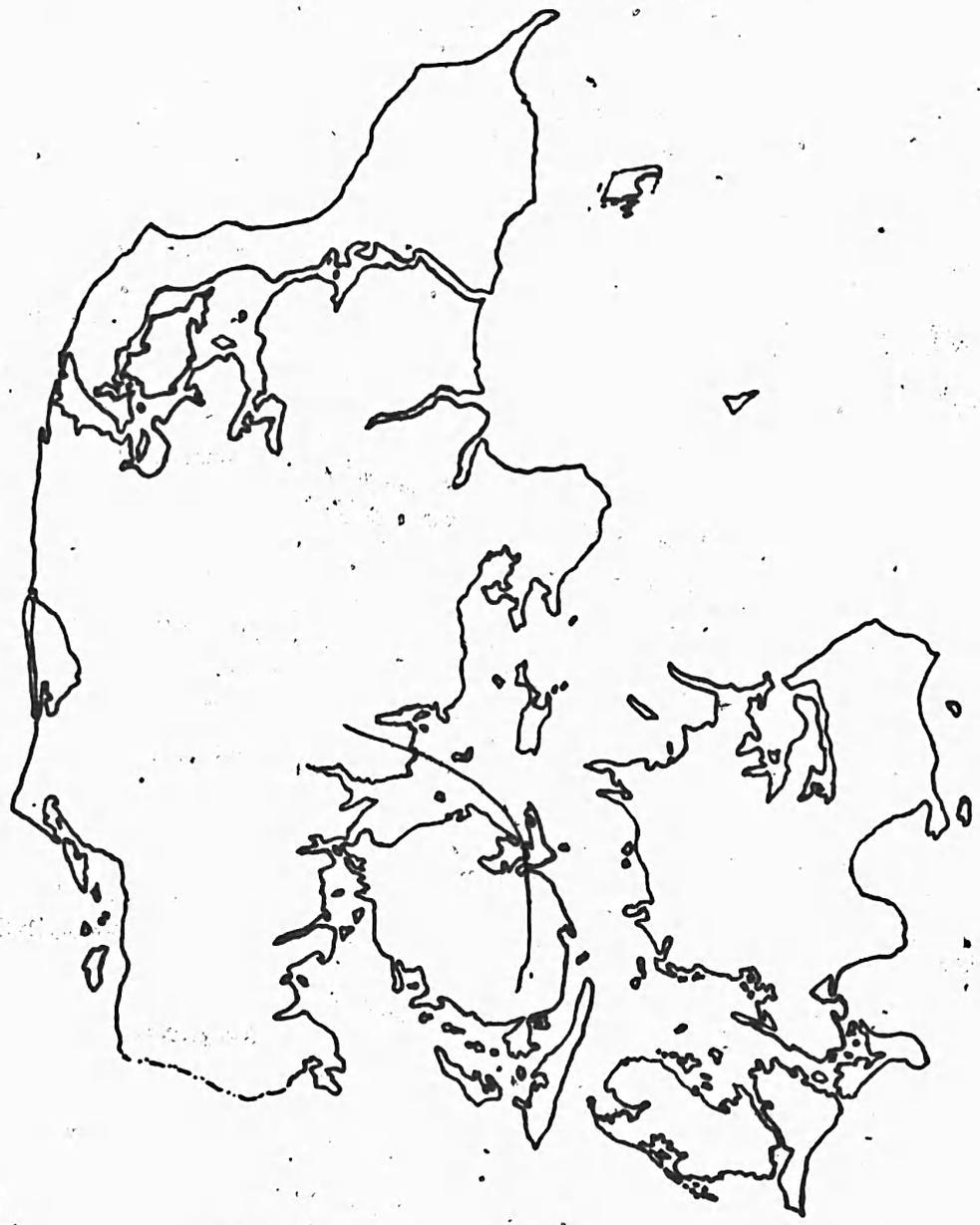
¹ Includes 236 square miles of inland water.

^o Includes 14,947 square miles of inland water.

³ Division into urban and rural population is estimated.

⁴ Includes 13,252 square miles of inland water.

Denmark



Education, Appointment, and Remuneration of Teachers Elementary Schools.

Organization of elementary and secondary education prior to April 1, 1938.—Prior to April 1, 1938, the elementary school in cities in Denmark was a 6-, 7-, or 8-year school with a separate teacher for each year (class). In rural areas the elementary school generally ranged from a 2-year school with one teacher to a 6-year school with three teachers. After the completion of 4 or 5 years of elementary schooling a boy or girl who wished to pursue intermediate and higher studies entered a 4-year middle school (Mellemskole) completion of which qualified for admission to the 1-year modern or real class (Realklasse) or to the 3-year gymnasium. The middle school closed with the middle school examination (p. 20); the real class, with the real or modern examination (p. 20); the gymnasium, with the student examination (p. 21).

Organization of elementary education after April 1, 1938.—By the elementary school law of May 18, 1937, effective April 1, 1938, the elementary school in cities comprises either a 4-year foundation school (4-aarig Grundskole) and a 3-year main school (3-aarig Hovedskole), or a 4-year foundation school and a 4-year middle school (Mellemskole). Within a city, however, elementary schools must be uniform in type.

The middle school may be a theoretical middle school (teoretisk Mellemskole), that is, the regular middle school of the former period closing with the middle school examination, or it may be a practical middle school (praktisk Mellemskole) offering instruction in the general subjects of the elementary school and closing without examination. A community that has a theoretical middle school must provide also a practical middle school. In the latter the fourth year is optional and need not be offered unless at least 10 pupils desire the work. From the viewpoint of examination the schools are designated as middle-school-with-examination (Eksamensmellemskole), and middle-school-without-examination (Eksamensfri Mellemskole). Theoretically they are equal. Practically, however, the middle-school-with-examination is a part of the secondary school system; and the middle-school-without-examination, a part of the elementary school system.

As hitherto a 1-year real class preparing for the modern or real examination may be attached to the theoretical middle school.

In Copenhagen the elementary school comprises a 5-year foundation school and a middle school of two divisions: A 4-year theoretical

middle school and a 3- or 4-year practical middle school. After completion of class 4 of the foundation school pupils with sufficient information and maturity may be admitted to class I of the middle school.

In the country an elementary school with less than four classes may be an undivided school (udelt Skole) with the number of classes adapted to the number of pupils, but a school with four or more classes is divided into a 3-year preparatory school (3-aarig Forskole) and a 4-year main school (4-aarig Hovedskole). A continuation class and course (Fortsættelsesklasse samt Kursus) preparing for the general preparatory examination (almindelig Forberedelseseksamen) may be attached to the school.¹

If a rural community wishes, it may organize its elementary school according to the plan for city schools.

Instruction and duration of school year.—Each of the four classes of the foundation school has 720 hours of 50 minutes each of instruction a year; class 5 of those in Copenhagen, at least 1,200 hours. The school day cannot exceed during the first 2 years, 4 clock hours; during the next 2 years, 5 clock hours; and in class 5 in Copenhagen, 6 clock hours.

The subjects of instruction in the foundation school are: Danish, penmanship, arithmetic, religion, history, geography, natural history, gymnastics and play, singing, drawing, handwork for girls. The instruction is planned in such manner that all the subjects as such are not included until the fourth year. The curriculum may include also sloyd, school baths, and school gardening.

The main elementary school and the practical middle school must offer in each class at least 1,200 hours of 50 minutes each of instruction a year. The subjects of instruction are the same as those for the foundation school plus physics, sloyd for boys, and home economics for girls.

In the final class of the main elementary school and in the last 2 classes of the practical middle school consideration is given as far as practicable to the future vocational life of the pupils. In the practical middle school German, English, and mathematics may be offered as additional subjects; and in the final class of the main elementary school, a foreign language. Instruction in these additional subjects may be attended only by pupils whose parents give their consent for it and who in the judgment of the school will derive benefit therefrom.

During its 7 years the elementary school in the country must offer at least 6,480 hours of 50 minutes each of instruction, including in each of the last 3 years at least 960 hours.

¹ The almindelig Forberedelseseksamen is a survival of an examination abolished in 1908. It came at the close of a 4-year school. Through special dispensation some of the schools were permitted to continue. Although an anomaly in the regular system they have grown and flourished. The Forberedelseseksamen is equivalent to the modern or real examination (p. 20).

School year and size of classes.—The school year begins regularly on April 1.

When the average number of pupils per class for 2 successive years in a city school exceeds 33 or in a country school 35, steps must be taken to reduce the number.

Statistics.—In 1936, Denmark had in its cities 274 elementary schools of which 134 included middle school and real classes. The 140 schools without middle school and real classes were attended by 64,869 pupils, including 31,864 girls; and taught by 2,077 teachers of whom 981 were women. The schools with middle school and real classes were attended by 104,973 elementary school pupils, including 52,415 girls. The number of teachers, including those for the middle school and real classes, were 3,851 of whom 1,817 were women.

In rural districts there were 3,867 elementary schools, including 169 with middle school and real classes. The 3,698 schools without middle school and real classes were attended by 421,553 pupils, including 208,321 girls; and taught by 6,804 teachers of whom 2,281 were women. The schools with middle school and real classes were attended by 120,606 elementary school pupils, including 60,096 girls. The number of teachers including those for the middle school and real classes were 503 of whom 181 were women.

Education

Seminaries (Seminarier).—The nineteen seminaries for the education of elementary school teachers include 12 private and 7 State seminaries of Jonstrup at Copenhagen, Skaarup at Svendborg, Jelling at Vejle, Ranum at Løgstor, and those of Haderslev, Tønder, and Ribe. That at Ribe is for women, those of Jonstrup and Jelling are for men, and the remaining four are coeducational. Whether State or private, they are governed by the seminary law of April 15, 1930, and ministerial regulations of May 18, 1938, which require that instruction be arranged with special regard to the students' future work as teachers and at the same time with giving them information and skill for the furtherance of their general development. Instruction at the State seminaries is free.

Private seminaries (Private Seminarier).—Private seminaries whose directors are recognized by the Minister of Education as qualified, and which offer a 4-year course equivalent in requirements for admission, content, and purpose to that of the State seminaries, including practical education, may, after approval of buildings, equipment, and practice school be authorized for 6 years at a time to offer the examination for elementary school teachers and the prescribed instruction in preparation for the examination. Seminaries thus accredited are under the same supervision as the State seminaries.

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Requirements for admission.—For admission to class I of a seminary the applicant must be at least 17 years of age before June 1 of the year in which admission is desired. He must present evidence of good character and an attestation from a qualified physician that he is in good health and free of any physical ailment that would hinder effective work as teacher; and must pass an entrance examination. An applicant may be exempted from the entrance examination with the consent of the Ministry, if he has passed one of the following listed examinations with at least the number of points indicated within 4 years of the time of the application:

1. Student examination (Studentereksamen—p. 21) with an average mark of at least 6.
2. Real examination (Realeksamen—p. 20) or the final examination of a girls' school (Pigeskoleeksamen) with an average mark of at least 7.¹
3. General preparatory examination (almindelig Forberedelseseksamen—p. 8) with an average of at least 105 points if it included 2 languages; 112 points if it included 3 languages.

The questions for the written part of the entrance examination which includes Danish, arithmetic, writing, handwork for women, and history or geography are made out by the Ministry. The examination is offered at all seminaries on the same day and the papers after being graded by the examiner in the subject and a censor are forwarded to the Ministry. The oral examination includes the subjects of the written examination, and religion, natural history, and music. Those who pass but are not admitted immediately are given a certificate of admission valid for 4 years.

A graduate of a secondary school who has passed the student examination (p. 21) with an average mark of at least 7 may be admitted to class II of a seminary by passing an entrance examination in Bible history, arithmetic, and music.

Plan of studies.—The seminaries offer a 4-year curriculum. They purpose to give the students the greatest possible opportunity for independent work. The prospective teacher should come in first-hand contact with the source material, books, and collections in the various subjects, and learn to observe living nature. Some idea of the nature and character of the instruction may be obtained from the following plan of studies:

¹ The Pigeskoleeksamen was offered originally at the old private girls' schools in Copenhagen. It is equivalent to the real examination (p. 20).

Table 2.—Plan of studies of the seminaries for the education of elementary school teachers

Subject of instruction	Hours a week per school year			
	I	II	III	IV
1	2	3	4	5
Drawing	2	2	1	
Penmanship	1	1		
Arithmetic	2	3		
Mathematics	3	4		
Physics	3	4		
Natural history	3	3		
Geography	2	2	2	
Danish	4	4	3	3
Religion	3	3	3	3
German or English	3	2	3	3
History	3	2	2	2
Pedagogics			4	3
Practice teaching			4	9
Music	2	1	2	2
Gymnastics	3	3	3	3
Handwork for women;loyd for men	2	2	2	2
Special reading or home economics			5	5
Total	36	36	34	34

The outlines of all the courses listed above need not be given here but it is advisable to explain to some extent those that are more strictly professional; namely, pedagogics, practice teaching, and the special reading and home economics courses.

Pedagogics.—The study of pedagogics comprises:

1. Psychology, including general psychology, child-psychology, psychology of children of school age and of adolescence. With a corresponding reduction in special psychology a seminary may offer logic.
2. Pedagogy, including:
 - (a) General theory of education and instruction.
 - (b) History of education to the present. The student should acquire first-hand acquaintance with pedagogical literature.
 - (c) History of the Danish school system and its present organization.
 - (d) Fundamentals of school hygiene.

Practice teaching (Praktisk Skolegerning).—Attached to each seminary is a practice school (*Øvelsesskole*) which may be established and operated for the seminary, or may be a communal school or part of a communal school subsidized by the State. In the latter instance the seminary after arrangements with the commune has considerable influence on the content and arrangement of instruction. On decision of the director, the instructors in the seminary are obliged to teach classes in the practice school.

Under the supervision of the director of the seminary, the head master of the practice school (*Øvelsesskolens Førstelaerer*) has charge of the practical education of the seminary students. The plan for this is made out by the seminary and submitted to the Ministry for approval. The purpose of the practice school work (*Vejledning i praktisk Skolegerning*) is to give the student, through personal obser-

vation, a comparatively comprehensive view of the forms and methods of instruction and practice in various techniques of instruction. Part of the time is devoted to instruction in methods, including guidance in the use of instruction—handbooks, school library, blackboard, illustrative material, etc.

If conditions permit and a seminary wishes, it may supplement the student teaching in its practice school with practice teaching under supervision at schools nearby for short periods and for periods of uninterrupted work not exceeding 3 weeks. When such arrangements are made, the director of the seminary and the head master of the practice school must keep in touch with the work of the student at the outside school through personal observation and required reports made by the student on the organization of the school, its methods of instruction, and other phases of special interest and value.

Special reading (Speciallaesning).—The aim of these courses is to give the students opportunity for more profound study leading to independent work in spheres of interest they may continue after graduation. In language-history special reading may include Danish and Swedish, and various historical fields selected by the seminary, such as specific periods of world or Nordic history, the history of literature, art, or religion. In mathematics-natural science it may relate to given sections of mathematics, physics, geography, natural history, or selected phases of natural history. In each line instruction is offered in two subjects. The courses are not covered by the teachers' examination (p. 12), but a certification of participation, giving the subject group and an evaluation of the work, is included among the regular entries on the graduation certificate.

Home economics (Skolekøkkengerning).—In place of special reading women may select home economics. The purpose is to give those who desire to become teachers of home economics an opportunity to complete the first part of their preparation while attending the seminary. The work is planned so that a young woman who has taken the course may, on completion of a 5-month course after graduation from the seminary, attain preparation in home economics equivalent to that offered in the subject at the State High School for Teachers (p. 13).

For the summer of 1940 a 5-month course, to be offered for the first time, was planned specifically as a continuation of the 2 years of 5 hours a week of work in home economics at the seminaries. Only the State Seminary of Ribe and N. Zahle's School (N. Zahles Skole), a private seminary for the education of elementary school teachers in Copenhagen, were to give these courses of 35 hours of intensive instruction a week.

Examination for teachers (Lærerprøven).—Instruction at the seminaries is validated with the examination for teachers, called also the examination for men and women teachers (Lærer- og Lærerindeek-

samen). It is in two parts. Part I is offered at the close of the second year of study and is in drawing, penmanship, arithmetic, mathematics, physics, natural history, geography, Danish, and religion. Part II is offered at the close of the fourth year and includes Danish, religion, and the remaining subjects of the curriculum (p. 11).

The questions for the written part of the examination are made out by censors appointed by the Ministry for a period of 3 years. In other respects it is conducted in a manner similar to that of the entrance examination. In the oral examination the teachers of the seminary are examiners but the specific subjects are determined by the supervising censors the day before the examination after consultation with the examiners.

Success in the examination is marked by a certificate of having passed the examination for elementary school teachers (*Eksamensbevis for Lærere i Folkeskolen*) giving the subjects and the marks earned. In addition to the entry with reference to the special reading or home economics (p. 12) the marks for gymnastics and music, including singing, are entered on the certificate.

Examination in practice teaching.—Following is an excerpt from the regulations governing the final examination in practice teaching:

The examination is held in the practice school prior to the regular examination period.

In the examination the examinee shall show his ability to instruct children in such manner that according to the nature of the assignment there may be opportunity not only for presentation and discussion but also for guidance of the pupils in independent work in the subject. The examinee should, as a rule, be allowed time to complete the subject.

Each examinee is given an assignment in each of two elementary school subjects, including one assignment in Danish, religion, or arithmetic. No assignment may be given in a foreign language, sloyd, singing, penmanship, or drawing. Unless the seminary concerned so wishes and can suggest suitable work, no examination is given in the instruction of small children, i. e., children in the first year of school.

The examinee receives his assignment $2\frac{1}{2}$ hours before the time of the examination. Under supervision he shall have opportunity to prepare himself with the suitable means of assistance.

Immediately before the beginning of the lesson the examinee presents the censors with a brief written lesson plan.

If opportunity is afforded the examinee should demonstrate during the lesson his skill in blackboard drawing.

State High School for Teachers (Statens Lærerhøjskole).—The State High School for Teachers at Copenhagen was opened in 1856 as the Monrad Course (*Monradske Kursus*) by D. G. Monrad, Head Director of Burgher and Common School Education, for teachers who wished to work in real schools. In 1889 it became a 1-year course for real

¹ Undervisningsministeriets Bekendtgørelse af 18. Maj 1888. Bekendtgørelse om Optagelsesprøven. Undervisningen og de afsluttende Prøver paa Seminarierne. København, J. H. Schultz Forlag. p. 26-27.

school teachers, and in 1895 it was reorganized and broadened along lines leading to its present development.

In its two divisions—main division (Hovedafdeling) and home economics division (Skolekøkkenafdeling)—the school offers opportunity for further study to teachers of elementary schools, public secondary schools, seminaries, and folk high schools. Its courses are open also to unemployed graduates of the seminaries for the education of elementary school teachers. Instruction is free. Students who are not residents of Copenhagen may be granted State scholarships of 40 Kroner a month if single and 60 Kroner if married.⁴

The chief aim of the school is to assist the student in acquiring ability for independent study and research. No examinations are offered, but successful attendance is marked by a leaving certificate (Afgangsbevis) indicating the character and quality of the work completed. Study at the school carries with it no rights or privileges.

The school year begins September 1, and closes the last part of June. Each December announcement is made of the courses to be offered the following year. Those announced for school year 1940-41 are:⁵

1. *One-year course in the main division (Aarskursus paa Hovedafdelingen).*—The four subject groups of the course with the number of hours a week for each subject are given in the following table:

Table 3.—Program of studies in the 4 subject-groups of the 1-year course in the main division

Subject of instruction	Hours a week per subject in subject group			
	I	II	III	IV
I	2	3	4	5
History of religion.....	2			
Danish.....	12	6		
Swedish.....	2	2		
English.....	(I) 6	(I) 6	(II) 6	
German.....	(I) 6	(I) 6	(II) 6	
French.....		(I) 6	(II) 6	
History.....		6	6	
Geography.....				4
Mathematics.....				6
Zoology.....	4			4
Geology.....	2			2
Physics.....				6
Botany.....				4
Hygiene.....		2		
Voice training.....			4	
Phonetics.....			2	
Civics.....			2	

¹ Danish in group I includes literature, 6 hours; language, 4; reading, 2. Danish in group II, includes literature, 4 hours; language, 2.

² I and II with reference to English, German, and French indicate the first and second year of study of the language concerned. Prerequisite for admission to the second year is completion of course I, of 3 vacation courses, or success in a student examination which included the language (p. 21).

⁴ One Krone at mint par was worth 45.37 cents in United States money on April 1, 1940.

⁵ Folkeskolen. Udgivet af Danmarks Lærereforening. Aargang 24. Nr. 51. 21. December 1939. p. 967-70.

Instruction in subject-group I of the table is offered in the forenoon; in the subjects of the other groups, mainly in the afternoon.

Each student may select up to 18 hours of class work a week. An applicant for a scholarship must register for at least 14-15 hours of work.

In addition to the four subject-groups the course includes English III, 6 hours; practice teaching, 4; Danish literature and history, 4, plus 2 hours of laboratory and school library work every 2 weeks; gardening, 10, plus 2 hours of practice and demonstrations 3 afternoons a week; sloyd, 7; applied psychology, 18, including general psychology and its significance, 5; child psychology, 2; mentally retarded and delinquent children, 2; intelligence testing, 3; hygiene of infants and school children and psychiatry, 1; experimental psychology, 5.

2. *One-year course in home economics division (Aarskursus paa Skolekøkkenafdelingen).*—This comprises 30 hours of instruction a week in housekeeping, physiology, nutrition, chemistry, hygiene, first aid, and pedagogical guidance.

3. *Short courses (Korte Kursus).*—Since 1937 the school has offered in successive years in a short summer session a beginning, continuation, and final course in each of Swedish, German, English, French, Danish, chemistry, history, mathematics, physics, and biology. Only one subject may be taken during a session and for admission the student must be a teacher of the subject. For 1940 the plan was to offer the course from July 8 to 25.

4. *Correspondence courses (Fjernkursus).*—Correspondence work may be taken in pedagogy or in one of the subjects of instruction of the elementary, middle, or real school, including for a teacher of English or German at a middle or real school who has not attended the State High School for Teachers, a course in the style of writing in the language he teaches.

Appointment

The head master of an elementary school in the city is called *Overlærer*; in the country, *Førstelærer* (literally "first teacher"). A 1-teacher school has an *Enelærer* (one- or sole-teacher).

In cities the announcement of vacancy in a position to be filled by permanent appointment is made by the municipal council (literally "Communal administration"—*Kommunalstyrelsen*). When the period of filing is over the council forwards the applications to *Skolekommissionen*—a school commission or board appointed by the council for general supervision of the schools within the municipality. From among three applicants recommended by the board the teacher is selected by the municipal council subject to the approval of the Minister of Education. In rural areas the announcement of vacancy

16 EDUCATION, APPOINTMENT, AND REMUNERATION OF TEACHERS

and the selection of the teacher are both made by the county school board (Skoledirektionen).

For permanent appointment as teacher at an elementary school the applicant must be at least 24 years of age and be able to present:

1. A certificate of health (Helbredsattest), including a special certificate showing absence of the symptoms of tuberculosis.
2. Evidence of having passed the final examination of a seminary for the education of elementary school teachers (p. 12).
3. Evidence of having served successfully as aspirant (teacher on probation) for at least 2 years. Service as part-time teacher (Timelaerer) or as permanent substitute (fast Vikar) may count as part of the period of probation but not beyond 1 year.

For permanent or probationary appointment to a 1-teacher school or as head master of a country school the applicant must be at least 25 years of age and have served at least 2 years as elementary school teacher. Head masters of city schools and elementary school inspectors are appointed by the King in a manner similar to that of rectors and inspectors for secondary schools (p. 28).

Remuneration

Salaries.—The pay is a basic salary with regular increases, plus a supplementary amount based on price level and, for some teachers, a second supplement based on locality. The supplements do not count toward the amount of pension a teacher may receive later. In cities and rural areas with city school regulations, teachers are paid in advance at the beginning of each month. In rural areas not under city school regulations the basic salary and the part of the remainder for which the community is wholly responsible are paid monthly in advance; the rest, quarterly in advance.

In cities the basic annual salary and regular increases are:

Headmasters and inspectors: 5,460 kroner with increases of 600 kroner triennially up to 6,660 kroner.

Assistant inspectors: 3,120 kroner with increases of 330 kroner triennially up to 5,100 kroner.

Teachers: 2,880 kroner with increases of 330 kroner triennially up to 4,860 kroner.

Special provision for additional salary for teachers connected with the practical education of seminary students may be included in the finance law.

In rural areas the basic annual salary and regular increases are:

Headmasters and teachers of 1-teacher schools: 2,700 kroner with increases of 330 kroner triennially up to 4,680 kroner.

Other regular teachers (*Andenlaerer*): 2,220 kroner with increases of 300 kroner triennially up to 3,120 kroner, thereafter 330 kroner triennially up to 3,780 kroner.

Teachers at communal practice schools in the country connected with State seminaries for the education of elementary school teachers. 3,000 kroner with increases of 330 kroner triennially up to 4,980 kroner.

Teachers of middle and real schools have a basic salary of 3,000 kroner with a triennial increase of 330 kroner until a maximum of 4,980 kroner is reached.

The number of hours of instruction a week for head masters and assistant inspectors are fixed by the Ministry of Education on the recommendation of the municipal council. If the average number of hours of instruction a week for a teacher exceeds 36, additional compensation is given according to a rate fixed by the Ministry.

Locality supplement (Stedtillaeg).—Cities and some rural communities are divided into five classes with reference to the cost of living. The annual amount of the supplement received by teachers living within these areas is:

- GROUP A—480 kroner but not over 32 percent of the basic salary.
- GROUP B—432 kroner but not over 30 percent of the basic salary.
- GROUP C—318 kroner but not over 20 percent of the basic salary.
- GROUP D—228 kroner but not over 15 percent of the basic salary.
- GROUP E—108 kroner but not over 8 percent of the basic salary.

A teacher with free housing receives two-thirds of the supplement concerned.

Leveling supplement (Regulaeringstillæg).—The amount of this supplement which is based on changes in the price level with reference to the cost of food, clothing, fuel, light, and rent, is fixed each fiscal year. Married teachers and single teachers with special responsibilities receive full leveling supplement. Other teachers receive two-thirds of the supplement if they are over 40 years of age; one-third, if they are under 40 years of age.

Waiting money (Ventepenge).—A teacher over 30 years of age with permanent appointment whose position is abolished and for whom there is no suitable opening is entitled to receive waiting money for 5 years amounting during each of the first 3 months to his basic salary plus age increments, and after that to two-thirds of the amount. He must, however, accept any suitable position offered him. If no opening arises he is placed on pension at the close of the 5-year period with the 5 years of waiting counting as 5 years of service.

Pension.—Like other State employees a public school teacher may retire after attaining 65 years of age, and must do so at the end of the month in which he becomes 70 years of age. The right to pension or pension age begins when a teacher has served 5 years under permanent appointment after attaining 30 years of age. The pension basis

comprises the average of the basic salary plus age increments for the last 3 years of service. If the pension age is less than 3 years, the pension basis is the average of the basic salary plus age increments for the period of service after the beginning of the pension age.

The amount of pension for a pension age of less than 1 year is $1/10$ of the pension basis; 1 to 3 years, $2/10$; 3 to 5 years, $3/10$; and so on to 10 years. For a pension age of 10 to 12 years the pension is $31/60$ of the pension basis. After that it increases $1/60$ biennially for 10 years, then annually for 6 years. For a pension age of 28 years and over, the pension comprises $42/60$ of the pension basis.

In case of partial disability contracted in service the teacher must accept a lesser position for which he is suited with reference to education and state of health, if such a position is available. The former salary continues and on retirement the pension is the same as if he had continued in his regular work.

The pension for total disability is equivalent to two-thirds of the basic salary plus age increments regardless of age or period of service under pension age.

For personal pension and for pension for his widow and children under 18 years of age the teacher pays annually 5 percent of his basic salary plus age increments.

Pension for widows and children.—For each of the first 3 months after the death of a teacher the widow, or if there is no widow, the children under 18 years of age draw $1/2$ of his annual salary if he was in service, or of his waiting money, pension or support if he was not in service. If housing was a part of the teacher's salary that also is included. At the end of this period of post income (*Efterindtaegt*) the regular pension begins.

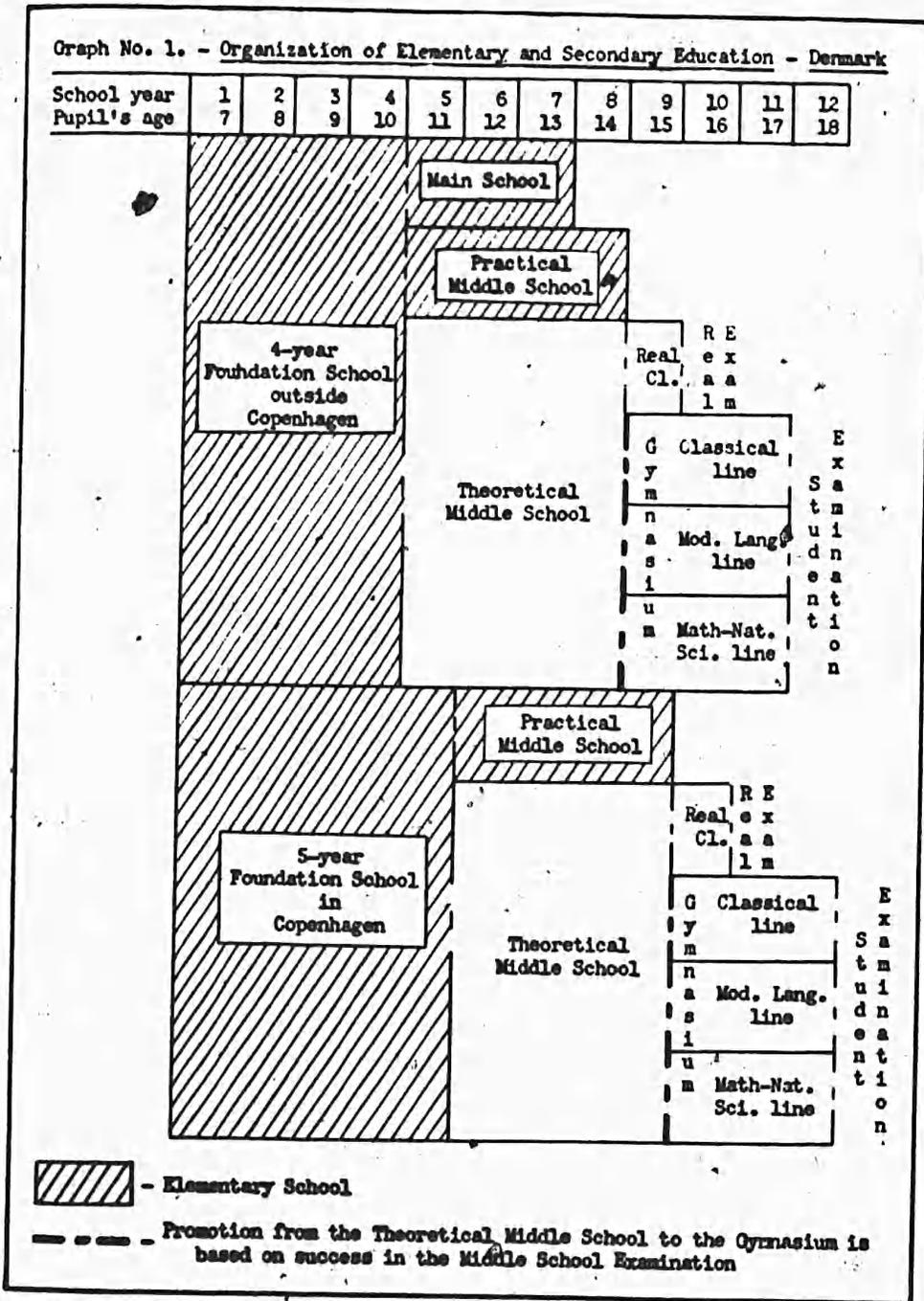
If the teacher died in service the pension for the widow comprises one-fifth of his basic salary plus age increments; if he was pensioned, one-third. If death occurred in the performance of duty or as the result of injuries incurred in the performance of duty, the widow's pension is also one-third. The pension must be at least 400 kroner a year but not over 4,500 kroner, nor can it exceed one-half the basic salary plus age increments received by the teacher.

The annual pension for children under 18 years of age, including adopted children for whom the teacher assumed responsibility, is 180 kroner for one child, 330 for two children, 450 for three, and 100 kroner a year for each additional child. However, the widow's pension plus that for the children under 18 years of age cannot exceed $1/4$ of the teacher's basic salary plus age increments.

Similar pensions may be granted for children of a deceased woman teacher if the widower is not in the civil service or is not pensioned and is unable to support properly their children or children for whom the woman teacher had assumed responsibility.

Secondary Schools.

Organization of secondary education.—The word “secondary” here includes the theoretical or examination middle school, the practical middle school, the real class, and the gymnasium. In order to under-



stand both the subjects that teachers must handle in the secondary schools and the preliminary schooling that those teachers must themselves have before they enter upon their professional studies, it is necessary to digress briefly and explain the programs of the theo-

retical middle school, the real class, and the gymnasium. The practical middle school is not included because few, if any, teachers have had their preliminary schooling in it.

Theoretical or examination middle school (Teoretisk or Eksamenmellemskole).—On completion of the 4- or 5-year foundation school (p. 7) boys and girls who plan to enter institutions of higher education attend a 4-year theoretical middle school, which may be connected directly with an elementary school or part of a practical middle and real school. A gymnasium always has an attached examination or theoretical middle school. Almost all these middle schools have a 1-year real class which provides a continuation and amplification of their work.

Success in the middle school examination (Mellemskoleexamen) carries with it little right except that of admission to a gymnasium, but success in the modern or real examination (Realexamen) with which the real class closes, entitles a young man or woman to enter lower civil-service positions or middle positions in industry and commerce. With certain supplementary examinations it also qualifies for admission to institutions of university rank, not including the University of Copenhagen.

Instruction in the theoretical middle school and the subsequent real class is the same for all pupils and includes the subjects of the following curriculum:

Table 4.—Plan of studies for the theoretical middle school and real class

Subject of instruction	Hours a week per school year				
	Middle school				Real class
	I	II	III	IV ¹	
1	2	3	4	5	6
Religion.....	2	2	2	1	.....
Danish.....	5	4	4	5	4
English.....	6	3	3	3	4
German.....	.....	5	4	4	4
History.....	3	2	3	2	2
Geography.....	2	2	2	2	2
Biology.....	2	2	2	2	2
Physics and chemistry.....	2	2	2	2	2
Mathematics.....	4	5	6	7	4
Penmanship.....	2	1	1	1	.....
Drawing.....	2	2	1	1	.....
Gymnastics.....	4	4	4	4	4
Singing.....	2	2	1	.....	.....
Electives ².....	.....	.....	.....	.....	8
Total.....	36	36	35	34	36

¹ If Latin is offered during the fourth year, penmanship and drawing are omitted and the number of hours in Danish reduced to 4.

² Among the electives are singing, manual training, religion, and French.

Gymnasium.—The gymnasium offers a 3-year course which may be taken in one of three lines: Classic language (Klassisk-Sproglig), modern language (Nysproglig), and mathematics-natural science (Matematisk-Naturvidenskabelig). Instruction is governed by royal regulations issued March 9, 1935. It closes with the student examination (Studentereksamen) which is the regular requirement for admission to the University of Copenhagen. The normal plan of study for each of the three lines of instruction is given in the following table:

Table 5.—Plan of studies for the gymnasium

Subject of instruction	Hours a week per school year								
	Classical			Modern language			Mathematics-Natural science		
	I	II	III	I	II	III	I	II	III
	2	3	4	5	6	7	8	9	10
Religion.....	1	1	1	1	1	1	1	1	1
Danish.....	4	4	4	4	4	4	4	4	4
English.....	3	3		5	5	5	3	3	
German.....	(¹)	(¹)		4	4	4	(¹)	(¹)	
French.....	4	4	4	4	4	4	4	4	4
Latin.....	5	5	6	4	4	3			
Greek.....	6	6	6						
Archaeology.....			1	1	1	1	1	1	1
History.....	3	3	4	3	3	4	3	3	4
Geography and biology.....		2	4		2	4	2	2	4
Physics and chemistry.....	2			2			6	6	6
Mathematics.....	2	2		2	2		6	6	6
Gymnastics, singing, etc.....	6	6	6	6	6	6	6	6	6
Total.....	36	36	36	36	36	36	36	36	36

¹ During years I and II of the classical and mathematics-natural science lines the pupil has 3 hours a week of either English or German, as he chooses.

Education

Teachers for the middle schools.—Qualification for appointment to teach at a middle school, either practical or theoretical, must in each instance be approved by the education inspector for middle and real schools (Undervisningsinspektøren for Mellem—og Realskolene). For qualification to teach at practical middle schools, completion of a seminary for the education of elementary school teachers is sufficient. To teach at a theoretical middle school or in the real class requires in addition completion of courses at the State High School for Teachers (p. 13). No special examination need be passed.

Qualified also to teach in the real class is one who has passed the subject examination for teachers (Fagtererexamen). Preparation for this is acquired through 2 or 3 years of private study in each subject, but one who has passed no teaching examination except the subject examination for teachers can be employed only at a private school.

At a middle school attached to a gymnasium teachers of the latter frequently also teach middle school classes.

Teachers for gymnasiums.—Appointment as teacher of a State, municipal, or private gymnasium requires the university degree of candidatus (candidata) magisterii, generally written "cand. mag." This may be attained through success in the language-history professional examination for teachers at the Universities of Copenhagen and Aarhus or in one of the two subject groups of the professional examination for teachers in the faculty of mathematics-natural science at the University of Copenhagen.

General examination in philosophy (almindelig filosofiske Prøve).—After having entered the university by virtue of being graduates of gymnasiums, all students who wish to attain the degree of candidatus or candidata magisterii and so be able to go back into the gymnasiums as teachers, must begin by taking 1 year of university study ending in the general examination in philosophy. It is to test the results of a 2-semester course of 4 hours a week of lectures in logic, psychology, and the history of philosophy. The purpose of this "Filosofikum," as it is called, is to insure a knowledge of the fundamentals of scientific research. With this first phase of university work completed, the student continues in one of two broad fields of study: Language-history and mathematics-natural sciences. Within each of these fields there is considerable opportunity for further specialization. The work leading to the language-history professional examination for teachers will be considered first. And since studies in this field call for considerable preparation in the classics, graduates of the mathematics-natural science line of the gymnasium must pass a supplementary examination in Latin in order to enter them. Moreover, a student who wishes to prepare himself to teach religion or Latin, and was graduated from the mathematics-natural science or modern-language line of the gymnasium, must take a supplementary examination in Greek unless he elects Greek civilization as a minor in his university studies.

Language-history professional examination for teachers (Sproglig-Historisk Skoleembedseksamen).—By Royal decree of July 14, 1934, the studies leading to this examination are offered in the university faculty of philosophy and, in order to prepare for the examination, three of the following listed subjects may be chosen to form an examination group:

Danish	Classical philology	Music
German	Latin	Religion
English	Greek civilization	Gymnastics
French	History	Geography

Music, religion, gymnastics, and history are not offered at the University of Aarhus; they may be taken only at the University of Copenhagen.

An examination group comprises a major (Hovedfag) and two minors (Bifag). Except for Latin, Greek civilization, music, gymnastics, and geography, which may be taken as minors only, and classical philology which is a major only and as such is equivalent to a major and one minor, students are free in the selection of combinations. However, Greek civilization may be combined only with Latin or religion as the second minor; geography, only with history as major; religion as minor only with classical philology or history as major, and in the latter case the other minor must be Greek civilization or Latin.

In addition to the required subjects the examinee may take a supplementary examination in one of the other subjects. In this the limitations with reference to Greek civilization, religion, and geography apply.

Throughout his studies the student should strive to acquire comprehensive knowledge and skill in the elements and basic phases of his subject so that by the time of the examination he will have a complete mastery of the material necessary for school instruction. In the major he should have information and skill for instruction in all classes of the gymnasium; in each minor, for instruction in the middle and real classes and be able through independent study to prepare himself for instruction in the gymnasium classes. In Greek civilization, music, and gymnastics the examination in the minor should qualify for instruction immediately in all classes of the gymnasium; in Latin it should qualify for teaching Latin in the modern language line of the gymnasium.

Preparation for the examination requires normally 6 years of full-time study. The final examination comprises two parts, the second of which must be passed not later than 1 year after the first. Not earlier than 2 years after the student examination nor later than 2 years before part I of the final examination a preliminary examination (Forprøve) must be taken in the major and in the minors history and music if they are included among the subjects of study.

As in all examinations in all faculties the examination in each subject is conducted by the university instructor of the subject in the presence of censors appointed for a period of 3 years by the Ministry after consultation with the dean of the faculty. In religion the instruction and examination are in charge of instructors in the faculties of philosophy and theology; in theoretical gymnastics and geography, of one or more instructors in mathematics-natural science. The examination in gymnastics is attended also by the teacher of special gymnastics at the Institute of Gymnastics since one presenting himself for this examination must have completed the 1-year course for teachers of gymnastics offered by the institute (p. 26).

A candidate in theology who made at least the mark "haud illaud-

abilis primi gradus" in his candidate examination and passed an examination in history of religion may attain the rights of one who has passed the professional examination for teachers in the faculty of philosophy by passing this examination in a major or in two minors, not including Greek civilization.

Professional examination for teachers in the faculty of mathematics-natural science (Skoleembedseksamen i det Matematisk-Naturvidenskabelige Fakultet).—In the faculty of mathematics-natural science this examination is offered in two subject groups: Mathematics-physics and natural history-geography. In the former the normal period of preparation for the degree of "cand. mag." is 4 years beyond success in the student examination. Most students, however, require from 5 to 5½ years. In the natural history subject group the normal period of preparation is 5 to 6 years.

Professional examination for teachers in the mathematics-physics subject group (Skoleembedseksamen i den matematisk-Fysiske Faggruppe).—This examination comprises preliminary tests, teaching tests, and subject tests, which may be taken in one or in separate examination terms.

The preliminary and teaching tests include the four subjects of the examination and are the same for all students. The subject tests are limited to one of several special phases within the subject group. Gymnastics may be included in this examination as a substitute for the subject tests, in which case the examination becomes the professional examination for teachers of gymnastics.

Preliminary tests (Forprøven).—Preparation for these may be completed in 4 semesters and the theory and lectures include:

1. *Mathematics.*—Mathematical analysis, analytical plane and solid geometry, infinitesimal geometry, descriptive geometry, theoretical mechanics.
2. *Physics.*—Mechanical physics, heat, electricity, light.
3. *Chemistry.*—Fundamentals of general, inorganic, and organic chemistry.
4. *Astronomy.*—Introduction to astronomy, elements of the theory of celestial movements, spherical astronomy.

In practical work, before taking the final tests the student must present evidence of having completed a 1-semester course of 3 hours a week in each of geometric drawing and experimental physics; and the collective equivalent of a 3-semester course of 3 hours a week in inorganic qualitative analysis, quantitative analysis, and chemical exercises of a general nature.

The examination includes in mathematics 2 written and 3 oral tests; in physics, 2 written, 2 oral; in each of chemistry and astronomy, 1 written, 1 oral. Each written test must be completed within 4 hours.

Teaching tests (Lærerprøven).—Preparation for these may be com-

pleted in 2 semesters of study beyond success in the preliminary tests and includes:

1. *Mathematics*.—Thorough knowledge of the system of elementary mathematics from didactic and scientific viewpoints. Knowledge of the elements of Euclid and of characteristic old and new books of instruction. History of the basic questions in mathematics.
2. *Physics*.—Knowledge of technique and of experimental instruction in physics; of typical elementary textbooks, and of the use of handbooks and statistical tables in instruction. History of fundamental questions in physics.
3. *Chemistry*.—Preparation and working out of experiments in the teaching of chemistry. Typical elementary textbooks. History of basic questions in chemistry. Elementary knowledge of important chemical industries.
4. *Astronomy*.—Basic conceptions of astrophysics and stellar astronomy. History of astronomy. Application of the principles of propaedeutic astronomy in simple observations.

For admission to the examination the student must present evidence of having completed a 1-semester course of 3 hours a week in each of technique in physics and experimental instruction in physics; a 2-semester course of 3 hours a week in experimental instruction in chemistry; and a course in sextant observations.

In mathematics the teaching tests comprise a written proposition to be completed within 14 days and an oral test; physics, an 8-hour practical test and a theoretical test which may be either a 4-hour written test or an oral test; chemistry, a 4-hour written test and an oral test; astronomy, an oral test.

Subject tests (Fagprøven).—Preparation for these tests begins simultaneously with that for the teaching tests and may be completed in 2 years. The tests cover a limited field which may comprise some phase of a single subject or include related phases of two or more subjects of the group. Before the work of preparation for the tests is begun, approval of the limitation of the field and of the special study or thesis within the field must be obtained from the instructor or instructors concerned.

The examination includes a written or practical test in the thesis field which is to be completed within 4 weeks, a 4-hour written test, and two oral tests.

Professional examination for teachers of gymnastics (Skoleembeds-eksamen i Gymnastik).—This is similar to the regular professional examination of the subject group, except that gymnastics constitutes the special field of the subject tests. After passing the preliminary tests the study of anatomy and physiology begins together with preparation for the teaching tests. After passing the latter, the student attends the 1-year course for teachers of gymnastics at the Institute.

of Gymnastics.⁶ Since anatomy and physiology are included among university studies they are omitted in the course at the institute.

The examination presupposes knowledge of the basic facts of human anatomy. Theory of gymnastics includes all the main phases of physiology with special reference to the physiology of muscles, muscle movements, and muscle work; also some knowledge of the most important physiological methods and technique of elementary physiology. The thesis or special work is selected within the field of the theory of gymnastics.

Professional examination for teachers in the natural history-geography subject group (Skoleembedseksamen i den Naturhistorisk-Geografiske Faggruppe).—The examination comprises three parts preceded by a preliminary examination. Parts I and II are the same for all students.

Preliminary examination (Forberedelseeksamen).—This is an oral examination in chemistry and physics taken normally at the close of the first year of university study. One who passed the student examination in the mathematics-natural science line with at least the mark "Very good" in physics is exempt in that subject in the preliminary examination.

Part I (Første Del) comprises a 4-hour written or partly practical examination and an oral test in each of botany, zoology, geology, and geography. Preparation for it requires about 1½ years of study beyond success in the preliminary examination.

Part II (Anden Del) comprises a 4-hour written or partly practical examination and an oral test in each of the six subjects of the group: Botany, plant physiology and genetics, zoology, zoophysiology, geology, and geography. The examination is taken normally at the close of the fourth year of university study.

Part III (Tredie Del) comprises a major selected from among one of the six subjects of the group and a thesis (Speciale) covering some special phase of the major. Work on the major is begun 1 year before part II of the examination and requires normally about 2 years of preparation. With botany as a major the student must prepare an herbarium including at least 400 types of Danish plants.

The examination includes a written or practical project based on the thesis to be completed within 4 weeks, a 4-hour written or partly practical test, and an oral test.

Professional examination for teachers of gymnastics.—For this gymnastics is used as major in part III and zoophysiology replaced in part II by the study of anatomy and physiology. In gymnastics the

⁶ The State Institute of Gymnastics (Statens Gymnastikinstitut) at Copenhagen was founded in 1911. It offers a 1-year course open to graduates of the seminaries for the education of elementary school teachers who wish to specialize as teachers of gymnastics, and to students of the University of Copenhagen who select physical education as a part of the professional examination for teachers. The course includes anatomy, physiology, special theory of gymnastics, hygiene and first aid methods, gymnastics, ball playing; athletics, swimming, practice teaching in gymnastics and ball playing; and closes with a State supervised examination.

requirements, including attendance of the 1-year course for teachers of gymnastics at the Institute of Gymnastics, are identical with those for the professional examination for teachers of gymnastics in the mathematics-physics subject group (p. 25).

Study plan.—A plan of studies for the first 8 semesters of work in preparation for the professional examination for teachers in the natural history-geography subject group follows:⁷

Table 6.—Study plan for the natural history-geography subject group

Subject of instruction	Hours a week per semester							
	I	II	III	IV	V	VI	VII	VIII
1	2	3	4	5	6	7	8	9
Philosophy.....	4	4						
Chemistry.....	7	7						
Practicum in chemistry.....	3	3						
Physics.....	6	6						
Practicum in physics.....		3						
Zoology.....		2	2	2	2		1	1
Human anatomy.....				4	4	2		2
Practicum in zootomy.....						1		1
Histology and embryology.....						2	2	
Practicum in histology.....						3	3	3
Zoophysiology.....							1	2
Practicum in zoophysiology.....							2	3
Botany.....	2	2	2	2		1	1	2
Practicum in thallophyte and microbiology.....							2	3
Practicum in plant anatomy and arche- goniates.....				4	2			
Plant physiology and genetics.....						2	3	
Practicum in plant physiology and genetics.....							3	
Mineralogy.....				2	2			
Dynamic geology.....			2		2			
Practicum in identification of minerals.....								
Stratigraphic geology.....						2		
Geology of Denmark.....						2	2	
Paleontology.....					2		2	
General geography.....			2	2	1	2	2	2
Regional geography.....			1	1		3	3	3
Practicum in geography.....					2		2	2
Astronomy.....	2							

¹ May be taken in semester VI or VII.

² May be taken during any 1 of the first 5 semesters.

Professional education of secondary school teachers.—Instruction at the university covers subject matter only. It does not include the practical preparation for teaching. For his professional education the "cand. mag." attends a 1-semester course at a gymnasium. The course is under the direction of the director of the gymnasium and under the supervision of the State inspector for gymnasia (Undervisningsinspektøren for Gymnasieskolene) and his staff. It is theoretical and practical.

The theoretical phase includes a brief course in pedagogical history with special reference to Denmark, pedagogical psychology based perhaps on Thorndike, and school hygiene. The courses close with an examination in theoretical pedagogics and school hygiene.

⁷ Studieplaner til Skoleembedsksamen og Magisterkonferens i den Naturhistorisk-Geografiske Faggruppe under det Naturvidenskabelige Fakultet samt de dertil hørende Anordninger og Bekendtgørelser. Udgivet af Fakultetet. København. Bøndes Bogtrykkeri. 1930. p. 10.

The practical phase comprises 12 hours a week of practice teaching in the major and minor subjects under two or three teachers. It begins with auditing followed very soon by attempts to teach for part of an hour under the supervision of the class teacher. Later the teaching extends for the entire class hour and is attended also by the director. About the middle of the semester the candidate must teach for 2 or 3 hours before the class teacher, rector, and State committee. This is followed by an intensive criticism. At the close of the term the State committee again observes the teaching. No personal criticism is given on this occasion but a decision of pass or not pass is made followed by a written certificate giving a detailed estimate of the candidate's qualifications as teacher.

Appointment

The application for appointment as teacher at a State school is made to the Ministry of Education; at a communal school, to the communal authorities; and at a private school, to the authorities of the school.

After a "cand. mag." has completed his professional education and before he is ready for permanent appointment he must serve for 2 years as adjunct on probation (*Adjunkt paa Prøve*) and pass the examination for permanent appointment (*fast Ansaettelses Prøve*). On success in this examination which is an examination in teaching before a State committee he may receive permanent appointment as adjunct. After about 15 years of additional teaching he may be appointed lector (*Lektor*).

A "cand. mag." who has completed his professional education may begin teaching also as a substitute (*Vikar*) for a teacher who is ill or on leave of absence, or as part-time teacher (*Timelaerer*) when there are irregular hours to be filled.

The regular teaching load for lectors and adjuncts is 27 hours of 50 minutes a week; for other secondary school teachers, 30 hours. After 55 years of age this may be reduced by the Minister of Education to 24 and 27 hours, respectively.

Remuneration

Salaries.—At a gymnasium the basic annual salary is for the—

Rector—8,400 kroner plus triennial increases of 600 kroner each up to 9,600 kroner.

Lectors—5,700 kroner plus triennial increases of 600 kroner each up to 7,500 kroner.

Adjuncts—3,540 kroner plus triennial increases of 360 kroner each up to 4,980 kroner, and thereafter of 480 kroner each up to 5,940 kroner.

Other permanently appointed teachers—3,120 kroner plus triennial increases of 330 kroner each up to 5,100 kroner.

Pensions.—Pensions for secondary school teachers are governed by the same regulations as those for elementary school teachers (p. 17).

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30 EDUCATION, APPOINTMENT, AND REMUNERATION OF TEACHERS

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Norway



Education, Appointment, and Remuneration of Teachers

Elementary Schools

As an introduction to the discussion of the education, appointment, and remuneration of elementary school teachers, it is advisable to tell how the elementary schools are organized, the subjects that are taught in them, and the length of time they are in session annually. They form the first step in the education of the teachers that come to them, and what they aim to do must be the guiding principle for the education of their future teachers.

Organization of the elementary school in cities.—For its city and country elementary schools Norway has separate laws. Further, those for the cities are written in bokmål, the Dano-Norwegian or literary language and those for the country in Nynorsk (New Norwegian), called also Landsmaal (country speech).

In the cities the elementary school comprises three divisions:

Division I (første avdeling) for children from 7 to 10 years of age.

Division II (annen avdeling) for children from 10 to 12 years of age.

Division III (tredje avdeling) for children from 12 to 14 years of age.

School year.—The school year begins on July 1. Holidays total from 13 to 14 weeks, including a summer vacation of at least 7 weeks. Under special conditions the total number of free days a year may be increased to 16 weeks.

Size of classes.—The normal number of pupils in a class by July 1, 1942, is planned as 30. With the consent of the district school director (overtilsynet) the number may be increased temporarily to 35. The corresponding number of pupils in a class heretofore has been 35 to 40.

Plan of studies.—For the 7 successive classes (years) of an elementary school a minimum of 168 and a maximum of 192 week hours of instruction are fixed by law. Of these no class may have less than 18 nor more than 36 hours. Three normal study plans have been worked out, one each for schools with 186 to 192 hours of instruction; 180 to 186 hours; and 168 to 176 hours. In each plan the maximum number of hours is for schools that include English, which is optional, as a subject of instruction. An hour of instruction may not be less than 45 nor more than 50 minutes in duration. In general, however, the 45-minute hour has been adopted. The plan of studies for a city school with a total of 186 to 192 week hours of instruction follows:

Table 7.—Plan of studies for the 7-class city elementary school

[Numbers in parentheses are for girls. Numbers in *italics* are for pupils who select English as a subject of study]

Subject of instruction	Hours a week per school year						
	I	II	III	IV	V	VI	VII
1	2	3	4	5	6	7	8
Religion.....	2	2	2	2-3	2-3	2-3	2
Norwegian.....	10	9 (8)	8 (7)	6	6	6 (5)	7 (6-5)
Study of environment.....		3	3				
History.....				1	2	2	2 (1)
Geography.....				2	2	2	2 (1)
Natural science.....				2	2	3 (2)	3 (2)
Arithmetic.....	3	4	4	5	5 (4)	5-4 (5-4)	5 (5-4)
Penmanship.....	2	2	2 (1)	2-1 (1)	1		
Drawing.....				2 (2-1)	2	2	2
Singing.....			1	2	2	1	1 (1)
Handwork.....		2 (4)	2 (4)	3 (4)	3 (4)	4-2 (4-3)	4-2 (4)
Gymnastics.....	1	2 (1)	2	3	3-2	3 (2)	3 (2)
Home economics.....						2	2 (4)
English (optional).....						5	5
Total.....	18	24	24	30	30	30-33	30-33

Experimental work.—With the consent of the Ministry of Education opportunity may be given for experimental work in methods of teaching, new forms of organization, and new plans of work. In a circular of April 10, 1937, the Ministry with reference to this states:

It is not the idea that all schools shall experiment with new methods of teaching, etc. Only teachers with special qualifications for the finding of new methods of instruction should be permitted to try experimental work and that under control. In this manner the school as a whole may benefit later from the results of the experiments made. The local school board (skolestyret) and the school directors (overtilsynet) are to express their opinions before the Ministry of Education gives consent for such an experiment to be made.

Leaving examination.—Elementary schooling closes with a written examination in Norwegian and arithmetic. In the aforementioned circular the Ministry states that the elementary school is not an examination school and therefore the marks in Norwegian and arithmetic for the leaving certificate should be fixed with due regard to the marks made in these subjects during the school year. It suggests also that the several communes cooperate in making out the questions for the written examination in order that the demands be not too high, and that each school board in adopting further regulations take into consideration that the examination, from the viewpoint of the elementary school as the foundation school in a unified school system, must not harm that part of elementary school work which can be represented neither by examination nor grades.

The elementary school in the country.—This comprises two divisions: Division I (fyrste høgda) or primary school (literally "small school"—

småskulen) for children from 7 to 10 years of age; and division II (andre høgda) or elementary school (literally "large school"—storskulen) for those from 10 to 14.

Each division, as a rule, has its own separate classes. In a 2-class school the total number of pupils should not exceed 35; 3-class school, 54; 4-class school, 90; 5-class school, 110. These numbers may be increased at a 2-class school by not more than 5 additional pupils; 3-class school, 9; 4-class school, 12; and 5-class school, 15. Further, except for the 4 upper classes at a 6-class school and the 5 upper classes at a 7-class school in which the maximum number of pupils per class may be 35, there may not be more than 30 in a class. The total number of pupils in an undivided class cannot exceed 12.

The school year for each class in the primary school comprises 16 weeks; in the elementary school, 18 weeks. This may be increased for both schools to a yearly average of 27 weeks making a total of 189 weeks for a 7-class school. A decrease of 2 weeks from the prescribed number of weeks may be allowed when the number of pupils in the primary division is 10 or less; in the upper division, 15 or less; and in an undivided school less than 8.

In matters of administration, curricula, and instruction, country schools are quite similar to those in the city. At a country school with the minimum hours of instruction the study of a foreign language is generally omitted.

Education

Elementary school teachers.—Teachers who carry a load of at least 24 hours of instruction a week are regular or full-time teachers (laerere i fullstendige poster). Instruction in such special subjects as singing, gymnastics, drawing, home economics, handwork, and foreign languages; and in positions with fewer than 24 hours of teaching a week may be assigned to part-time teachers (literally "hour teachers"—timelaerere). Both are prepared for their duties in the schools for the education of elementary teachers.

Schools for the education of elementary school teachers (laererskoler til utdanning av laerere og laererinder for folkeskolen).—Norway has eight of these institutions—seven of them are State; one is private. The State schools called, respectively, the *Elverum offentlige laererskole* (Elverum State School for the Education of Elementary School Teachers), *Kristiansands offentlige laererskole*, etc., are located at Elverum, Kristiansand, Stord, Levanger, Tromsø, Volda, and Nesna. The private school is at Oslo (Oslo laererskole).

Under the control of Parliament (Stortinget) the Ministry gives detailed regulations concerning the organization and work of the schools, including the plans of instruction, examination regulations,

the number of students to be admitted, and the number of classes at each school. The Ministry is assisted by a *Laererskoleråd*, or board comprising a chairman and four other members (men and women) appointed by the King to serve for 5 years each. At least one member must be an elementary school teacher; and at least one member, a teacher at a school for the education of elementary school teachers.

The direct supervision of each school is in charge of a rector (rektor) assisted by a faculty council (literally "school council"—*skoleråd*) comprised of the permanently appointed teachers of the school.

Instruction at the schools is organized in 4- and 2-year curricula, with the 2-year curriculum offering two lines: Regular line (*vanlege lina*), and English line (*engelsklina*). The 2-year curriculum parallels the 4-year. The time is shorter because the requirement for admission is much higher.

Requirements for admission.—Application for admission to either curriculum must be presented to the rector of the school. It must be accompanied by the prescribed documents, including a certificate of health showing that the applicant has no physical ailment detrimental to future work as teacher, and evidence of educational qualification. The faculty council then decides on who are to be admitted to the entrance examination for the 4-year curriculum, and sends a recommendation of those to be admitted to the 2-year curriculum to the *Laererskoleråd* which makes the final decision.

The examination for admission to the 4-year curriculum (*upp-takingsprøve*) is offered at each school under the direction of *Laererrådet*. In it the applicant must show that he has maturity, information, and skill corresponding at least to that of one who has completed the elementary school and a 6-month continuation school (*framhaldsskole*) or a young people's school (*ungdomsskole*).¹

Admission to the 2-year curriculum is based on the certificate of having passed the artium examination (*vidnesbyrd om bestått artium*) which is the regular graduation diploma from a gymnasium and entitles the holder to admission to a university (p. 46). If the applicant wishes to take up studies in the English line, he must have passed the artium in that line or show to the satisfaction of the *Laererskoleråd* that he has a mastery of English equivalent to that of one who has passed the examination.

For admission to class I of the 4-year curriculum the applicant

¹ Norway has three types of young people's schools: Folk high schools patterned on those of Denmark, private young people's schools generally founded by religious and missionary societies, and county schools (*fylkeskolar*). All aim to offer to young people of at least 17—in some instances 16—years of age further education based on completed elementary schooling. Most of the schools offer a 6-month winter course and a practical summer course.

must be at least 17 years of age before July 1 of the year in which he wishes to be admitted; to class I of the 2-year, at least 19 years.

After school year 1932-33 when a total of 304 students were admitted to class I of the 7 public and 3 private schools for the education of elementary school teachers then in existence, no new admissions were authorized until 1936-37 when 32 applicants, including 19 women, were admitted to class I of the 4-year curriculum at Nesna and 30 applicants to class I of the 2-year curriculum at each of the schools at Volda, Levanger, and Oslo. Of the 90 students admitted to the latter 52 were women.

Plan of studies.—The plan of studies for the 4-year curriculum and for each of the two lines of the 2-year curriculum are given in the following tables:

Table 8.—Plan of studies for the 4-year curriculum for the education of elementary school teachers

Subject of instruction	Hours a week per school year				
	I	II	III	IV	Total
	2	3	4 ^{1/2}	5	6
Christianity.....	2	3	2	3	10
Norwegian.....	7	6	5	5	23
English.....	5	3	2		10
History and civics.....		3	3	3	9
Geography.....	3	2			5
Physics and chemistry.....	2	3	3		8
Biology.....	2	2	2	2	8
Mathematics.....	4	4	3		11
Pedagogy.....		2	4	4	10
Practice teaching.....			4	9	13
Singing.....	2	1	2	2	7
Music (instrumental).....	1	1			2
Drawing.....	2	2	2	2	8
Penmanship.....	1				1
Handwork.....	2	2	2	2	8
Gymnastics.....	4	3	3	4	14
Gardening.....					(1)
Library.....					(2)
Home economics ³		4	3 ^{1/2}		
Total, excluding hours in library and home economics.....	37	37	37	36	147

¹Total of 18 hours taken from work in biology. In addition practical work in the school garden during afternoons.

²A total of 18 hours as afternoon work.

³Optional. The students are exempt for a number of hours in other subjects.

Table 9.—Plan of studies for the 2-year curriculum for the education of elementary school teachers

Subject of instruction	Hours a week per each school year					
	General line			English line		
	I	II	Total	I	II	Total
1	2	3	4	5	6	7
Christianity.....	4	4	8	3	3	6
Norwegian.....	2	1	3	2	2	4
English.....				10	10	20
Civics.....	1		1	1		1
Natural science.....	3	3	6	2	2	4
Arithmetic.....	1		1	1		1
Pedagogy.....	6	7	13	4	5	9
Practice teaching.....	5	8	13	5	8	13
Singing.....	2	3	5	2	2	4
Music (Instrumental).....	1	1	2			
Drawing.....	4	3	7	2	2	4
Penmanship.....	1		1			
Handwork.....	3	3	6	2	2	4
Gymnastics.....	4	4	8	3	3	6
Gardening.....						(1)
Library.....						(2)
Home economics ¹	4	3½	7½			
Total, excluding hours in library and home economics.....	37	37	74	37	37	74

¹ Total of 18 hours taken from work in biology. In addition practical work in the school garden during afternoons.

² A total of 18 hours as afternoon work.

³ Optional. The students are exempt for a number of hours in other subjects.

In special instances variations in the curriculum may be made for individual students. Thus students with physical defects which will not hinder them from doing effective work as teachers may be exempt wholly or in part from handwork, drawing, and gymnastics; and those who lack all musical talent or ability need not take the instruction in music and singing in the two upper classes. Further, a student who can show that he already has the required mastery of a subject may be excused from class work in it.

Pedagogy.—In the 4-year curriculum and in each of the two lines of the 2-year curriculum instruction in pedagogics includes:

Fundamentals of psychology, special child psychology, with stress on the mental life and development of the child during school age.

Theory of education and instruction from the historical viewpoint. Thorough knowledge of the methods of instruction in each of the various elementary school subjects.

Survey of the development of education in Norway. The elementary school of Norway, legislation, the regulations, and plans of instruction in force.

Thorough knowledge of school hygiene.

The English line of the 2-year curriculum requires in addition a thorough knowledge of the methods of teaching English.

Practice teaching (praktisk laerergjerning).—The practice school (øvningskolen) may be a regular elementary school or an elementary

school conducted by the State with subsidies from the local community. If it is the former, the school for the education of elementary school teachers—after arrangements with the municipality—decides in the main on the organization and instruction at the school. If it is a State school it is entirely under the supervision and direction of the *laererskole*. Following is a translation of the regulations for practice teaching in the 4-year curriculum given in the study plan presented for adoption in 1938:

1. The students of the school for the education of teachers shall learn to keep school; that is, not only how to offer instruction but also how to handle children. They should have practice work in both the seven-class school and in schools with one teacher in charge of two or more classes.
2. Each school for the education of teachers is obligated to see that the students of class IV have opportunity for observation and at least four lessons in practice teaching in each division of a school with teachers in charge of two or more classes located within reasonable distance.
3. About three-sevenths of the practice teaching shall be devoted to the primary school (*småskolen*) and four-sevenths to the elementary school proper (*storskolen*). Practice teaching should be at first one-half hour in duration; later 1, 2, 3 hours.
4. For practice work the students in each of classes III and IV are divided in four groups. In class III there should be four, and in class IV, 9 hours a week for observation, practice work, criticism, and instruction.
5. The first weeks and later the beginning of each shift in sections of work is devoted entirely to observation of instruction at the practice school. In class III the students should assist the regular teachers for at least 3 days in spring and in autumn in order to become familiar with the inner work of the school and to obtain practice in the relationship with children. In class IV they should observe other classes in addition to their observation of group mates.
6. Before observation the students shall be instructed as to the subject and methods of procedure. Later the instructor and the students discuss the points noticed.
7. Practice teaching comprises: (a) separate hours in each subject; (b) half-day teaching, i. e., teaching for several hours in succession in the same class; (c) teaching in series, i. e., teaching 2 or more hours in the same class on successive days; (d) some practice, preferably during the last year, in group teaching (*gruppeoplaering*) and in directing individual work.
8. The teaching assignments in a subject should always correspond with the work plan of the regular teacher of the class.
9. The students should receive their assignments in sufficient time for thorough preparation. At first the student should write out and present a written plan showing the logical development of the lesson and indicating whatever illustrative material, etc., he is planning to use.
10. The entire group or class as the case may be should be gathered for the hour of critique. In this, endeavor should be made to have the students discuss freely and frankly the work they have attended. The remainder of the period should be devoted to special problems with reference to the work ahead. The instructor should impress the students with the need of always using natural and correct language in talking to the pupils of the practice school.

11. The average number of hours in the individual subjects during the 2 years of practice teaching should be: Religion, 5; Norwegian, 8; arithmetic, 5; study of environment, 5; history, 2; geography, 2; natural science, 5; drawing, 2; gymnastics, 2; handwork, 2; singing, 2; penmanship, 1; making a total of 41 hours.

12. The schedule should be arranged in such manner that the number of hours of regular work lost at the *laererskole* be reduced to a minimum. As much practice work as possible should come on the same day and be confined to half and whole days as far as it is advisable.

13. Where it is convenient the student should arrange to visit other types of schools, such as young people's schools, work schools, higher schools, special schools, school homes, etc.

14. The student should receive instruction in keeping of records, school statistics, arrangement of materials, schoolbook collection and reading material, inspection, practical hygienic arrangements, etc.

15. The practice teaching instructors should for their part, seek the best possible cooperation with the subject-matter instructors of the *laererskole*, especially with the instructors in pedagogy, drawing, penmanship, and gymnastics.

The regulations for practice teaching in the 2-year school are practically the same as for classes III and IV in the 4-year school.

Examinations.—Except for the two prescribed examinations, described below, the Ministry decides on the extent to which yearly examinations shall be required.

Promotion examination (opflytningsprøve).—At the close of the first year a promotion examination is held. On the basis of it and other data gathered by the school concerning the student, the faculty council decides whether he has the required maturity and skill in the elementary school subjects and also the qualifications necessary for the continuation of study in preparation class for teaching. A regular student may remain for 2 years in each class.

Examination for teachers (laererprøve).—Instruction at the schools for the education of elementary school teachers closes with a leaving examination (avgangsprøve) called the examination for teachers offered under the direction and supervision of *Laererskolerådet*. Detailed regulations governing the examination are in preparation. Meanwhile the written part of the examination comprises:

1. *Pedagogics.*—In both the 4- and 2-year curricula, a theme written in bokmål or nynorsk depending on the choice of the examinee.
2. *Norwegian.*—In both the 4- and 2-year curricula, a theme in Norwegian written in the language form not used in the theme in pedagogics.
3. *Arithmetic and geometry.*—In the 4-year curriculum the leaving examination comes at the close of the third year.
4. *English.*—In the English line of the 2-year curriculum, two themes—one main, the other supplementary.

Regular students are exempt from a leaving examination in practice teaching. Further, to the extent that a student has been exempt from a subject or a branch of a subject he is exempt from final examination in the subject.

In special instances the Ministry may admit a privatist² to the examination for teachers. The application for this must be accompanied by certificates identical with those required for admission as a regular student, and the same age limits apply.

Additional education for elementary teachers.—Opportunities for elementary school teachers to have additional professional education are offered in the Norway High School for Teachers—courses for further education, studies in English, and meetings for country school teachers. These will be discussed briefly in the order listed.

The Norway High School for Teachers (Norges Laererhøiskole).—This school was opened at Lade near Trondheim in the fall of 1922. It is a State institution offering a 1-year course for the further education of teachers in elementary, continuation, and young people's schools who have passed the examination just discussed. Instruction is offered through lectures and practica in pedagogics, Norwegian, history, physics, mathematics, chemistry, botany, zoology, sloyd, and history and psychology of religion. Except for pedagogics which must be taken by all students the subjects are optional. As yet the school offers no examinations. It has an annual attendance of about 60 students.

Courses for the further education of teachers (kurs for videreutdanning av laerere).—Each summer, vacation courses of a few weeks' duration are offered in various cities of Norway for the further education of teachers of elementary, continuation, and young people's schools. The instruction is in the form of lectures and practica in elementary school subjects and in subjects of importance to teachers of these various types of schools. The courses are conducted by various teachers organizations such as *Norges Laererlag* and *Norges Laererinnforbund* and generally are subsidized by the State.

Studies in English (upplaering i engelsk).—The new regulations for the schools for the education of elementary school teachers state that when funds are appropriated for the purpose *Laererskolerådet* may arrange a course in English for those who have passed the examination for elementary school teachers and who can show in an entrance examination that they have a mastery of English corresponding to that of one who has passed the artium examination in the English line. The objectives of the course are to be the same as those for the English line of the 2-year curriculum at the schools for the education of elementary school teachers. The regulation states further that the course may be offered at the Norway High School for Teachers.

Meetings for country school teachers with the school board of the herad.—On the summons of the school board (skolestyret) all teachers of a township (herad) meet with the board twice a year to discuss the

² One who has prepared for an examination through private study or through attendance at a school without the right of examination.

work and conduct of the school and consider steps to be taken for the furtherance of the objectives of the elementary school in rural areas. When possible one of the meetings is held at a school where the teachers may attend instruction.

Attendance at the meetings is counted as a part of the regular work of instruction.

Appointment

Appointment of elementary school teachers.—After passing the leaving examination of the schools for the education of elementary school teachers (p. 40) the candidate is ready for permanent appointment. In practice, however, this is not usually obtained until after a period of service as substitute (vikar) and teacher in temporary positions. Appointment as regular teacher requires in addition that the applicant be at least 20 years of age and able to speak the language of the country.

When a full-time teaching position is to be filled, the local school board (skolestyret) announces the vacancy in the *Norsk Kunngørelsestidende*, and generally also in widely read educational journals. The announcement includes a description of the position and the period of time—at least 4 weeks—within which application must be made. Unless otherwise specified all positions are open to men and women alike.

Appointments are made by the local school board subject to the approval of the district school director (skoledirektør) who together with directors of other districts is responsible to the Ministry for carrying out the State regulations concerning elementary schools. If the board and the director cannot agree on the selection of a teacher and if the selection by the board was made by less than two-thirds majority, the case may be presented to the Ministry.

One-third of the full-time positions must be subject to dismissal on 3 months' notice in order that communities may be free and unhindered in any required reorganization of their schools. The remaining two-thirds of the full-time positions are filled by permanent appointment. A teacher's first appointment to a full-time position is for a probationary period of not more than 1 year.

In cities a principal (bestyrer, førstelaerer, overlaerer) may be appointed for each school or group of schools. His teaching load is reduced in proportion to the number of hours needed for administration and supervision. A city may have also an elementary school inspector who may be exempt wholly or in part from teaching. For appointment as principal or inspector the applicant must have served for at least 5 years as an elementary school teacher. In each instance the appointment is made in the same manner as for a position in full-time elementary school teaching.

With reference to appointments for part-time positions, temporary

positions (konstituerte lærere) and substitutes (vikarer) the school board makes out a report to the school director of the district.

The procedure for the appointment of teachers at elementary schools in the country is identical in the main with that in the cities. The local authority for appointment is the school board (skolestyret) of the township (herad). As in the cities, the State is represented by the school director of the district. Identical also are the standards of qualification for appointment to each of the various types of positions.

Full-time positions in the country include at least 30 school weeks a year. They comprise teaching in either or both divisions of the elementary school, or in the elementary and continuation school. Instruction that cannot be assigned to full-time positions may be assigned to assistant teachers (hjelpelærere).

Remuneration

Salaries in cities.—The salaries are governed by State regulations of July 5, 1927, and June 3, 1939. According to these, the minimum in cities for a teaching position of 36 hours a week is 3,200 kroner with 5 increases of 350 kroner each after 3, 6, 9, 12, and 15 years of service.³ For positions with fewer than 36 hours of teaching a week the beginning salary and each increase are correspondingly lower. Unless housing is free with the position, teachers with a family receive in addition toward house rent (husleiebidrag) at least 400 kroner a year; those without family, 250 kroner. When a man and wife are both teaching in the same community they receive together at least 400 kroner a year or free housing. Head masters or principals and inspectors receive the regular salary of a teacher plus an amount fixed by the communal board (kommunalstyret) on recommendation of the local school board. Large cities frequently pay their teachers salaries above the established minimum.

Salaries in the country.—The minimum salary for teachers of the upper division of the elementary school in the country comprises 60 kroner for each week of 36 hours of instruction plus a State supplement (Rikstillegg) of 600 kroner a year, and 4 salary increases of 350 kroner each after 3, 6, 9, and 12 years of service, respectively. In addition the teacher has free housing or receives in lieu thereof at least 300 kroner a year. For a position with fewer than 36 hours a week of instruction and in the primary school in which a full-time position comprises 30 hours a week, each of the 4 salary items is correspondingly lower.

The principal of an elementary school in the country receives a regular salary as teacher plus an additional amount ranging from 200 kroner a year for a school of 100 pupils to 500 kroner for a school of

³ One krone at mint par was worth 45.37 cents in United States money on April 1, 1940.

more than 300 pupils. With reference to inspectors two or more communes may have an inspector in common and share in the payment of the supplementary salary.

Substitute fund (vikarkasse).—In cities teachers may pay up to 2 percent of the salary and increases toward a substitute fund. In the country each county (fylke) has a fund to which teachers may be asked to contribute from $\frac{1}{4}$ to 2 percent of their salaries. The remainder is paid by the county with an assistance of 20 percent each from the State and the township (herad).

Pension (pensjon).—Elementary school teachers have been members of the State Pension Fund (Statens Pensjonskasse) since July 1, 1918. The Fund is organized on a self-supporting basis. Each member pays 10 percent of his entire salary, including free housing and any additional salary paid by communities beyond that required by law.

The amount of pension received is based on the annual income and the amount of the contribution paid to the fund up to the time of leaving service. The teacher may receive a regular pension based on the age of retirement or a pension for disability (literally "invalid pension"—invalidpensjon). The former begins at 70 years of age for men and 65 for women. One may retire on pension 5 years earlier provided the number of years of age plus the number of years of service total 85.

Full pension comprises 66 percent of a basic contribution of 6,000 kroner and is diminished by 0.003 for each krone above that up to 10,000. Thus one who has accumulated a fund of 10,000 kroner receives a pension of 54 percent of that amount.

Pension for disability (invalidpensjon).—One who becomes incapacitated for service to the extent that it is necessary to ask for extended leave of absence or resignation before the age of retirement has been attained is entitled to pension for disability. The amount is determined in each instance by the directors of the pension fund on the basis of the period of service and the nature of the disability.

Pension for widows and orphans (enke- og barnpensjon).—For the first month after the death of a teacher the heirs receive his full salary; if he was retired, his full pension. After that the widow receives a widow's pension comprising 50 percent of the regular pension the teacher would have received if he had remained in service to the age of retirement. Children under 18 years of age receive single pension if the mother is alive; double pension if she is dead. Single pension for 1 child comprises 40 percent of the widow's pension; for 2 children, 60 percent; 3 children, 75 percent; 4 children, 90 percent; 5 or more children, 100 percent.

Secondary Schools

Organization of the secondary school.—The arrangement of secondary instruction in Norway is somewhat complicated. It will be described here as briefly as is consistent with a good understanding of the education that secondary school teachers must have before they undertake professional preparation, and an equal comprehension of the kind of work they must do when they return to the secondary schools.

Secondary education, 1896 to 1939.—Prior to the fall of 1939, secondary education was governed by regulations issued in 1896. These provided for a 3-year gymnasium based on 5 years of elementary schooling followed by a 4-year middle school. According to a supplementary regulation of 1920, effective as of school year 1921-22, only 3-year middle schools based on a completed 7-year elementary school were to receive State aid. This automatically reorganized the regular preparation for admission to institutions of university rank to 7 years of elementary schooling plus 6 years of secondary schooling divided between a middle school and a gymnasium of 3 years each. Instruction at the middle school was the same for all pupils but the gymnasium could offer instruction in one or more lines, including a real line (reallinje), English line (engelsklinje), Latin line (latinlinje), and a Norwegian line (norrøn linje).

In addition, the country gymnasiums (Landsgymnaser) at Voss, Hornnes, and Eidsvølle each offered a 4-year curriculum intended mainly for young people of ability in the country and based on completed elementary education and a 6-month continuation school course.

Secondary education after 1939.—According to the law of May 10, 1935, public secondary schools beginning with the fall of 1939 comprise gymnasiums and real (modern) schools. The gymnasium and real school are parallel types based on the 7-year elementary school which it is their ideologic purpose to continue and extend. They are under the general supervision of the Ministry through *Overstyret* or division concerned with secondary schools. This is assisted by an *Undervisningsråd* or Council of Education composed of a chairman and seven members who are school folk in active service.

The schools are coeducational. The maximum tuition that may be charged at a gymnasium is 350 kroner; at a lower secondary school, 200 kroner. The money is used to pay the fees of financially indigent pupils. At Oslo secondary schools are free to all pupils.

School year.—In addition to a total vacation period of 13 to 14 weeks a year, including a summer vacation of at least 7 weeks, and if the school wishes, 3 days for outdoor athletics, the rector of a school

may declare not exceeding 10 individual holidays. The school day is 6 school hours of 45 minutes each with a number of free minutes between the succeeding hours.

Gymnasium (gymnas).—The gymnasium may be a 4-, 5-, or 6-year school. Its typical form is a 5-year school based on completed elementary education with a foreign language, generally English, in classes 6 and 7. In localities where such a gymnasium cannot well be established the Ministry may allow the establishment of 5- and 6-year gymnasiums based on elementary education without a foreign language.

The 4-year gymnasium is the country gymnasium of the preceding period (p. 45). As formerly it is based on the elementary school without a foreign language and a 6-month continuation school or equivalent schooling. In addition 6-year winter gymnasiums with shorter year courses may be established for young people in the country. These also are based on the elementary school without a foreign language.

To the four lines of instruction offered by the gymnasium prior to 1939, a natural science line (*naturfaglinje*) has been added. Some idea of instruction in the gymnasium, particularly with reference to the subjects of instruction and the relative stress placed on them in each of the various lines may be obtained from the following curricula for the real, English, and Latin lines of the 5-year gymnasium based on elementary instruction including English.

Table 10.—Plan of studies for the real line of the 5-year gymnasium based on elementary school instruction, including English.

[Hours in parentheses are for girls]

Subject of instruction	Hours a week per school year					
	I	II	III	IV	V	Total
1	2	3	4	5	6	7
Religion.....	2	1	1	1	1	6
Norwegian.....	4	5	5	5	6	25
German.....	6	6	4	5		21
English.....	4	4	2			10
French.....			4	3	5	12
History.....	2	2	3	2	4	13
Geography.....	2	2	2		1	7
Biology (botany and zoology).....	1	1		2		4
Physiology.....			1			1
Chemistry.....			3			3
Physics.....	2	2		6	6	16
Mathematics.....	5	5	6	6	7	29
Drawing.....	2	2		1	1	6
Penmanship.....	1					1
Handwork.....	2	2				4
Gymnastics.....	3	3	4	4	4	18
Singing.....	(1)	1	1	1	1	4 (5)
Total.....	36	36	36	36	36	180

Table 11.—Plan of studies for the English and Latin lines of the 5-year gymnasium based on elementary school instruction including English

[Hours in parentheses are for girls]

Subject of instruction	I-II Same as for real line	Hours a week per school year					
		English line			Latin line		
		I	II	III	I	II	III
1	2	3	4	5	6	7	8
Religion	3	1	1	1	1	1	1
Norwegian	9	5	5	6	5	5	6
German	12	4	5	2	4	5	
English	8	5	7	7	2		
French		4	5	6		5	7
Latin					7	7	9
History	4	3	2	4	3	2	4
Civic or social economics				1			
Geography	4	2			2		
Biology (botany and zoology)	2		2			2	
Physiology		1			1		
Chemistry		3			3		
Physics	4						
Mathematics	10	3	4	4	3	4	4
Drawing	4						
Penmanship	1						
Handwork	4						
Gymnastics	6	4	4	4	4	4	4
Singing	1 (2)	1	1	1	1	1	1
Total	36	36	36	36	36	36	36

Real school (realskole).—In addition to offering general education beyond that of the elementary school the real school may serve as a foundation for further special study and as a place of preparation for appointment to various positions in public and industrial life. It may be a 2-, 3-, or 4-year school.

The typical real school is a 3-year school based on completed elementary schooling including English. Where English cannot conveniently be given in the elementary school this requirement may be omitted. In class III instruction may be offered in the general (vanleg), practical (praktisk), and commercial (handels) lines. In rural areas 3-year winter real schools (vinterrealskoler) with shorter year courses may be established based on elementary school instruction without English.

The 2-year real schools and real school classes are intended for pupils with ability to complete the prescribed requirements of the real school in 2 years. They include also 2-year real schools with instruction in English. At the latter, opportunity for instruction in a second foreign language shall be provided for pupils with the required ability.

The 4-year real school is intended for girls.

The curricula for the general line of the 3-year real school based on elementary instruction including English; and of the general, practical, and commercial lines of the 3-year real school based on elementary schooling without English follow:

Table 12.—Plan of studies for the 3-year real school based on elementary school instruction including English

[Hours in parentheses are for girls]

Subject of instruction	Hours a week per school year			
	I	II	General line III	Total
1	2	3	4	5
Religion.....	2	1	1	4
Norwegian.....	4	5	5	14
German.....	6	6	5	17
English.....	4	4	4	12
History.....	2	2	4	8
Geography.....	2	2	2	6
Biology (botany and zoology).....	1	1		2
Physiology.....			1	1
Chemistry.....			2	2
Physics.....	2	2		4
Mathematics.....	5	5		10
Civic or social mathematics.....			3	3
Bookkeeping.....			2	2
Drawing.....	2	2	1	5
Penmanship.....	1			1
Handwork.....	2	2	2	6
Gymnastics.....	3	3	3	9
Singing.....	(1)	1	1	2 (3)
Total.....	36	36	36	108

1 Plus 10 hours in the elementary school.

Table 13.—Plan of studies for the 3-year real school based on elementary school instruction without English

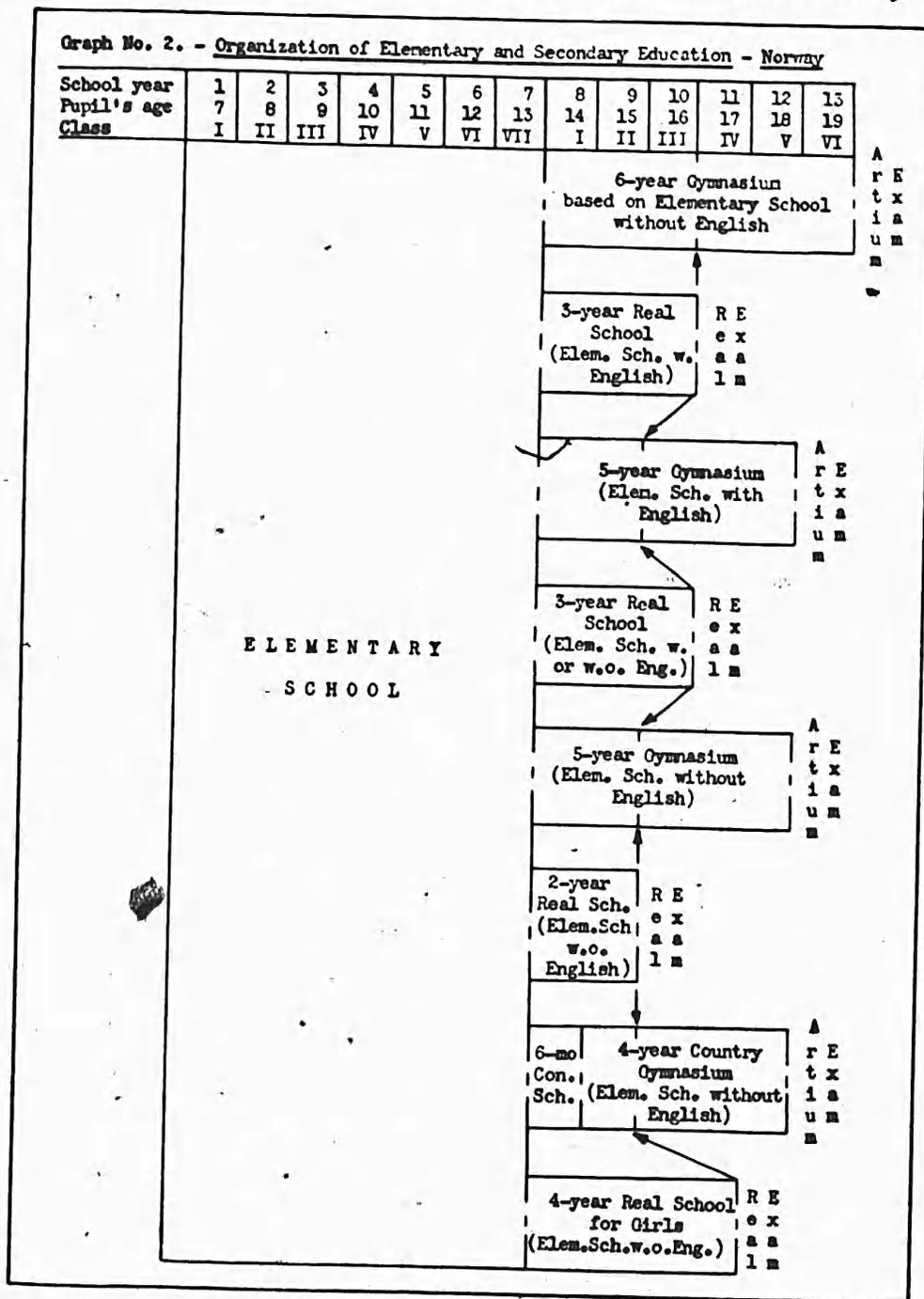
[Hours in parentheses are for girls]

Subject of instruction	Hours a week per school year				
	I	II	III		
			General line	Practical line	Commercial line
1	2	3	4	5	6
Religion.....	2	1	1	1	1
Norwegian.....	5	4	5	5	5
German.....	6	7	9	9	9
English.....	6	6	4	2	4
History.....	3	2	4	2	2
Geography.....	2	2	2	2	2
Natural science.....	3	3	3	6 (3)	3
Arithmetic, mathematics, bookkeeping.....	5	5	4	4	4
Drawing.....	4			2	
Penmanship.....	1				
Handwork.....	2	2			
Gymnastics.....	3	3	3	2	3
Singing.....	(1)				
Home economics.....				(3)	
Total.....	36	36	36	36	36

1 Or/and handwork.

Admission.—Admission to the 5-year gymnasium based on elementary schooling with English, the 6-year gymnasium, and the 3- and 4-year real schools is ordinarily by certificate of graduation from an elementary school (p. 34). Applicants from other types of schools

are admitted by entrance examination. Admission to a 4-year gymnasium, 5-year gymnasium based on elementary schooling without English, 6-year winter gymnasium, 3-year winter real school, or 2-year



real school requires a certificate of graduation from an elementary school plus success in an entrance examination.

When the number of applicants for admission at a school exceeds the number for whom there is room, selection of those to be admitted is made on the basis of the character of the entrance examination and

of the leaving certificate from the elementary school. A pupil who is not ready for promotion after attending a secondary school class for 2 years is to be dropped from the school unless failure is due to valid cause.

Examinations.—Graduation from the gymnasium is marked by a certificate of having passed the artium examination (vidnesbyrd om bestått artium), which is the regular requirement for admission to an institution of university rank in Norway. Graduation from the real school is marked by a certificate of having passed the real school examination (vidnesbyrd om bestått realskoleeksamen). Both examinations are offered under the direction of *Undervisningsrådet* (p. 45) which prepares the questions for the written part. The oral part is conducted by the teachers at the various schools.

In the artium examination the written project in Norwegian may be answered in either language form, that is, in bokmål or nynorsk (p. 33). The examinee takes a supplementary examination in the other language form. In the real school examination Norwegian includes two projects. The examinee may answer the major project in the language form he wishes; the minor project, in the other.

To attain the certificate of having passed the artium examination after having passed the real school examination requires 3 years of attendance at a gymnasium regardless of whether it is a 4-, 5-, or 6-year gymnasium. Transfer from one type of school to another with reference to the relative value of their leaving certificates may be seen from the preceding graph. The 6-year winter gymnasium and the 3-year real school are not included.

Education

General data.—The principal of a State secondary school (statskole) is a rector (rektor); of a municipal secondary school (kommunal høiere almenkole), rector or lector (lektor) depending on the decision of Parliament (Stortinget). At both types of schools the other permanently appointed teachers are lectors and adjuncts (adjunkter).

To be appointed as adjunct, one must pass the adjunct examination (adjunkteksamen) and the pedagogical examination (pedagogiske eksamen) both of which are described later. Appointment as rector or lector requires success in the lector examination (lektoreksamen) and the pedagogical examination. The adjunct and the lector examinations (not including the pedagogical examination) make up either the language-history or mathematics-natural science professional examination. Both are offered at the University of Oslo, the former in the faculty of history-philosophy, the latter in the mathematics-natural science faculty.

Language-history professional examination (sproglig-historisk embedseksamen).—The first step in study for this examination, after

success in the artium (p. 50), is to pass at the University of Oslo the preliminary examinations (forberedende prøver) in philosophy required of all students in all faculties; and the examination in Latin, unless the latter was included in the artium. The preliminary examination in philosophy is based on a 2-semester course of from 4 to 5 hours a week of lectures in psychology, logic, and history of philosophy; that in Latin, on a 3-semester course of 6 hours a week. Students including Greek as a subject field must pass in addition a preliminary examination in Greek based on a 3-semester course of 7 hours weekly.

The language-history professional examination is offered by an examination committee (eksamensdeputasjon) appointed by the faculty of history philosophy. It is written and oral and includes any three of these subjects: Norwegian, German, English, French, Latin, Greek, geography and ethnology, and history.

Adjunct examination (adjunktteksamen).—This section of the language-history professional examination is a lower teaching examination (laerereksamen) covering three subjects included in the curriculum of the lower levels of the secondary school. French, Latin, or Greek may be substituted for one of them, but when such substitution is made one of the remaining subjects must be a language. Study in preparation for the examination stresses phases of practical use in school and requires from 3½ to 4 years beyond success in the preliminary examinations. The examination may be taken in one, two, or three parts. The degree attained after passing it is that of *kandidat magister* (candidatus magisteriae) usually written "cand. mag."

Lector examination (lektoreksamen).—The lector examination is a higher teaching examination and includes any three subjects of the language-history professional examination. One of the subjects is selected as a major. The requirements in each of the remaining two or minor subjects are the same as those for the adjunct examination in the same subject. Study in preparation for the lector examination in contrast to that for the adjunct examination is more profound and scientific and requires from 5 to 6 years beyond success in the artium examination. The examination may be taken in two or three sections. For admission to examination in the major which is included in the last section the candidate must have presented an approved thesis based on independent research in a special phase of the major.

One who has passed the adjunct examination may present a subject of that examination as major in the lector examination by preparing a thesis based on independent research in some phase of the subject and passing a written and oral supplementary examination in the selected major.

The degree attained on success in the lector examination is that of candidate in philology (filologisk kandidat—candidatus philologiae) usually written "cand. philol."

Mathematics-natural science professional examination (matematisk-naturvidenskapelig embedseksamen).—Study in preparation for this examination presupposes success in the artium examination in the real line (p. 46). Graduates of any other gymnasium line must pass a supplementary examination in mathematics and physics. Further, in addition to the preliminary examination in philosophy (p. 51) students who do not include mathematics as a field of university study must pass a preliminary examination in mathematics based on a 2-semester course of 2 hours of instruction a week.

The professional examination in mathematics-natural science, like that in language-history, is made up of the adjunct and the lector examinations, and the duration of the periods of study is about the same. But the adjunct examination in the faculty of mathematics-natural science is a required preliminary to the lector examination, while in language-history it may or may not be the first part of the lector examination.

The professional examination in mathematics-natural science may include any 4 of the 11 subjects of the examination. In preparation for teaching, however, the student is advised to select generously from subjects included in the secondary school curriculum. When a school subject such as biology includes zoology and botany, which are separate subjects at the university, a student who has passed a regular examination in only one of them must take a supplementary course (tilleggskurs) in the other (p. 46).

Adjunct examination (adjunktseksamen).—The adjunct examination includes three of the following listed subjects with the requirements indicated for each. The student according to his own choice is examined in one or more subjects at a time. Success in the examination carries with it the degree of *kandidat magister* (candidatus magisteriae) usually written "cand. mag."

1. Mathematics:

- (a) Elementary subjects, a 2-semester course of 2 hours of instruction a week.
- (b) Analysis and infinitesimals, a 2-semester course of 5 hours of instruction a week.
- (c) Geometry (chiefly analytical plane and solid geometry, and projective geometry), a 2-semester course of 4 hours of instruction a week.
- (d) Didactic course, 2 semesters of 1 hour of instruction a week.

2. Mechanics: A 4-semester course of 4 hours of instruction a week.

3. Physics: A 4-semester course of 4 hours of instruction a week, including mechanics, acoustics, optics, study of heat, magnetism, and electricity; and a 1-semester course of about 300 hours of practical work with special regard to the extent of its application in school.

4. Chemistry: About 180 hours distributed between 4 semesters, and a 1-semester course of about 300 hours of practical work.

5. Astronomy: A 4-semester course of 2 hours of instruction a week.

6. Geography: A 4-semester course of 4 hours of instruction a week; a 2-hour practical course for 1 semester, and field trips.
7. Mineralogy and petrography: A 3-semester course of 3 to 4 hours of instruction a week plus field trips and about 50 hours of practical work.
8. Historical geology and paleontology: A 3-semester course of 4 hours of instruction a week with practical work and field trips.
9. Botany: A 2-semester course of 5 hours of instruction a week plus about 80 hours of practical work and field trips.
10. Zoology and physiology:
 - Zoology, a 3-4 semester course of 3 hours of instruction a week plus about forty 2-hour periods of practical work and field trips.
 - Physiology, a 1-semester elementary course of 2 hours of instruction a week.

Lector examination (lektoreksamen).—In addition to the three subjects of the adjunct examination as minor subjects, the lector examination includes a fourth subject as a major. A student wishing to use an adjunct examination subject as a major must fulfill the requirements of the adjunct examination in another subject before admission to examination in the major (*hovedfageksamen*).

The lector examination comprises a general and a special part. The general part (*almindelig del*) is identical with the adjunct examination in the same subject. The special part (*spesielle del*) is an oral examination which according to the nature of the subject may be modified to an answer in writing or to a practical project; and a written report on an assigned subject completed within a limited time, or a thesis based on scientific investigation in some phase of the major subject. The oral examination covers the entire field of the major with requirements limited, however, to the extent that the student should be able to complete them normally within 3 or 4 semesters.

Success in the lector examination carries with it the degree of *kandidat real* (*candidatus real*) usually written "cand. real."

Candidate in theology (teologisk kandidat).—A candidate in theology, that is, one who has passed the professional examination in theology, may acquire the rights of one who has passed the adjunct examination by passing the latter examination in a language or in history; and the rights of one who has passed the *lektoreksamen* by passing this examination in a major.

Pedagogical Seminary (Det Pedagogiske Seminar).—The opening of the Pedagogical Seminary at Oslo in 1907 marked the culmination of a movement begun in the 1830's for the theoretical and practical education of teachers. It is a State institution under the general direction of a board composed of two professors, one each from the faculty of history-philosophy and mathematics-natural science selected by the Academic Council of the University of Oslo; two secondary schoolmen appointed by the Ministry and the director of the Seminary appointed by the King.

The seminary offers a 1-semester course in theoretical and practical

pedagogics open to those who have passed the professional examination in language-history, mathematics-natural science, or theology (p. 50). In special instances admission may be granted by the Ministry to a person who has completed only a part of one of these examinations, such as the adjunct examination.

The seminary can accommodate 45 students each semester. Instruction is free, but for admission to the pedagogical examination, with which the work of the course closes, a fee of 20 kroner must be paid. The fall semester begins September 1 and closes December 20. The corresponding dates for the spring semester are January 15 and the beginning of June.

Instruction.—The theoretical instruction is conducted at the seminary for 9 hours a week, including school hygiene, 1; psychology, 1; methods (1 hour in each of the student's subject fields), 3; pedagogy, 4. For their 12 hours a week of practical work the students are distributed among the various accredited secondary schools in and near Oslo according to the arrangements made between the director of the seminary and the rectors of the schools.

Practice teaching amounts to about 100 hours of observation, teaching under supervision, and teaching alone, divided among the candidate's subject fields. The first month is devoted mainly to observation of the regular class teacher (literally "guiding teacher"—*Veiledende lærer*) with related conferences. The student then begins to teach under the guidance and direction of the class teacher, who criticizes his lesson plans before teaching and later the teaching itself. Effort is made also to acquaint the student with the work of a teacher other than that of pure instruction. From time to time the director and inspector of the seminary attend the student's teaching and assist with criticism and advice. The final mark in practice teaching is made out after consultation between the guiding teacher, the inspector, and the director.

Pedagogical examination (pedagogiske eksamen).—As already stated, permanent appointment as teacher at a secondary school can be obtained only after passing a teaching examination at the university and the pedagogical examination offered by the Pedagogical Seminary (p. 53). The latter examination is offered at the close of each semester. It is confined to theoretical pedagogics including:

- (a) The main trends in the history of modern pedagogics.
- (b) Development and present organization of the school system of Norway with special reference to the secondary school.
- (c) General theory of instruction.
- (d) Methods in the various secondary school subjects.
- (e) Psychology.
- (f) School hygiene.

The written examination is based on material covered in lectures, weekly conferences, and work assigned for independent study. It

consists of answering two opgaver (themes or propositions), each within 6 hours. One is selected from subjects (a), (b), and (c) and is the same for all candidates; the other is devoted to methods.

The oral examination includes all of the theoretical subjects and as a rule should not last more than 1 day for each candidate.

Special subject teachers.—In the education of special subject teachers there is much variation. Many have had elementary school training plus special courses. For special teachers in secondary schools no definite preparation has as yet been outlined. The subject has been under discussion and consideration but remains still an unsolved problem. Among these subjects, gymnastics has at present the best opportunity for further study at Statens Gymnastik Skole.

Appointment

Appointment of secondary school teachers.—Announcements of vacancies and openings in secondary school positions are made in the same manner as for those in the elementary schools (p. 28). The announcement gives the specific subject or subjects to be taught and a candidate who thinks himself qualified may apply. From the viewpoint of the State no distinction is made between men and women with reference to appointment. At times a commune may prefer a man, but in general there is no difference.*

Rectors, lectors, and adjuncts at State secondary schools are appointed by the King; at communal secondary schools, by Overstyret. Appointment as lector or adjunct requires in addition to the prescribed educational qualifications 2 years of teaching on probation. If the applicant already has completed 2 years of successful teaching or served a probational period in a lower position at a secondary school he may receive permanent appointment immediately. Before receiving permanent appointment a teacher must present a special medical certificate that he is free from tuberculosis.

One who has received permanent appointment at a State school is obliged at the request of Overstyret to take a corresponding position without change of salary at another State or communal school if it is decided that the school in which he has been serving must be closed, reorganized, or reduced to the extent that his services there are no longer needed.

Nonpermanent teaching positions are filled by Overstyret with the right of dismissal on 3 months' notice. Substitutes (vikarer) are appointed by the rector for a period of service of 1 month or less; for a period beyond that, by Overstyret. Teachers at private secondary schools may also be appointed by Overstyret if the board of directors of the school so desires.

* As a matter of fact, however, the larger number or majority of teachers in the higher secondary schools of Norway are men. This is due to the fact that fewer women prepare for teaching in these higher levels and generally women retire from teaching when they marry.

Remuneration

Salaries.—According to regulations effective as of July 1, 1937, rectors of State secondary schools and in group I of communal secondary schools receive a basic salary of 9,000 kroner, and 2 increases of 900 kroner each after 3 and 6 years of service. Rectors in group II of communal secondary schools receive a basic salary of 8,100 kroner with 2 increases of 900 kroner each after 3 and 6 years of service. A lector receives 4,500 kroner as basic salary and 6 increases of 450 kroner each after 3, 6, 9, 12, 15, and 18 years of service and 1 of 900 kroner after 21 years of service. An adjunct receives a basic salary of 3,950 kroner and 6 increases of 450 kroner each after 3, 6, 9, 12, 15, and 18 years of service. Other secondary school teachers receive a basic salary of 3,600 kroner with 5 increases of 350 kroner each after 3, 6, 9, 12, and 15 years of service.

Pension.—The pension regulations for secondary school teachers are the same as those for elementary school teachers (p. 44).

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Sweden



Education, Appointment, and Remuneration of Teachers

Primary and Elementary Schools

Organization of elementary education.—According to a royal regulation of June 12, 1936, the elementary school beginning with school year 1948-49, will comprise seven 1-year classes. Until then it may be a 6- or 7-year school. The two lower classes comprise the primary school (literally "small school"—småskola); the remaining 4-5 classes, the elementary school proper (egentliga folkskola).

An elementary school may be one of four types. The two main types offer full-time instruction in six or seven 1-year classes throughout the school year. At one, type A, each class is in charge of a separate teacher. At the other, type B, one teacher has charge of two or more classes.

In special instances where sparse population and long distance to school make a main type out of the question, exceptional type C may be established. This is a half-time elementary school with six or seven 1-year classes forming 1- or 2-teacher divisions (läraravdelningar) with a separate teacher in charge of each division. Each teacher division comprises at least two instruction divisions receiving instruction at different times, either every second day during the entire school year, or every day during part of the year.

The minor elementary school (mindre folkskola), or exceptional type D, is a 1-teacher school found only in remote areas with few children. Here instruction on both elementary and primary school levels is offered usually by a teacher who has passed only the examination for primary school teachers (p. 65). It may have one instruction division with full-time teaching, or two half-time instruction divisions with the pupils of each division attending every second day throughout the school year, or daily for one-half of the school year.

Duration of instruction.—To obtain State subsidy the school year must be at least 34½ weeks. Many districts, however, have a school year from August 25 to about December 20, and from January 12-13 to June 5-6, or 39 weeks in all.

Instruction is usually offered 6 days a week. In the primary division the school day cannot exceed 5 hours; in the elementary, 6. The total number of hours a week, including morning prayers, cannot exceed 36. Between each hour of instruction, which is generally 45 minutes, a recess of 10 to 15 minutes must intervene. The third hour is followed by a longer free period.

Curriculum.—The subjects offered in both the primary and elementary school are: Religion, Swedish, arithmetic, study of environ-

ment with practical work, singing, gymnastics, and—where conditions allow—sloyd.

In the elementary school proper arithmetic is supplemented with geometry; and gymnastics, with play and athletics. The additional subjects of this division are geography, natural science, history, drawing, and—where provision is made by the school authorities—home economics.

Education

General data.—Teachers for each of the two divisions of the elementary school receive their education respectively at seminaries for the education of primary school teachers and seminaries for the education of elementary school teachers. These are State institutions and the royal regulations now governing them, including the plans of instruction, were issued January 21, 1938, for the primary school seminaries and June 18, 1937, for those of the elementary school.

At both types of seminaries the aim of instruction— shall be to educate the students to be skillful, broad-minded, and sympathetic teachers of elementary school children. It shall give the general education and special information necessary for the future calling of the students, aim to arouse a desire to increase their information and skill through continued education, and imbue them with loyalty to their chosen profession. To the extent that it is possible, the work at the seminaries shall be arranged so as to afford the student opportunity to master prescribed courses through free and independent study. Whenever opportunity is afforded, the instruction shall have regard to the needs and interests of practical life. It shall be conducted in such manner as to further order and the fulfillment of duty. During instruction effort shall be made to further the development of the students to moral, truth loving, and independent personalities.

For both types of institutions the school year is a fall semester of 17 weeks beginning in August and a winter semester of 22 weeks ending in June. Each school week is 6 days; each hour of instruction, 45 minutes. No student may attend more than 7 classes in any one day.

In addition to the specific requirements for admission to each line of study the applicant for admission to either type of seminary must be a member of the Swedish Church, have a good reputation as to conduct, be of good health and free of any ailment that would hinder progress at the seminary or be detrimental later to effective work as teacher. Admission to a class or division is limited regularly to 24 students.

In 1937 the number of applicants for admission to the seminaries for the education of primary school teachers was 140; at the seminaries for the education of elementary school teachers, 1,228. Of these 65 were admitted to the former and 385 to the latter.

Practice school (övningskolan).—Attached to each seminary and

under the direction of its rector is a practice school. It is coeducational and aims as far as circumstances allow to be a model school as well as a place for the practical education of the students of the seminary. For the 2-year line at the seminaries for the education of primary school teachers it comprises a primary school and two lower classes of the elementary school. At the seminaries for the education of elementary school teachers it includes a primary school and the elementary school proper, supplemented when possible by an advanced division or class and a continuation school.

Individual work (enskilt arbete).—General regulations for the two types of seminaries are similar. Thus at both types all students in a 2-year line, in classes II and III of a 3-year line, and III and IV of a 4-year line must select some phase of a subject of instruction offered at the seminaries for individual special work for the school year.

Guidance and direction for each project is given by the seminary instructor of the subject concerned. To allow additional time for the individual work, students of the next to the highest class in each line are allowed at the primary school seminaries 10 days of freedom from instruction in courses not directly connected with the project; those of the elementary school seminaries, 12 days. Further, in the highest class of each line 3 hours a week are allowed for individual work on the program of each student at a primary school seminary; 4 hours a week at an elementary school seminary. The exemption from class instruction does not include any phase of work and conferences connected with practice teaching. A brief statement with reference to the individual work is entered on the certificate of having passed the final examination of the school.

Promotion (flyttning).—Included also among identical regulations for the two groups of schools are those governing promotion and dismissal. For each student, promotion to the next higher class is decided at the close of each year by the faculty council. In all lines promotion to the highest class requires in addition to success in other work a passing mark in practice teaching. A student who at the close of the second year of attendance in the same class does not possess the information, skill, and ability required for promotion to the next higher class or for a certificate of success in the examination for primary school teachers must be dismissed from the seminary unless the faculty council finds that illness or other acceptable reason warrants an exception. When the faculty council finds that a student is obviously unsuited for teaching but does not come within the prescribed causes for dismissal it may present the case to the State Board of Education for final decision.

Seminaries for the education of primary school teachers (småskoleseminarierna).—The seminaries for the education of primary school

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teachers are located at Haparanda, Lycksele, Härnösand, Strängnäs, Skara, and Landskrona. All offer a 2-year line (tvåårig linje). In addition, the seminaries at Haparanda and Lycksele offer a 3-year line (treårig linje) for the education of assistant teachers at elementary schools and for teachers at minor schools.

The seminaries are open to women only. For admission to class I of the 2-year line the applicant must be at least 17 but less than 28 years of age. The corresponding ages for class I of the 3-year line are 16 and 27 years. Admission to either line requires also at least the certificate of graduation from the elementary school (literally "leaving certificate from the elementary school"—avgångsbetyg från folkskolan) and success in an entrance examination which is written and oral, covers most of the subjects of the elementary school curriculum, and must be completed within 8 days.

Plan of studies.—A summary of the work offered each year in the 2- and 3-year lines as expressed in subjects and number of hours a week is given in table 14.

Table 14.—Plan of studies for the seminaries for the education of primary school teachers

Subject of instruction	Hours a week				
	2-year line		3-year line		
	I	II	I	II	III
1	2	3	4	5	6
Christianity.....	3	3	3	3	2
Swedish.....	6	4	6	5	5
Mathematics.....	2	1½	3	2	1
History and civics.....	2	2	2	2	2
Geography.....	2	1	2	2	1
Biology and hygiene.....	3	1	2	2	2
Physics and chemistry.....	1	1	1	1	2
Psychology and pedagogics.....	4	4	1	3	4
Drawing.....	2	3	2	2	2
Penmanship.....	½		½		
Music.....	2	2	2	2	2
Gardening.....	1½	½	1	½	
Sloyd.....	3	3	3	3	
Home economics.....	2	2	2	2	
Gymnastics with play and sports.....	4	3	3	4	4
Professional education:					
Methods.....	½	2		1	3
Practice teaching.....	½	3		2	4
Total.....	39	35½	33½	36½	34

Chorus singing 1 hour a week and individual instruction in instrumental music 2 hours a week for each class division are not included in the study plan. Optional additional work may be selected from among laboratory in biology and hygiene, physics, or chemistry, 1 hour a week; English, 6 hours; or drawing, 1 hour.

Psychology and pedagogy.—In the 2-year line these subjects include:

CLASS I.—General psychology with particular stress on sections of pedagogical significance. Introduction to child psychology. History of education in relation to the development of society and general culture, particularly to the extent that this development has been of significance in education.

CLASS II.—Child and youth psychology. Nervous diseases and their effect on the work of the child. Care of mental health. In connection therewith, the more important ethical problems. Main elements of the psychopathology of childhood and youth. Problems of school hygiene from the viewpoint of psychology. Present-day psychological movements particularly with reference to important questions in education.

The system of education in Sweden, including the organization and administration of the elementary school. Social pedagogical arrangements.

Special theory of instruction, with particular regard to the primary school, in connection with the study plan for the elementary school and with regard to the various types of the elementary school.

Practice teaching (praktisk lärarbildning).—The practical education comprises whole-day observation (literally "whole-day visits"—heldagsbesök) at the practice school by individual students, group practice teaching (gruppövningar), teaching of a series of lessons in the same subject (serieövningar), consideration of questions of method (metodiska frågor), conferences, and visits at other schools (besök i andra läroanstalter). At the beginning of each school year the rector, after consultation with the faculty, makes out a time schedule for instruction in methods in each of the various subjects and for whole-day observations, group practice, and series teaching.

The following is a brief summary of the prescribed work in practice teaching in the 2-year line:

CLASS I.—*Whole-day observation* at the practice school: At least 2 days during the fall term; 4 days during the spring term.

Group practice: 1 hour a week during the spring term for each group of 4-5 students.

Methods: ½ hour a week during the school year.

CLASS II.—*Whole-day observation* at the practice school: 8 days. At least one visit should comprise 3 successive days.

Group practice: 3 hours a week for each group of 3-4 students.

Methods: 2 hours a week.

Series teaching: For each student 3 hours of instruction on successive days in each of 2 subjects.

Visits at other schools.

Examination for primary school teachers (småskollärarexamen).—Each of the two lines of instruction offered by the primary school seminaries closes with the examination for primary school teachers. It is offered the latter part of April at a time fixed by the State Board of Education (Skolöverstyrelsen) on the recommendation of the

rector of the seminary concerned and begins with the writing of a theme on one of several given subjects of a pedagogical nature and should be completed within 6 hours. The themes are read and graded by at least 2 seminary instructors.

The oral examination and the examination in teaching are supervised and directed by a member of the State Board of Education or his representative. Two trustworthy persons appointed by the elementary school inspector attend as witnesses. They attend also the meeting of the faculty held after the completion of the examination. It comprises a test in at least four of the subjects given in the study plan of the highest class of the line concerned. The subjects are selected by the chairman who informs the rector of the selection at least 5 days before the beginning of the examination. After consultation with the examining teachers the chairman also decides on the topics for discussion at the oral examination.

The examination in gymnastics and in each of the other practical subjects is offered at the close of the spring term at the time and in the manner prescribed by the rector. The examination in teaching is held at the practice school and includes a lesson in at least one subject. The assignment is made out by the rector in consultation with the teacher or teachers concerned and given the examinee 24 hours before the examination.

Success in all three parts of the examination is marked by a certificate of having passed the examination for primary school teachers (betyg över avlagd småskollärarexamen). In 1938 it was passed by 47 women. A student who has not passed the final examination of a seminary may, if she wishes, receive a term report (terminsbetyg) or a leaving certificate (utskrivningsbetyg).

Seminaries for the education of elementary school teachers (folkskoleseminarierna).—According to a parliamentary decision of 1936, Sweden has 10 seminaries for the education of teachers for the upper division of the elementary school. Of these, 4 are single and 6 double. The single seminaries offer a 4-year line; the double seminaries, a 4-year line and a 2-year line. At Falun the 2-year line is arranged for those who have passed the examination for primary school teachers (småskollärarinnelinje). At the remaining schools it is a 2-year student line (studentlinje) open to one who has passed the student examination (p. 74).

Of the single seminaries that of Karlstad is for men; those of Kalmar and Stockholm, for women; and that of Luleå, coeducational. Of the double seminaries those of Linköping and Uppsala are for men; that of Falun, for women; and those of Gothenburg, Lund, and Umeå, coeducational.

Entrance requirements.—The requirements for admission to the 4-year line are practically the same as those for admission to the 2-year line at the seminaries for primary school teachers except that the limitations as to age are 16 and 26 years. The age limitations for admission to the student line are 18 and 28 years. Further, unless the applicant has passed a university examination the student examination must have been passed not earlier than 4 years prior to the calendar year in which admission to the seminary is desired.

Plan of studies.—The prescribed plan of studies for the 4-year line and the 2-year student line expressed in subjects and number of hours a week for each year is given in table 15.

Table 15.—Plan of studies of the seminaries for the education of elementary school teachers

[Numbers in parentheses are for women only]

Subject of Instruction	Hours a week					
	4-year line				2-year student line	
	I	II	III	IV	I	II
I	2	3	4	5	6	7
Christianity.....	2	3	2	2	2	1½
Swedish.....	5	3	3	3	3	1
Mathematics.....	2½	2	2	2		
History and civics.....	3	3	2	3		
Social science.....						4
Geography.....		2	2	2		
Biology and hygiene.....	2½	2	3		2	
Physics.....	2	2½	2			
Chemistry.....	2½	2				
English.....	4	3	2			
Psychology and pedagogics.....			4	4	4	4
Library care.....	½				½	
Drawing.....	2	2	2	2	2	1½
Penmanship.....	½				½	
Music.....	2	2	2	2	2	2
Gardening.....	1	2	2		2	1½
Sloyd.....	4(2)	4	2		5(2)	4
Home economics.....	(4)				(4)	
Gymnastics with play and sports.....	6(4)	5	5	5	5(4)	5
Professional education:						
Methods.....		½	1	1	4½	3
Practice teaching.....		½	1½	3½	2	3½
Total.....	39½	38½	37½	29½	34½	31

Not included in the study plan are for both lines: Chorus singing, 1 hour a week; instrumental music (piano, organ, violin), 4 hours a week for each class division. Optional additional hours a week for both divisions may be selected from among drawing, 2 hours; orchestra, 1 hour; swimming, 1 hour; gymnastics, 1 hour. Optional also for students in the 4-year line is French or German up to 5 hours a week in classes I and II.

Psychology and pedagogy.—Following is a summary of the prescribed work in psychology and pedagogy for the 4-year line:

CLASS III.—General psychology, including phases of child psychology important from the viewpoint of instruction. Main elements of logic. History of education in connection with the development of society and general culture. Consideration of the more important didactic questions in connection with the instruction in psychology and in practice teaching.

CLASS IV.—Child and youth psychology with particular attention to sections that are significant from the viewpoint of education. Main elements of child and youth psycho-pathology. Psychic health care. Continuation and completion of the history of education. Modern pedagogic currents, with particular attention to the actual problems of education and instruction. Aims and means of moral education. Personality of the teacher, school hygiene.

The school system of Sweden with particular attention to the organization and administration of the elementary and continuation school. Social pedagogical arrangements including vocational guidance. Social legislation concerning children and youth. Voluntary work in public education in Sweden. Special theory of instruction with regard to the prescribed plan of instruction for the elementary school of Sweden and to the various types of elementary and continuation schools.

In the student line the work in psychology and pedagogy in classes I and II is identical with that of classes III and IV, respectively, in the 4-year line.

Practice teaching (praktisk lärarbildning).—The procedure in practice teaching is similar to that at the seminaries for the education of primary school teachers (p. 63). At the Elementary School Seminary in Stockholm (Folkskoleseminariet i Stockholm), which may be regarded as typical, group practice is arranged for 6-week periods. The members of a group teach in rotation and attend all resulting conferences with the supervising teacher. On completion of the 6-week period in one subject each group proceeds to another subject and class.

The following is a brief outline of the prescribed work in practice teaching in the 4-year line:

CLASS II.—*Whole-day observation* at the practice school, particularly in the primary classes: 6 days for each student. During the fall term this should include 2-4 lessons in teaching.

Methods and didactics: 1 hour a week during the fall term.

Group practice: 1 hour a week during the spring term for each group of 4-5 students.

CLASS III.—*Whole-day observation* in the practice school, preferably in the lower classes: 4 days for each student, including at least 2 days in succession. The visits should include some practice teaching.

Group practice: 1½ hours a week for each group of 3-4 pupils.
Methods: 1 hour a week in connection with the group practice teaching.

CLASS IV.—*Whole-day observation*, preferably in the elementary school proper, and, if there is opportunity, in the advanced and continuation school divisions: 6 days for each student, including at least 3 days in succession in the same division. Practice teaching in connection with whole-day visits.

Group practice: 3½ hours a week for each group of 3-4 students.

Methods: 1 hour a week in connection with group practice.

Series practice: A series of lessons in each of 2 subjects, 16 hours per student.

Visits at other schools.

In class I of the student line 10 days are devoted to whole-day observation in the lower classes of the practice school, 2 hours a week to group practice, and 4½ hours a week to questions of method, including 2 hours to general methods, and 2½ hours to methods of teaching various subjects. In class II the work in practice teaching is similar to that of class IV in the 4-year line, except that 3 hours a week instead of 1 are devoted to methods.

Examination for elementary school teachers (folkskollärarexamen).— Each of the three lines of study offered by the elementary school seminaries closes with the examination for elementary school teachers. The regulations governing this are practically identical with those for the examination for primary school teachers (p. 65). Success in the examination is marked by a certificate of having passed the examination for elementary school teachers (betyg över avlagd folkskollärarexamen). In 1938 this examination was passed by 336 students, including 126 women.

Statistics.—In 1937 work at the primary school seminaries was in charge of 73 instructors, including 32 women; at the elementary school seminaries, 266 instructors, including 92 women.

The number of students in each class at the various types of seminaries in 1938 are given in the following table:

Table 16.—*Number of students at seminaries for the education of primary and elementary school teachers in 1938*

Seminaries	Students in class—					
	I	II	III	IV	Student line	Total
1	2	3	4	5	6	7
Primary school seminaries.....	123	72	24			219
Elementary school seminaries.....	264	229	233	18	287	1,031

Appointment

Appointment of elementary school teachers.—In addition to regular teachers with permanent appointment the teachers at an elementary school may include teachers with appointment for a period not beyond 1 year and teachers with temporary appointment subject to 4 months' notice. The two latter groups comprise extraordinary teachers who fill a temporary need, assistant teachers with qualifications similar to those of a primary school teacher and who may be appointed only on recommendation of the school inspector, and special teachers for instruction in practical subjects.

Before announcement is made of a vacancy in a position for regular teacher, assistant teacher, or teacher at a minor elementary school, the district school board (skolråd) in consultation with the State school inspector must take the matter under consideration and decide if the position should be filled, changed in character, or discontinued. Announcement of a vacancy to be filled by someone not already in the school system of the district is made in the Journal for official announcements and in educational publications.

The application for a position as regular teacher must be presented to the district school board within 30 days after the first announcement of the vacancy and be accompanied by evidence showing that the applicant is at least 21 years of age, a member of the Swedish Church, of good reputation, has the stability of character and evenness of temper necessary for the guidance of youth, is of good health and free of any physical defect that would interfere with effective work as teacher. For appointment as teacher at an elementary school proper the applicant must show that he passed the examination for elementary school teachers (p. 69); and for appointment as regular teacher at a primary school, the examination for primary school teachers (p. 65).

The application should be accompanied also by a certified list of merits (meritförteckning) and by certificates from the authorities concerned for work as teacher. After presenting his application the candidate may not apply for a position in another district unless he withdraws the application already presented, or unless the board has made its recommendation and did not include him among those recommended for consideration.

In the selection of teachers qualifications are considered in the following order:

1. Skill in instruction, zeal, manner of handling the pupils, and ability to maintain order among them.
2. Information and skill in the subjects of instruction of the elementary school and in other subjects of significance in the work of a teacher as evidenced by marks made in examinations and by other credentials presented.

3. Duration of successful experience in the elementary school system. Consideration should be given also to experience in other institutions of education under the control and supervision of State Board of Education.

If the school board and inspector think it advisable, a vacancy may be filled by assignment to it of a regular or temporarily appointed teacher from another school in the district. When such transfer is made, the teacher's salary is in no way to be lowered from what it was in the former position. Further, if the district is in the country and the transfer involves a change of residence, the school board must defray the cost of moving. When a regular teacher has a leave of absence or there is a vacancy in a position, the substitute is appointed by the district school board.

Remuneration

Salaries.—Elementary school teachers are paid according to a plan of the general salary system of the civil administration. The plan comprises 34 salary grades with 5 salary classes in each of the first 19 and 4 salary classes in each of the remaining grades. For each salary class localities are divided into 7 groups based on the cost of living, ranging alphabetically from A, the lowest, to G, the highest. The salaries of elementary school teachers range from the lowest salary class of group 17 to that of the highest class in group 21. Promotion from one salary class to the next occurs after 3 years of satisfactory service.

Table 17.—Salary plan for elementary school teachers¹

Salary grade		Salary class number	Annual salary in kronor for locality group						
Number	Includes classes		A	B	C	D	E	F	G
1	2	3	4	5	6	7	8	9	10
17	17-21	17	3,960	4,122	4,284	4,446	4,608	4,770	4,932
18	18-22	18	4,260	4,434	4,608	4,782	4,956	5,130	5,304
19	19-23	19	4,560	4,746	4,932	5,118	5,304	5,490	5,676
20	20-23	20	4,860	5,058	5,256	5,454	5,652	5,850	6,048
21	21-24	21	5,160	5,370	5,580	5,790	6,000	6,210	6,420
..	.....	22	5,520	5,736	5,952	6,168	6,384	6,600	6,816
..	.....	23	5,880	6,102	6,324	6,546	6,768	6,990	7,212
..	.....	24	6,300	6,528	6,756	6,984	7,212	7,440	7,668

¹ One krona at mint par was worth 45.37 cents in United States money on April 1, 1940.

The salary includes in addition a supplement based on the index of prices made out quarterly by the Department of Social Affairs.

The salary of a primary school teacher begins in the lowest class of grade 9 and ranges from 2,460 kronor in locality group A to 3,144 kronor in locality group G.

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At present women are placed one salary class lower than men, but beginning with 1942 men and women elementary school teachers will have the same salary schedule.

Pension.—After 30 years of service and the attainment of 63 years of age an elementary school teacher may retire with full pension as indicated for each salary grade in table 18. For less than 30 years of service a reduced pension is received equivalent to full pension minus $\frac{1}{10}$ for each full quarter year less than 30 years.

A teacher who is incapacitated for duty through accident may retire on disability pension on the same basis as for reduced pension. One who lacks not more than 5 years of attaining the age for retirement and who because of illness is unable to continue work may be retired on pension for illness (sjukpension). This should amount to 25 percent of the full pension but cannot exceed the total pension the teacher would have received for continued service to the regular age for retirement.

If it does not interfere with the interests of the State, one who has completed at least 30 years of service may retire not earlier than 5 years before attainment of pension age on premature pension (förtidspension). This is equivalent to full pension minus $\frac{1}{10}$ for each full quarter year up to the time of attainment of pension age when full pension begins.

Family pension.—The widow of an elementary school teacher who completed 30 years of service receives full family pension as indicated in table 18, plus a supplement based on the price level index. For less than 30 years of service the pension is reduced $\frac{1}{10}$ for each full quarter year less than 30 years. The pension for one child under 19 years of age is 50 percent of that of the widow; for each additional child, 20 percent. If there is no widow her share goes to the oldest child under 19 years of age; the pension for the second child is 50 percent of that of the first; and for each additional child 20 percent.

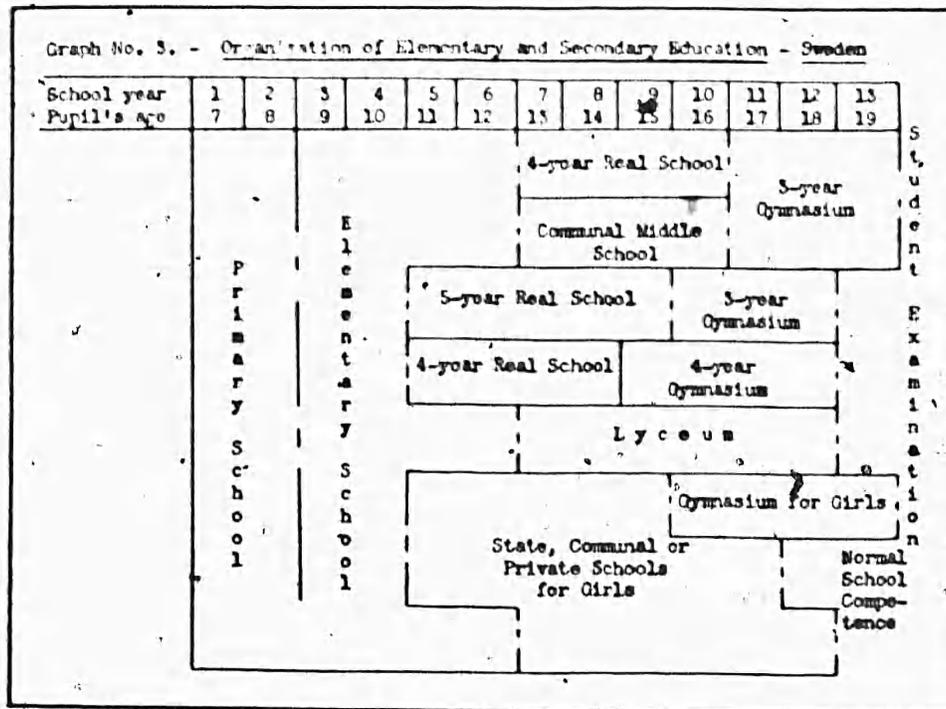
Table 18.—Amount and cost of retirement and family pensions for elementary school teachers (in kronor)

Salary grade	Retirement pension			Family pension	
	Total after 30 years of service		Annual deduction from salary	Total after 30 years of service	Annual deduction from salary
	Men	Women			
1	2	3	4	5	6
18	3,684	3,444	174	1,680	204
19	3,924	3,684	192	1,770	219
20	3,924	3,684	192	1,770	219
21	4,200	3,924	213	1,860	234

Secondary Schools

Organization of secondary education.— Transfer from the elementary to the secondary school may occur after completion of the fourth or sixth year of the former. After 4 years of elementary schooling boys and girls may enter a 4- or 5-year real school; and girls, in addition, a 5- or 7-year school for girls which may be State, communal, or private. After 6 years of elementary schooling boys and girls may enter a 4-year real school, a 4-year communal middle school, or a lyceum; and girls, a 6-year school for girls. The 5-year real school, the 4-year real school based on 6 years of elementary schooling, and the communal middle school are followed by a 3-year gymnasium; the 4-year real school based on 4 years of elementary schooling and the 5-year school for girls, by a 4-year gymnasium.

The various types of secondary schools and their relationship to each other and to the elementary school are shown in the following graph:



Real school (realskola).—In addition to other subjects the real school offers the modern languages: German, English, and French. The first two are compulsory for all pupils; the third is optional except for those planning to enter the gymnasium. Real schools, except the 4-year real school based on 4 years of elementary schooling which has no examination, close with the real or modern examination (realexamen). A summary of the preparation for this examination

as expressed in subjects and hours a year is given in table 19 for the 4-year real school based on 6 years of elementary schooling and the 5-year real school based on 4 years of elementary schooling.

Table 19.—Curricula for the 4- and 5-year real school

[Hours in parentheses only are for girls; hours in parentheses and in bold-face type are optional]

Subject of instruction	Hours for each school year									
	4-year real school				5-year real school					
	I	II	III	IV	I	II	III	IV	V	
1	2	3	4	5	6	7	8	9	10	
Religion.....	2	2	2	2	2	2	2	2	2	2
Swedish.....	6	5	3	3	6	6	5	3	3	3
German.....	7	5	4	4	6	6	4	3	4	4
English.....		4	4	5			4	4	5	5
French.....			(4)	(3)					(4)	(3)
History and civics.....	4	3	3	2	3	4	3	3	2	2
Geography.....	2	2	3	2	2	2	2	2	2	2
Mathematics.....	5	4	3	4	4	5	4	3	4	4
Biology and hygiene.....	2	2	2	2.5	2	2	2	2	2	2.5
Physics.....		2	2	2			2	2	2	2
Chemistry.....			3	1.5				3	1.5	1.5
Penmanship.....					1	1				
Drawing.....	2	2	2 (1)	2	2	2	2	2 (1)	2	2
Music.....	2	2	(1)	1	2	2	2	(1)	1	1
Gymnastics with play and athletics.....	4	4	4 (3)	3	4	4	4	4 (3)	3	3
Sloyd for boys.....	2	2	3		2	2	2	3		
Sloyd for girls.....	(2)	(2)			(2)	(2)	(2)			
Home economics.....			(4)					(4)		
Total.....	36	39	37-41	34-37	36	38	38	36-40	34-37	

Gymnasium.—The gymnasium offers a Latin and a real line of study. In the two upper classes the required subjects for both lines are religion, Swedish, and history, including civics, combined in the Latin line with Latin and French, and in the real line with English and mathematics. In addition, the pupil is generally allowed three electives from among a number of fixed combinations of subjects, and in some instances a fourth supplementary subject.

Success in the State-controlled examination with which the gymnasium closes is marked by a certificate of having passed the student examination (betyg över avlagd studentexamen), which is the regular requirement for admission to a university in Sweden. The studies leading to it are organized as shown in the next two tables.

Other secondary schools.—The lyceum came into existence through regulations issued in 1927 but has been established in only a few places. Its 6-year curriculum closes with the student examination.

The 6- and 7-year schools for girls hold a middle position between the real school and the gymnasium but do not close with a supervised examination. The certificate of normal school competence (normal-skolkompetens) which marks their completion exceeds somewhat the value of the certificate for the real examination. The communal middle school closes with the real examination.

Table 20.—Curricula for the 3-year gymnasium in the Latin and real lines

Subject of instruction	Hours for each school year					
	Latin gymnasium			Real gymnasium		
	I	II	III	I	II	III
I	2	3	4	5	6	7
Religion.....	2	2	1	2	2	1
Swedish.....	4	5	4	4	5	4
Latin.....	8	7	7			
Greek.....		7	7			
German.....	3	2	2	3	2	2
English.....	3	2	2	3	3	4
French.....	3	4	5	3	3	3
History and civics.....	4	3	4	3	4	4
Geography.....	1.5	2	2	1.5	2	2
Philosophy.....		2	2		2	2
Mathematics.....		4	3	6	6	6
Biology and hygiene.....		3	2		3	2
Physics.....		3	3	2	5	4
Chemistry.....		2	3	2	3	3
Drawing.....		1	1	2	1	1
Music.....	2	2	2	2	2	2
Gymnastics with play and athletics.....	4	4	3	4	4	3
Total.....	36.5			37.5		

Table 21.—Curricula for the 4-year gymnasium in the Latin and real lines

Subject of instruction	Hours for each school year							
	Latin gymnasium				Real gymnasium			
	I	II	III	IV	I	II	III	IV
I	2	3	4	5	6	7	8	9
Religion.....	2	2	2	1	2	2	2	1
Swedish.....	2	4	5	4	2	4	5	4
Latin.....	6	6	6	6				
Greek.....			7	7				
German.....	3	3	2	2	3	3	2	2
English.....	3	3	2	2	3	3	3	4
French.....	3	4	4	5	3	3	3	3
History and civics.....	2	4	3	4	2	4	3	4
Geography.....	2	1.5	2	2	2	1.5	2	2
Philosophy.....			2	2			2	2
Mathematics.....	3		4	3	5	4	5	6
Biology and hygiene.....	2		3	2	2		3	2
Physics.....		2	3	3	2	3	4	3.5
Chemistry.....			2	3	2	2	2	3
Drawing.....	2	2	1	1	2	2	1	1
Music.....	1	2	2	2	1	2	2	2
Gymnastics with play and athletics.....	4	4	4	3	4	4	4	3
Total.....	35	37.5			35	37.5		

Education

Education of secondary school teachers.—Preparation for secondary school teaching may be obtained in the faculty of philosophy at the State Universities of Uppsala and Lund or at the private Universities of Stockholm and Gothenburg. Women may attend also the Higher Seminary for Women Teachers at Stockholm, (p. 81). Preparation as

teacher of religion is to be had in the faculty of theology at the University of Uppsala or Lund.

Study at a university in Sweden is not pursued with reference to semester hours of advanced standing. The student decides on the subjects he wishes to study and the examination for which he wishes to prepare. In each subject of the examination he may work for one of three marks: Approved (*godkänd*) which requires at least 1 semester of study; approved with praise (*med beröm godkänd*), 2 or 3 semesters; and laudable (*berömlig*), 3 to 4 semesters. The number of points for each of these marks is, respectively, 1, 2, and 3. For exceptional work "approved" may be qualified to "approved not without praise" (*icke utan beröm godkänd*); and "approved with praise," to "approved with special praise" (*med utmärkt beröm godkänd*). In either case however, the grade point or points remain unchanged.

The regular secondary school teachers include lectors, adjuncts, and subject teachers.

Lector (lektor).—At a gymnasium each subject of instruction is represented regularly by a lector. The position of lector comprises one of the following listed subject groups, a subject of one of the groups, or a subject of one of the groups and philosophy:

- 1-4. Religion combined with Swedish, Latin, Greek, or history, including civics.
- 5-9. Swedish combined with Latin, German, English, French, or history, including civics.
- 10-12. Latin combined with Greek, French, or history, including civics.
- 13-14. German with either English or French.
15. English and French.
16. History, including civics, and geography.
17. Geography, with biology and hygiene.
18. Mathematics and physics.
19. Physics and chemistry.
20. Biology and hygiene, with chemistry.

For appointment as lector in a position not including religion one must have passed the professional examination in philosophy (p. 78) in all the subjects of the position and made in each of them at least the mark "approved with praise"; in one of them passed the licentiate examination in philosophy (p. 79) with at least the same mark; and beyond that attained the doctorate in the faculty of philosophy (p. 80).

Appointment as lector in a position including religion requires in the field of religion success in a special examination for candidates and licentiates in theology offered by the faculty of philosophy (p. 79) and attainment of the doctorate in theology. If the position includes religion and another subject, the latter must have been included in the special examination for candidates and licentiates in theology.

offered by the faculty of philosophy or passed in the professional examination in philosophy (p. 78).

Adjunct (adjunkt).—Except for philosophy which an adjunct cannot offer, the position of adjunct may comprise any one of the subject groups for lectors; or one of these groups not including religion, plus a third subject offered by the same section of a university faculty of philosophy as the two other subjects of the position.

Appointment as adjunct to a two-subject position not including religion, requires success in the professional examination in philosophy (p. 78) with at least the mark "approved with praise" in each of the subjects of the position. However, a position in Swedish requires at least "approved with praise" in Nordic languages or history of literature including poetry, and at least "approved" in the other; a position in biology and hygiene, at least "approved with praise" in botany or zoology, and "approved" in the other.

Appointment as adjunct to a three-subject position not including religion requires success in the professional examination in philosophy (p. 78) in each of the subjects of the position with at least "approved with praise" in two of them and "approved" in the third. For appointment as adjunct to a position including religion and one other subject one must have passed the candidate examination in biology (p. 80) and in the professional examination in philosophy or in the special examination for candidates and licentiates in theology, offered by the faculty of philosophy made at least the mark "approved" in the other subject of the position.

Men and women subject teachers (ämneslärare och lärarinnor).—Subject teachers are specialists in two or three subjects which they teach in the real, communal middle, and girls' schools. The qualifications for appointment as subject teacher are identical with those for appointment as lector or adjunct. Qualified also is a woman who has completed the 3-year course at the Higher Seminary for Women Teachers at Stockholm (p. 81) with the required marks in the subjects of the position.

Preparation for secondary school teaching through university study.—At the University of Uppsala which may be taken as typical, the faculty of philosophy has a section in humanities (humanistiska sektionen) and one in mathematics-natural science (matematisk-naturvetenskapliga sektionen). At the time of registration the student receives a study handbook (studiehandbok) or plan of studies of the faculty. In addition to excerpts from the statutes governing university study, and examinations this contains specific information and direction worked out by the faculty for the guidance of students in each of the fields of study it offers. For each examination the study plan gives detailed information as to requirements and the order of study, including lists of references to literature.

Tentamina.—In preparation for a regular university examination a tentamen or private examination must be taken in each subject included in the examination. The tentamen may be written or oral; and public, if either the examiner or student so wish. The student decides for himself as to when he is ready for the tentamen in a subject and unless the examiner has announced previously that he will offer tentamina only at certain stated periods, the student is entitled to present himself for tentamen within 14 days after making application. An approved tentamen is valid for the general examination for a period equivalent to that for the normal completion of the remainder of the preparation for the examination. Except for this the element of time is not an important factor.

Tentamensbook (tentamensbok).—For an approved tentamen the examiner enters a dated and signed report, including the mark made, in the tentamensbook which the student received at the time of his admission to the faculty. In it are recorded, in addition to the data already mentioned, the date of admission to the faculty, memoranda of completion of required courses, of substitutions allowed, and of any other fact of importance concerning examination requirements.

Examinations.—The usual procedure in a university examination is for the student, after he has passed tentamina in the prescribed number of subjects and made the prescribed number of grade points, to present his assembled credentials—chief among which are evidence of being registered as a regular student at the university during the semester of the examination, of having passed all examinations prerequisite for admission to preparation for the degree for which he is a candidate, and the tentamensbook—together with an application for examination to the examination committee. After examination of the assembled credentials, the committee informs the applicant of the results of the examination, including the mark made, by issuing him an excerpt from the minutes of the meeting. The examinations offered by the faculty of philosophy are:

1. *Candidate examination in philosophy (filosofie kandidatexamen).*—This includes at least three of the examination subjects of the faculty and requires from 3 to 4 years of preparation beyond success in the student examination (p. 74). In at least two of the subjects a mark lower than "approved with praise" is not acceptable. One who has passed the examination is entitled to a degree of candidate in philosophy (filosofie kandidat), usually written "fil. kand."

2. *Professional examination in philosophy (filosofisk ämbetsexamen).*—In the humanistic section of the faculty this examination comprises one of the following listed subject groups:

1-4. Nordic languages, history of literature with poetry, and respectively, Latin, German, English, or history.

5. Latin, Greek, classical antiquity, and ancient history.

6. Latin, history.
- 7-8. German and English or Romance languages.
9. English and Romance languages.
10. History, geography.

The subject groups in the mathematics-natural science section are:

11. Geography, botany, zoology.
12. Mathematics, physics.
13. Physics, chemistry.
14. Chemistry, botany, zoology.

For a group with two subjects a third subject must be selected from among those of the same faculty division, and all students who do not include pedagogics as a subject of study must take a semester course in psychology and the theory and history of pedagogy offered each year for those preparing for this examination. To pass the examination a mark of at least "approved with praise" must be made in at least two of the fields of study.

The examination requires from 4 to 5 years of study beyond success in the student examination and carries with it the title of master of philosophy (*filosofie magister*), usually written "fil. mag."

3. *Licentiate examination in philosophy (filosofie licentiäexamen)*.—This examination may be taken by one who has passed either the candidate or the professional examination in philosophy. It includes at least one of the examination subjects in which the student must prepare an acceptable dissertation and make at least the mark "approved with praise." It requires from 7 to 8 years of study beyond success in the student examination. One who has passed it may carry the title "licentiate in philosophy" (*filosofie licentiat*), usually written "fil. lic."

4. *Special examination for candidates and licentiates in theology (särskild prövning för teologie kandidater och teologie licentiat)*.—One who has passed the candidate or licentiate examination in theology (p. 80) and wishes to qualify for the year of professional education for secondary school teachers (p. 80) must take a special examination similar in requirements to the professional examination in philosophy. It includes one of the following listed subjects: Latin, Greek, history, Nordic languages, and history of literature, including poetry; and if the student wishes, one or more of the other subjects of the faculty. For admission to the examination one who does not include pedagogy as an examination subject must take the course in psychology and history and theory of pedagogy.

5. *Theological philosophical examination (Teologisk filosofisk examen)*.—This is the regular requirement for admission to the faculty of theology and may be taken by a student who has a certificate of having passed the student examination, and in it, or a supplementary examination, made at least the mark "approved" in Latin. It re-

quires two semesters of study beyond the student examination and includes Greek, Hebrew, and Latin or theoretical philosophy; and, if the student wishes, the other of the two latter subjects or history.

Doctor of philosophy (filosofie doktor).—This degree usually written “fil. dr.” or “Dr. phil.” may be attained by a licentiate in philosophy after the preparation, publication, and public defense of a thesis approved by the faculty both as to content and defense.

Examinations in theology for teachers of religion.—As already indicated, teachers of religion receive their education in this subject in the faculties of theology at the Universities of Uppsala and Lund. Admission to either faculty is open to one who can present evidence of having passed successfully the:

1. Theological philosophical examination (p. 79); or
2. Student examination (p. 74) with at least the mark “approved” in Latin, plus evidence of success in the candidate, licentiate, or professional examination in philosophy (p. 78).

The examinations in theology leading to qualification as teacher of religion at a secondary school are:

1. *Candidate examination in theology (teologie kandidatexamen).*—This includes all of the examination subjects of the faculty, namely, theological encyclopedia and introductory work in theology, Old Testament exegetics, New Testament exegetics, church history, dogmatics and symbolism, theological ethics, practical theology, and church law. It may be taken by any student in the faculty of theology and requires normally six semesters of university study. Success is accompanied by the degree of candidate in theology (teologie kandidat) usually written “teol. kand.”

2. *Licentiate examination in theology (teologie licentiatexamen).*—This includes at least two of the examination subjects of the faculty in one of which a thesis must be prepared. It may be taken by one who has passed the candidate examination in theology and requires normally 3 years of study beyond success in that examination. The degree attained is that of licentiate in theology (teologie licentiat) usually written “teol. lic.”

Doctor of theology (teologie doktor).—This degree usually written “teol. dr.” may be attained by a licentiate in theology through the preparation, publication, and successful public defense of an approved thesis covering some phase of one of the examination subjects of the faculty.

Year of practical education (provår).—After the university study, completion of a year of practical education (literally “probation year”—provår) is prerequisite for permanent appointment as lector, adjunct, or subject teacher at a secondary school. The course is offered at seven secondary schools and at two seminaries for the

education of elementary school teachers. Application for admission is made to the State Board of Education. This year of practical education is completed generally in two semesters and may be devoted to training at one institution or divided one semester each at a secondary school and a seminary. It comprises observation; practice teaching in classes on different secondary school levels in the candidate's two, three, or four fields of work; and attendance at lectures and discussions in pedagogy and methods.

At the Seminary for the Education of Elementary School Teachers at Stockholm which is one of the two seminaries with a year of practical education, the candidate must teach from 8 to 10 series of 10 lessons each during the school year. Each series is preceded and followed by observation and discussions of method. At least half the lessons are attended by the class teacher and some also by the director of the school who is chairman of the course.

Lectures arranged each year for the course include prescribed series on methods in the various subjects, school hygiene, and oral presentation, including technique of speech and care of the voice.

Royal Seminary for the Education of Secondary School Teachers (K. Högre Lärarinne-Seminarium).—In addition to acquiring qualification to teach through university attendance and completion of the 1 year of practical education; women may attend the Royal Higher Seminary for the Education of Women Teachers at Stockholm, and become eligible for appointment to teach at real, communal middle, and girls' schools, and in the lower classes of State secondary schools. The Seminary was founded in 1861, and offers a required study curriculum (obligatorisk studiekurs) and an optional continuation course (valfri fortsättningskurs). The required curriculum comprises a 1-year lower course and a 2-year higher course. The main purpose of the former is to strengthen and broaden the girl's opportunity to acquire through more comprehensive and independent study, the special information necessary for teaching certain subjects, and to give her the required practical preparation for this work. Completion of the required curriculum is marked by a teacher's diploma (lärarinne diplom).

Requirements for admission.—For admission to the seminary, the applicant must be at least 18 years of age, of good health, and pass an entrance examination. Admission without examination, wholly or in part, may be granted by the faculty council to an applicant who has passed a university examination, the leaving examination from the lower course of a private seminary for the education of women secondary school teachers with right of competence, the leaving examination of a seminary for the education of elementary school teachers, or the student examination (p. 74).

The required subjects of instruction in the 1-year lower course with the number of hours of instruction a week are: Religion, 2; Swedish language and literature, 4; psychology and logic, 2; physiology, 2; English, German, or French, 3; technique of speech and reading, 2; singing, 1½-3½; gymnastics, 4; plus not more than 4 elective subjects.

In addition to one of the prescribed subject combinations which are quite similar to those for university study and for those of a position as adjunct (pp. 77 and 78), including religion, a student in the upper course must take for 2 years a 2-hour course in pedagogics; and for 1 year a 1-hour course in health and hygiene.

State Normal School for Girls (Statens Normalskola för Flickor).—Connected with the Seminary and serving as its practice school is the State Normal School for Girls. This was founded in 1863 and comprises a 6-year elementary school, a 4-year real school, and a 7-class secondary school for girls. The curriculum of the last named closes without examination but with normal school competence (p. 74) for one who has passed all its subjects. A girl who has not passed in all subjects gets a certificate without competence. Prior to 1927 this was the only school for girls in Sweden with normal school competence.

Practical education (praktiska utbildning).—This begins in the lower course where one of its phases is 1 day of observation every third week at the normal school. In the higher course it is continued through theoretical instruction in pedagogy and methods and through a practical course which comprises for each student—

1. Observation of instruction in the upper and lower divisions of the normal school.
2. Practice teaching in at least three but not more than four subjects of instruction included in the study plan of the normal school of which at least two must be included in the student's own field of study.
3. Assignment and correction, followed by a going over of the work with the class, of written work in connection with practice teaching.

Teachers' examination (läraresexamen).—Each subject included in the student's curriculum closes with a tentamen (p. 78). One who includes a foreign language in the higher course must pass in addition a written examination comprising a composition written in the foreign language on one of several listed subjects, or translation into the foreign language of an assigned text.

Optional continuation course (valfria fortsättningskursen).—This is generally a 1-year course open to one who has completed the required course of the seminary. It aims to deepen and broaden the student's major fields in one or at most two subjects and give opportunity for

additional practical education. The subjects of instruction are the same as those in the higher course and their study is controlled by tentamina.

Appointment

Lector or adjunct.—When a position as lector or adjunct becomes vacant the rector must inform the State Board of Education immediately, naming also the subjects of the position. As soon as possible, after consultation with the faculty council, the rector makes a recommendation as to the subjects of instruction for the new teacher. If instruction will be confined mainly to one subject that also must be indicated. The recommendation is accompanied by a statement of reasons on which it is based, including a report showing for all subjects the number of hours of instruction apportioned to regular teachers or their substitutes and to extra teachers where such are employed.

For appointment as lector or adjunct the applicant must:

1. Be at least 23 years of age at the time when the position is to be entered.
2. Have no ailment or deformity that will hinder effective work as teacher.
3. Be of good character, and if the position involves instruction in religion, an adherent of the pure evangelical confession.
4. Possess the seriousness, stability of character, and evenness of disposition requisite for the guidance of youth.
5. Possess ability to impart information easily and clearly.
6. Possess thorough knowledge of the subjects of the position.

The applicant must in addition have completed the prescribed practical education (provär, p. 80) and at least 2 years of successful work as teacher at a secondary school under the supervision of the State Board of Education or as docent at a university in a capacity entitling him to consideration for appointment as lector or adjunct.

Teachers at communal middle schools.—A vacancy in a position as regular teacher at a communal middle school is announced by the communal school board in the journal for official announcements. The qualifications are the same as for a special subject teacher. Also eligible for appointment is one who after completion of a seminary for the education of elementary school teachers attended a university, passed examinations in the subjects of the position, and after 2 years of successful teaching at a secondary school under the supervision of the State Board of Education was declared by the King in Council, on the recommendation of the Board, qualified for appointment as regular teacher at a middle school.

With reference to subject combinations the regulations for a position as adjunct are used insofar as applicable. However, when it is of advantage to the school, a practical subject may be substituted in a position in place of a theoretical subject.

Remuneration

Salaries.—Like the salaries of elementary school teachers those of secondary school teachers are based on the general system of the civil administration. On appointment to a permanent position the teacher receives a salary according to the lowest salary class of the grade to which the position belongs.

The salary of a lector begins in group 27 and ranges from 7,620 kronor in locality group A to 9,060 kronor in locality group B; that of an adjunct in group 23 and ranges from 5,880 kronor to 7,212 kronor. A subject teacher begins in group 21, which ranges from 5,160 kronor to 6,420. Promotions are triennial but as yet women cannot attain the highest salary class of the group concerned.

Cold locality supplement (kallortstillägg).—Teachers in the northern part of the country, where because of climatic and physiological conditions regardless of the cost of living staying is accompanied by considerable drawbacks, receive a cold locality supplement varying from 60 kronor a year in cold locality class I to 600 kronor a year in cold locality class VI.

Other emoluments.—A teacher who is moved from one locality to another, except at his own request, is granted reasonable reimbursement for the cost of moving.

Teachers at secondary schools offering the practical course (provår) for secondary school teachers who assist in the work of the course receive 300 kronor a year in addition to their regular salary; the director of the course, 1,500 kronor.

When a secondary school teacher dies, an amount equivalent to one-tenth of the annual salary is given toward funeral expenses, but not beyond a total of 500 kronor.

Pension.—The pension arrangements for secondary school teachers are similar to those for elementary school teachers (p. 72).

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The Netherlands



Education, Appointment, and Remuneration of Teachers Elementary Schools

Organization of elementary education.—Elementary education comprises general elementary education (*gewoon lager onderwijs*) offered regularly at a 7-year school; continuation education (*vervolgonderwijs*) offered for at least 2 years beyond the completed elementary school to boys and girls no longer of compulsory school age; extended elementary education (*uitgebreid lager onderwijs*); offered for at least 3 successive years beyond the first 6 years of the general elementary school; and special elementary education (literally “exceptional elementary education”—*buitengewoon lager onderwijs*), offered for children physically or mentally handicapped from participating to advantage in general elementary school instruction.

Since the secondary school in the Netherlands is based on completion of the first 6 years of the elementary school in that country, larger communities generally have one central 7-year elementary school and a number of 6-year schools offering only the first 6 years of elementary school instruction.

Consult the graph on page 105 for the relative place of the elementary schools in the educational system of the Netherlands:

General elementary education (gewoon lager onderwijs).—Some idea of general elementary education particularly with reference to the subjects of instruction and the relative amount of time devoted to each subject may be obtained from the following plan of studies for the elementary schools at The Hague which may be regarded as typical:

Table 22.—Plan of studies for the first 6 years of the regular elementary school at The Hague

Hours in starred parentheses are optional; those in parentheses only are alternative lesser number of hours in the fifth and sixth years of schools detailed for special work

Subject of instruction	Hours a week per school year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
Reading.....	5	5	5	5	3½ (3)	3
Writing.....	3	2½	2	1		
Arithmetic.....	5	5	5	5½	5 (4½)	4½
Netherlands language.....	3	3	4½	4½	5 (4½)	5 (4)
National history.....				1½	1½	1½
Geography.....			1	1½	1½	2 (1½)
Natural science.....	1	1	1	1	1	1½
Singing.....	2	1½	1½	1	1 (¾)	1 (¾)
Drawing.....	1½	1	1	1	1	1½
Gymnastics.....	1½	1½	1½	1½	1½	1½
Plain needlework (girls).....		1½	2	2	2	2
Manual training (boys).....		* (1½)	* (2)	* (2)	* (2)	* (2)
Religion.....					1	1
Recess time and play.....	4	4	1½	1½	1½	1½
Total.....	26	26	26	26	26	26

Extended elementary education (uitgebreid lager onderwijs).—Schools for extended elementary education, generally called U. L. O. schools—prior to 1920, M. U. L. O., or Mulo schools from the term *meer uitgebreid lager onderwijs* (more extended elementary education)¹—offer a 3- or 4-year course to young people who wish to continue education beyond that of the elementary school along lines more practical than those offered at regular secondary schools. Completion of extended elementary education is marked by diploma A for pupils who have pursued a line of study stressing modern languages; by diploma B, for those who have been interested in mathematics and science. Either diploma entitles the holder to appointment to lower civil-service positions and to middle positions in industry and commerce; and also, particularly diploma B, to admission to various types of higher secondary naval and technical schools.

Practice with reference to issuing the diplomas differs. At The Hague the graduate of a 3-year school receives diploma A; the graduate of a 4-year school, diploma B. At the Public Extended Elementary School (Openbare U. L. O. School) at Hengelo which offers a 4-year course all pupils follow the same program of studies during the first 3 years and divide by choice into A and B divisions for the fourth year.

According to regulations governing extended elementary education the subjects of instruction include those of the regular elementary school and at least three of the subjects French, German, English, mathematics, and commercial science. To these may be added one or more of the subjects general history, agriculture, horticulture, and fine handwork for girls. A typical plan of studies for the 4-year extended elementary school follows:

Table 23.—Plan of studies for 4-year extended or higher elementary schools

Subject of instruction	Hours a week per school year			
	I	II	III	IV
1	2	3	4	5
Netherlands:				
Language.....	4	3	3	4
Reading.....	1	2	1	1
French.....	5	4	4	4
German.....	4	4	3	4
English.....		4	4	4
History.....	2	2	2	2
Geography.....	2	2	2	2
Mathematics and arithmetic.....	5	4	7	5
Natural science.....	2	2	2	2
Drawing.....	1	1	1	1
Gymnastics.....	2	2	1	1
Useful handwork for girls.....	2	2	2	2
Penmanship.....	1			
Singing.....	1			

¹Some Mulo schools have continued and offer a Mulo examination, but neither the schools nor the examination exist through law.

Education

The education of elementary school teachers in the Netherlands is divided in three parts of which the first comprises prescribed regulations; the second, present practice; and the third, new regulations under consideration. All agree as to the requirements for admission to the schools for the education of teachers, the subjects of instruction at these schools, and the ultimate aim. The schools may be public or private.

Prescribed regulations.—According to the elementary education act of 1920, elementary school teachers are to receive their professional preparation at 5-year normal schools (kweekscholen) which may be coeducational or separate for men and women. The first 3 years are to be devoted mainly to theoretical instruction; the 2 final years, to practical work. After success in a written and oral examination at the close of the third year, the student (literally "pupil teacher"—kweekling) becomes an aspirant teacher (adspirant onderwijzer) entitled to a State subsidy of 500 gulden a year for the remainder of the period of normal school study. Success in the examination which the aspirant teacher may take at the end of the fifth year is marked by a teacher's certificate (akte van bekwaamheid als onderwijzer).

The regulations provide also for a 4-year training school (Opleidings school) for women leading to a teacher's certificate A (akte van bekwaamheid A als onderwijzeres). The holder may take the admission examination to class IV mentioned in the preceding paragraph and after 2 years of study as aspirant teacher take the examination for teacher's certificate B (akte van bekwaamheid B als onderwijzeres).

Present practice.—Owing to the economic depression and the cost of putting them into operation the regulations of the elementary education act of 1920, have not been enforced with respect to teacher education. In practice, according to supplementary regulations of August 23, 1933; the State normal school is regularly a 3-year school; in special instances with the consent of the Ministry of Education, a 4-year school. With the consent of the Minister a normal school may comprise two divisions: Division I or A forming the regular 3-year school for those who wish to prepare for the certificate of qualification as elementary school teacher (p. 96), and division II or B offering a 2-year course for those who already have this certificate and wish to attain the certificate of qualification as head master (p. 97).

94 EDUCATION, APPOINTMENT, AND REMUNERATION OF TEACHERS

Statistics.—Following is a statistical summary of the normal schools for school year 1939-40:

Table 24.—Statistics of normal schools, teachers, and students in 1939-40

Type of school	Normal schools (Kweek-scholen)	Teachers	Students in division	
			I	II
1	2	3	4	5
State	22	237	873	444
Municipal	3	46	179	104
Private				
Protestant	22	225	1,238	546
Roman Catholic	40	499	2,378	935
Other private normal schools	2	29	68	11
Total	89	1,038	4,736	2,040

¹ Excluding duplications, that is, teachers who worked at more than 1 school, the actual number of teachers was 988.

Organization.—Through the inspector and chief inspector of elementary education of the respective districts in which they are located public and private normal schools are under the general supervision of the Ministry of Education. At the head of each State normal school (Rijkskweek-school) is a director (directeur); at a school exclusively for women, a directress (directrice). The director and other teachers (leraar) are appointed by the Minister of Education and must have at least the qualifications required for offering secondary school instruction in the subject or subjects they teach (p. 108).

The school year begins September 1 and comprises at least 40 weeks with 3 main vacations:

- (a) December 24 to January 6, or if that comes on Saturday, Sunday, or Monday, the following Monday.
- (b) The Wednesday before to the Monday after Easter.
- (c) A summer vacation of 6 weeks and a day prior to the first Wednesday in September.

In the 3-year school or division I students pay a fee equivalent to two-thirds of that at a State higher burgher school (p. 106); in division II, 50 guilders a year.²

Requirements for admission.—For admission to class I of the 3-year school and class II of the 4-year normal school the applicant must:

1. Be at least 16 years of age on August 1 of the year in which admission is desired.
2. Present evidence from 2 licensed physicians that he is free from any physical or mental ailment that would hinder effective work as teacher.

² One guilder or florin at mint par was worth 45.37 cents in United States money on April 1, 1940.

3. (a) Have completed successfully extended elementary education or the higher burgher school with 3-year course (p. 106); or class III of one of the following listed schools: Higher burgher school with 5-year course, higher burgher school for girls with 6-year course, commercial school with 5-year course, middle school for girls, gymnasium, lyceum (p. 107); or
- (b) Passed an entrance examination to the normal school (toelatingsexamen tot de kweekschool).

If the number of qualified applicants is greater than the number for which there are accommodations, the director and one or more of the teachers select for admission those best qualified in aptitude and character.

Final decision with reference to admission is made by the Minister.

Plan of studies.—The following is a typical study plan for a normal school of two divisions. Women students may be exempt from instruction in mathematics; and men and women, from instruction in gymnastics on presentation of a certification from each of two licensed physicians that they are unable to participate.

Table 25.—Plan of studies for the normal school

Subject of instruction	Hours a week per each school year				
	Division A			Division B	
	I	II	III	I	II
1	2	3	4	5	6
Netherlands:					
Reading	2	1	1		
Language	2	3	3	2	2
Penmanship	1	1½	1½		
Arithmetic	2	1½	1½		
Mathematics: Algebra and geometry	3	3	3		
History: National and general	2	2	2	1½	1½
Geography	1	2	2	1½	1½
Natural science:					
Biology and hygiene	1½	2½	2½		
Physics and chemistry	2½	1½	1½	2	2
Singing	1½	1½	1½		
Drawing	2	2	2		
Gymnastics	2	3	3		
Handwork for girls	2	2	2		
Sloyd	2	2	2		
French	2	2	2		
German	2	2	2		
English	2	2	2		
Theory of education	2	2	2		
Total	34½	35½	35½	9	9

Practice school (leerschool).—During the last 2 years of normal school attendance the students are given opportunity to teach under supervision and guidance at a practice school attached to the normal school or at classes in one or more general elementary schools with

which after consultation with the elementary school inspector arrangements for practice teaching have been made. The work is in charge of the headmaster of the practice school under the general supervision of the director of the normal school. About 4 half days a week for 1 year are devoted by each student to this phase of preparation.

Examinations for normal school students.—Study at a 3- or 4-year normal school or in division I of a two-division school closes with a final examination, success in which is marked by a certificate of qualification as elementary school teacher (*akte van bekwaamheid als onderwijzer*). Success in the State examination with which the work of division II closes is marked by a certificate of qualification as headmaster (*akte van bekwaamheid als hoofdonderwijzer*). Each of the two certificates is accompanied by a list of marks (*lijst van cijfers*) made in the subjects of the examination.

Final examination of the normal school for men and women elementary school teachers (eindexamen der fweekscholen voor onderwijzers en onderwijzeressen).—This examination may be taken by one who is at least 18 years of age on August 1 of the year in which he wishes to be examined and who has attended at least the last 2 years of a 3- or 4-year normal school or of division I of a two-division school. It is offered by the director and teachers of the normal school under close supervision of a State committee of three members appointed by the Minister of Education.

The questions of the written part of the examination which includes the Netherlands language, French, German, English, penmanship, arithmetic and mathematics, natural science, and theory of education are made out by the examiners and forwarded for approval to the State committee at least 3 weeks before the date of the examination. If the questions in a subject are not approved, the examiner makes out a second set. If this is not approved, the questions for the examination in the subject are made out by the committee. At least one member of the committee attends the written examination. After the papers are graded by the examiners they are reviewed by the committee. If the latter does not agree with the marks given, it may, after oral consultation with the examiner, change the marks.

In addition to an examination in skill in singing, drawing, and gymnastics, the oral examination includes the Netherlands language, literature, and reading; arithmetic and mathematics; geography; natural science; and theory of education.

On completion of the entire examination which for each candidate cannot last more than 4 days of not more than 6 hours a day, the committee also attends the meeting of the examiners at which final decision is made as to whether or not the candidate is entitled to a certificate of qualification as elementary school teacher.

For women students who have been exempt from instruction and examination in mathematics, and for men and women students with similar exemption in gymnastics, entries of the exemption are made on the certificate.

The examination in each of useful handwork for girls and in sloyd comprises an examination in practical skill and an oral examination. For each candidate the examination in handwork for girls must be completed within 1 day; that in sloyd, within 2 days. Success in either or both subjects also is indicated on the certificate of qualification as elementary school teacher.

Examination for attainment of the certificate of qualification as headmaster, or headmistress at an elementary school (examen ter verkrijging eener akte van bekwaamheid als hoofdonderwijzer of hoofdonderwijzeres).—This is a State examination offered by a committee of not less than 11 members appointed each year by the Minister of Education. As already indicated (p. 93) preparation for it occurs regularly in division II of a two-division normal school and requires at least 2 years of at least 6 hours of instruction a week.

Application for admission to the examination is made in writing to the chairman of the committee for the district in which the candidate lives and must be accompanied by a birth certificate, a certificate of qualification as elementary school teacher, and evidence of at least 2 years of practical work.

For each applicant the examination must be completed within 2 days of not more than 6 hours a day. The first day is devoted to written work in the Netherlands language and literature, mathematics, and theory of education; the second day to an oral examination in the subjects of the written examination plus geography, history, and natural science. The requirements of the examination in theory of education are:

1. General psychology in connection with pedagogics. Some knowledge of the results of empirical and experimental psychology.
2. Insight of the manner in which school instruction can be made of service in the moral and mental development of the pupils.
3. Organization of the elementary school.
4. General didactics and plan of study for each of the regular elementary school subjects.
5. History of education and instruction, particularly that of the Netherlands.
6. Writings selected by the examinee from those of well-known authors of pedagogical literature.

Regulations under consideration.—According to a plan presented for consideration in February 1938, the normal school is to comprise an A division offering a 4-year course in preparation for the certificate of qualification as elementary school teacher; and a 2-year B division as at present for those who wish to prepare for a certificate of qualification as headmaster. In addition a C division may be arranged for those who wish to prepare for certificates of qualification to teach special subjects.

As now, the certificate of qualification for elementary school teaching may be attained through success either in the final examination of a normal school or in a State examination. For admission to the latter it is suggested that the minimum age be raised to 19 years. With reference to the certificates of qualification to teach special subjects it is recommended that the examinations for the certificates of qualification to teach French, German, English, mathematics, and commercial science—all of which are subjects on extended elementary education levels (p. 92)—be offered by committees for the corresponding certificates of qualification in secondary education (middelbaar onderwijs, p. 111).

State examinations (Staatsexamens).—In addition to attaining a certificate of qualification as elementary school teacher through the final examination at a normal school (p. 96), the certificate may be attained through success in the following described State examination.

Study in preparation for the State examination offered by a committee of at least 15 members appointed by the Minister of Education may be pursued according to the wishes of the candidate, either privately or through attendance at courses for the education of men and women elementary school teachers (cursussen ter opleiding van onderwijzers en onderwijzeressen), called also normal lessons (normaallessen) offered by various private organizations. These courses are decreasing in number. From a total of 14 offered in 1937–38, only 5 were opened for school year 1939–40. Of these, with the number of pupils in parentheses 1 (17) was Protestant; 1 (13), Roman Catholic; and 3 (47), other private courses.

Examination for the attainment of the certificate of qualification as elementary school teacher (examen ter verkrijging van de akte van bekwaamheid als onderwijzer).—Application for admission to the examination is made in writing to the chairman of the committee of the district in which the applicant lives, and must be accompanied by a birth certificate showing that the applicant will be at least 18 years of age on August 1 of the year of the examination. Admission to the oral examination requires evidence of having completed at least 4 hours a week of teaching under guidance and supervision for a period of not less than 1½ years immediately preceding the examination. The examination must be completed within 4 days of not more than

6 hours a day. The first 2 days are devoted to writing; the remaining days, to the oral examination and to the tests in drawing and gymnastics.

The subjects are the same as those for the final examination at a normal school. The questions for the written part, however, are made out by the chief inspectors of elementary education and the chairmen of the examination committees and are the same throughout the country. The requirements for each subject are prescribed by Royal regulation. Those for theory of education are:

1. Fundamentals of pedagogics and in connection therewith of psychology.
2. Organization and purpose of the elementary school.
3. General methods of instruction and their application to instruction in each of the regular elementary school subjects.

Statistics.—Detailed statistical data on the examinations for teacher qualification in 1938 are given in the following table:

Table 26.—*Statistics on examinations for qualification for elementary school teaching for 1938*

Examination	Candidates who—			
	Were admitted		Passed	
	Men and women	Women	Men and women	Women
1	2	3	4	5
Examination for teacher:				
Final examination at normal schools	1,704	934	1,545	857
State examination	172	79	90	41
Examination for headmaster: State examination	2,511	550	1,083	277

Examination for certificates of qualification to teach special subjects.—Each year a number of committees is appointed by the Minister of Education for the purpose of offering examinations in various subjects. Each examination, with the place where it is to be held, the opening date, and the time within which application for admission to it should be filed is announced by the Minister in the *Netherlands State Journal* (*Nederlandsche Staatscourant*). The application is made in writing to the chairman of the committee of the district in which the applicant lives and must be accompanied by a certificate of birth and any other documents indicated in the announcement.

The following is a brief summary of the more important examinations of this type giving for each the name of the examination, the size of the examination committee, the type of examination and the number of days within which it must be completed, the minimum

age of the applicant on August 1 of the year in which the examination is taken, and the certificate granted for success.

1. *Examination for the attainment of the certificate of qualification to give home and school instruction in free and orderly exercises in gymnastics (examen ter verkrijging van de akte van bekwaamheid tot het geven van huis- en schoolonderwijs in de vrije en orde-oefeningen der gymnastiek).*

- (a) Examination committee: Men, 3; women, 2.
- (b) Type of examination: Practical skill and oral test, 1 day.
- (c) Minimum age: 18 years.
- (d) Certificate of qualification to give home and school instruction in free and orderly exercises in gymnastics.

2. *Examinations for the attainment of certificates of qualification in useful and fine handwork for girls (examens ter verkrijging van de akten van bekwaamheid in de nuttige en de fraaie handwerken voor meisjes).*

- (a) Examination committee: 4 members.
- (b) Type of examination: Practical skill and oral test.
 - (1) Useful handwork for girls, 1 day.
 - (2) Fine handwork for girls, 2 days.
- (c) Minimum age: 18 years.
- (d) (1) Certificate of qualification in useful handwork for girls.
(2) Certificate of qualification in fine handwork for girls.

3. *Examination for the attainment of a certificate of qualification for home and school instruction in drawing (examen ter verkrijging van een akte van bekwaamheid voor huis- en schoolonderwijs in het handteekenen).*

- (a) Examination committee: 4 members.
- (b) Type of examination: Practical skill and oral test, 3 days.
- (c) Minimum age: 17 years.
- (d) Certificate of qualification for home and school instruction in drawing.

4. *Examinations for the attainment of certificates of qualification to give elementary school instruction in the fundamentals of French, German, and English, and in mathematics and gymnastics (examens ter verkrijging van akten van bekwaamheid tot het geven van lager onderwijs in de beginselen der Fransche, Duitsche en Engelsche talen, die der wis-kunde en de gymnastiek).*

- (a) Examination committee: At least one committee of five members is appointed each year for each subject.
- (b) Type of examination: In each of the foreign languages and in mathematics, written and oral; in gymnastics, a test in practical skill and an oral examination.
- (c) Certificate of qualification to give elementary school instruction in the fundamentals of French, certificate of qualification for home and school instruction in the English language, etc.

5. *Examination for the attainment of the certificate of qualification to give home and school instruction in the fundamentals of commercial*

science (examen ter verkrijging van de akte van bekwaamheid tot het geven van huis- en schoolonderwijs in de beginselen der handelskennis).

- (a) Examination committee: 3 members.
- (b) Type of examination: Written and oral. 3 days.
- (c) Certificate of qualification for home and school instruction in the fundamentals of commercial science.

6. *Examinations for the attainment of the certificates of qualification to offer elementary school instruction in the fundamentals of agriculture and in the fundamentals of horticulture (examens ter verkrijging van de akten van bekwaamheid tot het geven van lager onderwijs in de beginselen der landbouwkunde en in de beginselen der tuinbouwkunde).*—For admission to either of these examinations the applicant must be an elementary school teacher, preferably with qualification for a position as headmaster (p. 97). If he has already passed the teacher's examination in agriculture and in horticulture the certificate received should be presented with the application for admission to the other. If the first examination was passed within 5 years from the time of the second, he may be exempt in the latter in physics and in chemistry.

- (a) Examination committee: Each examination, 19 members.
- (b) Type of examination: Oral tests in each subject. If the committee judge it necessary, also a written examination. The subjects of the examination for the teacher's certificate in agriculture are:

Inorganic and organic chemistry.

Zoology and botany.

Animals useful to agriculture, animals harmful to agriculture, plant diseases.

Fundamentals of the condition and cultivation of the soil in the Netherlands, its nature and properties.

Fertilizers.

The most important methods of tillage and soil improvement and agricultural tools.

Phytogeny.

Cattle breeding.

Fundamentals of dairying.

Teachers of physically and mentally handicapped children.—In addition to special training at the type of school concerned, appointment as teacher at a school for physically or mentally handicapped children requires a certificate of qualification as elementary school teacher, including, except for men teachers at schools for the physically handicapped, qualification to teach gymnastics. Teachers of useful handwork for girls and teachers of sloyd must have in addition the prescribed certificates for teaching these subjects (p. 100). At schools for the deaf, classes of children under 7 years of age; at schools for the feeble-minded, classes of children unable to follow the regular work; and at schools for idiots and imbeciles appointment as teacher requires possession of a certificate of having passed the examination for qualification as kindergarten teacher (fröbelonderwijzer).

102 EDUCATION, APPOINTMENT, AND REMUNERATION OF TEACHERS

At schools for the deaf and the blind appointment as teacher may also be issued to one who has:

1. An academic degree.
2. The examination for the degree of doctorandus in literature, mathematics and natural science, or in medicine (p. 109).
3. Completed studies in philosophy and theology.
4. Certificate B of secondary education in French, English, German, mathematics, physics, or chemistry (p. 112).
5. Certificate of secondary education in the Netherlands language.

Appointment

For appointment as teacher the applicant must have a leaving certificate from a normal school or a certificate of qualification as elementary school teacher attained through success in the State examination; and a certificate of conduct made out by the burgo-master of the municipality or municipalities in which he has lived during the last 2 years.

Appointment as headmaster requires that the applicant be at least 25 years of age and with at least 3 years of completed service as teacher with permanent or temporary appointment. One person may be in charge of a regular elementary school and an extended elementary school if both are in the same building and if the total number of pupils does not exceed 350. Unless excused by the Minister the headmaster is charged with the duty of teaching at least one class.

Number of pupils per teacher.—At each elementary school according to a supplementary regulation of December 31, 1937, the headmaster must be assisted by at least:

- 1 teacher when the number of pupils is 35.
- 2 teachers when the number of pupils is 76.
- 3 teachers when the number of pupils is 131.
- 4 teachers when the number of pupils is 186.
- 5 teachers when the number of pupils is 211.
- 6 teachers when the number of pupils is 260.

For each 50 pupils above 260 an additional teacher must be provided. At an extended elementary school of 27 pupils the headmaster must be assisted by at least 1 teacher and by an additional teacher for each 26 pupils above that.

Remuneration

Salaries.—The beginning salary of an elementary school teacher without qualification for a position as headmaster is 1,215 guilders, with an annual increase of 90 guilders for the first 4 years; 45 guilders for the fifth year; and after that from the sixth to the twenty-second year of service, inclusive, a biennial increase of 90 guilders.

The beginning salary of an elementary school teacher with qualification as headmaster is 1,395 guilders, with an increase of 90 guilders

for each of the first 2 years of service; 45 guilders for the third year; 180 guilders for each of the fourth, sixth, eighth, and tenth years; and after that from the twelfth to the twenty-second year, inclusive, a biennial increase of 90 guilders.

For qualification to offer elementary school instruction in French, German, English, or mathematics, the annual salary of a regular elementary school teacher or headmaster is increased 45 guilders a subject. For similar qualification in the same subjects or in commercial science the annual salary of a teacher or headmaster in extended elementary education is increased 90 guilders a subject; if the subject is included in the curriculum of the school in which the teacher is working, 180 guilders.

The headmaster of a regular elementary school with two or fewer teachers receives in addition for service as headmaster 360 guilders a year; with three to six teachers, 450 guilders; with more than six teachers, 630 guilders.

The headmaster of an extended elementary school who is qualified to offer elementary school instruction in two of the subjects French, German, English, mathematics, and commercial science, or higher instruction in one of them receives in addition for service as headmaster at a school of fewer than three teachers 630 guilders; at a school of three to six teachers, 810 guilders; and at a school of six or more teachers, 990 guilders.

For qualification as headmaster plus qualification to offer elementary school instruction in at least two of the subjects French, German, English, mathematics, and commercial science a teacher in extended elementary education receives an additional salary of 360 guilders a year.

Teachers at a practice school connected with a normal school or a municipal or private school subsidized by the State to which normal school students are sent for practice teaching receive the regular salary of elementary school teachers in corresponding positions plus 225 guilders a year; headmasters, 405 guilders.

According to a Ministerial circular of March 25, 1924, the salaries of permanently and temporarily appointed teachers of physically and mentally handicapped children are governed by the same regulations as those for other elementary school teachers, except that permanently appointed teachers, not including kindergarten teachers, receive in addition to the prescribed annual salary at least 300 guilders; and headmasters at least 500 guilders.

Waiting money (wachtgeld).—When a public school is permanently closed or a position permanently stopped the permanently appointed teachers of the school for whom no immediate openings can be found and who because of not yet having attained the proper age are not entitled to pension are granted waiting money by the State, if they

have been in the last position for at least 2 years. One who has taught 10 years or more receives full salary for 1 year; one who has taught from 5 to 10 years, full salary for $\frac{1}{2}$ year; one who has taught for at least 5 years, full salary for 3 months. After that the waiting money is equivalent each year to 65 percent of the last salary until the teacher is entitled to pension or is appointed to a suitable position, that is, a position for which he is qualified. The waiting money ceases if the teacher refuses to accept a suitable position when it is offered. If a teacher accepts a position with salary less than the amount of the waiting money he is reimbursed to the extent of the difference. The waiting money continues for a period equivalent to that of the period of service for which he is entitled to pension (p. 116). At the end of that time it may be renewed. In 1938 a total of 862 appointments to permanent positions in public general elementary schools included 29 from among those who were receiving waiting money. Of these 6 were women.

Pension.—The pension regulations for elementary school teachers are governed by the general pension law of 1922, and are, in the main, similar to those for secondary school teachers (p. 116). According to paragraph 48 of the elementary school law of 1920 (p. 93), however, the amount of pension is increased for each year of service by one-sixtieth of the pension basis (pensionsgronslag) but cannot exceed two-thirds of that basis. For a teacher who in the performance of school duty becomes ill or physically disabled for further service, the limitation of two-thirds does not apply.

Secondary Schools

Organization of the secondary school.—On completion of the sixth year of elementary schooling the Dutch boy or girl may enter a secondary school (middelbaar school). Prior to 1920 when a certificate from the elementary school became the regular requirement, admission was based on success in a rather severe entrance examination. In 1928, the examination was resumed in modified form as supplementary to the elementary school certificate.

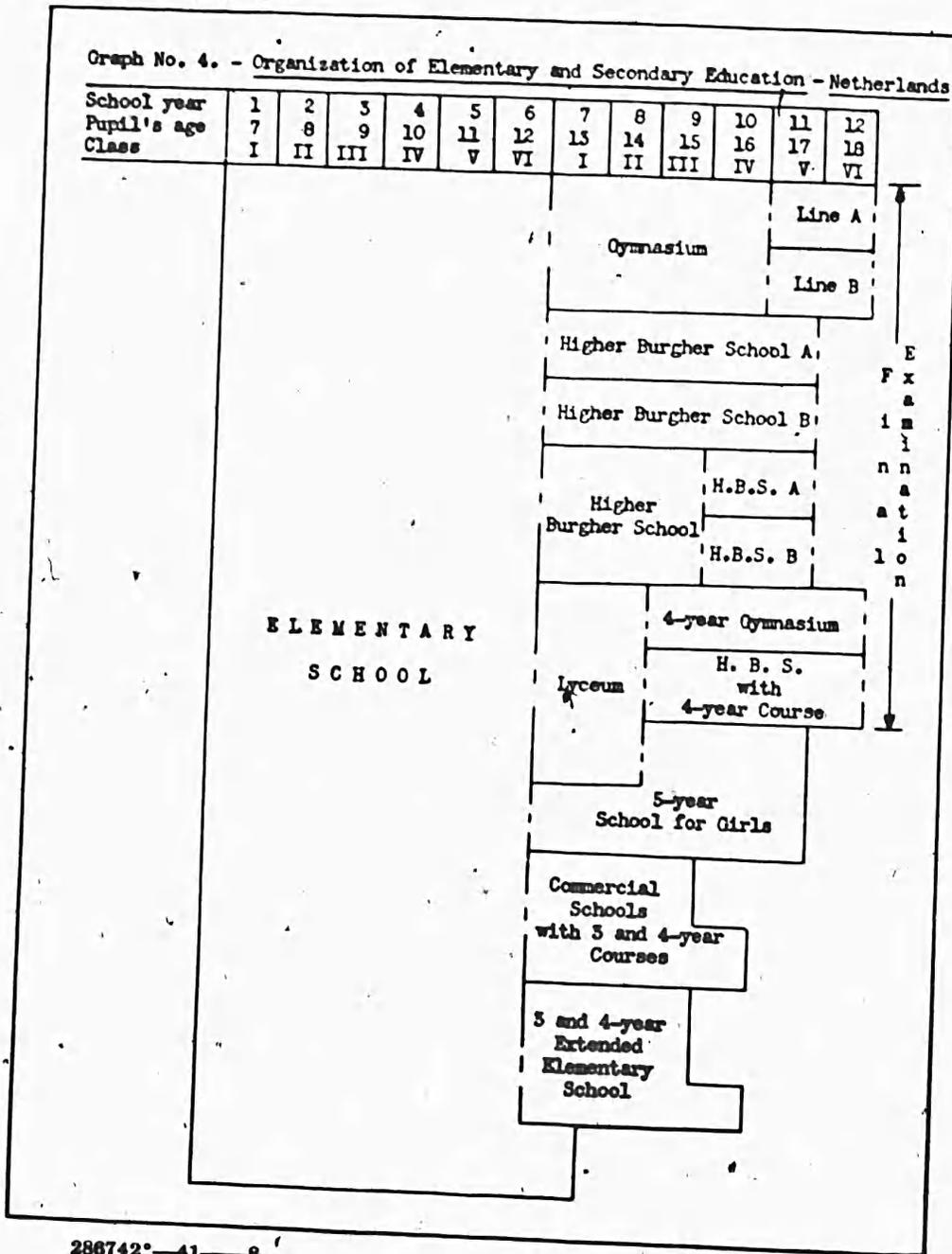
Except for secondary schools for girls and some Roman Catholic boarding schools for boys, coeducation is usual. The school week is 6 days with Wednesday and Saturday afternoons free. The school year begins and ends in September. In addition to holidays at Whitsuntide, including the Saturday before and the Tuesday following Pentecost, the main vacations are:

1. From the close of school on December 23, or if the 23 falls on Monday or Saturday, on December 20 or 22, respectively, to the evening of January 6, or if that falls on Friday, Saturday, or Sunday, on the evening of the following Monday.
2. From the Wednesday before Easter to the evening of the first Monday following the second day of Easter.

3. The third vacation ends the evening of the Monday preceding the first Tuesday of September and begins the seventh Saturday preceding the Monday before the opening of school.

Tuition fees are progressive according to the income of the parents. For needy and deserving children schooling is free even as to textbooks and supplies.

Organization.—The four main types of secondary schools are: Gymnasia, higher burgher schools with a 5-year curriculum, lyceums, commercial day schools, and secondary schools for girls. How they are related to each other and to elementary education is shown in the following graph.



1. *Gymnasium*.—The gymnasium is a classical school offering a 6-year course which bifurcates in classes V and VI into an A division for pupils intending to enter the faculty of theology or philosophy at a university, and a B division for those intending to enter a faculty of medicine or mathematics-natural science. The graduate of either line may enter a university faculty of law. Due to historical development instruction at the gymnasium is governed by the Statute on Higher Education (Hoogeronderwijswet). The prescribed typical plan of studies for the gymnasium follows:

Table 27.—*Typical plan of studies for the gymnasium*

[Numbers in parentheses are optional]

Subject of instruction	Hours a week per school year							
	I	II	III	IV	Line A		Line B	
					V	VI	V	VI
1	2	3	4	5	6	7	8	9
Greek		6	6	5	6	8	3	3
Latin	8	5	5	5	7	9	3	3
Netherlands language	4	2	2	2	2	2	2	2
French	4	3	3	2	2	2	2	2
German		3	2	2	2	2	2	2
English			3	3	2	2	2	2
History	3	3	3	3	3	4	2	3
Geography	2	2	2	2	1		1	
Mathematics	5	4	2	2	2	2	5	5
Chemistry				2	1		3	4
Physics			2	2	3		3	3
Natural history	3	2					3	2
Gymnastics	2	2	2	2	2	2	2	2
Drawing	2	1	1	1				
Hebrew					(2)	(2)	(2)	(2)
Total	33	33	33	33	33	33	33	33

2. *Higher burgher schools (hogere burgerscholen)*.—These schools generally known as the H. B. S. are the secondary schools most widely attended in the Netherlands. Prior to September 1, 1937, those offering public instruction comprised higher burgher schools with 5-year course (hogere burgerscholen met vijfjarigen cursus) and the higher burgher schools with 3-year course. Through an amendment of April 22, 1937, of the Statute on Secondary Education (literally "middle education law"—Middelbaar Onderwijswet) the latter were dropped from among legally recognized secondary schools. Those in existence, however, were allowed through a temporary provision to continue.

Before the amendment classes IV and V of the higher burgher school with 5-year course divided into an "A" and "B" line. According to present regulations the higher burgher schools comprise higher burgher school A with a curriculum stressing social science subjects and languages (de maatschappelijke vakken en de talen) and higher burgher school B stressing mathematics and natural science subjects (de wis-

en natuurkundige vakken). The first three classes of the two schools have the same plan of studies and may be combined as heretofore. With the approval of the Minister the 5-year curriculum of a higher burgher school may be extended 1 year, except at a school exclusively for girls or one not subsidized by the State. Following is the prescribed study plan for public higher burgher schools A and B:

Table 28.—Study plan for the higher burgher schools A and B

[Numbers in parentheses refer to optional subjects in the sense that the pupil selects either commercial science or the two subjects in drawing]

Subject of instruction	Hours a week per school year									
	I		II		III		H B S. A		H B S. B	
	1	2	3	4	5	6	7	8		
Netherlands language	4	3	3	4	4	2	2			
French	5	4	3	4	4	2	2			
English		4	3	4	4	2	2			
German	4	3	3	4	4	2	2			
Commercial science			2	5	5				(2)	
Economics				2	2	1	1			
Geography	3	2	2	3	2	2	2		1	
History	3	2	2	2	3	2	2		2	
Political science			1	1	1	1	1			
Mathematics	6	5	5	1	1	5	5		5	
Mechanics						2	2		2	
Physics		2	3			3	3		3	
Chemistry			2	2	2	3	5		5	
Botany and zoology	2	2				2	2		2	
Cosmography									1	
Freehand drawing	2	2	1			1	1		(1)	
Linear drawing						2	2		(1)	
Gymnastics	3	3	3	2	2	2	2		2	
Total	32	32	33	34	34	34	34			

3. *Lyceum*.—The lyceum is a combination of the gymnasium and the higher burgher school with 5-year course; at times also, of the gymnasium and a school for girls. After a 2-year course common for all pupils the boy or girl enters either a 4-year gymnasium or a 4-year higher burgher school division. At a lyceum with a school for girls a girl also may enter the latter. The advantage attributed to this type of school is that a child of 12 or 13 years of age need not make a final decision as to whether to pursue a classical or a real (modern) line of secondary school studies.

4. *Commercial day schools (handelsdagscholen)*.—Included also among secondary schools are commercial day schools with 4-year course (handelscholen met 4-jarigen cursus) and commercial schools with 3-year course. The prescribed subjects of instruction for the latter are Netherlands language, French, English, German, commercial science, geography, history, mathematics, physics, chemistry, penmanship, freehand drawing, and gymnastics. The curriculum of the 4-year school includes in addition economics; organization

of the government in the Netherlands, Netherlands Indies, Surinam, and Curaçao; and instruction in literature in each of the languages.

5. *Secondary schools for girls (middelbare scholen voor meisjes).*—The schools offer a 5-year course requiring for admission information in the Netherlands language, arithmetic, history, and geography equivalent at least to that required for completion of class VI of an elementary school. Some idea of the character of the work may be obtained from the following prescribed curriculum. The numbers represent week hours of instruction, each representing 1 hour of 50 minutes throughout the school year: Netherlands language and literature, 16; French language and literature, 16; German language and literature, 14; English language and literature, 12; geography, 10; history, 11; freehand drawing, 10; handwork, 8; gymnastics, 10; mathematics, 12; physics and chemistry, 8; botany and zoology (biology), 7; bookkeeping, 2.

Final examinations (eindexamens).—Instruction at the gymnasium and at each of the various types of secondary schools with 5-year course closes with a final examination offered by the instructors of the school under the supervision of a State committee. Success is marked by a certificate (*getuigschrift*) or diploma which is generally accompanied by a list of the marks (*lijst van cijfers*) made by the examinee. The diploma of a gymnasium or diploma B of a higher burgher school is the regular requirement for admission to a university. This includes also the diplomas issued by the gymnasium and higher burgher school divisions of the lyceum and the higher burgher school division of a secondary school for girls. Certificates or diplomas issued by other divisions of the various types of secondary schools lead to further study in commerce or other practical lines, but do not carry the right of admission to a university.

Education

General data.—Except for teachers of Greek and Latin who must have a certificate of having passed the examination for the degree of doctorandus (p. 109) in their respective subjects, qualification for appointment as secondary school teacher in the Netherlands may be obtained either through university study and success in the examination for the degree of doctorandus (p. 110) or by attainment of a certificate of qualification for appointment as secondary school teacher (*Middelbare Acte*) through success in a State examination. Appointment as rector or headmaster of a gymnasium requires the degree of doctor from a faculty of philosophy; as assistant rector, the degree of doctor from a faculty of philosophy or a faculty of mathematics-natural science. The Statute on Secondary Education makes no mention of special qualifications for appointment as director

(directeur) or headmaster of other types of secondary schools, but in practice, at least in the higher burgher school, the director has the degree of doctor.

The number of young men and women admitted to preparation for secondary school teaching or to examinations for certificates of qualification to teach at secondary schools is not limited.

No special education is offered for secondary school teachers for rural areas.

Preparation for secondary school teaching through university study.—University study in preparation for secondary school teaching may be pursued in the faculties of philosophy, mathematics-natural science, or the combined faculties of mathematics-natural science and philosophy at one of the following listed universities:

1. State University of Leiden (Rijksuniversiteit te Leiden).
2. State University of Utrecht (Rijksuniversiteit te Utrecht).
3. State University of Groningen (Rijksuniversiteit te Groningen).
4. Municipal University of Amsterdam (Gemeentelijke Universiteit te Amsterdam).
5. Free University of Amsterdam (Vrije Universiteit te Amsterdam).
6. Roman Catholic University of Nijmegen (Roomsche Katholieke Universiteit te Nijmegen).

University degrees.—The degrees conferred by the universities, according to the Academic Statute (Academisch Statuut) of 1921, are:

1. *Degree of candidate (candidaat)*, attained through success in the candidate examination (candidaalexamen) by one who has a certificate of having passed the final examination of a gymnasium or a higher burgher school with 5-year course.
2. *Degree of doctorandus*, attained through success in an examination called the "doctoraal examen" by one who has the degree of candidate. To distinguish it from the examination for the degree of doctor in the United States the "doctoraal examen" will be designated in this bulletin as "the examination for the degree of doctorandus."
3. *Degree of doctor (de graad van doctor)*, attained by a doctorandus through the writing and defense of a dissertation based on independent research in some phase of his major field accompanied by at least six theses or propositions.

The duration of study in preparation for the examinations for the degrees of candidate and doctorandus is not prescribed. It depends largely on the ability of the student and on the subjects of study selected. In general, however, the examination for doctorandus—

success in which is the regular requirement for appointment as secondary school teacher via the route of university preparation—requires in the faculty of letters and philosophy from 5 to 7 years of university study; in the faculty of mathematics-natural science, from 5 to 6 years; in the combined faculties of mathematics-natural science and philosophy, from 6 to 7 years. In each of these faculties the first 2 to 3 years or more are devoted to preparation for the candidate examination.

University examinations.—In the candidate examination the student must show that he has a general basic knowledge of the main phases of his chosen field of study. For the examination for the degree of doctorandus which generally comprises a major and two minor subjects, his knowledge must be more profound and specialized.

Examination for the degree of doctorandus in the faculty of letters and philosophy (doctoraal examen in de faculteit der letteren en wijsbegeerte).—In the faculty of philosophy the examination for the degree of doctorandus with reference to preparation for secondary school teaching may include as a major one of the subjects Greek language and literature, Latin language and literature, French, German, English, Hebrew, or history. Except for the approval of the faculty and some prescribed restrictions the student is free in the selection of his minor subjects. One minor may be selected from among the subjects of another faculty; with history as a major, economics and political science, both outside the faculty, may be selected as minors.

Examination for the degree of doctorandus in the faculty of mathematics-natural science (doctoraal examen in de faculteit der wis- en natuurkunde).—Depending on the major in this examination, certain subject combinations are to be selected and passed in the candidate examination. With the consent of the faculty, other combinations are permissible but the general regulations are that the following listed majors must be preceded by the candidate examination in one of the combinations named:

Mathematics—Mathematics and physics with astronomy.

Mathematics and astronomy with physics.

Physics and mathematics with chemistry.

Physics—One of the three combinations named above, or physics and chemistry with mathematics, or astronomy and physics with chemistry.

Chemistry—Physics and chemistry with mathematics.

Chemistry with physics, mathematics, and mineralogy.

Chemistry with physics, botany, and mineralogy.

Chemistry and botany with physics.

Botany and zoology—Botany and zoology with physics, chemistry and geology.

Examination for the degree of doctorandus in the combined faculties of mathematics-natural science and of letters and philosophy (doctoraal examen in de vereenigde faculteiten der wis- en natuurkunde en der letteren en wijsbegeerte).—Among prescribed examinations for this degree are:

1. *Examination in geography*, comprising geography as major and two minors selected with the approval of the combined faculties from the subjects of the five regular faculties of the university.

2. *Examination in history* including ancient, medieval, or modern as major and economics as a minor. The second minor is selected by the candidate with the approval of the faculties.

Examination for the degree of doctorandus in the faculty of theology (*doctoraal examen in de faculteit der godgeleerdheid*).—In addition to attaining qualification to teach Hebrew at a secondary school through the doctorandus taken in the faculty of philosophy (p. 110), Hebrew may be taught by one who has attained the doctorandus in the faculty of theology. For this, the major is selected from the subjects of the three groups of sciences of the faculty: Literary or Biblical, philosophical, or historical—not including general history of religion. The minors are selected with the approval of the faculty from outside the group of the major. At least one minor must be chosen from general history of religion, ethics, exegesis of the writings of the Old Testament, survey of Israelitic literature, Israelitic religion; the second may be a subject of another faculty.

Also qualified to give secondary school instruction in Hebrew is one who has a diploma showing success in an ecclesiastical examination in the Hebrew language provided the diploma entitles the possessor to conduct religious services or to offer religious instruction.

Success in examination earns a certificate of having passed the examination for the degree of doctorandus (*getuigschrift van met goed gevolg afgelegd doctoraal examen*.) On the back of the certificate the subjects of the examination are listed together with a statement indicating those in which qualification for teaching has been granted (*voor welke vakken onderwijsbevoegdheid wordt toegekend*).

Professional education.—The Netherlands has no law requiring practice teaching to be included as a part of the education of a secondary school teacher, though one is pending. Meanwhile some practice teaching is usual and without it appointment as teacher is difficult to secure.

Courses in theory and education are offered at the universities but are not part of the regular requirement for the examination for the degree of doctorandus. For theory and methods the university educated teacher attends lessons at some school for 6 weeks or longer. This attendance is called "hospitieren" and includes during the last week the giving of 2 or 3 lessons independently. Completion of the work is marked by a certificate from the rector or director of the school.

Preparation for secondary school teaching through State examinations.—Study in preparation for a State examination may be pursued

privately or at some course or school offering instruction in preparation for some specific type of examination, such as the School of Modern Languages at The Hague. In subjects requiring two State examinations success in the first is marked by certificate A; in the second, by certificate B. The former requires from 3 to 4 years of preparation and qualifies for teaching at higher burgher schools, with 3-year course or at a higher elementary school (p. 92). Certificate B is necessary for appointment as regular teacher at a secondary school closing with a final examination (eindexamen p. 108). Courses in preparation for it may be subsidized by the State if they comprise at least 2 hours a week of instruction for 2 years and are for students who already have certificate A.

For admission to a State examination the applicant must present evidence of having completed sufficient general education to teach the subjects in which he wishes to be examined. If he wishes to attain a certificate of qualification to teach at a higher burgher school with 5-year course or certificate B in French, German, or English language and literature he must present also one of the following listed credentials:

1. Certificate of having passed the final examination at one of the various types of accredited secondary schools (p. 108).
2. Certificate of qualification to offer instruction at a higher burgher school with 5-year course.
3. Certificate of qualification as headmaster at an elementary school (p. 97).
4. Certificate of qualification as elementary school teacher plus qualification in two modern languages, or in one modern language and mathematics or commercial science (p. 100).
5. Any other certificate or qualification placed on an equality with these by the Minister of Education.

Examination for the attainment of certificates of qualification to teach at secondary schools.—The examination for the attainment of a certificate of qualification for secondary school teaching comprises an oral part including all the subjects of the examination and a written part including one or more subjects. In modeling and drawing it includes also a practical part. The examination in penmanship is practical and oral.

Attainment of the certificate is dependent also on success in an examination in theory of education and instruction, chiefly with reference to secondary education. In an examination for qualification to teach another subject, one who already has a certificate of qualification to teach is exempt from the examination in theory of education and instruction.

Following is a summary of the prescribed State examinations offered for the attainment of certificates of qualification to teach at secondary schools, generally called the "middelbare acte" (secondary certificate):

1. *Certificates of qualification to teach mathematics and mechanical sciences (acten van bekwaamheid voor het schoolonderwijs in de wis- en werktuigkundige wetenschappen):*
 - (a) Certificate A (acte A). May be attained through success in an examination including:
 - (1) Arithmetic, algebra, geometry, plane and spherical trigonometry, fundamentals of descriptive and applied geometry.
 - (2) Fundamentals of theoretic and applied mechanics, knowledge of tools and technology.
 - (3) Fundamentals of physics, chemistry, and cosmography.
 - (4) Fundamentals of mineralogy, geology, botany, and zoology.
 - (b) Certificate B (acte B). May be attained by one who has certificate A after success in an examination in:
 - (1) Descriptive and analytical geometry, differential and integral calculus.
 - (2) Theoretic and applied mechanics.
2. *Certificates of qualification to teach physics (acten van bekwaamheid voor het schoolonderwijs in de natuurkunde):*
 - (a) Certificate A is the same as certificate A for qualification to teach mathematics and mechanical sciences mentioned under 1 (a).
 - (b) Certificate B may be attained by one who has certificate A after success in an examination in:
 - (1) Analytical geometry.
 - (2) Differential and integral calculus.
 - (3) Theoretical mechanics.
 - (4) Physics and its main applications.
 - (5) Meteorology.
 - (6) Chemistry.
3. *Certificates of qualification to teach chemistry (acten van bekwaamheid voor het schoolonderwijs in de scheidkunde):*
 - (a) Certificate A. Same as certificate A of qualification to teach mathematics and mechanical sciences mentioned under 1 (a).
 - (b) Certificate B may be attained by one who has certificate A after success in an examination in:
 - (1) General, applied, and analytical chemistry.
 - (2) Chemical technology.
 - (3) Physics.
4. *Certificates of qualification to teach French, German, and English:*
 - (a) Certificate A in French, German, or English may be attained in the language desired through success in an examination comprising basic knowledge of the language, its pronunciation, and grammar. Although it is not required by law, candidates for the certificate generally go to the country of the language for acquisition of accent.
 - (b) Certificate B may be attained through success in an examination in the language and literature of the language desired by one who has certificate A.

5. *Certificate of qualification to teach the Netherlands language and literature, and history (acte van bekwaamheid voor het geven van schoolonderwijs in de Nederlandsche taal en letterkunde en de geschiedkundigewetenschappen):* May be attained through an examination in:
- (a) Netherlands language and literature.
 - (b) History.
 - (c) Mathematics, physics, and political geography.
6. *Certificate of qualification to teach economics (acte van bekwaamheid voor het geven van schoolonderwijs in de staatshuishoudkunde):* May be attained through success in an examination in:
- (a) Economics and statistics particularly of the Netherlands and its colonies and possessions in other parts of the world.
 - (b) The fundamentals of municipal, provincial, and State organization in the Netherlands.
7. *Certificate of qualification to teach commercial science (acte van bekwaamheid voor het geven van schoolonderwijs in de handelwetenschappen):* May be attained through success in an examination in:
- (a) Bookkeeping.
 - (b) The fundamental of commercial science, including commercial law, commercial geography, statistics of industry and commerce, knowledge of the financial system of governments and the elements of knowledge of commodities.

Special certificates of qualification (afzonderlijke acten van bekwaamheid).—A special certificate of qualification to teach it may be issued to an applicant for success in the prescribed examination in one of the following listed subjects: French language and literature, German language and literature, English language and literature, drawing, penmanship, modeling, gymnastics. Certificates of qualification to teach modeling and penmanship are not required.

Appointment

Appointment of teachers.—In each municipality with a public gymnasium the municipal council (gemeenteraad) appoints a committee of curators (college van curatoren) which is charged with the duty of seeing that the regulations with regard to gymnasiums are carried out. The teachers of the gymnasium are appointed, subject to the approval of the Minister, by the municipal council from candidates recommended by the committee of curators after consultation with the secondary school inspector. At State higher burgher schools teachers and directors are appointed by the Ministry; at municipal higher burgher schools, by the municipal council from a list of candidates recommended by the burgomaster and aldermen (burgemeester en wethouders) after consultation with the inspector.

Teaching vacancies are announced in the papers. By law, men and women teachers are equal, but at schools where boys predominate the general understanding is that the teacher will be a man. In 1935-36 about 78 percent of the secondary school teachers were men; 22 percent women.

A teacher is hired first for 1 year and if successful, for a second. At the close of the second year the decision is made as to whether he is qualified for permanent appointment.

The inspector always visits classes of a new teacher. After class he talks the lesson over with the teacher. The visits are made according to need. Some teachers require only a few visits; others, many.

Remuneration

Salaries.—For each type of secondary school the salary schedule is based on the number of hours of instruction a week and is uniform throughout the country except for some of the larger communes. In certain small localities the salary scale may be reduced from 4 to 8 percent. Each hour of instruction is 50 minutes. The maximum number of hours for a teacher of gymnastics is 36; for other teachers, 30.

The annual salary of men and women teachers at higher burgher schools with 5-year course except for teachers of gymnastics and handwork is:

1. For each of the first 10 hours of instruction a week, 135 florins (p. 94) plus a biennial increase of 13.50 florins up to and including the twentieth year of service.
2. For each of the following or second 10 hours of instruction a week, 90 florins plus a biennial increase of 9 florins up to and including the twentieth year of service.
3. For each of the following or third 10 hours of instruction a week, 45 florins plus a biennial increase of 9 florins up to and including the twentieth year of service.

For teachers of gymnastics the annual salary with corresponding biennial increases indicated in parentheses is 117 (9.90) florins for each of the first 10 hours of instruction a week; 81 (6.30) florins for each of the second 10 hours; and 45 (4.50) florins for each of the third 10 hours.

For teachers of handwork the annual salary for each of the first 20 hours of instruction a week is 101.25 florins plus an increase of 4.50 florins after each of 2, 4, 6, 8, 10 years of service and of 6.75 florins after each of 12, 14, 16, and 18 years of service. For each of the remaining hours of instruction a week the annual salary is 45 florins plus a biennial increase of 4.50 florins up to and including the eighteenth year of service.

After 22 years of service teachers who have a doctorate from a university in the Netherlands receive an additional increase of 13.50 florins for each of the first 10 hours of instruction a week, 9 florins for each of the second 10 hours, and 4.50 florins for each of the third 10 hours.

The annual salary of the director of a higher burgher school with 5-year course is 4,950 florins plus an increase of 180 florins for each of the first 5 years of service. For a director in charge of a school of 10 or more classes the annual increase for each of the first 5 years of service is 270 florins.

Since January 1, 1936, the salaries of all State employees in the Netherlands, including teachers, have been reduced by 5 percent.

Retirement pension.—A teacher who has completed at least 10 years of service may retire with a pension at the age of 65 years. One who is disabled may retire with pension after 7 years of service and before 65 years of age. The pension may be based on the average salary or pension basis for the last 3 years of service, the last 10 years of service, or the entire period of service. For each year of service it amounts to 1.75 percent of the highest of the three averages up to a maximum of 70 percent for 40 years of service. The total amount of pension, however, cannot exceed 4,000 florins a year. A pension for disability must be at least 30 percent of the highest of the three averages. For these pension privileges the teacher contributes 4.5 percent of his salary.

Pension for widows and orphans.—To assure a pension for his widow and children the teacher contributes annually 5.5 percent of the pension basis but not of an amount exceeding 3,000 florins. For this the widow receives 50 percent of the first 2,000 florins of the salary plus 40 percent of the following 1,000 florins or a total of 1,400 florins. The pension for a child under 21 years of age is 10 percent of the salary but not more than 300 florins. The pension of the widow and children cannot exceed a total of 2,400 florins a year.

Sick benefits.—Regulations relative to compensation for illness are the same for teachers at State schools as for other State employees. According to these, teachers are entitled in case of illness to full salary for 1 month. Further, teachers with permanent appointment and 10 or more years of service continue to receive full salary for the next 18 months; during the second period of 18 months, two-thirds the salary; and during a third period of the same duration, one-half the salary. For teachers with permanent appointment but less than 10 years of service and for teachers without permanent appointment with at least 10 years of service each of the corresponding periods is of 9 months' duration. For teachers without permanent appointment and less than 10 years of service the three periods are 6 months each.

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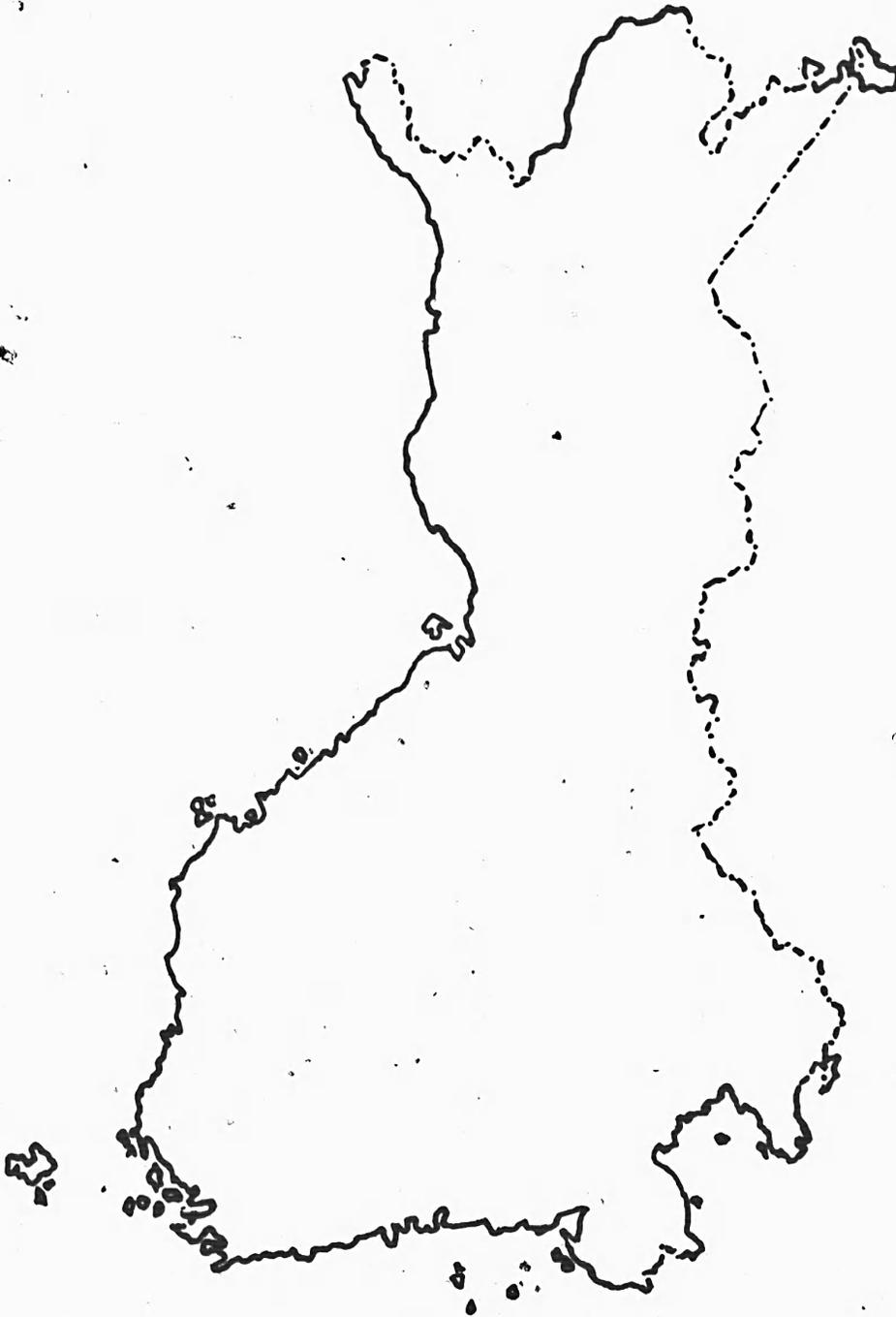
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Finland



Education, Appointment, and Remuneration of Teachers Primary and Elementary Schools

Organization of elementary education.—The regular elementary school (kansakoulu, folkskolan) comprises a 2-year primary school (alakan-sakoulu, småskola) and a 4-year higher elementary school (yläkan-sakoulu, högre folkskola).¹ The higher elementary school is fixed as to location and offers 36 weeks of instruction a year. The primary school may be fixed or ambulatory. If it is fixed, the teacher may devote all her time to one district, or divide her time equally between two districts. If it is ambulatory, she divides her time between two locations within the same district. A primary school with the full-time services of a teacher offers 36 weeks of schooling a year; one sharing the services of the teacher with another location, 18 weeks.

A district with at least 30 children of elementary school age must provide an upper elementary school; and if the number of children of primary school age is at least 15, must have an attached primary school either fixed or ambulatory. A district with fewer than 30 children of higher elementary school age and no regular elementary school, must provide a 1-teacher elementary school with fixed location and shortened course? This reduced school has a year of 40 weeks of which 12, divided 6 weeks each between the beginning and close of the school year, are devoted to children of primary school age and the remaining 28 to those of the upper elementary school. A district with fewer than 20 children of compulsory school age may, instead of providing for them within the district, contribute toward their education in another district.

The number of pupils in the upper elementary school is limited to 50; that in the primary school to 40. When the number exceeds these limits, the district is divided or the school enlarged by the addition of another teacher.

Subjects of instruction.—The subjects of instruction in the elementary school are religion or history of religion and morality, mother tongue, history, geography, natural science, agricultural and home economics (literally "farm housekeeping and home economics"—lanthushållning och huslig ekonomi), arithmetic and geometry, drawing, handwork, gymnastics, and singing. In nonagricultural areas the local school board with the approval of the inspector may substitute for agricultural economics a subject more closely allied to the life of the community.

¹ Throughout this section of the bulletin the translation of significant terms is given in Finnish and Swedish. The first word in parentheses is Finnish; the second, Swedish.

On completion of the 6-year elementary school a child who does not continue at another type of school must attend a continuation school for the following 2 years. The required subjects of instruction in the continuation school are literature, sociology, agricultural economics, and home economics or handwork. To these are added writing, arithmetic, and at most two other subjects.

School year.—The regular elementary school opens about September 1; the reduced elementary school, August 1; and both close the middle of June. The higher elementary school and the 36-week primary school have a Christmas vacation of 18 days; the other types of primary school, 3 weeks. When necessary, a school board in the country may extend the vacation for a longer period during the darkest and coldest part of the year. Easter holidays begin the Thursday before Easter Sunday and last at least through the following Monday. In addition the higher elementary school and the 36-week primary school have a sport vacation (*urheiluloma, sportlov*) of at least 4 days during the period from February 25 to March 5, or in special instances with the consent of the inspector, even later.

Vacations are not counted as a part of the work period of the school, but one-half the sport vacation, not exceeding 3 days, may be counted when the teachers of the school in accordance with instructions from the State Board of Education are in charge of the pupils' sports.

Number of hours of instruction a week.—The higher elementary school has from 30 to 32 class hours of instruction a week; the primary school, 24; and each level of the reduced elementary school the same as the corresponding level of the regular.

Teachers at higher and reduced elementary schools are required to offer not more than 32 hours of instruction a week, including hours of instruction in continuation classes. Primary school teachers may be required to offer in addition to the work of the primary school up to 4 hours a week of instruction in the higher elementary school or in continuation classes insofar as they are qualified.

Language of instruction.—Instruction in the elementary school is given in the mother tongue (Finnish or Swedish) of the majority of the pupils of the school.

Education

Education of elementary school teachers.—Education in preparation for a position as regular teacher at an elementary school is offered at 12 seminaries for the education of elementary school teachers (*kansakoulunopettajaseminaarit, folkskollärrar- och lärarinneseminarier*), the Pedagogical High School at Jyväskylä, and an academic continuation course at the University of Helsinki. All are State insti-

tutions. The seminaries are of two kinds: Four for the education of primary school teachers (alakansakouluseminaarit, småskollärarseminarier) and eight for the education of teachers at higher elementary schools (yläkansakouluseminaarit, seminarier för lärare i högre folkskola).

Seminaries for the education of primary school teachers.—The four now in operation opened with school year 1921-22. At those of Suistamo, Hämeenlinna (Tavastehus), and Tornio (Torneå), the language of instruction is Finnish; at that of Vaasa (Vasa), Swedish.² They offer a 2-year curriculum which is given in the following table:

Table 29.—Plan of studies for the seminary for the education of primary school teachers at Vaasa, school year 1937-38

[Hours in parentheses are optional]

Subject of instruction	Hours a week for each school year			
	I	II		Total
		Fall semester	Spring semester	
1	2	3	4	5
Pedagogy, methods, psychology, and ethics	4	4		9
Religion and history of religion	3	3	6	4½
Mother tongue	6	4		8
Home environment, geography, and nature study	3	2		4
Arithmetic and geometry	3	2		4
Handwork	3 (3)	2 (3)		4 (4½)
Drawing	3	2		4
Penmanship	1	1		1½
Singing and music	5	5	6	10½
Gymnastics, play, and hygiene	5	5	6	10½
Observation			6	6
Practice teaching and preparation			12	6
Total	36	36	36	72

Requirements for admission.—These seminaries are open to women only, who are at least 17 years of age, of good character, have been vaccinated, and have completed the higher elementary school or possess information and skill corresponding to that required for graduation from a higher elementary school. They must also be musical, have sound health, and faultless physical constitutions. Some idea of the broad basis of selection for admission, particularly at the three seminaries with Finnish as the language of instruction, may be obtained from the following summary of the results of the entrance examinations for school year 1936-37:

² Some places in Finland have two names—one Finnish, the other Swedish. In this bulletin the name in Finnish is given first; that in Swedish, in parentheses. Place names not followed by parentheses are the same in both languages.

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Table 30.—Admission to seminaries for the education of primary school teachers during school year 1936-37

Seminary	Number admitted to entrance examination who were—		Pupils admitted to class I from—					
	Admitted to study	Rejected	Elementary school	Preparatory course and school	Secondary school	Other	Total	
I	1	2	3	4	5	6	7	8
<i> Finnish </i>								
Suistamo	30	66	9	5	16			30
Hämeenlinna	60	121			60			60
Tornio	30	177	8		19	3		30
<i> Swedish </i>								
Vasa	14	2	12		2			14
Total	134	366	29	5	97	3		134

In gymnastics and music, students at these seminaries receive instruction qualifying them to teach these subjects even at a higher elementary school. Further, a student who possesses greater skill in handwork than is required for graduation from a higher elementary school is given opportunity to qualify for teaching it also at a higher elementary school.

In addition to regular students each seminary may admit not more than six hospitants. They must have completed a school for girls or a middle school. A hospitant must follow the instruction of the seminary for 1 year in the subjects of either or both classes selected for her by the faculty council on the basis of her previous schooling, and participate in the regular manner in the work at the practice school. During the school year 1936-37 a certificate of qualification to teach at primary schools (*kelpoisuustodistuksen alakansakouluopettajan virkaan, kompetensintyg för småskollärartjänster*) was granted to one hospitant at the seminary of Tornio (Torneå) and to four at that of Hämeenlinna (Tavastehus).

Table 31.—Statistics of primary school seminaries for school year 1936-37

Seminary	Teachers		Students
	Men	Women	Women
I	1	2	3
<i> Finnish </i>			
Suistamo	1	4	61
Hämeenlinna	3	7	121
Tornio	2	3	61
<i> Swedish </i>			
Vasa	2	2	22
Total	8	16	265

Seminaries for the education of teachers at higher elementary schools.

The eight seminaries for the education of teachers at higher elementary schools are six with Finnish and two with Swedish as the language of instruction. Of the Finnish, those of Jyväskylä,¹ Rauma, and Kajaani are for men; those of Raabe (Brahestad) and Heinola, for women; and that of Sortavala for men and women. Of the Swedish, that of Tammissaari (Ekenäs)² is for women and that of Usikaarlepyy (Nykarleby) for men.

Statistical data for these seminaries are:

Table 32.—Teachers and students at the seminaries for the education of teachers at higher elementary schools on Feb. 1, 1937

Seminaries	Teachers		Students	
	Men	Women	Men	Women
Finnish				
Raabe	3	8		150
Heinola	4	7		147
Jyväskylä	3		29	
Kajaani	8	1	147	
Rauma	8	1	89	
Sortavala	11	9	138	149
Swedish				
Ekenäs	5	6		68
Nykarleby	7	2	68	
Total	49	34	471	317

Curricula.—In the latter part of the Russian period when Russian was introduced as a required subject of instruction, the seminaries in 1916 added a year to their 4-year curriculum. After Finland became independent Russian was abolished but through a desire to raise the standard of teacher education that fifth year was retained. Some seminaries with Finnish as the language of instruction offer also a 3-year course.

Prior to 1934 when the High School of Pedagogy was opened at Jyväskylä (p. 130) secondary school graduates and applicants with equivalent schooling were admitted to the extent that the accommodations allowed. After 1 year of study these hospitants, as they were called, were granted qualification to teach in elementary schools (kansakoulunopettajan pätevyys, folkskollärarkompetens).

Except for minor details due mainly to the difference in the language of instruction the curricula at the Finnish and Swedish seminaries are

¹ The seminary at Jyväskylä was founded in 1863. In addition to being the oldest seminary for the education of elementary school teachers in Finland it has the distinction of having had Uno Cygnæus, the "father of the Finnish elementary school" as its first director. With the establishment of the Pedagogical High School at Jyväskylä in 1934, provision was made for the gradual closing of the seminary and the absorption of its property by the Pedagogical High School (p. 130).

² The seminary at Tammissaari (Ekenäs) was founded in 1871. It was the first seminary in Finland with Swedish as the language of instruction.

similar. The two types of curricula offered at seminaries with Finnish as the language medium follow:

Table 33.—Plan of studies for the 5-year elementary school seminaries for men with Finnish as the language medium ¹

Subject of instruction ²	Hours a week for each school year					
	I	II	III	IV	V	Total
1	2	3	4	5	6	7
Religion and church history.....	2	2	2	2	1	9
Pedagogics, didactics, and psychology.....			4	4	3	11
Practice teaching.....					1	1
Mother tongue.....	5	5	4	4	1	19
History and civics.....	2	3	2	2	1	10
Geography and economic geography.....	3	2	2	2		9½
Natural history and theory of evolution.....	3	2	2	2	1	9½
Rural housekeeping, gardening, home economics.....		2	2	2		6
Chemistry and physics.....	4	3	2	2		11½
Mathematics.....	4	3	3	3		13½
Bookkeeping.....				1	1	2
Hygiene and temperance.....		2	2		1	4½
Gymnastics and sports.....	3	3	3	3	2	14½
Singing and music.....	2	2	2	2	1	9
Chorus singing.....						1
Penmanship.....	1				1	2
Drawing.....	3	2	2	3		10½
Handwork (sloyd).....	6	6	3	3	1	18½
Guidance in library work.....			1			1
Total.....	39	38	37	36	17	

¹ At all seminaries for women 4 hours a week are devoted, respectively, to home economics in classes IV and V and to handwork in classes I and II.

² At all seminaries with Swedish as the language of instruction, a total of 7 hours of Finnish is offered in classes I to IV (2, 2, 2, 1 hours, respectively). For this rural housekeeping in class III is reduced to 1 hour; chemistry and physics, class I, to 1 hour; gymnastics, classes I to III, 2, 2, 2, hours, respectively; drawing, class IV, to 2 hours; and handwork, class II, to 3 hours at seminaries for women and to 5 hours at seminaries for men.

³ For the 5 years.

Table 34.—Plan of studies for the 3-year curriculum of the elementary school seminary

Subject of instruction	Hours a week for each school year			
	I	II	III	Total
1	2	3	4	5
Religion.....	2	3	1	6
Pedagogics, didactics, and psychology.....	3	3	4	10
Practice teaching.....			1	1
Mother tongue.....	4	4	1	9
History and civics.....	3	2	1	6
Geography and economic geography.....	2	2		2½
Natural history.....	2	2	2	4½
Rural housekeeping and gardening.....	2	2		4½
Home economics.....		1		1
Chemistry and physics.....	2	2		4½
Mathematics.....	3	3	1½	6¾
Hygiene.....	1	1		2
Gymnastics and sport.....	3	3	3	9
Singing and music.....	3	2	1	6
Chorus singing.....				1
Drawing.....	2	2	½	4½
Sloyd for men.....	6	6	1	13
Handwork for women.....	4	3	1	8
Total for men.....	38	38	17	
Total for women.....	36	35	17	

¹ For the 3 years.

Requirement for admission.—For admission to the 5-year curriculum the applicant must have schooling equivalent at least to that required for graduation from an elementary school. Admission to the 3-year curriculum offered at some of the seminaries with Finnish as the language of instruction requires graduation from a school for girls or from a middle school. The remaining requirements, including that of 17 years as the minimum age, are similar to those for admission to the seminaries for primary school teachers (p. 123).

The large number of applicants from whom those admitted to study, particularly at the seminaries with Finnish as the language of instruction are selected, may be seen from the following summary of the results of the entrance examinations offered in 1936-37. The summary shows also that of the 199 applicants admitted to the first-year class at the various schools only three-eighths were admitted on the minimum requirement of completed elementary schooling. Of the remaining five-eighths all but one came from secondary schools.

Table 35.—*Statistics of admission to seminaries for the education of teachers at higher elementary schools during school year 1936-37*

Seminary	Number admitted to entrance examination who were—		Pupils admitted				
	Admitted to study	Rejected	To class I from—			To classes II to V	Total
			Elementary school	Preparatory course and school	Secondary school		
1	2	3	4	5	6	7	8
<i>Finnish</i>							
Raabe	30	96	10		20		30
Heinola	34	57			30	4	34
Jyväskylä							
Kajaani	31	82	18		12	1	31
Rauma	30	28			30		30
Sortavala	67	183	30		30	7	67
<i>Swedish</i>							
Ekenäs	17		7	1	1	8	17
Nykarleby	17		10			7	17
Total	226	446	75	1	123	27	226

Practice teaching.—Each seminary has an attached practice school (seminäärien harjoituskoulu, seminarie övningsskola). At the seminaries for higher elementary school teachers this comprises:

1. A complete elementary school, i. e., a 6-class elementary school with a separate teacher for each class.
2. A 1-teacher higher elementary school, i. e., a 4-class higher elementary school of the type genererally found in rural areas (p. 121).

3. At the seminaries for women, a continuation class for girls with care of the home and home economics as the main subjects.

Practice teaching is divided into four or five shifts for the school year. During each shift the candidate offers instruction in one or two subjects in one of the classes of the 6-year elementary school. The subjects change with the shift and when it is deemed advisable classes also are changed. In the first shift actual teaching is confined to the 6-class elementary school, but the candidate audits instruction of the regular teacher in the 1-teacher higher elementary school. Beginning with the second shift, practice teaching in the 1-teacher division is conducted side by side with that of the 6-class elementary school. Each candidate participates for a total of two shifts in the 1-teacher division, each shift comprising 2 weeks. During each of these two shifts he offers oral instruction to one class and at the same time is responsible for the silent occupation in the subjects assigned for the other classes of the division.

In the continuation class the candidates are required mainly to attend and observe instruction given by the regular teacher. Women, however, should include in their practice teaching, lessons in the care of the home and in home economics.

At the seminaries for primary school teachers the practice school is a primary school. During the fall term when the seminary students of the second year merely observe classes in the practice school conducted by a regular teacher the pupils of the practice school are divided into two divisions; during the spring semester when the students engage in practice teaching, into four divisions. In both terms each division includes pupils of each of the two classes of the primary school.

Here also practice teaching is divided into shifts with different subjects of instruction so that by the end of the semester the practice teacher will have had opportunity for work under guidance in all primary school subjects. While offering instruction in one class the practice teacher also directs and supervises the busy work or silent occupation of the other class of the division.

At both types of seminaries the practice teaching is directed and supervised by the seminary instructor of the subject concerned. He decides on the parts and phases of the subject to be taught during each shift, looks over the hours of instruction at the disposal of the students, and attends their practice teaching for a prescribed number of hours a week. At the seminaries for higher elementary school teachers this number is for the mother tongue, 6 hours; religion and gymnastics, 4 hours each; history, geography, mathematics, drawing, handwork, and singing, 3 hours each; natural history, 2 hours. At the seminaries for primary school teachers the average estimated number

of hours a week of attendance at practice teaching per instructor is 3. Further, the director and the instructor in pedagogy at each seminary must attend instruction in all subjects of the practice school.

Practice teaching is criticized either individually or at a general conference by the instructors attending the lesson. Individual criticism may be given immediately after the lesson or when the practice teacher presents his plan for the next hour of instruction. If the subject teacher of the seminary has not attended the lesson individual criticism is given by the teacher of the practice school. For the preservation of uniformity, however, general conferences for criticism are held. They are attended by all practice teachers present at the lesson as well as by the teachers of the seminary and the practice school. The subject-matter teachers who also are charged with the instruction of special methods and the teacher of pedagogy frequently, as a part of their regular instruction, advise students on points in which they have noted in their observation work at the practice school the need of general comment.

In addition to practice in instruction student teachers are given opportunity for practice in the administrative duties of a classroom. They are made familiar also with methods of learning the individual characteristics of their pupils and obtaining any needed general information concerning them.

Final examinations.—At the seminaries for the education of primary school teachers no real final examinations are offered. At those for the higher elementary school teachers part I of the final examination is offered at the close of the fourth year of study; part II, at the close of the fifth year, according to plans previously approved by the State Board of Education (skolstyrelsen). The examinations are written and oral. Part II of the examination generally includes subjects and projects completed during the final year of study.

Faculty.—Each seminary is under the immediate supervision of a director who at the seminaries for women is assisted by a woman principal. The faculty of a seminary for primary school teachers comprises in addition men and women teachers; that of a seminary for higher elementary school teachers for men, lectors (lehtorit, lektor) in all subjects except elementary instruction in music (instrumental playing) which may be taught by one with the rank of teacher. At the higher elementary school seminaries for women, singing, drawing, gymnastics, and home economics need not be taught by lectors.

Qualification for director of a seminary for primary school teachers requires success in the examination for the degree of candidate in philosophy (p. 141), or for one who is an elementary school teacher, in an individual examination with equivalent requirements in five subjects including pedagogics. Qualification as teacher requires graduation from a seminary for higher elementary school teachers, success in

the examination in pedagogics (p. 131), and in the continuation examination for elementary school teachers (p. 131). A teacher of gymnastics must have passed the examination for teachers of gymnastics at the university (p. 145) and the examination in pedagogics.

Qualification as director or lector at a seminary for higher elementary school teachers requires in addition to success in the examination for the degree of candidate in philosophy (p. 141) and the examination in pedagogics (p. 144), two terms of practical education at a normal lyceum, success in the practical examination in teaching (*kätönnölliset kokset, praktiskt lärarprov* p. 144) at the seminary, and at least a 2-month period of acquiring knowledge of the organization and instruction in the rural elementary school under the supervision of the elementary school inspector. Qualification for appointment as teacher requires evidence of basic insight in the subject or subjects of the position in question.

Pedagogical High School at Jyväskylä (Kasvatusopillinen Korkeakoulu, Pedagogiska Högskolan).—The Pedagogical High School at Jyväskylä, a State institution with Finnish as the language of instruction, was opened at the beginning of school year 1934–35.⁵ Its purpose is to prepare young men and women who have passed the student examination (p. 139) for elementary school teaching, provide instruction in pedagogy for teachers at other types of schools, arrange continuation courses for furtherance of the professional education of teachers at the various institutions of learning, and conduct and promote scientific investigation in the fields of education and instruction. The immediate administration of the school is in charge of a rector assisted by a faculty council comprised of the professors of the school and three of its lectors selected for a 3-year period. Instruction is free.

Faculty.—The faculty comprises professors, lectors, teachers, docents, and temporary assistants. For appointment as professor the applicant must have passed the licentiate examination in philosophy (p. 143) at one of the universities of Finland, and shown through publications exceptional scientific ability in his field of work.

Appointment as lector requires success in the licentiate examination in philosophy and evidence of good theoretical and practical information in educational matters in general and particularly concerning instruction in the subject field of the position in question. One who has not passed the licentiate examination may be appointed lector if in addition to an academic degree he has shown through published works ability in scientific research. Appointment as lector in a subject in which no academic degree is offered or qualification as teacher requires thorough theoretical and practical education in the subject concerned and of its methods of instruction.

⁵ See footnote 3, page 126.

Academic year.—The year has a fall term from September 1 to December 20, winter term from January 18 to May 31, and summer term from June 15 to July 31. The fall and spring terms are devoted to the education of elementary school teachers; the summer term and according to need the other terms, to continuation instruction for teachers from various types of schools.

Requirements for admission.—Each year the Ministry after consultation with the State Board of Education determines the number of students to be admitted to the high school. The selection is made by the faculty council on the basis of data from the applications, each of which must be accompanied by the following listed documents:

1. Certificate of good conduct.
2. Certified copy of the certificate of having passed the student or matriculation examination (*ylioppilastutkintodistus, intyg över avlagd studentexamen* (p. 139).
3. Certified copy of the certificate of graduation from the secondary school (*päättötodistus, dimissionsbetyg*).
4. Certificate of good health made out according to prescribed form by an accredited physician.
5. Certificate of musical ability from the teacher of music at the secondary school from which the student was graduated unless a mark in music is given in the certificate of graduation.

Study plans.—By the end of each April the faculty council works out on the basis of recommendations from the faculty study plans for the following spring and fall terms; and before the end of March, a study plan for the following summer term. The plans are subject to the approval of the Ministry.

Examinations.—The examinations offered by the Pedagogical High School are the:

High school examination for elementary school teachers (*korkeakoulun kansakoulunopettajitutkinto, högskolans folkskollärarexamen*) which marks the completion of the 2-year curriculum for young people who have passed the student examination.

Continuation examination for elementary school teachers (*kansakoulunopettajien jatkotutkinto, fortsättningsexamen för folkskollärare*) which marks the completion of a course for persons who already have qualification for elementary school teaching. The examination may include practical work in teaching.

Examination in pedagogy (*pedagogiikkatutkinto, pedagogieexamen*).—The marks made in this examination are equivalent to those of the corresponding examination at the University of Helsinki (p. 140).

Other examinations may be offered in accordance with regulations approved by the Ministry. In addition a professor may offer an individual examination in his own field of work that will count toward the candidate examination in philosophy (p. 141).

Academic continuation course for elementary school teachers (kansakoulunopettajien akateemia jatkokurssi, akademisk fortsättningskurs för folkskollärare).—Each year an academic continuation course for elementary school teachers is offered at the University of Helsinki. It is a 1-year course open to all elementary school teachers. For the encouragement of the young and more gifted there are State scholarships. The course is arranged from year to year by a committee of university professors and comprises lectures in pedagogy and other subjects of value to the group of students for which it is designated. Beyond that of being an elementary school teacher there is no admission requirements and no examinations or tentamina (p. 141). Completion of the course, however, is marked by a certificate. The annual attendance varies from 50 to 80 and over.

One who has taken the course may later take an examination in pedagogy, literature, history, and sociology, and thereby obtain qualification for appointment as inspector.

Appointment

Elementary school teachers.—A vacancy in a teaching position except when the position is offered to a teacher whose previous position has been abolished (p. 134) is announced regularly by the local school board in the general newspaper and in another paper of the language of the instruction at the school. Application for the position together with the certificates of character and professional qualification must be filed with the board within the prescribed time which is generally from 20 to 30 days. An applicant in active service must present also a certificate of conduct and quality of work as teacher from the school board by which he is employed. Selection of teachers is subject to the approval of the inspector. If the inspector finds that he cannot confirm the appointment the case is referred to the State Board of Education.

After 2 years of satisfactory service on probation the local school board in consultation with the inspector issues a notice of permanent appointment for the position (nimitys, utnämningbrev or fullmakt). If a teacher has a notice of permanent appointment for a former position the period of probation is 1 year only. Again, if the inspector and school board disagree on the question of permanent appointment the case is referred to the State Board of Education.

An applicant may not apply for more than one position at a time, nor may a teacher who has received appointment refuse to accept the position or fail to report for duty at the legally prescribed time. The legal time for entering and leaving a position is August 1. A position for probationary service cannot be filled later than the preceding July 20. A position not filled by then becomes for the following year a substitute position.

The principal of an elementary school is appointed by the local school board for 3 years from the regular or probationary teachers of the school on the basis of the sentiment of the faculty. The selection is confirmed by the inspector.

Leave of absence from service may be granted by the local school board for a period at most of 1 month; for longer than that, by the inspector on the recommendation of the school board.

Remuneration

• *Salaries in rural areas.*—In rural areas the salaries of elementary school teachers are paid partly in kind (literally “natural advantages” —*naturförmåner*) by the locality; and partly in money, including a State subsidy. The payment in kind comprises for teachers at elementary and reduced elementary schools: Lodging, including for men three and for women two rooms with kitchen, fuel, light, barr, fodder- and woodshed, bathhouse, cellar, storehouse and well, pasture for one cow, and at least one-half hectar of cultivated ground near the school. For primary school teachers it is: Lodging with at least one room and kitchen; fuel; light; woodshed; share in cellar, bathhouse, and well; and at least one-tenth hectar of cultivated ground.

• The payment in money annually for teachers of elementary and reduced elementary schools is:

- (a) A basic salary of 17,400 marks if the teacher is or has been married, is the main support of the family, and has children; otherwise, 15,000 marks.⁶
- (b) Educational assistance of 1,200 marks for each child not counting the first, if the teacher has to support more than one child under 16 years of age.
- (c) Four increases of 6 percent each of the basic money salary at 4-year intervals. Teachers at reduced elementary schools receive in addition for the longer period of instruction, 2,400 marks.

For primary school teachers there is a basic salary of 10,200 marks with the same educational assistance and increases as for an elementary school teacher.

In addition to his salary as teacher the principal of an elementary school receives 600 marks a year.

The honorarium for overtime instruction on elementary or continuation school levels or for part-time instruction in sloyd is 450 marks per week-hour a year. Teachers of drawing and sloyd at schools where the number of children is large enough to warrant appointment for full-time service in these subjects receive the same salary and have the same pension privileges as other regular teachers.

⁶ One markka (mark) at mint par was worth 4.26 cents in United States money on April 1, 1940.

A teacher with permanent appointment whose position is abolished and for whom no immediate opening can be found receives during the first year of unemployment a salary equal to that received while in service and thereafter an amount equal to the pension for the type of position abolished. Payment ceases, however, if the teacher is appointed to another position, enters the service of the state or other permanent position, or if he refuses to accept a position similar to his former position in the same commune or a temporary position for which he is qualified.

During the period of temporary appointment the teacher is on abolition salary status insofar as it is higher than the salary of the interim position.

Salaries in cities.—For the establishment of the basic salary for elementary school teachers in urban areas the cities of Finland are divided into 3 classes with reference to the cost of living. The classification is revised every fifth year. The basic salary is for:

1. An elementary school teacher who is or has been married, is the main support of a family, and has children: In cities of the first class, that is, with the highest cost of living, 26,400 marks; second class, 25,200 marks; third class, 24,000 marks.
2. Other elementary school teachers: In cities of the first class, 22,400 marks; second class, 21,200 marks; third class, 20,000 marks.
3. Primary school teachers: In cities of the first class, 17,400 marks; second class, 16,200 marks; third class, 15,000 marks.

The educational assistance is the same as for teachers in the country. There are four salary increases of 4 percent each of the basic salary at 4-year intervals.

Cities may arrange their salaries differently but the minimum amount as a whole cannot be less than that indicated.

Pensions.—After 30 years of service a teacher who is at least 60 years of age may retire and receive for the remainder of life a state pension amounting to 12,000 marks a year for teachers at elementary and reduced elementary schools and to 7,200 marks for primary school teachers. In case of permanent disability a teacher may retire earlier and receive an income equivalent to one-fourth of the full pension for the first 5 years of service plus one-twentieth of the full pension for each additional year, so that in case of disability after 20 years of service the full amount is received.

Communities may increase the amount of pension, and in cities pensions are, as a rule, higher, often 60 percent of the final salary. In individual instances country communities also have increased the pensions of their teachers, even if the amounts are not at all pretentious.

Elementary school teachers' fund for widows and orphans (kansakoulunopettajien leski ja orpokassa, folkskollärarnas-änke och pupillkassa).— All competent men teachers at elementary schools receiving state aid are part owners of this fund. The dues per member are 492 marks annually. For the widow of a member the fund provides for life or until she remarries, 8,000 marks the first year and 5,000 marks for each year thereafter. In addition it provides for children under 18 years of age 2,000 marks for 1 child, an increase of 1,000 marks for the second child, and of 500 marks for each additional child.

In case there is no widow, a pension of 8,000 marks is provided for 1 child for the first year and 5,000 marks a year thereafter. For a second child the amount is increased 2,000 marks a year; for a third child, 1,000 marks; and for each additional child, 500 marks.

A child who is ill, mentally incapacitated, or otherwise unable to support himself continues to receive a pension beyond the age of 18 years until he is cured of his malady or ready to take care of himself.

Secondary Schools

Organization of the secondary school.—The 233 secondary schools maintained in 1937-38 were, when classified by source of income, 89 state schools, 2 communal, and 142 private. Classified as to number of years of elementary schooling required for admission, they were of two types: An older type based on 4 years of elementary schooling; and a newer type provided for by law of February 24, 1928, based on the complete 6-year elementary school. In the older type are the 8-year lyceums, 5-year middle schools, 9-year lyceums for girls, and 6-year schools for girls. In the newer, are the 6-year lyceums, 3-year middle schools, and 7- and 4-year schools for girls.

Lyceums (lyseot, lyceer).—The lyceum is an 8-year school made up of a 5-year middle school and a 3-year gymnasium. In the latter instruction is either along a classical or a modern (real) line. Of the 37 schools of this type with Finnish as the language of instruction, 19 are coeducational and 18, including 3 classical lyceums with curricula stressing Greek and Latin and a normal lyceum (p. 144), are schools for boys. Of the 10 schools with Swedish as the language of instruction 4 are coeducational and 6, including a classical lyceum, are for boys. The subjects the children study and the time they devote to the different branches are given in the following table.

Table 36.—Plan of studies of lyceum with middle school and parallel gymnasial classes

[Hours in parentheses are optional]

Subject of instruction	Hours a week for each school year											
	Middle school					Gymnasium						
						Classic line				Real line		
	I	II	III	IV	V	VI	VII	VIII	VI	VII	VIII	
1	2	3	4	5	6	7	8	9	10	11	12	
Religion	2	2	2	2	2	2	2	2	2	2	2	2
Introduction to philosophy				2	2	2	2	2	2	2	2	2
Language of instruction	5	3	3	3	3	3	3	3	3	3	3	3
Second official language	4	3	3	2	2	2	2	2	2	2	2	2
German		4	4	4	3	4	3	3	4	3	3	3
French or Russian						4	4	4	4	4	4	4
Latin						6	6	6	6	6	6	6
History and civics		2	3	3	4	3	4	4	3	4	4	4
Geography	3	2	3	2	1							
Natural history	3	2	2	2	3	2	1	1	2	1	1	1
Physics and chemistry				3	3	(2)	(2)	(2)	2	2	2	2
Mathematics	5	4	4	4	4	3	3	3	5	5	5	5
Penmanship												
Drawing and modeling	3	3	2	2	2	(2)	(2)	(2)	2	2	2	2
Gymnastics	3	3	3	3	2	2	2	2	2	2	2	2
Hygiene					1							
Singing	2	2	1	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Bookkeeping				1	1							
English							(2)	(2)		(2)	(2)	(2)
Sloyd	(2)	(2)	(2)									
Total	30	30	30	31	31	31	32	32	31	32	32	32

¹ Pupils in the classic line may substitute physics and chemistry, and drawing for French or Russian.

Middle schools (keskikoulut, mellanskolor).—These are 5-year schools that, like the first five classes of the lyceum, have the double function of preparing students for admission to the gymnasium classes of the lyceum and of providing a general education that will enable those who do not continue formal schooling to enter the life of the community at large.

Schools for girls (tyttökoulut, flickskolor).—State schools for girls are 9-year lyceums and 6-year schools for girls. The relationship of the latter to the former is similar to that of the 5-year middle school to the 8-year lyceum.

Table 37.—Plan of studies of the girls' school and the lyceum for girls

[Hours in parentheses are optional]

Subject of instruction	Hours a week for each school year										Total
	Girls' school					Gymnasium					
	I	II	III	IV	V	VI	VII	VIII	IX	X	
	1	2	3	4	5	6	7	8	9	10	11
Religion	2	2	2	2	2	2	2	2	2	2	18
Introduction to philosophy											4
Language of instruction	4	3	3	3	2	2	3	3	3	3	26
Second official language	4	2	2	2	2	2	3	2	2	2	21
German		4	4	4	3	3	4	3	3	3	27
French or English				4	3	3	4	3	3	3	27
History	2	2	2	2	2	2	3	3	3	3	19
Geography	2	2	2	2	2	2	3	3	3	4	23
Natural history	2	2	2	2	1	1	1	1	1	1	25
Physics and chemistry					2	2	2	2	2	2	11
Mathematics	4	3	4	3	3	3	4	4	4	4	32
Penmanship	3	3	2	2	2	1	2	2	1	1	18
Drawing and modelling	3	3	2	2	2	1	2	2	1	1	18
Gymnastics	3	3	3	3	2	2	3	3	3	3	25
Hygiene					2	2	3	3	3	3	25
Singing ¹	2	2	2	1	1	1	1	1	1	1	2
Handwork	2	2	2	2							12
Home economics					3	3					8
Bookkeeping					(1)	(1)					6
Total	30	30	30	31	31	32	31	31	31	31	(2)

¹ In addition in classes IV to VI at the girls' school and VII to IX at the lyceum for girls chorus singing on occasion demands up to a total of 1 week hour for the 3 classes in each of the 2 levels of instruction.

Newer type secondary schools.—They are only 10 in number, including 1 Swedish lyceum, 6 Finnish lyceums, and 3 Finnish schools for girls. The first 3 years of the lyceum is the middle school; the last 3, the gymnasium. In the gymnasium the student may elect any 1 of 3 lines of work; mathematics-natural science, modern language-economics, and Latin. The plans of study for the middle school and the gymnasium are given in the 2 tables following. The plans for the 4- and 7-year schools for girls are similar to the corresponding classes in the older type schools.

Table 38.—Plan of studies for the new type of middle school

[Hours in parentheses are optional]

Subject of instruction	Number of hours a week for each school year			Total
	I	II	III	
Religion	2	2	2	6
Mother tongue	3	3	3	9
History and civics	2	3	3	8
Geography	2	3	2	7
Natural history	3	3	2	8
Hygiene			1	1
Physics and chemistry		2	3	5
Mathematics	5	4	4	13
Second official language	5	3	3	11
German	5	4	4	13
Drawing	2	2	2	6
Gymnastics ¹	2	2	2	6
Singing	(1)	(1)	(1)	(3)
Bookkeeping		(1)	(1)	(2)
Handwork	(2)	(2)	(2)	(6)
Total	31	31	31	

¹ In addition, 2 successive hours a week of sports, in coeducational schools separate for girls and boys. In case of inclement weather 1 hour of gymnastics is substituted.

Table 39.—Plan of studies for the new type of gymnasium

[Hours in parentheses are optional]

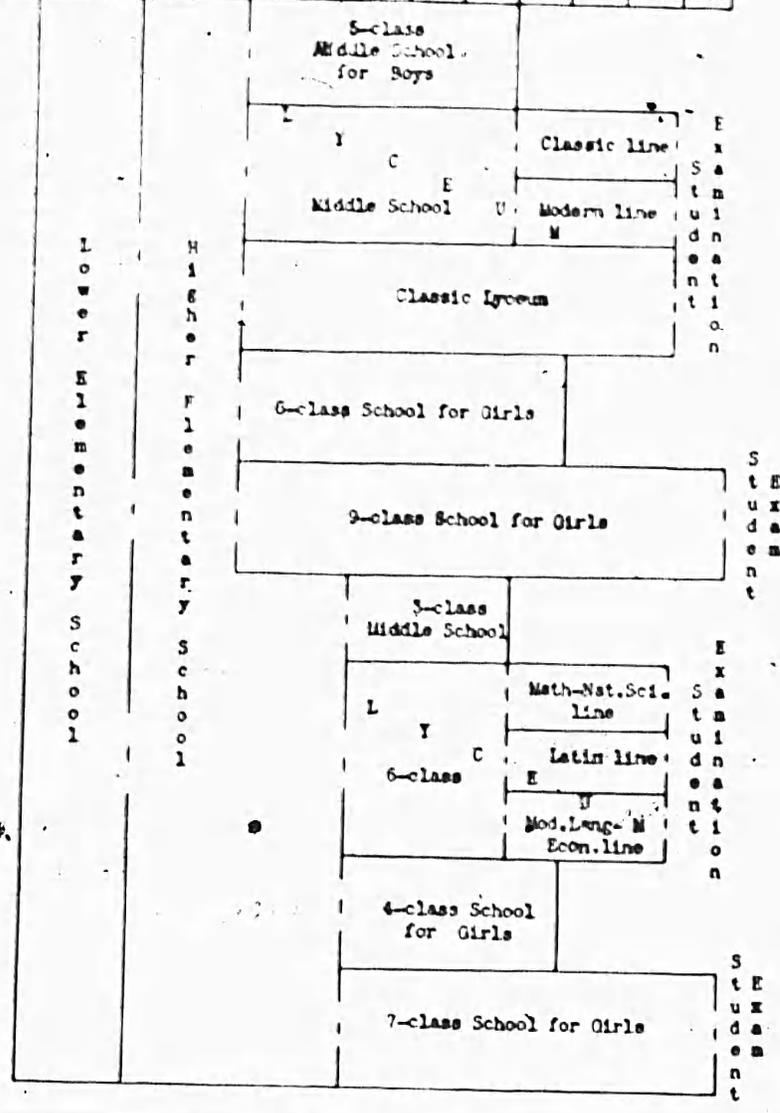
Subject of instruction	Number of hours a week for each school year								
	Mathematics-Natural science line			Modern language-Economics line			Latin line		
	IV	V	VI	IV	V	VI	IV	V	VI
	2	3	4	5	6	7	8	9	10
Religion	2	2	2	2	2	2	2	2	2
Introduction to philosophy		2	2		2	2		2	2
Mother tongue	3	3	3	3	3	3	3	3	3
History and civics	4	4	3	4	4	3	4	4	3
Economics	(2)	(2)	(2)	2	2	2			
Geography and natural history	2	2	2	2	2	2	2	2	2
Physics and chemistry	3	4	3	2	2	2	2	2	2
Mathematics	6	5	6	3	3	3	3	3	3
Second official language	3	2	2	3	2	2	3	2	2
German	4	4	5	4	4	5	4	4	5
Latin							6	6	6
French or English	(3)	(3)	(3)	4	4	4	(3)	(3)	(3)
Drawing	2	2	2	(2)	(2)	(2)	(2)	(2)	(2)
Gymnastics ¹	2	2	2	2	2	2	2	2	2
Singing	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Total	31	32	32	31	32	32	31	32	32

¹ A special line and instruction in optional subjects may be arranged on the application of at least 4 pupils.
² For all classes 2 successive hours a week of sport are arranged with 2 classes combined. In coeducational schools sports are arranged separately for boys and girls.
³ No pupil may carry more than 36 hours of instruction a week, including the 2 hours for sports.

Organization of instruction.—The relation of these schools to each other and to the elementary schools is more easily understood by referring to the following graph.

Graph No. 5. - Organization of Elementary and Secondary Education - Finland

School year	1	2	3	4	5	6	7	8	9	10	11	12	13
Pupil's age	7	8	9	10	11	12	13	14	15	16	17	18	19
Class:													
Old type	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	IX
New type	I	II	III	IV	V	VI	I	II	III	IV	V	VI	VII



Student examination (ylioppilastutkinto, studentexamen).—Success in the student examination with which secondary schooling closes is marked by a certificate of having passed the student examination (ylioppilastutkintotodistus, studentexamensbetyg). It is the regular requirement for matriculation at a university in Finland. The questions for the written part of the examination are made out by a committee of about 11 university professors and 4 members of the State Board of Education. After provisional grading by the teachers of the school, the papers are forwarded to the examination committee

for final marking. The examinations begin the first part of April and all papers must be graded by May 18. The written part includes:

1. Mother tongue.
2. Second native language.
3. A third language: German, English, French, or Latin.
4. The modern or real examination comprising religion, history, physics and chemistry, biology, economics.
5. Mathematics.

Education

On completion of the secondary school the young man or woman who wishes to become a secondary school teacher enters regularly one of the three classical universities of Finland for study in preparation for the degree of candidate in philosophy which is the minimum requirement of theoretical preparation for secondary school teaching.

Degree of candidate in philosophy (filosofian kandidaatti, filosofie kandidat).—At the University of Helsinki which may be taken as typical, the degree of candidate in philosophy, usually written "fil. cand." (candidatus philosophiae), may be attained after 3 to 5 years of study—depending on the ability of the student and on the fields of study selected—in the history philosophy section (historiallis-kielitieteellinen osasto, historisk-filologiska sektionen) or the mathematics natural science section (matemaattis-luonnontieteellinen osasto, matematisk-naturvetenskapliga sektionen) of the faculty of philosophy (filosofinen tiedekunta, filosofiska fakulteten) through success in the three examinations: Examination pro exercitio, examination pro gradu, and candidate examination in philosophy, which follow each other in the order named and mark successive steps in the student's progress.

Examination pro exercitio.—Since Finnish is the language of a comparatively small group of people, much of the literature necessary for a degree course at a university in Finland is obtainable only in a foreign tongue. Therefore, one of the first duties of the young student

The oldest and largest is the University of Helsinki (Helsingin Yliopisto, Helsingfors Universitet) founded in 1640 at Turku (Åbo), the capital of Finland during the Swedish period. The year following the great fire of 1827 at Turku the university was moved to Helsinki, the new capital of Finland after its transfer to Russia in 1809. When Finland became an independent nation the title of the Imperial Alexander University of Finland, as it was called during the Russian period, was changed to the University of Helsinki. It is a State institution offering instruction in the five faculties of theology, law, medicine, philosophy, and agriculture-forestry. The faculty of philosophy comprises two sections: History-philology and mathematics-natural science.

The two other universities are in Turku (Åbo). Both are privately endowed and of recent date. The Academy of Åbo (Åbo akademi) was opened in 1919 for Swedish-speaking students. It has a faculty in each of humanities, mathematics-natural science, political science, techno-chemical sciences, and theology.

The Turku University (Turun Yliopisto) was founded February 28, 1920, with Finnish as the language of instruction, and opened June 27, 1922. It has two faculties: Humanities and mathematics-natural science. A faculty of theology is being planned.

The plan of studies at the two private universities is the same, in the main, as in the corresponding faculties at the University of Helsinki; and the degrees and diplomas they confer are recognized as equivalent to those granted at that institution.

is to prepare himself, through practica in writing, for the language examination *pro exercitio* in German, French, or English; and in the history-philology section, also in Latin. In English, French, and German the examination *pro exercitio* comprises a written and oral translation into the mother tongue (Finnish or Swedish); in Latin, a written translation from Latin to the mother tongue.

The studies in preparation for the examination require at least 1 semester; if Latin was not included among the student's secondary school studies, at least 2 semesters. While preparing for the examination *pro exercitio* the student may register in courses for his selected fields of study but is advised to confine this registration to introductory and elementary courses designed to orient him in the subjects he intends to study for his main university examination.

Examination pro gradu.—After the examination or examinations *pro exercitio* have been absolved the more direct work in the selected fields of study begins. In addition to prescribed reading this means attendance at lectures, participation in practicums, and the writing of compositions. The composition work is confined to the major field and may begin only with the consent of the examiner of the field after the student has acquired the necessary foundation of information and maturity in his major.

The topics for composition are assigned by the university instructor of the field of study concerned and are corrected by him and by one of the university instructors in the mother tongue. The compositions are presented by the student one at a time in the order in which they are written. In addition to the practice it affords in handling the mother tongue the purpose of the composition work is to give the student an opportunity to develop his powers of critique, extend his knowledge of the literature in his field of study, and enable him to acquire skill in its use.

When the necessary number of compositions have been approved preparation for the examination *pro gradu* begins. This comprises a thesis and a shorter composition. The thesis is based on independent research and use of available printed and unprinted source material. The shorter composition is written without the aid of references and is confined to a subject closely related to that of the dissertation. The thesis and the composition must show not only skill in the use of the mother tongue but also scientific mastery of the subject.

A student who fails in the examination *pro gradu* may not appear for reexamination until after the expiration of at least 1 semester. Also he may not begin the final tentamina—individual examinations similar to those at universities in Sweden—for the candidate examination in philosophy until he has passed the examination *pro gradu*.

Candidate examination in philosophy (filosofian kandidaatitutkinto, filosofiekandidatexamen).—The candidate examination in philosophy

includes at least four of the subject fields offered by the faculty grouped in a manner approved by the section in which the student is registered. In addition to the four prescribed fields he may ask for examination in other subjects offered by the faculty.

In each subject field the examinee's degree of information is indicated by the marks *approbatur* (1 point), *cum laude approbatur* (2 points), or *laudatur* (3 points). To pass the examination the candidate must make the mark *laudatur* in his major field. Further, he must make the same mark in a second field, or the mark *cum laude* in two fields.

When he selects his fields of study, the student must indicate not only his major but also the mark he wishes to attain in each field. In this he is assisted by the instructors of his major and by the study plans of the faculty which give for each subject offered the specific minimum requirements for each of the three marks that may be attained. A higher mark in a subject presupposes mastery of the requirements for the preceding lower mark or marks in the same subject plus the additional requirements for the mark concerned. In some subjects a higher mark presupposes also a mark in another subject or subjects. Thus "*cum laude approbatur*" in physics and "*laudatur*" in experimental physics presuppose "*approbatur*" in mathematics; and "*laudatur*" in mathematical physics presupposes "*cum laude approbatur*" in mathematics.

The final tentamina for the marks "*laudatur*" and "*approbatur cum laude*" comprise a written and an oral examination. Admission to the latter is dependent on success in the former. If the examiner deems it advisable, a written examination may be required also for the mark "*approbatur*."

After tentamina have begun they must be completed within 1 year, including vacations. Examinations passed with the mark "*approbatur*" before the beginning of the tentamen period, however, remain valid. An examinee who has not completed the examination within 1 year after passing a tentamen and who has not been granted extension by the faculty section because of illness or other valid reason, must take a new tentamen, written and oral, to the extent considered necessary by the examiner; the new tentamen is valid for 1 year.

The tentamina and examinations passed are entered with the mark made in the examinee's tentamen or study book. The marks "*cum laude approbatur*" and "*approbatur*" are supplemented further by the terms excellent, good, or satisfactory insight.

When all the prescribed tentamina have been passed the examinee presents his tentamens book to the dean who summons the examiners to consider under protocol whether the examinee has the information required for the degree of candidate. If the examination is passed,

public announcement is made of the fact and the examinee is presented with a diploma for the degree of candidate in philosophy.

The final mark for the examination is determined by the total number of points made in the examination subjects, including the examination *pro gradu* as follows:

At least 9 points including laudatur in 1 subject—clarissimus.

At least 11 points including laudatur in 2 subjects—admodum dignus.

At least 13 points including laudatur in 3 subjects—maxime dignus.

At least 14 points including laudatur in 4 subjects—dignissimus.

Degree of licentiate in philosophy (filosofianlisentsiaattiarvo, filosofiekandidatgrad).—This degree, generally written fil. lic., may be attained after 3 years of study beyond success in the examination for the candidate in philosophy. Although it is not a prescribed requirement, secondary school teachers who desire to become older lectors (p. 144) find that the degree of licentiate in philosophy is of advantage. It requires thorough and distinctive learning in three subject fields of the faculty in a combination approved by the section concerned, the preparation and public defense of a thesis covering some phase of one of these fields, and success in the licentiate examination.

With reference to the standard of attainment necessary for the degree, the regulations of the history-philology section may be accepted as typical. According to these the requirements in the licentiate examination for "approbatur" are equivalent fully to those for "laudatur" in the candidate examination. Moreover, when a thesis for the licentiate examination is approved without question the examinee receives the mark "cum laude approbatur" in the subject fields of the dissertation; when the thesis is regarded as of considerable scientific worth, the mark "laudatur."

Degree of doctor of philosophy (filosofian tohtori, filosofie doktor) and the degree of master of philosophy (filosofian maisteri, filosofie magister).—At stated intervals the various faculties arrange ceremonial occasions at which the degree of doctor is conferred on licentiates. The faculty of philosophy confers also the degree of master of philosophy on holders of the degree of candidate in philosophy. Either degree may be conferred without formal promotion. They carry no rights and privileges except that a doctor may wear the doctoral hat and sword, and a master, the master's ring. The degree of doctor of philosophy is usually written "dr. phil."; that of master of philosophy, "fil. mag."

Candidate examination for teacher (opettajakandidaatitutkinto, lärarkandidatexamen).—According to a regulation of July 10, 1873, and a decree of January 14, 1891, this examination comprises an individual examination in theology, a written examination in the mother tongue, and an examination in each of five subjects of the faculty of philosophy selected by the examinee with the approval of the section of the faculty to which most of the subjects belong.

Examination in pedagogy (pedagogiikkatutkinto, pedagogieexamen).— According to a regulation of July 10, 1873, a candidate in teaching or philosophy or a master of philosophy in order to attain qualification for a position as teacher at a secondary school must pass an examination in pedagogy before the professor of pedagogy and didactics at the university; and after two semesters of observation and practice teaching at a normal lyceum, a practical examination in teaching. When pedagogy and didactics are a part of the candidate examination at the university the examination in pedagogy need not be repeated.

Practical examination in teaching.—Preparation for the practical examination in teaching is obtained through two semesters of attendance at one of the three normal lyceums in Helsinki. They are the Normal Lyceum for Girls (Tyttönormaalilyseo, Normallyceum för flickor); Finnish Normal Lyceum (Suomalainen Normaalilyseo, Finska normallyceum); and the Swedish Normal Lyceum (Ruotsalainen Normaalilyseo, Svenska normallyceum). The two latter are for boys. During each semester the work includes at least 100 hours of observation, 6 hours of practice teaching followed by criticism of the supervising teachers, and pedagogical conferences partly under the direction and guidance of the supervising teachers and partly under that of the university professor of pedagogy. At these conferences each student must give a talk followed by discussion on some pedagogical subject.

The practical examination in teaching comprises three to four lessons depending on the number of subjects the candidate is offering. They are conducted in the presence of a committee composed of the supervising teacher of the subject, the rector of the school, and about four other supervising teachers. Prior to the practical examination in teaching the candidate has a lesser examination on the regulations governing secondary schools. This is offered by a lawyer appointed for the purpose by the Ministry.

Appointment

For appointment as teacher at a secondary school the applicant must be at least 21 years of age, possess the prescribed theoretical education for the position, must have completed the 1 year of pedagogical education at a normal lyceum, passed the practical examination in teaching with which this year of practical professional education closes, and passed the examination in pedagogics (p. 144). The regular teachers at secondary schools with the minimum requirement of theoretical education for each type of position are:

1. *Older lecturers (vanhemmat lektorit, äldre lektorer).*—Qualified for appointment as older lecturer is one who has passed the candidate examination in philosophy (p. 141) and in it or in a supplementary

examination made the highest mark "laudatur" in the main subjects of the position.

For appointment as older lector in a position including religion the applicant must have passed the candidate examination in theology at the university or be able to meet other prescribed requirements insuring a thorough knowledge of the important phases of the subject, such as church history, dogmatics, ethics, and Old and New Testament exegetics. In the subject combined with religion he must have made at least the mark "cum laude approbatur" in the faculty of philosophy at a university.

At the normal lyceums (p. 144) teachers in charge of the education of the candidates for secondary school teaching are called over or supervising teachers (*yliopettajat, överlärare*). Their theoretical and professional education is the same as that for older lectors.

2. *Younger lectors (nuoremmat lehtorit, yngre lektorer)*.—A younger lector must have passed the candidate examination in philosophy or the candidate examination for teacher (p. 141) and in the examination concerned or in a later supplementary examination made at least the mark "cum laude approbatur" in each of the subjects of the position.

Unless the applicant for a position including religion has passed the candidate examination in theology he must meet other prescribed requirements insuring a thorough mastery of the subject. In the subject combined with religion a young lector must have passed also a university examination. Appointment to a position as younger lector in gymnastics and hygiene requires completion of the course for teachers of gymnastics offered in the division of gymnastics at the University of Helsinki.

3. *Teachers of theoretical subjects (lukuainsiden opettaja, lärare i läseämnen)*.—For a position of this type the applicant must have passed the student examination (p. 139) and in individual examinations with university professors of the subjects concerned shown himself to possess knowledge equivalent at least to that required for the mark "cum laude approbatur" in the candidate examination in philosophy.

4. *Teachers of practical subjects (harjoitusainsiden opettajat, lärare i övningsämnen)*.—These include:

(a) *Gymnastics and hygiene*.—The requirements are the same as for younger lectors in these subjects.

(b) *Drawing, penmanship, and modeling*.—A teacher of these subjects must have completed a course in the division for teachers of drawing at the Central School for the Study of Art (Centralskolan för Konstflit) of the Association for the Study of Art in Finland (Konstflitföreningen i Finland) at Helsinki, or present a certificate of equivalent information from the same division and evidence from the teacher

of drawing at the University of Helsinki of success in an examination in theoretical skill.

(c) *Singing*.—A teacher of singing must possess a certificate from either the University of Helsinki or Turku.

Applications.—All openings at State secondary schools are announced in the official journal. In applying for a position with permanent appointment the applicant obligates himself to fulfill all duties connected with the position, including acceptance of appointment to serve as rector or prorector, or of assignment for the care of the boys and girls of the school. Application is made in writing to the State Board of Education and must be accompanied by evidence of the applicant's qualifications as to education, success in prescribed examinations, and record of service including any experience of value in the position desired.

All appointments, except those for supervising teachers at normal lyceums which are made by the Ministry, are made by the State Board of Education. In the case of older lectors stress is placed on the applicant's knowledge so that advanced degrees (licentiate, doctorate) and published works give precedence. For younger lectors skill in teaching is the important factor, particularly as shown at the time of the practical examination in teaching. An appointee who has not served previously as a secondary school teacher must complete a 2-year period of probation before receiving permanent appointment. The regular number of hours of teaching a week for an older lector is 24; for a younger lector, 26.

Each school has a rector and prorector appointed for a period of 5 years from its regular teachers by the State Board of Education after consultation with the faculty council and the parents council of the school.

Remuneration

Salaries.—By a regulation of February 14, 1930, the basic salary of the following listed secondary school positions are:

<i>Position</i>	<i>Marks</i>
Supervising teacher at a normal lyceum.....	57, 000
Older lector at a normal lyceum.....	48, 000
Younger lector at a normal lyceum.....	43, 500
Older lector at other lyceums.....	43, 500
Younger lector at other lyceums.....	39, 000
Woman teacher of a higher salary class at a school for girls..	36, 000

The salary of a teacher of drawing ranges from 39,000 marks at a normal lyceum to 15,600 marks at a classical lyceum; teacher of gymnastics, 28,500 marks at a lyceum or lyceum for girls to 25,500 at a school for girls; teacher of singing, 27,000 and 18,000 at the girls' lyceums in Helsinki to 12,600 marks at a school for girls. The salary

of a teacher of handwork and penmanship at a double school for girls is 25,500 marks.

Increments for length of service (ålderstillägg).—A teacher with a basic salary of 30,000 marks or more a year receives three salary increases of 4 percent of the basic salary, one each after 5, 10, and 15 years of service. A teacher with a basic salary of less than 30,000 marks a year receives four salary increases of 4 percent of the basic salary, one each after 4, 8, 12, and 16 years of service. The years of service on probation count toward the increase in salary on the basis of duration of service.

Family supplement (familjetillägg).—This is identical with the education assistance for elementary school teachers (p. 133) and is granted to teachers with a basic salary of 43,500 marks or less who have more than one child under 16 years of age.

In addition to the regular salary as teacher the rector at a normal lyceum receives for service as rector 11,000 marks a year; at a lyceum 8,000; school for girls, 8,000; double lyceum, 10,000; and at a middle school, 6,000 marks.

Pension.—A secondary school teacher who has attained the age of 63 years and completed at least 10 years of service is entitled to pension for life. Full pension comprises 60 percent of the basic salary. Ten years of service entitles the recipient to $\frac{1}{10}$ of the full amount. Each year after that adds $\frac{1}{10}$ until the amount of the full pension has been reached. Years of service after that do not count. With reference to pension only the years between 30 and 67 years of age count. In the case of a teacher who because of physical or mental disability has to retire, years of service prior to the age of 30 count.

Accident insurance.—According to a regulation of December 18, 1936, teachers are included among State employees who in case of accident in service are entitled to compensation for physical injury. If the accident results in death, assistance is given toward funeral expenses and an annuity paid to the widow and to the children under 17 years of age.

Discontinued position.—According to a regulation of May 22, 1931, a secondary school teacher with basic salary whose position is discontinued is transferred immediately to another suitable position or placed on withdrawal status (indragningsstat). A teacher on withdrawal status is still in the service of the State although without a job. He is obliged, however, to accept the position offered or give a reason for refusal acceptable to statsrådet. If he cannot do this he is retired on a pension based for one who entered service prior to May 22, 1931, on the total number of years of service; for one who entered service after that, on the years of service after the age of 30. If he accepts the new position his financial advantages cannot be less than those in his previous position. A teacher on withdrawal status who is not placed

in another position receives during the first year a salary equivalent to that of the last year of service. Beginning with the second year he receives full pension.

After retirement from service a teacher may continue to use his professional title.

Pension privileges of the heirs of a secondary school teacher.—Since January 1, 1927, regular and extraordinary teachers and teachers serving their 2-year period of probation at State secondary schools are, through a deduction of a percentage of their salaries, part-owners of the State school pension fund. This entitles the widow to receive for life or until she remarries an annual pension of 9,600 marks if her husband was an överlärar; 8,100 marks if he was an older lector at a lyceum, younger lector in the higher salary class, or an older lector in the lower salary class at a normal lyceum; 6,700 marks if he was an older or younger lector in another type of school position, etc. If the deceased is survived by 1 or more children under 18 years of age a 40 percent increase is added to the pension for the first child, 20 percent for the second, and 10 percent for each additional child. If all the survivors are children, two-thirds of the full pension is paid for 1; full pension for 2; for the third child the total pension is increased by 40 percent; for the fourth by 20 percent; and for each additional child by 10 percent.

A child of 18 years of age who is mentally or physically incapable of supporting himself may receive a pension for the period of duration of the disability. A widower surviving a woman teacher receives pension on the same basis as the widow of a man teacher.

Extraordinary State pension.—For circumstances such as the applicant's old age, illness or the illness of her children, the poverty of the estate, the long and valuable services of the deceased to the State, the Ministry of Education after investigation may grant an extraordinary pension from State funds on application to a widow and children of a teacher who already are receiving pension from the State school pension fund.

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