

Zeitschrift: Bildungspolitik : Jahrbuch d. Schweizerischen Konferenz der Kantonalen Erziehungsdirektoren = Politique de l'éducation = Politica dell'educazione

Band: 58/1972 (1972)

Artikel: Summary

Autor: [s.n.]

DOI: <https://doi.org/10.5169/seals-61097>

Nutzungsbedingungen

Die ETH-Bibliothek ist die Anbieterin der digitalisierten Zeitschriften auf E-Periodica. Sie besitzt keine Urheberrechte an den Zeitschriften und ist nicht verantwortlich für deren Inhalte. Die Rechte liegen in der Regel bei den Herausgebern beziehungsweise den externen Rechteinhabern. Das Veröffentlichen von Bildern in Print- und Online-Publikationen sowie auf Social Media-Kanälen oder Webseiten ist nur mit vorheriger Genehmigung der Rechteinhaber erlaubt. [Mehr erfahren](#)

Conditions d'utilisation

L'ETH Library est le fournisseur des revues numérisées. Elle ne détient aucun droit d'auteur sur les revues et n'est pas responsable de leur contenu. En règle générale, les droits sont détenus par les éditeurs ou les détenteurs de droits externes. La reproduction d'images dans des publications imprimées ou en ligne ainsi que sur des canaux de médias sociaux ou des sites web n'est autorisée qu'avec l'accord préalable des détenteurs des droits. [En savoir plus](#)

Terms of use

The ETH Library is the provider of the digitised journals. It does not own any copyrights to the journals and is not responsible for their content. The rights usually lie with the publishers or the external rights holders. Publishing images in print and online publications, as well as on social media channels or websites, is only permitted with the prior consent of the rights holders. [Find out more](#)

Download PDF: 15.07.2025

ETH-Bibliothek Zürich, E-Periodica, <https://www.e-periodica.ch>

Summary

1. *Origin and Terms of Reference of the Committee*

The Swiss Conference of directors of cantonal departments of public education (CDIP) appointed, on 16 March 1969, a Committee of Experts for Tomorrow's Secondary Education.

The mandate of the Committee of Experts was to study all the problems pertaining to the changes in secondary education and to elaborate proposals for changes.

The Committee was not to take into account present structures or existing legislation.

2. *Basic Principles of Educational Reform*

All educational reform finds its origins in existing situations, which it attempts thus to modify and, if possible, improve.

Proposals of changes and/or possible changes must not be considered as a panacea but rather as an effort to remedy the defects of the present situation. Future changes are dependent on the following principles:

- flexibility of structures;
- continuous guidance;
- individualization of teaching as a result of new methods and greater flexibility;
- co-ordination between the different subjects taught.

The implementation of these principles should lead to the attainment of the following objectives:

- easier passage from general education to higher education;
- acquisition of working methods and of basic knowledge;
- development of the student's aptitudes, character and personality.

3. *Structures*

To reach the above objectives, a new organization, characterized by horizontal structures, must be set up. These new structures concern:

- pre-school education;
- elementary school (grades 1 to 4);
- observation and guidance stage (grades 5 to 9, i.e. until the end of compulsory education; see below chapter 4);
- post-compulsory education (grades 10 to 13) with three streams leading to matriculation (see chapter 5), diploma (see chapter 6) or vocational qualifications.

4. *Observation and Guidance Stage*

At the end of the 4th grade, all pupils enter the Observation and Guidance Stage where they remain until they reach school-leaving age.

Several methods of differentiating among the pupils and, later, of grouping them will be used (mixed ability classes, internal differentiating, level courses, aptitude courses, optional courses, auxiliary tuition, etc.). The external structure of the school organization is not fixed as each grade must be considered in terms of its specific function in the observation and orientation process. The different grades must not, therefore, be considered as administrative subdivisions but rather as functional subdivisions.

Observation takes place in the 5th and 6th grades. Classes are taught by one teacher, who may be helped by one or two special subject teachers. The teachers work closely together and are in constant contact with a guidance counsellor.

Pre-guidance (7th and 8th grades) and guidance (9th grade) are carried out in a methodical way, as part of continuous guidance. The number of compulsory options increases in each grade: in the 5th and 6th grades all pupils take the same subjects to which two optional subjects are added in the 7th and 8th grades and three in the 9th grade.

From the 6th grade, there are level courses for mathematics and the second national language, and auxiliary tuition for the mother tongue.

These courses become aptitude courses from the 8th grade onwards, thus strengthening students' motivation and preparing them for the following grades. Most lessons are taught in mixed ability classes, thus maintaining contacts among pupils, most of whom will be separated when they reach school-leaving age.

After the 9th grade, the student chooses the stream that corresponds to the pedagogical objectives he has reached successfully:

levels of aptitude courses, qualifications reached in those levels, chosen options.

The transfer from the 9th grade to one of the streams of the following grade necessitates an even closer collaboration between the class teachers, the guidance counsellor, the parents and the pupils.

5. *The Matriculation Stream*

The matriculation stream is intended primarily for students who intend to go to universities. It includes four years divided into two two-year cycles.

In the *intermediate cycle* (grades 10 and 11), students acquire the necessary basic knowledge as well as the most important working methods. Three-quarters of the 31 weekly periods are devoted to the study of the seven compulsory subjects and one quarter to the two compulsory options. The *terminal cycle* (grades 12 and 13) aims at preparing the student intellectually and training him to develop his personality for higher studies. It does so by

- structuring his knowledge;
- integrating the knowledge acquired through multi-disciplinary teaching;
- allowing freedom in selecting options according to tastes and aptitudes;
- numerous personal papers.

The objective of the terminal cycle is to form not specialists but personalities with a fresh and critical mind. The weekly schedule comprises 27 periods, half of which are devoted to the four compulsory subjects. The other half are devoted to compulsory options complementary to the above-mentioned subjects and are chosen from among the compulsory subjects (except physical training) plus at least three options chosen from among a broad range of subjects including languages, social environment, natural environment and arts.

The matriculation certificate is given at the end of the terminal cycle. This is a standard certificate which gives access – without further examination – to any faculty or department of all Swiss universities. The matriculation examination comprises three subjects, at least one of which must be chosen from among the compulsory subjects. During the terminal cycle, the candidate writes two essays on two out of the three examination subjects. The examination includes an oral examination on the subject of his essays, and a written and an oral examination on the third subject.

Those students who have shown a sufficient level of maturity and who are strongly and clearly motivated in regard to their future

course of study may obtain their matriculation certificate at the end of the 12th grade.

6. *Diploma and Vocational Streams*

The diploma stream covers three years (grades 10 to 12) and is characterized by a good general culture supplemented by the acquisition of specialized vocational skills. The organization of the courses and the objectives of this stream being closer to the matriculation stream than to the vocational stream, close links must be established between these two streams. Syllabus co-ordination, for instance, must be ensured.

The Committee of Experts, due to its composition and initial mandate, has not been able to study the organization of the diploma and vocational streams as thoroughly as it did the matriculation stream. It therefore suggests that another committee be set up to consider that important project which would extend to departments other than the department of public education.

7. *Methods*

Every major change in education implies a change of methods, new structures being, in themselves, insufficient. Some important objectives of the new concepts for education will be reached only through the use of appropriate methods. They are, then, at the very heart of the proposed changes. They may take different forms, which can be summed up thus:

- Collaboration among teachers must be developed to include team teaching.
- The nature of the relationship between teacher and student is affected by the new concepts and the "magister" becomes a "mediator" always concerned to assist his student in developing his personality to the full.
- There follow changes in the organization of the school: non-stop working day, concentration of teaching, preparation, etc.
- The assessment of students will be improved through working by objectives and through active methods.
- Another result should be a better selection of students operated on a broader basis than the amount of knowledge acquired at school.

8. *Pre-service and In-service Training of Teachers*

The teacher's tasks and his role will increase with the proposed changes. It will be necessary to develop the psycho- and socio-pedagogical aspects of the secondary school teacher's training along with his academic and didactic training. Hitherto these aspects have been, in most cases, simply left out.

In this respect the Committee of Experts confined itself to a preliminary reflection, in order to show the need of studying this very important problem more thoroughly.

For active teachers, in-service training must help them fill the gaps of their basic training and allow them a constant adaptation to the developments of knowledge and teaching.

9. *Human Relations*

One of the purposes of educational reform is to improve and develop human relations at school as a way to further the education of the students. This goes hand in hand with democratization: for the student acquires a more genuine culture as a result of dialogue with his teacher. At a time when students are confronted with problems which did not exist in the past or which were not as acute, this dialogue is particularly important.

The form master and the guidance counsellors have as important a part to play in this respect as the subject teacher, who is an adviser more than a judge. Students coming from an under-privileged background should receive more continuous assistance than more privileged students.

Human relations and mutual understanding are also improved when community life continues beyond school hours (school plays, sports, exhibitions of individual or group projects, etc.).

Students have the right to be informed of all problems concerning them. Furthermore, they are entitled to freedom of expression, within legal and moral limits, and to democratic organization. Lastly, they have the right to be represented, at least in an advisory capacity, on the school board, and they have the right to appeal against decisions which appear to them to be unjustified.

It is also the duty of the school to keep abreast of essential world problems (invitations extended to outside personalities, for instance) and to inform parents, authorities and the public at large about its activities and projects.

10. *Experiments*

The frequency and scope of reforms to be undertaken, the necessities of in-service training, the importance of regional factors, public information, all these factors imply the organization of systematic experiments at all levels.

These experiments, however, must not be haphazard but, on the contrary, must be strictly organized and co-ordinated. The following conditions need to be respected:

- experiments must be conducted according to regions;
- their results must be compared;
- they must be continued and extended in a progressive way;
- they must be scientifically evaluated;
- they must receive the necessary legislative support.

Comprehensive and continuous information of teachers is one of the necessary prerequisites for a successful change.

11. *Administration and Buildings*

Since the tasks of a headmaster are becoming more and more complex, the question of his special complementary training must be raised. Heading a school, along with teaching a few periods a week, becomes increasingly impossible for one person, and the headmaster must therefore have qualified assistants. Much useful work can be done by teachers relieved of part of their teaching load.

Changes of structures and methods have a direct influence on the building of schools (lay-out of buildings, diversification of rooms, technological aids, resource centres, laboratories, workshops, etc.). In the observation and guidance stage, the grouping of students implies the building of school centres allowing full mobility of structures and the continuous guidance. These centres could become true cultural centres benefiting the whole population of a region.

Problems pertaining to administration and building must be considered in a more rational way and must be harmonized on a cantonal basis.

For that purpose, regional information centres and a Swiss board of co-ordination should be set up to inform regional and federal authorities on all administrative problems of equipment and building.

12. *Proposals*

The CDIP has been invited to recommend its members to take into consideration, as general directives, the contents of this report when planning changes in secondary education (1st proposal).

The Committee of Experts suggests the following administrative and legislative steps:

- to create the structure necessary to allow experiments and changes (2nd proposal);
- to study the financial short-and long-term consequences of the experiments and changes (3rd proposal);
- to make available the pedagogical and financial means necessary for experiments and changes (4th proposal);
- to introduce a waiver in the *Ordonnance fédérale sur la reconnaissance des certificats de maturité* – ORM 68 – (5th proposal);
- to take the proposed changes into account in the future Federal Act on higher education (6th proposal);
- to create an information and public relations service (7th proposal);
- to ensure the most detailed information possible on studies and professions (8th proposal);
- to use the Swiss Educational Statistics for the purpose of reforms of secondary education (9th proposal).

Furthermore, the Committee of Experts suggests the following pedagogical and technical steps:

- to set up systematic and co-ordinated experiments at all levels of teaching, the results of the experiments being assessed according to scientific and uniform criteria (10th and 11th proposals);
- to determine the objectives of learning for each subject or group of subjects at the different grades (12th proposal);
- to develop means of assessing the students' work and to encourage research in that domain (13th proposal);
- to set up a study group to work out principles and proposals for basic as well as in-service training of secondary school teachers (14th proposal);
- to take into account future changes in education when building schools (15th proposal);
- to set up a committee of experts to study the problem of the diploma stream (16th proposal).