

RECOMMENDATION No. 5

concerning

THE PROFESSIONAL TRAINING OF SECONDARY SCHOOL TEACHERS

(1935)

The Conference,

Considering that, in nearly all countries, secondary education is at the present time the subject of great reforms and sometimes even of complete reorganization,

That it is important to seize this opportunity further to improve the professional and purely pedagogical preparation of future secondary school teachers at the same time as their general training,

1) Particularly draws the attention of the responsible school authorities to the importance of this problem;

2) The Conference recognises the necessity of assuring future secondary school teachers a well developed scientific training in university institutions or in establishments for higher education; consequently recognises that this scientific training necessitates a certain specialization;

3) But believes that this specialization should not be premature or too narrow, and that the training of future secondary school teachers should not be limited only to the subjects to be taught—but that it should include in addition:

a) a systematic moral training in the duties of the teacher;

b) a sufficiently developed study of the related subjects;

c) theoretic pedagogical studies, of which it wishes to emphasise the importance, and which should in particular deal with psychology of the adolescent, and with modern methods of control concerning the results of this teaching;

d) a practical training, no less essential, which should be given either in practice schools, or in systematically organized probationary periods;

4) Expresses the hope that, in the training of future secondary school teachers for girls, full account will be taken of the part that their pupils will have to play in the home and that a place will be given in their training, as in the curricula of secondary schools, to home economics, hygiene, child care and parent education;

5) Hopes that the duration of studies will be sufficient to permit of conciliation between the demands of general training and those of theoretic pedagogical training and of practical training, and that adequate tests will be provided so that students without the natural qualities which are essential, may be eliminated before they proceed to the final certificate;

6) Recommends that in the procedures for appointment account should be taken not only of the theoretic knowledge of the new teacher but particularly of his character and his professional aptitudes;

7) Draws the special attention of school authorities to the need for granting facilities to teachers already in posts to improve their professional status.