

RECOMMENDATION No. 12

concerning

**THE TEACHING OF PSYCHOLOGY IN THE TRAINING
OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS
(1937)**

The International Conference on Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 19th July at its sixth session, adopts on the twenty-third of July, nineteen hundred and thirty-seven, the following recommendation:

The Conference,

Holding the view that all education and all educational technique for the various grades of teaching, should be adapted to the mentality of the child or of the adolescent,

That the psychological sciences have, during the past years, made remarkable progress, knowledge of which will be of great importance to teachers, even in cases where no immediate and direct application may be expected,

That, nevertheless, it is less important to give future teachers this special psychological training than to develop in them a taste for observation, as well as an attitude of caution and respect towards the child and of obedience to the laws governing his psychological development,

Recommends to the Ministries of Education in the various countries:

1) That future teachers should acquire a sound psychological training integrated with their general educational preparation and particularly with their teaching practice;

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2) That this training should include not only general psychology but also and more particularly, psychology of the child and the adolescent; that it should not merely seek to initiate future teachers into the use of various tests and methods of measurement, which pre-suppose a well developed critical mind and a certain scientific maturity, but that it should comprise a qualitative study of mental development and of the structure of the child's mind, from the intellectual and affective, and individual and social aspects;

3) That, in addition to the study of the normal child and normal adolescent, provision should be made for the study of problem or abnormal children (in cooperation with school clinics), of individual aptitudes and characteristics (in cooperation with school and vocational guidance services), and of the various environments in which the children are reared: home, school, etc.;

4) That, in each of these fields, the psychological training should consist essentially in case-studies, personal observations and research on the intellectual, moral and social development of varied types of children, that these case-studies should precede and accompany ex cathedra courses, which would otherwise tend, on the one hand, to be misunderstood by pupils not having learned by direct experience to grasp the sense of the psychological problems and theories and, on the other hand, to give them an exaggerated respect for formulas instead of a knowledge of the importance of studying facts;

5) That this psychological training should not be given to future teachers until they are old enough and sufficiently mature, and have enough general culture and biological training, to enable them to understand the significance of the experiments in which they are called upon to collaborate;

6) That this training should be given by professors who are themselves sufficiently prepared, not only by reason of their philosophical culture, but more particularly by their practical experience in scientific experiments and in the technique of psychology.