In Italy the 1962 Reform created the “école unique” for children from 11 to 14. However, some division in their ranks has been made possible by electives offered to them in the second and third year of school. The teaching of Latin as an elective in the third year, after it was combined with Italian in the second, has been a topic for hot debates. This choice seemed to represent a residue of the old difference between the academic “scuola media” centred on Latin, and the “vocational school” (“Scuola d’avviamento professionale”) centred on practical work. Those who chose Latin in 1965-66 amounted to 54.2% of pupils attending junior secondary schools. Those who chose Latin had the privilege, after taking their diploma at the junior secondary school, to register in the Classical Lycée, which was the only type of senior secondary school to which access was not allowed to pupils who had not chosen Latin.

A Circular (N. 218) of the Minister of Education on September 5, 1965, invited Superintendents of Studies to urge School Principals “to experiment with a generalized integration of compulsory subjects with practical work and music”. A commission appointed by the Minister had suggested this move towards a further unification of “scuola media”. Latin, however, in this proposal’s viewing was excepted from a total equalization of curriculum subjects. In 1967-68 roughly 62% of pupils chose Practical Work, 57% Music, and 41% Latin.

Notwithstanding this resistance, the process of democratization has been going on during the past few years. In England the tendency toward comprehensiveness has gained ground particularly after the Department of Education and Science’s “Circular 10” of 1965 invited local education authorities to work out blueprints of school re-organization along comprehensive lines. A trend has also been taking shape in England aiming to broaden the basis of curriculum in sixth forms. “There is a movement among grammar school teachers themselves”. James D. Koerner observed in a recent book on the reform of education in England, “to introduce some kind of general education into the sixth forms; and 2,000 teachers belong to an organization called the General Studies Association”. The same author pointed out that “British educationists, for their part, are quite unhappy about the control of the sixth form curriculum by, in effect, university departments that demand specialized knowledge for admission”.

In France Minister Faure’s statements in 1968 favouring unification of all programs for the 6th and 5th grades, introduction of Latin delayed until

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the 4th grade, unification of Programs for the 2nd grade are important signs of the growing process of democratization.13

In Italy the movement toward a reform of the upper level of secondary school has been expanding during the past few years. On March 4th, this year the Minister of Education, speaking before the Senate, declared that a general agreement had been reached on the creation of a lower level of senior secondary school for children from 14 to 16. A two-year common course would be created thus carrying the length of compulsory schooling until 16 with the aim of allowing all children to receive "a non-differentiated formation". Different trends, however, continued the Minister, existed with regard to the reorganization of the last three years of the upper level of secondary schools.14

Three main tendencies have developed on this point in Italy among political parties. Christian Democrats are in favour of maintaining the existing structure with several different types of schools, humanistic, technical and vocational. The socialists favour a limited unification. While a vocational school should continue functioning for those youths who would start to work immediately after completion of the common course, for all the others "a common comprehensive secondary school should be created, divided into two sections—a humanistic and a technical one—with possibilities of transfer from the one to the other and with a wide range of electives in both courses. Senator T. Codignola announced this program in a speech at the Senate on March 4, 1969. He added that access to the general secondary school would be kept open for young people who were due to start work after leaving school at 15 or 16.15

The creation of a common secondary school from 16 to 19 is advocated by the Communists. Its curriculum would include Italian, history, mathematics, science, one foreign language, art and music, economics and philosophy. Students, however, should be asked to take some electives which would enable them to obtain an orientation along three different directions, one humanistic, one technological, and one of social science with easy transfers from the one to the others.16

The final decision about the reform of secondary schools rests with Parliament and should be taken within the next two years.

As in other western European countries the suggested solutions for reconstruction of secondary education in Italy entail lengthening compulsory schooling, raising the school leaving age to 16, and bringing about a new school structure and curriculum in the upper level of secondary schools. It is possible that present unreadiness for a comprehensive solution may be overcome in England, France and Italy within the next few years. If this

13. I owe this information to the Questionnaire on France by the Ford Project kindly sent to me by Professor Springer.
16. The Communist project was published in Riforma della scuola, April 1968, pp. 5-8: "Proposte per una discussione sui problemi dell'istruzione media superiore".
happens, the educational systems in Europe will become increasingly unified, and, in many flexible ways which will take into account the different traditions of the various countries, they will approach the ones already in existence in the Soviet Union and in Sweden.

The Soviet school system, after the most recent reforms, has a strong appeal for many groups in Italy. The fact that electives are offered to students within existing subjects compulsory for all, aims to combine unity and variety. It offers a common education while at the same time giving every student the opportunity of satisfying particular needs and individual attitudes. In a similar way the Grundskola in Sweden is organized in such a way as to offer pupils in the upper grades (seven to nine) a great freedom of choice between various subjects and courses, while allowing for easy transfers from the one to the others.17

While both school systems are based—as the Swedish Minister of Education declared about the school organization in Sweden—"on the political determination to cancel all differences between social classes", a peculiar aspect of the Swedish situation is the importance given to students' associations which are recognized as "a necessary factor for a democratic school".18

Shared responsibility of students and teachers in school life in the Swedish school systems is recognized as very important for a real democratization of education as is avoidance of any political or religious indoctrination.

The consideration of the student movement as a social factor in the change of school structure and curriculum is the last point on which attention must be focused in order to understand the situation which is characteristic of many countries in Europe and other parts of the world.

In Italy the reform of higher education which is being discussed before Parliament Committees at this very time has been strongly affected by the student movement, which originated a few years ago from among the ranks of students in secondary schools.

During this year the Institute of Education in Florence has been studying the social factors which are involved in the educational attitudes of secondary school students. The specific hypothesis of this study was that the social communication experienced by students in their social setting, particularly at school, can exert a significant influence on their attitude towards human groups outside their own school as well as towards school structure and curriculum.

The first step, after the formulation of the hypothesis, was the construction of a questionnaire designed to obtain data on sex, age, socio-economic conditions of students, their parents' education, and to determine the kind of

17. The Soviet system of electives is clearly expounded in A. M. Arseniev's article "Optional studies at school", Sotsialnaya Pedagogika August 1968, 60-87.
18. Minister Education Edman's interview with Dr. E. Frejo was published in La Stampa in Turin, on February 3, 1965.
communication they experienced within their families, at school, in informal groups, as well as in religious and/or political institutions. Authoritarianism appeared to be also a variable worth investigating, and an authoritarianism scale was constructed upon the basis of the F Scale devised by the Berkeley Group and revised by Eysenck. This scale was also externally validated.

The questionnaire was administered to a random sample of students, representative of the school population, in the various types of secondary schools in Florence. The data collected from some 270 subjects were intercorrelated and factor-analyzed. The following general conclusions can be formulated as a result of a first analysis of students’ responses to the questionnaire.

Students in non-academic secondary schools (istituto magistrale, istituto tecnico, istituto professionale), who belong to low income groups, have provided evidence for:

(a) dissatisfaction with school;
(b) a desire that the school-leaving age be raised to 16 in a common two-year course after the end of junior secondary school;
(c) preference for vocational and technical subjects in their curriculum;
(d) a request for students’ self-government at school. All powers to be given to the students’ assembly, the Minister of Education ceasing to be responsible for the school curriculum;
(e) a slight trend toward authoritarian aggression.

Students in academic secondary schools (licei classici, licei scientifici), who belong to the middle class and the upper middle class, have provided evidence for:

(a) satisfaction with school;
(b) opposition to the creation of a common two-year common course from 14 to 16, and favour for maintenance of different schools from 16 to 19;
(c) preference for humanistic subjects in the curriculum;
(d) a desire to co-operate with teachers and headmaster in the running of schools;
(e) opposition to students’ self-government through students’ assemblies;
(f) a lower degree of authoritarian aggression.

19. The percentage of students whose parents possessed a university degree was 36.5 in Classical Lycee; 30.0 in Science Lycee; 1.0% in the Teacher’s Institute; 0.0 in Technical and Vocational Institutes. Those whose father had a secondary school diploma had the following percentages in the same schools: 27.0%; 18.3%; 17.3%; 22.2%; 8.8%. Percentage of students whose father was a worker was respectively: 9.7; 13.4; 42.3; 44.4; 40.0. Those whose fathers was a “white collar workers” belonging to the lower middle class amounted respectively to: 19.0%; 25%; 23%; 23%; 31%.
The study, as far as the analysis of data so far made allows for generalized indication of final findings, elicits clearly differentiated self-portrayals by adolescents in secondary schools in Florence.

Students in academic courses are satisfied with the existing school system. They favour a trend towards mild reforms concerning participation of students with their teachers and headmaster in the responsibility for school direction. They oppose extension of compulsory schooling in a common course until 16 and favour a humanistic curriculum.

Students in semi-academic and non-academic secondary schools show a deep dissatisfaction with the existing school system. They are in favour of the creation of a two-year common course until 16 which would provide for equalized educational opportunities for all children in a ten-year school. They oppose dominance of humanistic subjects in the curriculum and give their preference to technical and vocational subjects. As regards their attitude towards students' relationships with teachers and school administration, they reject authority and demand sole responsibility for students' assemblies. In order to reach these goals, they discard participation in the present national debate on school reforms, thus indirectly indicating their confidence in direct student action.

While recognizing that these findings cannot be generalized, they indicate on a small scale the students' reaction to existing school structure and curriculum. The sharp division which has been found in the outlooks and aspirations of students in academic and non-academic (and semi-academic) types of secondary schools indicates that the present school structure and curriculum hinder communication between students and favour trends toward segregation.

Dissatisfaction with the organizational structure of secondary schools in Florence proved to be particularly widespread among students of non-(or semi-) academic courses. In Italy the increase of these students in the past few years has been much greater than that of students in academic courses. In fact they amount to more than 75% of all the students enrolled in secondary schools.

The impact of student protest, as a peculiar social factor, on changes in the curriculum at the second level of secondary school may prove to be important all over Europe during the coming period of time. In any case its reality as an innovating force should not be neglected. In Italy student protest has been very influential in speeding the tempo and changing the content of university reform now under consideration by Parliament. The student movement in secondary schools has been gaining momentum during the past year. It also may well exercise a great influence on the reform of the secondary school.

A European unified project investigating the social attitudes of secondary school students with the view of determining their orientation towards changes in organizational structure and curriculum might offer a useful contribution to a better understanding of the social factors which may influence reform in the near future.
LES FACTEURS SOCIAUX ET LES PROGRAMMES

L'ÉVOLUTION DES PROGRAMMES SCOLAIRES AU NIVEAU DE L'ÉCOLE SECONDAIRE: LES FACTEURS SOCIAUX ET LES PROGRAMMES

par Lamberto Borghi (Florence)

Au cours des vingt dernières années, l'école a cessé d'être considérée "in vacuo". La recherche pédagogique a abordé un grand nombre d'éléments très variés dans le cadre des structures sociales qui, toutes, influencent l'évolution des systèmes d'enseignement.

Les parents ont joué des rôles contradictoires dans les progrès de l'éducation. En Angleterre, les parents des classes moyennes ont donné leur appui aux écoles offrant les meilleures opportunités à leurs enfants, soit aux écoles recevant les enfants des milieux privilégiés seulement. En France, les parents des milieux ouvriers ont affiché des doutes quant aux opportunités éducatives craignant la rupture de la cellule familiale. Il est arrivé parfois que les professeurs se soient enthousiasmés pour des réformes; mais en Angleterre, en France et en Italie, nombreux sont ceux qui, confrontés au processus d'évolution, ont montré une détermination rationalisée en termes pédagogiques pour défendre les attitudes et les méthodes ne convenant qu'à une société dans laquelle une fraction seulement des enfants bénéficiaient de l'enseignement secondaire.

"L'explosion scolaire" des vingt dernières années a eu lieu en dépit de ces attitudes contradictoires. Les effets de la lutte de tous les groupes sociaux contre le totalitarisme étaient de mettre en valeur dans une société démocratique le rôle des groupes qui en étaient auparavant exclus. C'est ce qui explique pourquoi l'augmentation importante des inscriptions dans les écoles secondaires provient de la population active industrielle et des travailleurs sociaux.

Il faut attribuer les réformes sociales des dix dernières années à des forces économiques plutôt qu'à des considérations politiques. La pénurie de main-d'œuvre qualifiée prévue par des enquêtes et des projections statistiques a été à l'origine de nouvelles législations destinées à créer des opportunités d'enseignement plus nombreuses. Cependant les élèves étaient encore divisés par écoles selon leur profession future probable. L'enseignement pour les loisirs était négligé. Il devenait alors urgent de formuler un enseignement humaniste nouveau si les progrès techniques contribuaient à l'établissement d'une société à laquelle les hommes participeraient plutôt qu'ils n'y entreront en concurrence.

Les inégalités de la sélection de l'enseignement secondaire persistent. En France, le Dr. Springer démontre à partir des statistiques de 1965-1966 que le futur emploi de la plupart des enfants est décidé dès la fin de leurs études primaires. En Italie, où l'école unique existe depuis 1962, l'introduction d'options a provoqué certaines controverses lorsque l'on dévoila que le choix du latin permettait d'entrer dans les lycées classiques. En Angleterre, le développement des écoles "comprehensive" a eu besoin de la circulaire 10/65 pour être stimulé et progresser.

En France, c'est à M. Faure que l'on doit la démocratisation des programmes. En 1968, il recommanda l'unification de tous les programmes pour la sixième, la cinquième et la seconde et il préconisa également le début de l'enseignement du latin à partir de la quatrième seulement. En Italie, le ministre de l'enseignement annonça en 1969 la création d'un tronc commun de deux ans pour les enfants âgés de 14 à 16 ans ce qui augmente de deux ans l'enseignement obligatoire. Le système soviétique, qui après de récentes réformes offre une éducation commune avec possibilité de suivre certains cours grâce à un mécanisme d'options, a soulevé une grande admiration en Italie. On admet également que le système suédois qui favorise le partage des responsabilités entre les professeurs et les élèves est un atout important vers la démocratisation.

Le mouvement étudiant en tant que facteur social a été analysé par l'Institut Pédagogique de Florence. La théorie formulée aux élèves des écoles secondaires déclare que les communications sociales expérimentées au stade de l'école peuvent avoir une influence sur les
attitudes adoptées vis-à-vis des groupes humains tant à l’école qu’à l’extérieur. Un questionnaire rempli par les élèves d’écoles non académiques dévoile leur mécontentement des systèmes scolaires : souhait d’un tronc commun de deux ans pour les élèves de 14 à 16 ans qui donnerait à tous les mêmes opportunités d’enseignement, préférence pour les sujets professionnels et techniques, enthousiasme pour une direction assurée par les élèves eux-mêmes ; les élèves interrogés pensent également que le ministère de l’éducation devrait cesser d’être responsable des programmes scolaires. Parmi les élèves des écoles secondaires académiques, les mêmes questions ont donné lieu à des réponses opposées. L’augmentation du nombre des élèves dans les écoles non académiques ou semi-académiques étant plus grande que celle du nombre des élèves dans les écoles académiques, on peut prévoir quelle sera l’influence des mouvements de protestation scolaires dans la réforme de l’enseignement secondaire.