Some people call such imperative cognition of facts "indoctrination". We, however, call it rather the conclusions drawn from a scientific and humanistic perception of the world.

But let us return to "indoctrination". We compared Western text-books for history, social sciences, etc., but are sorry to state that we did not find a single text-book which did not contain a certain kind of "indoctrination". We think that it is not really a question of "whether there is indoctrination of not", but "what kind of political-ideological tendency is there in the class-room" — a scientific-humanistic tendency or the contrary!

Let me now continue with my subject. The structure of teaching plans in the separate subjects and groups of subjects must also be considered from the point of view of a system. Even in the case of a similar choice of content in the various subjects of instruction the change in the separate new curricula consists in a change in structure of subject-matter connected with this mode of thinking in systems. A correct attitude to the system in each separate subject requires that this system be regarded as a "pedagogical fabric" determined by the relations between aim, subject-matter and method. In working out the separate curricula different variants in the shaping of courses were therefore tried out in practice or compared with each other "on paper", in an effort to discover the best possible relations between aim and subject-matter. A comparison of the history curricula of 1959 and 1967 reveals clearly that a new quality has been achieved — while retaining essentially the same subject-matter — by means of lines of knowledge running through the entire course, for example, the laws governing the development of society or the role of the class struggle. These guiding lines lead to the conviction that history is governed by laws and that socialism will be victorious.

But the fact should not be overlooked that not only guiding lines for acquiring knowledge took on structure-determining importance for school courses; there were also guiding lines for developing ability or guiding lines which followed a specific educational logic. Emphasis on developing abilities and on education therefore makes it essential not to follow an "ideal typical" course in working out school curricula, that is, a course which proceeds from facts and separate items of knowledge to ever-increasing generalization, but makes it essential in many cases to follow a concentric build-up, to return to the same problems and questions at a progressively higher level of knowledge and mental ability and of assessment of the phenomena in the world.

From the educational point of view it is especially important to work out the practical and ideological relevance of knowledge at a comparatively early stage and to utilise young people's knowledge and abilities to help them orientate themselves in their environment, in daily life and in making decisions. From an educational point of view, important results in evaluating knowledge and also important motivations for further learning, arise from this use of knowledge in mastering situations in daily life. Teaching in the separate subjects can therefore not be done in such a way that the educational effects
are planned only as climaxes to courses of instruction. A concentric build-up was chosen in the separate subjects which permits practical use and evaluation for educational purposes at different levels of penetration into the various fields of knowledge and reality.

It has of course not been possible within the scope of a short lecture to sketch more than a few of the basic tendencies in the present development of new curricula for our ten-year secondary schools.

The entire new system of curricula is related to a unified conception for the whole educational process not only in the secondary schools but also in the higher stages. It will therefore be of interest to outline the contours developing in general education and in the time-tables for the final classes of the secondary schools and for the following extended secondary schools which lead directly to university level and which form the framework for the different subjects in the top classes.

As you know, we have expanded the 8-year basic general education to a ten-year general education for all children. Up to the present, the classes of the extended secondary school which lead directly to university level have followed after the 8th school year: 8 plus 4. Alongside this there used to be another way to reach university standard: 10 plus 3. Now, along with the new time-tables and curricula for the 9th and 10th school year, a unification in education is also being prepared at this level.

The previous 9th and 10th school years of the extended secondary school have already been included from the organisational point of view in the general 10-year secondary school, as preparatory classes for the extended secondary schools (final two years). These preparatory classes are already working with the same time-tables as the other secondary school classes; the curricula in polytechnical instruction are already identical, while there are still certain differences in the other subjects. But those who attend these preparatory classes are required to take the final ten-year school examination and the best pupils in other classes may also enter the extended secondary school in the coming first form which will start in the eleventh school year. The curricula in all subjects for all pupils of the 9th and 10th school year will then, on the basis of experience gathered now in the course of the present interim period, be further unified. Thus we are preparing for the stage when differentiation of ways and types of education starts only after the 10th school year on the basis of a high standard reached after a unitary ten-year general education.

Based on this greater unification, the forms of differentiated learning and development of individual talents and wishes, and of orientation and guidance towards further vocational and general education will be further developed especially in the senior forms of the secondary school.

The education given to our children in the secondary schools covers by no means only compulsory instruction. For a very long time this has been linked up with very extensive opportunities for voluntary out-of-school activities,
a variety of groups working in different fields, from which children can make their own choice. This was and remains a very lively and fruitful form of expanding compulsory general education and the encouragement of special talents and interests, and of vocational orientation.

This differentiated learning in out-of-school groups will now be further developed in all fields in the 9th and 10th school year. For the natural science-technical groups, for the social science and art groups government outline programmes are being worked out. Two hours a week will be set aside for these groups within the compulsory time-table, while attendance in a group remains voluntary. The various programmes for these groups are to be better co-ordinated with school lessons without losing their special character (extra-curricular will become co-curricular).

What new elements will be characteristic for the educational content of the new two-year extended secondary school (11th and 12th school year)?

All general educational subjects will continue, some of which are compulsory only in the 11th year. The curricula in all subjects will aim at going deeper into the knowledge already gained and giving it a comprehensive foundation, especially by means of deeper scientific-theoretical penetration into the decisive fields in each subject. It is also especially important to develop systematically pupils' abilities and skills in creative and scientific work with a view to the university studies which are to follow.

In addition to 28 hours a week of compulsory lessons, there will be 4 hours a week of compulsory selective, scientific-practical work which will be a continuation of the polytechnical instruction in the secondary school in the sense of fundamental scientific-technical training. In aesthetic education, music or drawing will be compulsory. There will also be 3 hours a week of instruction in a voluntarily chosen subject.

The four hours of "scientific-practical work" which have been tried out for several years in eight schools provides — as an integral part of general education — a better understanding of modern technical problems, and also of the political and economic aspects of production in industry and agriculture. It is conducted in a number of compulsory optional variants, so as to take the different interests of pupils into consideration and to draw their attention as far as possible to structure-determining branches of study.

Instruction is given in smaller groups in close co-operation with factories or scientific institutions, works laboratories and the like. It combines scientific-intellectual and manual-practical work. In order to take local conditions into consideration as far as possible, the curricula have been worked out as framework programmes. Since pupils deal with selected problems connected with the practical mastery of the scientific-technical revolution, together with workers in the factories, there are opportunities here — as the experiments show — for education to a socialist attitude to work and to education to class consciousness in general.
Optional instruction covers the natural and social sciences, a third foreign language, and aesthetic subjects. Pupils who have not studied a second foreign language, which is optional from the 7th school year onwards in the general secondary schools, must now make use of the three optional hours for what is now the compulsory second language, so that they can reach the same standard in their leaving examination (Abitur).

As you see, a systematic modernisation of the content of education is taking place at all levels. It has now become our central task to guarantee that the new curricula (from the 1st to the 8th school year) are realized in all schools, to work out in greater detail the appropriate didactic and methodological style of instruction and to develop teaching aids further. We regard these three components of the reform in teaching as an entity. Further training of teachers must also be co-ordinated with what is needed to carry out the new plans.

---

**THE SYSTEM OF NEW CURRICULA**

Optional instruction covers the natural and social sciences, a third foreign language, and aesthetic subjects. Pupils who have not studied a second foreign language, which is optional from the 7th school year onwards in the general secondary schools, must now make use of the three optional hours for what is now the compulsory second language, so that they can reach the same standard in their leaving examination (Abitur).

As you see, a systematic modernisation of the content of education is taking place at all levels. It has now become our central task to guarantee that the new curricula (from the 1st to the 8th school year) are realized in all schools, to work out in greater detail the appropriate didactic and methodological style of instruction and to develop teaching aids further. We regard these three components of the reform in teaching as an entity. Further training of teachers must also be co-ordinated with what is needed to carry out the new plans.

---

**LE SYSTEME DES NOUVEAUX PROGRAMMES DANS LES ECOLES GENERALES DE LA REPUBLIQUE DEMOCRATIQUE ALLEMANDE**

Par Werner Kienitz et Gerhart Neuner, (Berlin Est)

La loi-cadre de l’enseignement socialiste unifié de 1965 a permis à l’Institut Pédagogique Central allemand de formuler un nouveau système de programmes. Les prévisions des besoins futurs postulent une élévation du niveau de l’enseignement. C’est en ce sens qu’ont été modifiés les programmes traditionnels; en sciences naturelles, par exemple, l’accent est mis sur la science envisagée en tant qu’unité, sur l’enseignement par l’intermédiaire d’un système méthodologique unique et sur l’existence d’un programme d’enseignement idéologique tendant vers le même but.

L’organisation de tout processus éducatif doit tenir compte des liens qui existent entre le but, le contenu du programme et les méthodes. La loi de 1965 a formulé un double but: un haut niveau d’enseignement pour tous et un enseignement général. Ces deux objectifs posent les bases de la personnalité socialiste globale, capable de s’adapter aux nouvelles situations créées par les rapides progrès scientifiques sous-jacents dans tous les domaines de la connaissance.

Les matières académiques ne doivent pas être enseignées isolément. Elles doivent être associées aux objectifs de l’enseignement. Le programme de géographie de la 7ème année montre comment cet objectif est atteint. Les facteurs géographiques physiques établis sont placés dans le cadre du développement économique, de la distribution de la production et des implications de l’expansion sur le socialisme. Le choix et les limites des matières, afin qu’elles correspondent aux besoins d’un enseignement général scientifique moderne, sont rendus encore plus difficiles par l’explosion de la connaissance. L’Institut Pédagogique Central allemand, en association avec l’Académie des Sciences de Berlin a conclu que le développement scientifique est caractérisé par une tendance de plus en plus forte de passer des éléments individuels de la connaissance à la reconnaissance de lois sous-jacentes. De nouvelles méthodes de penser et de travail, qui ont produit des développements extraordinaires, en biologie par exemple, au cours des années 1960, affectent également l’enseignement contemporain. Les méthodes expérimentales doivent être associées à la recherche de variantes et d’alternatives dans la préparation des prises de décisions.
L'évolution vers un cadre pédagogique de matières systématisées influe sur les programmes d'enseignement. Du point de vue éducatif, il est tout particulièrement important de déterminer le bien-fondé pratique et idéologique de la connaissance par rapport aux capacités de développement des jeunes. Pour atteindre des conclusions dans ce domaine, on doit procéder à des applications pratiques et à des évaluations régulières tout au long du processus éducatif et non pas simplement à son aboutissement. Une accumulation concentrique de la connaissance mettant en cause un retour aux mêmes problèmes et aux mêmes questions mais à un niveau de plus en plus élevé de la connaissance et de la capacité mentale permet d'y arriver.

Le nouveau système de programmes est associé à une conception unifiée d'un programme éducatif global. L'enseignement général élémentaire de huit années est maintenant passé à dix années pour tous les enfants. La différenciation ne commence qu'après la dixième année d'école. Les deux nouvelles années de l'enseignement secondaire (11 ans et 12 ans) poursuivront un programme d'enseignement général mais avec une pénétration théorico-scientifique plus profonde dans les domaines-clé de chaque matière. Trois heures hebdomadaires de travaux pratiques scientifiques en option ou obligatoires développeront la connaissance polytechnique déjà acquise et conduiront à une meilleure compréhension des problèmes techniques modernes ainsi que des aspects politiques et économiques de la production dans l'industrie et l'agriculture.