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CONTINUATION SCHOOLS IN NORWAY

WITH A SHORT OUTLINE OF THE NEW NORWEGIAN NATIONAL BILL FOR COMPULSORY CONTINUED EDUCATION

BY MARTIN L. REYMERT, PH. D.

According to available statistics for the summer 1919 (end of public-school year 1918-1919) the situation for the children leaving the public grade school may be summed up thus for sixty-three Norwegian cities and towns:

Children leaving from all cities and towns: 10,322. Number of above getting no further schooling: 5,961, which means that more than one-half of all children in Norwegian cities and towns had no plan for further schooling after graduation from the seventh grade (average age, 14-15) of the public school. It must be added, however, that some children do go back to some continued schooling after they have been working for some time.¹ These are of course not included in the above figures. If numbers were available for the country districts, they would most likely not show any better aspects.

CONTINUATION SCHOOLS IN NORWAY, 1921

Up to the time of the new bill, now before Congress, we had in our state school laws some short general suggestive regulations concerning continuation schools. These may be summed up thus: Continuation schools may be established as classes or courses of from 4 to 10 hours a week. The schools shall be administered by the local school-boards, but the State Department of Education must approve the schedules. The continuation schools are meant to be for young people 14-18 years of age. The instruction shall be given free of charge. The above is about all there was said up to the present proposed bill for compulsory continued schooling. In the meantime, however, quite a number of continuation schools were established both in city and country districts, and recently a great interest has manifested itself all over the country—for more continuation schools.

¹For "Adult Education in Norway" the reader is referred to Prof. Dr. Otto Anderssen's treatment of this subject: Bulletin III of The World Association for Adult Education, February, 1920 (13 John Street, Adelphi, London, WC. 2.)

EXAMPLES OF NOW EXISTING CONTINUATION SCHOOLS

Kristiania Continuation School for Girls—Started, 1900, with 20 pupils a year. 1919: 41 regular classes and 24 practical evening courses, plus 6 day classes. All in all, 100 women teachers, all of them with regular and special training, many of them having studied continuation schools in foreign countries.

The day classes have 30 hours a week for 10 months per year, the evening classes up to 10 hours a week for 8 months per year, all throughout 1, 2 or 3 years.

The course of study is in the main the same for the day classes and for the two yearly evening classes:

1. Manual training: Dressmaking and sewing of baby outfits; millinery; domestic service.
2. The mother-tongue, including sociology.
3. One foreign language (English).
4. Book-keeping and mathematics.

To the above is added, in the day classes, hygiene with gymnastics and outings, plus one weekly hour of Bible reading.

Singing is not a separate subject, but shall be taken care of during the school hours. Also for the evening classes one tries to get gymnastics in for those who can possibly give time to it. Special social evenings are arranged.

Practical history, geography and natural science are included in the mother-tongue lessons and are given in connection with topics of the day, daily events, etc., a main principle of the continuation school being the keeping in close touch with practical life of today. Therefore practical sociology also has a broad place, including topics as "The Family," "Parents and Children," "Matrimony" (and laws concerning this), "Social Institutions," "Employer and Employees" (laws). "Vocational outlook" is given with special reference to the particular trade schools the girls can enter upon leaving the continuation school. The school has its own library. Literature and arts, especially of modern time, are given consideration (mainly within the mother-tongue), and everything that might have an inspiring influence upon the girls is looked for.

Practical outlooks (especially for the pupils of the day school who have time) are given by visits to orphans' homes, children's hospitals, "first-aid" places, the market-places (open squares in the city where the farmers sell their products directly to the consumers), butcher shops, groceries, bakeries, cooking schools, dressmaking factories, etc. Goods, prices,

methods of work, etc., are thus brought home to the girls. Practical museums are also visited. Here the girls may make sketches, for later use in their own sewing, embroidery, etc. The school has also a special trade course for women tailors, frequently visited by all the girls. Outings are undertaken both summer and winter. Sea-bathing trips and skiing trips are most popular.

All the above is possible in the day classes.

The evening classes, with 3 evenings a week from 7 to 9 p. m. (1 or 2 or 3 yearly course) cannot afford the time. The third year of the evening classes is a business course only.

The domestic courses (dressmaking and millinery) are major subjects in the 1-year evening course, but minors in the 2-year course. From the 1-year course most of the girls go into housemaid service in the homes.

The 2-year course has by far the greatest number of pupils, as from this they can go over into business and trade. Upon leaving this course the girls are about 17 years of age. Many of the graduates of the 2-year evening course will come back to school for the 3rd-year business course, after some time spent in work, and a great many of these will include domestic-science courses as minors in their schedule. Statistics gathered by the school show that some of the girls often have a 12-hour day. (Job and schooling in the evening.) As has been touched upon, the school has two trade courses (of its own), one for women tailors and one business course (third year). These are (as the entire school) under the supervision of the city school board by special appointed committees consisting of members having the particular trade training or knowledge. The schedules are approved by the State Department of Education; the cost is covered by city and state, so that the schooling is entirely free for the pupils.

Prerequisite for the course for women tailors is graduation from the 1-year course in the continuation school, or a similar training. The instruction in this course comprises dressmaking (daily and society dresses). The obligatory instruction in drawing is given in the State Trade and Art School, Kristiania. The school has a great many customers, and some of the pupils are given a small fellowship. Upon graduation the pupil is supposed to fill her place as an apprentice in a sewing establishment, and later on in her job she may take the by law prescribed and controlled "Svenneprove," that is, she must make *personally*, without any help, a society dress or a suit to be approved by a special official committee of tailors. (Similar official tests or examinations are by law prescribed for the admittance into all trades in Norway.)

Still later, then, the pupil can (according to the Norwegian trade laws, paragraph 3) obtain "haandverksbrev," official testimony of the right to carry on the particular trade as a master, with her own place of business, etc.

The business course (third year of the general evening continuation school for girls) has the following compulsory subjects: Book-keeping, general office work, business correspondence, typewriting. Electives: Stenography and English (as foreign language). The evening courses last 8 months (September–April). In April the test for book-keeping is given. The successful pupil in this is entitled to obtain "handelsbrev" (according to Norwegian law on business, paragraph 2.) This "handelsbrev" (official business testimony, compare the trade course) entitles its holder to start a business anywhere within the state of Norway—under his own name, and upon personal responsibility. In 1919 the business course had 10 classes, and 177 girls took the prescribed test.

The continuation school for girls has its own specially prepared textbooks for mother-tongue, foreign language, book-keeping and mathematics. The instruction is given in the city public school buildings.

Kristiania Continuation School for Boys—A general city school for boys, similar in the main features to the above described for girls, was started in 1899. In 1916 an eighth grade (elective) was added in the public schools of the city, with 30 hours (forenoon) a week. The above classes are administered by the continuation schools of the city.

General Continuation Schools in Other Norwegian Cities—From 1895 on, most Norwegian cities were provided with free general continuation schools, with program, etc., in the main patterned after the schools in Kristiania, either in the form of an added eighth grade or as evening schools (or both). In general the teachers for these schools are taken among the regular force of the city public school, both in Kristiania and in other cities. Each continuation school for boys and girls in Kristiania has an especially appointed head-master.

SPECIAL CONTINUATION SCHOOLS

Technical Evening Schools—These schools date back to 1802, "Sunday Schools" in Bergen, Norway, and the now prevailing system received its state regulation in 1918. They are primarily created to meet the demands of the state laws regulating the executing of trade and industry in Norway and are therefore concerned about the training and schooling of the laborers in these fields. To be accepted the applicant

must be 14 years of age and pass tests in Norwegian and arithmetic, thus proving that he has at least reached the goal of a full public-school training.

The courses of these evening schools last for 3 years, with an opportunity for a fourth year if desired. The instruction is given for 8 months per year, with 10 hours a week, making 300 hours a year. Subjects are: Norwegian with sociology, keeping of accounts, mathematics and trigonometry, construction and projection drawing, free-hand drawing, natural science, technical drawing.

According to the Congressional Budget for 1921, there are now 60 of these technical evening schools (3 in Kristiania) and 3 state schools for drawing, with a total of 5842 pupils. Of the 64 cities and towns in Norway, 48 (with a sum population of 756,000 inhabitants) have such schools, while they are lacking in 16 cities (with a sum population of 17,700).

The course of study in weekly hours for the successive 3 years may be taken from the table below:

Weekly hours	1st year	2nd year	3rd year
Norwegian.....	2	2	1
Accounting.....	..	..	1
Mathematics and trigonometry.....	3	2	..
Construction and projection drawing....	2	..	..
Free-hand drawing.....	3	..	..
Trade technical drawing and instruction..	..	6	5
Natural science.....	..	..	3
Sum.....	10	10	10

The Department of Education divides the schools into three groups:

Group I. Mechanics, blacksmith, tinsmith, wagon makers and carpenters. These get 4 hours trade-technical drawing and 2 hours mechanics the second and third years.

Group II. All other trades, with 6 hours trade-technical drawing each year.

Group III. Electricians, with 3 hours technical drawing and 3 hours electrotechnique the second year and 2 hours technical drawing and 4 hours electrotechnique the third year.

Criticism:

1. Time of instruction, 6-8 P. M.
2. Lack of specially trained teachers.
3. Lack of special text-books.
4. Many pupils start some years after graduation from the public-schools, and thus they need a repetition of general courses.

Schools for Home Industries for Girls and Women in Norway—From the middle of the eighteenth and onwards in the nineteenth century one may take it from local literature that home industry had a high standing all over Norway.

As Norway got to be more and more of an industrial country, however, the home industry gradually went on the decline.

Men and women of public note then went on record for a renaissance of the home industry, and in 1861 an "Association for the Promotion of Home Industry" was inaugurated. In 1865 this association started training courses in straw plaiting (basketry) in fourteen different localities. In 1875 a central school for home industries ("Den Kvindelige Industriskole i Kristiania") was established in the capital. In 1900 this was taken over by the state, and since then this school has been the leading one in the country. It has now about 10,000 graduates. The school has a great variety of branches of study and work: Weaving, dyeing, tailoring, linen sewing, repair, ironing, classes for the training of teachers in manual work and arts for girls (art weaving, dressmaking, pattern drawing, etc.). Four to five hundred pupils now graduate every year. The annual fee is 65 crowns. Short courses of all kinds are also offered for a still lesser price. The pupils are awarded stipends and fellowships. There are now quite a number of such schools around in the country, patterned more or less after the one in Kristiania. In all public schools for children and youth in Norway, manual training for girls now has a great place. As a rule, weaving, linen sewing, knitting and some finer handicraft are included in this. Gymnasiums only have no such training, but it is found in all normal schools.

However (outside Kristiania), continuation trade schools in this branch which might bridge over from the general lower public schools of the country to the particular higher trade schools (mentioned above) have been lacking. This gap will now be filled by the new bill for compulsory continuation schools:

Household Schools—Special household and cooking schools date back to 1890, when the first one was established in Kristiania. In 1914 there were 34 such special schools in the country districts and 19 in the cities.

Since 1908 the state covers three-fourths of the expenses, the local community one-fourth.

In all country districts there are now "move-able" household-schools with courses lasting from 3 to 10 months. In a great many cities evening classes for cooking are established for adults with two courses (of 5 months each) per year. In

order to get trained teachers for all such schools in the country the state established in 1908 a state training school for household teachers, near Kristiania. Graduation from a normal school or similar training is the entrance requirement. This school has four divisions:

(1) Division A—For the training of household teachers. 1-year course. (2) B—For the training of teachers for the "school kitchens" in the grade schools. $\frac{1}{2}$ -year course. (3) C—For advanced training of teachers who have already been practising teaching. 6-weeks course. (4) D—Household school for young girls. $\frac{1}{2}$ -year course.

Room and board for divisions A and C is 35 crowns a month; for D, 25 crowns. The pupils of section B live outside of the school. Stipends are granted. Special schools for the training of housemaids are established in Kristiania and Tronhjem.

The first school kitchen in the grade school was established in 1890 in the City of Sandefjord, from private means.

In 1907, school kitchens and household instruction for girls were made obligatory in the grade schools of Kristiania (2 hours weekly in the sixth grade and 3 hours in the seventh). Almost all Norwegian cities now have obligatory school-kitchen instruction in the grades. The state pays the salary of an inspector for all the school kitchens of Norway.

This year (1921) the State has granted 10,000 crowns as an aid for the establishment of school kitchens in very small school communities.

PREPARATORY PART-TIME CONTINUATION SCHOOLS FOR TRADE AND INDUSTRY

Besides some older general trade schools in Kristiania, Porsgrund, Bergen, with courses lasting several years, we have, since 1910, preparatory part-time trade schools in the principal cities of Norway. As an illustration of this type of school we may take Kristiania:

The expenses of these schools are paid one half by the state; the other half (plus buildings) is covered by the city.

The course of study is approved by the State Department of Education. The pupils must satisfactorily have graduated from the grade school (seventh grade). The schools are day schools. The time of the course is 6 to 10 months. The workshop training is given in the school itself. There are now in Kristiania sixteen such preparatory trade schools (with two additional more advanced schools for shoemakers and barbers).

The applicants must be from 14 to 16 and 17 years of age.

All these schools are gathered under one roof—in a separate building. The graduates from the 6 to 10 months' courses are given 1 year credit in abbreviated apprenticeship time. (This apprenticeship time is regulated for all trades by law.)

In Kristiania there are now such schools for the following trades:

(1) Metalworkers, (2) jewelers, (3) carpenters, (4) blacksmiths, (5) finer carpentry, (6) painters, (7) copper and tin-smiths, (8) masons, (9) bookbinders, (10) modeling carpentry, (11) moulders, (12) bookprinting, (13) calciminers, (14) paper-hangers and interior decorators, (15) tailors, (16) barbers.

On this general background, then, the new national bill (now pending action in the Congress) for compulsory continued schooling in Norway comes in.

It might be taken from the above summary view that the opportunities for continued schooling have been plenty. The reasons for the public demand, however, that the state shall undertake to organize compulsory continued education by national law are, on the whole, the same as those that brought Wisconsin and other states in America to take similar measures. They may be briefly summed up thus:

1. Most existing continuation schools were evening schools, thus intruding upon the youngsters' well-needed free time.

2. Employers did not always grant the necessary free time from the job.

3. By centralizing the continuation schools under the state, uniformity in program, teacher training, text-books, etc., can be obtained.

4. By making the schools compulsory the state manifests its interest in the difficult adolescence period of the youth of the country.

5. The compulsory continuation schools will tend to raise the quality of work in "skilled labor" and the trades.

In March, 1915, "Norges Lererindeforbund" (the national association of Norwegian women teachers) took the first initiative towards the new bill and passed a resolution urging the State Department of Education to prepare and pass a new paragraph in the public-school law for the cities of Norway, establishing compulsory continuation schools for the cities.

The Congress Committee on Educational and Ecclesiastical Affairs acted favorably upon this resolution, but decided that the question of compulsory continuation schools should be taken up not only for the cities, but for the entire country.

The following year (1916) the "Storting" (Congress) voted to urge the government to prepare such a law.

The matter met with some opposition, however, and not until January 31, 1919, did the Department of Education name a preparatory committee. This committee consisted of known women and men teachers from the lower and higher schools of Norway, together with representatives of business and trade.

Right now the said committee has delivered its official motion to the Department of Education.

The proposition starts with a survey of the conditions now existing for the 14-15 year old child, now leaving the public school and entering a vocation.

The main features of the proposition follow:

1. Every city or city-like community in the country districts shall provide for a satisfactory number of compulsory continuation schools.

2. Proposals for the country districts shall be given by a committee named by the State Department of Agriculture.

3. These schools shall further the general education and character building of the pupils, prepare them for the vocation they choose and make them good citizens. The schools shall be compulsory, and the instruction shall be given free (of payment of fees).

4. The schools shall be arranged as practical schools. They may have a specific practical course as the main feature, or offer a general practical further schooling. Vocational classes shall be established everywhere, where conditions make it possible. By vocational classes is understood a special course that gives a complete training for tailors, mechanics, electricians of various kinds, etc. Work-shops shall be procured in connection with such schools.

5. For such vocational continuation schools a course: "arbeidskundskap" (all knowledge of everything pertaining to the particular trade or vocation; compare Kerschensteiner's "Arbeitskunde"). This particular course shall be given fully one-half of the entire school time.

6. The schools shall not only be vocational, but also have a cultural aspect. Thus social economy and a course in the mother-tongue shall be included.

7. As the pupils also have their jobs to attend to, during the schooling, the school time must not be long. Proposed: 8 hours weekly for 30 weeks a year, or 240 hours annually, throughout the 3 compulsory years of schooling.

8. If a child has 48 hours in all of work, in its job, 40 hours shall be given to the job and 8 hours to the school. No instruction is to be given after 7 P. M.

9. For children not yet having entered upon a vocation or trade, schools with general training courses shall be established. The curriculum here shall include social economies, a course in the mother-tongue, natural sciences and manual training.

10. The continuation schools shall by and by get to be independent schools, with separate buildings, equipment and teachers.

11. It is proposed that the state shall pay the salary of the teachers, and that the local communities furnish buildings, equipment, etc.

12. Administration. The local school board shall administer the schools, but for every vocational class there shall besides be named a vocational committee consisting of three members. One of these shall be named by the school board; of the two others, one by the local employers and one by the labor union of the particular vocation. This committee has the responsibility for everything pertaining to the particular vocational training, draws up plans, etc. Their proposals, however, must be passed upon by the school board.

13. The State Department of Education shall have the upper authority.

14. All teaching positions shall be filled by the State Department of Education through competition and by proposal of the local school board (the same as for the higher schools of Norway).

15. Beside the compulsory 240 hours annually in 3 years, opportunities for further free schooling shall be offered in general school subjects, practical courses and foreign languages.

16. For hours of instruction the number of pupils in a class shall not exceed 30; for instruction and work in the work-shop, not 15.

17. This law is proposed carried through within the first 5 years after it has been passed upon by Congress and government.

Finally, free day schools with 30 hours weekly instruction for 1 or 2 years may be established as an eighth and a ninth grade of the public school. The annual expenditures for teachers' salaries are estimated at $2\frac{1}{3}$ million crowns.

The above motion is as yet not passed upon by Congress and government; however, everything looks hopeful. The economical considerations will be the hardest ones to overcome. If the motion will not go through in full, it is safe to say that much of it will very likely be preserved by the final action upon the bill. When the final action will be taken is

uncertain, but it is expected in the near future. Besides the above outlined bill for continuation schools, the same committee has also proposed a series of specific trade-business and other vocational schools.