

HISTORY IN THE NORWEGIAN COMPULSORY SCHOOL, AND THE EDUCATION OF HISTORY TEACHERS

I have been asked by the editor of "Informations", Karl Pellens, to give a brief survey of some aspects concerning education and history teaching in Norway.

I suggest we start with a look at some features of the structure of the school system and then we consider the education of history teachers.

COMPULSORY SCHOOL

Form/Class							Secondary educ. ("Ungdomstrinnet")			Optional	FURTHER EDUCATION		
	1	2	3	4	5	6	7	8	9	10	10	11	12
Age	7	8	9	10	11	12	13	14	15	(16)	16	17	18

Pupils start at 7, and have 9 years of compulsory school ahead. The most usual pattern is 6 plus 3, which means that pupils change school (buildings and teachers as well) after the sixth class. Some pupils however, especially in the rural district, go to the same school (and have the same teachers) for 9 years. Up to sixth class we usually find the "class-teacher-system", with one teacher having most of the subjects in a class. In secondary education (7 - 9th class) you usually have the "one-subject-teacher-system", and the consequences are that pupils have from 5 to 15 different teachers, depending among other things on the size of the school and staff.

What about History in compulsory school? If you look for the label "History" you will not find it in the lower classes. Up to the sixth class History is a part of Social studies ("samfunnsfag"), together with Geography and Social science. The teaching is more or less organized in topics, and integration is an aim for planners and teachers alike. From the 7th class the subjects are usually split up in History, Geography and Social science, with different books, lessons and sometimes 2-3 different teachers.

Lessons are planned in the following way:

Form/Class	1	2	3	4	5	6	7	8	9	Total
Lessons in Soc. sc.	2	2	2	4	4	7	3	3	3	30 <sup>x</sup>
Total lessons a week	15	15	18	24	24	27	30	30	30	213 <sup>x</sup>

(<sup>x</sup> This is the minimum number - to this may be added up to 8 lessons in Soc.science, and 21 lessons totally.)

### Teachers education.

The teachers in the compulsory school come from Colleges of Education or Universities. Entrance qualification is 3 years of further education after compulsory school. The Colleges of Education, which are all state-operated, train pre-school teachers, class teachers and single subject teachers. The basic education is a 3 years study. One year in addition to the basic education gives the teacher the lower academic degree and title "cand.mag." (school position/appointment "adjunkt").

A further 2-year (or more) study of one subject will give the candidate the higher degree of "cand.philol." (school position/appointment "lektor") Usually the higher degree is given only at the Universities, but in the recent years some Colleges of Education give the degree in few subjects.

Teachers trained at the Universities usually have 1,- 2,- or 3 year courses in different subject. They normally spend 4 years studying 3 different subjects to obtain the lower degree "cand.mag.", and have to add a half year course in educational theory and teaching practice to qualify as teachers. This course is not connected with the subject studies. University trained teachers usually teach the secondary stage "ungdoms-trinnet" or in the further education colleges (age 16 to 19). For a teacher be qualified for teaching the primary stage of the compulsory school, the law requires training as a class teacher from a College of Education.

It ist quite usual to combine education from Colleges of Education and Universities. Candidates coming from the two educational institutions

compete equally - at least formally - for jobs in the secondary education of the compulsory school. Teachers in primary education mostly come from Colleges of Education, and teachers in further education come from the Universities. Earlier this was a rule without exception, it is less so nowadays.

#### What about education in History?

In the Universities you may study History for 1 or 1<sup>1</sup>/<sub>2</sub> years (part of a lower degree) or 3<sup>1</sup>/<sub>2</sub> (4) years (part of a higher degree). As in this paper we are primarily concerned with the compulsory school, I will leave the Universities here and go to the organization of history teaching at the Colleges of Education.

As already mentioned a "class-teacher" has 3 years of education as a basis, including 1 year of educational theory and practice. If a teacher candidate opts for Social studies (including History), he may choose one of 4 different courses:

- A) "2-lessons-a-week-course" through 1 year, presenting aspects of the teaching of Social studies including History in the Compulsory school. In the course is also presented themes from History, Geography and Social science. For teaching the subject this course may be the only basis for some teachers.
- B) "1/4-of-a-year-course" dealing with didactic problems in teaching social studies in the Compulsory school and giving a brief introduction to themes chosen rather freely from History, Geography and Social science. All 3 subjects are to be presented.
- C) and D): "1/2-year"- or "1-year-course", dealing with didactic problems, and introducing themes from History, Geography and Social Science. In these courses one of the subjects usually takes about half of the students time, giving him the possibility to study that subject in more detail. These courses may be attended by students from Colleges of Education, Universities and teachers who have been in service for some time.

On top of the "1-year-course" a small selected number of students have the possibility to attend a 2-year study in social studies, basically History with didactics, at Bergen College of Education "Bergen lærerhøgskole". In co-operation with Department of History the University of Bergen, we here offer a study leading up to the higher degree of "cand.philol." This study started only 2 years ago, and is the first of its kind in Norway, being organized as a co-operative venture between 2 different educational institutions.

Final comments:

There have been many important changes in the school system and the training of teachers in Norway during the recent years. In 1975 i.e. the Colleges of Education obtained status of "Pädagogische Hochschule" "pedagogisk høgskole/lærerhøgskole". Historically the colleges have been restricted to the training of teachers. As a consequence of the reorganization the colleges have to give some priority to research and/or development work. Very little research has been carried out in the field of history didactics in this country (in colleges as well as universities) and we therefore have to go abroad to get impulses and advice.

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