ПЕДАГОГІЧНІ НАУКИ

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Vykhrushch Nataliya, Dunets Oksana, Shumska Olha
Ivan Franko National University of Lviv

AN OVERVIEW OF SECONDARY EDUCATION IN FRANCE (SECOND HALF OF THE 19th – EARLY 20th CENTURIES)

Summary. All educational processes are continuous and dynamic by their nature due to constant changes in current demands of the societies to the content of education. All countries try to develop a unique educational system that is able to achieve comprehensive educational objectives. Under such conditions, the study of secondary education in France in the second half of the 19th – early 20th century is relevant for pedagogical science. The choice of this historical period is due to the significant rise of French schooling due to political, economic and cultural changes. The research methodology involved: bibliographic search, comparative analysis, systematization and theoretical generalization. The article analyses the peculiarities of the development of secondary education in France in the second half of the 19th – early 20th centuries). The analysis of educational reforms of the studied period is carried out. The main socio-economic and political factors influencing the state and functioning of secondary education in France are considered. Regularities of structuring curricula for secondary schools in France are singled out.

Keywords: public school, lyceum, college, curriculum, reform.

Вихрущ Н.Б., Дунець О.Р., Шумська О.А.
Львівський національний університет імені Івана Франка

ОГЛЯД СЕРЕДНЬОЇ ОСВІТИ ФРАНЦІЇ (ДРУГА ПОЛОВИНА XIX – ПОЧАТОК XX СТ.)

Анотація. Питання досконалої системи середньої освіти є актуальним сьогодні, як було воно першочерговим на зламі XIX-XX століть. Усі освітні процеси за своєю природою є безперервними та динамічними внаслідок постійних змін у поточних вимогах суспільства до змісту освіти. Усі країни намагаються розробити унікальну освітню систему, яка здатна досягати комплексних освітніх цілей. За таких умов вивчення середньої освіти у Франції другої половини XIX – початку XX століття є актуальним для педагогічної науки. Вибір історичного періоду зумовлюється значним піднесенням французького шкільництва внаслідок політичних, економічних та культурних змін. Ретроспективний аналіз середньої освіти у Франції сприяє поглибленню розуміння концепцій і принципів її організації, а також з'ясування аспектів, які необхідно враховувати в сучасних реформах середньої освіти. Метою статті є аналіз особливостей розвитку середньої освіти у Франції в другій половині XIX – на початку XX ст.) та їх систематизація. Методологія дослідження передбачала використання наступних методів дослідження: бібліографічного пошуку, порівняльного аналізу, систематизації та теоретичного узагальнення. Проведено аналіз освітніх реформ досліджуваного періоду. Розглянуто основні соціально-економічні та політичні фактори, що впливали на стан та функціонування середньої освіти у Франції. Виокремлено закономірності структурування навчальних програм для загальноосвітніх шкіл Франції. Встановлено, що різноманітність занять латинською мовою була спрямована на виявлення різноманітних здібностей та інтересів учнів. Поділ курсу навчання в ліцеях на нижчий і вищий давав можливість учням завершити навчання раніше. Навчання в ліцеях стало практичним. Раніше після закінчення середньої школи випускники могли вступати до вищих навчальних закладів і працювати на державній службі. На початку XX століття, після закінчення першого циклу, в ліцеях передбачалося запровадження сільськогосподарських, промислових та торгових курсів. Початкова школа стала нерозривно пов'язаною з ліцеєм, забезпечивши безкоштовний прийом учнів до ліцею.

Ключові слова: народна школа, ліцей, коледж, навчальний план, реформа.

Introduction. The issue of a perfect system of secondary education is relevant today, as it was relevant at the turn of the nineteenth and twentieth centuries. All educational processes are continuous and dynamic by their nature due to constant changes in current demands of the societies to the content of education. All countries try to develop a unique educational system that is able to achieve comprehensive educational objectives Under such conditions, the study of secondary education in France in the second half of the 19th – early 20th century is relevant for pedagogical science. Retrospective analysis of secondary education in France assists in deepening the comprehension of the concepts and principles of its organisation as well as in figuring out the aspects that need to be taken into consideration in the process of modern secondary educational reforms.

The **aim** of the article is to analyse analyses the peculiarities of the development of secondary education in France in the second half of the 19th – early 20th centuries).

Researchers Kossak I., Matiyev dealt with public schooling in France. Veysman A. researched the reform

of secondary educational institutions in France. Male G. A. dedicated the work to the education in France.

Methodology. To achieve the aim of the article the following methods were used: bibliographic search, comparative analysis, systematization and theoretical generalization.

Results and discussion. In France, public schools were divided into lower public schools and higher public schools. Public High School in France corresponded partially to our city public high school. In elementary school in the course of mathematics children were taught four actions with integers and decimal fractions, the rules of calculating interest, and in high school the divisibility of numbers, multiplicity, calculation of compound interest, the beginnings of accounting were studied respectively (Matiev, 1892, p. 362). Thus, the volume of subjects in higher public schools was slightly higher than in our city public schools of higher degree.

Children aged 9 to 10 (after three years of study) were required to be able to write, add and subtract; from 10 to 11 – to write dictations, that testified to the knowledge of spelling and four actions with integers; from 11 to 12 – to demonstrate the knowledge of the metric system and geography of France; from 12 to 13 – to illustrate the knowledge of the most important events in the history of France and an explanation of the passages read (Matiev, 1892, p. 362) (were added to the previous one).

The structure of weekly education in public schools of France is presented in Figure 1.

As can be seen from the figure, most of the time was spent on writing, and the least time was spent on such subjects as morality, rhetoric, observatons, singing.

Kossak (1905) in his article "French Public Schools" noted that Thursday in all schools was a day "free from science" and was assigned to a religion that was not studied in school (p. 296).

Morality played an important role in the content of education in primary schools in France in the early twentieth century. The "science of morality" was presented in the form of "explanatory sentences", free conversations and presentations, which allowed it to become an integral part of children's lives.

Traditionally, in each class the "moral sentence" was written on the tables, the explanation of which was the starting point for the lecture. In lower classes the lecture on morality took a form of a free conversation, a fairy tale. The moralizing desire was manifested in the titles of the passages intended for dictations ("Conscience", "Personal Dignity", "Love and Justice"), in the topics of tasks ("Example of Virtue", "Hospitality", "What services did you provide your relatives with last week?"), in arithmetic problems, which were aimed to develop frugality (Science of morality in elementary schools in France, 1901, p. 39).

The experience of individual schools in France was important for teachers. In one of the schools "moral accounting of the school" was introduced – a book in which each student had a section of "assets" (their positive actions) and "liabilities" (their negative actions). This book was not only an image of the student's actions, but also of the school's activities. At the Carnot School in the Salen du Jura there was "a golden book of the school", which was a chronicle of the good deeds of students and aimed at encouraging the imitation and excellence of predecessors (Science of Morality in Elementary Schools in France, 1901, p. 41).

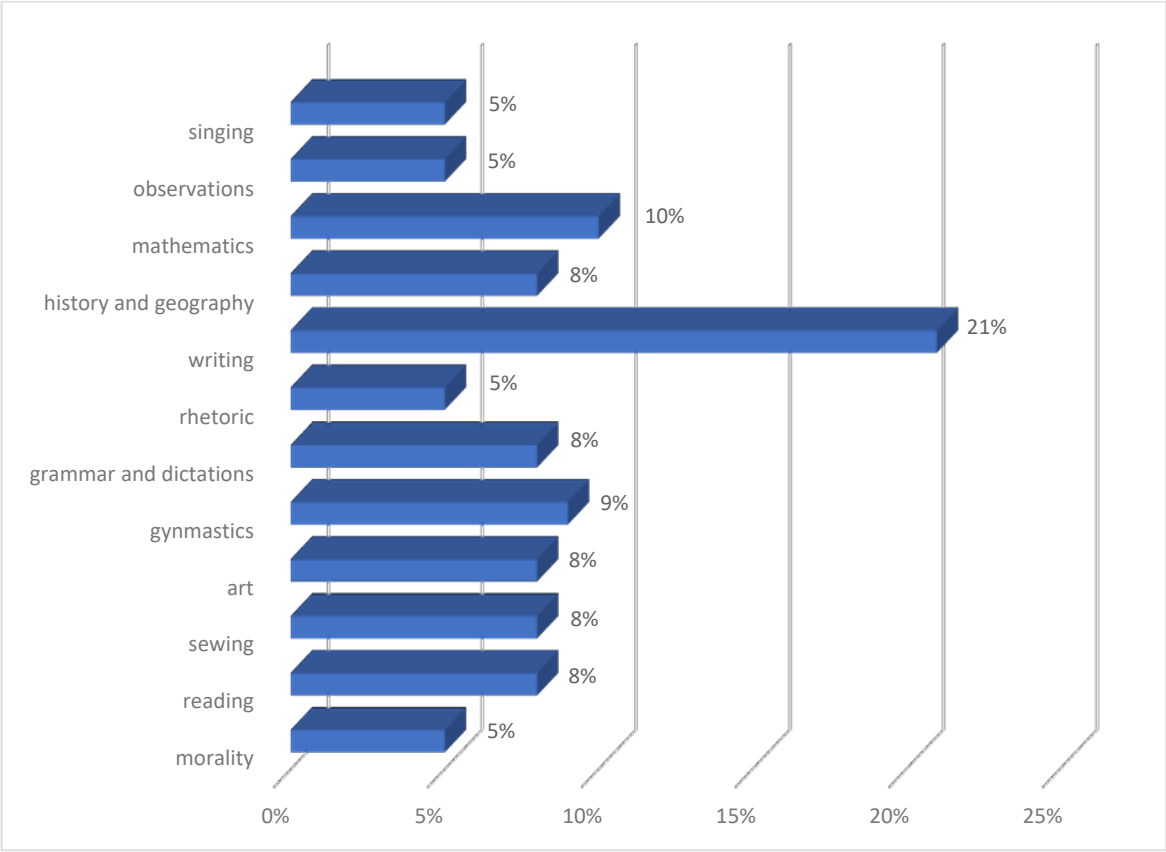

Figure 1. The Structure of Weekly Education in Public Schools of France

Source: (Kossak, 1905)

Proposals to reform secondary schools in France were made by the scholar Boothby, who advised to reduce the excessively large curriculum, eliminate the Greek language as a compulsory subject, avoid superficiality in teaching subjects, divide subjects into compulsory and optional and allow students choose optional items starting with the 4th grade. Boothby believed: "The high school should educate people who are free, not subordinates, especially people who would bravely struggle with the difficulties of life and not just exemplary students" (Reform of schooling in France, 1899, pp. 108–109). Butby's suggestions were appropriate, because in such circumstances, students could feel free to choose subjects, which provided motivation for learning.

In France, the secondary schools corresponding to our gymnasiums were called lyceums and colleges (Veysman, 1904, p. 47).

Education in lyceums and colleges in both departments (classical and real) was too fragmented and uneven. In the classical department the emphasis was put on teaching two ancient languages, in the real department the focus was on new languages with an in-depth course in mathematics, science and other real subjects. The classic course lasted 7 years (with elementary school – 9 years), the real course – 6 years (with elementary school – 8 years). The numbering of classes in French lyceums and colleges was reversed to ours. The 8th grade was the lowest and children from the age of 9 studied there. The classical department had 7 classes: 6, 5, 4, 3, 2, the class of rhetoric and the last higher class of philosophy, which was divided into two sections: the class of philosophy and the class of elementary mathematics. The real department had 6 classes: 6, 5, 4, 3, 2 and the latter was divided into a section of literature and a section of sciences. Although real education was of great importance in modern life, classical education had more space and privileges. Real education did not satisfy either those who sought higher education or those who aimed at practical activities. Most students left real class without finishing it.

The reform of 1902 provided for the unification of classical and real departments and the elimination of the following shortcomings: oversaturated programs, outdated methods, inadequate attention to education. The same term of study was established in both departments (7th grade) and general programs in general subjects were developed.

To facilitate secondary education and provide opportunities for certain completed education to those students who do not want or are not able to complete the entire course of study in lyceums and colleges was divided into two cycles: the first held 4 lower classes (6th, 5th, 4th, 3rd), the second – three higher classes (2nd, 1st, philosophy class and parallel mathematics class). During the first cycle in both departments, students received a body of knowledge that was complete. After completing this course in both departments, students could receive a certificate of completion of courses based on grades for 4 years (Veysman, 1904, p. 52).

The new charter also aimed to adapt the high school to the practical needs of the time. It was proposed to introduce practical courses after the first cycle: agricultural, industrial, commercial. These courses were for students who wanted to engage in practical activities that did not require a bachelor's degree. At the end of the course, a certificate was issued based on the results of the exam. The changes in the programs concerned only the distribution of educational material due to the division of the training course into two cycles and the addition of one year of study for the real department. The volume of programs has not been reduced. Characteristic features of the programs for French lyceums and colleges were excessive encyclopedicism and oversaturation, which did not correspond to the age and abilities of students (Veysman, 1904, p. 53).

Thus, in the eighth and seventh grades (elementary department) the history of France from ancient times to 1871 was studied. The program of geography for the second grade included the study of:

I. Discoveries in agriculture. The world of famous ancient people. Medieval trade routes. Famous travellers. Discovery of America and the sea route to India. Exploration of the southern seas. Exploring Africa. Research of polar countries. Geography as a science. Images of the earth: projections, maps, globes.

II. Earth in the universe. Solar system. Earth in the solar system. The movement of the Earth. Laplace's hypothesis. Review of "geological epochs". The current state of the globe: size, structure, distribution of land and water. Solid elements: the earth's crust, its composition, old and new formations, their properties, relief. Liquid elements: oceans, seas, sea movement, seabed, sea life. Gaseous elements: atmosphere, temperature, atmospheric motion, winds. Waters: snow, glaciers, springs, rivers. Shores: rocky, sandy, alluvial. Minerals. Flora and fauna. Distribution of plants and animals. Modern land changes caused by internal causes: earthquakes and volcanoes and external causes: the influence of the atmosphere, sea, flowing and groundwater.

III. Man. The place of man in the history of the earth, the population of the globe: its number, statistics of births and deaths. The main centers of the population. Races, languages and beliefs, their distribution. Countries are civilized and uncivilized. Man and nature. The influence of nature on man and the influence of man on nature. Movement of population centers and activities.

IV. The main features of the economic geography of the globe. Food. Goods from which fabrics are made, which illuminate and heat the premises. Precious and useful minerals and metals. The modern economic world. Means of transportation. Major railways on the continent, major navigational lines, major ports, and major commercial and industrial countries (Veysman, 1904, p. 54).

The redundancy of this program becomes apparent when we note that it was all intended for only one hour a week.

Particularly impressive is the size of the program in philosophy of the last upper class (philosophy class and parallel mathematics class). After the general introduction, psychology, aesthetics, logic, morality, elements of metaphysics, ie philosophy in its entirety were taught in philosophy classes. According to the professor's choice, the works of four philosophers were read, a huge list of which was presented in the programs, starting with Plato and

ending with Kant, Mill and Spencer. It is clear that such a course could be mastered only superficially. The program of philosophy in German gymnasiums was much more in line with the purpose of study and the possibilities of students.

Not all philosophical sciences were taught there, but only logic and partly empirical psychology as propaedeutics. Note that for the empirical department of the upper class, the program was somehow shortened, only scientific philosophy was learned there, as it was more suitable to the exact sciences. Therefore, psychology and aesthetics were dropped in this department and only logic and methodology of sciences were studied. Only morality was left as a subject of special importance in the French school to replace the law of God, which was excluded from the subjects.

Already in the preparatory and elementary classes moral and civic instruction was given in the lessons of French language, history, and geography, and in the fourth and third classes morality had one lesson a week (Veysman, 1904, p. 55). In the class of philosophy and mathematics, there was a fairly large program.

Despite their large size, French programs also had positive features: science was given a proper place among school subjects; the appointment of 2 hours deserves special attention. per week for practical classes in physics, chemistry and natural sciences in three higher classes: in the second and first in departments C and D, and in the last class in the department of mathematics, in all classes drawing was introduced – to the second class obligatory, in others two classes – optional, attention was paid to the best teaching methods, including new languages (German, English, Spanish, Italian, and recently Russian).

New language learning programs not only indicated what needs to be done in each class, but also provided detailed instructions on how to do so. In addition, the instructions to the programs once again recommend a direct or natural method, as one that most quickly leads to the goal of learning new languages – to speak and write by means of them. Therefore, teachers at all levels must require students to speak and write in a foreign language. Reading should only provide material for this and promote more thorough language acquisition. Grammar should also serve this purpose. Its presentation should be simple and practical. Throughout the course, the teacher should speak only a foreign language and use French only when there is a need for clearer and more complete explanations (Veysman, 1904, p. 55).

The charter gave a certain right to change the distribution of educational material according to the level of development of students, their number and other circumstances. The right was given to introduce teaching of new subjects in accordance with local needs. The complete monotony of the programs was considered harmful to learning (Veysman, 1904, p. 57).

Public education for girls at secondary schools had began with the law of 1880 which proclaimed the establishment of lycees and colleges. The program of study in these secondary schools was 2 years shorter in comparison with the 7-year schools for boys. It doesn't include classical languages and only some aspects of elementary mahematics and science. Previously, the only secondary education open to girls were convents or private schools (Male, 1963, p. 17).

According to the law of 1886, the national government started extensive control over such aspects of public education as curriculums, selection of textbooks; examinations and appointment of teachers (Male, 1963, p. 17).

Since 1894, a bachelor's degree and a one-year certificate of study at the Faculty of Natural Sciences and Mathematics were required to enter the medical faculty. With the new structure of lyceums and colleges, admission to medical and law faculties has become much easier, as instead of one classical department, three departments with Latin as the language of instruction were created, one of which studied new languages in depth, the other real sciences, which did not create any obstacles. to medical and law faculties. Only those who completed the course of a purely real department without ancient languages could face difficulties.

The reform of the secondary school in France was as follows. The classical department has retained its place in lyceums and colleges. Greek was limited, while Latin was given more space. One classical department was replaced by three Latin departments (with Greek, with new languages, with natural and mathematical sciences). The term of study in the real department has been increased in order to balance the term of study in both departments. Both departments (classical and real) had, if possible, general programs in general subjects (Veysman, 1904, p. 67).

Conclusion. The variety of Latin-language classes were aimed to identify the diverse abilities and interests of students. The division of the course of study in lyceums into lower and higher gave students the opportunity to complete their studies a little earlier. Education in lyceums has become more practical. Earlier, after graduating from high school, graduates could enter higher education and work in the civil service. Now, after the end of the first cycle, the introduction of agricultural, industrial and trade courses was envisaged in lyceums. The elementary school became inextricably linked with the lyceum, providing free admission to the lyceum.

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