

FEB 04 1994

A STUDY OF SECONDARY EDUCATION

in

NORWAY

AN ABSTRACT OF

A THESIS

PRESENTED TO THE GRADUATE FACULTY
OF WESTERN CONNECTICUT STATE COLLEGE

IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF SCIENCE

by
William F. Weiss
December 1969

The aim of this thesis is to provide information on specific problems found in secondary education in Norway. This has been accomplished by thoroughly examining the purpose, organization, administration, curriculum, and methods of teaching within various public and secondary schools for children and youth in Norway.

All of the information utilized for this study has been compiled by an extensive library study. Books and periodicals written on Norwegian education were examined and analyzed. Pamphlets and government printed data were provided by The Norwegian Information Services in New York and Washington, D. C. Other materials came directly from The Royal Ministry of Church and Education in Oslo, Norway.

One of the most notable features of secondary education in Norway is that the secondary schools offer the pupil many educational opportunities. If the pupil remains in school, there are several courses of study and a number of alternatives available to him. After he has completed his academic education in one of the secondary or modern schools, and after he has passed the matriculation examination, the pupil is then eligible for entry into the University of Oslo, University of Bergen, or any other school of higher education. As an alternative, the student may enter one of the modern or continuation schools, and later apply for admission to the

State Institute of Technology or the State College of Business Administration and Economics.

Another remarkable feature of secondary education in Norway is the number of possibilities for young people to reach their educational goals regardless of their previous education. This is accomplished by transferring from one school to another without losing credit for their previous work and by taking examinations for higher schools without attending the preparatory school.

One of the most significant trends found in secondary education are the new laws passed by the Norwegian parliament regarding the nine-year comprehensive school. The plans for this experimental school give many municipalities the right to extend the seven-year school to a nine or ten year school and the right by law to keep the pupil in school until the age of sixteen. Thus, the experimental nine-year school not only keeps the young people away from the labor market for two or three more years, but it also continues an important characteristic found in the development of Norwegian schools-- the increase in compulsory education and the extension of common education for the student.