The social psychology of children and its importance to educators.
U.C. Lindgren
Enfin, ce qui fait souvent défaut, c'est une analyse des programmes et des méthodes d'enseignement dans une perspective psychologique.

Pour résumer, j'ai signalé quelques questions qui tout en ayant un but pédagogique demandent à être éclairées par la psychologie. Mais le psychologue lui-même ne pourra pas y apporter des réponses. Il faut pour cela « une psychologie pour les enseignants » qui ne peut être élaboree que par des groupes interdisciplinaires. Permettez-moi d'exprimer le vœu que durant cette année de l'enfance, on prenne l'initiative de créer un tel centre psycho-pédagogique international.

LINDGREN H.C. (U.S.A.)

*The social psychology of children and its importance to educators.*

Teachers today must function as applied social psychologists, in addition to their traditional role of helping young people learn basic literary and computational skills and the heritage of their culture. Teachers must become social psychologists because today's schools have greater responsibilities in socializing the young than they did formerly. The need for socialization has increased with the rapidly changing nature of today's society and the disintegration of the family. Much of what the school and the church formerly did has become the responsibility of the teachers.

Teachers should become part-time social psychologists for another reason: older theories of teaching and learning fail to take into account the social nature of classroom learning and are based on a one-to-one relationship between teacher and pupil. One of the reasons why conventional teaching methods fail so often is that they do not recognize that students learn in a group setting and that their behavior is governed in large degree by social groups, in and out of the school, in which they hold membership.

Some of the most powerful forces in the lives of young people — especially adolescents — are the social norms of the peer group, norms that are often anti-education and anti-adult. But peer-group norms can be enlisted in support of classroom learning by teachers who understand the social psychology of adolescents. Cultural groups in which young people are members may also have norms and values that interfere with classroom learning. Again, the teacher who is an applied social psychologist is better able to cope with learned helplessness, anti-intellectualism, and other behavior patterns that are antithetical to scholastic progress.

RIEBEN L. (Suisse)

*Psychologie de l'enfant et différenciation de l'enseignement dans la problématique des dispenses d'âge*.

La législation de l'Enseignement Primaire du canton de Genève prévoit la possibilité d'accorder à l'enfant une dispense d'âge d'une année lorsque les parents,

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