

INTERNATIONAL YEARBOOK OF EDUCATION

VOL. XXI, 1959

AFGHANISTAN, ARGENTINA, AUSTRALIA, AUSTRIA, BELGIUM,
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OF EDUCATION
1959

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INTRODUCTION

This twenty-first volume of the International Yearbook of Education contains the reports of seventy-seven countries on educational progress in 1958-1959, preceded, as in previous volumes, by a comparative study showing in what direction education is moving and providing some idea of the approximate speed of this evolution.

We are well aware of the reservations which may be made on the system of "soundings" used in this general survey. We are of the opinion, however, that any attempt at comparison, however elementary it may be, is more useful than the mere juxtaposition of reports on educational progress.

As usual, we have attempted to summarize in this introduction some of the main educational trends as they emerge from the general study and from the comparative tables which appear in it.

(1) The trend towards an increase in allocations made for education continues to become stronger. The average rate of increase this year is 16.12%. Two reports mention decreases, of 5.1% and 3%. The continuity of this rising trend is more evident if the rates of increase recorded in the preceding Yearbooks are considered: 1956, 14.5%; 1957, 15%; 1958, 15.65%.

(2) A substantial part of the capital investments included in the budgets of the different countries, whatever their stage of economic and cultural development, is absorbed by efforts to overcome the shortage of school premises, although these efforts are still very inadequate.

(3) In the administrative sphere should be mentioned the resumption of measures taken in favour of decentralization and of increasing the responsibility of regional or local administrative bodies. Another trend, in favour of unification, or greater homogeneity of education within a single country, seems to be asserting itself, though for the moment it is on a small scale. The tendency to set up new administrative or advisory bodies continues to increase.

(4) The lengthening of the period of compulsory schooling in the USSR and in France is a measure which affects a population of over 250 million persons.

(5) The average rate of increase in primary school enrolments (6.56%) has once more begun to rise slightly. In the last three Yearbooks, the average was 7.5% in 1956, 6.62% in 1957, and 6.2% in 1958. Whereas in countries which have reached a high degree of educational saturation the annual variation is a result of the birth rate, in countries where compulsory primary education is not universal, the rate of increase is a measure of efforts to provide schooling.

(6) It is interesting to compare the curve of the average rate of increase in primary school enrolments with that for secondary school enrolments. The latter shows a marked tendency to rise, which is very evident if the data given in the Yearbooks of 1956 (8%), 1957 (8.75%), 1958 (10.05%) and 1959 (12.09%) are compared. Decreases are recorded in two countries (—0.08% and —4%).

(7) From the reports which give information comparable enough to enable a sounding to be taken, it appears that in 1958-1959 the average rate of increase in vocational education enrolments was 9.91%, which is a return to approximately the same rate given in the Yearbook for 1957 (9.57%) and shows a slight decrease as compared with the average for 1958 (11%). In higher education the average increase took a considerable leap forward in 1958-1959, reaching the rate of 11.24% and so exceeding the percentages given in the Yearbooks of 1956 (7.5%), 1957 (7.97%) and 1958 (8.71%).

(8) The equilibrium reached in the last few years between primary and secondary education as regards curriculum and syllabus reform has been upset this year in favour of secondary education. From this point of view, secondary education has shown more activity in 1958-1959 than primary education. Whereas for the latter the question of revision came up in forty-two per cent of the countries considered, it arose in fifty-two per cent of them for secondary education. In spite of the entreaties of those in favour of lightening curricula, the tendency to overburdening has again appeared in several countries.

(9) Efforts to overcome the shortage of teachers at primary and secondary level, a shortage which continues to be serious, particularly in secondary schools, are increasingly systematic and widespread.

(10) The professional training of teaching staff continues to figure among the major concerns of education authorities in more than half of the countries examined (fifty-four per cent). In addition to curriculum and syllabus revision, there have been structural changes which tend to raise the level of the establishments providing pedagogical training and to lengthen the duration of courses. The proportion of countries which have taken steps to improve the remuneration of teaching staff of one category or another continues to increase (thirty-five per cent of the countries in 1958-1959 as compared with twenty-five per cent the previous year).

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International Bureau of Education*

Comparative Study
of Educational Progress
in 1958-1959

COMPARATIVE STUDY OF EDUCATIONAL PROGRESS IN 1958-1959

INTRODUCTORY NOTE — ADMINISTRATION — *Administrative Measures* — *Inspection* — *Financing Education* — *School Building* — FREE COMPULSORY EDUCATION — PRIMARY EDUCATION — *Pre-Primary Education* — *Quantitative Development of Primary Education* — *Primary Organization, Curricula and Syllabuses* — SECONDARY EDUCATION — *Quantitative Development* — *Structural Changes* — *Curricula and Syllabuses* — VOCATIONAL EDUCATION — HIGHER EDUCATION — TEACHING STAFF — *Shortage of Teachers* — *Training* — *Conditions of Service*

INTRODUCTORY NOTE

Our regular practice of placing a comparative study before the reports on educational progress does not blind us to the shortcomings of this system and the criticisms which may be levelled against it.

If we persist in these tentative efforts in spite of major objections—which we are the first to admit—it is firstly because this study gives a *silhouette* of educational advance, and secondly suggests its *rhythm*. To be sure, a portrait would be better than a silhouette, and one would like to be able to measure the rhythm of development with more precise instruments; but in what field of knowledge have research workers waited until their means of investigation were near perfect before undertaking their research?

While retaining the hope that at some perhaps not too far distant date we may have at our disposal complete data on the main aspects of educational development in the world, we are for the moment reduced to the system of taking soundings, with all the hazards and limitations this method entails. The constancy of the results obtained over successive years is nevertheless reassuring and leads us to believe that when complete data are available the results will not differ in their broad outlines from those at present obtained by approximate methods.

Our aim in this comparative study is in short to determine trends towards a rise, a fall, or stability in the main educational trends, and in order to do this we must for the time being content ourselves with facts which, even if they are not absolutely exact, at least give an idea of relative magnitude.

One day, too, it will be possible to achieve, by means of the standardization of educational terminology and statistics, a degree of comparability which is lacking today. Once again the problem arises as to whether it would be better in the meantime to attempt no comparison at all, even of the most elementary kind, and merely publish the annual reports on educational progress side by side.

It should, however, be noted that our aim here is not to compare “situations”, but “changes”, that is to say an “evolution”. The comparison is therefore a vertical one, in which certain data provided

by a given country are compared with those provided by the same country the year before. The possibility of comparison in this way is greater than when horizontal, static comparisons are made between the situation in different countries.

We attempt to estimate the average progress or retreat of each country in relation to itself. Up to a certain point this evaluation is of the same kind as that made by a teacher who, instead of calculating the average mark obtained by all his pupils, works out the average of the increases or decreases in the marks obtained by each pupil over a given period.

There is another appreciable difficulty: educational development includes not only facts which may be easily expressed by numerical data, but also events the importance of which it is hard to evaluate statistically. In these cases (administrative reforms, structural changes, curricula and syllabus revision, etc.), one must confine oneself to counting the number of countries in which such events have occurred, without taking into consideration the degree of importance.

Furthermore, in this case the comparison is between the achievements of independent political units, without reference to the area or population of the country concerned. Those who wish to know the number of persons affected by a given category of reforms may refer to the statistical tables at the end of the volume. Table I gives the number of inhabitants in the various countries.

Lastly, we should like to point out that the comparative tables printed in small type in each chapter of this study may be used as an index. In the national reports more detailed information may be found on the events briefly given in these tables.

ADMINISTRATION

ADMINISTRATIVE MEASURES

(1) *Reorganization of existing administrative departments.* A slight increase may be noted in the number of countries which have made more or less extensive changes in their administrative machinery, i.e. fifteen per cent of the countries examined against twelve per cent in 1957-1958. The changes concern, amongst others, general inspectorates converted into departments, the amalgamation of different administrative departments, a change in the structure of certain departments, etc. The twelve countries affected by such modifications are: Argentina, Bolivia, Bulgaria, Cambodia, Canada, Dominican Republic, Lebanon, Malaya, Mexico, Poland, Sudan, Yugoslavia.

(2) *Creation of new administrative departments.* The growing complexity and the expansion of education entail the setting up of new administrative bodies. This increase appears this year in twenty-seven per cent of the countries, compared with twenty-two per cent last year. These countries are: Australia, Austria, Belgium, Bolivia, Ceylon, Cuba, El Salvador, Greece, Haiti, Iran, Iraq, Japan, Mexico, Morocco, New Zealand, Sudan, Switzerland (Uri), Tunisia, Union of South Africa, Uruguay, Vietnam.

(3) *Creation of advisory bodies.* The fall noted in the Yearbook last year in the number of councils, commissions or committees of an advisory nature which have been set up has not continued; 1958-1959 shows a new rise in the curve. Fifteen per cent of the countries that sent in a report, instead of nine per cent, have set up bodies of this type: Argentina, Czechoslovakia, El Salvador, Greece, Haiti, Iceland, Israel, Portugal, Rumania, Sierra Leone, Sudan, Switzerland (Bâle-City).

(4) *Transfer of administrative responsibility.* On the other hand, a decided slow-up may be noted in the trend towards the transfer of administrative responsibility from the Ministry of Education to other authorities or vice versa. Whereas last year exchanges of this kind were reported in eight countries, in 1958-1959 they were mentioned only by Sweden and Thailand.

(5) *Trend towards centralization or decentralization.* Two points stand out as regards this two-fold problem: firstly that it has come back to the forefront, though without yet having reached the level of 1956-1957, and secondly that in 1958-1959 the balance is markedly in favour of decentralization. Whereas only one country (Vietnam) has completed the work of centralization, nine other countries, i.e. eleven per cent (the province of Manitoba in Canada, Cuba, Indonesia, Norway, Sweden, USSR, Uruguay, Venezuela and Yugoslavia), have taken steps to increase the responsibilities of regional or local education authorities; in two cases this involves granting autonomy to the universities.

(6) *Trend towards unification.* It is interesting to note, alongside the trend towards decentralization, a tendency to unify or to give greater homogeneity to the organization of education. Such is the case in the German Federal Republic, Morocco, Norway and Yugoslavia.

(7) *Education as a private service.* The proportion of national reports that refer to measures in connection with private education has somewhat decreased as compared with last year: eleven per cent of the countries examined, instead of fourteen per cent in 1957-1958. Four of the reports (Argentina, Belgium, Netherlands, and England and Wales) are taking steps in favour of such education, two (Republic of Korea and Japan) mention a decrease in government aid, and three others (Pakistan, Saudi Arabia, and the United Kingdom) report measures to regulate or register private education.

Argentina. The department of art education has become a general department of the Ministry. A federal council for technical education has been set up. The national commission for apprenticeship and vocational training has set up a national teachers' advisory council and teachers' regional councils. A law sanctioned by Congress authorizes the creation of private universities and gives them the right to confer academic degrees, while reserving to the State the award of qualifications for the exercise of a profession and for teaching.

Australia. New administrative posts were created within the various states as a result of the extension of educational services.

Austria. A central office for school-homes and State playgrounds has been set up at the Federal Ministry of Education.

Belgium. A correspondence education department has been set up within the Ministry of Education. The studies department, which was set up for the purpose of coordination and research, has four branches: pedagogical studies, legal studies, sociological and statistical studies, and information and documentation. A law has been passed fixing the relations for the State and official education on the one hand, and the State and subsidized education on the other.

Bolivia. The general inspectorate of girls' vocational education has been raised to the rank of national department of girls' technical education. A department of educational statistics has been set up.

Brazil. A new pre-draft of the basic principles and lines of national education has been submitted to Congress.

Bulgaria. The "departments of education and culture" set up in the new district people's councils have taken over the functions of the former district and county departments. At the Ministry, the departments for the inspection of general and vocational education were superseded by a studies and methodology department.

Cambodia. The Ministry of National Education is undergoing structural reform.

Canada. The Department of Education of Nova Scotia has been reorganized. In New Brunswick a new law vests authority for education in the Lieutenant-Governor-in-Council and the Minister of Education, instead of as formerly in a Board of Education. In Manitoba a school boundaries commission has recommended the formation of 46 school divisions with full jurisdiction over secondary education within their boundaries.

Ceylon. A post for a deputy director of education to be in charge of physical education has been created and a vocational guidance branch set up.

Cuba. In accordance with the policy of decentralization, municipal and provincial departments of education have been set up. Among new departments are those of statistics, vocational guidance, and audio-visual aids, and the higher educational planning department.

Czechoslovakia. In 1959, the Ministry of Education set up an advisory pedagogical council. An advisory board for technical schools has been created, as well as a coordinating commission for the production of teaching aids.

Dominican Republic. General inspectorates have been changed into general departments of rural primary, urban primary, and vocational education.

El Salvador. A national board of education and a general board of teacher training have been set up.

Ethiopia. Detailed reorganization of the existing structure is under review, and meanwhile a partial reorganization of the Ministry of Education has taken place.

Finland. Aid to private schools requiring new buildings was given by the State in 1958 to a total of 400 million Finmarks.

France. A Ministry of Culture has been formed to take over that part of the Ministry of Education formerly in charge of cultural activities. An inter-ministerial committee for scientific and technical research has been set up.

German Federal Republic. The German Committee on Education has submitted a plan for the reorganization and unification of the public education system. A school administration bill and a bill on the financing of public schools were passed in North Rhine-Westphalia. In Hesse, a law on the "co-determination" of parents and the *Land* school advisory council was promulgated.

Greece. The board of education will be reorganized and a national board set up. It is also planned to establish a board of higher education.

Guatemala. Changes have been made in the organization of the administrative departments of the Ministry of Education. An evaluation division has been set up.

Haiti. A National Commission of Youth and Sports, a centre of documentation and pedagogical training, and an audio-visual centre have been set up. A committee has been set up to study the reorganization of the educational system.

Iceland. The Ministry of Education has appointed a committee to revise the educational system.

Indonesia. With the aim of decentralizing administration, the Ministry of Education has set up an education office in each province. Some of the powers of the central department of vocational education are gradually being delegated to the provincial offices.

Iran. An elementary education department and a secondary education department have been set up at the Ministry of Education. An office of rural education has been established within the department of elementary education.

Iraq. The post of Deputy Minister of Education has been introduced. The following new departments have been set up: a general directorate for Kurdistan, a general directorate for cultural affairs, a directorate for athletics, and a directorate general for vocational education.

Israel. Parliament has passed the law setting up the Council for Higher Education.

Italy. A ten-year plan for educational development has been submitted to parliament.

Japan. A physical education bureau has been established in the Ministry of Education. The national five-year programme for private schools finishes in 1958-1959.

Korea. Twenty-seven school foundations which had not opened new schools within the regulation time-limits were closed down.

Lebanon. A general reform of the administrative system has been undertaken.

Malaya. The administrative reform of the Ministry of Education is being considered.

Mexico. A general office of coordination between pre-primary and primary education was set up at the Ministry of Education. A technical education department has also been created. From now on regional technical institutes and vocational schools will come under one department.

Morocco. The education and culture committee, which is responsible for the 1960-1964 five-year plan, has started work. A secondary education department and a higher education and research department have been set up at the Ministry. The administration of primary education has been standardized throughout the whole country. The division into educational administrative regions has been rearranged. The Moroccanization of the administrative staff is continuing.

Netherlands. Steps have been taken to encourage the construction of schools by private initiative.

New Zealand. A standing committee on administration has been set up to serve as a link between the Department of Education and district education boards.

Norway. A new law on primary education contains the same regulations for towns and rural areas but gives the local authorities the possibility of adjusting education to local conditions. The new law makes the municipal school board the executive for all the schools maintained by the municipality. Advisory school boards are now compulsory in all municipalities.

Pakistan. The education commission has been called upon to review the educational system and recommend measures for reorganization. An ordinance requires all private schools to register with the directorate of education.

Poland. At the Ministry of Education certain bodies with similar tasks have been amalgamated. School administration has been reorganized on the voivodship and powiat levels.

Portugal. A permanent inter-ministerial commission has been set up to coordinate the activities of the departments of the Ministry of National Education and the Ministry of Health and Welfare.

Rumania. A higher school council has been set up.

Sierra Leone. The government intends to set up a central planning committee to study the problem of universal primary education.

Saudi Arabia. Regulations for the conditions to be fulfilled by the teaching staff and buildings of private schools have been drawn up.

Sudan. The planning committee appointed in 1958 has begun work. Among other things it is to prepare a five-year plan for the extension of education. An educational statistics branch has been started at the Ministry of Education. The provincial education officers' work has been reorganized.

Sweden. The educational reform which came into force at the beginning of 1958-1959 involved a considerable decentralization in favour of local and regional education authorities. County school boards have taken over from the county administration the right to decide the allocation of State grants to schools.

Switzerland. A public education council has been set up in the Canton of Bâle-City. The suggestion has been put forward to set up a Department of Public Education in the Canton of Uri.

Thailand. The functions of the Ministry of Culture have been transferred to the Ministry of Education.

Tunisia. The youth and sports department has been attached to the Presidency of the Republic. A pedagogic office to distribute school equipment, a national centre to combat illiteracy and develop social education, and a social and cultural affairs department have been set up. The school reform came into force on 1st October, 1958.

Union of South Africa. The Department of Native Affairs has been divided into two departments, each under its own Minister: the Department of Bantu Education and the Department of Bantu Administration and Development.

USSR. The session of the Supreme Soviet of the USSR held at the end of 1958 adopted a law on the "reinforcement of the links between school and life and on the further development of the public education system in the USSR". Further measures have been taken to improve administration by local bodies and to increase their responsibility.

United Kingdom. England and Wales: The registration of independent schools is almost complete. The rate of capital grant to voluntary training colleges is to be increased from 50% to 75% for the construction of new buildings. Scotland: The registration of private schools is in progress.

United States. The amalgamation of small school districts into larger units has been continued this year.

Uruguay. A new department has been set up to deal with problems related to rural education. The law on university autonomy has been approved.

Venezuela. The new law on higher education grants full autonomy to the universities.

Vietnam. Administrative centralization, started in 1957, has been completed, thus grouping all parts of the educational system under the control of the Department of National Education. Two new divisions have been created: the textbook publication division and the planning and statistics division. A division of popular and fundamental education was created in June, 1958.

Yugoslavia. The school reform aims at the introduction of a uniform education system and the establishment of compulsory principles for all the schools of the Federal People's Republic. The federated republics draw up special laws for their respective territories. The national education council of Yugoslavia is an independent social body outside the system of government bodies. Many federal duties have been handed over to the national education council. The field of activity of the municipal education council has been widened, and that of the district council modified. The functions of school committees have been changed.

INSPECTION

(1) *New categories of inspector.* Five countries (Republic of China, Finland, Haiti, Netherlands, and the Transvaal in the Union of South Africa) have introduced new categories of inspector (general inspectors, chief inspectors, specialist inspectors).

(2) *Increase or decrease in the number of inspectors.* In the reports of twelve countries, i.e. in fifteen per cent of the countries examined, mention is made of an increase in the number of inspectors of one category or another. These countries are: Australia, Belgium, Byelorussia, Haiti, India, Japan, Liberia, Netherlands, Saudi Arabia, Thailand, Tunisia and the Union of South Africa (Transvaal). On the other hand, in Cuba the number of inspectors, which had grown disproportionately large in relation to the number of schools, has been considerably reduced.

(3) *Reforms in the inspection system.* A very marked increase has been recorded in 1958-1959 as regards changes in the structure or working of the inspectorate. More or less important changes have been introduced in the inspection system of the following seventeen countries (i.e. twenty-two per cent of the reports studied): Australia (Tasmania), Austria, Republic of China, Dominican Republic, German Federal Republic, Guatemala, Japan, Mexico, Morocco, Netherlands, Norway, Panama, Saudi Arabia, Sudan, Switzerland (Argau and Bern), Venezuela and Yugoslavia. In 1957-1958, reforms of this type were noted in only three countries.

(4) *Training and further training for inspectors.* The question of the training and further training of inspectors occupies less place in the reports on educational progress for 1958-1959 than it did last year. Three reports (Byelorussia, Ceylon and Indonesia) instead of eight refer to steps taken in this field.

Australia. New inspector's posts were created in New South Wales, Victoria, and South Australia. In Tasmania the system of school supervision has been modified.

Austria. The supervision of physical education has been divided into two, corresponding to the sex of the pupils.

Belgium. The number of inspector's posts has been doubled for certain subjects having a large number of courses (classical and Germanic languages, mathematics and natural science).

Byelorussia. Efforts are being made to raise the professional standards of school inspectors. The number of inspectors for polytechnical education has been increased.

Ceylon. Nine officers have been trained as supervisors of science teaching.

China. Educational experts have joined school inspectors to conduct demonstrations of new educational methods. Specialized inspectors are now responsible for inspecting either the language group or the science group of subjects.

Colombia. A reform of school inspection is planned for 1960.

Cuba. The number of inspectors, which was 1,395 for a total of 5,575 rural classes, has been reduced.

Dominican Republic. General inspectorates have been changed into general departments of rural primary, urban primary, and vocational education.

Finland. The post of inspector of school meals, nutrition and social work in schools has been established.

German Federal Republic. In Berlin, inspection has been centralized.

Guatemala. New inspection regulations are being studied.

Haiti. A post of general inspector of primary education has been created and the number of inspectors increased.

India. It is hoped that by the end of the second five-year plan 1,200 inspectors will have been appointed.

Indonesia. Courses have been held to introduce inspectors to new methods and techniques.

Japan. The number of inspectors has been increased. A new inspection system has been introduced whereby 30 university professors have been appointed as special supervisors to advise and direct.

Liberia. Several supervising teachers have been appointed.

Mexico. Further training courses have been held for primary inspectors. For secondary inspection, the country was divided into six inspection areas.

Morocco. Regional inspection areas have been rearranged and made uniform.

Netherlands. The regulation on government school inspection of infant education has been introduced. The number of areas for the inspection of elementary education has been increased. An inspectorate of vocational schools for those of limited ability has been set up. The inspection of pre-university and secondary education has been considerably expanded and reorganized.

Norway. Amendments have been made to the regulations for supervision boards.

Panama. Primary school inspection is being reorganized.

Saudi Arabia. The number of inspectors for primary schools, teacher training institutes and secondary schools has been increased.

Sudan. The inspection system has been modified.

Sweden. The county school boards replace the former primary inspectorates.

Switzerland. New measures were introduced relating to inspection in the Cantons of Bern and Argau.

Thailand. Provincial inspectors have been appointed.

Tunisia. The number of areas supervised by primary inspectors rose from 12 to 17. The number of inspection areas where instruction is given in French is now 10 instead of 9.

Union of South Africa. In the Transvaal ten additional inspectors have been appointed. The number of posts for organizers and supervisors of special subjects has been increased. Chairman inspectors were appointed in circuits served by a number of inspectors.

Uruguay. It is planned to revise the advanced course of pedagogy in order to train teachers for posts as directors or inspectors.

Venezuela. Reforms have been introduced in the inspection system.

Yugoslavia. The inspection service has been transferred to the institutes for the advancement of education.

FINANCING EDUCATION

Trends in the financing of education. Fifty-two countries have supplied data which enable conclusions to be reached as regards allocations made for education. Of these fifty-two countries, only two report a decrease as compared with last year (—5.1% and —3%). The average rate of increase in the other fifty countries is 16.12%. The average rate of increase recorded in the last three Yearbooks was as follows: 14.5% in 1956, 15% in 1957, and 15.65% in 1958. The tendency towards increase in the current of educational finance has therefore been strengthened still further in 1958-1959.

Australia. Expenditure by federated states in the field of public education increased over last year. Allocations by the states totalled £ 99,349,000 and expenditure from loans £ 25,038,000.

Austria. Federal budget for public education in 1958: 2,536,357,219 schillings (+4.99%).

Belgium. Education budget for 1959: 15,843,500,000 Belgian francs, i.e. an increase of 3,478,700,000 francs (+28%).

Bolivia. The budgets of the Ministry of Education and the Ministry of Rural Problems (basic education service) totalled 53,772,890,846 bolivianos in 1959 (+19.63%).

Brazil. Budget of the Federal Ministry of Education and Culture for 1958: 11,515,990,000 cruzeiros (+45%).

Bulgaria. Allocations for education in 1959: 1,608,258,000 leva (+16.2%).

Byelorussia. Education budget for 1959: 2,500 million roubles (+9.7%).

Cambodia. Allocations for education represent 22.05% of the national budget.

Canada. Educational expenditure increased by about 19% in 1958-1959.

Ceylon. Expenditure on education in 1958: 206,308,871 rupees (+12.3%).

China. Expenditure on education by central, provincial and local authorities in 1958-1959: 1,084,954,682 new Taiwan dollars (+11.65%).

Cuba. Education budget for 1958-1959: 90 million dollars (+20%).

Denmark. State allocations for education in 1958-1959: 475,842,205 kroner (+111,851,482), i.e. an increase of 30.72%.

Dominican Republic. Public expenditure on education in 1958-1959: 10,144,009 Dominican pesos (+1.39%).

El Salvador. Budget of the Ministry of Culture for 1958: 29,191,727 colons (+6%).

Ethiopia. Ministry of Education budget for 1958-1959: 30,375,955 Ethiopian dollars (+10.73%).

France. Allocations for national education in 1959 totalled 657,000 million francs (+19%).

German Federal Republic. The *Länder* education budgets continue to increase. In several of them the increase varies from 10% to 18%.

Ghana. Budget estimates for 1958-1959: 7,400,000 Ghana pounds (+14.9%).

Haiti. Budget of the Ministry of National Education in 1958-1959: 18,995,200 gourdes (—5.1%).

Iceland. National education budget for 1959: 140,412,200 kronur (+20.1%).

India. Central government allocations for education : 374,900,000 rupees (+23.2%).

Iran. Budget of the Ministry of National Education for 1958-1959 : 5,483,314,000 rials (+16.3%).

Ireland. Public Education budget for 1959-1960 : £ 16,440,836 (+8.62%).

Israel. Budget of the Ministry of Education and Culture for 1958-1959 : 73,177,000 Israeli pounds (+16.8%).

Italy. Budget of the Ministry of Education for 1959-1960 : 440,092,600,000 lire (+12.25%).

Japan. Budget of the Ministry of National Education for 1958-1959 : 152,673 million yen (+6.2%).

Korea. Budget of the Ministry of Education in 1959 : 59,863,869 hwans (+50%).

Laos. Budget of the Ministry of Education in 1958-1959 : 199,941,240 kips (+57,485,130), i.e. an increase of 40%.

Lebanon. Budget of the Ministry of National Education and Fine Arts for 1959 : 30,994,222 Lebanese pounds (+12.73%).

Liberia. Budget of the Ministry of National Education in 1958-1959 : 2,778,710 United States dollars (+11%).

Malaya. Since the beginning of 1958 the Ministry of Education has been self-accounting.

Mexico. Expenditure of the Federal Ministry of Education in 1959 : 1,663,837,239 pesos (+358,038,009 pesos), i.e. an increase of 27.4%.

Netherlands. Allocations for education made by the Ministry of Education, Arts and Science in 1959 : 1,198,300,000 florins (+3.5%).

New Zealand. Education budget for 1958 : £ 34,257,051 (+7.6%).

Norway. Budget of the Ministry of Education for 1959-1960 : 384,800,000 kroner (15.9%).

Pakistan. Expenditure on education by central and provincial governments in 1958-1959 : 213,290,000 rupees (+9,889,000 rupees), i.e. an increase of 4.85%.

Paraguay. Education budget for 1959 : 414,396,240 guaranis (+18.67%).

Philippines. Allocations for public education in 1960 : 244,270,510 pesos (+6.72%).

Poland. In 1959 the budget of the Ministry of Education increased by 1,135,322,000 zlotys (+13.3%).

Portugal. National education budget for 1959 : 901,686,244 escudos (+25.2%).

Rumania. Allocations for education in the State budget for 1959 : 3,042,700,000 lei (+8.3%).

Saudi Arabia. Education budget for 1958-1959 : 108,686,893 rials (+25%).

Spain. Expenditure of the Ministry of Education in 1959 : 4,808,182,192 pesetas (+11%).

Sudan. Ministry of Education budget in 1958-1959 : 7,990,425 Sudanese pounds (-3%).

Sweden. State allocations for education in 1958-1959 : 1,555 million crowns (+17.4%).

Thailand. Education budget for 1958 : 442,883,643 bahts (+94.52%). This increase is partly due to the transfer of the functions of the Ministry of Culture to the Ministry of Education.

Tunisia. Ordinary budget for national education in 1958-1959 : 8,424,000 dinars (+7.94%).

Ukraine. Allocations for public education in 1959 : 11,867 million roubles (+8%).

Union of Burma. Central government expenditure on education in 1958-1959: 129 million kyats (+9.3%).

USSR. Allocations for education in 1959: 94,300 million roubles (+12%).

United Arab Republic. Syrian region: Education budget for 1958-1959: 64,024,000 Syrian pounds (+14.3%). Egyptian region: Education budget for 1958-1959: 39,326,000 Egyptian pounds (+2.9%).

United Kingdom. England and Wales: Expenditure of the Ministry of Education in 1958-1959: £ 383,500,000 (+18,500,000), i.e. an increase of 5.1%. Scotland: Expenditure on education in 1958-1959: £ 75,700,000 (+7.8%). *Northern Ireland:* Expenditure of the Ministry of Education in 1958-1959: £ 13,166,000 (+13.43%).

United States. Expenditure on public and private education in 1958-1959: 22,000 million dollars (+10%). The average expenditure per pupil is 456 dollars (+25 dollars).

Venezuela. Budget estimates for 1959-1960: 461,091,765 bolivars (+25.4%).

Vietnam. Public expenditure on education in 1959: 788,623,000 piastres (+28.8%).

Yugoslavia. Budgetary expenditure on education in 1957: 41,579 million dinars (+17%).

SCHOOL BUILDING

(1) *Shortage of buildings.* The shortage of buildings, together with that of teachers, constitutes one of the major problems facing the large majority of countries. In spite of the efforts made, the magnitude of which is shown in the comparative table below, the crisis in the provision of school premises is still very much in evidence. It is difficult to supply comparable data, but we have thought fit to emphasize several figures relating to the number of classrooms built, the number of new places made available for pupils, the area covered by new premises, and the sums allocated for building.

(2) *Number of new classrooms built.* We have selected from among the data supplied in the reports on educational progress in 1958-1959 the countries in which the number of classrooms constructed exceeds one thousand: Byelorussia, 1,300; Canada, 7,100; France, 14,293; Hungary, 1,051; Morocco, 1,200; Philippines, 6,741; Rumania, 1,497; Spain, 3,000; United States, 68,000; Vietnam, 3,342.

(3) *Number of new places made available.* Instead of giving the number of classrooms, some countries mention the number of places in the new buildings. The following are a few examples of such information: Czechoslovakia, 56,200 places; England and Wales, 197,000 places in primary schools; Scotland, 56,450 places; USSR, 91,000 places in infant schools and 436,900 in general schools.

(4) *Area covered.* In some reports the amount of building is measured by the number of square metres occupied by the new premises. In Japan, the area covered by new buildings is 3.1% greater than last year; in Norway 9,000 m² more than last year have been built; in Yugoslavia, the area of new building is 774,000 m².

(5) *Sums allocated for building.* Lastly, other countries give in their report the sums allocated for school building: Israel, 8,247,000 Israeli pounds; Mexico, 55 million pesos; Poland, 183 million zlotys; Sweden, 69,700,000 crowns; Switzerland, 35,768,000 Swiss francs.

(6) *Special measures relating to school building.* Twelve reports, i.e. about fifteen per cent of the total (Belgium, Bolivia, Czechoslovakia, Finland, Italy, Japan, Poland, Spain, Sudan, Tunisia, Turkey, Union of South Africa), report special measures taken in the field of school building. These are regulations as regards the materials used, prefabrication, the drawing up of standard plans, decentralization, the simplification of administrative procedure, etc.

Afghanistan. Ten new primary schools, a new secondary school and several technical schools have been built.

Australia. The report mentions efforts made in the different states to provide school buildings. In spite of these efforts, the shortage of buildings continues.

Austria. New buildings and the enlargement of existing premises have enabled 664 new primary classrooms, 40 secondary classrooms, 14 classrooms in technical schools and 15 in educational institutions for women's professions to be provided.

Belgium. In 1958, 630 new school buildings were put into use (988 in 1957). Prefabrication is becoming increasingly used. Contracts have been allocated for the provision of a number of school huts capable of being dismantled and used again.

Bolivia. Steps have been taken to achieve the cooperation of parents' associations, the teachers' federation and the civil authorities of school districts in financing school building.

Brazil. In 1958, 293 primary schools (767 classrooms) and 6 teacher training schools (149 rooms) were constructed.

Bulgaria. In 1958, 580 new classrooms were put into use.

Byelorussia. At the beginning of 1958-1959, 1,300 new classrooms were occupied.

Canada. The number of new classrooms built in 1958-1959 was equal to or probably larger than the 7,100 opened last year.

Ceylon. Four hundred school buildings have been built during the year.

Colombia. The construction of 3,000 classrooms for primary education is planned for 1960.

Cuba. The construction of 17 large urban school buildings and of 200 rural schools with one or two classrooms, a workshop and teacher's accommodation has been undertaken.

Czechoslovakia. The State has allocated 800 million crowns for school buildings, which are to provide accommodation for 56,200 new pupils in general education schools by the end of 1959. New standard plans for school buildings are being drawn up.

Ethiopia. The total cost of the school building programme is 3 million dollars.

Finland. Efforts have chiefly been made to relieve the shortage of buildings for secondary schools. New measures have been taken in connection with school building regulations.

France. There has been considerable activity in the field of school building. In primary education alone 14,293 classrooms have been opened and 4,640 teacher's lodgings have been built.

German Federal Republic. In spite of efforts in all the *Länder*, the lack of school buildings has not yet been made up, especially in the large towns. Teaching by shifts is, however, less and less common.

Hungary. In 1958, 1,051 classrooms were built.

Iceland. Eight new buildings for primary education and two for secondary education have been built.

Indonesia. The number of primary school rooms has increased by 5% and the number of secondary school rooms by 3%. In addition, 214 classrooms for vocational education have been built.

Iran. In 1958-1959, 145 new schools were built.

Ireland. During 1958-1959, 92 primary schools were built and 62 reconstructed or enlarged. Seven new vocational schools were also built.

Israel. In 1958-1959, 8,247,000 Israeli pounds were spent on school buildings.

Italy. The school building programme provides for a total expenditure of 65,000 million lire for the construction of 15,000 new classrooms. Efforts are being made to speed up administrative procedures and to cut delays in building.

Japan. The number of square metres built has increased by 3.1% as compared with last year. A new law makes permanent arrangements for the participation of the State in the financing of school buildings.

Korea. The number of primary classrooms built in 1958 shows an increase of 23% and of secondary classrooms an increase of 32%. In spite of this effort the shortage of premises continues to be felt.

Kuwait. Fifty-eight classrooms for pre-primary and primary education were built in 1958-1959.

Lebanon. The budget of the independent fund for school building totalled 2,419,145 Lebanese pounds in 1959 (+719,145 pounds). This budget provided for the construction of 64 new school buildings in rural areas, where the biggest efforts to build schools are being made.

Liberia. One secondary school and 4 primary schools have been constructed.

Malaya. National-type secondary schools continue to be established.

Mexico. In 1959, the administration committee of the federal programme of school building received sums from the federal government totalling 55 million pesos.

Morocco. Under the five-year plan, 1,200 new primary classrooms were built in 1958-1959. Work has been started on 200 secondary school classrooms. Efforts are being made to transfer Islamic education given in mosques to modern buildings.

Netherlands. An allocation of 218 million guilder has been made for school buildings for the various levels of education.

New Zealand. The school building record was beaten in 1957-1958: 953 new classrooms and 103 teacher's houses.

Norway. In 1957, an area of 122,000 m² (+9,000 m²) was provided for the construction of primary and secondary schools. Thirteen new buildings were provided for vocational education.

Pakistan. Allocations for school building made by the central and provincial governments have been increased.

Philippines. The number of classrooms built in 1957-1958 was 6,471, i.e. an increase of 7.3%.

Poland. In connection with the thousandth anniversary of the Polish State, a drive has been launched for the construction of a thousand schools with funds provided by community activity. Allocations for school building

have increased by 183 million zlotys (+13.3%). New technical regulations have been issued by the Ministry of Education.

Portugal. In 1958-1959, 887 new classrooms were built for primary education. Twelve new buildings for secondary education were inaugurated in the same period.

Rumania. In 1958, 1,497 new classrooms were built (+402). New standard plans for school buildings have been drawn up.

Spain. An effort has been made for the construction of *colegios mayores*. An allocation of 239 million pesetas was made for the building of technical schools and another of 29 million for *laboral* schools. More than 3,000 primary schools and teacher's houses were inaugurated at the beginning of the 1958-1959 school year. Technical departments examined new standard plans for rural schools.

Sudan. Thirty-seven primary schools have been built. The system of one type of construction for the whole country has been abandoned, both as regards architecture and the materials used.

Sweden. The cost of the school building plan from 1959-1960 to 1968-1969 is 2,275 million crowns. State subsidies in 1958-1959 totalled 69,700,000 crowns (+3,900,000).

Switzerland. School building undertaken in 1956 cost 35,768,000 Swiss francs.

Tunisia. School building has been decentralized in order to achieve the cooperation of the town councils and local population.

Turkey. In 1958-1959 a total of 736 new primary schools were built. Needs were estimated at 16,600 schools of which 16,000 are village schools. The use of simple, cheap construction methods for rural schools has been introduced experimentally.

Ukraine. The 720 new schools built in 1958 have provided accommodation for 141,500 pupils. Collective farms have taken an active part in the drive for more school buildings.

Union of Burma. In 1958-1959 about 500,000 kyats were spent on school building.

Union of South Africa. The government of the Orange Free State has set up a special body (similar to those existing in the other provinces) to deal with the construction and maintenance of school buildings.

USSR. In the Russian Federation, school buildings erected in 1958 can accommodate 91,000 nursery school children and 436,900 general school pupils.

United Arab Republic. Egyptian region: The conference committee for education has approved a twenty-year plan providing for the annual construction of 100 new primary schools and the replacement of 50 others in a bad state of repair.

United Kingdom. England and Wales: New places made available in secondary schools in 1958: 197,000 (+34,500), and in primary schools: 98,000 (-20,000). A new five-year school building plan costing £300 million is to begin in 1960. Scotland: The cost of work undertaken is £10,700,000 (+£100,000) and the increase in the number of places made available (56,450) is a record. Northern Ireland: Allocations for school building in 1958-1959: £5,145,000.

United States. In 1958-1959, the construction of 68,000 new classrooms for primary and secondary education was planned.

Venezuela. In 1958-1959, 102 buildings were erected for primary schools.

Vietnam. In 1958, 3,342 primary classrooms were built, mostly in rural areas.

Yugoslavia. In 1957, 506 buildings were erected covering a total area of 774,000 square metres.

FREE COMPULSORY EDUCATION

(1) *Introduction and extension of the principle of compulsory education.* Six countries (India, Indonesia, Philippines, Saudi Arabia, Union of Burma, United Arab Republic) mention in their reports measures taken in this field. As each one of these countries is at a different stage of educational development, it is mainly a question of progress, whether planned or not, in the implementation of compulsory schooling.

(2) *Prolongation of schooling.* In 1958 schooling was lengthened in two countries, France and the USSR. If one calls to mind the population of these countries (about 250 million inhabitants between them) the importance of this event is obvious. Compulsory schooling has also been lengthened in the Canton of Ticino (Switzerland). In addition to these general measures for the extension of the schooling period, one should also point out those countries in which local authorities have been authorized to extend compulsory schooling (Norway and the Swiss Canton of Zurich). Other steps tending to increase the number of those benefiting from extended schooling have been taken in Rumania and in the Swiss Canton of Lucerne.

(3) *Free schooling.* Free schooling is mentioned in four reports (as last year): Italy (schooling to be free from 1959-1960 onwards in technical, professional and vocational schools), Lebanon (re-examination of the plan for free primary education), the Netherlands (possibility of exemption from fees in kindergartens), and the Union of Burma (free schooling abolished from the lower secondary stage upwards).

Bulgaria. The extension of compulsory schooling from 7 to 8 or 9 years and the introduction of compulsory general secondary education is under consideration.

Byelorussia. Compulsory schooling has been extended from 7 to 8 years.

Czechoslovakia. The extension of compulsory schooling to 9 years will be introduced progressively over three years.

France. Compulsory schooling has been extended to ten years for all children reaching the age of six from 1st January, 1959, onwards.

German Federal Republic. Nine years' full-time compulsory education is becoming more and more general.

India. Under a new plan, free compulsory schooling for children from 6 to 11 years old is to be introduced by 1965-1966, i.e. at the end of the third five-year plan.

Indonesia. It is hoped that the law on compulsory schooling for children from 8 to 14 years old will be put into force on a nation-wide scale from 1961 onwards.

Italy. The ten-year plan for educational development envisages the development of the lower secondary school for pupils from 11 to 14 years old so that compulsory schooling up to the age of 14 may become a reality. From 1959-1960 onwards free schooling is to be introduced in technical, professional and vocational schools.

Lebanon. The plan for free primary education is being re-examined.

Netherlands. The regulations for school attendance by pupils over 14 years of age have been tightened up. Standards have been fixed for exemption from school fees for infant education.

Norway. A new education act authorizes the municipal school boards to prolong compulsory schooling to 9 years.

Philippines. Steps have been taken to introduce universal six-year compulsory education.

Rumania. Seven years' schooling is now compulsory in rural areas having seven-year schools.

Saudi Arabia. The government is endeavouring to introduce compulsory education throughout the country.

Switzerland. The new education act in the Canton of Ticino fixes the length of compulsory schooling at nine years. The new education act in the Canton of Zurich maintains eight years' compulsory schooling but local authorities may extend it to 9 years and must offer the possibility of nine years' attendance. In the Canton of Lucerne, schooling in rural areas must be of eight years' duration as in urban areas. Several municipalities in the Valais have also extended compulsory education.

Ukraine. Compulsory education has been extended from 7 to 8 years.

Union of Burma. A pilot project on compulsory schooling is being tried out in 16 primary schools. Free schooling has been abolished from the lower secondary stage upwards.

USSR. Under a new law, compulsory schooling has been extended from 7 to 8 years.

United Arab Republic. The primary education department has drawn up a plan for the universal introduction of compulsory primary education within 10 years from 1959-1960.

Yugoslavia. Compulsory primary education lasts 8 years.

PRIMARY EDUCATION

PRE-PRIMARY EDUCATION

(1) *Quantitative Development.* Thirteen countries have supplied comparable data which enable approximate observations to be made as regards the development of enrolment in pre-primary education. The average rate of increase in 1958-1959 was 6.37%. In 1956-1957 it was 7.48% and in 1957-1958, 6.77%. Two countries (the same number as last year) note a decrease in enrolments. One of these countries states that this decrease is around 1.4%.

(2) *Syllabuses and methods.* The problem of the syllabus in nursery schools has arisen in Poland (experimental teaching of a foreign language), in Rumania (increased importance given to physical and art education) and in Czechoslovakia (revised syllabuses introduced experimentally in some schools). Last year the question of syllabuses in pre-primary education arose in four countries.

Argentina. The National Board of Education intends to increase the number of kindergartens.

Austria. Numbers in 1959 : 72,246 pupils (+5.46%).

Bulgaria. Numbers in 1958 : 275,540 pupils (+4,701), i.e. an increase of 1.73%.

Byelorussia. Numbers in 1959 : 48,559 pupils, i.e. an increase of 5,715 (+13.3%).

Czechoslovakia. Revised programmes are to be introduced experimentally in 30 nursery schools.

German Federal Republic. The number of special nursery schools continues to increase.

Guatemala. Numbers in 1958-1959: 16,150 pupils (—224), i.e. a decrease of 1.4%.

Iran. Numbers in 1958-1959: 11,720 pupils (+14.6%).

Israel. Numbers in 1958-1959: 80,000 pupils (+5.3%).

Japan. Numbers in 1958: 673,879 pupils (+1.6%).

Korea. Numbers in 1958: 13,301 pupils (+11%).

Kuwait. Numbers in 1958-1959: 2,574 pupils (+863), i.e. an increase of 50.4%.

Mexico. Numbers in 1959: 104,264 pupils (+8.84%).

Netherlands. Numbers in 1958: 361,936 pupils (+3.7%).

New Zealand. Numbers in 1957: 13,368 pupils (+4.4%).

Paraguay. Pre-primary classes have been opened for the first time within the framework of primary education.

Poland. The Ministry of Education has continued preparation of new programmes for nursery schools. The teaching of a foreign language has been introduced experimentally in a few nursery schools in large towns.

Rumania. Numbers in 1958-1959: 293,257 pupils (+4.3%). More time has been given to physical and art education.

Switzerland. A new law in the Canton of Zurich encourages the development of infant schools.

Ukraine. Number of pupils in kindergartens in 1958-1959: 292,200 (+11.8%).

United Kingdom. England and Wales: The number of pupils in infant schools continues to decrease.

QUANTITATIVE DEVELOPMENT OF PRIMARY EDUCATION

Trends in primary school enrolment. Thirty-seven countries have provided comparable statistics enabling approximate observations to be made as regards the rate of development of primary school enrolment. Of these thirty-seven countries, two report a decrease in numbers of 2.2% and 6%. The average rate of increase in the other countries is 6.56%. The average rate of increase in the three preceding Yearbooks was 7.5% in 1956, 6.62% in 1957, and 6.2% in 1958. This year, therefore, there is a slight revival in the average rate of increase in primary school enrolments.

Afghanistan. In 1958-1959, 27 new ordinary primary schools and 175 rural primary schools were opened.

Austria. Numbers in 1958-1959: 704,190 pupils (—2.2%).

Belgium. Numbers in 1958-1959: 884,206 pupils (+0.98%).

Bolivia. Numbers in 1959: 216,831 pupils (+18%).

Brazil. Numbers in 1958: 5,775,246 pupils (+6.82%).

Ceylon. Numbers in 1958: 2,003,044 pupils (+5.4%).

China. Numbers in 1958-1959: 1,642,888 pupils (+10.96%).

Ethiopia. Numbers in 1958-1959: 158,005 pupils (+4.71%). In each of the 12 provinces, 4 primary schools have been converted into community schools (basic education).

Finland. Numbers in 1958: 624,195 pupils (+1,411), i.e. an increase of 0.23%.

Ghana. A small decrease in numbers is noted.

Guatemala. Numbers in 1958-1959: 259,887 pupils (+10,058), i.e. an increase of 4%.

Hungary. Numbers in 1958-1959: 1,268,650 pupils (+0.7%).

Iceland. Numbers in 1958-1959: 23,000 pupils (+1,200), i.e. an increase of 5.5%.

Iran. Numbers in 1958-1959: 1,135,219 pupils (+13%).

Iraq. Numbers in 1958-1959: 526,501 pupils (+20.3%).

Ireland. Numbers in 1957-1958: 504,401 pupils (+0.2%).

Israel. Numbers in 1958-1959: 371,000 pupils (+6.8%).

Japan. Numbers in 1958: 13,492,087 pupils (+4.1%).

Kuwait. Numbers in 1958-1959: 22,128 pupils (+2,307), i.e. an increase of 11.6%.

Luxembourg. Numbers in 1959: 26,300 pupils (—1,700), i.e. a decrease of 6%.

Netherlands. Numbers in elementary and supplementary education in 1958: 1,519,952 pupils (+0.6%).

New Zealand. Numbers in 1957: 394,092 pupils (+3.8%).

Norway. Numbers in 1958-1959: 440,400 pupils (0.2%).

Pakistan. Numbers in 1958-1959: 4,232,729 pupils (+103,114), i.e. an increase of 2.4%.

Paraguay. Numbers in 1959: 294,000 pupils (+1.2%).

Philippines. Numbers in public schools: 2,831,271 pupils (+1.41%).

Poland. Numbers in 1958-1959: 4,240,072 pupils (+8.1%).

Rumania. Numbers in four-year and seven-year primary schools: 1,953,346 pupils (+140,295), i.e. an increase of 7.73%.

Saudi Arabia. Numbers in 1958-1959: 75,595 pupils (+7%).

Spain. Numbers in 1957-1958: 3,614,732 pupils (+3.65%).

Sweden. Numbers in 1957-1958: 839,000 pupils (+0.1%).

Thailand. Numbers in 1958: 3,265,578 pupils (+3.8%).

Tunisia. Numbers in 1958-1959: 320,362 pupils (20.3%).

Turkey. Numbers in 1958-1959: 2,404,977 pupils (+5.5%).

Union of South Africa. Total numbers in 1957: 2,000,345 (+9.5%).

United Arab Republic. Numbers in public primary education in 1958-1959: 327,844 (+11%).

United Kingdom. England and Wales: For the first time since 1949 the number of pupils in junior schools (7 to 11 years) has shown a decrease.

United States. Numbers in 1958-1959 in kindergartens and eight-year primary schools (public and private): 31,793,000 (+3.66%).

Vietnam. Numbers in public primary education in 1958-1959: 873,023 pupils (+20%).

Yugoslavia. Numbers in compulsory schools in 1957-1958: 2,315,909 pupils (+6.49%).

PRIMARY ORGANIZATION, CURRICULA AND SYLLABUSES

(1) *Structural changes.* The number of countries which have prepared or introduced structural reforms in primary education is seven, i.e. nine per cent of the countries considered (twelve per cent last year). The reforms are concerned with: (a) the organization of the terminal classes of primary education (Brazil and the Swiss Cantons of Zurich, Bern, Bâle-Country, Vaud and Geneva); (b) the introduction (El Salvador) or the abolition (Cuba) of the system of alternate classes which pupils attend either in the morning or in the afternoon only; (c) the unification of different types of primary education (Morocco); (d) the extension of primary education, which is being considered in Poland, and that of the upper primary stage in Haiti.

(2) *Trend towards the revision of curricula and syllabuses.* The countries which, in their report on educational progress in 1958-1959, state that they have prepared or introduced revised curricula or syllabuses or both number thirty-three, i.e. about the same number as last year. However, whereas these countries then represented about half the number of countries examined, this year the proportion is only forty-two per cent. It is unnecessary to add that this revision may cover a greater or smaller number of subjects and that a better idea of the importance of the reform may be obtained by consulting the comparative table given below.

(3) *Curriculum revision.* If one takes separately those countries which have revised curricula and those which have modified syllabuses, it may be seen that the former number twenty-one, i.e. twenty-seven per cent of the total (thirty per cent last year). The revision generally takes the form of the addition of new subjects to the curriculum.

(4) *New subjects introduced.* The subjects introduced into the curriculum, arranged in order of frequency, are as follows (the first figure refers to 1958-1959 and the second to the previous year): practical work of various kinds (10-5); science (2-3); foreign languages (2-4); moral education (2-1); social studies (2-0); domestic science (1-2); physical education (1-4); art (1-4); drawing (1-0); civics (1-3).

(5) *Subjects removed from the curriculum.* It may be useful, especially for those in favour of lightening curricula, to place alongside the number of subjects introduced the number of those which have been removed from the curriculum. In the latter category appear only sewing and handicrafts, which are no longer to be taught in Tasmania (Australia).

(6) *Subjects which have been given greater emphasis.* New subjects introduced into the curriculum have been mentioned above. In this paragraph are indicated those subjects which already appear in the curriculum but which have been given a more important place than before. These are: practical work (two countries), the mother tongue (one country), moral and political education (one country), art education (one country), domestic science (one country), physical education (one country) and science (one country).

(7) *Syllabus revision.* Eighteen countries (i.e. twenty-three per cent of the total) state in their reports on educational progress that they have revised the content of the syllabus of one or more branches. Last year the number of such countries was the same, but it represented twenty-eight per cent of the total.

(8) *Table of the main changes made as regards the subjects taught.* The following table shows the changes made as regards new subjects introduced, subjects stressed and subjects removed from the curriculum :

Subjects	New	Stressed	Removed
Practical work of various kinds	Afghanistan	Poland	Australia
	Brazil	Rumania	(Tasmania)
	Cambodia	Switzerland	
	Hungary	Ukraine	
	Rumania		
	Poland		
	Saudi Arabia		
	Switzerland		
	Union of Burma		
	Yugoslavia		
Science	Iran	United States	
	Saudi Arabia		
Foreign languages	Netherlands		
	Norway		
Mathematics		United States	
Moral education	Japan	Hungary	
	Philippines		
Social studies	Iran		
	Union of South Africa (Transvaal)		
Domestic science	Iran	Switzerland	Australia (Tasmania)
Physical education	Saudi Arabia	Rumania	
Art education	Iran	Hungary	
Drawing	Saudi Arabia		
Mother tongue		Indonesia	
Civics	Iran	Hungary	

(9) *Various measures.* While in Bulgaria the school year has been shortened, in Yugoslavia the number of class hours has been increased. Four reports (Spain, Sweden, Thailand and Yugoslavia) mention regulations concerning model or pilot schools. In Guatemala steps have been taken as regards examinations and in Israel as regards enrolment regulations.

Afghanistan. Agriculture and handicrafts have been added to the curriculum.

Argentina. New primary syllabuses have been introduced experimentally in some schools.

Australia. The syllabuses of some subjects have been studied and revised : social studies, arithmetic and handwriting in New South Wales, arithmetic, handwriting and handwork in Victoria, reading in Queensland, and handwriting in Tasmania. In Tasmania needlework and minor crafts have been removed from the curriculum.

Belgium. The new 1958 edition of the curriculum and pedagogical instruction for primary schools has been distributed.

Brazil. The plan to give all urban primary schools six classes provides that the 5th and 6th years shall constitute a "supplementary" course comprising two hours' practical activity in workshops, as an initiation to work.

Bulgaria. The school year ended a week earlier than in 1957-1958.

Cambodia. Handicraft teaching has been introduced. The new primary syllabuses have come into force. French is no longer taught as if it were the mother tongue but as a living foreign language.

Cuba. A campaign has been launched to end the "single session" or "alternate classes" system; the double session is to be re-introduced (morning and afternoon). Curricula and syllabuses are being revised.

Czechoslovakia. The pedagogic research institute has drafted an optional model curriculum. Syllabuses for natural science, mathematics, practical work and handicrafts have been tried out; they stress the polytechnical aspects of education.

Denmark. The law revising the structure of primary education has come into force. A committee has been appointed to draw up proposals concerning primary curricula and syllabuses.

El Salvador. An "emergency primary school" system has been introduced, which makes one teacher responsible for two different groups of pupils, one attending school in the morning and the other in the afternoon; the course covers 3 years.

Ethiopia. The elementary school curriculum has been revised.

German Federal Republic. In Berlin a revised plan for primary schools has been published. In Schleswig-Holstein the curriculum in rural upper primary classes and in Bremen that of the upper division of the primary school were revised.

Guatemala. A plan to modify the examination regulations for urban primary schools has been drawn up.

Haiti. Primary education has been divided into two main branches, urban primary and rural primary, placed respectively under the control of the Department of National Education and the Department of Agriculture. Curricula which have been tried out experimentally for the last four years have now been promulgated. Upper primary education has been extended from 2 to 3 years. It is planned to revive the Higher Certificate which has been more or less abolished for the last six years.

Hungary. Improvements were made in ethical and political education. The new curriculum for the upper division of the general school has been introduced in classes V and VI and will come into force in classes VII and VIII next year. More time has been given to aesthetic education and a new subject called "practical occupations" has been introduced.

Indonesia. In some experimental primary schools more hours are being given to the study of the Indonesian language.

Iran. Regulations have been introduced concerning the number of teachers in relation to the number of pupils. In the elementary school programme, courses in science, social studies, civics and arts have been introduced; home and family education has been introduced in girls' schools.

Israel. New regulations have been issued as regards the enrolment of pupils, with the aim of freeing parents from pressure on the part of political parties or religious denominations.

Japan. The new curricula and syllabuses published by the Ministry in 1958 will be introduced in 1961. A course in morals and manners has already been started this year.

Laos. Studies are being made with a view to revising primary school syllabuses.

Liberia. A committee has been appointed to draw up a syllabus for social studies.

Morocco. The different types of primary education (European schools, Mohammedan schools and Jewish schools) are being standardized and the study of Arabic is being given the place which is its due.

Netherlands. The teaching of foreign languages has been introduced experimentally in 8 schools.

Norway. The teaching of English is being introduced in an increasing number of schools.

Paraguay. A new curriculum has come into force.

Philippines. From the beginning of the second semester of 1958-1959, a 15-minute daily lesson was introduced on character education and good manners.

Poland. It is planned to extend elementary education from 7 to 8 years. With a view to lightening the curriculum, the study of some subjects, such as algebra and geometry, have been postponed until the following year. Special attention is paid to the development of practical knowledge, and notions of polytechnical education have been introduced.

Rumania. New regulations on the organization and administration of general schools have been drawn up. Outlines of agriculture and practical agro-technical work have been introduced in seven-year schools in the villages. The number of hours for practical work has been increased. Thirty minutes' physical education a day, instead of the previous two hours a week, have been included in the time-table of the 1st to 4th classes.

Saudi Arabia. Physical training, the rudiments of science, drawing and manual work have been added to the time-table.

Spain. The educational guidance centre has initiated a series of studies on syllabuses and teaching methods. Pilot one-teacher schools are to be set up to experiment with teaching methods for this type of school.

Sweden. New regulations for primary schools, continuation schools and experimental schools have come into force. The subject of "history with sociology" has been divided into two separate subjects: history and civic affairs. Corporal punishment has been abolished in the primary school, as was already the case in other types of school.

Switzerland. The problem of the structure of the upper primary school has given rise to a series of new measures in the Cantons of Zurich, Bern, Bâle-Country, Vaud and Geneva. New curricula and syllabuses have been introduced in the Cantons of Lucerne, Saint-Gall, Fribourg, Ticino and Schaffhausen. More importance has been given to useful knowledge, handicrafts, domestic science, traffic regulations, etc.

Thailand. A five-year plan for the opening of model primary schools has been drawn up. A rural education development project has also been launched. Curriculum revision is being studied.

Ukraine. From 1959-1960 onwards, seven-year primary schools will become eight-year schools. New curricula and textbooks are being prepared. The number of hours devoted to physics, mathematics, natural history, vocational, aesthetic and physical education is to be increased. New syllabuses for recent history, housecraft and certain vocational subjects have been introduced. Great importance is given to practical work.

Union of Burma. Practical subjects such as gardening and handicrafts have been introduced into the primary school curriculum.

Union of South Africa. Social studies have been introduced experimentally in some primary schools in the Transvaal. This innovation will be introduced generally at the beginning of 1960.

USSR. The new curricula and syllabuses for the eight-year school are at present under discussion.

Uruguay. A new experimental curriculum has begun to be introduced in the primary school. The subjects are classified in three broad areas: (a) civic and moral education and history; (b) man and society; (c) man and nature.

Yugoslavia. The federal institute for educational research has drawn up a curriculum and syllabuses for primary schools. The new organization demands a longer school day (at least six hours). Productive work and handicrafts are being introduced. Numerous experimental schools have been set up in rural areas.

SECONDARY EDUCATION

QUANTITATIVE DEVELOPMENT

Trends in secondary school enrolment. Thirty-seven countries have provided comparable data enabling approximate observations to be made as regards the rate of development of secondary school enrolment. Of these thirty-seven countries only two report a decrease (-0.08% and -4%). If three of the remaining thirty-five are excluded because they report an increase which is exceptional, exceeding as it does thirty per cent, the average rate of increase found in the thirty-two others is 12.09% . In the last three Yearbooks the average rate of increase was 8% in 1956, 8.75% in 1957, and 10.05% in 1958. The tendency to rise shown by secondary school enrolments gains in strength every year.

Afghanistan. A middle school has been raised to the level of a secondary school and three new middle schools have been established.

Argentina. In 1958, 16 new official establishments were opened.

Austria. Numbers in 1958-1959: 73,638 pupils ($+9\%$).

Bolivia. Numbers in 1959: 41,542 pupils ($+17\%$).

Brazil. Numbers in 1958: 735,358 pupils ($+9.94\%$).

Ceylon. Numbers in 1958: 478,031 pupils ($+11.9\%$).

China. Numbers in 1958-1959: 208,884 pupils ($+7.35\%$). A ten-year plan for increasing the number of secondary schools is under examination.

Ethiopia. Numbers in 1958-1959: 4,496 pupils ($+28.75\%$).

Finland. Numbers in 1958: 182,633 pupils ($+19,692$), i.e. an increase of 12% .

France. Numbers in 1958-1959: 650,000 pupils ($+75,000$), i.e. an increase of 13% .

Ghana. Numbers in 1958: 9,834 pupils ($+6\%$).

Iceland. Numbers in 1958-1959: 8,409 pupils ($+802$), i.e. an increase of 10.5% .

Iran. Numbers in 1958-1959: 214,968 pupils ($+13\%$).

Iraq. Numbers in 1958-1959: 98,559 pupils ($+40\%$).

Ireland. Numbers in 1957-1958: 66,221 pupils ($+5.7\%$).

Israel. Numbers in 1958-1959: 21,500 pupils ($+22.2\%$).

Kuwait. Numbers in 1958-1959: 7,800 (+1,810), i.e. an increase of 30.2%.

Luxembourg. Numbers in 1959: 4,443 pupils (+218), i.e. an increase of 5.1%.

Mexico. Numbers in 1959: 138,871 pupils (+15%).

Morocco. Efforts are being made to set up lower secondary schools in medium-sized towns.

Netherlands. Numbers in secondary and pre-university education: 143,323 pupils (+10%).

New Zealand. Numbers in post-primary schools in 1957: 95,568 pupils (+4.2%).

Norway. Numbers in secondary schools in 1958-1959: 71,000 pupils (+18.3%).

Pakistan. Numbers in 1957-1958: 1,325,633 pupils (—1,304), i.e. a decrease of 0.08%.

Paraguay. Numbers in 1959: 10,803 pupils (+10.2%).

Philippines. Numbers in intermediate and general secondary education: 925,622 pupils (+17,461) i.e. an increase of 1.92%.

Poland. Numbers in lycées in 1958-1959: 199,241 pupils (+2.1%).

Portugal. Numbers in public secondary schools in 1958-1959: 40,720 pupils (+11%).

Rumania. Numbers in secondary schools in 1958-1959: 113,641 pupils (+32.8%).

Saudi Arabia. Numbers in 1958-1959: 5,256 pupils (+7%).

Spain. Numbers in 1957-1958: 592,174 pupils (+17.6%).

Sweden. Numbers in 1958-1959: 206,000 pupils (+3.5%).

Thailand. Numbers in 1958: 418,739 pupils (+14.53%).

Tunisia. Numbers in 1958-1959: 13,702 pupils (+17.71%).

Turkey. Numbers in 1958-1959: 262,297 pupils (+14.7%).

Union of Burma. Numbers in 1958-1959: 256,742 pupils (+38.6%).

Union of South Africa. Total numbers in 1957: 255,135 pupils (+7.1%).

USSR. To meet new demands from production enterprises, a wide-scale development of secondary schools for young people and adults is planned.

United States. Numbers in public and private secondary schools (9th to 12th school years) in 1958-1959: 8,880,000 pupils (+5.41%).

Vietnam. Numbers in public secondary education in 1958-1959: 51,765 pupils (+25%).

Yugoslavia. Numbers in secondary schools in 1957-1958: 80,761 pupils (—4%).

STRUCTURAL CHANGES

(1) *Changes in the number of stages and divisions.* Changes made in the structure of secondary education affect either the vertical organization (stages) or the horizontal organization (divisions) of this type of education. Twelve countries, i.e. fifteen per cent of the total (nineteen per cent last year), have reorganized secondary education as regards its stages or divisions. These countries are: Belgium, Cambodia, Colombia, Cuba, Denmark, France, Portugal, Saudi Arabia, Switzerland (several cantons), Tunisia, Vietnam, Yugoslavia.

(2) *Changes in the length of studies.* Seven countries — Canada, Czechoslovakia, German Federal Republic (Bavaria), Poland, Sudan, USSR, and Venezuela (i.e. nine per cent as compared with eleven per cent last year)—have taken preliminary steps or have introduced changes as regards the length of secondary schooling.

(3) *New types of secondary level establishment.* Information as regards the setting up of new types of secondary education may be found in the reports of India, the Union of South Africa, and the USSR (two countries in 1957-1958).

Australia. The Western Australian education department has issued a policy statement in favour of coeducation. The department is also extending comprehensive secondary schools and secondary schools covering the needs of a particular area. The comprehensive school system is also being extended in Tasmania.

Belgium. In some establishments a modern and scientific division B, in which natural science is stressed, has been set up experimentally. The experiment started last year in the first secondary class (common core for observation and guidance) has been continued this year in the second.

Byelorussia. The education reform entails the prolongation of secondary studies from 10 to 11 years. The following types of secondary school are provided for by the reform: (a) evening general secondary schools for young workers and rural youth; (b) secondary polytechnical schools with practical training; (c) technical and other secondary vocational schools.

Cambodia. A classical division has been introduced for the teaching of Khmer.

Canada. In Saskatchewan, a modification of the pattern of secondary education is contemplated: six years (three junior and three senior) instead of four.

Colombia. The reform plan for secondary education includes the organization of two stages: a common basic stage of four years and a differentiated two-year stage.

Cuba. It is planned to reorganize general education in the formula 6+3+3 or 6+3+4 years' study.

Czechoslovakia. The conversion of eleven-year secondary schools into twelve-year schools will be completed in three years' time.

Denmark. The law revising the structure of secondary schools will come into force provisionally in 1959-1960. Education in grammar schools will be divided into two stages of three years each.

France. A two-year observation stage has been set up, following on the five-year elementary stage. At the end of the observation stage the pupils will be guided into terminal classes, technical colleges, technical lycées, or classical or modern lycées.

German Federal Republic. Bavaria is trying to arrange that the intermediate school, which at present follows the seventh primary school year, should begin one year earlier.

Greece. The education reform entails the setting up of lower secondary schools. Commercial schools will be incorporated in the general secondary school as divisions for the study of economics.

India. The development of basic education at secondary level is being encouraged.

Netherlands. The bill on post-primary education involves the structural reform of secondary education.

Poland. The possibility of extending the general secondary school to four years is being considered.

Portugal. A reform is being studied which will make the first secondary school stage and the preparatory technical school stage uniform with one another.

Saudi Arabia. The division of intermediate education into three sections—general, technical and commercial—is being planned.

Sudan. The possibility of changing the present three stages of education (4+4+4) into two stages of 6 years each is being examined.

Switzerland. Structural changes, especially concerning the lower secondary stage, have taken place or are being studied in the cantons of Bâle-Country, Bâle-City, Neuchâtel, Valais and Geneva.

Tunisia. Secondary education takes 6 years, divided in two three-year stages. From the second year, pupils specialize in general, economic, or technical subjects. This reform was put into force, for the first secondary school year, on 1st October, 1958.

Union of Burma. Steps have been taken to lengthen secondary education by one year.

Union of South Africa. In the Transvaal, comprehensive secondary schools with three separate courses have been introduced. A junior certificate course in Bantu administration has been introduced for the training of sons of chiefs and headmen.

USSR. The total length of studies in secondary schools has been extended from 10 to 11 years. Under the reform of December, 1958, secondary education includes: (a) evening secondary schools; (b) secondary general and poly-technical schools; and (c) technical and other specialized secondary institutions. An effort is being made to organize evening and correspondence technical schools.

United Arab Republic. Southern region: A bill has been worked out on secondary education. The second preparatory school year has been introduced this year.

United Kingdom. A White Paper on secondary education has been published, with the main objective of expanding facilities in secondary modern schools.

United States. A survey has shown that the comprehensive high school, which offers college preparatory and vocational curricula, seems to meet present-day needs.

Venezuela. Day and evening secondary education has been extended from 4 to 5 years. Studies for social work now consist of 3 years' humanistic education and 2 years' professional training and lead to the diploma of "Bachelor of Humanities" in social work.

Vietnam. The lower secondary school consists of a four-year course of general education; the upper stage covers two years and comprises two sections (arts and science), which are divided into four sub-sections (modern literature, classical literature, mathematics and science).

Yugoslavia. Secondary school studies are divided from the second year on into two courses (social sciences and linguistics, and natural science and mathematics).

CURRICULA AND SYLLABUSES

(1) *Trend towards the revision of curricula and syllabuses.* The countries which have undertaken or completed the revision of curricula or syllabuses or both, whether the revision be total or (as is usually the

case) partial, number forty (fifty-two per cent of the total). This proportion is about the same as last year but higher than that recorded for primary education. In this respect, therefore, secondary education has shown more activity in 1958-1959 than primary education.

(2) *Curriculum revision.* Mention is made of revised curricula for secondary education in the reports of the twenty following countries (twenty-six per cent): Western Australia, Bulgaria, Canada (Alberta), Ceylon, Cuba, Denmark, Dominican Republic, El Salvador, Ethiopia, German Federal Republic (Baden-Württemberg), Greece, Japan, Netherlands, Switzerland (several cantons), Union of Burma, Union of South Africa, USSR, United Arab Republic, United States, Yugoslavia.

(3) *New subjects introduced.* The subjects introduced into the curriculum, arranged in order of frequency, are as follows (the first figure refers to 1958-1959 and the second to the previous year): practical work of various kinds (7-4), domestic science (4-1), subjects of a vocational and technical nature (4-4), child care (2-0), foreign languages (1-0), art education (2-1), civics (2-1), moral education (3-1), science (1-0), hygiene (1-0), military training (1-1), traffic regulations (1-1). It is unnecessary to stress the rising trend toward practical work.

(4) *Subjects which have been given greater emphasis.* The subjects which were already being taught but which have been given greater emphasis, arranged in order of frequency, are as follows: mathematics (3 countries), foreign languages (3 countries), science (2 countries), practical work (2 countries), physical education (2 countries), history, geography, domestic science, moral education, political education, music (one country for each of these subjects).

(5) *Subjects which have been given less emphasis.* Only two countries have mentioned a reduction in the place allotted to certain subjects. In Poland the syllabus content has been reduced for some subjects.

(6) *Subjects removed from the curriculum.* Although curricula have acquired a whole series of new subjects, as is shown above, no subject ceased to be taught in 1958-1959.

(7) *Syllabus revision.* In the reports of the following twenty-two countries (twenty-eight per cent) mention is made of the revision of secondary school syllabuses: Australia (Tasmania), Bulgaria, Cambodia, Canada (Alberta), Cuba, Dominican Republic, El Salvador, France, German Federal Republic, India, Italy, Japan, Laos, Netherlands, Monaco, Paraguay, Poland, Switzerland (several cantons), USSR, United Arab Republic, United States, Yugoslavia.

(8) *Table of changes made as regards the subjects taught.* The following are the changes made in the various countries as regards new subjects introduced and subjects which have been given greater emphasis. As stated above, no subject has been removed from the curriculum.

Subjects	New	Stressed
Practical work of various kinds	Bulgaria	Hungary
	Cambodia	Monaco
	Ethiopia	
	Rumania	
	USSR	
	United Arab Republic	
Subjects of a vocational and technical nature	Yugoslavia	
	Czechoslovakia	
	Union of Burma	
Domestic science	USSR	
	Yugoslavia	
	Ethiopia	Afghanistan
	Paraguay	
Child care	Switzerland	
	Union of Burma	
	Afghanistan	
Foreign languages	Iran	
	Canada (Alberta)	Laos Turkey United States
Civics	Italy	Hungary
	Vietnam	
Art education	Paraguay	
Moral education	Union of Burma	
	Japan	Hungary
Physical education	Philippines	
	Vietnam	
		Byelorussia Korea
Science ¹	Ceylon	Cambodia United Arab Republic
Mathematics ¹		Cambodia Indonesia Sweden
		Cambodia
History		Cambodia
Geography		Cambodia
Music		Byelorussia
Hygiene	Poland	
Military training	Sudan	
Traffic regulations	Italy	

(8) *Various measures.* The problem of secondary level examinations, either entrance examinations, promotion examinations or leaving examinations, has arisen in six countries (Belgium, Finland, France, Israel, Laos, England and Wales). Another question, that of experimental or model schools, has been to the fore in six other countries (Brazil, Japan, Philip-

¹ Afghanistan has reduced the place given to science and mathematics in girls' schools.

pinus, Sweden, Thailand, Turkey). As regards time-tables, it may be mentioned that in Vietnam the number of class hours per week has been reduced.

Afghanistan. The system of teaching national languages has been revised and the syllabuses unified. In girls' schools greater attention has been paid to housekeeping and child care and certain reductions have been made in the mathematics and science syllabuses.

Australia. In Western Australia the secondary schools' curriculum committee released its interim report. The Tasmanian School Board has undertaken a complete revision of curricula.

Belgium. A State board of examiners may now award the lower secondary education certificate to pupils who have not received their education in the regular way.

Brazil. The Ministry of Education and Culture has authorized the forming of experimental classes in secondary education.

Bulgaria. New curricula and syllabuses for twelve-year general secondary education are being studied. The reform will come into force in 1960-1961. In 36 secondary schools productive training in factories and farms was introduced. The experience of these schools will be applied to all secondary schools from next school year. The modification of teaching methods and techniques has been recommended. Separate physical education classes for boys and girls have been started.

Byelorussia. New curricula and syllabuses aim at improving polytechnical education and manual training in workshops, factories and agriculture. More attention is given to physical education, music and singing.

Cambodia. Handicrafts have been introduced into the curricula. The new secondary school syllabuses have come into force. More importance has been given to history, geography, mathematics and science.

Canada. In Alberta a new science syllabus came into force in September, 1959. An optional course in Ukrainian is to be introduced in grade XI.

Ceylon. Differentiation has been introduced in the teaching of handicrafts to boys and to girls. Science has been made a compulsory subject in the middle school curriculum.

Cuba. A thorough overhaul of curricula and syllabuses has been undertaken.

Czechoslovakia. Several secondary schools were selected for the introduction of the theory and rudiments of mechanics, building, agriculture, etc.

Denmark. A committee has been appointed to draw up the course of study for grammar schools in accordance with the new law.

Dominican Republic. The possibility of revising the curricula and syllabuses of intermediate and secondary schools is under consideration.

El Salvador. The national board of education had reported on the pre-draft curriculum for lower secondary education. New syllabuses for arithmetic, algebra, geometry and physics for this stage have been worked out.

Ethiopia. The revision of the secondary school course was completed in 1958. The non-academic part of the curriculum is still in preparation, but room has been reserved in the time-table for woodwork, metalwork and other crafts. Needlework is included for girls.

Finland. Regulations for the secondary school entrance examination have been modified.

France. The baccalaureate reform provides for a single examination session each year, which will no longer include oral examinations, except for modern languages. The natural science syllabus and the mathematics syllabus for the third and fourth years have been modified.

German Federal Republic. In Baden-Württemberg a curriculum has been drawn up for the three-year commercial school. In Bavaria, new syllabuses for geography and history have been issued. In Lower Saxony, changes have been made in the syllabuses for classical and modern languages, Russian and Hebrew.

Greece. The proposed reform provides that the curriculum in some secondary schools shall include technical subjects.

Guatemala. Committees of teachers have been appointed to draw up the curriculum for the fourth secondary school year.

Hungary. Special importance is attached to moral and political education. The teaching of practical occupations was introduced into another 28 grammar schools in addition to the 40 already covered by the scheme.

India. A new syllabus combines the present basic and non-basic syllabuses in English, Hindi, mathematics, social studies and science.

Indonesia. More room has been given to algebra in the C section of the senior high school.

Iran. The Higher Council of Education has approved the new regulations for secondary schools. Home and family education has been introduced in girls' secondary schools.

Israel. Matriculation examinations have been modified and the question of promotion from one class to the next is being studied.

Italy. The reorganization of secondary establishments and the revision of the curricula and time-tables are under examination before parliament. The teaching of civics and of traffic education has been introduced.

Japan. The new curricula and syllabuses for lower secondary schools, approved in 1958, will be introduced in 1962. The course in morals and manners has already started this year. In the science syllabuses, emphasis is placed on experimentation and observation and on giving priority to basic facts and principles.

Korea. The number of physical education lessons per week has been increased to three in middle and high schools.

Laos. Changes have been made in the syllabuses and time-tables for secondary education. Ten hours instead of nine are to be given to the study of French. Regulations for admission to the upper secondary stage have been issued.

Luxembourg. The reform plan is not yet in its final form. The Greek course in classical lycées is now given in French instead of German.

Monaco. The revision of the mathematics, physical and natural science syllabuses has been undertaken. Stress is laid on practical work. The history course is now being revised.

Morocco. The progressive Moroccanization of secondary school syllabuses is a main preoccupation. A centre of research and educational action has been instituted to intensify the effects of the secondary education reform, which is now in its second year.

Netherlands. The bill on post-primary education provides for a revision of secondary school curricula and syllabuses. The mathematics syllabus in secondary schools and grammar schools has been revised.

Paraguay. The new syllabuses for the first three classes have been introduced. New subjects include art education and domestic economy.

Philippines. The new secondary curriculum known as the 2-2 plan has been extended to the second year. One forty-minute lesson per week is given to character training and right conduct instead of an English lesson. Several experimental and demonstration schools are planned.

Poland. The syllabuses of various subjects have been reduced. New syllabuses have been drawn up for foreign languages, chemistry and astronomy. In some general secondary schools, courses on sex education and personal hygiene have been introduced.

Rumania. At the end of the school year, pupils in classes V to XI did two weeks' practical work.

Sudan. The change-over from English to Arabic as the medium of instruction in secondary schools will take place gradually. Military training has been introduced in the top forms of secondary schools.

Sweden. Regulations for grammar schools and municipal secondary schools have been modified. The expansion of experimental schools continues. The subject hitherto taught as history with sociology has been divided into two separate subjects, history and civic affairs. An extra hour per week of mathematics is to be given in the two highest classes of the lower secondary school and the corresponding classes in the experimental school.

Switzerland. Curricula and syllabuses have been revised in the cantons of Lucerne and Saint-Gall. Revision is taking place in the cantons of Ticino, Valais, Zurich and Bern. Domestic science is being introduced progressively in secondary schools.

Thailand. A five-year plan for setting up model secondary schools has been drawn up.

Turkey. Experimental middle schools have been set up. Greater stress has been laid in some schools on teaching given in a foreign language.

Ukraine. Pupils' participation in productive work has been increased.

Union of Burma. Secondary school curricula have been diversified in order to cater for the different types of pupil now receiving secondary education. Subjects of a vocational nature have been introduced into the curricula (agriculture, commercial subjects, industrial activities, fine arts, domestic science, etc.).

Union of South Africa. Differentiated syllabuses have been introduced in the Transvaal.

USSR. The new curricula and syllabuses for secondary schools with vocational education and evening secondary schools are now being tried out. The introduction into upper secondary school classes of notions of industrial and agricultural production and of practical training in productive concerns continues. This reform is already in force in 50% of the secondary schools.

United Arab Republic. Northern region: Curricula and syllabuses have been revised. Social studies and time for practical hobbies have been introduced into the curriculum. Southern region: Syllabus revision is in progress. Pupils are being encouraged to choose physics as a subject of specialization. Increased importance is being given to handicrafts and experimentation.

United Kingdom. England and Wales: Arrangements are being considered for the examination of secondary school pupils otherwise than by the General Certificate of Education.

United States. Efforts are being made to improve educational opportunities in small high schools. Many schools have begun to teach world literature in the 12th grade. Mathematics and science syllabuses are being revised in several places. More time is being given to the teaching of foreign languages. Teachers of industrial arts have increased their efforts to correlate their work with physics, mathematics and other courses.

Venezuela. Revised syllabuses are being introduced provisionally in the second stage (4th and 5th years) of the secondary school.

Vietnam. The new secondary curriculum has been introduced in all except the examination classes. The number of hours' lessons per week has been reduced from 30 to 28 on an average. The new course reserves a large place for ethics and civics.

Yugoslavia. New curricula and syllabuses are being worked out. Technical training and productive work by the pupils occupy an important place in the curriculum alongside general education subjects.

VOCATIONAL EDUCATION

(1) *Quantitative development.* Nineteen countries have provided comparable statistics enabling approximate observations to be made as regards the rate of development of vocational education. Two of

these report a decrease in numbers (-3% and -10%). If three countries where the increase is greater than 30% are left out of account the average rate of increase for the 14 others is 9.91% . In the last two Yearbooks, the average rate of increase was 9.57% in 1957 and 11% in 1958.

(2) *Structural changes.* It will be many years before a clear idea of the true structure of vocational education may be formed. Will it be a special type of education separate from the other types but with ramifications into them at each of the three levels, or are we on the way to a division of the various levels of education (especially secondary and higher) into two broad types, general education and vocational education? This lack of certainty makes it much more difficult to distinguish between what must be considered as structural reforms and measures to introduce new courses. With this reservation, we give below a list of the sixteen countries (i.e. twenty per cent, compared with twelve per cent last year) which state in their report on educational progress that they have planned changes affecting the whole or a part of the organization or structure of their vocational education. These countries are: Belgium, Bolivia, Brazil, Denmark, France, Iceland, Iran, Italy, Luxembourg, Malaya, Mexico, Netherlands, Spain, Switzerland (several cantons), USSR, Venezuela. For an idea of the extent of these changes we refer readers to the comparative table below or to the national reports.

(3) *Trend towards longer courses.* The tendency to increase the length of certain courses may be seen in vocational education as in all the other types of education. This is mentioned in the reports of Bulgaria, the German Federal Republic (North Rhine-Westphalia, Hesse and Lower Saxony), Indonesia, Laos and Poland. A counter-current in favour of a decrease in the length of the course in some specialized agricultural schools is reported in Yugoslavia.

(4) *New courses.* We have already stated that it is difficult to see how far the introduction of new courses implies a change in the structure of vocational education. On the whole, the steps taken in the countries listed below show a tendency to institute new specialized courses and so widen the range of facilities available for vocational training. The twenty countries concerned (twenty-six per cent) are: Australia, Austria, Belgium, Cambodia, China, German Federal Republic, Haiti, Hungary, India, Indonesia, Laos, Morocco, Saudi Arabia, Spain, Union of Burma, Union of South Africa, United Arab Republic, England and Wales, United States, Venezuela.

(5) *Curriculum and syllabus revision.* The following fourteen countries (eighteen per cent) have prepared or introduced changes in the curricula or syllabuses of one or more types of vocational education establishment: Argentina, Austria, Belgium, Bolivia, Bulgaria, Cuba, Guatemala, Iran, Italy, Mexico, Poland, Rumania, Spain, Venezuela.

Argentina. The revision of curricula and syllabuses continues.

Australia. New courses have been introduced and others expanded in order to meet the ever-increasing requirements of technology.

Austria. Several model offices for commercial training have been opened. The curricula of the educational institutes for women's industrial professions and the curriculum of the senior department of printing at the institute of graphic arts have been revised. The curricula of commercial schools and colleges are being revised.

Belgium. All technical schools now take pupils from the age of 12 (instead of 14) if they have successfully completed the six years of primary education and from 13 years old whatever their previous education. This reform has been accompanied by a modification of the syllabus. Several vocational schools have introduced an upper secondary stage (for pupils of 15 to 18 years), while the lower secondary stage in the technical school has been made similar to ordinary lower secondary education. New divisions have been introduced for, among others, medical assistants, interpreters, community supervisors, and pre-nursing studies.

Bolivia. Numbers in 1959: 8,933 pupils (—3%). Civic instruction has been introduced in all girls' vocational schools. The reorganization of commercial education is being studied.

Brazil. Numbers in 1958: 210,882 pupils (+9.1%). A law has laid the foundations of the new organization of industrial education coming under the Ministry of Education and Culture.

Bulgaria. Numbers in 1958: 79,393 pupils (+9,548), i.e. an increase of 10.6%. The training course has been extended by one year in several types of vocational establishment. The number of hours' practical work has been increased and general subjects such as geography and one western language have been introduced. The number of hours per week has been reduced from 42 to 36-38.

Cambodia. A school of arts and crafts has been opened.

China. Numbers in 1958-1959: 71,832 pupils (+2.88%). Craftsmanship training centres have been opened to train skilled workers. Unit-trade training has been introduced.

Cuba. The reform of curricula and syllabuses has been undertaken.

Denmark. The vocational training of young people runs along the following three lines: (a) industry and crafts, (b) commerce, and (c) housecraft.

Ethiopia. Numbers in 1958-1959: 3,648 pupils (+12.41%).

France. Numbers in 1958-1959: 355,000 pupils (+25,000), i.e. an increase of 7.57%. Under the education reform, pupils may pass into vocational education at the end of the observation stage. The training of skilled workers will in general last three years, the training of junior technicians four years, and the training of technicians five years. The length of training for advanced technicians varies according to the subject of specialization.

German Federal Republic. The Conference of Education Ministers has drawn up an agreement on the establishment of advanced courses within the vocational school system. In North Rhine-Westphalia, the period of compulsory attendance at part-time vocational schools for young people doing agricultural work has been extended from two to three years. The course for surveyors in Hesse has been extended from 4 to 5 semesters and the course in schools of building and engineering in Lower Saxony from 5 to 6 semesters.

Guatemala. The new curricula of the vocational schools have been submitted to the National Education Council.

Haiti. It is planned to open a technical lycée leading to a technical baccalaureate.

Hungary. Three new industrial technical branches have been introduced into secondary technical schools (non-ferrous metals, optical instruments and precision instruments). Two-year courses in Diesel motors, automation, electric power, etc. have been organized. The number of girls' divisions in agricultural schools has been increased.

Iceland. The reorganization of the technical school is being studied.

India. It is planned to open junior technical schools with a three-year course.

Indonesia. New subjects have been introduced in junior and senior technical schools. Both the junior and senior commercial high schools are to have a four-year course. A school for hotel management and four schools for civil administration have been opened.

Iran. Numbers in 1958-1959 : 7,401 pupils (+48%). Five new technical institutes have been opened in Tehran to form the nucleus of the Tehran Polytechnicum. The Higher Council of Education has approved regulations for setting up agricultural secondary schools, vocational schools and commercial schools. It has also approved the curricula for the vocational and business education branches of the upper secondary school.

Iraq. Numbers in 1958-1959 : 8,443 pupils (+84.1%).

Israel. Numbers in 1958-1959 : 15,300 pupils (+2,100), i.e. an increase of 15.9%.

Italy. The ten-year plan contains a large number of measures aimed at encouraging the development of vocational and technical education. A plan has been worked out for the reorganization of technical institutes. There is also to be a law regulating vocational education and one on continuation schools for pupils from 11 to 14 years. The history syllabus in vocational schools now includes civics.

Kuwait. Numbers in 1958-1959 : 1,529 pupils (+105), i.e. an increase of 7.37%.

Laos. The new provincial education centres enable technical and trade divisions to be introduced parallel to the traditional type of primary and secondary class. Courses in technical divisions have been lengthened to three years in order to bring them into line with classical and modern divisions. The problem of equivalent rating for the different types of course is to be considered. A commercial division has been introduced.

Luxembourg. An institute of technical education has been set up to replace the State trade school and its technical courses.

Malaya. Two trade schools have been converted into technical institutes.

Mexico. A planning commission has been set up at the national polytechnic. Curricula and syllabuses in pre-vocational and vocational schools have been revised. Agricultural education has been reorganized, some of the former practical schools of agriculture having been replaced by basic education centres for agriculture and cattle raising. A pilot plan for secondary technical education is being tried out.

Morocco. A school of engineering has been opened.

Netherlands. The bill on post-primary education provides for the reform of vocational education.

Norway. Numbers in 1958-1959 : 24,000 pupils (+9.1%).

Poland. Numbers in lower and upper vocational schools in 1958-1959 : 459,047 pupils (+14%). A law has been passed on vocational training for a specific trade. The possibility of extending from 2 to 3 years the course in technical schools for skilled workers and from 4 to 5 years the course in secondary technical schools is being examined. Curricula are being drawn up for a new type of school, to be called the preparatory vocational and general school.

Portugal. Numbers in public vocational education in 1958-1959 : 64,699 pupils (+18.3%).

Rumania. Greater stress is being laid on mathematics, physics and chemistry. The study of Rumanian language and literature has been introduced into the curriculum of vocational schools.

Saudi Arabia. Numbers in 1958-1959 : 641 pupils (+41%). Plans have been made to set up new technical and commercial schools at intermediate level.

Spain. Numbers in 1957-1958 : 21,166 pupils (+3.4%). Modifications have been introduced in the structure of industrial apprenticeship, which will now extend over three years from the age of 14. The industrial foremanship grade will be reached after two years. The curricula for draughtsmanship studies have been approved. A vocational course in office work for girls has been introduced.

Sweden. Numbers, 145,000 pupils (+8.2%).

Switzerland. The problem of expanding technical education has given rise to new measures in the cantons of Fribourg, Zurich (Winterthur) and Bern.

Thailand. Numbers in public vocational schools in 1958 : 62,810 pupils (+8.83%).

Union of Burma. Junior trade schools and a polytechnical high school have been opened. Agricultural schools have also been provided.

Union of South Africa. Total numbers in 1957 : 23,490 pupils (—10%). In one of the technical colleges courses have been started for the training of chemical, electrical and mechanical engineers.

USSR. Under the new law, schools belonging to the system of labour reserves are to be converted into town and rural trade and technical schools with a one- to three-year course for pupils having terminated the eight-year school.

United Arab Republic. Northern region : Secondary commercial classes for girls have been opened and temporarily attached to general education schools for girls or to women's technical schools. New trades have been introduced in preparatory industrial schools. Southern region : A five-year project for the creation of industrial and agricultural schools has been drawn up. Three new specialized industrial schools have been opened. Each preparatory industrial school will be devoted to a single industry with the trades it involves.

United Kingdom. England and Wales : The national council for technological awards has announced its decision to institute an award higher than the Diploma in Technology. Northern Ireland : Advisory committees concerned with mechanical engineering, electrical engineering and building have been set up.

United States. Legislation enacted by Congress provides for the training of highly skilled technicians as a function of vocational education at pre-college level.

Venezuela. The course in visual and applied arts now includes the first stage of secondary education, lasting three years. Three new specialized courses have been introduced in technical education : electronics, geology and mining, and petroleum. The former school for women's arts and crafts has been transformed into a technical college for women including the first three years of the secondary school course. Technical school curricula are in the process of revision. Courses in visual and applied arts and in women's technical education have been radically revised. The tendency is to broaden general education.

Vietnam. Numbers in technical education in 1958-1959 : 3,765 pupils (+11.5%).

Yugoslavia. The three-year course in fruit growing and in viticulture has been reduced to two years.

HIGHER EDUCATION

(1) *Quantitative development.* Twenty countries have provided comparable data enabling approximate observations to be made as regards the rate of development of higher education. Of these 20 countries, three report a decrease in numbers (—22%, —2.43%, —3.7%). If one of the remaining 17 countries is excluded because the increase there is

exceptional, exceeding as it does thirty per cent, the average rate of increase obtained for the 16 others is 11.24%. In the last three Yearbooks the average rate of increase was 7.5% in 1956, 7.97% in 1957, and 8.71% in 1958. The curve of the quantitative development of higher education continues to rise.

(2) *New courses.* The numerical expansion of higher education goes hand in hand with a very marked increase in the number of courses available to students. In the comparative table given below may be found examples of the new courses instituted, involving the opening of new institutes, the establishment of new chairs, the introduction of new certificates, etc.

(3) *Trend towards longer courses.* The tendency to increase the length of the studies required for certain degrees or diplomas may also be seen in higher education. On this point the reports of Ethiopia, Hungary, India and Rumania may be consulted.

(4) *Curriculum revision.* The reports on educational progress in China, France, Hungary and Spain mention changes made in the curriculum for certain courses.

Afghanistan. At Kabul University have been opened a faculty of pharmacy, a faculty of science for women, a philology seminar, and a post-graduate seminar in education.

Argentina. New courses have been started in most of the national universities.

Australia. Financial assistance from state and Commonwealth governments to the universities increased considerably in 1958. The New South Wales University of Technology has been renamed the University of New South Wales; its revised charter provides for the establishment of a faculty of arts and a faculty of medicine.

Austria. Numbers in 1958-1959: 32,608 students (+19%).

Belgium. At the University of Liège an additional degree in aeronautical engineering and a course on the use of soldering in construction have been introduced. In the State agronomical institutes there is a new certificate of special studies in phyto-chemistry and plant medicine. At the four universities there are now courses in macro-molecular chemistry, elements of pharmacodynamics, social hygiene and social medicine. At the University of Ghent, courses in the sciences of the press have been introduced.

Cambodia. The Royal Khmer University has been set up.

China. New courses have been started in higher education establishments. The courses provided in the faculties of arts, law, medicine and commerce have been revised. Evening courses have been introduced in four universities and one college in order to train secondary school teachers.

Dominican Republic. An institute of pure mathematics has been set up at the University of Santo Domingo; a course in nuclear energy and instruction in "professional ethics" have been introduced. A higher course in statistics of the Caribbee should also be mentioned.

Ethiopia. Numbers in 1958-1959: 760 students (+25.61%). It has been decided to incorporate the university colleges and higher schools into a Haile Selassie I University. The course for engineers is to be lengthened from four to five years. A complete faculty of law has been opened at the University College of Addis Ababa.

France. Numbers in 1958-1959: 182,000 students (+11,000), i.e. an increase of 6.43%. The entrance syllabuses for the *grandes écoles* tend to become more uniform. Faculties of arts have adopted the name of faculties of arts and human sciences. A certificate of political economy has been introduced in faculties of law. Two new certificates of haematology and higher haematology have been created. The science degree and medical studies have been modified.

German Federal Republic. The new statutes of the University of Saarbrücken, the University of Erlangen and the Munich Technical University have been adopted.

Haiti. A higher school of international studies training students for diplomatic and consular careers has been opened. A higher school of physics and chemistry with a four-year course is contemplated.

Hungary. Numbers in 1958-1959: 23,429 students (-584), i.e. a decrease of 2.43%. As the length of the course has been increased to five years, new curricula are required.

Iceland. Numbers in 1958-1959: 789 students (+23), i.e. an increase of 3%.

India. A three-year course after the higher secondary school has been introduced in the universities, leading to the first degree. An institute for the training of librarians has been set up in the University of New Delhi. The Indian Institute of Science has been declared a university. The Institute of Technology in Bombay has been opened. The degree in engineering and technology now requires a five-year course.

Iran. Numbers in 1958-1959: 14,439 students (+1,733), i.e. an increase of 13.6%.

Iraq. Numbers in 1958-1959: 8,834 students (+45.16%).

Israel. The Council for Higher Education which has recently been set up is now drafting rules for the recognition of institutions of higher learning and of the degrees awarded.

Italy. The independent University of Camerino has been made a State university. A faculty of medicine and surgery has been established at the Catholic University of the Sacred Heart. New degree courses in modern foreign languages and literature have been introduced in several universities.

Japan. Numbers in universities in 1958: 581,999 students (+2.4%). Forty departments in precision mechanics, electronics and technology, 8 courses in atomic energy and 3 graduate schools were introduced. A faculty of pharmacy was set up at the University of Tokio. An institute for the study of proteins and an aviation research institute have been established at universities.

Korea. Numbers in university colleges and universities in 1958: 76,574 students (-22%). New courses have been introduced in university level establishments.

Laos. A royal decree set up the Sisavang Vong University, which will comprise a number of higher education institutions.

Luxembourg. The international university of comparative science has added a faculty of comparative economics and a course on European communities to its curriculum.

Malaya. A new constitution is in preparation for the University of Malaya.

Morocco. It has been decided to open a demonstration school of medicine. The reform of the science degree course, reduced to three years, has come into force.

Netherlands. Numbers in 1959: 34,890 students (+8%). Various articles of the university education act have been amended. A special chair has been established in Leyden University for the study of neutrons and a chair in authors' and publishers' rights at Amsterdam University. At Rotterdam a centre for traffic science has been set up.

New Zealand. Numbers in 1957: 11,761 students (+6.2%). A dental school and a school of engineering have been started.

Paraguay. Numbers in 1959: 2,982 students (+1.26%).

Portugal. Numbers in universities in 1958-1959: 16,871 students (—3.7%). A commission has been appointed to study the reform of the science faculty.

Rumania. The course in faculties of economics has been extended from 4 to 5 years. In technical institutes, courses of an economic character (business organization and planning, book-keeping, analysis of economic activity, etc.) have been given wider scope. Preparatory practical work has been introduced in the mining, construction and agricultural sectors. The study of foreign languages has been extended.

Saudi Arabia. A faculty of science has been opened this year; next year it is hoped to open faculties of commerce and pharmacology.

Sierra Leone. Fourah Bay College now has a lectureship in engineering.

Spain. Numbers in 1957-1958: 71,784 students (+8.9%). Geology has been introduced in several universities. A department of modern culture has been established in the University of Valencia and a "Ramón Lull" chair in Palma of Majorca. Curricula and syllabuses for higher technical education have been drawn up.

Sweden. Numbers in 1957-1958: 26,100 students (+9.6%). Regulations have been introduced regarding the normal length of different courses.

Switzerland. New courses, including operational research, algebraic topology, international relations, Marxism-Leninism, cinema, radio and television, etc., have been introduced in almost all the universities.

Tunisia. Numbers in 1958-1959: 2,606 students (+16.9%). It is planned to create a Tunisian university grouping various higher education centres.

Union of Burma. The educational inquiry committee has recommended the progressive introduction of the Burmese language in university education. Two post-secondary technical institutes and one agricultural institute have been opened.

Union of South Africa. Total numbers in universities in 1957: 33,237 students (+8.7%). A law provides for the establishment, for the first time, of three separate university colleges for the Bantu and one university college for non-whites other than Bantu.

USSR. Students given priority in admission to higher education establishments for having done practical work beforehand represented 27% in 1957 and 45% in 1958 of the total number of students studying in day-time courses. Evening and correspondence higher schools are being extended.

United Arab Republic. Steps are being taken to unify higher education in the two regions of the country. Syrian region: Some higher institutes are attached to university faculties. A new university has been set up at Alep. Egyptian region: New higher institutes have been created. The statutes of the higher institutions of the Ministry of Education have been promulgated.

United States. Numbers in 1958-1959: 3,623,000 students (+5%).

Uruguay. A law has been promulgated on university autonomy.

Venezuela. A new law on higher education gives a large measure of autonomy to the universities.

Vietnam. Numbers in higher education in 1958-1959: 7,496 students (+30%). A Catholic university has been established at Dalat. After one year's existence the University of Huê already has 4 faculties (arts, law, science and education) and one higher school. A reform plan for higher technical education is being worked out.

Yugoslavia. Numbers in 1957-1958: 82,882 students (+15.3%). Higher schools and universities are to be open to producers and workers without the required qualifications who pass an entrance examination.

TEACHING STAFF

SHORTAGE OF STAFF

(1) *Evolution of the situation.* Although difficulties of supply continue to be felt in the majority of the countries, the reports on educational progress in 1958-1959 say more about the efforts made to improve the situation than about its gravity. These efforts are shown in the first place by an increase in the numbers in teacher training schools. This should enable the Danish authorities, for example, to abandon in 1959-1960 the emergency measures they had had to take previously. At secondary level, Norway hopes to make up the shortage within eight years.

(2) *Steps to combat the shortage.* The reports of some countries contain details of steps taken to meet the difficulty of supply: Belgium (accelerated professional training for baccalaureate holders), France (steps to encourage recruitment), Netherlands (public information campaign), Switzerland (emergency courses, retention of retired persons, re-appointment of married women teachers who had had to retire, increase in class sizes, appointment of teachers from other cantons), United States (salary increases, award of scholarships to intending teachers, professional training for university graduates, use of television to relieve teachers, etc.).

Afghanistan. Although the number of teachers has increased, foreign teachers still have to be called upon, especially in the field of secondary and vocational education.

Australia. There is a shortage of teachers, particularly at secondary level.

Austria. Several measures have been taken to meet the general shortage of teachers.

Belgium. To meet the shortage, a six-week accelerated training course has been organized for those possessing secondary level qualifications who wish to become primary teachers.

Ceylon. Efforts have been made to increase the number of persons qualifying for teacher training.

Denmark. The 1,520 student teachers who finished their training in 1959 will permit a partial alleviation of the shortage of teachers. During 1959-1960 it is hoped to abandon the emergency measures taken previously.

France. A great effort has been made to increase the number of students in primary teacher training schools; in 1957 they increased from 150,000 to 200,000. Special steps have been taken to facilitate the recruitment of secondary school teachers.

Netherlands. An information campaign on careers in education has been introduced to improve recruitment.

New Zealand. The shortage of mathematics and science teachers in secondary schools continues to present a serious problem.

Norway. Although there is still a shortage of teachers in secondary schools, the Ministry hopes to be able to balance supply and demand in about eight years' time.

Switzerland. Numerous steps have been taken to meet the shortage of staff: emergency courses, maintaining retired teachers at work, appealing to married teachers who previously had had to resign, increasing the number of

pupils per class, appointment of teachers from other cantons or from abroad, etc.

United Kingdom. England and Wales: It has been decided to increase the number of students in training by 12,000 before the autumn of 1962. Scotland: The advisory council on education has published a report on measures to improve the supply of teachers for secondary schools.

United States. Among efforts to improve the supply of teachers are: (a) increase in salaries, (b) scholarships for potential teachers, (c) pedagogical training for persons with college qualifications, (d) the award of temporary teaching certificates, (e) use of television as a teaching aid.

Vietnam. The shortage of teachers is particularly acute at secondary level.

TRAINING

(1) *Trend in favour of training for teachers.* The over-all number of countries which have planned or taken measures concerning the professional training of the teaching staff is forty-two (i.e. fifty-four per cent). Last year this proportion was sixty-four per cent. The following list gives the different categories of teaching staff with the proportion of countries which have taken steps in connection with their training: primary teachers, twenty countries (twenty-five per cent); secondary teachers, fourteen countries (eighteen per cent); vocational teachers, nine countries (eleven per cent); pre-primary teachers, six countries (seven per cent); specialized teachers, five countries (six per cent). On the whole there is a slowing down as regards the steps taken in connection with primary and secondary teacher training, and a renewal of attention to the training of vocational teachers.

(2) *Structural changes.* As compared with last year, there is a strong forward trend in this field. Whereas at that time structural changes were reported in only three countries, this year they are mentioned by the following thirteen countries: Czechoslovakia, Dominican Republic, El Salvador, German Federal Republic, Greece, Hungary, Japan, Malaya, Philippines, Sweden, United Arab Republic, Uruguay, Vietnam. In several cases the change involves the transfer of the professional training of one or other category of teacher to a higher type of establishment.

(3) *Curriculum and syllabus revision.* On the other hand, there is a slight tendency to fall in the proportion of countries in which curriculum changes have been made or contemplated: fourteen countries (i.e. eighteen per cent) instead of the sixteen of last year. Details of these changes may be found in the reports on educational progress of the following countries: Afghanistan, Byelorussia, Canada (British Columbia), El Salvador, Israel, Japan, Netherlands, Paraguay, Philippines, Sweden, Union of South Africa, USSR, England and Wales, Venezuela.

(4) *Changes in the length of courses.* The number of countries which have prepared or implemented the extension of educational studies is six (five last year), but the proportion is almost the same because of the greater number of countries studied this year (8%). These changes concern the following countries: German Federal Republic, Haiti, Indonesia, Switzerland (Valais), England and Wales, United States.

Afghanistan. Improvements have been made in teacher training courses as regards the teaching of physics and chemistry, the social sciences, and the history and geography of Afghanistan.

Australia. New teacher training courses have been established in two states. A seventh teachers' college was opened in New South Wales.

Belgium. Froebel training has become separate again, with a four-year course; nursery school teachers so trained will, after a short course, be able to teach in primary schools. The training courses of technicians and practising specialists who take up technical teaching have been thoroughly overhauled.

Bolivia. A higher technical teacher training school for the training of industrial arts teachers has been opened at La Paz.

Brazil. In order to be able to give the practical instruction to be introduced in the 5th and 6th primary classes of urban schools, the primary teaching staff is receiving specialized training in courses on the history of industrial arts, method and drawing, as well as practical exercises in work techniques to be taught in school workshops.

Bulgaria. Under the reorganization of the educational system, secondary school teachers must have had a university education.

Byelorussia. In order to train young teachers for giving polytechnical education, new subjects have been introduced into the curricula of pedagogical institutes, such as the study of machines, industrial design, chemical technology, modelling, etc.

Cambodia. The pedagogical training of primary teachers takes place at the national institute of education and the educational training centre, and training for secondary school teachers at the national institute of education.

Canada. In British Columbia the courses and time-tables for teacher training continue to be revised. The college of education in Saskatchewan has developed a four-year course for secondary school teachers and another four-year course for elementary school teachers, providing for considerable specialization. Improvements have been made in the training of teachers in industrial arts in the province of New Brunswick. In Prince Edward Island grade XII, instead of grade XI, has been made the minimum requirement for admission to teacher training.

China. Special teacher training classes have been opened.

Cuba. It is planned to train secondary school teachers in the universities.

Czechoslovakia. From 1959 onwards nursery school teachers will be trained in four-year training schools. Teachers for nine-year schools will take three- and four-year courses at pedagogical institutes.

Denmark. The State has considerably increased subsidies to private training schools.

Dominican Republic. Since last year, the training of secondary school teachers has taken place in the faculty of philosophy and education of the University of Santo Domingo.

El Salvador. The new regulations for teacher training schools divides them into town and country schools. Specialized training for kindergarten teachers has been introduced. New curricula and syllabuses have been drawn up for teacher training schools.

Ethiopia. This year for the first time the University College awarded degrees to secondary school teachers. The Empress Menen girls' school has inaugurated a four-year teacher training course. Courses have been introduced for training arts and crafts, domestic science and physical education teachers.

Finland. The new regulations on primary teacher training have come into force. Changes have been made in the practical training of secondary school teachers.

France. A higher certificate of proficiency has been introduced for the recruitment of primary teachers.

German Federal Republic. The training of primary teachers has been revised in Bavaria, Baden-Württemberg, Hesse and Berlin; it is now to be given in higher level institutions attached to the universities or in close cooperation with them. The length of the course for future primary teachers has been increased from two to three years in Bavaria and in Baden-Württemberg. An institute has been set up in Munich for the training of intermediate school teachers.

Ghana. For the first time, teachers' certificates were awarded on the results of examinations conducted for the National Teacher Training Council.

Greece. The educational reform provides for the conversion of the course for kindergarten teachers into an academy of education with a course following on from the secondary school.

Haiti. Efforts are being made to extend teacher training from three years to four.

Hungary. A demonstration school for the training of secondary school teachers has been organized in connection with the university. Secondary level teacher training schools for nursery school teachers have been replaced by higher level establishments requiring the grammar school matriculation certificate as a condition of admission.

Iceland. The reorganization of the physical training college is under consideration.

Indonesia. It is proposed to increase the number of years' study in B-I teachers' courses from 2 years to 3 and to replace the four-year SGB course by the six-year SGA course. It is planned to set up an academy for the training of vocational teachers and a training centre for intending teachers in technical, business and home-making schools.

Iran. The Higher Council of Education has approved regulations for setting up the technical teachers' college. The new primary teacher training school curriculum is divided into two semesters and places special emphasis on child development, methods, practical arts and practice teaching. In the national teachers' college a three-year course has been introduced to train students for leadership in primary education. For the first time, evening classes are being held at the teachers' college.

Ireland. From 1958-1959 on, candidates for entrance to training colleges will be required, in addition to passing oral and written tests, to undergo a suitability test conducted by an interview board.

Israel. Changes have been made in the teaching of natural science in teachers' training colleges.

Japan. The central council for education has proposed the establishment of separate teacher training universities and colleges and the adjustment of teacher training programmes to meet current and future demands.

Laos. A National Education Centre is to be opened for the training of teachers and school administrative staff.

Liberia. Plans have been made to open the first elementary teacher training institution.

Malaya. Teacher training centres have been reorganized.

Netherlands. Regulations have been issued on the certificate of pedagogic and didactic training required for teaching in secondary schools.

Paraguay. Curricula and syllabuses in teacher training schools have been modified.

Philippines. The new plan for training technical teachers requires a four-year course leading to the degree of Bachelor of Science in industrial education.

Sweden. The progressive establishment of higher training colleges will lead to the closing of the teacher training schools. New regulations have been issued for the later type of school.

Switzerland. In the cantons of Ticino and Fribourg new sections have been opened for the training of domestic science teachers. The training course for teachers has been extended to five years at Sion in the Valais. A similar proposal has been made in the Canton of Bern.

Ukraine. A special institute has been opened for the training of physical education teachers. New facilities have been provided for the training of art teachers and housecraft teachers. The network of evening divisions for teacher training is to be developed.

Union of South Africa. Specialization courses to meet the requirements of differentiated education in the Transvaal have been provided for teachers in physical education, music, domestic science, wood and metal work, art, librarianship, etc. In the Cape Province teachers' courses have been revised and a one-year course of training provided for technicians and artisans wishing to take up teaching.

USSR. A scheme for the reorganization of teacher training has been worked out. The scheme envisages an improvement in the students' ideological and political training, and the connection of studies more closely with life and with the requirements of the new education. One day a week will be devoted to work in production; about 20% of the time-table is reserved for teaching practice. It has been decided to create special courses at pedagogical institutes to train teachers for vocational and technical teaching in secondary trade schools.

United Arab Republic. The special private teacher training schools for preparatory school teachers have been abolished.

United Kingdom. England and Wales: The academic and professional content of the three-year course to be introduced in 1960 is being considered. Scotland: A council for the training of teachers has been established. More independence is being given to colleges of education. The system of teacher training is to be revised.

United States. There is much interest in the idea of 5 years' higher education for teachers. Sixth-year and doctorate courses in education are also expanding in the universities.

Uruguay. Courses have started in a training school with a view to training teachers for service in rural areas. Intensive courses have been held in the training schools in order to provide teachers for special classes.

Venezuela. The new teacher training programmes are being introduced provisionally. A new college has been opened for the training of secondary school teachers.

Vietnam. A commission has been set up to examine the establishment of a higher centre of education. The higher school of education in Saigon has been transformed into a faculty of education.

CONDITIONS OF SERVICE

(1) *Increases in salaries.* The trend towards the improvement of salaries and supplementary allowances has grown stronger in 1958-1959. In the reports of twenty-seven countries, i.e. in thirty-five per cent of the total, reference is made to steps taken to increase the remuneration scale of one or other category of teacher. Last year the proportion was twenty-five per cent.

(2) *Social welfare.* Three countries (the same number as last year) have been concerned with pension arrangements: Paraguay (social insurance benefits extended to primary and teacher training school teachers), Switzerland (pension increases in some cantons) and the Union of South Africa (improvements in the pension system and postponement of the teachers' retirement age).

(3) *Special advantages.* The Republic of Korea has exempted serving primary teachers from military service and has given student-teachers the opportunity of deferring service in the army until the end of their studies.

(4) *Teachers' status.* The number of countries in which the question of revising the teachers' status has been raised is the same as last year (five). These are: Haiti, Iran, Ireland, Malaya, the Netherlands.

(5) *Conditions of appointment and transfer.* Once more, the same number of countries as in 1957-1958, i.e. three, have made changes in the appointment and transfer procedure for teachers (China, New Zealand, Yugoslavia).

Afghanistan. Salary scales have been increased.

Argentina. The teaching staff of apprenticeship and vocational courses has been equated to the personnel of the general department of technical education.

Australia. Increases in salaries for teachers were made in New South Wales, Queensland, South Australia, Western Australia and Tasmania.

Austria. Most teachers receive a monthly education bonus of 75 or 100 schillings for their further professional education.

Belgium. Salary scales for technical teachers have been considerably increased, especially for those teaching part-time.

Canada. There is a general trend in all provinces in favour of increased teachers' salaries.

China. The conditions required for appointment as an elementary school principal have been revised.

Cuba. Primary teachers' salaries are to be increased from the next school year. An increase in salary is to be provided for those teachers who reside permanently in the vicinity of their schools; this increase is proportionate to the distance between the school and the nearest urban centre. Steps are being taken to build up a national qualified staff of secondary school teachers.

Denmark. There has been a considerable increase in salaries.

German Federal Republic. Higher teachers' salaries have been introduced in Bavaria, Berlin, Lower Saxony, North Rhine-Westphalia and the Saarland. In Schleswig-Holstein salaries of primary teachers working on contract were adjusted.

Haiti. A new statute has been introduced for primary school teachers.

India. Salaries for teachers in technical schools have been increased.

Indonesia. Increases in salary have been granted to teachers at various levels of education.

Iran. The Ministry of Education has been empowered to change the status of temporary teachers to that of permanent employment.

Ireland. Teachers' salaries have been raised by 6%. The regulation requiring women teachers to retire on marriage has been abolished.

Israel. Salary scales have been revised and generally increased.

Korea. Under new regulations student teachers may postpone military service until the end of their studies, while primary teachers in service are exempted from it.

Malaya. Throughout 1958, work continued on the preparation of new salary scales and conditions of service for teachers.

Netherlands. The legal position of married women teachers has been greatly improved.

New Zealand. Higher salaries are being given for superior qualifications. The new appointments scheme for teachers has come into force.

Norway. The second stage of salary increase for teachers was implemented after the first stage last year. A cost-of-living allowance has been granted.

Paraguay. Teachers in primary and teacher training schools are now covered by social insurance benefits.

Poland. The average salary increase for teachers in all schools was 20%. Additional increments are given for teaching in multi-grade classes and for higher qualifications.

Portugal. Teachers' salaries were increased at the time of the general increase for all civil servants. Salaries for teachers in primary and higher education were raised more than those of other civil servants.

Rumania. Salaries of teaching staff in higher educational establishments have been increased. Various material advantages have been granted to teachers.

Spain. The teaching staff of technical schools is being integrated into the official register. Considerable increases in salaries have been granted to them. Conditions of service have also been improved for secondary school teachers and those in vocational training centres.

Sudan. The improvement of teachers' conditions of service is being studied.

Sweden. Opportunities for promotion for teachers have been improved. The collective agreement which came into force in 1959 resulted in a general salary increase of 2%.

Switzerland. Teachers' salaries have been adapted to price levels and recruitment difficulties (rise in basic salaries, allowances, pensions, etc.).

Union of South Africa. Improved salary scales were introduced from October, 1958. The superannuation age has been raised and pension schemes improved.

United Kingdom. England and Wales: The Ministry of Education has approved a salary increase of 5%.

United States. The estimated average increase in teachers' salaries in 1958-1959 as compared with the previous year is 4.5%.

Venezuela. Substantial increases have been granted to primary and secondary school teachers.

Vietnam. Teaching allowances for secondary school teachers have been introduced.

Yugoslavia. Teachers' salaries have been considerably increased. All appointments will in the future take place by means of competitive selection.

**Educational Progress
in 77 Countries**

National Reports

AFGHANISTAN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *School Building* — ORGANIZATION — *Quantitative Development* — *Vocational and Technical Education* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *Primary Education* — *Secondary Education* — *Vocational Education* — *Textbooks* — *Teaching Materials* — *School Laboratories and Workshops* — TEACHING STAFF — *Training* — *Conditions of Service* — *Shortage* — AUXILIARY SERVICES — *Extra-Curricular Activities* — MISCELLANEOUS — *Rural Education*

INTRODUCTION

Education in Afghanistan underwent certain changes during the past twelve months, most of which concerned the gradual perfection of teaching programmes and development of educational departments. The advancement of these two objectives depends upon the training of teachers, improvement of laboratories and workshops, provision of teaching materials, publication of textbooks and construction or renovation of school buildings.

ADMINISTRATION

School Building Greater emphasis has been laid upon repairs to existing buildings and construction of new schools; ten new elementary school buildings have been constructed. In secondary education, buildings for the oldest secondary school in the country are being constructed on modern lines in a part of New Kabul. A new school building for girls is also under construction. In the field of vocational education the main achievement during the year was the completion of the buildings for the Afghan Institute of Technology and other technical schools situated in Kabul and the provinces.

Basic steps for a plan of construction for Kabul University were taken during the year. After surveys regarding the number of buildings, their requirements and educational function, and detailed plans for the construction of the first six buildings had been made, the contract was given, with the assistance of the United States International Cooperation Administration, to the Pacific Architects Inc. These plans are expected to be completed soon.

ORGANIZATION

Quantitative Development Schools have been expanded according to the provisions of the five-year development plan which provides for the establishment of new schools and an increase of the number of sections in

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Mohammad HAIDAR, Delegate of the government of Afghanistan.

existing schools. In general, only new elementary schools have been established, and additions to other categories of schools have been smaller; 27 regular and 175 village elementary schools were established during the past year.

The campaign against illiteracy continues, and twenty new adult education courses were launched last year. The Higher Council of Education also passed regulations awarding cash compensation to all those persons who help in imparting literacy to illiterate adults. Primary education plays an important role in implementing the community development project; this role is played through community schools, 144 of which were established in model villages last year and enthusiastically acclaimed by the people. The school building is also used as a place where villagers congregate to hear lectures on health and social and educational subjects.

In the field of secondary education a middle school was raised to the level of a secondary school and three new middle schools were established. The class sections are also steadily increasing in number. The establishment of new school departments and their development are based on the five-year development plan and have been successfully accomplished.

Vocational and Technical Education

In vocational education certain new departments were established but no new schools were opened. Teacher training schools in the provinces reached the second- or third-year stage and their hostels took on a more organized form. The schools of mechanics at Kandahar and Khost have made noteworthy progress during the past two years, and the third-year course is being launched this summer. Courses of bricklaying and carpentry launched in Farah some years ago have been brought together in the form of a middle school because of their success. Their syllabuses have been organized on the pattern of the school of arts in Kabul. A department of weaving was added to the arts school in Kabul. Up till now its programme prepared students for a life of artisanship. Early this year the second part of the programme, relating to the finer arts, came into being. A department of painting and ceramics, on a comparatively high level, was established. Pupils manifesting outstanding capacity in art were enrolled in this department after their ninth school year.

The correspondence school, which had been closed a few years ago, was reopened under the title of correspondence and clerical school so that the needs of the Ministry of Finance and other accounting departments could be met.

University Education

At Kabul University the following innovations may be recorded: (a) a faculty of pharmacy (four-year course) and (b) a faculty of science for women (four-year course) have been opened. In addition a philology seminar with special emphasis on Pushto was inaugurated in the faculty of arts. It was conducted for 8 weeks at a time under the supervision of two experienced foreign professors; the participants were Pushto teachers from the faculty of arts and from the secondary schools. A post-graduate seminar in education was introduced in the Institute of Education. The participants are teachers holding university degrees. After learning about teaching methods and passing examinations they are given the degree of M.A. A seminar on scientific research was also inaugurated, at which scholars and experts from the Ministry of Education

and Kabul University meet once a week to consider bases for research in education. A series of lectures has been delivered by qualified scholars and authorities on various subjects employed in the various ministries and departments. Invitations have been issued to certain famous foreign professors to deliver lectures for a brief period.

The number of university students in 1958 was 1,295, and in 1959 it was 1,505, making an increase of 210 or 16.21%. The number of students sent abroad was 48, and 22 students returned to the country after graduating abroad.

CURRICULA, SYLLABUSES AND METHODS

Primary Education One of the objectives of elementary education during recent years has been to make teaching programmes more functional and vital in character and to stimulate the innate skills of pupils beside their theoretical lessons. Since the majority of the people of Afghanistan are agriculturists by profession, agricultural activities have been strengthened in primary schools and the pupils readily take part in them. Agriculture has been added as a separate subject in the curriculum and a handbook entitled "Practical Agriculture" has been compiled for the guidance of pupils and teachers. Local handicrafts have also been added to the primary curriculum and have been satisfactorily developed in most schools. Audio-visual aids to instruction have been increasingly utilized and educational films are being shown in all schools by a mobile cinema unit.

Secondary Education National languages, especially in the history of literature, were being taught in different ways. This system has been revised and the syllabuses unified.

In girls' schools greater attention has been paid to such vital subjects as housekeeping, child care, etc. Certain reductions have been made in the mathematics and science syllabuses but teachers have been authorized to use their discretion in selecting the parts of these syllabuses that in their opinion have greater bearing on the future duties of schoolgirls.

Vocational Education The curricula of the colleges for divines, the teachers' training college in Kabul and the finance department of the college of commerce have been revised in certain ways. New methods of teaching have been adopted and the colleges for divines have been improved, on the advice of experts, with a view to bringing them up to standard in modern as well as the religious sciences. With the addition of general science, physics and chemistry (mathematics, history and geography had been introduced in previous years), the curriculum of these colleges has been modernized. Similarly Arabic is now being taught according to modern and improved methods and by qualified teachers.

Textbooks The publications of the Ministry of Education are school textbooks, handbooks and keys to textbooks, educational periodicals and magazines and literature on the arrangement of libraries.

As Afghanistan is a bilingual country, both Pushto and Persian are taught in school and the teaching of languages therefore demands special supervision. In order to accomplish this task separate syllabuses have been prepared for these languages and enforced in predominantly Pushto- or Persian-speaking areas of the country respectively. Special textbooks have,

similarly, been compiled for this purpose. Advantage has been taken of foreign systems of language teaching. New Pushto and Persian books have also been compiled for adult education courses.

Because of lack of facilities the Ministry of Education thought it necessary to have a number of textbooks, stocks of which had been exhausted, reprinted in foreign countries. For this purpose an agreement was concluded with Franklin Publications Inc. in Tehran, under which 125 different textbooks were to be printed. During the past twelve months one million copies of textbooks with 25 different titles were printed and brought to Afghanistan. These books were mainly for use in elementary schools. Another batch of nearly one million copies comprising 40 titles are now being printed. With the completion of the whole series of these textbooks, Afghanistan's needs will be fulfilled for a period of three years. Local printing presses have also printed certain books relating to education.

Teaching Materials In Afghanistan teaching materials are provided free of charge to school children. Such equipment is generally purchased from abroad. Materials purchased abroad last year from Japan are expected to meet the needs of schools for a period of three years.

School Laboratories and Workshops In elementary schools, workshops for handicrafts were arranged in accordance with locally practised arts and trades; improvements were made especially in hand-loom workshops; sets of tools for handicrafts were dispatched to schools, and modern equipment comprising apparatus for physics, chemistry and biology was installed in secondary school laboratories. In vocational education, workshops for practical training were expanded and new tools and machines were installed.

In the school of mechanics at Kabul the practical side of training has developed and new machinery and tools have been imported from Germany and installed in the school's workshops.

Workshops at the school of mechanics in Kandahar have been fully equipped with machines and tools like those of technical schools in advanced countries. Equipment and instructors for this school have been provided by Unesco.

In the Afghan Institute of Technology a quantity of equipment for mechanical repairs, tinsmithery, welding, and the administrative office, has been received from the United States International Cooperation Association.

TEACHING STAFF

Training Certain reforms were carried out in teacher training courses during the past twelve months on the advice of local and foreign experts, with emphasis on the following points.

The teacher of the future should have a deep interest in his profession from the very beginning and no doubts and suspicions should be allowed to creep into his mind. His knowledge of scientific subjects should be of a practical nature; the physics and chemistry syllabuses were accordingly given a more functional character and laboratories were to be improved. The social sciences were also taken in consideration and the history and geography of Afghanistan courses underwent certain changes. Arts and

agriculture took on a more concrete form and came to be part of the lessons in all classes. A small farm for experimentation by pupils and an agricultural laboratory were established. Professional training became concentrated in three basic subjects: psychology, teaching methods and sociology. New syllabuses and pedagogical methods are being implemented in experimental schools under the guidance of foreign and local experts.

Conditions of Service Although the government of Afghanistan places greater importance upon teachers and the teaching profession, as witnessed by the higher salary scale admitted for them, and by the fact that, although teachers work only half a day they receive a special allocation called the "food-grain allowance". Most important of all is the concession granted to teachers in exempting them from military service provided they do not abandon the teaching profession for a period of six years after the normal time for conscription. To elevate the teacher's position even further, and to impress upon the people the important role played by him in society, the government of Afghanistan set aside 26th October last year as "Teachers' Day".

Shortage Although the number of teachers increased during the past year, it is still not large enough to meet all needs, and foreign teachers are therefore still required, particularly for secondary and vocational schools. Last year there were 3,520 primary teachers (+300), 810 secondary school teachers (+38) and 375 vocational school teachers (+19).

AUXILIARY SERVICES

Extra-Curricular Activities Since all educational affairs in Afghanistan are conducted and financed by the State, including all expenses for school and extra-curricular activities, everything relating to education, whether undertaken by non-governmental organizations or individuals, must pass through the departments of the Ministry of Education. These activities include sports, boy scouts, art exhibitions and displays of knitted and embroidered articles, etc. The directorate general of sports of the Ministry of Education has extended its activities during the past twelve months as witnessed by the fact that sporting events, tournaments in central and provincial schools, and inter-school contests were arranged on a larger scale, and teams of sportsmen were sent to such countries as Japan, Russia and the People's Republic of China.

The boy scouts association, which was formed nearly three years ago, has been making steady progress under the supervision of the Ministry of Education and the number of entrants has increased. The members of this association are rendering valuable service in guiding other pupils and assisting in maintaining order in schools.

The Ministry of Education has been devoting more attention to exhibitions of pupils' arts and crafts work in recent years. This is done in order to stimulate a taste for the fine arts and crafts among boys and girls. The number of articles put on display at these exhibitions has been growing, and the best hundred pieces of work were awarded a prize. Since last year this exhibition has been arranged during the week in which "Teachers' Day" is celebrated.

MISCELLANEOUS

Rural Education The community development project holds an important place among the economic and social activities of the country. The object of such projects is to acquaint rural populations with modern systems of agriculture, health and hygiene, and economics. It is, therefore, apparent that the role of the Ministry of Education in the new life of the villager is a specially important one. This task is being accomplished by Unesco missions and local and foreign experts. The Ministry of Education encourages the teacher to become acquainted with rural life so that he may be able to help in bettering the economic and social life of the people. To this end students in their final year at the primary teacher training school spend two months following a course of training in community development, hygiene, agriculture, art and adult education. The Ministry follows special systems of education and training in village schools in accordance with the development of the project.

ARGENTINA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

PRIMARY EDUCATION — *National Board of Education and Teachers — New Courses — Educational Journal — Kindergartens — Fundamental Education* — SECONDARY EDUCATION — *Coordination of Teaching — Pupil Exchange — Methods — Improvement Courses for Teachers — Seminars — New Schools* — TECHNICAL EDUCATION — *General Department of Technical Education — National Commission for Apprenticeship and Vocational Training — New Courses — Teachers' Statute* — ART EDUCATION — *General Department of Art Education — Visual Arts — Dramatic Art — Music* — UNIVERSITY EDUCATION — *University of Buenos Aires — National University of La Plata — National University of Cordoba — University of the Seaboard — Private Universities* — MISCELLANEOUS — *Quantitative Development of Education*

PRIMARY EDUCATION

National Board of Education and Teachers

The present authorities of the National Board of Education took over on 4th January, 1958.

As a consequence of the amnesty law passed by Congress, the Board of Education reconsidered all sanctions to teachers due to political reasons and proceeded to reincorporate all those who were acceptable.

The Board also enforced the teachers' statute, sanctioned by law decree No. 16777 of 11th September, 1956.

Postgraduate courses for teachers have been organized to stimulate vocational abilities and improve knowledge according to present-day educational trends.

New Courses

New primary education courses are being tried out experimentally at the Bernasconi Institute and in groups of experimental schools.

Curricula for schools for adults and armed forces schools have undergone a substantial reform, tending to the transmission of useful knowledge and manual abilities in view of better application to community affairs.

Educational Journal

The Common Education Monitor, the magazine of the National Board of Education, founded by Sarmiento in 1881 and which ceased to appear in December, 1949, resumed publication in 1958.

Kindergartens

The National Board of Education has given special attention to kindergartens. During 1958, 315 of these sections operated within the city of Buenos Aires and 338 in the interior of the country. The Board intends to increase the numbers.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Francisco Antonio SALONIA, Delegate of the government of Argentina.

Fundamental Education Fulfilling Unesco's programme of fundamental education, a postgraduate improvement course for rural teachers was conducted at Ezeiza, province of Buenos Aires, where the second stage, practical application, is at present being developed in pilot schools in the Icaño district, province of Catamarca.

SECONDARY EDUCATION

Coordination of Teaching Departments of related subjects, which group the teachers concerned in order to achieve better coordination, have been created with excellent results in all colleges and schools.

Pupil Exchange Exchange of pupils between educational establishments of similar type have been undertaken on an experimental basis ; results so far have been very satisfactory.

Methods New teaching methods and experimental didactic tests are being conducted at several secondary level institutions.

Improvement Courses for Teachers The external cultural action for schools has been stimulated and postgraduate improvement courses for teachers in service have been organized.

Seminars The Ministry of Education and Justice is planning to hold this year regional seminars on education, which will clarify the views of teachers and pupils on educational matters and coordinate their work with that of the higher authorities in education.

New Schools During 1958, sixteen new official establishments of higher and middle secondary education were created and a total of 121 authorizations for private secondary and middle teaching institutions have been made.

TECHNICAL EDUCATION

General Department of Technical Education During 1958 the general department of technical education has consolidated the basic measures to be taken in order to adapt technical training to the present needs of national industry and give it the necessary impulse to cover all future needs for specialized labour.

The general department of technical education has taken part in discussions that led to the creation of the federal council for technical education, a body composed of representatives of the federal and provincial governments and whose object is to coordinate the possibilities of the provinces in order to satisfy local or regional demands for technical personnel.

The general department organized the technical education conferences which took place in Buenos Aires on 17th to 21st November, 1958, and which were attended by school teachers and headmasters from all over the country, and by representatives of official agencies and private industry.

The activities of the general department of technical education have three objectives: (1) to adapt technical education to the needs of the country; (2) to improve the quality of the tuition provided; (3) to keep the public informed of the aims of technical instruction in order to stimulate their interest.

National Commission for Apprenticeship and Vocational Training

Action taken by this commission during 1958 comprised: (1) the orientation of teaching; (2) refresher courses for shop supervisors, and teachers of practical subjects and drawing; (3) the critical study of curricula and syllabuses; (4) the reorganization of courses; (5) the constitution of the teachers' advisory council and of the teachers' regional councils; (6) the organization of new courses and specialities, etc.

New Courses

The curricula and syllabuses for mechanics were changed and came into force during 1958. Those of the textile and metallurgical branches were also modified, as were those for special subjects in schools for women.

Considering the large number of specializations, all the curricula and syllabuses could not be revised, so the rest were held over while the new ones were being tried out.

The first plans were made and submitted to the teachers' councils, in order to be adjusted to regional needs.

The reorganization of the apprenticeship courses has taken place.

Among new courses introduced in 1958 may be mentioned the course for television repair, requested by the industry in order to obtain skilled workers, and parallel courses in soldering and gas installations. At the same time, in order to meet demands, the creation of vocational schools for accelerated training wherever they are required was considered.

The creation of new specializations such as iron metallurgy, precision mechanics, and naval workshop mechanics were considered.

Teachers' Statute

During 1958, under law No. 14473 on the teachers' statute, the teaching staff of apprenticeship and vocational courses was equated to the personnel of the general department of technical education.

ART EDUCATION

General Department of Art Education

The department of art education, which up to a few years ago came under the general department of culture, acquired functional autonomy under the ministerial resolution of 19/11/55 and was raised to the category of general department, which authorizes it to develop art teaching in the country.

Visual Arts

Whereas official education in the visual arts has traditionally been localized in the federal capital, the general department of art education aims at its extension throughout the country.

In 1958, the inauguration of the academy of art of the North, at Santiago del Estero, took place. The general department suggested to the Ministry the opening of another establishment for art studies in the town of Azul (province of Buenos Aires).

Dramatic Art In June, 1956, the course for the national school of dramatic art was decided upon.

Music The national music conservatory has introduced experimentally fundamental changes in its structure and curriculum. These changes consist mainly in the creation of five departments: instrumental, vocal, composition, free courses, and complementary subjects.

UNIVERSITY EDUCATION

University of Buenos Aires In the faculty of law and social science optional courses at the doctorate level, a seminar for law students, and courses for postgraduates, were held with the cooperation of specially invited foreign professors.

In the faculty of medicine problems regarding the students' practical training were considered, courses were worked out, and teaching for postgraduates was analyzed. Special interest was given to the school of kinesiology and to the project of a school for nurses, already sanctioned by the higher council.

Work on the construction of the new building for the faculty of exact and natural science was begun. A commission was set up to organize an institute for calculation. A project for the creation of the Latin American regional calculation centre was approved by the tenth General Conference of Unesco which took place in Paris.

The faculty of economics revised its course and an administrative efficiency commission was created. A degree in administration was introduced.

In the faculty of agronomy and veterinary medicine a new syllabus was introduced and the reform of the school of veterinary medicine continues to be studied.

In the faculty of philosophy and arts good results have been obtained with the division of the academic year into three periods of four months. Other beneficial reforms have taken place, including the increase in the number of courses for students who work while they study.

In the faculty of architecture and town planning a change has taken place in orientation and practice through the introduction of a strictly experimental criterion.

In the faculty of engineering schools for graduates were created and the supervision of students was started.

In the national college of Buenos Aires and in the higher school of commerce co-education has been introduced.

National University of La Plata In the year 1958 the University of La Plata received visits from investigators, educators, and scientists from Argentina and abroad, who gave lectures in faculties and institutes on their specialities, e.g. economics, physics, eugenics, journalism, etc.

In the faculty of economics, courses on mechanized accountancy and electronics were held.

In the faculty of physics and mathematics special courses were given on metallurgy and thermic treatment, and on mathematics and physics, with the participation of mathematicians and physicists from almost all the South American countries.

In the faculty of juridical and social science, a course on the legal status of the professional journalist took place.

National University of Córdoba

The university assembly, composed of professors, students and graduates, continued with the study and discussion of the new statute, which was adopted in August 1958. In April, the higher council approved the incorporation in the university of the institute of forest engineering. In the same month, the executive power of the nation transferred to this university the L.W.1. radio station which, by a decision of the higher council, is now called the Córdoba University Radio. Steps are being taken to obtain the adjudication of a television channel attached to this radio station. During 1958 several institutes were set up under the faculties, such as the one for the history of architecture in the faculty of architecture and town planning, the institute of pedagogy "Saul Alejandro Taborda" and the school of librarians in the faculty of philosophy and arts, and the institute of cell biology and pathology in the faculty of medicine.

University of the Seaboard The university assembly approved the statute which terminates the provisional regulations dictated by the higher council.

The department of university pedagogy was set up with the objective of collecting and classifying material on higher level teaching, of advising on pedagogical subjects and training suitable staff.

The faculty of hygiene and preventive medicine was divided into the higher school of health and the technical school for health.

Private Universities

The question of independent establishments and the possibility of creating private universities has concerned public opinion throughout 1958. A law-decree which gave a provisional solution to the problem in 1955 was followed by national law No. 14557 sanctioned by Congress at the end of 1958 and worked out in detail at the beginning of 1959, which authorized the creation of private universities. These universities may confer academic degrees, but qualifications for the exercise of a profession and for teaching will be granted only by the State. There are at present three private universities: the Argentine Catholic University "Santa Maria de Buenos Aires", the university institute of Salvador, and the Catholic University of Córdoba.

MISCELLANEOUS

Quantitative Development of Education

The following statistics show numbers of pupils and teachers for 1957 and 1958 in the educational establishments of the Republic. The figures for 1958 are provisional.

	1957		1958	
	Pupils	Teachers	Pupils	Teachers
<i>Public establishments</i>				
Kindergartens	37,578	1,807	38,394	1,738
Primary schools	1,220,856	55,458	1,200,862	56,737
Secondary schools :				
General	350,475	57,963	368,555	49,062
Technical	110,605		112,215	
Higher level establishments	5,559	1,016	5,537	1,080
National universities	147,025	4,999	146,090	5,127
Workers' universities	1,163	367	1,989	355
<i>Recognized private establishments</i>				
Primary schools	—	—	379	14
Secondary schools	6,112	732	4,875	641
<i>Independent private establishments</i>				
Secondary schools :				
General	159,681	3,992	165,571	3,515
Technical	30,152	994	21,248	627
Higher level establishments	1,151	18	1,003	20
<i>Secretariats of State and national ministries</i>				
Kindergartens	301	12	319	11
Primary schools	2,666	156	2,588	170
Secondary schools :				
General	6,051	583	5,508	537
Technical	4,854	517	4,802	631
<i>Provincial administration</i>				
Kindergartens	29,819	1,668	36,651	1,913
Primary schools	1,557,786	66,196	975,077	67,253
Secondary schools :				
General	36,919	2,098	37,026	2,009
Technical	41,259	2,922	42,802	3,086
Higher education	733	119	1,364	280
<i>Municipal administration</i>				
Secondary schools :				
General	7,194	277	6,703	230
Technical	4,413	224	3,658	216
Total	3,762,352	202,118	3,183,216	195,252

AUSTRALIA

EDUCATIONAL PROGRESS IN 1958 ¹

INTRODUCTION — ADMINISTRATION — *Administrative Personnel* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Structural Changes* — *Technical Education* — *Universities* — CURRICULA, SYLLABUSES AND METHODS — *Modifications in Curricula and Methods* — *School Radio and Television Broadcasts* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Handicapped and Retarded Children* — *Guidance Services* — *Rural Education* — *International Contacts*

INTRODUCTION

The year 1958 in Australia has been one of considerable expansion of educational activity and facilities at every level to cope with greatly increased pupil and student populations.

At primary and secondary levels the natural increase of the Australian population and the influx of children from European countries resulting from Australia's continued immigration programme have brought about large increases in school enrolments. The need for increased teaching staff and school accommodation has been greater at the secondary level, where the effect of the high birth-rate of the war years is now being felt.

At higher level, as well as catering for the larger numbers of students continuing their studies after secondary school, Australia has provided educational opportunities for an ever increasing number of Asian students both sponsored and private. In technical colleges and universities, agricultural colleges and teacher training colleges, hospitals and colleges of nursing, Australia has provided training for students from many Asian countries. On 30th June, 1958, the number of students who had studied or were studying in Australia under the Colombo Plan alone was 2,286, and this figure represents only a small percentage of the total of Asian students.

To meet the demands of a greatly expanded student population the Australian education authorities pursued a vigorous programme of building and staff recruitment in 1958. Estimates of student populations for the next few years reveal that expansion on a grand scale will be required, and plans are being made in accordance.

ADMINISTRATION

Administrative Personnel During 1958, as a result of continued increases in school enrolments and the extension of educational services, there were a number of new positions created within the various state education departments.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. H. CAMPBELL, Delegate of the government of Australia.

In the New South Wales education department the position of director of teacher training was created. Four area secondary inspectors were appointed to bring the number of these officers to five. Their duties are to assist the area directors of education in the supervision and administration of secondary schools.

In the Victorian education department an assistant director and additional assistant chief inspectors were appointed in both the secondary and technical branches. In the primary branch two additional inspectorates were created and in the secondary branch, the secondary board of inspectors was increased by one member.

The major modifications within the Queensland department of education during 1958 were the creation of the posts of deputy director general of education and director of special education services. The latter administrator is responsible for the organization of the research and guidance branch, provision of special schools for the handicapped and various other allied educational activities.

New positions created within the South Australian education department were assistant superintendent of high schools, assistant superintendent of technical schools and a second inspector of domestic arts.

In Tasmania, the education department has altered its system of school supervision to place greater responsibility on the headmaster for instructional leadership and assessment of the school programme. A number of seminars have been held on the changing emphasis in the roles of superintendent and headmaster.

Finance Expenditure on government education in the various states for the financial year 1957-1958 showed an increase over the 1956-1957 figures. The following table shows the expenditure on education in relation to total expenditure for each of the Australian states. As accounting methods vary from state to state, figures should be compared with caution.

State	Educational Expenditure	Total Expenditure
<i>Expenditure from Consolidated Revenue Funds</i>		
New South Wales	£39,435,000	£138,944,000
Victoria	26,465,000	145,551,000
Queensland	12,336,000	89,470,000
South Australia	9,050,000	71,042,000
Western Australia	7,861,000	58,177,000
Tasmania	4,202,000	21,614,000
Total	£99,349,000	£524,798,000
<i>Expenditure from Loan Funds</i>		
New South Wales	£9,196,000	£57,597,000
Victoria	7,997,000	45,443,000
Queensland	2,407,000	23,190,000
South Australia	2,665,000	24,829,000
Western Australia	1,531,000(1956-1957)	17,671,000
Tasmania	1,242,000	11,695,000
Total	£25,038,000	£180,425,000

School Building In New South Wales, additional classrooms provided in 1958 totalled 1,323, an increase of 8% upon the number available at the end of 1957. Expenditure on secondary school buildings was approximately £4,724,000 and for primary schools £3,877,000.

In Victoria, 953 additional classrooms were constructed during 1957-1958.

In Queensland, 3 new high schools and 5 new secondary departments were opened at the beginning of 1958. During 1957-1958, 13 new primary schools were completed or under construction and a total of 344 new classrooms were added to primary schools. At the secondary level 2 new schools were completed or under construction and the number of new classrooms added was 90.

In South Australia approximately £3,162,000 was allocated for building.

In Western Australia, 235 new classrooms were built in 1958.

In Tasmania, the number of government schools was increased by 6, bringing the total to 285.

ORGANIZATION

Quantitative Development The following table sets out the total school enrolments in the various states in 1958 and the percentage increase over the 1957 figures.

	Government Schools	Increase over 1957	Non-Government Schools	Increase over 1957
New South Wales	561,000	4 %	182,000	4.1 %
Victoria	384,000	6.5 %	148,000	6 %
Queensland	224,000	4.6 %	65,000	2.8 %
South Australia	154,000	5.7 %	33,000	5.6 %
West Australia	111,000	5.2 %	35,000	3.4 %
Tasmania	61,000	3.8 %	11,000(1957)	—

The numbers of teachers employed in government schools in 1958 for the various states were as follows :

New South Wales	19,600	(+4.7%)
Victoria	19,300 ¹⁾	(+8.3%)
Queensland	7,100	(+9.1%)
South Australia	5,200	(+8.4%)
Western Australia	4,000	(+6.5%)
Tasmania	2,600	(+9.2%)

¹⁾ Including teacher trainees.

Structural Changes There were no major modifications to existing educational organization in 1958.

The findings of the committee of inquiry into secondary education in New South Wales were submitted for the consideration of the Minister for Education. While no formal changes in secondary education were announced in 1958, new secondary schools opened in and near Sydney were organized on a multilateral basis. Each was designed as a school to serve a particular geographical district and provide a wide variety of courses for the pupils enrolled.

In Victoria, a committee was set up to conduct a survey of the state's educational system. The wide terms of reference for the survey fall into two main divisions—the present educational system and the problems facing the present system.

At the end of 1958, the Western Australian education department issued a policy statement on secondary education. The policy which is being implemented throughout the state is that of coeducation for all secondary pupils, in comprehensive community high schools. Since World War II, a long term policy has been pursued by the education department to make all high schools (a) coeducational; (b) comprehensive, in that a variety of courses is offered; and (c) community, in that they cater for the needs of children requiring secondary education in a particular area.

In the principal country towns new schools have been established on these lines since 1915. In the metropolitan area, the integration and conversion of existing schools was planned so that only two schools would be without coeducation in February, 1959.

Tasmania also made extensions to its comprehensive, non-selective, district high schools system. Of the 19 high schools in the state, 7 are comprehensive in type, 5 are multilateral and 7 are selective academic schools.

Technical Education In New South Wales alone, the total student enrolment in technical colleges for 1958 was 80,000 students in 48 colleges and more than 100 associated centres. In addition to these enrolments, vocational and general education was provided through the correspondence teaching division and the mobile instructional units of the department of technical education. These total enrolments included a large number of Asian students. In the day matriculation course at the central college in Sydney alone there were over 200 Asian students in 1958.

Technical college courses are constantly under revision to meet the changing needs of industry. In the various states a number of new courses were introduced and existing courses modified to include recent developments in techniques.

Universities For the Australian universities, 1958 was a year of greatly increased financial assistance from state and Commonwealth governments. The recommendations incorporated in the report of the committee on Australian universities 1957, included the implementation of an increased financial programme for the years 1958, 1959 and 1960. This programme provides for substantial increases in the recurrent income of universities, and for the expenditure of over £13 million by the state and Commonwealth governments on new buildings and equipment in the three-year period. The Commonwealth is sharing the cost of the building programme on a £1 to £1 basis with the states, except in the cases of Western Australia and Tasmania where the Commonwealth contributes 25 shillings for every 20 shillings provided by the state.

The New South Wales University of Technology was renamed the University of New South Wales, with a revised charter to include the establishment of a faculty of arts and a faculty of medicine. The Victorian state government passed an act providing for a second university in that state, to be called the Monash University. An interim council was appointed.

CURRICULA, SYLLABUSES AND METHODS

Modifications in Curricula and Methods Investigations into school curricula were carried out in the various states during 1958.

In New South Wales various sections of the curriculum for primary schools, mainly social studies, arithmetic and handwriting, were under review.

In Victoria the curriculum standing committee investigated revision of courses in arithmetic, handwriting and handwork for primary schools.

The Queensland department of education concluded its experiment with methods of teaching reading in the infant grades and the new methods and new texts are to be introduced in 1959 in grade I and in 1960 in grade II.

In Western Australia the secondary schools' curriculum committee released its interim report. This report laid down the basic principles for the development of a secondary curriculum. Sub-committees have been appointed to consider the areas chosen by the committee as covering all aspects of the secondary curriculum.

The Tasmanian education department concluded experiments with two handwriting styles, modern italic and cord cursive. It has been decided that the cord cursive style will be introduced into grade III in all government primary schools in 1960. Needlework and minor crafts have been taken out of the syllabuses of grades III and IV and the extra time now available will be devoted to basic primary subjects.

The School Board of Tasmania has undertaken a complete revision of its curriculum to meet the changing conditions of post-primary education. All subjects which may be counted towards the School Board's Certificate are to be offered at an ordinary level and an advanced level.

School Radio and Television Broadcasts The youth education division of the Australian Broadcasting Commission continued and extended its broadcasts to schools during 1957-1958. The number of school broadcast booklets issued increased by 35,000 to 1,202,000 copies, including a completely revised edition of "Adventures in Music". This booklet contains information to accompany a child through its musical education from "Kindergarten of the Air" to attendance at schools' orchestral concerts.

The results of a survey conducted in 1957 revealed that broadcasts on health, social studies and singing were the most widely used.

A new series of programmes was presented to pupils of school-leaving age in secondary schools under the title "Living Together". The purpose of the series was to prepare pupils for the main aspects of after-school life, finding a job, entering into the social and economic life of the community and generally extending their range of responsibilities and interests.

An inter-state conference between the Australian Broadcasting Commission and representatives of state education departments was held to consider what further services could be given by sound radio to pupils of correspondence schools.

Experimental telecasts were commenced in first term of 1958, to selected secondary schools, government and non-government, in the states of New South Wales and Victoria. Forty schools in Sydney and Melbourne were equipped with television receivers lent by the manufacturers. The series of 24 television programmes covered broad aspects

of social studies and science, with presentations of current events, careers and cultural activities, scientific work and the world of nature. The schools provided reports on the programmes and a general report on the experiment was compiled.

In the third term, experimental telecasts were directed to the upper grades of primary schools in New South Wales and Victoria. The schools provided their own television receivers for the series of twenty programmes, which were repeated at night for teachers from schools where there was no receiver to view privately. Reports were again forwarded by the teachers and reaction to the programmes was generally favourable.

More extensive experimental programmes are being provided in 1959.

TEACHING STAFF

Training There were some developments in teacher training programmes in 1958 with the establishment of new courses in two states. In-service training for departmental teachers was continued in all states and in some states expanded to serve new purposes.

In Victoria a new part-time course has been planned to commence in 1959 at the secondary teachers' college. Successful completion of this course will enable temporary teachers in the service to become permanent teachers.

The Queensland department of education introduced special two-year scholarships in 1958 whereby selected students spend one full year at the university and one year in professional training at the teachers' college. In-service training was arranged during the year to give training to infant teachers and head teachers in the new methods of teaching reading developed by the department.

In Tasmania, admission standards were raised for teacher trainees at Launceston Teachers' College and a new course for technical teachers was instituted at Hobart Technical College. In-service training was developed considerably for teachers in all fields.

A seventh teachers' college was opened in New South Wales in 1958. When in full operation it will cater for 360 students. Plans have been made for two new teachers' colleges to open in Victoria in 1959 and a new college is scheduled for 1960 in Brisbane, Queensland.

Conditions of Service There were increases in salaries for teachers in some of the Australian states and reclassification of positions involved salary increases for the holders of them. A new scale of increased salaries came into operation in New South Wales from 1st April, 1958. This superseded the previous scale operative from 1st July, 1957. Further increases to the salaries of women teachers may result under the provisions of an act passed by the parliament of New South Wales which established the right of both sexes to receive equal pay for work of equal value.

In Queensland a new teaching award came into operation from 1st April, 1958.

Large increases were awarded to teachers in South Australia in 1958, women became eligible for headships and deputy-headships in all types

of primary school and various types of school were re-classified so as to give improved status to their heads. An amendment to the education act gave increased long-service leave to teachers.

Salary increases were awarded in Western Australia in 1958.

In Tasmania, a new salaries determination came into effect on 3rd July, 1958, giving substantial incremental increases to teachers on the higher ranges of the assistants' scale and considerable increases in salary to senior officers, such as superintendents, supervisors and headmasters.

AUXILIARY SERVICES

Handicapped and Retarded Children

In New South Wales, there was further expansion of services to handicapped children. The 1958-1959 budget made provision for £50,000 to permit the introduction, from the beginning of 1959, of a scheme of subsidies to voluntary centres caring for subnormal children of a type for which the official education, even in a modified form, is not suitable.

In Victoria, a new school for mentally handicapped children was opened and the education department took over the administration of a school for deaf children.

In Queensland, an itinerant teacher remedial service was established on an experimental basis to provide individual instruction for children of average or near-average intelligence who were severely retarded in the basic subjects of reading and arithmetic.

Guidance Services

The Queensland department of education extended its guidance services, particularly to country high schools. Further opportunity schools and classes were established following surveys of selected areas.

Rural Education

In Queensland, the provisions regarding transport of pupils have been liberalized, making it possible for sufficient children to be brought together in one centre for adequate secondary education to be provided.

In South Australia, boarding allowances were increased for secondary school pupils who must live away from home to attend a school offering the full matriculation course of an honours class.

International Contacts

In a year of considerable internal expansion of educational services, Australia did not neglect international aspects of education. In addition to training for students from Colombo Plan countries, Australia provided training for students in many fields under Australian international awards and Unesco fellowships. Experts were sent to work in several Asian nations and distinguished Asian visitors on study tours were received. Australia sent delegations to overseas conferences on education and was host nation for two Unesco seminars, one on multiple class teaching and the other on drama in education. In these activities, and through participation in international exhibitions of an educational or cultural nature, Australia endeavoured in 1958 to fulfil the aims of international understanding and cooperation in education.

AUSTRIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Department* — *Supervision* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Commercial Education* — *Technical Schools* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula* — *Haydn Anniversary* — *Educational Experiments* — TEACHING STAFF — *Training* — *Conditions of Service* — MISCELLANEOUS — *Pupil Transport* — *Educational and Vocational Guidance* — *Special Schools* — *Extra-Curricular Education* — *Young Workers' Villages*

ADMINISTRATION

New Department In order to simplify administration, all State school-homes and State playgrounds in Austria were placed under a central office called the federal school-home and sports administration, which forms part of department 19 of the Federal Ministry of Education. Hitherto these homes have been under the administration of various offices.

During the vacation these State school-homes are available to youth organizations (summer camps), during the school year they provide accommodation for students during their "country weeks" and similar secondary school events, when for one week the opportunities offered by rural surroundings are directly made use of in class, e.g. in geodetic exercises, geographical and geological excursions, biological observations, etc.

Supervision The supervision of physical education was divided up so that the physical education of girls is supervised in every federal province by a special woman supervisor. In the past school year a final regulation concerning the supervision of physical education of boys and girls in technical and industrial schools was worked out.

Budget The amounts spent on education may be seen from the following figures (expressed in schillings) taken from the respective parts of the final federal balance-sheets for 1957 and 1958:

	Personnel	Equipment	Total
Balance 1957	2,102,787,764	312,921,345	2,415,709,109
Balance 1958	2,172,349,931	364,007,288	2,536,357,219
Increase	3.3%	16.3%	4.99%

School Building In the school year 1958-1959, 89 new school buildings were constructed for institutions of compulsory education (elementary schools, junior high schools and special schools) in Austria.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. K. BASCHIERA, Delegate of the government of Austria.

These new schools and additions to existing schools provide a total of 664 new classrooms. This figure does not include specialized classrooms (for physics, chemistry, physical education, etc.) and service rooms (kitchens, director's offices, etc.). In these schools the shortage of classrooms caused by the war has been largely overcome.

In the field of secondary education, however, there is still a considerable shortage of classrooms. During the past year, 40 new classrooms were provided for general secondary schools.

As regards technical and industrial schools, a new federal textiles school with 14 classrooms was built in Dornbirn. Also, by additions, alterations and re-adaptations, 107 additional classes could be furnished during the year under review. The technical and industrial schools in Austria are expanding rapidly, due to the needs of the economy, with which the construction of new schools cannot keep pace.

In the field of educational institutions for women's professions, a new building with 15 classrooms (the federal institute for senior education in women's professions in Salzburg) was completed in the year under review. In three other schools, alterations and repairs were carried out. In this field too, there is a need for new buildings to make up for war damages and to meet the increasing number of students.

With the aid of the budget for commercial education, the building of the municipal college of commerce in Wiener Neustadt was completely renovated; a college of commerce in Villach is under construction. A storey was added to the federal college of commerce in Linz, and the federal college of commerce in Graz was remodelled and renovated.

ORGANIZATION

Quantitative Development The most important data on education in Austria in the school years 1957-1958 and 1958-1959 are as follows. It should be noted that in Austria there are no State schools for social workers and no private vocational schools or universities.

<i>Schools supported by public funds</i>	No. of Pupils		± %
	1957-1958	1958-1959	
Kindergartens	44,791	47,297	+ 6
Elementary schools	504,817	495,811	— 2
Junior high schools	187,054	185,510	— 1
Special schools	18,739	20,250	+ 8
General secondary schools	67,992	73,038	+ 9
Teacher training institutes	2,864	2,943	+ 3
Training schools for kindergarten and nursery teachers	384	386	+ 1
Training schools for teachers of practical skills	135	155	+15
Vocational schools	151,490	152,622	+ 1
Technical and industrial schools	14,573	15,220	+ 4
Educational institutes for women's professions	4,904	4,931	+ 1
Colleges of commerce	2,868	2,737	— 5
Schools of commerce	3,023	3,120	+ 3
Universities	27,296	32,608	+19

<i>Schools supported by private funds</i>	No. of Pupils		+ — %
	1957-1958	1958-1959	
Kindergartens	23,714	24,949	+ 5
Elementary schools	13,709	12,403	—10
Junior high schools	10,452	10,466	—
Special schools	562	580	+ 3
General secondary schools	12,174	12,373	+ 2
Teacher training institutes	1,547	1,703	+10
Training schools for kindergarten and nursery teachers	411	459	+12
Training schools for teachers of practical skills	132	134	+ 2
Technical and industrial schools	1,170	1,370	+17
Educational institutes for women's professions	5,078	5,418	+ 7
Educational institutes for social workers	109	121	+11
Colleges of commerce	5,170	5,314	+ 3
Schools of commerce	8,433	8,533	+ 1

Commercial Education Last year's report referred to the fact that in the field of secondary commercial education a model office for training had been opened in Vienna. Since then, similar offices have been established in Linz, Graz and Salzburg. They are a new institution which is intended to have the same functions in commercial education as training workshops in technical and industrial schools and by training houses in domestic science schools for women. By means of an adequate set of modern business machines and office equipment, secondary commercial school pupils will acquire the necessary knowledge of modern administrative problems. According to the curriculum, pupils are to be able "to recognize organization as the basis of an economical administration in any commercial enterprise, to acquire knowledge of the tasks to be fulfilled and the possibilities of use, especially of office machines. Moreover, pupils are expected to acquire practical skills which will permit faster and more economical integration into practical work."

Technical Schools In technical and industrial schools, semester certificates were replaced by school reports, which are sent to the pupils' parents. Thus every year these pupils, as in general secondary schools, receive only one official certificate at the end of the school year.

An official of the Federal Ministry of Education has now been specially delegated to supervise the education of girls studying at technical and industrial schools.

CURRICULA, SYLLABUSES AND METHODS

New Curricula A new curriculum for training schools for kindergarten and nursery teachers was published providing for three years' training. Concentration upon professional training is characteristic of the new curriculum of these schools. This professional training includes the study of education, specific vocational theory and practical educational

work (34 hours per week) throughout the three years' instruction. Special emphasis is laid on musical instruction in courses of singing and musical theory and instrumental music (9 hours per week).

The curricula of the educational institutes for women's industrial professions (ladies' wear, underwear, art embroidery, millinery) were revised, making housekeeping, which has hitherto been optional, a compulsory subject. Pedagogy was introduced as a new subject. The number of weekly class-hours was reduced by an average of four hours a week.

The curriculum of the senior department of printing at the institute of graphic arts in Vienna VII was revised. The new curriculum is characterized by a greater stress on technical subjects, introducing technical drawing, mechanical technology, machine parts and general mechanics as new subjects.

At present the curricula of the commercial schools and colleges are being revised so that instruction in mathematics and in typewriting and shorthand will be improved. Instruction in office techniques will be carried out as a compulsory subject as the installation of model training offices is completed. Foreign shorthand as well as a number of optional subjects in management and general culture complete the curriculum.

Haydn Anniversary On the occasion of the 150th anniversary of Joseph Haydn's death, the Federal Ministry of Education presented school leavers this year with a Haydn memorial brochure, and all other pupils received a Haydn memorial leaflet. The Austrian delegation to the XXIInd International Conference on Public Education in Geneva had the honour of presenting each delegate to the Conference, on behalf of the Austrian Ministry of Education, with a copy of the brochure. In all schools musical education was mainly dedicated to the work of Haydn (concerts, school orchestras, choral singing, etc.).

Educational Experiments With respect to the recommendation made by the General Conference of Unesco in the autumn of 1952 to carry out comprehensive experiments that would promote knowledge of the purpose and activity of the United Nations and its specialized agencies, and of the principles of the Universal Declaration of Human Rights, two educational experiments were carried out in Vienna, one at a modern secondary school for girls and the other at a modern secondary school mainly attended by boys. Both of these were concerned with the topic of India and lasted for six weeks. They were successful in provoking the interest of the students in the culture and the problems of that country, which proves that such activities are specially apt to train pupils in mutual understanding and cooperation between peoples. Another experiment of the kind, which was carried out in the teacher training institute in Salzburg, yielded the same convincing results.

This year a "Scandinavian Week" was held in all vocational training institutions from 23rd to 28th February, 1959. During that week all courses were devoted to an intensive study of the Scandinavian countries.

The Austrian delegation has the honour of presenting delegates to the XXIIInd International Conference of Public Education, on behalf of the Federal Ministry of Education, with the brochure "Aims Shape the Man—200 Years of Vocational Training".

TEACHING STAFF

Training The general shortage of teachers was successfully met by generous student assistance (88% of the scholarship applications were accepted), by introducing new groups of students to teacher training institutes, by abolishing the practice of admitting students to some institutions in alternate years only, and by setting up parallel classes for men students. Thus, it was possible to choose from a much greater number of men candidates.

The Rosegger State school-home in Krieglach, which is administered by the director general of technical and industrial schools, is being expanded into an educational institute of vocational training. It will be used for adult seminars on pedagogy and technical subjects for educators of teachers in technical and industrial schools. These seminars usually last for one week. The discussion of problems of practical human relations should be specially mentioned.

Conditions of Service Teachers of typewriting and shorthand at commercial secondary schools were placed on the same income level as teachers in vocational schools.

From 1st January, 1959, teachers in categories L 2 and L 3 (i.e. practically all teachers, including those temporarily employed) also receive the monthly education bonus, which amounts to 100 schillings per month for L 1 teachers and 75 schillings for all other teachers. The education bonus is intended for the purchase of technical books and the continuation of studies (courses, seminars, educational travel).

MISCELLANEOUS

Pupil Transport In rural regions of Austria there are a large number of pupils who on account of the long distance between home and school have to take trains or postal buses; the journey and the waiting time quite often take one or even two or more hours. Therefore, on the strength of the recommendations of the Conference on "Youth in Trouble" (Salzburg, 1958) and in agreement with the directors of the Austrian Federal Railways and of the Post and Telegraph Service, the Federal Ministry of Education invited all provincial school offices in Austria to submit applications for more favourable time-tables to the annual provincial time-table conferences. All provincial offices with the exception of Vienna submitted suggestions approximately half of which were adopted. On the other hand, in cases where it was not possible to change the time-tables, the beginning and the end of classes were adjusted to the needs of these pupils. This cooperation between school authorities and transport companies will be continued.

Educational and Vocational Guidance In the year under review, 16 new brochures were added to the series of publications "School and Profession" published by the Federal Ministry of Education in order to prepare students for their choice of a profession; this series now comprises 136 booklets. Also, the Austrian catalogue of professions, which

contains information for the teacher, has been expanded by 25 leaflets; it now includes 210 leaflets. In connection with this, mention should be made of educational visits to factories and enterprises, which contribute to vocational guidance; during the past year a total of 3,521 visits were made.

More intensive activities in the field of vocational guidance and psychological care necessitated an increase of the respective personnel: in Lower Austria four provisional assistants were appointed. In the provinces of Lower and Upper Austria the "school and profession" department was divided, and a division for compulsory education and one for secondary education were set up. In Salzburg and Upper Austria the experiment was made of consulting the educational psychology service in the case of police or court investigations in which schoolchildren are involved, and children who have to testify in court are taken care of by experts in psychology.

Special Schools Children are admitted to special schools only with the permission of their parents, the school doctor and the school. In four federal provinces the educational psychology service is consulted before admission.

After several years of experiment, special schools were established in Vienna and later on special classes were set up in the federal provinces for those mentally disturbed children of school age that are even unable to follow classes in special schools for slightly retarded children. In the special schools, children are now arranged in small educational groups in order to follow as closely as possible education in a family. For the same reason, special children's villages were built as homes for the special schools.

Extra-Curricular Education Of the numerous endeavours in the field of extra-curricular education (useful activities during spare time, films and literature for the young, youth clubs, etc.), that fall under the competence of the youth department of the Federal Ministry of Education and of the provincial youth services which assist this department, the following should be mentioned: the civic education programme "Austrian youth get to know their capital city", in which about 18,000 young people participated, and the "youth of Europe get to know Vienna" programme, in which there were 249 participants from abroad (slightly fewer than in the preceding year).

In the year under review, the Austrian commission on juvenile literature issued recommendations for 164 new books for young people; the Austrian State Prize for children's books in 1958 was awarded to Franz Baumann for his book *Ritt nach Barandola* (Ride to Barandola) and to Mira Lobe for her book *Didi im Urwald* (Didi in the Jungle).

The school club branch of the Austrian United Nations Association has been most successful in its activities. Within the frame-work of the Association, clubs were founded in many schools, in which young people discussed topics of major importance such as political problems, both national and foreign, human relations, and also modern art, films, etc. Special mention should be made of the Vienna technical schools club which is conducted in English, of the Göteborg Club, of the Silverbay

Club, the UNO Club Cottage, etc. Trips abroad contribute to mutual understanding between the young people of the different countries through direct contact (trips to Geneva, Munich-Gauting, the youth conference in Copenhagen in the summer of 1958, etc.). As a consequence of the work of the school clubs, the public-speaking competition of Austrian youth has developed. In 1958, all federal provinces participated in this competition, which was held in the Auditorium Maximum of the University of Vienna. The prizes were distributed by the Minister of Education.

Young Workers' Villages Less than ten miles south of Vienna near the town of Giesshübl, an outstanding social welfare project came into existence with private help in the year after the second world war: the young workers' village of Hochleiten. Existing buildings were repaired and seven new houses were constructed in order to provide approximately 200 young people with an opportunity of taking active part in a community which will support them, offer them security and give them a better start in life. The creative force of such an education in a community soon became evident and new foundations were made. For the older members (the village of Hochleiten is restricted to apprentices) a number of hostels were constructed in Vienna. Besides, boarding schools for young workers and youth clubs were established in Vienna and the capitals of the federal provinces. At present, a project is being developed for the construction of private houses for former members of the young workers' movement. In 1953, Dr. Buchwieser, the initiator of this movement, was awarded the Dr. Karl Renner Prize for service in the field of youth welfare. Shortly before his death, Father Flanagan visited the centres of the young workers' movement, which were inspired by his ideas.

BELGIUM

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative Departments* — *Inspection* — *Legislation* — *Finance* — *Subsidies and the Education Pact* — *School Building* — *Scholarships* — ORGANIZATION — *Quantitative Development* — *Secondary Education* — *Teacher Training* — *Technical Education* — *Art Education* — *Correspondence Education* — *University Education* — *National Youth Service* — CURRICULA, SYLLABUSES AND METHODS — *Primary Education* — *Secondary Education* — *Primary Teacher Training* — *Technical Education* — *Art Education* — *Higher Education* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Student Aid* — *Psycho-Medico-Social Centres* — *Universal International Exhibition 1958*

ADMINISTRATION

Administrative Departments

The general reorganization of the central administration described in last year's report has been successfully completed and the past year has not witnessed any large-scale structural changes.

In February, 1959, a correspondence education department was set up within the Ministry of Education. In principle, education of this kind, which is being introduced as an experiment, prepares candidates for the examinations of the lower secondary examinations board, mentioned below, and is intended for adults or young people wishing to take the examinations of this board or administrative examinations of an equivalent standard. The budget for the new department amounts to 1,500,000 Belgian francs for 1959.

The studies department, which was set up for the purpose of coordination and research, has four branches—pedagogical studies, legal studies, sociological and statistical studies, and information and documentation. This new department is continuing and developing its activities, both inside and outside the Ministry, to the limit of its means.

The pedagogical branch deals with school matters (reform, advice for improvement, etc.), extra-scholastic matters (bursar services, etc.) and outside information (preparation of synthetic documents for both national and international use).

The sociological and statistical branch, during the first stage of its work, has been mainly concerned with working out estimates of future trends in the school population. It has concluded that a decided increase in the secondary level population (12 to 18 years) is to be expected until 1965. It should be mentioned that the general outline of the second "Yearbook of Education" (1957-1958) follows, as regards statistics, the Unesco recommendation recently adopted in Paris.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. M. COULON, Delegate of the government of Belgium.

Among the achievements of the information and documentation branch may be mentioned the coordination of legal texts and regulations concerning education. Since January, 1959, it has been issuing them regularly, either in the Ministry of Education's information leaflets or in the Ministry's bulletin. With the assistance of the educational advisers, it has just initiated the publication "Educational News from Abroad", which is a first attempt at providing wide educational information for the teaching staff.

Inspection As to inspection, the only important step was taken in secondary education, where the number of inspector's posts has been doubled for certain subjects which have a large number of courses, such as classical languages, Germanic languages, mathematics and natural science.

Legislation The main legal measure taken during the past year also concerns secondary education. The law of 10th April, 1959, modifies the coordinate laws on secondary education and those on the award of university degrees and the syllabus for university examinations.

In particular, it repeals out-of-date regulations on the qualifications required for the posts of vice-principal or teacher and those differentiating between men and women staff. It also confirms the existence of new posts such as those of head teacher and senior teacher. In addition, it allows the appointment, under certain legal conditions, of *régents* in the lower stage of *athénées* and royal lycées.

Lastly, it makes the Minister of Education or his delegate responsible for the appointment of craftsmen and trade staff and places this type of staff under the education statutes.

Finance The national effort on behalf of education has continued to increase, and this trend is even more marked this year owing to the "education pact" which has led to a rise in the budget by placing larger amounts at the disposal of State education and subsidized education. The extent of this increase can be seen from the following figures (in millions of Belgian francs):

Year	State Budget	Education Budget	Percentage
1945	28,366	2,398	8.4
1950	59,167	6,079	10.2
1955	85,612	9,133	10.6
1956	91,169	9,436	10.3
1957	91,749	10,394	11.3
1958	105,106	12,365	11.7
1959	106,875	15,844	14.8

The budget of the Ministry of Education represents only a part of the national effort in the sphere of education. To it should be added: (a) State expenditure on scientific and educational buildings (in the extraordinary budget of the Ministry of Works); (b) expenditure by the provinces and communes (running expenses and building costs, of which part is borne by the State); (c) expenditure by independent educational establishments, most of which receive State subsidies for teachers' salaries, running costs and sometimes even equipment.

The over-all increase in the State budget results from an increase in most of the individual entries, as may be seen from the following table (expressed in millions of francs) :

Divisions	1958	1959	Difference
General services	147.2	163.7	+ 16.5
Education pact	840	3,627 *	+ 2,787
Primary education	4,147.6	4,128.1	— 19.5
Secondary education	2,745.2	2,942.7	+ 197.5
Technical education	2,399.7	2,720.9	+ 321.2
Teacher training	365.2	386.4	+ 21.2
Art education	117	115.7	— 1.3
Higher education	821.6	926.9	+ 105.3
Scientific research	242	255.3	+ 13.3
Educational services	302.1	329.7	+ 27.6
Cultural relations	22	23.9	+ 1.9
Arts, letters, youth and people's education	215.2	223.3	+ 8.1
Total	12,364.8	15,843.5	+3,478.7

* These 3,627 million francs are intended partly for State education and partly for the various types of subsidized education.

Subsidies and the Education Pact

On 6th November, 1959, the three main interested parties signed a kind of agreement called the "education pact", which fixes for the next twelve years the nature of the relations between the State and official education on the one hand, and the State and subsidized education, whether under the provinces, the communes or private persons, on the other. This decision has just been made the subject of a law (of 29th May, 1959), but the decrees fixing the precise application of the pact are still being studied. Meanwhile, the charging of fees up to the end of secondary education has been abolished.

School Building

To meet the influx of pupils, the allocation of work contracts was increased from April, 1958, onwards. On the whole, many schools are still cramped for space.

In 1957, for State education only, 248 important allocations worth more than 100,000 Belgian francs were made and work was begun on 250 large projects. In 1958 the figures were 337 major allocations and important work on 275 projects. This increase continued in 1959.

The following table shows the number of school buildings made available for use in 1957 and 1958 :

Type of Education	1957			1958		
	Semi-Permanent	Permanent	Total	Semi-Permanent	Permanent	Total
Secondary . . .	131	601	732	147	260	407
Technical . . .	43	183	226	35	144	179
Teacher training	26	4	30	9	28	37
Art	—	—	—	—	—	—
Extra-curricular	—	—	—	7	—	7
Total . .	200	788	988	198	432	630

It should be noted that the increase in allocations during 1958 will produce results only from 1959 onwards.

To the above may be added the completion of eight boarding schools built according to a new formula worked out by the commission for the reform of hospital services.

For the construction of schools, prefabrication on the widest scale is used.

With a view to accelerating the delivery of temporary premises, a competition for contract allocation was held on 6th November, 1958, for the provision and erection of an indefinite number of school huts capable of being dismantled and used again.

This measure will enable premises to be provided in a fairly short space of time for the new schools to be opened on 1st September, 1959, and also to meet the more urgent needs of existing schools.

Scholarships The financial effort of the National Study Fund has been continued during the 1958-1959 school year, its fourth year, especially in the sphere of university studies, where the qualification condition formerly required for the award of a scholarship has been replaced by the simple condition of passing the academic examinations.

An effort has also been made to help secondary school pupils, and students receiving higher non-university education. Although this aid is substantial it is still inadequate to cover essential needs. It will be continued and extended in forthcoming years.

The following table shows the number of scholarships (A) and the amount allocated for them (B) since the establishment of the National Study Fund (expressed in Belgian francs) :

Type of Studies	1955-1956	1956-1957	1957-1958	1958-1959	Total
Secondary A.	6,831	7,883	9,221	11,037	34,972
B.	14,750,000	19,800,000	23,700,000	34,250,000	92,500,000
Higher Non-University A.	1,420	1,898	2,376	3,259	8,953
B.	9,250,000	13,350,000	13,800,000	30,600,000	67,000,000
University A.	1,806	2,812	4,088	8,023	16,729
B.	29,000,000	43,600,000	69,250,000	156,300,000	298,150,000
Totals A.	10,057	12,593	15,685	22,319	60,654
B.	53,000,000	76,750,000	106,750,000	221,150,000	457,650,000

ORGANIZATION

Quantitative Development From now on all statistical information will be provided by the Ministry's Statistical Yearbook which appears every year about July.

On the whole there was an increase in numbers again in 1957-1958. The distribution of enrolments is shown in the table below.

It should be noted that this table is not entirely comparable with last year's, since musical education is not now included and since certain categories which were grouped together in last year's table are given in more detail this time.

Ages	Total School Population			Percentage of Pupils in Each Age Group		
	Girls	Boys	Total	Girls	Boys	Total
Under 3 years	3,238	3,441	6,679			
3 but less than 4 years	53,573	52,167	105,740	73.00	74.24	73.61
4 " 5 years	62,446	60,058	122,504	87.00	87.89	87.43
5 " 6 years	69,289	65,663	134,952	96.42	96.23	96.33
6 " 7 years	70,014	67,836	137,850	99.98	99.88	99.93
7 " 8 years	69,917	67,265	137,182	98.97	98.74	98.86
8 " 9 years	69,782	66,582	136,364	98.05	97.46	97.76
9 " 10 years	70,627	67,720	138,347	97.93	96.97	97.46
10 " 11 years	70,833	67,469	138,302	99.46	98.19	98.84
11 " 12 years	70,558	67,146	137,704	96.62	95.83	96.23
12 " 13 years	59,980	58,763	118,743	97.43	97.76	97.60
13 " 14 years	60,288	57,860	118,148	97.66	97.02	97.34
14 " 15 years	43,287	37,779	81,066	72.78	65.98	69.44
15 " 16 years	29,630	26,145	55,775	57.32	52.62	55.02
16 " 17 years	21,672	17,712	39,384	45.93	38.45	42.23
17 " 18 years	18,080	12,951	31,031	34.35	25.05	29.74
18 " 19 years	14,804	9,320	24,124	25.70	16.18	20.94
19 " 20 years	11,068	6,239	17,307	18.52	10.54	14.55
20 " 21 years	7,856	3,569	11,425	13.46	6.27	9.91
21 " 22 years	6,516	3,513	10,029	11.37	6.19	8.79
22 " 23 years	3,806	726	4,532	6.56	1.27	3.94
23 " 24 years	3,072	514	3,586	5.16	0.87	3.02
24 " 25 years	1,862	238	2,100	3.06	0.40	1.74
25 years and over	4,184	778	4,962			

The following are the figures for the primary schools (first three classes) ¹ :

	Number of Pupils		Difference
	1957-1958	1958-1959	
State schools	69,035	73,662*	+4,627
Provincial and communal schools	353,509	350,912	-2,597
Independent schools . . .	453,049	459,632	+6,583
Total** . . .	875,593	884,206	+8,613

* Provisional figures.

** These figures include children in primary schools coming under the primary education act, pupils in primary schools attached to secondary and technical establishments and pupils in homes for children whose parents have no fixed domicile (bargemen, travelling shows, etc.).

Account should be taken of the fact that in addition to these schools there are also demonstration schools attached to primary teacher training schools. The population of these schools in the 1957-1958 school year was 4,072 pupils in State schools, 1,340 in provincial and communal schools and 2,268 in independent schools, making a total of 7,680 pupils. Statistics are not yet available for the 1958-1959 school year.

The following are the figures for the fourth year of primary education :

¹ Previously statistics for primary schools covered four years. From this year onwards the fourth year is separated from the first three years of primary education.

	Number of Pupils		Difference
	1957-1958	1958-1959	
State schools	27	16	— 11
Provincial and communal schools	23,552	22,058	—1,494
Independent schools	48,626	43,875	—4,751
Total	72,205	65,949	—6,256

These figures include children in the fourth class of primary schools coming under the primary education act and in homes for children whose parents have no fixed domicile.

The following are the figures for the number of pupils in secondary education (for State schools and independent schools the statistics are provisional and are to be rectified later):

	1957-1958		1958-1959		Difference	
	Boys	Girls	Boys	Girls	Boys	Girls
<i>State Schools</i>						
Classical studies (lower stage) . .	11,024	6,213	12,117	7,643	+1,093	+1,430
(upper stage) . .	5,028	2,471	5,366	2,677	+ 338	+ 206
Modern studies (lower stage) . .	16,493	11,179	18,601	12,608	+2 108	+1,429
(upper stage) . .	4,789	1,778	5,073	2,082	+ 284	+ 304
Applied or technical courses . .	4,925	6,987	5,971	7,723	+1,046	+ 736
<i>Provincial and Communal Schools</i>						
Classical studies (lower stage) . .	1,505	1,717	1,762	1,969	+ 257	+ 252
(upper stage) . .	570	614	549	668	— 21	+ 54
Modern studies (lower stage) . .	1,893	2,509	2,266	3,068	+ 373	+ 559
(upper stage) . .	289	256	229	256	— 60	—
Applied or technical courses . .	20	319	86	431	+ 66	+ 112
<i>Independent Schools</i>						
(Federation of Catholic Secondary Education)						
Classical studies (lower stage) . .	21,248	8,101	22,700	9,518	+1,452	+1,417
(upper stage) . .	11,497	3,692	11,888	4,253	+ 391	+ 561
Modern studies (lower stage) . .	22,979	18,479	25,999	22,144	+3,020	+3,665
(upper stage) . .	7,133	2,318	7,596	2,900	+ 463	+ 582
Applied or technical courses . .	—	2,656	—	2,564	—	— 92

These figures do not include pupils in lower secondary demonstration schools attached to the secondary teacher training schools of the State, provinces or communes. In 1957-1958 this amounted to 1,744 pupils in the State schools, 248 in the provincial schools and 201 in the communal schools.

The following are the figures for teacher training in 1957 and 1958 and the difference between the two years:

	Number of Pupils		Difference
	1957-1958	1958-1959*	
<i>Nursery School Teaching</i>			
State schools	663	652	— 11
Provincial and communal schools	599	530	— 69
Independent schools	2,414	2,205	— 209
Total	3,676	3,387	— 289

* Provisional figures.

	Number of Pupils		Difference
	1957-1958	1958-1959*	
<i>Primary Teacher Training</i>			
State schools	3,004	3,131	+ 127
Provincial and communal schools	2,445	2,289	— 156
Independent schools	7,493	6,482	— 1,011
Total	12,942	11,902	— 1,040
<i>Secondary Teacher Training</i>			
State schools	1,411	1,469	+ 58
Provincial and communal schools	432	614	+ 182
Independent schools	1,593	2,350	+ 757
Total	3,436	4,433	+ 997

* Provisional figures

The following are the figures for technical education :

	Number of Pupils		Increase
	1957-1958	1958-1959	
<i>A. Full-Time</i>			
Boys	89,015	100,068	+11,153
Girls	83,439	93,869	+10,430
Total	172,454	193,937	+21,483
<i>B. Part-Time</i>			
Boys	67,801	68,652	+ 851
Girls	36,073	37,539	+ 1,466
Total	103,874	106,191	+ 2,317

In artistic education there has been an increase in the numbers taking music, as can be seen from the following table :

	15.10.1957	15.10.1958	Difference	
Musical education	31,279	31,451	+172	+0.55%
Drawing and architecture	8,560	8,528	— 32	—0.37%

On the other hand, there has been a decrease in the number of teachers :

	15.10.1957	15.10.1958	Difference	
Musical education	1,978	1,933	— 45	—2.27%
Drawing and architecture	779	760	— 19	—2.44%

The total number of students enrolled in the universities and higher schools has risen from 24,983 in 1957-1958 to 28,275 in 1958-1959 (+18.84%).

As regards correspondence education, the number of pupils in 1959 was 145 for the French branch and 165 for the Dutch branch. Most of these are adults, workers who had given up schooling many years previously. The number of teachers for the same year was 11 teachers and 2 correctors for the French branch and 15 teachers for the Dutch branch.

Secondary Education In some establishments a modern and scientific division B has been set up as an experiment; in this division, natural science is given more emphasis than in the ordinary science divisions; this attracts those intending to become primary teachers.

The educational experiment started last year in the 6th class (first secondary class) has been continued this year in the 5th class. It consists of providing a common core of subjects which is an ideal stage for observation and guidance.

The government has set up a State board of examiners to award the lower secondary education certificate to pupils who have not received their education in the regular way. The introduction of this board constitutes one of the most important steps forward in the democratization of studies. Too often, for a large number of pupils, the choice of their future education is made at the age of 12, and if this choice is made inadvisedly it is very difficult to go back on it. Through this board of examiners, gifted pupils finding themselves in the wrong type of education or those who have not been able to complete their lower secondary studies may catch up and change over to courses better suited to their ability or their ambitions.

After passing the examination conducted by this board, a pupil may take up subsequent courses in the usual way, either upper secondary or upper secondary technical education, or nursery or primary teacher training. If he does not continue his education, he has at least acquired an officially recognized qualification enabling him to apply for the corresponding post in public or private services.

Teacher Training As regards structural changes, the most fundamental are to be found in the field of teacher training.

Nursery teacher training. After a rather disappointing experiment in which this type of training simply followed the standard academic lines for the first two years, Froebel training has again become separate. Since September, 1958, there are no longer any courses common to nursery teacher and primary teacher training.

The course takes four years, as was decided in 1957, but now the curriculum is a compromise between the old system and higher secondary studies, a very large place being given to arts and crafts and music.

Taking all these adjustments into account, the nursery teacher will be able to teach in the first stage of the primary school. At present, in view of the shortage of primary teachers, special ten-day courses have been run to give nursery teachers who wish to teach in the primary school (first two years) the minimum basic training for this purpose.

Primary teacher training. On 15th October, 1957, the distribution of pupils among the various divisions leading to teacher training courses, covering all the schools which had adopted the reform, was as follows in the first year of the course: Latin-Greek 6.3%; Latin-mathematics 2%; Latin-science 7.8%; science 21.5%; economics 62.4%. From the year 1958-1959 onwards an additional division has been available, which is better suited to the needs of primary teacher training studies and which is considered adequate preparation for university studies in a science faculty. The traditional science division, where the standard of mathe-

matics is very high, is now called science A, while the new division, in which the natural science courses are stressed, is called science B. This new division was immediately successful, as may be seen from the following figures: Latin-Greek 5.1%; Latin-mathematics 0.8%; Latin-science 5.7%; science A 6.4%; science B 52.8%; economics 29.2%.

Short courses for teachers. As a temporary solution to the shortage of primary teachers, the government has introduced a six-week accelerated training course held during the vacation for those possessing secondary level qualifications. This first part of the training is mainly theoretical and is intended to be completed later by a year of probation and further training courses.

Technical Education The increase in population mentioned above also affects the structure of technical schools. Before the last war most of these schools took pupils at about the age of 14. Now, however, all technical schools ("strong" course) take pupils from the age of 12 provided that they have successfully completed the six years of primary education; vocational schools are open to children from the age of 13 whatever their previous education. This expansion at the lower end of the course has naturally been accompanied by a modification of the syllabus.

In most cases vocational schools had only a lower secondary stage; many of them have introduced an upper secondary stage (15 to 18 years of age).

In addition to an increasing number of divisions for electronics and industrial automation, new divisions for medical assistants, interpreters, community supervisors, etc. have been started. As a result of the reform of nursing and midwifery studies, pre-nursing divisions have been introduced to take girls from the age of 15 who wish to train for these professions. The pre-nursing course takes three years.

In order to reduce the disadvantages of premature selection and to enable pupils to postpone their final choice until the age of 15, the law of 12th March, 1958, has made the lower secondary stage in the technical school similar to ordinary lower secondary education. It is now possible to transfer from one branch to the other.

Art Education A complete reform of the statutes and methods of training for art teachers is being prepared.

The number of establishments for teaching art has increased by one, as two new schools have been approved and granted subsidies while one school has been closed.

Correspondence Education Correspondence courses for lower secondary studies are run at two different paces. There is the rapid course, entailing 24 weeks of lessons and 2 weeks' revision, and the slow course, which offers 48 weeks of lessons and 2 weeks' revision.

University Education At the University of Liège an additional degree in aeronautical engineering has been introduced, and in the State agronomical institutes there is a new certificate of special studies in phytochemistry and plant medicine.

National Youth Service In 1958 the National Youth Service set up a new branch called "continuous education centres". Here, a highly qualified organizing staff, composed of thirty instructors who are often capable of teaching two or more subjects, hold various courses every evening in the following subjects: visual arts, drama, music, singing and dancing, and audio-visual techniques. In addition to the evening classes, weekend and other courses are run several times a year by the National Youth Service. Each of these three types of course—evening classes, weekend courses and those for longer periods—has four levels: general introduction, application, further instruction and specialization. These activities are prepared and sometimes completed by lectures and demonstrations. The Dutch branches have organized, among other things, a ten-day course on acting.

CURRICULA, SYLLABUSES AND METHODS

Primary Education The new curriculum and pedagogical instructions for primary schools (1958 edition) were distributed on 24th November, 1958. They remain faithful to the innovating spirit of the preceding edition and are intended primarily to fill in certain gaps and give details on certain subjects to be taught.

Secondary Education The application of activity methods, which has been a feature of the last few years, continues. In the matter of teaching equipment, there is a marked interest in the use of audio-visual aids such as gramophone records, film-strips, slides, recording machines, etc. The new Latin and Greek textbooks show a distinct tendency to initiate more rapidly the study of authors, grammar becoming a contributory element of this study. The effort to revitalize the mathematics course by making it both more concrete (models) and more practical continues.

Primary Teacher Training As regards the time-tables and syllabuses for courses in general subjects, the implementation of the reforming measures taken at the beginning of the 1957-1958 school year have entailed the following: (a) the first two years of the primary teacher training course have been made parallel to the first two years of the corresponding division of upper secondary education; (b) the third and fourth years have been made parallel to the third year of the corresponding division of upper secondary education. In the process of this adjustment, the time-tables for secondary education were obviously considered as a minimum, to which had to be added all the subjects considered indispensable to the training of a teacher who has to teach all the primary school subjects. Consequently, during the first two years the teaching of special subjects such as music, drawing and handicrafts must be added or extended. As a result, those pupils who pass from secondary education into the third teacher training year will have to make a special effort to catch up in these three subjects.

Training in pedagogy begins in the third year. In addition to the subjects taught in the last year of upper secondary education, spread over two years, are added not only the three special subjects just mentioned but also psychology, education, teaching method, sociology, hygiene, additional instruction in the mother tongue specially devoted to speech

correction, elocution and the right use of language, additional history and geography for the study of local conditions, and additional biology treated as an auxiliary science to educational psychology.

Technical Education Reforms undertaken throughout secondary education and in nursing training are being continued in accordance with previous regulations.

Art Education A ministerial decree of 23rd February, 1959, fixed the regulations and course and examination syllabuses for the pedagogy of music at the Anvers Royal Academy.

Higher Education The following courses have been introduced: (a) at the four universities, macro-molecular chemistry for the degree in chemical science, elements of pharmacodynamics in the pharmacy course, and social hygiene and social medicine; (b) at the University of Ghent, sciences of the press, in the law faculty; (c) at the University of Liège, the use of soldering in construction, in the faculty of applied science.

TEACHING STAFF

Training Teacher training has been profoundly modified, as has been stated above under teacher training studies. In technical education, the training courses that aim at giving technicians and practising specialists the additional training in education that is indispensable to fruitful teaching have been thoroughly overhauled. From now on these courses will take three years and will entail 600 hours' instruction.

Conditions of Service New measures have been introduced as regards the remuneration of technical teaching staff. Salary scales have been considerably increased, especially in the case of part-time teachers.

Teachers for correspondence education are selected from among lower secondary teaching staff. They receive remuneration for their correspondence teaching in addition to their ordinary salary.

AUXILIARY SERVICES

Student Aid Efforts to provide residential and restaurant facilities are being continued in respect of both quantity and quality.

The following State boarding schools have been opened: in secondary education, boys' schools in Braine l'Alleud, Seraing and Flobecq, and girls' schools at Ciney, Namur, Courtrai, Nivelles and Turnhout; in technical education, schools at Bruges, Turnhout, Anderlecht and Mol. In addition, a grant of 4.5 million francs has been divided among the universities and equivalent establishments for the provision of student restaurants.

Psycho-Medico-Social Centres The number of State services was increased to 22 in September, 1958; steps have been taken to increase this number to 28 in September, 1959, and also to expand six existing services. The number of approved private services has been increased to nineteen. In this way about 100,000 secondary school pupils have the benefit of these services.

The psycho-medico-social centres and vocational guidance offices hold each week, since September, 1958, an evening consultation for families and students. They place at the disposal of those concerned the professional and educational information which they have collected.

The central vocational guidance service provides the psycho-medico-social centres and vocational guidance offices, and also school correspondents, with all new documentation on the educational system and professional openings. It does not yet supply information for the public, but diffuses up-to-date documentation for those whose task it is to inform the public concerned.

**Universal International
Exhibition 1958**

The Exhibition, which opened on 17th April, 1958, closed on 19th October, 1958, after a very successful season, both for the crowds it attracted and for its quality, particularly in the educational sections. These were to be found not only in the special groups mentioned in last year's report (science, art and its means of expression, education and general teaching, and vocational training) but also in many pavilions both Belgian and foreign.

The educational services, throughout the Exhibition, ran an organization for the reception of thousands of young people, supplying them with board and lodging at reasonable prices and putting them into contact with young Belgians and with cultural and tourist agencies.

With the help of Belgium-Luxembourg Travel and youth organizations under the National Youth Council, young people's congresses and educational meetings were held in various towns throughout the country. Didactic and cultural literature was collected in the various pavilions and made available to Belgian and foreign schools.

Sleeping equipment acquired during the Exhibition is being used for new school camps and for accommodating foreign groups, during both the school year and the holidays.

The educational services presented three travelling educational exhibitions and organized the circulation of books and teaching material in the form of "crate-libraries". Exhibitions relating to the East-West Major Project of Unesco have been organized in different parts of the country. They included artistic performances and film shows on various Far-Eastern countries.

BOLIVIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Changes* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *New Courses* — *Reorganization of Commercial Education* — *New Methods* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Pupils' Health*

ADMINISTRATION

Changes The following changes have taken place in the general education department: (a) the general inspectorate of girls' vocational education has been raised to the rank of national department of girls' technical education; (b) a department of educational statistics has been set up.

Finance The budgets of the Ministry of Education and of the Ministry of Rural Problems (responsible for the basic education service) totalled 44,946,174,344 bolivianos in 1958 and 53,772,890,846 in 1959, i.e. an increase of 19.63%.

School Building By the decree of 27th October, 1958, the national committee and the departmental committees for school building were authorized to make contracts with parents' associations, teachers' federations and the civil bodies of each school district with a view to achieving the financial collaboration of these organizations in constructing school buildings.

ORGANIZATION

Quantitative Development The following statistics show the number of pupils in public and private schools at the different levels:

	1958	1959	Difference %
Primary education	183,744	216,831	+18
Secondary education	35,463	41,542	+17
Vocational education	9,173	8,933	— 3
Teacher training	1,047	1,725	+65
Literacy	8,388	9,068	— 8
Total	<u>237,815</u>	<u>278,099</u>	+17

¹ From the report sent by the Ministry of Education of Bolivia.

CURRICULA, SYLLABUSES AND METHODS

New Courses Civic instruction has been introduced in all girls' vocational schools. A workshop for ceramics has been opened at the National Academy of Fine Arts at La Paz, with a four-year vocational course.

Reorganization of Commercial Education A national seminar has been held to study the curriculum, organization, diplomas, etc. for commercial education.

New Methods With the help of the Unesco technical assistance mission, the "eclectic" method of teaching reading and writing in primary schools has been adopted generally.

To intensify the literacy campaign, the reader "Adela y Benito", adapted for adults, has been published in numbers large enough for it to be distributed free of charge.

TEACHING STAFF

Training Seasonal courses under special regulations are held every year for the training and further training of teachers, particularly temporary staff.

Teacher training school No. 3, the "Enrique Finot" school has been opened in the town of Santa Cruz for the training of primary teachers, and also the higher technical teacher training school, attached to the "Pedro Domingo Murillo" national trade school at La Paz and intended for the training of industrial arts teachers (vocational or pre-vocational).

AUXILIARY SERVICES

Pupils' Health The school health service has been developed and completed by a school dental service staffed by various specialists.

The first national holiday camp has been opened in the district of Yanacachi. It can take up to 300 children.

BRAZIL

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Educational Policy* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Industrial Education Reform* — CURRICULA, SYLLABUSES AND METHODS — *Industrial Arts in Primary Education* — *Experimental Classes* — *Teachers' Handbooks* — TEACHING STAFF — *Training of Experts* — AUXILIARY SERVICES — *International Course in Physical Education* — *Radio Schools* — *People's Education* — *Pupils' Health*

ADMINISTRATION

Educational Policy With a view to adjusting the educational system to present-day conditions of evolution and development, the executive has submitted to Congress a new pre-draft of the basic principles and lines of national education, the main characteristics of which may be found in the report for 1957-1958.

Finance Financial responsibility for national public education is divided proportionately between the federal government, the state governments and the municipal administrations according to tax receipts. As a result, the Union's yearly contribution is never less than 10%, and the states, municipalities, and the Federal District never less than 20%, of the sum received from taxation.

In 1958, public expenditure on education by the Union was 11,515,990,000 cruzeiros, as compared with 7,940,783,000 cruzeiros for the preceding year, so that the increase is about 45%.

School Building The Ministry of Education and Culture has no information on school building carried out by the state and Federal District governments and by the municipalities, which devote large sums to this purpose. The federal government gives supplementary assistance to regional and local administrative authorities, by means of grants, made under agreements, for the building, enlargement, and reconstruction of educational premises. For the extension and improvement of the primary school network, official and private, the Ministry has at its disposal 70% of the financial resources of the national primary education fund. Between 1946 and 1957, 10,662 classrooms were built. In 1958, 292 buildings with 767 classrooms, and 6 teacher training schools with 149 classrooms, were built.

ORGANIZATION

Quantitative Development There has been large-scale development at all three levels of Brazilian education. The following are the figures for 1957 and 1958:

¹ From the report sent by the Ministry of Education of Brazil.

	1957		1958	
	Pupils	Staff	Pupils	Staff
Primary education . .	5,406,251	171,822	5,775,246	182,602
Secondary education .	668,845	44,707	735,358	49,231
Commercial education	139,278	11,458	155,799	12,956
Teacher training . . .	74,157	10,656	77,857	11,455
Industrial education .	19,131	5,792	20,512	5,644
Agricultural education	3,671	665	34,371	699
Higher education . .	79,505	15,144	84,481	18,382

Industrial Education Reform

A law promulgated in February of this year laid the foundations of a new educational and administrative organization of industrial education under the Ministry of Education and Culture. The main points are as follows: (a) apprenticeship courses, of varying duration, to train young people of 14 years and over as skilled workers; basic four-year courses, in order to discover and develop pupils' aptitudes; four-year technical courses for training technicians, following on from the basic courses; (b) technical, financial and administrative autonomy for the schools, which will be administered by a council representing the community; among other things, this council will be responsible for appointing the headmaster; (c) the staff meeting, as the technical educational body for each school, to be responsible for drawing up the curriculum.

CURRICULA, SYLLABUSES AND METHODS

Industrial Arts in Primary Education

With a view to enriching the primary school curriculum and increasing the length of the schooling period and of the school day, the Ministry of Education and Culture is introducing a plan under which all primary schools in urban areas will have six classes. This is being done through the national institute of educational studies and by means of allocations from the national primary school fund. This plan provides that the last two years (5th and 6th) shall constitute a « supplementary » course, during which, in addition to the four hours' study common to all pupils, two hours are to be devoted to various activities providing an initiation to work. During these two hours, the pupils will attend industrial arts workshops for such occupations as book-binding, weaving, modelling, graphic arts, basket-work, printing, ceramics, needlework, woodwork, leather-work and metalwork, etc. Agreements have been made with state administrations for the building and equipment of huts as workshops, to be attached to existing schools. The primary teaching staff is receiving specialized training in courses of varying length, which include practical work, the history of industrial arts, method, and drawing, as well as the practical exercise of the work techniques that will be taught in the workshops.

Experimental Classes

The Ministry of Education and Culture has authorized the forming of experimental classes in secondary education. These classes will serve as an observation ground for the use of educational methods and various syllabuses, with a view to achieving a less academic, more objective and more functional system of education. So far, 32 schools

have agreed to make the first two secondary school years experimental in character.

Teachers' Handbooks The Brazilian centre for educational research, under the Ministry of Education and Culture, has a department responsible for studying ways of providing primary and secondary teachers with handbooks specially intended for their guidance. This body publishes, translates or purchases works considered to be of educational value, and distributes them free of charge to the primary and secondary teaching staff and to teachers in training schools, and in faculties of philosophy that train secondary school teachers.

TEACHING STAFF

Training of Experts A training course for specialists in education was held from March to December, 1958, at the regional centre of educational research at São Paulo, which is under the Ministry of Education and Culture, in cooperation with Unesco and the University of São Paulo. The course was attended by scholarship holders from Brazil, Argentina, Bolivia, Colombia, Chile, Ecuador, Panama, Paraguay, Peru, Uruguay and Venezuela. The course was given by teachers from Brazilian and foreign universities.

AUXILIARY SERVICES

International Course in Physical Education The second course in physical education run by the Ministry of Education and Culture drew to Rio de Janeiro more than 200 teachers and specialists in physical education under the auspices of the physical education department. This year the course was devoted, in particular, to the diffusion of methods adopted abroad. Teachers from other countries also took part in this course.

Radio Schools A national system of education by radio has been set up with the aim of preparing, recording and broadcasting courses in popular culture. These courses, which are pre-recorded, are broadcast by one national station and eleven regional stations, so reaching several hundred places in Brazil. This service has already produced 5,760 records, prepared 616 educational programmes and now runs 700 radio schools. In 1958, patriotic songs were recorded and distributed to the schools.

People's Education As part of a large-scale literacy campaign, the Ministry of Education and Culture introduced an experiment in 1958 in three municipalities in different parts of the country, and this year is to extend it to seven other municipalities in very diverse areas. The aim of this experiment, which is preceded in each municipality by a study of the cultural situation, is to determine what form schooling for all children between 7 and 14 might take, both in the country and in towns, in order to prevent an increase in the number of illiterate adults. An estimate of the cost of this re-arrangement is also being made.

In 1958, about 5,200,000 publications for the education of young people and adults were distributed.

Under the programme for supplementary popular education, the Ministry of Education and Culture has held 12,257 literacy courses and organized 130 vocational training centres.

Pupils' Health Almost 50 million cruzeiros were allocated for the upkeep of student restaurants throughout the country. Students have also received social assistance.

The Minister of Education and Culture made agreements with state and municipal administrations on the building of physical education centre annexes, gymnasiums and sports grounds.

BULGARIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Reorganization* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *School Year* — *Compulsory Schooling* — *Experiment* — *Length of Courses* — *Courses for Workers* — *Women's Education* — CURRICULA, SYLLABUSES AND METHODS — *New Subject* — *Polytechnical Education* — *Syllabus Reform* — *Other Measures* — *Vocational Education* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Physical Education* — *Canteens* — *Handicapped Children* — *Youth Movements*

INTRODUCTION

The 1958-1959 school year marked a new nation-wide upsurge in the People's Republic of Bulgaria. The seventh congress of the Bulgarian communist party, held in June, 1958, took note of the victory of the socialist system in town and village. In March, 1959, after considerable discussion, the national assembly passed the law on the accelerated development of Bulgaria and the reorganization of state leadership. The third five-year plan (1958-1962) is expected to be fulfilled within three years in agriculture and within four years in industry. The thirty newly created district people's councils are in charge of all administrative, economic and cultural activity within their districts.

The country's accelerated socialist development sets new tasks before the Bulgarian school. In April the Central Committee of the communist party and the Council of Ministers submitted the paper on the basic principles for the reorganization of education to nation-wide discussion. These map out the road for the creation of a new type of school which will be connected with life and with productive work, will ensure man's all-round, harmonious development, and will train the young generation for participation in material production and cultural life, as well as for study at higher educational establishments.

ADMINISTRATION

Reorganization The reorganization of the State machinery carried out during the first months of 1959 considerably affected the direction of education. At the new district people's councils, departments of education and culture were set up, which took over all functions of the former district and county departments as well as certain functions of the Ministry, such as inspecting the work of upper secondary school

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. M. ГУЕЧКОВ, Delegate of the government of Bulgaria.

teachers. Through inspectors of pre-school and elementary education and of school subjects from the 5th to the 11th class, the district departments ensure the direction of all schools and the supervision of all teachers by qualified inspectors with a university education and long teaching experience. In addition, the district people's councils, through their departments of education and culture, are entrusted with the immediate organizational, pedagogical, administrative and financial direction of all vocational schools. Only the teachers of special subjects in the vocational schools are under the control of central inspectors at the Ministry. The school department of the Ministry of Education and Culture also underwent certain changes: the departments for the inspection of general and vocational education were superseded by a methodological department composed of specialists in all the subjects studied at general and vocational schools. This department is entrusted with curricula and syllabuses, textbooks, reference literature and school equipment, as well as with the methodological supervision of the inspectors at the district departments of education and culture.

Budget Budget allocations for all kinds of school in 1959 amounted to 1,608,258,000 leva, of which 252,970,000 leva came from the State budget and 1,355,288,000 leva from the budgets of the people's councils. This represents a 16.2% increase over the 1,347,831,000 leva allocated for the purpose in 1958.

School Building The third five-year plan, adopted by the seventh congress of the Bulgarian communist party, provides 349 million leva for the construction of schools. In November, 1958, a decree of the Council of Ministers raised this sum to 700 million leva. The construction of schools is thus expected to double by means of the wide use of local initiative and the voluntary labour of the population. According to the data of the district people's councils, in 1958, a total of 612 classrooms were in construction by the State alone, of which 500 are now already in use. In addition, the population financed the construction of 140 classrooms, of which 80 are now in use. These 580 new classrooms accommodate 20,300 pupils.

ORGANIZATION

Quantitative Development At the beginning of the 1958-1959 school year (October, 1958) a total of 1,184,938 pupils attended schools of general education, as against 1,179,288 pupils in 1957-1958, i.e. an increase of 5,650.

During the same period the number of pupils at vocational schools (technical and factory schools) increased from 69,845 to 79,393, i.e. by 9,548.

The respective figures for kindergarten attendance are 270,839 and 275,540, i.e. an increase of 4,701.

The substantially larger increase in the number of vocational school pupils is due to the fact that during the past school year 20 general high schools were transformed into agricultural technicums and more pupils were admitted to certain other vocational schools. This measure was

prompted by the growing need of the nation's economy for specialists, as well as by the heightened interest of young people in material production.

There has likewise been an increase in the number of teachers in practically all types of schools: in general education schools, from 48,926 to 49,678 (+752); in vocational schools, from 4,116 to 4,547 (+431); and in kindergartens, from 9,978 to 10,315 (+337).

School Year In 1958-1959 the school year was shortened by a week, ending on 24th May instead of 31st May. On the other hand, in the secondary experimental polytechnical schools and in the schools which last year introduced productive training, the school year was extended from 10th June to 15th and 25th June respectively.

Compulsory Schooling There were no changes in the length of compulsory schooling, seven-grade elementary education remaining in force. One of the proposals submitted for discussion in the paper on the basic principles for the reorganization of education is to extend compulsory education from 7 to 8 or 9 years, as well as to create all the necessary conditions for an early introduction of general secondary education.

Experiment The number of experimental polytechnic schools has been increased from 14 to 44. Moreover, in 36 secondary schools productive training in factories and farms was introduced, and 24,000 pupils of the upper grades were organized into 988 groups for the optional study of a profession. The experience of these schools and study groups will be applied to all secondary schools, beginning with next school year.

Length of Courses In 16 types of technicum (economic, textile, farm mechanization, etc.) accepting pupils leaving the 7th class, the training course was increased from four to five years. In four types of factory school (metalwork, automobile repair, shipbuilding, etc.) the training course was increased from two to three years. In certain types of evening technicum the training course was increased by one year as compared with that in the corresponding types of day technicum, with a view to reducing classes to 18-20 hours a week.

Courses for Workers To raise the qualification of workers engaged in production, 14 courses with 2,400 students were opened; 520 secondary school leavers were trained in courses for workers in commerce. During the past school year a large number of farm workers were given the opportunity of obtaining agro- and zoo-technical qualifications in practical agronomical schools which function in winter. Here cooperative farmers, men and women up to the age of 40, familiarize themselves with the most up-to-date methods for the increase of farm yields.

Women's Education Women study on a par with men in general and vocational schools. The number of girls attending secondary and higher schools is not inferior to that of boys, and in some schools, those training teachers and medical personnel for instance, the number of girls considerably exceeds that of boys.

CURRICULA, SYLLABUSES AND METHODS

New Subject Apart from the introduction of an optional course on a branch of production, for two hours a week, there were no major changes in the curriculum of general education schools during the past year.

Polytechnical Education A provisional curriculum for 80 experimental schools was worked out, providing for six hours per week of productive training (2 hours' theory and 4 hours' practice) and an additional 10 days' practical work at the end of the school year. These experimental schools teach polytechnical subjects (foundations of agriculture, knowledge of machinery, motor vehicles including tractors, and electro-technics) and a special subject in production. Experience during the past two years has given very good results, both in labour training and in the assimilation of material in general, polytechnical and special subjects.

Syllabus Reform The changes in the curriculum necessitated corresponding changes in the syllabuses for certain subjects. These changes concern mainly the elimination of repetition and of questions which do not correspond to the age of the pupils, and the reshuffling of the material taught.

The basic principles for the reorganization of education, which were submitted to nation-wide public discussion, and the experiment in polytechnical and productive training made in the 80 schools, served as a foundation for a new curriculum and syllabuses for a twelve-year course in secondary schools for general education. The drafts too were submitted for general discussion. The new curriculum will begin to be introduced at the start of the 1960-1961 school year. During the 1959-1960 school year a provisional curriculum will be used, introducing the teaching of polytechnical and special subjects in all secondary schools of general education.

Other Measures To implement polytechnical training, a number of measures were introduced for the qualification of teachers in the new subjects, as well as for expanding teaching facilities such as study rooms and workshops for mechanics, automobile and tractor and electro-technics, and better equipped laboratories in physics, chemistry and biology.

In order to link education with practice, to create habits of work and skill, the number of days set aside for socially useful work and excursions was raised from 10 to 20, and the hours devoted to practical exercises, laboratory work and work on experimental plots were also increased in number. It is suggested that the methods and forms of training be diversified as much as possible.

Vocational Education The curricula of the vocational schools, in which the training course was lengthened, also underwent certain changes. This resulted in an increase of hours devoted to practical work and the introduction of general subjects such as geography and one western language, with the aim of expanding the general education given in vocational schools. The overburdening of pupils was done away with by reducing the number of hours from 42 to 36-38 per week.

TEACHING STAFF

Training The three-year institutes for the training of teachers of the 5th-7th grades, open to secondary school leavers, started to function during the 1958-1959 school year. Here the teachers are trained in groups of subjects. I: Bulgarian, Russian, history, and a selected arts or technical subject; II: mathematics, physics, a western language and a selected subject as above; III: natural science, geography, chemistry, practical exercises in workshops and a selected subject as above. The training is given according to the new curriculum and syllabuses, which are adapted to the new tasks set before Bulgarian schools.

The pedagogical schools for kindergarten and elementary school teachers no longer accept candidates, as these will in future attend the teachers' institutes for secondary school leavers. The course is to be lengthened from two to three years.

In connection with the reorganization of the educational system, the question has arisen of requiring teachers of the 5th to 12th grades to receive a university education, while enabling those that are teaching these classes at present to obtain a higher education by following correspondence courses.

Further Training The work in the institutes for the further training of teachers has considerably improved during the past school year. The scientific level of the lectures has been raised, the number of seminars and practical courses has been substantially increased, and the training of teachers with a view to the closer integration of education with productive labour has been improved.

To enable all teachers to pass through the institutes for further training within a short period so that they may be prepared to tackle successfully the new tasks which have been set before our school, another institute for the further training of teachers is to be opened in July, 1959, bringing the total up to three.

AUXILIARY SERVICES

Physical Education In the upper classes of general and vocational schools and in teachers' institutes, separate physical education classes for boys and girls were started in 1958-1959.

Some 35,000 sections for gymnastics, athletics, volleyball, basketball, skiing, swimming and other sports have been set up in schools. Contests are held in the different sports, while over 187,000 pupils are to spend their vacation in summer camps run by trade unions, cooperative farms and people's councils.

Tourism has become very popular in schools, during the past year in particular. This is largely due to the 75% reduction in railway fares granted by the State to pupils travelling in groups.

Canteens The number of school canteens increased during the past year from 499 to 552, serving wholesome food to some 55,630 pupils. In certain districts school canteens supported by cooperative farms were established during the past school year. Thus, in the district of Vidin, 95% of the pupils receive free breakfast and 50% free lunch.

Handicapped Children

Thirty-three special schools and two kindergartens have been opened for the deaf and dumb, the blind, the hard of hearing, the under-developed and for children with other organic defects. These are attended by 3,522 pupils. The training in these schools follows special programmes, and there are special textbooks in all subjects. Pupils receive an elementary education and acquire the rudiments of some skill.

Particular attention is devoted in special schools to labour education. Auxiliary farms are established, linking the training with productive work.

In the schools for the deaf and dumb, audiometric laboratories have been established for work with children suffering from otic defects.

Youth Movements

Pupils' organizations play an important role in communist education.

By decision of the Bulgarian communist party and the third congress of the Dimitrov people's youth union held at the end of last year, the latter was renamed the Dimitrov communist youth union, in recognition of its socially useful activity. At the same time, this organization was entrusted with greater responsibilities as regards the communist education of youth. The pupils in the upper classes of general and vocational schools are members of the Dimitrov communist youth union.

The activities of the Dimitrov pioneer organization, comprising pupils from the age of 10 to 14, underwent certain changes during the past year. For the pupils of the 2nd and 3rd grades the "Chavdar" organization was established to serve as a preparatory course for the pioneer organization.

In addition, central and district councils of the pioneer organization were created to attract public attention to its problems.

During the past school year the efforts of the Dimitrov communist youth union and the pioneer organization were concentrated primarily on the labour education of the pupils and on helping the schools to put them more closely in touch with life and with productive labour.

During the past year pupils' organizations increased their activities and initiatives.

The voluntary youth brigade movement, in which pupils and students take a prominent part, has become quite popular in Bulgaria. In the summer of 1958 alone over 100,000 pupils and students took part in this movement. The pupils did all kinds of work: construction of small dams and irrigation canals, terracing of sloping lands, preparation of the soil for afforestation, urbanization work, construction of schools, hostels, gymnasiums, camps, etc., factory brigades, lending aid to State and cooperative farms in farm work, and so on. The State provides food and shelter, as well as work clothes and tools; it also pays the fares. When the young people work on a farm, they are supported by the farm. Along with its beneficent economic effects, the youth brigade movement has proved a most appropriate form for the labour education of pupils and as a school of communist and patriotic education.

BYELORUSSIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Control* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Educational Reform* — *Entrance to Higher Education* — *Free Schooling* — *Boarding Schools* — *Technical and Scientific Staff* — CURRICULA, SYLLABUSES AND METHODS — *Changes* — *Textbooks* — TEACHING STAFF — *Training* — MISCELLANEOUS — *After-School Supervision* — *Social Assistance* — *Extra-Curricular Activities*

INTRODUCTION

In the 1958-1959 school year, the general education schools, as well as the vocational schools of the Byelorussian Soviet Socialist Republic faced new problems dictated by the school reform and scored new successes.

The school reform is aimed at strengthening the ties between school and life and at increasing the role of the school in the creative life of the Soviet people. Productive labour and the practical building of communism are becoming the essentials by which teaching and education are guided.

In view of the tasks put forward by the school reform, during the school year in question great attention was devoted to the future development of the general education school, junior technical school, higher educational institutions, pre-school and extra-scholastic establishments.

The problems of improving polytechnical education, of preparing pupils for practical work and of strengthening educational facilities in schools and other educational establishments have been treated with special care.

The Ministry of Education and its local bodies, teachers in schools and other educational establishments have directed all their efforts to perfecting methods with the aim of bringing up educated and cultured people with high moral standards, who would be conscientious builders of communism and active fighters for peace and friendship among the peoples of the world.

ADMINISTRATION

Control The solution of serious and complicated problems for the good of the general education system caused the Ministry of Education and local bodies to improve the supervision of all educational establishments. The Ministry called for a more active participation of the public in planning the educational work for the coming years.

The Board of the Ministry, as well as the councils of public education in various cities, regions and districts, and academic boards and teachers' councils at schools, have widely discussed the problems of the school reform.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. I. M. ILOUCHINE, Delegate of the government of Byelorussia.

In this way many educational workers, public organizations, students and parents gave careful consideration to the problem.

Workers of the Ministry and of local boards of education visit schools and other educational establishments, and help teachers on the spot.

In order to make inspection more efficient the Ministry of Education and the local boards of education have done much to improve the inspectors' teaching skill. This has led to a closer study of work at school. Today, all public education bodies are successfully engaged in studying and popularizing advanced educational practice. Of late, there is a strong wave of creative initiative among teachers who are prepared to help carry out the reform.

The network of general, evening and correspondence schools in the Republic is to be developed. It is planned to enlarge the staff of inspectors for polytechnical education, and to introduce the position of director for productive labour training.

Finance In 1959 the allocations for public education increased by 9.7% as compared with 1958. The 1959 allocations totalled 2,500 million roubles, which is more than 23% of the Republic's yearly budget.

School Building In 1958, 732 new schools providing 4,400 classrooms were built, and at the beginning of the school year 1,300 more classes were being used than the previous year.

ORGANIZATION

Quantitative Development In the 1958-1959 school year, the number of general education schools totalled 12,406, of which 1,575 were secondary schools. During the year 67 new schools were opened. Enrolment now totals 1,257,000. Last year there were 3,700 teachers more than the previous year.

At the beginning of 1959, there were 694 kindergartens (+54), enrolling 48,559 children aged 3 to 7, which means 5,715 children more than in 1958.

The number of evening and correspondence schools for young workers in town and rural areas has also increased, as well as enrolment in these schools. In 1959, there were 3,400 more pupils than the previous year.

Educational Reform The reorganization of the public education system provides for certain changes in the structure of the system and for prolonged terms of study. Universal compulsory eight-year education is replacing seven-year education. The course of study in the general education school is increased by one year to eleven years.

The eight-year general school will give the pupils a sound knowledge of the foundations of general and polytechnical subjects, will cultivate in them a love for work, and develop them morally, physically and aesthetically.

On finishing the eight-year school, children will be able to continue their studies in vocational schools, in secondary general or specialized schools, or join in production.

Byelorussia will thus have the following types of school, providing a complete secondary education :

(a) Schools for young workers and for rural youth. These are evening general secondary schools, in which workers complete their general secondary education or improve their professional skill. These schools have a three-year course of study. The number of general secondary correspondence schools is increasing.

(b) Secondary polytechnical schools with practical training. This type of school is meant for those who have finished the eight-year school. Here, in three years, pupils receive a general secondary education and get a professional training for working in one of the fields of the national economy or culture.

(c) Technical and other secondary vocational schools. Here, those having finished the eight-year school receive a general secondary education or vocational training.

The general education eleven-year school preparing children in the fields of music, choreography and the fine arts is also developing.

The transition from a seven-year to an eight-year compulsory school and the establishment of new types of secondary school is due to begin in the 1959-1960 school year and is to be completed in four years. All existing ten-year general education secondary schools will be turned into schools of the new type.

A new type of vocational school is also being set up for those finishing the eight-year school. The course of study will be from 1 to 3 years in towns, and from 1 to 2 years in rural areas (depending on the trade learned).

Entrance to Higher Education

education as well.

It is not only general secondary education that is being improved, but the system of higher

Among those applying to higher education establishments preference is given to those whose practical experience of work is no less than two years. Thus, 80% of the vacancies are reserved for working youth and 20% for the best secondary school leavers. Teacher training institutes may be entered by young people who have already had experience of work in children's establishments.

Free Schooling

In schools of all types students receive education free of charge. The majority of students receive grants, while students at correspondence schools have the advantage of additional paid leave during the examination period.

Boarding Schools

Boarding schools were first introduced in 1956 and have fully justified themselves. Pupils here are given every opportunity to acquire a general and polytechnical secondary education and at the same time they are brought up to be highly moral. The teaching and educational work in boarding schools is directed to combine teaching with useful productive labour. To this end, they have training and productive workshops and experimental plots. They train pupils in factories and mills, and on collective and State farms. In organizing these activities the pupil's age is carefully taken into account. In Byelorussia today there are 18 boarding schools with over 3,700 pupils; 16 more boarding schools for 4,800 pupils are to be opened in 1959. There are two kinds of boarding school, eight-year schools and eleven-year schools.

Technical and Scientific Staff Byelorussia has 25 institutions of higher learning and over a hundred professional secondary schools with a total enrolment of more than 100,000 students.

The Byelorussian State University is one of the largest higher educational establishments in the Republic. The university prepares scientific workers and teachers for general and specialized secondary schools in mathematics, physics, chemistry, natural history, geography, history, language and literature, journalism and law.

The polytechnical institute, the institute of national economy, the academy of agriculture, the institute of agricultural mechanization and the veterinary, agriculture and railway institutes train highly qualified specialists for the national economy.

There are 9 teacher training institutes, one of which is for training teachers of foreign languages. The Republic also has three medical institutes, where doctors of all specializations are being trained.

Much is done, in the way of preparing scientific and technical personnel, by the academy of science and the academy of agriculture.

Today 215,000 specialists having a higher or specialized secondary education are employed in all the branches of the national economy and culture. As compared with 1940, the number of specialists possessing a higher education has trebled.

In 1959 the higher schools contained about 56,000 students, whereas the total number of institute graduates of the same year will exceed 7,000 specialists. Within the next seven years the higher schools will train 77,000 specialists, representing 1.5 times the number for the previous seven years.

The preparation of scientific and technical staff in Byelorussia has advanced so far that the demand for skilled specialists in the national economy of the Republic is now fully satisfied. This advances the development of all the fields of the national economy to a much greater extent than ever before.

The reform of the system of public education, now well under way, is directed at an improvement in the standard of specialists. The main aim is to strengthen the ties between theoretical study and productive labour so improving the theoretical and practical knowledge of specialists.

CURRICULA, SYLLABUSES AND METHODS

Changes In connection with the school reform, the Ministry of Education and scientific and methodological institutes have done much to draw up new curricula and syllabuses for all types of general secondary school and for secondary and higher vocational schools.

The new syllabuses and curricula are aimed at improving the standard of polytechnical education and manual training. They include the latest achievements in science and technology and acquaint young people with the practical application of the laws of science to the needs of industrial and agricultural production. The scope of knowledge to be acquired in each subject is more precisely determined, as well as the content and nature of laboratory and practical classes.

Although some new items have been incorporated into the syllabuses, facts of minor importance have been left out, the age of the children has

been more carefully considered, and the repetition of the same material in different subjects avoided.

Recommendations No. 46, on the preparation and issuing of the primary school curriculum, and 47, on facilities for education in rural areas, adopted by the XXIst International Conference on Public Education at Geneva in 1958, were also taken into account in elaborating the new syllabuses.

The new syllabuses and curricula are meant equally for town and rural schools, the only difference between town and rural schools being that, depending on the local conditions, pupils study different branches of production and specialize in different fields.

Physical and aesthetic education are given due attention in the new syllabuses. The general education school allocates a greater number of hours for physical training, music and singing. Methodological literature and collections of music are regularly issued to aid music teachers and teachers of singing. To improve the physical training of the pupils, many more competitions and contests are being held on a school, town and district scale. Many schoolchildren and students participate in the championships.

According to the new syllabuses, all pupils are to specialize in various spheres of production. Practical knowledge is gained and skills built up through the pupils' work in local industrial enterprises and on collective and state farms. From their early schooldays, children are taught to take part in socially useful labour. In the senior classes of general secondary schools, theoretical studies are closely combined with participation in productive labour in the national economy.

In the new curricula and syllabuses, general and polytechnical education are combined with vocational training. Pupils leaving the eleven-year general and polytechnical secondary school with manual and vocational training receive two certificates, the general education certificate and a certificate stating their trade qualification. This experiment has fully justified itself. The pupils turn out to be capable of developing the necessary skills and of understanding the technological processes. Pupils' apprentice brigades organized at farms and factories were also a success. These brigades are an important means of combining theoretical study with practical work, and of perfecting the knowledge and skills of the pupils.

Textbooks

In accordance with the reform of education, schools of all types are to receive new sets of textbooks. The fulfilment of this considerable task will cover several years. The State publishing house of pedagogical literature and the State scientific research institute of pedagogical science have already started work, and enlisted the services of the best teachers and lecturers.

Textbooks and teaching aids are issued by the State publishing house of pedagogical literature under the Ministry of Education. The annual circulation exceeds 10 million.

Textbooks are compiled by authors individually and in bodies, and subsequently become a point at issue among teachers and other educational workers.

The Ministry of Education and the State publishing house of pedagogical literature direct the work of the authors with a view to improving the textbooks and introducing data on recent scientific research work.

Textbooks are to meet the demands of the syllabuses and the tasks of the school. Much attention is paid to making the textbook fully correspond to the age of the children and to modern requirements of pedagogical science.

Before the mass edition of a textbook, it is first tried out experimentally and then discussed among teachers and parents. After that it is revised by the author. After the textbook is published and used in school, teachers, parents, and others may introduce their suggestions, which are taken into consideration in all the subsequent reprints.

TEACHING STAFF

Training The school reform, entailing the introduction of polytechnical education and vocational training and a further advance of secondary education, has called for a preparation of new teaching staff, particularly for manual work.

From now on, teacher training institutes will prepare teachers well versed not solely in their subject, for these teachers must also prepare schoolchildren for productive labour.

It is three years since a five-year course of study took the place of a four-year course in pedagogical institutes. Due to this change, teachers now have a wider scope of knowledge and are able to teach two subjects, for example, history and geography, or physics and mathematics, or the Byelorussian language and a foreign language.

In order that teachers should be able to conduct polytechnical training in schools, new subjects have been introduced at pedagogical institutes, such as the study of machines, chemical technology, industrial design, modelling, etc. Special measures have been taken to better the material facilities of pedagogical institutes, to provide laboratories with the latest equipment and to establish laboratories where the fundamentals of industrial and agricultural production can be taught. The period of productive training and practical training in teaching has also been increased.

At present, the Ministry of Education is busy staffing schools with teachers selected mainly among engineers, agronomists, and other specialists knowing the work of a teacher. Special courses are being arranged for specialists who wish to become teachers of manual work.

Teaching centres are also engaged in perfecting teachers' qualifications. Special attention is devoted to helping teachers of polytechnical subjects acquire skill and improve their teaching of manual work. Much attention is also devoted to training teachers to conduct practical lessons in mechanical and electrical engineering and in agriculture. These teachers, too, have special courses organized for them.

MISCELLANEOUS

After-School Supervision There is a constant increase in the number of schools offering a prolonged school day for children whose parents are busy at work. Such children stay in school after class until their parents come from work. During these extra hours, the children do their home-work, rest, busy themselves with technical and creative work, etc.

Social Assistance Much importance is attached to providing schoolchildren with hot meals. With this in view, school dining-rooms are arranged, where the children can get hot breakfasts and dinners for a reasonable price during recreations.

Each school has a special fund of its own to render material aid to those who are not sufficiently well provided. This fund is made up of State budget assignments, contributions from collective farms, trade unions and cooperative organizations. There are also many other sources, such as agricultural plots worked by the schoolchildren, school workshops, etc.

All these arrangements have largely contributed to the improvement of the schools.

Extra-Curricular Activities Amateur talent activities are supervised by teachers and are successfully progressing from year to year. In 1958-1959, schoolchildren took an active part in socially useful labour, so far as their age permitted. By taking part in mass arrangements, schoolchildren's collectives develop a keen sense of friendship and mutual aid, and a great liking for work. The school pioneer and Komsomol organizations play a most important part in helping the teachers organize activities and in arranging educational work at school.

CAMBODIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Structural Reform at the Ministry — Finance* — ORGANIZATION — *Quantitative Development — New Achievements* — CURRICULA, SYLLABUSES AND METHODS — *Syllabus Reform* — TEACHING STAFF — *Primary Teacher Training — Secondary Teacher Training — Conditions of Service — Educational Research and Information* — CONCLUSION

INTRODUCTION

Educational development in Cambodia this year is characterized by three main facts: (a) an increase in the number of educational establishments and of teaching staff; (b) the structural reform of the Ministry of Education and the revision of school syllabuses; and (c) achievements of national importance, particularly in the fields of technical education, teacher training and higher education.

ADMINISTRATION

Structural Reform at the Ministry The new organization of the Ministry of National Education consists of three interdependent spheres, each relatively autonomous. These are the political sphere (Minister's Cabinet), the administrative sphere (offices) and the technical sphere (general education department).

The general education department is run by the general director of education and is composed of several specialized departments: public higher education, public secondary education, public primary education, educational services, technical and vocational education, basic education, cultural relations, private education, school hygiene, youth and sports, and arts.

The new structure of the Ministry will fix the responsibilities of each branch and lead to greater efficiency. It will also facilitate the reforms undertaken in each field.

Finance On the financial plane, no country in the world has spent 22.05% of its budget on education as has Cambodia.

ORGANIZATION

Quantitative Development Since achieving independence, Cambodia has made rapid progress in the field of education. In July, 1958, the number of

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Peng Cheng PUNG, Delegate of the government of Cambodia.

public primary schools was 3,153, accommodating 524,361 pupils, as compared with 32,783 pupils in 1946, while in private education there were 25,717 pupils. The development of secondary education is still more remarkable. In 1945-1946 the number of pupils was 977, whereas at the beginning of the 1958-1959 school year they totalled 15,429. In 1945-1946 there were in all four secondary level establishments — one lycée, two secondary schools and one teacher training school. At present there are 31 such establishments.

The same increase may be seen in higher education. Whereas in 1945-1946 there were no higher education establishments, this year there are four — the royal school of medicine, the faculty of law and economics, the royal school of administrative studies and the national institute of education — attended by a total of 1,372 students.

The teaching staff has naturally increased in relation to the number of pupils. The number of Khmer teachers is increasing with the return of Cambodian students from abroad, and particularly with the new training for lower secondary teachers which is provided on the spot at the national institute of education.

The struggle against illiteracy has been successfully commenced. An estimate made in 1958 of the proportion of adults able to read and write a text on everyday life is 56% for men and 10% for women. It must be emphasized that the extension of primary education and the action of basic education have resulted in a tendency for illiteracy to decrease gradually, although this progress is too slow as regards women. In 1945, the year of independence, the illiteracy rate among women was 96%.

Consequently, to meet this development the Ministry of National Education had to undertake a certain number of reforms. New educational bodies have been set up to draw up school textbooks and to train qualified teachers in the spirit of the new syllabuses.

New Achievements In primary education should be mentioned the establishment of *écoles nouvelles* and the introduction of handicraft teaching once a week in the rice plantations or building yards.

In secondary education, technical divisions and school cooperatives have been introduced, and also handicrafts as in the primary schools.

In technical and commercial education a national school of arts and crafts, a school for assistant chemists and a national school of commerce have been opened.

In the field of the arts, the following have been set up: the national direction of arts, the national theatre school and the national school of music; the national school of fine arts has been reorganized.

Among innovations in pedagogy should be mentioned the setting up of the department of educational services, the training of primary teachers at the national institute of education and at the educational training centre at Kompong-Kantout, the training of secondary teachers at the national institute of education and the organization of further training courses for primary and secondary teachers during the school holidays.

In higher education the Royal Khmer University has been set up with a faculty of arts and humanities, a faculty of science and technology and a faculty of law and economics.

CURRICULA, SYLLABUSES AND METHODS

Syllabus Reform At the beginning of the 1958-1959 school year the new syllabuses for primary and for secondary education were introduced. The principles of the reform are as follows: (a) to improve syllabuses by simplification and modernization, by the introduction of new subjects, and coordination between the various subjects; (b) to emphasize the national character of the syllabuses by the reorganization of the history and geography courses, the introduction of a classical division for the teaching of Khmer, and the adaptation of the French syllabus to conditions experienced by Khmer children; (c) to place syllabuses on a scientific basis by increasing the time allotted to mathematics and science, by introducing the elementary study of astronomy in classes in the first stage, by basing the study of each subject on scientific concepts, and by developing the teaching of handicrafts in the technical divisions attached to each secondary establishment.

The most important reform concerns the French and history syllabuses. Hitherto, French was studied as if it were the mother tongue, so that basic instruction was completely neglected. Khmer pupils, being considered as French children, were introduced early to the study of classical texts without having acquired even the minimum of basic knowledge. The result was lamentable. According to the new syllabuses, however, French is taught as a living foreign language with appropriate methods. Pupils must first master the elements of the French language before starting on the study of French literature and culture.

The history syllabus has been based on the principle that this subject should involve the teaching of cultures and civilizations. The comparative study of the main civilizations at each period of history is intended to throw light on the history of Cambodia at the corresponding period. Emphasis is also placed on the contemporary period, the study of which should bring pupils into contact with the great international problems of the present day.

TEACHING STAFF

Primary Teacher Training Up to the present, the strictly professional training of teachers was neglected. General training was alone important, so that on leaving the teacher training school teachers knew a great deal of history, geography, science, mathematics, etc. but hardly knew how to teach these subjects.

Now, the national institute of education is mainly concerned with giving future teachers practical experience in teaching based on a broad theoretical knowledge of the principles and methods of teaching each subject. For example, they have to study, while at the same time applying it, the method of teaching French as a foreign language.

In addition, a new type of training is being given in the educational training centre at Kompong-Kantout according to methods tried out in South-East Asia. Teachers trained in this centre will teach mainly in the classes of the *écoles nouvelles*.

Secondary Teacher Training On the basis of the recommendations of the XVIIth International Conference on Public Education held in Geneva in 1954, the national institute of education in Cambodia aims at giving future

secondary school teachers a general training which, if not of higher level is at least equivalent to that required for the second part of the bacca-laureate. This is supplemented by professional training, which includes the study of psychology and of education, and teaching practice, consisting of the study of the chosen subject method and a period of practical teaching carried out under the main teacher. Furthermore, courses in Indo-Khmer culture and in general culture open up for future secondary teachers a vast horizon of the great civilizations of mankind and the main branches of knowledge.

The training of teachers at the national institute of education covers eight divisions according to the subjects chosen. These are: (1) Khmer language, (2) French language, (3) English language, (4) history, (5) geography, (6) mathematics, (7) physical science, and (8) natural science.

Conditions of Service The department of education has mainly improved the position of secondary teaching staff. In particular, French teachers have priority over their Cambodian colleagues in obtaining accommodation built under the auspices of the Ministry of National Education, which in some cases even pays the teachers' water and electricity expenses. A very modern building has just been completed at the school of arts and crafts and placed at the disposal of the school's French teachers. Six other buildings in the capital and the provinces will be ready for the beginning of next school year. Those who have poor accommodation and those who have just arrived will be lodged there in comfort. In addition, French teachers enjoy many facilities for the transfer of their economies to France. The Khmer teaching staff is not, however, being forgotten; they receive an important education bonus and lodging allowance.

Educational Research and Information In order to facilitate teaching studies, the national institute of education runs a research and documentation centre comprising seven specialized committees: (1) a technical committee on teaching and education; (2) a study committee for linguistics and phonetics; (3) a committee for literary and æsthetic studies; (4) an educational psychology study committee; (5) a committee for history and geography studies; (6) a committee for mathematical and scientific studies; and (7) a committee for culture and civilization studies.

The results obtained by this centre are placed at the disposal of all the teaching staff in the kingdom. At present, the committee for literary and aesthetic studies is preparing a literary edition of the Khmer classical texts on the syllabus.

The research and documentation centre of the national institute of education has its counterpart in primary education, namely, the educational services department. These two bodies publish the National Institute of Education Review and the Khmer Teacher's Review respectively. These two publications keep the whole teaching staff informed of educational and administrative developments concerning it.

To complete the work of improving national education, two commissions have just been set up: a secondary education commission attached to the national institute of education, and a primary education commission attached to the educational services department. These two commissions have been entrusted with the task of drawing up school textbooks.

The problem of the shortage of qualified teaching staff will soon be, if not quite solved, at least made easier. The national institute of education trains about 400 primary and 100 lower secondary teachers a year. In addition, the research work carried out at the institute aims to build sound foundations for national Khmer education.

CONCLUSION

In spite of all these developments, Cambodian national education is still passing through a crisis of growth. The shortage of teaching staff, of premises and of science laboratories, although it is not a specifically Cambodian problem, is nevertheless a hindrance to the rapid implementation of the plan prepared by the department of education.

It is for this reason that several requests have been made to international bodies, particularly Unesco, for a supply of teachers, and above all for science laboratory equipment. It is hoped that these requests will be met, and that effective aid in the technical and scientific fields will be rapidly forthcoming, so that Khmer education may contribute to the achievement of the aim of Unesco and the International Bureau of Education, which is the spread of culture and science among all peoples.

CANADA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative Measures* — Finance — *School Building* — ORGANIZATION — *Quantitative Development* — *Handicapped Children* — *Educational Structure* — *Length of School Year* — *Educational Statistics* — CURRICULA AND METHODS — *Modifications* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Progress in Some Provinces* — MISCELLANEOUS — *Education of Indians*

ADMINISTRATION

Administrative Measures In the province of New Brunswick authority for action in provincial education matters is vested in the Lieutenant-Governor-in-Council and the Minister of Education, instead of as formerly in a Board of Education. The same legislation has authorized the setting up of a provincial education advisory council with the Minister of Education and the Deputy Minister as chairman and secretary respectively.

A royal commission on education was appointed in July, 1957, to study all phases of education in Manitoba. This commission presented an interim report in August, 1958. The final report is expected to be completed in 1959. At the autumn 1958 legislative session, an act was passed to implement most of the recommendations in the interim report. One of these was the appointment of a six-member school boundaries commission, which subsequently recommended to the government the formation of 46 school divisions. Seven divisions consisting of one school district each were established by order of the Minister. A referendum was held in 36 divisions resulting in a favourable vote in 32. The vote was deferred in 3 divisions. The division boards established under this act have full jurisdiction over secondary education within their boundaries. Elementary education will continue to remain in the hands of the present local school district boards. The divisional boards will be empowered to enter into an agreement with the local boards to supply additional services.

In Nova Scotia, as a result of a reorganization completed in April, 1959, there are now five divisions in the Department of Education, each with a director. The divisions are: elementary and secondary education, educational services, administration, vocational education, and adult education. The provincial library and the Nova Scotia Museum of Science are auxiliary services of the Department of Education.

Finance Some changes have taken place in a number of provinces in the method of distributing grants. In British Columbia, for example, the provincial government has agreed to pay 50% of the total operating costs of education determined on a province-wide basis. The

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. J. L. PAGÉ, Delegate of the Canadian government.

following table (expressed in dollars) will give some idea of the increase in educational expenditure over the previous years. Taking Canada as a whole, expenditure for education has increased during the present school year by approximately 19%.

Provinces	1957-1958	1958-1959	Difference
British Columbia	43,989,524 ¹	45,674,286 ²	+ 1,684,762
Alberta	56,411,000	62,895,000	+ 7,484,000
Saskatchewan	20,000,000	24,000,000	+ 4,000,000
Manitoba	37,147,482	43,000,000	+ 5,852,518
Ontario	180,000,000	206,037,000	+26,037,000
Quebec	116,000,000	129,612,000 ³	+13,612,000
New Brunswick	—	19,677,000	—
Nova Scotia	27,699,000	28,964,000	+ 1,265,000
Prince Edward Island . .	2,651,000	2,900,000	+ 249,000
Newfoundland	11,665,000	14,700,000	+ 3,035,000
Indian Affairs	17,846,000	22,636,000	+ 4,790,000

¹ This figure is for the year 1956-57.

² Provincial government's share, which is 50% of total cost of education for the province.

³ The Department of Youth and Welfare has taken over much of the field formerly in the hands of the Department of Education.

School Building Although complete figures are not available, it may be assumed that the number of new classrooms equalled and probably exceeded the 7,100 estimated for 1957-1958. Nova Scotia and New Brunswick are cooperating in the building of a new school for the deaf.

ORGANIZATION

Quantitative Development Generally speaking, there have been increases in enrolments and in teaching staff in all provinces. These increases are indicated by percentages in the following table:

	Teachers	Pupils
British Columbia	7.3%	6.6%
Alberta	1.5%	6.1%
Saskatchewan	1.33%	2.52%
Manitoba	4.7%	3.5%
Ontario	7.8%	5.8%
Quebec	—	6.2%
New Brunswick	5.9%	4.3%
Nova Scotia	2.5%	2.5%
Prince Edward Island	0.005%	0.002%
Newfoundland	5%	4.75%

It should be noted that the figure for the pupil increase in Ontario refers to elementary education, while the increase in the number of pupils in secondary education is 9.1%. Furthermore, the figure for pupil increase in the province of Quebec concerns protestant schools; in catholic schools the increase is 0.6%.

Handicapped Children In British Columbia, the revision of the public schools act made possible the establishment and operation of special classes for mentally retarded children by the board of school trustees.

Educational Structure In Saskatchewan, the traditional pattern of eight-year elementary and four-year secondary schools has been under critical examination. There appears to be a significant trend towards the six-year elementary, three-year junior secondary and three-year senior secondary pattern.

Length of School Year In Nova Scotia, amendments in departmental regulations provide for a school year of 190 days instead of the former 195. This change was made to avoid overlapping of teaching in elementary schools with the provincial high school examinations. The amended regulations also specify the latest dates on which final local examinations are to begin.

Educational Statistics The education division of the Dominion Bureau of Statistics has paid considerable attention to the problem of publishing current statistics. Instances of this are the teachers' salary bulletins which have been made more comprehensive yet easier to follow, and the elementary and secondary survey which has been remodelled.

An agenda for the fifth Dominion-provincial conference which was convened in May was designed to ensure greater comparability in statistics and wider coverage.

CURRICULA AND METHODS

Modifications It is a practice in the various provinces to keep the curriculum under constant review. In the field of science there is considerable activity, and it is expected that a new course will be available with the opening of the schools in September in Alberta. Ukrainian will be an optional modern language for grade XI to be taught when the local board of trustees has so decided; a summer session is to be given at the University of Alberta to prepare teachers to instruct in Ukrainian. In Newfoundland, curriculum revision is going forward in 19 subject areas. Committees are preparing suggested content for new curriculum guides and a document entitled "Aims of Public Education for Newfoundland" will be published shortly.

The provincial government in Nova Scotia has approved a policy whereby local school boards which offer a driving education course in their high schools will receive an assistance grant of 10 dollars per pupil for each pupil who successfully completes both the classroom and the behind-the-wheel sections of the course, provided certain specified conditions are fulfilled.

TEACHING STAFF

Training Generally speaking, it may be said that no major changes affecting teacher education in Canada as a whole have taken place. A number of local or provincial modifications have been introduced as follows: In British Columbia, minor modifications continue to be made in the amount of time allocated and content for the various courses of instruction.

In Alberta, students in the one-year certification programme may count it as the first year of the B. Ed. course. The emergency teacher

training programme which was begun in July and August, 1954, is being concluded this summer. Under this plan the successful completion of three summer school training courses and two years of experience entitled the student-teacher to the junior elementary teacher's certificate.

The college of education in Saskatchewan has developed a four-year course for the training of secondary school teachers. The college has also developed a four-year course for the training of elementary school teachers, providing for considerable specialization.

In the province of New Brunswick, teachers in industrial arts may now take the first two years of their training at the New Brunswick technical institute, and complete their degree requirements at the university.

In Nova Scotia, the building of a new teachers' college and the strengthening of the teacher education course offered by the Department of Education have been authorized.

In Prince Edward Island, grade XII or junior matriculation standing was made the minimum requirement for admission to teacher training, instead of grade XI as was previously the case. The professional training which is now on the university level consists of five full courses: education 1, education 2, English 1, mathematics 1, and French or science. During the academic year, students are required to spend one hundred hours in observation of classroom work and in the preparation and teaching of lessons in the model school at Prince of Wales College. In Newfoundland, the teacher training act was amended to enable a limited number of teachers to take their training outside Newfoundland.

Conditions of Service In British Columbia, under new pension regulations a person may become eligible for pension provided a minimum of the last ten years of service is within the province, and provided the total approved teaching service amounts to twenty years. This change permits recognition of approved teaching service in fully public schools in the British Commonwealth to establish eligibility for pension. Apart from the above, no significant changes have taken place other than a general tendency to increase the salaries of teachers in all provinces.

AUXILIARY SERVICES

Progress in Some Provinces Due to variations from province to province, it is difficult to generalize as regards these services. The following developments may be seen in a number of provinces: In *British Columbia* there have been no recent changes in health services furnished to schools, although a general revision of both the health and personal development and the physical education syllabuses at the secondary level is being undertaken. School psychology services do not exist as such. Counsellors are employed in most secondary schools on a basis of one half-time counsellor for each 250 pupils. The most marked development in the field of special education has been the increased attention to the trainable mentally retarded (those with I.Q.'s below 50). Community recreation is on the increase. More and more communities are beginning to recognize their responsibility in providing adequate recreational opportunities and facilities for their citizens.

The provision of scholarships is undoubtedly the most revolutionary feature of the new student aid plan. A scholarship is awarded to students for outstanding academic achievement; financial need is not a factor that is considered. The government of British Columbia's scholarship fund, amounting to 300,000 dollars this year, will be operated by a joint committee representative of the Department of Education and the University of British Columbia.

In addition to the two million dollar student loan fund and the 300,000 dollar scholarship fund, there will be a bursary fund of 60,000 dollars to enable the government to assist students who show evidence of financial need. In the case of bursaries, both need and merit are factors to be considered. A bursary can be awarded to students with second-class standing, but only in those cases where the student is able to show financial need. Like scholarships, bursaries do not have to be repaid.

Education by radio has been extended to include knowledge of the foundation and operation of democratic government and a series on the teaching of mathematics is being prepared for 1960.

In *Alberta*, the Department of Education and the station CFRN-TV undertook in March, 1959, an experiment in television education, "Windows to Learning". The station presented a two-week series of daily televised lessons, which were observed by classes of grades V to VIII in sixty schools. The ten lessons were on spelling and social studies, spelling and language, spelling and mathematics, static electricity, mountain building, forces of the universe, map making, finding directions, map symbols, and map scales. The aim of the spelling series was to determine whether television permits an effective and stimulating presentation of lessons in the comparatively routine phases of school work.

In 1957 the Lieutenant-Governor-in-Council appointed a commission to make a comprehensive survey of the various phases of the elementary and secondary school system of the province, with particular attention to courses of study and pupil achievement.

Research undertaken by the commission includes, among other topics, studies of the Alberta teaching staff; achievement and retention of high school students; the population and economic structure as they impinge on education; examination policies; and a study of comparative standards.

By the students assistance act, 1959, the legislature has provided for the expansion of student assistance by a vote of 910,000 dollars for scholarships, bursaries, prizes and grants, and 266,000 dollars for loans to students. It is estimated that as many as 4,600 students may benefit from the proposed programme. The board will have the cooperation of selection committees representing the University of Alberta, the Department of Education and the other interested institutions.

In *Saskatchewan*, the Department instituted a lending service of large-print books to partially sighted children.

In addition to the regular type of radio broadcasts in language, social studies, science, music, art, French, and current events, broadcasts on creative writing in the intermediate grades were continued and a new series of broadcasts in high school dramatics was introduced.

In *Manitoba*, the report of the committee on physical fitness and recreation was submitted to the Minister of Education in June, 1958. The report covers all phases of physical education and recreation.

A comprehensive student assistance programme was initiated to provide students at the secondary, university or post-graduate level with financial aid. It is expected that 2,565 students will need this assistance for the coming year for which 384,325 dollars has been appropriated. In addition to this amount 30,000 dollars are available for agricultural bursaries and 45,000 dollars have been provided by the health department.

The school for the deaf moved into new permanent quarters during 1958.

In keeping with the recent recognition of the need for special education, the Department of Education appointed a supervisor for special classes whose duties include the inspection of educable retarded, partially sighted and physically handicapped classes, and supervision of other areas of special education such as the education of deaf and blind children.

During the past year, the Department's evening institute has had marked success with such courses as philosophy, comparative religion and creative writing. Courses of a lighter nature, such as public speaking and interior decorating, have been gradually taken over by the school district of Winnipeg, and the evening institute has been able to offer courses traditionally associated with a university.

The schools broadcast branch of the Department of Education has recently initiated a tape-recording service for schools.

In *Ontario*, new methods for grades I to III offering more challenging activity have improved the meeting of individual needs through the physical education course.

Through visits to special classes, work with individual children, establishment of new classes, participation in the in-service training of teachers, etc., assistance has been given to local authorities in providing for children whose physical or mental condition makes them unable to take full advantage of regular school courses.

Additional classes in English and citizenship are being provided for newcomers to Canada; 26,117 persons attended such courses in 1958. In addition, six day-time classes in English and citizenship were provided for unemployed newcomers to Canada.

In the Province of *Quebec*, the trend toward school centralization resulted in the disappearance of about one hundred small schools. The institutions for exceptional children (orphanages, nurseries, schools for the mentally retarded, the blind and deaf, etc.) which are supported by the province were all placed under the jurisdiction of the Department of Youth.

The text of a bill providing ten million dollars for needy students and generally liberalizing the government system of scholarships has recently been made public.

In *Nova Scotia*, the first in a series of three courses in physical education for the middle grades ("Time for Action": a guide for teachers) was prepared and prescribed for grade IV.

A study is under way in the City of Halifax concerning the possibility of establishing special classes for gifted children. During the present school year the gifted children of grades II and VI have been identified. It is decided to establish classes for the gifted in 1959-1960 for these two groups of children at the grade III and grade VII level.

As a result of the efforts of interested parents throughout Nova Scotia, a provincial organization to deal with the education of severely retarded children has been formed. The first annual meeting took place in November, 1958.

In *Newfoundland*, a full-time school medical officer was appointed by the Department of Health to direct the school health programme.

The adult education services were re-organized in two separate divisions. One division looks after adult continuation classes and the other deals exclusively with community leadership development.

School radio programmes were introduced for grade IX English language and French. Other new programmes included civics for grades VII to X, around the globe, for grades IV to VI, adventures at sea, for grades VI to VII, lost endeavour for grade X, and French for grade XI.

A province-wide conference on education was convened by the government in November to discuss and examine some of the more serious education matters with which Newfoundland is confronted. More than 100 representative citizens attended the conference, and after five days of deliberations some seventy resolutions were adopted concerning Public Examinations, Diversification of Curriculum, Adult Education, Teacher Education, the Emergence of Central and Regional High Schools, Equalization of Educational Opportunity and other matters of a general nature not specifically related to the foregoing subjects. It is intended that the recommendations of the Conference will play an important part in the formation of future educational policy.

MISCELLANEOUS

Education of Indians The proposals contained in a recent survey of the education division of the Indian Affairs Branch recommended a strengthening of the whole organization with the accent on decentralization.

A five-year construction programme involving an expenditure of approximately 28,000,000 dollars has been approved. This will provide about 500 classrooms, industrial arts and home economics facilities, together with the required staff residences. Included in this programme are several residential schools.

The most important development in the professional training of teachers for Indian schools is the introduction in the summer schools at Canadian universities of special courses dealing with the problems of Indian education.

A total of 1,221 teachers was employed in Indian schools during the year. This figure included 110 teachers of Indian origin. There were 22,127 pupils enrolled in Indian schools.

The increase in school population was 3.4% and the increase in teaching staff was 7.9%.

There is continued emphasis on vocational education for Indian youth. Where possible they are enrolled in trade schools, vocational schools, schools of agriculture and other provincial trade and technical institutes. Where necessary, special courses are set up by the Indian Affairs Branch.

The adult education programme, designed to help those Indians who have never had formal education or have lost what they had is expanding annually.

Integrated education was further developed during the year by the establishment of 17 additional joint schools for the local Indian and non-Indian pupils which were negotiated with local school authorities and provincial departments of education. These schools are financed jointly by the Canadian Government and local school authorities.

CEYLON

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative Departments and Inspection* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *Syllabus Revision* — *Handicrafts* — *Science* — *Teaching of English* — *Physical Education* — *Visual Education* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *School Meals* — *Vocational Guidance*

ADMINISTRATION

Administrative Departments and Inspection The administrative system has been strengthened by the addition of a deputy director of education to be in charge of physical education.

In keeping with the policy of the government to foster education in Swabasha (national languages) and to provide avenues of promotion for teachers qualified in Swabasha, a new grade in the inspectorate designated "assistant inspector" has been created. The parallel grade, formerly designated "supervisor of schools" has been abolished.

Finance The following figures show the expenditure on education (expressed in rupees) in 1957 and 1958 :

	1957	1958	Inc./Dec. %
Administration	3,828,984	4,224,320	+10.3
Inspection.	2,303,422	2,408,210	+ 4.5
Primary and secondary education :			
Government schools . . .	76,295,984	85,243,338	+11.7
Assisted schools	72,299,027	81,115,984	+12.1
Training of teachers :			
Government schools . . .	2,050,258	2,502,461	+22.0
Assisted schools	216,550	199,416	— 7.9
Adult education	157,931	120,781	—23.5
Technical education	159,626	148,271	— 7.1
Capital expenditure	14,736,295	14,178,814	— 3.8
Mid-day meals.	11,411,418	11,917,019	+ 4.3
Other expenditure	216,055	4,250,257	
Total	183,675,550	206,308,871	+12.3%

School Building During the year, 400 school buildings, providing 600,000 sq. ft. of accommodation, and 186 sets of teachers' quarters were built. In addition 28 workshops, 8 science laboratories, 55 playgrounds and 900 toilets were provided.

¹ From the report submitted to the International Conference on Public Education by Mr. H. JINADASA, Delegate of the government of Ceylon.

ORGANIZATION

Quantitative Development The number of children in school rose from 1,873,328 in 1957 to 2,003,044 in 1958, an increase of 129,716 or 6.92%. The number of children in school within the compulsory age group (5 to 14 years) was 73.3% of all the children in that group. This is an improvement of 3% on the previous year's percentage.

The number of schools increased from 7,374 in 1957 to 7,674 in 1958, an increase of 300. The total number of teachers in schools rose from 61,809 in 1957 to 66,258 in 1958 — an increase of 4,449 or 7%. The following table gives details of the increase in enrolment at the various levels :

	1957	1958	Increase	
Primary	1,446,624	1,525,013	78,389	5.4%
Secondary	426,704	478,031	51,327	11.9%
Total	1,873,328	2,003,044	129,716	6.9%

CURRICULA, SYLLABUSES AND METHODS

Syllabus Revision In 1943, a special committee on education reported that the system of education was purely academic. It recommended that post-primary education, at least, should be diversified, and that it should not be completely divorced from the needs of pupils after they leave school. The programme of work in science and handicraft education during the last two years and the current programme are essentially an attempt to remedy this defect in the school curriculum at junior secondary level.

Handicrafts The programme of work in handicraft education has been organized with assistance under the Colombo plan technical aid cooperation scheme. In the initial stages it was accepted that the introduction of handicrafts was important and worthwhile but few recognized the place and function of handicraft education in the secondary school. Every effort is being made by the field supervisors to see that both parents and teachers get an appreciation of educational handicrafts in their proper perspective. Some success has attended these efforts.

In the initial stages of the handicrafts programme the subjects woodwork, metalwork, clay work, lacquer work and cloth weaving were treated in the secondary school as special subjects. In the year 1958 this position was modified and an integrated programme of training was drawn up. Woodwork and metalwork are treated as one combined subject in educational handicrafts for boys. Cloth weaving, clay work and lacquer work, etc. are treated as one integrated subject in educational handicrafts for girls. This decision has yet to be implemented fully in the field. In-service training programmes are being designed with a view to establishing a wholesome approach to these subjects in the schools. Teachers for these subjects are being trained in the government training college at Maharagama.

Science The field of science teaching had until recently been developed only as a necessary preliminary to later programmes for

specialized professional study. In 1957 the Department initiated an intensive programme of work designed to introduce general science as a compulsory component of the middle school curriculum. The programme of work is being implemented with special assistance from Unesco and USOM.

Specialist training colleges for science teachers have been organized at Maharagama and Palaly. As a temporary measure the Department has recruited a large number of untrained science teachers who have as their highest educational qualification the G.C.E. Ordinary Level. These teachers are referred to as "science assistants". One of the main activities of the Department in this initial phase of work in science teaching is the in-service training of these teachers. Up to now this has been attempted by a series of vacation courses conducted by the inspectorate and the staff of training colleges.

The success of the science teaching programme is intimately linked with the above in-service training programmes and also with the rapid development of physical resources for science teaching. During the year 1958-1959 approximately 100 new laboratories are to be built and equipped. In addition, standardized minimum sets of science equipment are being issued to several schools.

The critical limiting factor in relation to the science teaching programme is the lack of appropriately trained staff to supervise the programme in the field. A significant step in this connection is the training of nine officers as supervisors of science teaching. A special training course was conducted for them with the assistance of Unesco and USOM advisers in science. Sixteen secondary trained science teachers are being trained further at a specially designed course conducted in the Ceylon technical college, to give them competence to teach higher science classes in Singalese. These teachers will complete their training in July, 1960.

Equipment has been obtained on the basis of the standardized lists of minimum science equipment, to equip three government schools for Higher School Certificate work, 30 schools for Secondary School Certificate work and 100 schools for classes 6 to 8 work.

Preliminary work has been carried out on the re-presentation of the science syllabus for classes 6 to 8 and the preparation of a general science teacher's handbook. A further problem in relation to science teaching is the absence of suitable teaching aids with a Ceylon background. An initial step to remedy this deficiency was taken last year. A science teaching film entitled "Separative Processes" was completed, and work on a second film "The Work of Running Water" is in progress.

Teaching of English With the aid of the British Council and of the United States Embassy two intensive courses were held to help inspecting officers and teachers to have a better grounding in modern methods of teaching English as a second language. A committee of inquiry appointed by the Minister of Education to report on the teaching of English has submitted its report.

Physical Education Much emphasis has been given during the period to health and physical education. To this end a planned scheme has been drawn up for the provision of a certain number of playgrounds each year. The immediate aim is to provide each of the 116 inspectors' circuits with a

playground. With the assistance of USOM who have placed an adviser on health education at the service of the Ministries of Education and of Health, a number of intensive residential courses have already been given in health education. These included a six-week course for lecturers from training colleges and a one-week course for inspectors of schools. In order to provide better opportunities of training for promising athletes from rural areas a scholarship scheme has been drawn up whereby each year ten athletes are selected and provided with free board and lodging at a central school. The athletes receive a specialized training in athletics at the hands of an Olympic athlete. This Olympic athlete now works full time visiting schools in order to coach promising boys and girls.

Visual Education Following the Unesco Regional Seminar on Visual Aids held in Delhi in September, 1958, a number of seminars and refresher courses have been held in order to ensure that visual aids will be used more effectively in schools and for adult education. These courses have been intended so far for lecturers in training colleges, regional organizers of adult education, circuit inspectors of schools and two groups of teachers. The audio-visual service of the Department of Education is also being reorganized. Unesco and USOM advisers have cooperated actively in the scheme of work. The number of cinema-van circuits has been increased from nine to twelve. Small film-strip libraries are being set up in schools with prints made locally from dupe negatives supplied by Unesco, the Commonwealth Office of Information and other sources.

TEACHING STAFF

Training Every effort is being made to increase the annual output of trained teachers. During 1958, there were 4,196 teachers in training, compared with 3,912 in 1957 and 2,807 in 1956. It was decided recently to give teachers in training two years' full-pay leave and incremental credit during the period of training.

AUXILIARY SERVICES

School Meals Every child in school who wishes is given a bun and a glass of milk daily. The milk powder and the flour are provided by the American organization known as CARE. All other expenses in connection with transport and distribution are met by the Ceylon government. Nearly one and a half million children eat the bun supplied but only half that number take the cup of milk. A "Milk Week" was organized early this year to make the drinking of milk more popular. The number of those taking the milk has increased as a result, but it is too early to say by how much.

Vocational Guidance An important development during the period under review is the provision of vocational guidance within the educational programme in all schools. The scheme is primarily designed to assist each young person to be aware of his abilities, aptitudes and interests, and of occupational opportunities, so as to facilitate future vocational adjustment.

A vocational guidance branch has been set up in the Education Department under an education officer. Over 600 schools have started to give vocational guidance by operating a record-keeping service, a testing service, an occupational information service, a self-inventory service and a counselling service.

Training courses have been held to train all teachers in the maintenance and use of cumulative records. So far nearly 15,000 teachers have been trained under the programme. Besides, nearly 2,500 teachers with high academic and professional qualifications, selected by heads of schools, have been trained as teacher-counsellors. When qualified, teacher-counsellors are attached to schools to conduct individual counselling with pupils.

Two non-verbal and six verbal tests of intelligence have been constructed and four of them have been standardized on an all-island sample. Mental ages and intelligence quotients derived from the administering of these tests to pupils aged between 11 years and 16 years 6 months will be entered in the cumulative records and used by teachers and counsellors. The service of a specialist has been made available to the Department by the Asia Foundation for the construction, standardization and validation of aptitude tests and interest inventories.

Pupils in the ninth year and above are being supplied with occupational information in the form of vocational guidance information sheets and occupational orientation pamphlets. Over 300 of them have been compiled.

CHINA (Republic of)

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Committee* — *Inspection* — *Education Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Entry to Secondary Schools* — *New Courses* — *Craftsmanship Training Centres* — CURRICULA, SYLLABUSES AND METHODS — *Vocational Education* — *Higher Education* — *Textbooks* — TEACHING STAFF — *Training* — *Appointment Qualifications* — MISCELLANEOUS — *Cooperation Programmes* — *Educational Broadcasting* — *University Extension* — *Holiday Camps*

ADMINISTRATION

New Committee

The Ministry of Education and the Academia Sinica, the highest national organization devoted to scientific research, have jointly established a committee for long-range science development. This special committee organized in February, 1959, is charged with the promotion of research projects which will contribute to the international fund of knowledge and the national scientific potential. Money for the first year totals twenty million New Taiwan dollars and 200,000 United States dollars. These funds will be used for the following purposes: (a) to subsidize improvement of science research equipment in established research institutions and universities; (b) to establish national research professorships; (c) to establish chairs for professors; (d) to establish graduate fellowships; (e) to provide accommodation for visiting and exchange professors from abroad; and (f) to subsidize the publication of research papers.

Present plans indicate that 80% of the available funds will be devoted to research in the fields of natural science and the basic medical and engineering sciences, and the rest to the humanities and social sciences.

In the meantime, a detailed plan for the improvement of teaching methods and of the materials and equipment most essential in secondary education has been prepared by the Ministry of Education, and its implementation will be reviewed by a special committee on science education.

Inspection

One of the main functions of educational agencies is to help improve school organization and methods of teaching. In order to help raise the standards of elementary education and improve teaching methods, an elementary education supervisory corps was organized last year. Many educational experts, experienced in teaching and in school administration, have been invited to join the group, which has started visiting schools and conducting demonstrations. New teaching methods have also been introduced by way of demonstration. This corps has made

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. Tang-yueh SUN, Delegate of the government of the Republic of China.

a great contribution to the improvement of elementary education in the country.

In the past, the emphasis, in the supervisory work done by the educational agencies, was generally placed on school administration. This school year, in addition to the elementary education supervisory corps, subject matter supervisory groups have been organized for both middle schools and elementary schools. Each group is composed of a certain number of professors of the National Taiwan University and the Taiwan Pedagogical University and supervisors from educational agencies. There are two main groups, the language group and the science group. These groups visit classes in Chinese, English, mathematics, physics and chemistry, offering suggestions and introducing new teaching methods.

Education Budget A comparison of the education budget of the central, provincial, and local governments in the academic years 1957-1958 and 1958-1959 is given in the following table (expressed in New Taiwan dollars):

	1957-1958	1958-1959	\pm %
Central	132,769,973	128,222,510	— 3.43
Provincial	303,493,613	325,361,009	+ 7.21
Local	535,393,458	631,371,163	+17.93

School Building Results obtained in building for elementary schools are as follows:

	1957-1958	1958-1959	Difference
Schools	1,534	1,609	+ 75
Classes	28,077	30,707	+2,630
Classrooms	20,827	21,893	+1,066
Classrooms newly built . .	1,066	3,456	+2,390
Shortage of classrooms . .	6,512	5,686	— 826
Single shift classes . . .	15,340	16,984	+1,644
Double shift classes . . .	11,993	13,349	+1,356
Three-shift classes	683	374	— 264
Four-shift classes	106	—	—

The annual population increase has required an increase of classes for the academic year 1958-1959 at the elementary level. This increase amounts to 9.37%, while the increase in the number of classrooms for the same period is 15.78%.

ORGANIZATION

Quantitative Development The following table shows the number of enrollments in 1958-1959 as compared with the preceding year:

	1957-1958	1958-1959	\pm %
Universities	14,409	15,738	+ 9.22
Colleges	6,878	8,243	+19.85
Junior colleges	4,332	3,957	— 8.66
Secondary schools	194,586	208,884	+ 7.35
Teacher training schools . .	7,272	7,211	— 0.84
Vocational schools	69,823	71,832	+ 2.88
Elementary schools	1,480,557	1,642,888	+10.96

The following table shows the increase in the number of girls in schools of all levels in 1957-1958 as compared with 1958-1959 :

	1957-1958	1958-1959	Increase %
Colleges and universities.	4,735	5,703	+20.44
Secondary schools	63,732	69,379	+ 8.86
Teacher training schools.	3,319	3,357	+ 1.14
Vocational schools	16,407	18,015	+ 9.80
Elementary schools	684,406	763,493	+11.56
Kindergartens	24,614	28,647	+16.38
Total	797,213	888,594	+11.46

The position in adult education in 1958-1959 as compared with the previous year is as follows :

	1957-1958	1958-1959	Decrease %
Classes.	3,707	1,151	—68.95
Students.	157,938	45,630	—71.11

Entry to Secondary Schools Experiments to admit to junior secondary schools, without entrance examination, all elementary school leavers were carried out in both Hsinchu Hsien and Kaohsiung municipality, and the results were quite encouraging. However, owing to the need for additional expenditure for increased facilities and teaching staff, the local authorities have found it difficult to carry the heavy burden. Consequently the Ministry of Education has decided to suspend the experiment temporarily. But a ten-year programme for increasing the number of secondary schools is under study.

New Courses One new department, ocean transport management, was added to the Taiwan provincial maritime college last year.

The Tamkang college of arts and science (private), formerly known as the Tamkang English College, has been reorganized, and the new name approved by the Ministry of Education. It has five departments: Chinese literature, foreign languages, commerce, mathematics and chemistry.

The Pingcheng junior college of accounting has been reorganized under the name of Pingcheng college of commerce (private).

The Huashang junior college of accounting (private) has been approved by the Ministry of Education.

The Tatung institute of technology (private), formerly known as the affiliated division of technology of the Tatung vocational school of industry, has been reorganized and approved by the Ministry of Education. It has three departments: electrical engineering, mechanical engineering, and industrial and commercial management.

The Shihchien junior college of home economics (private) has been approved by the Ministry of Education.

The Chungkuo college of medicine and pharmacy was approved for establishment by the Ministry of Education in 1958. It has two departments: medicine and pharmacy.

Two new departments have been added to the National Taiwan University: animal husbandry and veterinary science.

The National Chengchi University now has three faculties: arts, law and commerce. Three new departments have been added to the college of law (accounting and statistics, banking and finance, and taxation) and a new division, Turkish language, has been added to the department of oriental languages.

A new department has been added to the provincial college of agriculture: animal husbandry and veterinary science.

A new training division—medical courses for the training of physicians in mountainous districts—has been added to the Kaohsiung medical college (private).

Craftsmanship Training Centres

The provincial department of education has established a number of craftsmanship training centres with a view to training more skilled workers in the mechanical arts. The Taichung provincial vocational schools of industry and of commerce have been designated to organize this type of training centre on an experimental basis. The Taichung provincial vocational school of industry offers four different courses: electric appliances and their repair, mechanical drawing, motorcycle repairs, and radio repairs. The school of commerce offers Chinese and English typing, statistical drawing, paper flower artistry, salesmanship training and training for waiters. An ever increasing number of young men who otherwise would have no schools to attend have been enrolled in these training classes. Once they have received training in a special trade, they can easily find employment either in the industrial or the commercial field. During the academic year 1958-1959, four municipal and county vocational schools and fifteen provincial vocational schools inaugurated craftsmanship training centres similar to those already established.

CURRICULA, SYLLABUSES AND METHODS

Vocational Education Unit-trade training in industrial vocational schools is a new thing in China. It is an advanced method for training skilled workers. It generally requires more than 1,500 hours of shop practice to learn a skill in any particular trade. Unit-trade training has been instituted in senior vocational schools with very satisfactory results.

The fields of unit-trade training in senior vocational schools are as follows: mechanics, electrical technology, electronic equipment repairing, carpentry, automobile mechanics, printing, pattern making, plumbing and pipe fitting, founding, sheet-metal working, drafting, furniture making and welding.

Higher Education The curricula of the faculties of arts, law, medicine and commerce have been modified.

Textbooks Larger size textbooks with coloured pictures have been published for elementary schools. These are: general knowledge for the first to fourth years and arithmetic for the third to sixth years.

The revision of textbooks for Chinese language, civics, history, geography, and nature study, for the fifth and sixth grades of the elementary schools has been started. All the new textbooks are due to be published in the early spring of 1960.

TEACHING STAFF

Training The special teacher training class aims at strengthening professional training for teachers and helping middle school and vocational school graduates to qualify for elementary school teacher's certificates. Since the academic year 1958-1959, all teacher training schools have been urged to institute these special teacher training classes. These classes will admit graduates of senior middle schools and vocational schools for further training, and, for in-service training, those elementary school teachers who may have not yet received the teacher's certificate.

Appointment Qualifications New regulations governing the qualifications of elementary school principals were revised and issued in 1958. According to the new regulations, elementary school principals must be graduates of a teacher training school or of a university who have specialized in education. Elementary school teachers who are graduates of middle schools or vocational schools must take special courses as a requirement for appointment as elementary school principals.

MISCELLANEOUS

Cooperation Programmes Owing to the limited resources available for improvement in education, greater success could only be made possible through the help and cooperation of other organizations. Two cooperative programmes were therefore formed, one with the Chinese Language Association and the other with the Chinese Association for the Advancement of Natural Science. Under the cooperative programme, these institutions are obliged to provide experts for making surveys, conducting research, and circulating materials and publications to language teachers and science teachers.

Educational Broadcasting The main purpose of the educational broadcasting programme is to meet the keen desire for further studies on the part of young people and adults. The courses offered have been divided into two groups: one of senior middle school level, and the other of junior middle school level. Emphasis is placed on civics, Chinese literature, history, geography and English. There are two periods of thirty minutes per week for each of the above-mentioned courses.

University Extension Evening extension courses in four universities and one college were established with appreciable success. Three-year teacher training courses for Chinese literature, English, history and geography, and mathematics, were established in the provincial pedagogical university in 1958 with an enrolment of 216 students. After successful completion of the course, a diploma for teaching in secondary schools will be issued to each graduate.

Holiday Camps Summer vacations are utilized to implement training which covers a large variety of activities conducted out of doors, in mountain areas, on the sea, and in the air. Their aim is to familiarize young people with the beauty of the land, to foster their *esprit de corps*, and improve their physical stamina and mental alertness.

Detailed plans of this training programme are announced at least one month before the summer vacation each year. Participation is entirely voluntary, and applicants have before them a wide range of specialized activities from which to choose. Those who are interested in the same fields are grouped into one or more teams. Activities include writing, marksmanship, insect collecting, social relief, first aid, seamanship, anthropological research, traffic control, etc.

Winter camps are sponsored during the winter vacation of each year. They are conducted in the same manner as the summer training programmes. Because of frequent rains in winter, indoor activities dominate. However, training schedules are so designed that they are none the less instructive and interesting.

COLOMBIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Inspection — Primary Education — Secondary Education — Teacher Training — Industrial Education — Commercial Education — Women's Education — Rural Education — Higher Education — Numbers — Urgent Problems — Educational Reform — Secondary Education Reform

Inspection At the national level, inspection is carried out by 3 national inspectors for primary education, 9 inspectors for teacher training, 2 for commercial education, 1 for industrial education, 5 for women's education, 10 for rural education, 13 for secondary education (*bachillerato*) and 2 for physical education.

Primary Education Rural primary schools provide two years of study, only a few providing a three- or four-year course. The majority of the two-year schools are alternating schools, open one day for boys and one for girls, which gives in practice one year's schooling per child. Urban schools provide five years of study but five-year schooling is not available in all of them partly because, among other reasons, the pupils progressively abandon school, so that the average length of studies in urban primary schools is estimated at four years.

Secondary Education Secondary education leading to the baccalaureate is the only form of education which gives access to the university. It is organized by the baccalaureate division of the Ministry and covers six years of study. There are 787 *bachillerato* schools for boys and for girls comprising six, three, four, and five years of study; 217 of these are public and 570 private schools.

Teacher Training Secondary education includes teacher training, which provides primary teachers for urban schools. The length of the course in teacher training schools is six years, but most of the students (up to 90%) give up their studies in the course of these six years. The number of teacher training schools is not only excessive (there are many private schools), but furthermore it does not correspond to technical criteria of distribution throughout the country according to the possibilities and needs of the different localities as regards qualified teaching staff, sources of pupil supply, etc.

The curriculum is more or less the same as for the *bachillerato*, with the addition of the study of education and practical teaching.

¹ From the reply sent by the Ministry of Education of Colombia.

Industrial Education This type of education trains pupils for the technical professions and includes the industrial technical institute, the industrial experimental institute, the industrial teacher training school, the higher school of arts and crafts, the secondary school of arts and crafts, and the trade school. These are in all 42 industrial education establishments at secondary level, of which 29 are public.

Commercial Education This form of education trains pupils for many different occupations from typewriting to chartered accountancy. There are 359 commercial schools of which 5 are public.

Women's Education There are seven types of establishment for women's education, some of which lie between the secondary and higher levels: women's polytechnical institutes, women's secondary schools preparing pupils for the baccalaureate, higher schools of women's culture, domestic economy schools for rural women, auxiliary schools for rural nurses, women's institutes of popular culture, the higher institute of rural guidance for women. There are 141 establishments for women's education, of which 41 are public and 100 private.

Rural Education The aim of rural education is to supplement rural primary education and to train teachers for rural primary schools and for a few secondary schools. It includes agricultural teacher training schools and schools at primary level attached to them, pilot courses for adult rural workers, agricultural vocational schools, rural teacher training schools, schools for rural home visitors, and the pilot institute for rural education. There are in all 137 schools for rural education of which 65 are public.

Higher Education Under current regulations, higher education receives 1% of the school population and 28% of the national budget, plus an average of 5% of the provincial budgets. There are 26 universities, but there is no national organic statute fixing their minimum academic level, functions and aim, organizing and regulating their teaching staff, providing for scientific research, and contributing to the formation of a governing class capable of assuming responsibility for national education.

Numbers At present 67.73% of primary school age children are registered in school; the rest attend no establishment. The school population is distributed as follows: 87.4% in primary education, 11.6% in secondary education, and 1% in higher education.

Urgent Problems The most urgent problems today are: (a) to draw up and implement an integral plan for national education; (b) to set up supervisory bodies so that the Ministry may know the stage plans have reached; this requires an organized reform of national inspection; (c) to reorganize and simplify the functions of the Ministry of Education so that it may become the governing body for national education; (d) to redistribute and provide new regulations for establishments at all three levels of education, primary, secondary and higher.

Educational Reform The educational reform has already started. Immediate projects have been reduced to a minimum; tasks for 1960 include: (a) the construction of 3,000 classrooms for primary education; (b) the training of 3,000 teachers; (c) the training of 1,000 persons for adult literacy teaching; (d) the organization of school inspection; (e) the launching of the institute for educational development, which is aimed specially at financing universal primary education; (f) the development of school canteens.

Secondary Education Reform The reform plan for secondary education includes the organization of two stages, a basic stage of four years' duration common to all secondary schools, and a two-year stage differentiated into teacher training, industrial education, commercial education, agricultural vocational education, women's vocational education, education leading to the baccalaureate. It has already been decided that the curricula and syllabuses will be tried out experimentally for three years in pilot schools before they are generally implemented.

CUBA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Local and Provincial Authorities* — *New Departments* — *Inspection* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Schools* — *School Time-Table* — *Secondary Education Reform* — CURRICULA, SYLLABUSES AND METHODS — *New Ideas* — TEACHING STAFF — *Training* — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *School Health*

INTRODUCTION

The revision of the political, economic, and social structures necessitated by the revolution implied a revision of the educational system as a whole. All educational services are being reorganized at all levels.

The Ministry of Education has set itself five main objectives: (a) the quantitative and qualitative development of educational services; (b) the decentralization of administrative and technical functions; (c) the establishment of a modern system of educational planning to synchronize all plans and services; (d) the technical improvement of all branches of education; (e) a general educational reform.

ADMINISTRATION

Local and Provincial Authorities The most important modification for the present school year has been the decentralization effected by law No. 76 of 13th February, 1959, which set up the municipal and provincial departments of education. These bodies originated out of the need to eliminate the ill effects of an excessive centralization of administrative authority and a lack of coordination between the various educational levels.

Each provincial department of education includes a group of technicians who constitute its executive board: a provincial director, who represents the Minister and is invested with full powers to deal with everything concerning the educational services of his own province, and three sub-directors, one for primary schools, one for secondary schools, and one for vocational secondary schools.

The municipal departments of education are the technical and administrative centres for the primary schools of each municipal district. Each municipal department has an executive board which includes a director, a secretary, and a primary school inspector. All of them must be Doctors in Education with several years' successful teaching experience. Attached

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Max FIGUEROA and Mr. José A. AGUILERA, Delegates of the Cuban government.

to each municipal department there is an advisory board composed of representatives of the community, including all kinds of professional, civic and economic bodies. This board effects the liaison between the purely technical departments and the community.

New Departments The creation of a higher educational planning department will result in an economy of effort by eliminating the incoherence of the educational system. Its main function will be the planning and execution of educational projects which will be coordinated and applied to short-term as well as long-term issues.

Other important departments newly set up by the Ministry are those of statistics, vocational and educational guidance, and audio-visual aids, with the assistance of provincial and municipal delegations.

Inspection Cuba formerly maintained 1,395 school inspectors costing the nation 3,029,280 pesos a year, while the country had only 5,575 rural classrooms. There were general inspectors, provincial inspectors, district inspectors, and assistant inspectors, for city primary schools, rural primary schools, evening schools, private primary schools, private upper primary schools, and for music, English, drawing, physical culture and manual arts.

The government set up in January put an end to this wasteful situation by: (1) introducing a single category of inspection—that of technical inspector of primary education at municipal level; (2) fixing the proportion at one inspector for a minimum of 65 teachers; (3) establishing, through the action of the provincial sub-director and the municipal directors, the coordination and unification of the inspectors' work.

Thirty-six inspectors have been appointed for the supervision of secondary and secondary vocational education.

Finance Appropriations for education during 1957-1958 amounted to 72 million pesos. The new government has increased the amount for the present year to 90 million, making it one of the highest in the world in relation to the national budget.

The government is doing everything in its power to correct the distribution of the country's resources. To this effect, appropriations for school supplies have been increased from 500,000 to 6,000,000 pesos; funds for retirement pensions and other compensations for teachers have been increased from two to three million pesos; funds for the maintenance of buildings have also been considerably increased.

School Building A responsible project for school building has never before existed in Cuba. The new government has already under construction 17 large city schools and 200 rural schools with one or two classrooms, a workshop and quarters for the teacher.

The Ministry of Education, with the help of the Ministry of Economy and the F.H.A. (an autonomous organization to promote building), has drawn up a plan which will facilitate the construction of all primary school premises requiring repair throughout the country. Building will begin in July. The acquisition of suitable sites for rural civic centres, in coordination with the constitution of rural cooperative associations and other institutions created by the agrarian reform law, the erection of three large

university centres (Havana, Las Villas and Oriente) and of civic, recreational and sports centres in the major cities of the island, complete the government's construction plans. The national planning committee and the higher department of educational reform will now draw up the medium- and long-term plans for school building.

ORGANIZATION

Quantitative Development General secondary education is received by 67,000 pupils, intermediate vocational education by 25,000 pupils, and teacher training by 8,862 pupils. The number of students at the three official universities is 20,100.

New Schools The Ministry of Education is giving priority to the quantitative development of primary education in agreement with Unesco's special project No. 1 for the spread of primary education in Latin America.

The estimated population of children between 5 and 14 years of age is 1,600,000. At the rate of 50 pupils per class, Cuba would need about 32,000 public school classrooms. There are at present 3,200 private and 16,800 public school classrooms. The Ministry of Education, therefore, faces the problem of establishing about 12,000 new classrooms for primary education, 2,000 in the city and 10,000 in rural areas. The Ministry has allocated the necessary funds for the creation of 5,000 new classes, 500 in the city and 4,500 in rural areas, to be ready for use in the next school year. The possibility of using 5,591 teachers of specialized subjects (music, physical culture, manual arts, English and drawing) as regular teachers for primary instruction is also being considered. These teachers at present constitute a budgetary liability. This scheme would make it possible to add 5,591 more classes at primary level, giving a grand total of 10,591 new classes during a single school year. There would then remain only about 1,500 to be provided.

School Time-Table Another problem inherited by the Ministry of Education is that of the single session (either morning, afternoon or evening classes). This problem grew worse with the inclusion of special subjects which shorten still more the time required by the regular classroom teacher, who should be in permanent charge of the class for all subjects.

To correct this situation the Ministry is about to re-establish the double session (morning and afternoon) in the elementary schools. This brings about the problem of space, and is another reason why the policy of the Ministry is to construct new school buildings, without which the double session cannot be established. This would also permit an increase in the remuneration of the teacher.

The need for the rural teacher to exercise a more effective role in the rural community, so that the school becomes a vital centre of community life and culture, is strongly emphasized. The school must become a source from which new ideas originate and are discussed for the benefit of the rural population. This can be achieved only if the rural teacher lives in the community during the school year. To render this possible, quarters

for the teacher have been included in every rural school construction plan and the Ministry has provided an increase in the salary of those teachers who reside permanently in the rural community. This increase is proportionate to the distance between the school and the nearest urban centre.

Secondary Education Reform

A great reform in the general structure of the secondary school is under way. Briefly, its aims may be stated as follows: (a) adequate integration of the secondary school with the other educational levels; (b) establishment of a common junior secondary stage (3 years); (c) establishment of a pre-university and vocational course at secondary level (3 to 4 years according to the course chosen).

The distribution of Cuban education would then be expressed by the formula 6+3+3 or 6+3+4, the first stage being from 6 to 12 years of age, the second from 13 to 15, and the third from 16 to 18 or 19, when the pupil either enters the university or finishes his vocational training at intermediate level.

The first secondary stage will be compulsory in order to enter the second, whatever the course chosen. This second stage is to be composed of one section for the pre-university course, one for teacher training, one for kindergarten teacher training, one for the vocational school of commerce, one for the technical and industrial schools, one for the home economics school, and one for the school of art.

The lower secondary or common basic stage will be completed in schools called elementary secondary schools, which will replace the present upper primary schools. The latter will be converted, for they no longer fit into the educational system. There will be about 120 elementary secondary schools in the country for the next school year. No tuition fees will be charged in these schools.

CURRICULA, SYLLABUSES AND METHODS

New Ideas

The plan under consideration requires the revision of almost every school curriculum in the country. This work is already under way, being carried out by different technical committees. At the same time, it is necessary to adapt the old textbooks. Steps have been taken to guarantee the use of active methods and an intensive utilization of audio-visual aids at all levels. The urgent needs of the country in respect of its industrial development require a thorough transformation of technical education. The Ministry has therefore decided to revise thoroughly all technical school courses and to increase their number. Hereafter, these schools will be adapted to the particular demands for industrialization of the communities where they are located.

These changes are the logical consequences of the government's new approach to education. For the primary level, this new approach favours cooperative integration and the education of the whole child. Up to the present, the traditional intellectual curriculum had prevailed. For the secondary level, it aims to give pupils a basis of general culture (science-arts), and educational guidance capable of channeling the anxieties that are latent in the adolescent. It also aims to facilitate the discovery of vocational aptitudes. A fundamental change in the secondary school is

the creation of «guidance councils», which will encourage activities of a social, civic and vocational type. The guidance councils will include both pupils and staff and will draw up a programme of civic and social activities.

TEACHING STAFF

Training An important innovation is the establishment of a department for secondary school teacher training in the universities. Secondary school teachers will then be trained on the basis of an integrated plan in which general culture, special subjects, and methodological principles are well coordinated.

Further Training Every summer, the Ministry of Education is to provide a series of compulsory vacation courses (4 to 6 weeks) for public secondary school teachers. These courses, which will emphasize secondary school objectives, methods, and pupil-teacher relations, will be given in the capital of every province by inspectors or teachers appointed directly by the Ministry of Education.

Conditions of Service Work is in progress on the establishment of a seniority register on a national basis for secondary school teachers, who have long desired a fair and efficient procedure to decide on promotion and transfer. Payment of a seniority compensation has been accorded.

Primary teachers' salaries are to be increased from the next school year. Increases for rural teachers will be greater than those for urban teachers.

AUXILIARY SERVICES

School Health School hygiene services have been considerably extended to cover both primary and secondary schools. The teaching of physical education will also be improved after a thorough reorganization of services and activities.

CZECHOSLOVAKIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Pedagogic Council — Advisory Board for Technical Schools — School Building — Teaching Aids and Equipment* — ORGANIZATION — *Development — New Educational System — Basic Nine-Year School — Technical Training Centres and Apprentice Schools — Grammar Schools for Workers — General Grammar Schools — Technical Schools — Music and Art Schools — Education for Workers* — CURRICULA, SYLLABUSES AND METHODS — *Model Curricula — Experimental Syllabuses — School Films — School Broadcasting* — TEACHING STAFF — *Training* — MISCELLANEOUS — *Pedagogic Institutes — State Educational Publishing Houses — Comenius Festival — Tenth Anniversary of the Pioneer Organization — Pupils' Health — Accident Prevention — Physical Training*

INTRODUCTION

The building of socialism in the Czechoslovak Republic is now entering its final stage. In this the schools have an exceptionally important social function to perform, as their educational and instructional work must correspond to the needs of socialist construction, the aim of which is a communist society. For this reason there is to be a change in the education system, and this year the activities of the schools administration, the pedagogical institutes and the teachers have already been directed to this end.

The transformation of the content and organization of education is such an extensive task that it requires a certain time to carry it out and a large number of successive measures. The transformation, which is to be completed by 1965, will in no case interrupt the normal course of schooling. The extension of compulsory schooling to nine years will be carried out over a period of three years, so that by 1951 all young people completing the eighth year of basic schooling will continue with a ninth year. The transformation of all eleven-year grammar schools into twelve-year grammar schools will likewise be completed during the course of three years. Experience gained in the experimental twelve-year grammar schools established during 1958-1959 permits a considerable expansion in the number of twelve-year grammar schools in the school year 1959-1960.

The new system of teaching, which will enable the maximum number of young people to receive a full grammar school education, will also lead to the gradual removal of the gap between physical and mental work. By 1970 most young people will receive secondary education.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Václav KRÍSTEK, Delegate of the government of Czechoslovakia.

ADMINISTRATION

Pedagogic Council In 1959, the Ministry of Education and Culture set up a pedagogic council as an advisory body, its members being educationists, practising teachers, and school administrative staff. The pedagogic council helps with the solution of basic problems of pre-school education, general education schools, basic music schools and other educational establishments; in particular, it deals with problems of curricula and methods. The council has a number of specialized sub-committees to deal with detailed problems.

Advisory Board for Technical Schools The advisory board for technical and apprentice schools pronounces on problems of the training of adolescents for industrial and agricultural professions and training in technical schools. It tries to create a unity of attitude on the part of all the central authorities and organs participating in the training of adolescents. The advisory board puts forward its views on proposals for basic methodological and organizational measures. Its members represent the organizations concerned with the training of adolescents; it also has commissions for dealing with detailed problems.

School Building Model plans have already been worked out for nursery schools of from two to four classes. Various standard plans are now being drawn up for nursery schools of from 30-120 children combined with crèches for 10-45 children.

Standard plans will also be worked out for general schools. The building programme for such schools and their equipment will have to take into account changes in the content of instruction. Plans for schools with 9, 12, 15, 18, 21, 24 and 27 rooms are in preparation. The general school will consist of the following buildings: a block for normal classrooms, a block of special classrooms and workshops, one for extra-school care and school administration, and one for physical training.

A sum of 800 million Czechoslovak crowns is earmarked for investment in school building, so that by the end of 1959 there will be a further 56,200 general school places available. In addition to this, school buildings, workshops, gymnasiums, swimming pools, and playgrounds are being built under the so-called "Action Z" plan for voluntary spare-time building work by citizens.

Teaching Aids and Equipment The Ministry of Education and Culture has set up a coordinating commission, which deals with the main problems of producing teaching aids for nursery schools, general education schools, technical training centres, apprentice schools, specialized technical schools and the teachers' training schools.

In 1958 an inventory of teaching aids for general education schools was compiled, which has now been improved and supplemented with due regard to the changes in content of instruction. The plan provides for the production by the end of 1960 of the teaching aids listed.

During the 1958-1959 school year, many technical and general schools proceeded with voluntary "self-help" production of school aids. Some of these aids will be mass produced. In the individual localities, teaching

aids are the concern of the local commission for such aids, in conjunction with the local pedagogic centres.

One instance of the new teaching aids is a set for electrical laboratory work. Similar sets are being constructed for experimental work in mechanics and optics. Note is taken of experience gained in the schools and of the content of the curricula for the basic nine-year schools and the twelve-year grammar schools.

During the 1958-1959 school year, work was started on the construction of teaching aids for art education and for technical drawing.

Nursery schools were provided with building sets containing large prisms and blocks, a large rope-railway and a complete village building set. The use of these aids is good preparation for later polytechnical education. In addition, a small puppet theatre was produced for nursery schools and for the first form of the basic nine-year school.

Altogether a total of 112 new teaching aids were developed and put into production during the 1958-1959 school year, and the development of a considerable number of other aids is not yet completed. The above figures do not include those produced under the so-called "self-help" schemes.

ORGANIZATION

Development The number of children attending nursery schools is continually increasing; in the 1958-1959 school year they were attended by 262,146 boys and girls. Plans have been made for a further increase in the number of children attending nursery schools, which will entail the construction of new schools. Many of these will be attached to factories and the unified agricultural collectives.

During the 1958-1959 school year, 38 new eleven-year grammar schools were opened.

During the 1958-1959 school year the network of basic music schools was extended by a further 23 schools. There are now 371 such schools with an attendance of 83,339 pupils. A further increase is also envisaged.

The figures for the school year 1958-1959 demonstrate the tremendous interest on the part of young people in the possibilities of further study parallel with their employment. Without interrupting their normal work 4,673 students are completing the final classes of the eleven-year grammar school, 34,339 are attending specialized industrial schools, 9,599 economics and commercial schools, 3,606 agricultural and forestry schools, and 2,692 the schools for medical workers. During the 1958-1959 school year, 43.3% of those in the first year of the specialized technical schools were working students, and in the economics and commercial schools the percentage was 37.8. During the same year there were 20,903 working students studying at the universities.

New Educational System The essence of the change in Czechoslovak schooling lies in the organic linking of teaching and training with production work. This is essential for the all-round development of the child and his preparation for a happy life and constructive work in a communist society.

Education is now divided into two stages. The first consists of the basic nine-year course for all children up to the age of 15, the second, for those over 15, is provided by the technical training centres and apprentice schools, the grammar schools for workers, the general grammar schools and the specialized technical schools.

Basic Nine-Year School The basic element of the whole school system is the obligatory nine-year school. Its task is to provide all children from the age of 6 to 15 with an integrated basic general and polytechnical education, to prepare them for participation in production work and further education, to help them in a correct choice of profession, and to care for their moral, aesthetic and physical training in harmony with the needs of a communist society.

Technical Training Centres and Apprentice Schools Two- and three-year technical training centres and apprentice schools are run in conjunction with industrial and agricultural enterprises, or under the national committees. Their main task is to provide industrial qualifications and to further general and polytechnical education. The extent of the practical training and technical, theoretical, general and polytechnical education provided at these schools is determined by the profession concerned. On successfully completing the course at these technical training centres and apprentice schools, young people can continue their studies, parallel with their employment, at grammar schools for workers or in technical grammar schools, which are on the same level as general grammar schools and from which it is possible to go on to a university.

Grammar Schools for Workers The grammar schools for workers provide full general grammar school education and help to provide further technical qualifications. They are usually three-year evening courses or correspondence courses. Work is based on subjects of a general and polytechnical nature. The concept and content of the further technical training given are dictated by the special interests of the student concerned, or by the type of factory with which the school is associated. Grammar schools for workers are established and run in direct conjunction with the larger factories or national committees. Their administration in pedagogic matters comes under the Ministry of Education and Culture.

General Grammar Schools The three-year general grammar school and the basic nine-year school together constitute twelve-year grammar schooling. The young people in these schools acquire full general and polytechnical grammar schooling, together with basic technical training for work in certain branches of the national economy and culture. One of the main tasks of the school is to prepare young people for study at the universities and higher schools of various kinds. Pupils from the grammar schools may acquire qualifications as medium qualified technical workers in specialized courses of technical training or they may be enrolled in specialized courses for technical practice at the factories themselves. Instruction at these schools is organically linked with the production work done by the pupils in industrial factories and agricultural enterprises.

Technical Schools The technical schools train medium technical, economic, health, and other staff. They provide their pupils with adequate general and polytechnical education. They also use the principle of linking instruction with production work, even in schools not primarily connected with production. These technical schools have two- or three-year courses. In selecting for enrolment, preference is given to applicants with production practice and, as time goes on, only young people with a year or more's practical experience will be accepted. Where the course finishes with matriculation, it provides full grammar school education. Graduates from the technical schools are accepted at the universities according to the requirements of the national economy. Specialization at the technical schools will be on a broader scale and will involve fewer individual special subjects than formerly.

Music and Art Schools Although the principle of linking schooling closely with life is fundamental to the new education system, this does not mean that students and pupils are educated one-sidedly and that other important aspects of their education are neglected. The development of the musical and artistic talents of young people are served by the basic music and art schools, where children are provided with expert musical and art training in out-of-school hours. Special attention is paid to the most talented pupils, who are trained in preparation for the music and art higher academies.

Education for Workers A socialist society provides conditions in which workers can increase their political, economic, scientific, cultural, and artistic knowledge according to their abilities and interests, and make good use of their free time, which will steadily increase with the gradual shortening of the working day. Educational schemes are run for working people, such as correspondence courses, evening classes, exchange schemes, supplementary studies, etc. The organization of these studies is the concern of the factories, social organizations and educational administration. An important task in this connection is the publication of special textbooks, methodological guides, etc. Pupils completing these courses for working people, which in content and extent coincide with the curriculum and demands of ordinary schools, will receive the same qualifications as pupils in general schools. This applies in particular to the technical and industrial schools organized in conjunction with factories, and to certain long-term courses at factory schools. Workers attending such education schemes are enabled to alter their working hours and are allowed an appropriate shortening of their working time for the period of their studies. The development of education for working people is one of the main responsibilities of the revolutionary trade union movement and the Czechoslovak union of youth.

CURRICULA, SYLLABUSES AND METHODS

Model Curricula The pedagogic research institute has drafted model curricula based on the aims of communist education, i.e. on the qualities that should characterize a young person leaving the secondary school and starting life in a socialist society. The proposal reviews the

aims and tasks of education from the first to the twelfth school year and also gives certain directives for their realization. A valuable basis for the drafting of these curricula was provided by research done on certain detailed problems such as educational work in extra-curricular classes, the teaching of socialist patriotism and proletarian internationalism in the pioneer organization, the forming of habits among first-year pupils, the results of introducing children to a scientific philosophy of life, etc.

These curricula are not binding, as is the case for ordinary curricula, but are put forward rather as a model which will have to be carefully compared with the actual conditions and possibilities of educational work in the schools. They therefore only serve as a guide to the teacher.

Experimental Syllabuses The Ministry of National Education has drawn up a statute for nursery schools. Revised syllabuses will be introduced experimentally in 30 of these schools.

In 1958-1959 certain general schools turned out syllabuses and textbooks which stress the polytechnical and creative aspects of education as conceived in the current reform. The syllabuses concerned are mainly those for natural science, mathematics, practical work and handicrafts.

In secondary education, several eleven-year schools were selected for the introduction of the theory and rudiments of mechanics, building, agriculture, etc.

School Films Twenty school films, 25 slides on various subjects in the curriculum, and 25 filmstrips on geography were completed. These coloured filmstrips are part of the 120 sets dealing with the geography of the world. The sets are prepared in a literary form and by the end of 1959 at least part of them will have been worked out pictorially.

The production of school films, etc. is being extended according to the needs of the new curricula.

School Broadcasting All schools are now equipped with radio sets, and often also with gramophones and microphones. In most cases there is a central receiver, and amplifiers in each classroom. In recent years classrooms have also been equipped with amplifiers for direct rediffusion.

The schools broadcast programmes are known to the schools months in advance. During 1958, 1,891 programmes were broadcast for children and young people over a total of 762 hours. Television is also used to assist parents and schools in the education of the young.

TEACHING STAFF

Training The transformation of the educational system and the new tasks facing teachers have led to the preparation of a new teacher training system which will come into force on 1st September, 1959. Nursery school teachers will be trained at four-year schools on leaving the basic nine-year school, and teachers for basic nine-year schools will take three- and four-year courses at pedagogic institutes on leaving the twelve-year school. These institutes will be established in all regions. Teachers for all other schools will be trained at the existing higher schools established for that purpose.

MISCELLANEOUS

Pedagogic Institutes In 1958 a reorganization was carried out of those institutions concerned with the educational tasks of teachers and their further training. The central institutes for the further education of teachers and school personnel in Prague and Bratislava were amalgamated with the pedagogic research institutes in the same towns, and the study and information institute of specialized technical education became the institute for technical pedagogy. Regulations were issued for these institutes defining their spheres of competence.

The pedagogic research institute is concerned with raising the standard of socialist training in nursery schools, general education schools, schools for young people requiring special care, basic music schools and extra-curricular educational establishments. It makes studies and puts forward proposals on the organization of work in schools; it establishes principles for the production of textbooks and carries out research for them; it is responsible for scientific studies on individual subjects, and the publication of handbooks and guides for teachers and educators in conjunction with the regional pedagogic research institutes; it ensures the further training of teachers and coordinates the work of the various regional pedagogic institutes.

The institute for technical pedagogy collects and works on material concerning training in the technical and apprentice schools, it makes proposals for methodological work in technical and economics subjects, both of a practical and theoretical nature; it also deals with the further education of teachers, etc. In 1959 the publishing activities of the institute were transferred to the State educational publishing house.

The regional pedagogic institutes are primarily concerned with the further education of teachers in secondary, technical, and apprentice schools, and of staff in establishments for the special training of young people and industrial school teachers. The institutes participate in the technical control of schools, publish pedagogic studies and handbooks, arrange pedagogic exhibitions and are generally concerned with educational tasks.

The district pedagogic centres work closely with the regional pedagogic institutes; they are concerned with the further education of teachers for the 1st to 5th classes of the general schools, of teachers at nursery schools and staff participating in extra-school education. They organize courses, seminars, practical training and pedagogic exhibitions, and collaborate in the inspection of the schools in their area.

State Educational Publishing Houses In 1958 the State educational publishing house in Prague and the Slovak educational publishing house in Bratislava published a total of 1,152 different titles, including 691 textbooks, 166 pedagogical books, 48 handbooks for teachers, 35 readers, 45 educational reviews, the weekly "Teachers News" and the monthly "Family and School".

The national enterprise "School Services", which distributes school textbooks and teaching aids, was incorporated in the State educational publishing house in 1959.

The State publishing house for children's books, which was awarded first prize at the Brussels Exhibition in 1958, published in that year 177

titles, with an over-all edition of 4,175,080 copies, of fairy tales, children's stories, poems, etc. Some of these were by Czeck and Slovak authors, others were translated from over 20 different foreign languages.

Comenius Festival In 1958 the Ministry of Education and Culture and the trade unions of workers in education, science, art, and the press founded the Jan Amos Comenius Festival, which is to be celebrated at the end of each school year in Uherský Brod, the place of his birth. On that occasion many teachers meet representatives of pedagogical science for discussion in various fields on the basic problems of Czechoslovak education. A considerable part of the discussion is concerned with the evaluation of the pedagogic work of practising teachers throughout the Republic. In 1958, 40 papers which had already successfully passed a reading at local and regional level were read and discussed. This year, in addition to a large number of essays by teachers, the programme of the Festival included two fundamental themes: the further linking of schools with life and the aesthetic education of young people.

Tenth Anniversary of the Pioneer Organization In April, 1959, ten years had elapsed since the founding of the pioneer organization of the Czechoslovak union of youth, which is a voluntary association of pupils from the ages of 6 to 15. At the end of the 1957-1958 school year, 78.2% of the total number of children of pioneer age were members of this organization, and during 1958-1959 the percentage had again increased.

In recent years the pioneers have set up many camping and rambling groups, arranged sports competitions and water sports, ski races, etc. Each year more and more children attend pioneer camps, most of which come under the revolutionary trade union movement. Over a quarter of a million children will be attending such pioneer camps during this year's summer holidays.

The most outstanding pioneers are chosen to attend the international peace camps, which receive special care.

The pioneer organization has won itself a recognized position by the splendid work it has done. An impressive proof of this was the fact that at the end of the 1957-1958 school year, 2,000 of the best pioneers with their leaders were invited by the President of the Republic to camp in the grounds of the castle at Lány, where they held discussions about their activities with the President himself and with members of the government.

Pupils' Health On the basis of regulations issued by the Ministry of Health in 1958, all children are now regularly inoculated against tuberculosis, diphtheria, tetanus, whooping cough, smallpox and infectious poliomyelitis. There are special regulations for inoculations against tuberculosis, smallpox, tetanus, typhoid and paratyphoid, and rabies. In the case of epidemics there are regulations for special inoculations against the infectious disease concerned. Children taking part in sports contests or going to holiday camps are medically examined.

During the school year 1958-1959 there were more than 40,000 health inspections and there are more than 5,000 special hygiene groups. In recent years more than 1,300,000 young health workers have been trained by the Czechoslovak Red Cross in Czechoslovak schools.

The plans for the school year 1958-1959 and coming years include research improvements in health education and the health services, e.g. the feeding of children from the ages of 3 to 6, the muscular ability of young people and how it can be influenced, conditions for practical work in polytechnical instruction, hygienic principles in building schools, the influence of temperature and humidity on the nervous state of children, the influence of artificial lighting, tiredness in children attending pre-school age establishments, norms for workshops and tools in polytechnical instruction, etc.

Accident Prevention During the school year 1958-1959 special attention was devoted to reducing injuries to young people. The Ministry of Health set up a commission for the prevention of accidents, some members of which are representatives of the Ministry of Education and Culture. At its meetings the commission discusses statistics of injuries to children, means for reducing the number of accidents, publications on this subject, etc.

Physical Training As far as physical training is concerned, all school bodies took greater responsibility for seeing that the level of physical training was improved and for providing more intensive help and more thorough inspection by the regional and local school inspectors and directors of schools. Starting from 1st September, 1958, all 1st to 5th classes have to start the morning instruction with a five-minute physical training period.

DENMARK

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — Finance — School Building — ORGANIZATION — Primary Education — Special Education — Examination Schools — Further Education — TEACHING STAFF — Training — Conditions of Service

ADMINISTRATION

Finance Sums allocated by the State to education for the financial year 1958-1959, as compared with those for the previous year, were as follows (expressed in Danish kroner) :

	1957-1958	1958-1959
Central administration	3,015,875	3,261,207
Public primary schools	229,824,736	325,050,423
Private primary schools	7,270,000	7,260,000
Secondary and continuation schools	25,299,880	30,104,845
Teacher training	17,504,412	19,068,195
Institute of Education and educational research	503,976	639,227
Other educational expenditure	10,276,310	11,526,410
Faeroe Island schools	1,726,265	1,953,005
Higher level schools	68,569,269	76,978,893
Total	363,990,723	475,842,205

The budget of the Ministry of National Education also covers, in addition to the above-mentioned entries, allocations to the large higher education establishments, libraries, archives, museums, the arts, Unesco, etc. Taking these sums into account, the over-all expenditure of the Ministry totals 696,072,857 kroner for 1958-1959, i.e. 12% of the total budget of the State.

To State allocations for education should be added those made by the local authorities, which, however, are somewhat smaller than the State allocations.

School Building School building this year, as last year, was impeded by limited assignments of materials. A large part of the materials granted for 1958-1959 was used to continue building already in progress, while new work had to be limited to the most urgent needs.

The research commission on school building mentioned in previous reports, which was set up in 1954 to study more efficient and economic school building methods, has continued its work this year. It was parti-

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. E. THRANE, Delegate of the Danish government.

cularly active during the reorganization of rural school districts, where the tendency is towards increasing educational centralization. The commission has published instructions on school building, and, although it is too early to say how far the plans it has drawn up will be followed by the local authorities, it is already clear that its activities will enable a substantial reduction to be made in the investments required.

ORGANIZATION

Primary Education As stated in the last annual report, a new law revising the structure of primary education was adopted on 7th June, 1958. Under this law, all fairly large schools, i.e. seven-year schools with two or more parallel classes in each year, are to divide up the pupils when they have completed the fifth year. In principle, smaller schools are not changed, and that is the case for most of the rural schools. In the seventh class, pupils showing potential ability for a second modern language (usually German) and for mathematics, will receive special instruction. The first foreign language, which is usually English, will be compulsory from the sixth year onwards for all pupils capable of studying it.

It is at the end of the seventh class that it is decided whether a pupil is to be admitted to examination classes, i.e. to a lower secondary stage with three classes (called *real*) following on from the seventh class. At the end of the third *real* class the pupil will take the *real* examination, which corresponds roughly to the existing examination. Pupils who have the ability and inclination may, after the second *real* class enter the first class of a grammar school, where the course takes a further three years.

The new education laws stress the possibility of transfer from one type of education to another, particularly when (in large schools) the pupils are divided up at the end of the fifth year. Pupils completing their primary education, either after the seventh class or after the eighth or ninth class, should be able to enter the classes preparing for the *real* examination provided they have the necessary ability. Under the law, every local authority is bound to open an eighth class if the number of pupils for it is ten or more. When there are less than ten, the district of residence must pay the educational expenses of children attending an eighth class in another area.

Any district where there is no ninth class must pay the educational expenses of children attending this class in another area. A similar regulation exists for the *real* classes.

A committee has been appointed by the Ministry of Education to draw up proposals concerning the curricula, syllabuses and aims of primary education. This committee is not only to draw up syllabuses corresponding to the new educational organization, but is also to make a general overhaul of the content of certain subjects. An attempt will be made to reduce the importance of traditional disciplines in favour of new and more up-to-date subjects, and to stimulate the use of more flexible teaching methods (individual teaching, group teaching, etc.).

While the courses for the *real* classes will not be modified very much, important changes will undoubtedly be made in those for the other stages. A more definite aim is to be fixed and close collaboration to be established with the different branches of industry and commerce. In the seventh class

the school should bear in mind the training of pupils for their future occupation. In the eighth and ninth classes, pupils may be divided into sections in which they receive instruction preparing them for employment in a branch of industry or commerce, although this should not take the form of vocational training proper.

As a result of experiments carried out in recent years in some towns, three different lines are under consideration, leading to some definite branch of vocational training: (a) industry and crafts, (b) commerce, and (c) housecraft. There is no doubt that these three branches will be found in the organization of the eighth and ninth classes of a large number of schools, and that others, such as agriculture, will be added in the course of time.

The general opinion is that instruction leading to vocational training should be given for only a small number of hours in the week so that the general education given by the primary school is not impaired. It is also agreed that instruction should be presented in such a way that the child is not given vocational training proper. Consequently the subjects taught should be of use to all the pupils, regardless of their future occupation.

It has also been decided that all courses, of whatever type, should reserve considerable time for the teaching of Danish and arithmetic, and that teaching in the eighth and ninth classes should aim at establishing a link with the pupil's future education, in vocational schools for instance.

Eighth and ninth class pupils ideally take yearly tests so that the certificates they receive include not only information on their work in the main subjects and differentiated subjects, but also an appreciation of their conduct, their relations with the school and with their fellow-pupils, their attitude to work in common, their sense of duty, honesty, perseverance, etc.

The number of pupils in urban area schools was 231,676 on 31st December, 1957, i.e. an increase of 5,246 over the figures for 31st December, 1956, and in rural area schools the total was 275,177, or 1,111 more than on 31st December, 1957.

Special Education The continuing progress of special education is due in part to the work of specialist advisers who assist the education authorities in matters relating to the education of children incapable of attending ordinary classes but who are not given special treatment. These advisers also intervene whenever a problem requires the opinion of a specialist in child psychology.

An inspector's post for special education was set up in 1958. This inspector is responsible to the Ministry of National Education adviser for primary education and teacher training.

Examination Schools As stated in last year's report, a new law on grammar schools was passed on 7th June, 1958. Under this law, education in grammar schools will now be divided into two stages; the first will comprise three *real* classes exactly equivalent to the *real* classes in the primary school, and the other will consist of three grammar school classes with the same divisions as before and the same organization, as laid down by the law of 1903. The transfer from the *real* classes to the grammar school classes will be made either after an examination taken at the end of the second *real* class or (as hitherto) at the end of the third *real* year, when there is a certificate examination.

This new system comes into force with the sixth primary class at the beginning of the 1959-1960 school year, and in schools with four primary classes at the beginning of the 1960-1961 school year only. The first *real* class will be opened at the beginning of the 1961-1962 school year, and, for schools which have hitherto had only four primary classes, at the beginning of the 1962-1963 school year.

A committee has been appointed to draw up the course of study for grammar schools in accordance with the new law.

The following table shows the number of pupils who attended examination schools in 1958. It should be noted that three new grammar schools, *Rødovre statsskole*, *Aalborghus statsgymnasium* and *Århus statsgymnasium*, were opened in 1958.

	State Schools	Communal Schools	Private Schools	Total
Capital	5,085	30,975	6,692	42,752
Provincial towns	9,905	47,262	17,279	74,446
Rural districts	2,613	27,359	17,589	47,561
Total	17,603	105,596	41,560	164,759

In 1957, there were 16,216 pupils in State schools, 93,193 in communal schools and 39,808 in private schools, making a total of 149,217 pupils.

Further Education In 1957-1958 there were 64 folk high schools subsidized by the State, with 6,601 pupils (5,487 between 18 and 25 years of age), of which 2,469 were men and 4,132 women, and 29 agricultural schools with 3,156 pupils.

The increase in the number of male pupils, which has been noted for the last few years, continues. In addition, about 1,500 pupils mainly from the towns followed two or four-week courses in the summer.

In order to train a greater number of technicians, and in accordance with the law of 11th June, 1954, on secondary and further education, evening courses taking two years were opened in September, 1958, to prepare students for a technical examination which will give them access to higher technical courses. These courses have been held in several towns and there have been a total of approximately 800 participants, most of whom were aged between 18 and 25.

The following statistics give information on the types of education dealt with here:

	Schools				Pupils			
	Coun-try	Town	Capi-tal	Total	Coun-try	Town	Capi-tal	Total
<i>Further education</i> (14 to 18 years)	166	70	6	242	5,000	7,700	900	13,600
<i>Evening courses</i> (over 14 years)	4,000	330	20	4,350	110,000	160,000	46,000	316,000
<i>Evening folk high schools</i>				502				33,000
<i>Popular education</i>								
Youth clubs				80				4,120
"Open" clubs	25	35	2	62				4,950 ¹
<i>Agricultural education</i>				203				6,054
<i>Post-school establish-ments</i> (14 to 18 years, residential)				95				7,911

¹ To this number should be added the number of "open" clubs recognized by the Ministry of Social Welfare and which come under this Ministry.

TEACHING STAFF

Training Efforts to remedy the shortage of teachers were continued this year in the training schools, which were used to the limits of their capacity. In August, 1958, 58 new classes were opened, so that the number of pupils at the beginning of the school year was 6,240, which is an increase of 400 over the figures for August, 1957. Out of these 6,240 pupils, 4,547 (2,517 men and 2,030 women) will be trained in four years and 1,693 (731 men and 962 women) in three years. The 1,520 pupils who will be taking their final examinations in the summer of 1959 will permit a partial alleviation of the shortage of teachers.

Training schools for nursery and infant school teachers were attended by 252 pupils in 1958-1959, 30 of whom took their final examination in January, 1959.

The building of new training schools continues. The Jelling training school now has an attached demonstration primary school and the school at Esbjerg has opened a new building.

As in previous years, the Ministry of National Education has reduced the shortage of teachers by allowing third-year training school pupils from the four-year course to do three months' supply work in the primary schools and second-year pupils from the three-year course to do two months' supply work. Pupils who have done this supply work will have to complete only two instead of three months of their compulsory practice teaching. During the 1959-1960 school year, however, an attempt will be made to abandon this emergency measure which is incompatible with the law.

As regards private training schools approved by the State, it seems that the financial difficulties entailed by the law of 1954 on salaries have been overcome as a result of the law of 15th April, 1959, granting them a substantial increase in subsidies.

Conditions of Service Under the law of 7th June, 1958, on remuneration and retirement pensions, the salary system has been simplified and an appreciable improvement in salaries has been achieved.

DOMINICAN REPUBLIC

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Introduction — Inspection — Finance — School Building — Literacy Campaign — Quantitative Development — Curricula — Higher Education — Further Training for Teachers — Training of Secondary School Teachers — Teachers' Living Accommodation — Social Assistance — Physical Education

Introduction In 1958, educational services were provided for an even larger number of children and adults, the implementation of the plan for school building and of the literacy campaign was continued, primary and secondary schools were provided with teaching materials, and efforts were continued to give in-service training to teachers and to reorganize the selection of teachers and head teachers with a view to obtaining greater efficiency. The development of the arts and the diffusion of books were given attention. At the first symposium for the protection and conservation of the country's natural resources a scientific study was made of economic resources.

Inspection General inspectorates have been changed into general departments of rural, vocational, and urban primary education in order to improve their efficiency.

Finance The law on public expenditure allocated 10,144,009 Dominican pesos for education, which is an increase of 141,087 (+1.39%) over the previous year.

School Building The above-mentioned sum does not include the allocation of 2,591,689 Dominican pesos for the construction of the "Leonidas Rhadamés" stadium at Santiago de los Caballeros, the "Monseñor Nouel" school centre, the "España" and "Angelita" buildings in Ciudad Trujillo, and almost all the construction costs of the building for the Secretariat of State for Education and the Fine Arts which was begun in 1957 and completed in the first part of 1959. Furthermore, the buildings erected under Generalissimo Trujillo's "two-year plan for school building" were improved. Associations of parents and friends of the school, which give the State considerable assistance, have given 227,529 pesos for the construction and repair of premises for schools in rural areas.

Literacy Campaign In 1958, 12,476 courses for illiterate adults were held under the Trujillo literacy campaign. These courses were attended by 267,880 persons of whom 74,691 achieved literacy in the first course and 42,534 completed their basic education in the second. This work, which is continually expanding owing to the efforts of the government and all social classes in the country, was made possible by a subsidy of

¹ From the report sent by the Delegation of the Dominican Republic to the United Nations.

896,000 pesos from the government and a contribution of 251,274 pesos from private bodies and individuals, making a total of 1,147,274 pesos.

Quantitative Development The following statistics for the past year show the development of education: number of schools, 4,955; total number of enrolments, 506,694, excluding adults in literacy classes; general attendance rate, 84%; proportion of pupils promoted, 61.2%; number of teachers, excluding those in literacy units, 10,358; matriculation and primary teacher's certificates awarded, 1,322; school leaving certificates awarded, 17,865. The number of persons (children, young people and adults) attending educational establishments of all kinds is at present 774,574.

Two lycées have been opened, at Castillo and San José de Ocoa, and a domestic science school in El Seibo; 38 auxiliary teacher's posts have been created in primary and rural schools.

Curricula The possibility of revising the curricula and syllabuses of intermediate and secondary schools is under consideration.

Higher Education At the University of Santo Domingo, the Dominican Institute of Pure Mathematics has been set up in order to develop scientific research, which is so important today. The higher course in statistics of the Caribbee should also be mentioned; the Dominican government has provided a sum of 101,000 pesos for this purpose, in agreement with the Organization of the American States. The course was taken by national and foreign students. Among activities of the University of Santo Domingo, in addition to ordinary courses, should be mentioned the course on the peaceful uses of nuclear energy, the inclusion in the courses of all faculties of the subject "professional ethics", an intense reafforestation campaign on the occasion of "Tree Day", when 5,000 young trees were planted on university ground, and the foundation of the "Doctor Trujillo Molina" university institute of languages, which recorded 7,200 tapes for its classes.

The university council has revised the courses in the faculty of philosophy in order to raise pedagogical studies to university level. As regards buildings, the work on the new building for the faculty of architecture and engineering, costing 557,707 pesos, is well advanced.

The number of students has increased to 4,098, including 114 foreigners; 448 students obtained degrees in the various faculties.

Further Training for Teachers The government's concern to improve the training of the teaching staff led this year to the organization of summer courses, seminars and congresses for rural teachers, workshop teachers of industrial arts, head teachers in urban schools, inspectors, language teachers and laboratory directors in lycées. In this work, the Secretariat of State for Education has received valuable assistance from experts of the Inter-American Cooperative Education service and from the education division of the Organization of the American States, one of whose experts was asked to work out a national plan for the training and further training of the teaching staff. The specialized divisions of the Secretariat of State have conducted an effective campaign in the same direction by sending educational missions to different parts of the country.

Training of Secondary School Teachers The course of study for the training of secondary school teachers has been revised, and since last year it has been conducted at the faculty of philosophy and education, in order to give future secondary school teachers university level education.

Teachers' Living Accommodation The lottery system introduced by the *Pro-Vivienda* association for teachers in State service has provided 63 teachers with houses of their own. The total value of this accommodation is 171,480 pesos.

Social Assistance Among school social assistance services should be mentioned the development of such institutions as the savings bank and school cooperatives, the increase in the number of children taking part in holiday camps, and the pupils' medical services. Decree No. 4115 introduced the Savings Day, which will be held every year on 31st October; 55,000 school savings books with a total deposit of 43,507 pesos have been issued in the schools. Cooperatives have been organized in 80 schools, and 7,578 pupils have been treated under the school medical service.

Physical Education Evidence of the great impetus given to physical education and sport is the inauguration of the "Leonidas Rhadamés" stadium at Santiago de los Caballeros, the work started on a sports ground in San Pedro de Macorís, and the distribution of sports equipment to the schools.

EL SALVADOR

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *General Board of Teacher Training* — *National Board of Education* — *Budget* — ORGANIZATION — *Emergency Primary Schools* — *Educational Techniques* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula and Syllabuses* — TEACHING STAFF — *Training*

INTRODUCTION

The education authorities are at present achieving many of the forty-seven points outlined in the six-year plan of culture and education, which was mentioned in the report for 1956-1957.

The government has determined the general lines of its activity as follows: (a) the "democratization" of education, (b) the predominance of the moral over the material, (c) raising the status of the teaching profession, (d) the provision of elementary education for all, and (e) the improvement of the educational services.

The "democratization" of the educational system has been achieved through consultation with the different social groups. For instance, the first national seminar on secondary education was held, with delegations from different educational centres and national institutions.

From 28th to 31st July, 1958, the first national seminar on moral education took place in which the moral problems of childhood, adolescence, and youth were analyzed from a scientific and technical point of view. The conclusions reached were published in a special volume.

It should be added that, besides all the points included in the six-year plan, the establishment of emergency education centres was decided; this will revolutionize elementary education in El Salvador.

ADMINISTRATION

General Board of Teacher Training On 1st February, 1957, the general board of teacher training began to function. This body has been created: (a) to define and unify principles for the training of teachers; (b) to guide the work of teacher training schools; (c) to draw up, with the collaboration of the council of directors of training schools, the regulations, curricula, and syllabuses for teacher training; (d) to suggest means of implementing the educational principles on which national education is based; (e) to guarantee the quality of the teaching staff in training

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Mauricio GUZMAN, Delegate of the government of El Salvador.

schools ; (f) to study the possibility of creating a register of training school teachers ; (g) to run seminars for the study of the country's educational problems ; (h) to organize and direct in-service training ; (i) to undertake educational research in experimental schools and other similar institutions ; (j) to orient agricultural education in the training schools and encourage the use of school gardens. The board of directors of training schools has been given an advisory role in relation to teacher training.

National Board of Education

By decree No. 24 issued on 15th February, 1957, the national board of education was created. This board is composed of one representative each of kindergarten education, primary education, junior secondary education, teacher training, technical education, agricultural education, commercial education, physical education, art education, university education, and the national press. The national board of education is a consultative body which is responsible for the coordination of the different branches and grades of teaching, and for the general orientation of the national education system.

Budget

The estimates of the Ministry of Education for the year 1957 were 28,632,136 colons (11,452,854 U.S. dollars), and for 1958 they were 29,191,727 colons (11,676,690 dollars). The increase in 1958 was 6% of the preceding year's budget. The education budget was the highest of all those for the various branches of public administration.

ORGANIZATION

Emergency Primary Schools

In primary education, work was reorganized in order to obtain a maximum of efficiency through a scheme called "emergency primary schools", which was introduced by decree No. 29 of 25th February, 1957. Under this scheme, one teacher is able to attend, within the normal day's work, two different groups of pupils, one in the morning and one in the afternoon, using the same classroom. Each group has four hours' lessons daily from Monday to Friday. The teacher is entitled to an additional salary for this work.

Educational Techniques

An attempt is being made to introduce in all schools modern educational techniques adapted to the characteristics of the people and the country. Stress is placed on practical education, adequate evaluation of the pupils' work, the preparation of teaching material, reorganization of the statistical services, etc.

CURRICULA, SYLLABUSES AND METHODS

New Curricula and Syllabuses

The national board of education has already reported on the pre-draft curriculum for lower secondary education submitted by the Ministry of Education.

The new curricula for the emergency primary schools contemplate the following time-table (expressed in hours per week):

	1st Year	2nd Year	3rd Year	Total
Mother tongue	5	5	4	14
Mathematics	4	4	4	12
Civism and moral education	3	3	3	9
Natural science and hygiene	3	3	4	10
Art	1	1	1	3
Industrial arts and domestic economy	1	1	1	3
Agriculture	1	1	1	3
Musical education	1	1	1	3
Physical education	1	1	1	3
Total	<u>20</u>	<u>20</u>	<u>20</u>	<u>60</u>

New syllabuses for arithmetic, algebra, geometry and physics for lower secondary education have been worked out.

A new curriculum for town and country teacher training schools was also drawn up, on the basis of which the new syllabuses for moral education were prepared. They do not imitate any foreign syllabuses, and are being tried out experimentally in town and country training schools. It is hoped that the teachers will propose the necessary adjustments which their experience indicates.

TEACHING STAFF

Training By decree No. 5 of 3rd January, 1958, after consideration of the opinion of the national board of education, new regulations for teacher training schools were issued.

The schools have been divided into town and country schools. Specialized training for kindergarten teachers has been introduced. Professional ethics is to be taught as a regular compulsory subject.

The possibility of setting up a further training institute for teachers is being examined, in order to improve the qualifications of staff who, although permanently registered, have not received professional training.

On 19th July, 1958, the centenary of the foundation of the first training schools was celebrated, and on that day a great number of in-service teachers received a diploma accrediting them as primary school teachers Class B.

ETHIOPIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Administrative Services* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Pilot Schools* — *Higher Education* — *Community Education* — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Remodelling the Curriculum* — *Methods and Techniques* — *Textbooks and Educational Literature* — TEACHING STAFF — *Training* — *In-Service Training* — AUXILIARY SERVICES — *Pupils' Health* — *Guidance* — *Handicapped Children* — *Exhibition* — *Physical Education* — *Scouting* — *Scholarships* — *Technical Assistance*

INTRODUCTION

This is the second occasion on which Ethiopia has made a report for the International Yearbook of Education. This report follows upon the report published in the Yearbook for 1957. In some instances, therefore, reference is made to developments which have occurred during the past two years and the statistical tables cover the periods 1957-1958 and 1958-1959.

The report deals largely with developments in the area of secondary education, a number of new training programmes for teachers, experiment with new courses of study at the elementary and secondary levels and the adaptation of various programmes to meet particular needs.

All developments continue to receive the attention and support of His Imperial Majesty Haile Selassie I, who in his desire to give the people more and better education each year, himself retains the portfolio of Minister of Education and Fine Arts.

ADMINISTRATION

Administrative Services Significant changes have been made in the administrative organization of the Ministry of Education during the period under review. Within the present structure there are three main divisions: programmes, administration and inspection. These three divisions are under the direct supervision of the Vice-Minister, who also supervises the affiliated departments of fine arts and archeological and library services. Detailed reorganization within the existing structure is currently under review with the assistance of the Institute of Public Administration.

Finance The central treasury provides for elementary schools in Addis Ababa and for secondary and higher institutions throughout the country, while elementary schooling in the twelve provinces is supported by the proceeds of a special education land tax.

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. Lij Endalkatchew MAKONNEN, Delegate of the government of Ethiopia.

The budgets of the Ministry of Education for the years 1957-1958 and 1958-1959 have been made up as follows (in Ethiopian dollars) :

	1957-1958	1958-1959	Increase %
Central treasury	19,945,780	21,747,704	9.03
Education land tax . . .	7,486,207	8,628,251	15.25
Total	27,431,987	30,375,955	10.73

Expenditure from the national treasury covers the cost of central administration, elementary education in Addis Ababa and secondary and higher institutions throughout the country. It also includes grants to community education and grants to Eritrea. The regular budget for Eritrea is drawn up by the local government and is not shown here. These figures are also exclusive of educational institutions not directly operated by the Ministry of Education, and of special grants for technical assistance.

School Building In view of the rapidly increasing enrolment at all levels of the educational system over the past two years the Ministry of Education has been faced with the problem of providing classroom accommodation in the shortest time possible. Accordingly, in addition to regular maintenance work which is done each year by the architects department, new construction has been undertaken as follows. In the provinces, 52 classrooms for elementary grades to accommodate 40-50 pupils each, 64 classrooms for secondary grades to accommodate 35 pupils each, and 44 very large rooms for various types of laboratories in secondary grades are being built ; 20 classrooms for teacher training are under construction and an administrative section, library, auditorium, domestic science and agricultural sections are also part of this scheme. A new vocational trade school is being constructed in Dessie, and the agricultural college in Alemaya is adding a classroom building, a dormitory building and five teacher's houses. Also under construction are 22 offices for secondary school administration and 36 teacher's houses. The total cost of construction in the provinces is approximately 3,000,000 dollars. In some cases new elementary schools are being built while others are being expanded. Each provincial capital, however, is being provided with a new secondary school unit in order to offset the pressure which is at present being exerted on the Addis Ababa post-elementary schools.

In Addis Ababa, 28 classrooms for elementary grades and 8 classrooms for secondary grades are nearing completion. The vocational building trade school is being extended. A modern building was erected last year to house the school of fine arts. On the campus of the University College a girls' dormitory as well as a new boys' dormitory have been constructed. A well equipped and up-to-date geophysical laboratory has also been built and is serving a very vital need for geophysical data. Work currently in progress is the construction of a research institute in forestry. In addition, 6 teacher's houses, a dining room and boarding accommodation as well as an auditorium are being provided for the elementary and secondary schools.

It is worthy of note that in addition to expenditure from government funds, new church, mission and private schools have been constructed and some are being expanded. Community effort has also contributed upwards of 500 elementary school classrooms during the year. When these are fully utilized primary school enrolment will expand considerably.

ORGANIZATION

Quantitative Development The following table is a summary of quantitative development at the various levels of the education system. The figures for the number of pupils and teachers in the empire include the University College of Addis Ababa, but not special schools operated by ministries and departments other than the Ministry of Education (Ministry of Agriculture, Ministry of Public Health, Ministry of Commerce, civil aviation and telecommunication agencies) nor any church, private or mission institutions at elementary and secondary levels.

	Number of Pupils		Increase %
	1957-1958	1958-1959	
Elementary	150,892	158,005	4.71
Specialized schools	3,245	3,648	12.41
Secondary	3,492	4,496	28.75
Post-secondary	605	760	25.61
Total	158,234	166,909	5.48

The opening of new secondary schools in each province accounts for the large increase in secondary school enrolment.

	Number of Teachers		Increase %
	1957-1958	1958-1959	
Ethiopians	3,649	4,093	11.97
Foreigners	519	630	20.80
Total	4,168	4,723	13.31

Pilot Schools As indicated in the report of 1957, the current education system (three stages of four years each) has been under review for some time. In the 1958-1959 school year, experimental pilot projects in a new programme were set up, the main features of which are as follows: (a) the stages become six years' elementary and five years' secondary education; (b) the language of instruction in the elementary grades is Amharic, with English taught as a subject; (c) within the six years of elementary schooling are included four years of "basic education" particularly intended for older pupils who will probably either work in the village or join a vocational trade school to acquire some specific skill; (d) pupils who complete the sixth year sit for the general examination on the basis of which successful candidates are selected for post-elementary schools; (e) in the first two years of secondary schooling emphasis is placed on English which now becomes the language of instruction, and on guidance to help pupils select more wisely academic, technical or vocational training for the last three years. Technical and vocational training are essentially terminal in nature. The Ethiopian school leaving certificate examination is taken at the end of the eleventh year of study and successful candidates are eligible for placement in institutions of higher learning.

Higher Education Plans have been completed in the University College of Addis Ababa for the institution in September, 1959, of a

complete faculty of law. Prior to this, the school of law conducted evening classes only.

The University College of Addis Ababa is to close down its engineering department, and the three departments offering courses in civil, electrical and mechanical engineering will be transferred to the college of engineering. The course for engineers is to be increased from four to five years.

In an effort to unify all branches of higher education it has been decided to incorporate the existing institutions: University College, the engineering college, the agricultural college, the building college and new institutions for medicine and law, into one large university, the Haile Selassie I University.

Community Education This year the Ministry was able to begin an experimental programme of Community Education with a special budget of 500,000 Ethiopian dollars. In each of the twelve provinces four schools have been converted into community schools and staffed by community workers from the community teacher training centres at Debre Berhan and Majite. In each provincial capital a new community school has been opened with similar staff. The staff works in cooperation with the extension service agents of the Ministry of Agriculture and with the public health teams (public health officer, community nurse and sanitarian) of the Ministry of Public Health.

It is intended that this should be a four-year programme of basic education, centering around the needs of the community and including literacy courses in the Amharic language. Both children of school age and adults may attend these community schools.

The community workers are expected to advise villagers in the fields of health, agriculture, recreation and handicrafts. They are able to participate in the improvement of water supply, repairs to roads and bridges, the organization of sports and the establishment of demonstration gardens. They are also trained to teach academic subjects, such as Amharic, reading and writing, arithmetic, social studies and natural science in grades one to four. Modifications are being made in their programme of study in order to make them more efficient multi-purpose community workers.

New Courses A two-year secretarial course for girls, at college level, has been instituted this year for the increased number of women students in attendance at University College. This course will lead to a diploma and graduates will be able to undertake full secretarial duties upon completion.

The extension department at University College is now offering full degree courses in education, economics, commerce, and the general Bachelor's Degree course. The enrolment this year is the largest on record. Six hundred were registered for the year 1958-1959.

An evening division has also been opened at the institute of building technology. Three technical courses are offered each year and students will eventually qualify for a Bachelor of Science degree. This college has added ethics, history, political science and religious education to its four-year programme of studies. It should also be mentioned that the college will turn out its first group of building engineers this year.

University College has put its equipment and staff at the disposal of the Ministry of Public Health in order to assist in the upgrading of nurses in service. Three courses are offered each year, and although these are not strictly college level courses they meet the needs of the nursing staff.

A women's vocational school has been started, offering courses in basic academic subjects as well as home economics. This course is intended to assist women to increase their earning power. Three other branches have already been set up and the establishment of a teacher training section is being considered.

CURRICULA, SYLLABUSES AND METHODS

Remodelling the Curriculum

As indicated in the report for 1957 both the secondary and elementary school curricula have been under review. In 1958 a revised four-year academic secondary school programme was completed and put into operation on a provisional basis until such time as the five-year course is inaugurated. While standards have been kept high, a conscious effort was made by the teams of administrators, subject matter experts, school directors, teachers and advisers to gear the content to the needs, experiences and characteristics of Ethiopian youth. The non-academic part of the curriculum is still in preparation; however, an experimental arts and crafts syllabus has been distributed for use this year. Room has been made in the time-tables of all secondary schools where equipment is available, for woodwork, metalwork and other craft courses. Needlework for girls is also included.

The elementary school programme of studies has been rewritten and serves as a basis for the pilot projects referred to earlier. In the final drafting of this curriculum, due consideration was given to Recommendation No. 46, of the International Conference on Public Education concerning the preparation and issuing of the primary school curriculum. This course of studies now includes Amharic, arithmetic, social studies, natural science, English, health education, agriculture, arts and crafts, home-making, music and drama, physical education and ethics.

Methods and Techniques In each syllabus new teaching methods and techniques are indicated. As the pilot projects proceed, teams of supervisors are visiting the classes and holding conferences with teachers. Teachers are being encouraged to make the greatest possible use of audio-visual aids and of teaching materials which they can make locally.

Conferences continue to be held for teachers in secondary and elementary schools in order to improve teaching methods and techniques. In addition, courses in teaching methods are offered along with academic courses at the annual teachers' in-service courses.

Last year, Dr. C. Gattegno, Unesco expert in science and mathematics, introduced the Cuisnaire rods for the teaching of mathematics, as well as the geo-board. These are being tried experimentally in various schools along with Dr. Gattegno's "Numbers in Colour" series. This expert also refined the "Colour Fidel", i.e. the Amharic alphabet classified systematically and produced in colour. This "Colour Fidel" is being tried out as an auxiliary aid in the literacy campaign.

Textbooks and Educational Literature One of the nation's greatest needs is for textbooks and materials in the Amharic language. The report for 1957 stated that production had been started; this year, however, much more emphasis has been placed on textbook and material production.

The following books and pamphlets are in various stages of production : four Amharic readers, two Amharic grammar books for lower grades, a series of English texts suited to the Ethiopian child, four science textbooks, three geography texts, an atlas and wall maps in Amharic, eleven booklets for social studies, five reference books for local crafts work, teachers' guides for natural science, mathematics, social studies, health education, agriculture, home-making, arts and crafts and physical education, a book on football, a book on scouting, twenty-three monographs on mathematics, science and social studies, and forty-six pamphlets in the fields of health, agriculture, home-making and natural science, particularly suited to the community education programme.

All new textbooks and pamphlets pass through a one- to two-year experimental period and are changed where necessary. Lists of technical terms in Amharic are being developed. Science and geography terminology lists are currently being issued on an experimental basis.

Since a number of textbooks need to be imported from abroad, particularly for secondary education, committees consisting of subject matter experts, teachers, and advisers were set up during the past two years to evaluate the books that had been in use for a number of years and to recommend changes where necessary. These teams have tried as far as possible to select books most nearly suited to the experiences of Ethiopian children.

Two magazines, in Amharic and in English, continue to be distributed throughout the elementary schools. A new professional magazine for teachers has been developed this year. A guidance news letter started this year is being issued monthly to all elementary schools. A guidance bulletin containing information about opportunities available in post-primary schools is issued annually to all elementary schools.

The circulating English language library for secondary schools, set up two years ago in Addis Ababa, has been expanded to include French readers and gramophone records. Provincial secondary schools are receiving this service this year. A circulating library of professional books for teachers is now available in each province and is being used extensively.

TEACHING STAFF

Training The education department of University College produced its first set of secondary school teachers this year. Among the 21 graduates were some who were elementary teachers before enrolment. All have received the Bachelor of Arts degree and will be among the first Ethiopians to join the secondary school staffs.

The Harar teacher training school and the Haile Selassie I day school in Addis Ababa will turn out more than 200 elementary school teachers this year, while the community education teacher training centres will be able to supply another 200.

As a part of an expanded secondary school programme, a new four-year teacher training course for girls has been inaugurated in the Empress Menen Girls' School in Addis Ababa. Thirty girls of 16 years old and over have been enrolled in this course and will graduate as fully qualified elementary school teachers after four years. Each succeeding year 30 more girls will be enrolled.

The Ministry of Education has instituted a new school for the preparation of teachers of home and family living at the elementary level. Mature young women have been recruited from schools all over the Empire to take a specialized one-year course. They also receive instruction in general academic subjects related as far as possible to their area of specialization.

Prior to this year arts and crafts teachers were trained in a one-year emergency course. This year a new four-year programme has been instituted, enrolling 35-40 students per year who will train as instructors in native crafts.

In former years, physical education teachers received a special training course during the vacation period. This year, however, a new one-year course was introduced, enrolling 50 young men. There are three branches to the programme: athletics, games and gymnastics. In each section they are taught theory, techniques and teaching methods. In addition, they are given courses in anatomy, physiology and social psychology.

In-Service Training The institution last year of a college level programme for teachers marked a big stride in the opportunities offered to teachers for improving their status.

Regular vacation school courses continue to be held for teachers below college level. Seventeen centres offering academic courses were set up throughout the empire during the vacation period of 1958. Courses for arts and crafts teachers, physical education teachers, school directors and inspectors, school nurses, and teachers of health and agriculture, were also held; 2,645 teachers attended these courses. In addition, the theological school in Addis Ababa ran a special in-service teacher training course.

Plans have been made for holding similar courses during the 1959 vacation.

Directed study course materials have continued to be developed for teachers. In-service officers were appointed this year to work with teachers in the provinces.

AUXILIARY SERVICES

Pupils' Health The school gardening and nutrition programme has been considerably extended this year. In addition to the milk-feeding programme, vitamin tablets are being distributed in some areas and scales for the checking of weight and height have been distributed.

Guidance A new guidance programme aimed particularly at upper elementary pupils has been inaugurated. One aim is to help children develop a sense of direction in their early teens.

Handicapped Children The education of blind, orphaned, and otherwise handicapped children continues to be an important service of His Imperial Majesty's Welfare Trust and Her Imperial Majesty's Orphanage. In addition, selected pupils from the school for the blind were enrolled last year into the upper elementary grades of a school close by. With the full cooperation of staffs of both schools and the sympathetic understanding of their classmates, these boys are proceeding satisfactorily with their studies.

Exhibition Last year a national arts and crafts exhibition was held in Addis Ababa. The result was a magnificent display of native craft and creative art work produced by children at all levels of the education system. Some of the children's work has been entered in international competitions and exhibitions.

Physical Education Physical education continues to be a vital part of the school programmes. This year special gymnastic programmes were organized for the benefit of distinguished visitors to the empire. When His Imperial Majesty visited some provinces during the year, special physical training displays were given.

Scouting Scouting has expanded this year to accommodate approximately 2,500 boys, 500 girls and 300 cubs. A national jamboree was held, at which most scout troops were represented. Plans are being made to train more scout masters and to expand the movement both in the provinces and Addis Ababa.

Scholarships The good will that has always existed between Ethiopia and other African countries has revealed itself once more in the form of the Haile I Selassie scholarships. At the Accra Conference, in 1958, scholarships were granted to 200 African students to study in Ethiopian institutions of higher learning. These scholarships are offered at the rate of fifty per year for four years. During the academic year 1958-1959 a total of forty candidates from Kenya, Tanganyika, Ghana, Nigeria, Egypt, Uganda, Sudan, Liberia and Zanzibar have been accepted to study at the University College of Addis Ababa, the college of agriculture and the college of engineering. At the same time, over 830 Ethiopian students are completing advanced studies in various countries abroad under Ethiopian government and international sponsorships.

Technical Assistance In a large number of its major educational projects, the Ministry of Education has received economic and technical assistance from the United Nations specialized agencies, the International Cooperation Administration of the United States of America, and from other friendly nations.

FINLAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Inspection* — *School Building* — PRIMARY EDUCATION — *Quantitative Development* — *New Measures* — *Civic School* — SECONDARY EDUCATION — *Quantitative Development* — *Entrance Examination* — *Students' Examination* — TEACHING STAFF — *Training* — MISCELLANEOUS — *Folk Institutes* — *Workers' Evening Schools* — *Special Education*

ADMINISTRATION

Inspection The inspection of schools is done by the Central Board of Schools. In addition to the personnel of the special inspection office, which comprises 4 chief inspectors and 6 inspectors, other members of the Central Board of Schools also make inspections if necessary. In addition, inspections were made during the 1958-1959 school year by 25 temporary inspectors, who were rectors and teachers in secondary schools. On 1st September, 1958, the post of inspector of school meals, nutrition and social work in schools was established in the Central Board. The controlling and leading work done by this inspector will be of a very great importance. His duties will also include the developing and fostering of the social work done in schools.

School Building Efforts have been made to help secondary schools which suffer from a lack of accommodation. The following table gives the results of this activity, as far as State schools are concerned, for the years 1957 and 1958:

Year	No. of State Schools	Buildings Completed	Buildings Under Construction	Plans Finished	Plans Begun
1957	118	15	11	9	13
1958	120	10	7	6	6

Several score of buildings for private secondary schools were finished during both of these years. The budget for 1958 contained an amount of 400 million Finmarks for loans for the building of private secondary schools. Out of this sum, loans were granted to 53 private secondary schools (i.e. 19% of the total number of private secondary schools), the amount of each loan varying between 1 and 20 million marks. In the year 1959, the total amount allocated for building loans is 475 million marks, and 70 private secondary schools (25% of the total number of private secondary schools) have received loans out of it, the amount of each loan varying from 1 to 23 million marks. In both years, certain secondary schools have also received loans for their new buildings from the funds for the suppression of unemployment and subsidies from the funds gathered by the football pools.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. R. MEINANDER, Delegate of the government of Finland.

PRIMARY EDUCATION

Quantitative Development The large age groups which followed the war are gradually leaving the elementary school, so that there is a decrease in the rate of enrolment expansion. The following figures show the number of pupils and teachers in 1957 and 1958 :

	1.9.1957	1.9.1958	Difference
Pupils	622,784	624,195	+ 1,411
Teachers	22,426	22,769	+ 343

New Measures As far as the elementary schools are concerned, the measures taken by the State have been almost exclusively limited to the implementation of the new primary education legislation which came into force on 1st August, 1958. Decrees implementing the Elementary School Act and the Elementary School Officials Salaries and Pensions Act were issued on 23rd July, 1958. On 9th October, 1958, the State Council published a decision enumerating the poorest districts of the country and the island districts, which are to be compared to the thinly populated districts having a right to additional State subsidies. On 27th November, 1958, the Council of State fixed for each district both the maximum and the minimum percentages in the limits of which the Central Board of Schools should grant school building subsidies. On the same date, the Council of State fixed the rate of interest and repayment conditions for loans. On 11th December, 1958, the Council of State published its decision on the conditions under which elementary school teachers are allowed to take into account, as teaching work, activities in favour of youth and other tasks performed outside the classroom.

The integral salary system for rural elementary school teachers, under which they now receive integral salaries instead of those which were paid partly in money and partly in kind, has caused some difficulties of interpretation and adaptation. When the elementary school legislation was being codified, provisions on salaries and pensions were therefore made the object of a separate law.

Civic School The civic school in rural districts (i.e. the two upper classes of the eight-year elementary school) shows a distinct tendency to become rapidly a day school. At the present moment, this system is generally in use in all cities and in the larger rural centres. The greatest difficulty in this field is the lack of accommodation. There is a one or two-year civic day school in 150 districts in all (i.e. 27.3% of the total number of districts). New schools of this type are being built in many areas.

SECONDARY EDUCATION

Quantitative Development The following figures show the number of secondary school pupils in 1957 and 1958 :

	September 1957	September 1958	Increase
State schools	72,209	79,081	+ 6,872
Private schools	86,509	98,290	+ 11,781
District lower secondary schools	4,223	5,262	+ 1,039
Total	162,941	182,633	+ 19,692

The following table gives the number of the pupils in the first and the second secondary school stages :

Year	First Stage	Second Stage	Total	A. Pupils in Last Class of First Stage	% of A Promoted to Second Stage
1956	124,399	23,006	147,405	18,202	59 %
1957	136,806	26,135	162,941	19,785	61 %
1958	153,055	29,578	182,633	—	64 %

Entrance Examination As the number of secondary schools has increased, the number of children presenting themselves for admission has become higher. On 1st September, 1958, the number of new pupils was 37,690, and the number of children admitted who could not be received in schools for lack of accommodation was 12,749. Of these, 12,601 had asked for admittance to Finnish-speaking and 148 to Swedish-speaking schools.

For some years, the entrance examination to the secondary school had been organized on a system of points. The applicants were awarded points on the basis of a report given by the teacher of the elementary school, and on the results of the entrance examination itself. On the grounds of experience gained, the latest decree on the entrance examination, issued in February, 1959, made some slight alterations in the former system. These alterations have the purpose of preventing applicants from the 5th and 6th elementary classes from being placed in a more favourable position than those from the 4th class. It is now also possible to make exceptions on special grounds in the order, indicated by the total number of points, in which applicants are to be admitted to the school. In his report, the elementary school teacher has to give his appreciation as to the possibilities of the applicants to pursue successful studies in the secondary school, taking into account the following facts: physical and mental stamina, faculty of concentration, proficiency in making clear oral and written statements. In addition, when the points are counted, the average mark obtained in theoretical elementary school subjects and the pupil's rank in his class are taken into account, also whether he has repeated a class and why, his special aptitudes and the influence any illness and his home situation may have had on his studies. If possible, the secondary schools, which are largely coeducational in Finland, are allotted the same number of pupils of each sex. Similarly, pupils who already have brothers or sisters in a school are, if possible, secured admittance to the same school.

Students' Examination Secondary school pupils who have followed the whole course leading to the university may take the students' examination. This examination includes both oral and written tests. Oral tests are held in all the theoretical subjects taught in the highest class and are conducted by the teacher of the subject. The written examinations are organized by the Students' Examination Board, appointed by the University of Helsinki and the Central Board of Schools. The examinations are held in April in all the schools and also in September for those who did not pass in the spring.

In 1958, there were 6,466 candidates for the students' examination. Of these, 5,285 passed and 1,181 (18%) failed. In the spring of 1959, there were 7,036 examinees.

TEACHING STAFF

Training The law of 9th January, 1958, and the decree of 23rd July, 1958, on primary teacher training, which came into force on 1st August, 1958, require that primary teacher training institutions, of which there are 11, should comprise a teacher training school and an elementary demonstration school. The teacher training school lasts four years after the first secondary school stage. Those who have not reached this stage can, in many primary teacher training schools, take preliminary training, generally for 2 years.

There are four teacher training colleges with a two-year course, in which those having passed the students' examination are also trained as elementary school teachers.

According to the law of 8th July, 1958, founding the Oulu University, and the decree of 23rd July, 1958, on the organization of this university, the Oulu teacher training college was given the status of the Oulu University teacher training institute. In 1958, the Jyväskylä higher training school, which was largely for training elementary teachers, was enlarged so that secondary school teachers can also be trained there.

Secondary school teachers are trained in the universities, in which they must acquire a degree, but their pedagogical training proper takes place in special secondary schools called training lycées. At present there are one Swedish-speaking and four Finnish-speaking training lycées.

Preparatory courses for teacher trainees were organized for the first time, on the initiative of the Central Board of Schools, in Turku, in addition to Helsinki. The Jyväskylä higher training school has organized a similar course. A part of the preparatory instruction was given this year in the form of seminars.

As the number of teacher trainees was high (573), the Central Board of Schools arranged for about one hundred candidates to receive their training in teaching outside the training lycées, in eleven Helsinki secondary schools.

MISCELLANEOUS

Folk Institutes Folk institutes are one-year residential schools for young people, which aim at giving their pupils, on the basis of elementary education, a wider general culture and the knowledge and skills necessary in general civic life, and at developing ability in handwork and general skill, and an interest in singing, dramatics, etc. Folk high schools follow on from institutes. Both folk institutes and folk high schools receive subsidies from the State. They all belong to private foundations, joint-stock companies or societies.

During the 1958-1959 school year the number of these institutions was the same as during the previous year, i.e. 66 Finnish-speaking (of which 18 were folk high schools) and 18 Swedish-speaking (2 folk high schools). The course was attended by 5,487 pupils during the 1958-1959 school year (of which 778 were Swedish-speaking). In addition, courses of one month or more were organized this year, attended by 1,217 pupils.

Workers' Evening Schools Workers' evening schools are intended to give instruction and education to adult workers in the evenings and on Sundays.

These schools aim at giving possibilities for study in various branches and for the acquisition of greater maturity and the knowledge required in political, social and economic life. Workers' evening schools receive State subsidies, and they are kept up either by private societies or local authorities.

During the 1958-1959 school year, the activity of these schools has grown still more extensive; the rural districts especially have shown increased interest in this form of adult education. The number of workers' evening schools in 1958-1959 was 112 (+1) and the number of pupils was 73,000 (+10,000).

Special Education

In deaf and dumb schools, during the school year 1958-1959, there were 69 teachers and 524 pupils, and in schools for the blind there were 21 teachers and 144 pupils.

A decree concerning schools for the deaf and the blind is still being prepared and a draft decree concerning schools for children with defective hearing is also being planned, the creation of such schools having been made possible under the new elementary school act.

FRANCE

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *New Departments* — *Budget* — *Scholarships* — *School Building* — ORGANIZATION — *Quantitative Development* — *Secondary School Entrance* — *Summer Holidays* — “*Grandes Ecoles*” — *New Subjects* — *Education in Algeria* — *Special Education* — *University and Work* — CURRICULA, SYLLABUSES AND METHODS — *Teaching Reform* — *Baccalaureate Reform* — *Reform of the Science Degree* — *Reform of Medical Studies* — *Secondary Level Syllabus Reforms* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *National Institute of Education* — *School Television* — *School Wireless* — *Holiday Camps* — *Open-Air Schools* — *French Teaching Abroad* — *Linking Universities* — *French Teachers Abroad* — *Bilateral Cultural Agreements*

INTRODUCTION

The increase of population in France continues: at the beginning of the next academic year, the primary schools will have to receive six million children, as against the present 5,800,000, the additional classes (*cours complémentaires*) 520,000 instead of 310,000, the secondary schools 900,000, and the technical schools 500,000. But it is not only a matter of increase in numbers. Faced with the scientific and technical changes of civilization, a large modern state needs a much higher proportion of qualified executives equipped intellectually to take their place in an expanding economy than in the past. That the school should maintain its contact with the life of the nation, that individuals should be trained whose freely developed personality will take its place harmoniously in the framework of a strong and united country, such are the principles on which the measures taken last year in the different branches of education are based.

ADMINISTRATION

New Departments By a decree of 3rd February, 1959, a Ministry of Culture has been formed. The Minister in charge of this new ministerial department takes over the direction of that part of the Ministry of Education formerly in charge of cultural activities: general department of arts and letters, department of architecture, department of French archives, and some sections of the government commission for youth and sports.

The youth and sports commission (formed by a decree of December 5th, 1958), which takes the place of the general department of youth and sports, is a part of the Ministry of Education. The commission, however, depends directly on the Prime Minister as regards the transmission and coordination of government action relative to the youth of France and of her overseas territories.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. César SANTELLI, Delegate of the French government.

An inter-ministerial committee for scientific and technical research (formed by a decree of November 28th, 1958) is to make to the government any proposals likely to aid the development of scientific and technical research. The committee is, in particular, to propose to the government the equipment programme, and the distribution of resources and means, especially those to be included in the budget of the various ministerial departments concerned.

Budget

The working budget is 481,000 million francs to which must be added 11,000 million under general expenses for the recent 4% rise in salaries. In 1958 it was 358,000 million, to which the sum of 66,000 million was added, in the finance budget, to bring salaries to their 1958 level. This budget was 250,000 million in 1955 and 292,000 million in 1956. The 1959 budget represents a real increase of 18,000 million in the funds available for national education. It will permit the formation of 28,410 new posts (30,000 were added in 1958) which are as follows :

	New Posts		Expected Rise in the Number of Pupils	
Higher education . . .	4,352	+ 9 %	10,000	+ 6 %
Secondary education . .	9,125	+14 %	80,000	+12 %
Primary education . . .	10,214	+ 4.5 %	190,000	+ 3 %
Technical education . .	3,347	+ 7.5 %	24,000	+ 7.5 %
Physical education, youth and sports . . .	574			
Other services	798			
Total	28,410		304,000	

In capital expenditure the authorized projects reach the sum of 150,000 million francs as in 1958. The following table shows their distribution (in millions of francs) :

	1958	1959
Primary education	49,600	40,300
Secondary education	33,600	33,900 (including classes)
Technical education	28,800	32,000
Higher education	21,000	25,200 (including students' allowances)
Other services	17,000	18,600
Total	150,000	150,000

Payment credits went up to 165,000 million francs as against 125,000 million in 1958. This sum indicates anticipated expenditure, i.e. the actual spending. Summing up, in the framework of the national budget, the credits made available for education are as follows (in millions of francs) :

	1958	1959
General administration	358,000 + 66,000 = 424,000	481,000 + 11,000 = 492,000
Equipment	125,000	165,000
	549,000	657,000
National budget	5,295,000	6,189,000

To gain a more accurate idea of the sum provided by the State, it should be pointed out that 60,000 million were included in the finance budget for pensions to retired teachers, 33,000 million contributed by the Barangé fund, and there was also considerable spending (not recorded in detail) by local communities on educational establishments.

Scholarships

The new scholarship scheme for higher education will come into force this year following a memorandum of 20th May, 1958. These scholarships will be granted according to the following rules: (a) a scholarship for secondary education will be automatically transformed into a scholarship for higher education when the pupil enters a faculty or a *grande école*; (b) the conditions required for the award of a scholarship to the various establishments and academies are to be standardized.

The memorandum lays down the principle of the hierarchy of values in scholarships for higher education. Three levels are indicated: the first corresponds, in principle, to one or two years' study after the baccalaureate (classes in higher mathematics, *propédeutique*, sections for technicians, etc.); the second is for students reading for a degree or doing equivalent studies; the third is for those preparing higher diplomas such as the CAPES, *agrégation*, etc.

The funds allowed have increased by about 35% compared with those accorded in 1957-1958. These were of the order of 4,670 million francs: in 1958-1959 this will go up to 5,800 million. This increase will allow both the number and the value of the scholarships to be increased; thus in 1957-1958 there were 29,000 scholarship holders in higher education, i.e. 25% of enrolments (17% in practice); in 1958-1959, 33% of the students will have scholarships, i.e. one third of the total. Furthermore, as from 15th November, the students have for the first time been paid a third of the value of their scholarship instead of the two tenths which they used to receive at the end of the first term.

The following table shows the value of the scholarships for categories (a) students not living at home, and (b) students living at home:

	Scale I		Scale II		Scale III
	(a)	(b)	(a)	(b)	
Minimum	72,000	54,000	96,000	72,000	120,000
	108,000	81,000	138,000	108,000	165,000
	144,000	108,000	180,000	144,000	210,000
	180,000	135,000	222,000	180,000	255,000
Maximum	216,000	162,000	264,000	216,000	300,000

Within the framework of the scholarship reforms asked for by the commission for the democratization of education in 1956-1957, different measures were taken in January, 1959. They concern secondary education, which counts among its ranks the greatest number of scholarship holders. The former scholarships for boarders and semi-boarders, and maintenance grants, have been replaced by *parts unitaires* which adjust material allowances according to the means and the responsibilities of the family.

The new system was brought into force in October, 1958, for children entering the first secondary class. The cost this year has been 750 million francs. Expenses will thus rise to several thousand million francs when the scheme comes into force at every level of secondary education.

School Building In primary education 14,293 new classes have been opened and 4,640 teachers' lodgings have been built.

In technical education, new buildings were erected as follows : schools of apprenticeship : 1,082 new classrooms, as opposed to 825 in 1957, 131,984 square metres of workshop space, as against 64,000 in 1957, and an additional 13,000 places in refectories ; technical colleges : 430 new classrooms, i.e. an increase of 21 % over 1957, 45,172 square metres of workshop space, 2,864 more places in refectories, and 2,218 more beds in dormitories ; national professional schools : 161 new classrooms, 8,450 square metres of workshop space, and 260 new beds in dormitories.

In secondary education, 70 new lycées or *collèges* have been built or equipped, 2,404 new classrooms have been built, 1,021 specialized classrooms have been built, there are 24,000 extra places in refectories, and 14,660 new beds in dormitories.

In higher education, numerous buildings are in process of construction including science faculties in Paris, Orsay and Rennes, national institutes of applied science at Lyons, Toulouse and Lille, and seven university science colleges. Work is in progress to enlarge or modernize the science faculties at Caen, Besançon, Clermont-Ferrand, Grenoble, Nancy and Dakar. Various improvements have been made both in sports equipment and school and university medical centres.

ORGANIZATION

Quantitative Development The beginning of the 1959-1960 academic year will see a further considerable increase in numbers at all levels.

In the nursery schools in 1957 the numbers rose to 1,100,000 pupils ; in 1959 the number will be 1,150,000 pupils. This increase is explained by the necessity, felt by an increasing number of mothers, of placing their children in the hands of the school authorities before the age of compulsory education.

In compulsory education the schools have accommodated 190,000 more pupils than last year. In 1957 there was an increase of 234,000 pupils over 1956. This year the total will reach 6,200,000 pupils. There were 50,000 new pupils in the *cours complémentaires*, which brings the total to 400,000 pupils.

Technical education accommodated 25,000 more pupils than last year, which brings the total to 355,000 pupils.

In secondary education in metropolitan France there were 75,000 new pupils, making a total of 65,000. These figures may be explained by three main changes : (1) Secondary education (school entry 10-11 years) was affected by population increase (children born in 1947-1948). (2) The proportion of pupils attending secondary school continues to increase ; it was 4 % in 1928 and is now 18 %. (3) The entrance examination has been abolished for pupils who have obtained the necessary average in state primary schools.

In higher education the number of students has risen from 171,000 to 182,000.

The problem of recruiting teachers is still difficult, both for primary and secondary schools, particularly in scientific subjects.

To meet the increased need for primary teachers, an appeal has been launched to young baccalaureate holders. On 1st October, 1958, 9,550 primary teaching posts were added. Various steps have been taken to help in the recruiting of primary teachers: (1) A considerable effort has been made to step up the entry to primary teacher training schools. This effort has been rewarded, because the numbers increased from 150,000 to more than 200,000 in 1957. For the year 1958-1959, there was a shortage of 19,500 qualified primary teachers i.e. slightly less than 10%.

Supply teachers have been called upon who in almost every case have the necessary qualifications for the ultimate confirmation of their appointment. These teachers are given training in the form of practical courses of 4½ months at the training school and of "education days". (2) A regulation which came into force on 8th September, 1958, has profoundly altered the conditions for recruiting primary teachers. This regulation gives those holding the elementary certificate another chance of making a career in teaching, concurrently with those holding the first part of the baccalaureate, on condition that they are enrolled on the list of supply teachers in their district and that they satisfy the examiners in the "higher certificate of proficiency".

In technical education the following new posts were created on 1st October, 1958: 340 new posts for supervisory staff, 1,385 teaching posts, 436 administrative posts and 20 laboratory posts.

The recruitment of contractual teachers, the access of teaching assistants, auxiliary teachers and degree holders to full teaching posts, and appointments made by the delegation of academy rectors, will enable all teaching and supervisory posts in technical education to be filled.

Secondary education, affected by the wave of population increase, faces new and greater responsibilities. Between 1959 and 1963, 422,000 new pupils will have to be accommodated, i.e. 10% more each year.

In 1958 higher education turned out 3,600 graduates in all subjects. In 1963 the number is expected to rise to 5,800, 60% of whom will take up teaching. The number of graduates available will thus rise from 2,500 to 3,500 and the shortage will fall from 67% to 45%.

The problem of the shortage of teachers, which is felt at all levels, is the result of the considerable discrepancy between the present large generations, which have a high attendance rate, and the small generations, from which teachers are now drawn, which had a low attendance rate when at school.

The Ministry has been authorized to recruit 3,000 new teachers and has taken the following measures: (1) an appeal to contractual teachers, which is expected to produce about 300 teachers; (2) teaching assistants and auxiliary teachers possessing a teaching degree to be given regular appointments, which is expected to produce about 1,600 teachers; (3) those who have had a teaching degree for a minimum of two years and who have completed at least two years' teaching service in a State school have also been given regular appointments; (4) an appeal to those holding an engineering diploma and who have completed at least two years' teaching in a State school since obtaining their diploma; after one year's teaching, and on condition that they pass the practical examination of the CAPES or the examination constituted by two lessons in the second part of the CAPET, delegated teachers will be confirmed in their appointments on the

same basis as certificated teachers and other teachers on the same footing ; (5) primary teachers to be employed for scientific subjects in the lower classes of secondary schools, which should produce about 2,000 teachers.

Secondary School Entrance The abolition of the entrance examination to the secondary school is an experiment to try and make secondary education more democratic. It does not seem possible to draw any definite conclusions about this at the moment. As from 1960, a commission assembled by the primary school inspector and a representative of secondary education will meet in each primary inspection district to judge the aptitude of children contemplating an extended education. The following table shows the social origins of pupils in the lowest secondary class and their distribution between classical and modern studies :

	Classical %	Modern %
Professional workers	9.9	3.4
Civil servants, military and similar staff :		
Senior executives	19.5	10.9
Subordinates	13.6	16.4
Industry :		
Directors and senior executives	7.3	4.7
Subordinates and wage-earners	11.9	22
Banking and commerce :		
Directors and senior executives	6.3	4.4
Wholesalers and retailers	7.5	7.7
Subordinates and wage-earners	9.3	10.2
Artisans	6.1	8.6
Farming :		
Directors and executives	4.5	5.3
Subordinates and wage-earners	2.1	3.6
Landowners, persons of independent means, and those without profession	2	2.6

Summer Holidays The decree of 24th March, 1959, introduces a change which is valid only for 1959. A ministerial commission is studying the whole question of holidays for the future.

For 1959, in primary and secondary schools, the holidays are fixed for the 1st July to 15th September. The period from 1st to 13th July is reserved for the termination of examinations. All second session examinations will have to be finished by the evening of 14th September.

In higher education the vacation will be from 30th June to 1st October.

“Grandes Ecoles” The syllabus of the competitive examinations for the *grandes écoles* is tending to become more uniform. Thus there is now a single examination for the schools of mining in Paris, Saint-Etienne and Nancy ; there is a second examination common to the *Ecole des Ports-et-Chaussées*, and the schools of telecommunications, naval construction and aeronautics.

The different schools of chemistry are also trying to establish a single competitive examination.

There has recently been a change in the conditions to be fulfilled by teachers of technical subjects. Henceforward, candidates for the teacher's certificate of proficiency in technical education will have to be holders either of a teaching degree or of a group of certificates constituting a kind of technical degree.

New Subjects *Higher education.* The university faculties of arts have adopted the new name of faculties of arts and human sciences in order to emphasise the ever growing importance of sociology, ethnology, population study, human geography and the historical study of civilizations. In the same way, the faculty of jurisprudence had previously adopted the title faculty of law and economic science, in order to indicate that an important part of its activity went beyond the framework of legal studies. A certificate of political economy has been added in these faculties.

Two new certificates of special studies have been added: certificates of haematology and higher haematology in faculties of medicine.

Numerous university scientific colleges have been formed (decree of 17th September, 1958). Others are being formed (decree of 11th December, 1958). The national institute of scientific and nuclear techniques has recently been given the right to organize teaching and to award certificates for certain doctorates in the third cycle.

Technical education. Thirteen national schools of technical education have been formed (decree of 5th February, 1959) in the following towns: Albi, Belfort, Corbeil-sur-Essones, le Mans, Maubeuge, Montpellier, Niort, Rennes, Saint-Brieuc (building), Saint-Quentin, Troyes, Valenciennes and Vizille (boys).

Young people holding the "elementary mathematics" baccalaureate will be able, with this qualification, to enter the technicians' divisions recently formed in technical education. There will be no competitive entrance examination and no age limit has been fixed.

The object of this measure is to give the chance of professional training to young people in the top classes of secondary schools who are unable to embark on lengthy higher studies, as well as to students who find themselves obliged to drop these studies.

Primary education. The "higher certificate of proficiency" was introduced by decree of 14th November, 1958, for the recruiting of primary teachers. There are two parts to this examination and those who pass the first part can sit for the second a year later. There are two sessions each year. The first part takes the form of a professional examination destined to test the candidates' aptitude for teaching and the second part consists of written and oral examinations comparable to those of the baccalaureate.

Education in Algeria In 1944 a plan was drawn up covering a period of twenty years. The part of the plan that arranged for the opening of 400, 500 or 600 new classes each year was put into operation, but since 1954 events have interrupted these projects. A new plan to speed up the intake

of pupils and to provide basic education has been formulated (order of 20th August, 1958). The plan aims: (a) to speed up as far as possible the education of young people in Algeria and to rid the country of illiteracy; and (b) to create, in the shortest possible time, the indispensable trained executives for the modernization of Algeria.

In 1957, 12,913 primary school teachers were at work in the Algiers education area. In 1958 there were 15,110 teachers and the estimate for 1959 is 16,910, i.e. an additional 1,800. In 1957, 55,988 pupils were admitted to the modern and classical schools of the Algiers area, in 1958, 60,640 and the figure aimed at for 1960 is 65,390.

In technical education, schools admitted 13,910 pupils in 1957, 17,460 in 1958 and the figure aimed at for 1960 is 21,010.

To increase this effort and reach even the adult population, social centres for basic education have been opened in the Algiers area.

In 1957, 14 of these centres were working; there were 55 in 1958, and in 1959, 65 will be in operation. By transforming the existing establishments, two new national lycées have been opened in Algeria: one for girls in Algiers and one for boys in Tlemcen.

Special Education The decree introducing educational reforms (see under "Curricula, Syllabuses and Methods") has shown the interest taken by public authorities in the problem of children unadapted to normal conditions of education. A statute is at present being worked on; 70,000 such children are receiving an education appropriate to their abilities.

University and Work Bringing the university and the world of work closer together is a preoccupation common both to teachers and to directors of business enterprises. The opening of an institute of international trade (founded under the triple patronage of the Ministry of Education, the national centre of foreign trade and the committee for economic action and expansion), days of study organized by the national association for technical research, a course in industrial economy and statistics at the National Academy of Arts and Crafts and the foundation of a European institute for the organization of business, are some of the steps taken which seem to forecast an increasingly close and particularly effective collaboration between the university and the world of work.

Furthermore, the definition given of the role of advisers on technical education (in the decree of 7th August, 1958) stresses the services of establishments of technical education. These technical advisers are recruited preferably from among businessmen or former businessmen, engineers of the schools of crafts and trades and of arts and crafts as well as civil servants or former civil servants designated for their technical or professional competence.

The "higher promotion of work" associated with social improvement is one of the principal concerns both of the government and of teachers.

Five university institutes have been formed at Grenoble, Marseilles, Nancy, Nantes and Toulouse. These university institutes are coupled with an association formed under the law of 1901. Weekly courses for students from neighbouring townships are envisaged. Further institutes are expected to be formed at Strasbourg, Metz and Besançon.

CURRICULA, SYLLABUSES AND METHODS

Teaching Reform An order proposed by the Minister of Education prolonging the period of compulsory education, and two decrees on the reform of teaching and the reorganization of the baccalaureate, were adopted by the Cabinet on 31st December and the Council of Ministers on 6th January, 1959.

Compulsory education. The first article of the order of 6th January, 1959, is as follows: "Education is compulsory up to the age of 16 for French and foreign children of both sexes who reach the age of 6 as from 1st January, 1959". This order does no more than confirm an already existing movement. At present 65% of pupils continue their studies beyond the age of 14 and as many as 75% or 80% in the big towns and in industrial regions.

Observation stage. "But the true reform is elsewhere", says the explanation of the motives for these reforms, "theoretical education retains a considerable number of young people who would make progress more easily in some branch of technical education, and at the same time, in the useful but sketchy teaching of the top classes, or in short-term studies, brains whose true development would be found in longer studies, either technical or secondary, are neglected. The fundamental condition is the prolongation of the possibility of guidance and of reorientation". It is for this reason that after the elementary stage, which lasts five years, the decree provides for an observation stage lasting two years. An advisory committee will follow the progress of pupils in order to guide them towards the form of education from which they are most likely to profit.

There is also another very important innovation: "for those children who cannot be accommodated in observation classes or who are unable to benefit from all the facilities these classes offer, extra classes called reception and adaptation classes" are to be formed, parallel to the normal third-year classes. These classes have special time-tables and syllabuses, and, after studying the pupil's abilities and general knowledge, will prepare him for the level and type of teaching, general or technical, long or short, which best corresponds to his aptitudes.

For the observation stage, the first and second secondary classes of lycées and collèges and the present *cours complémentaires* will be used, as well as certain terminal classes in primary education.

Subsequent transfer, which the observation stage will render much less frequent, must nevertheless remain easy as late as possible. "Bridges" on the same lines as the main "bridge" introduced at third-year level and already described, will be formed as required, in the fourth and even the fifth year, between general and technical education, and in both directions.

At the end of the observation stage, pupils will find themselves either (a) in the final stage, which will conclude their compulsory education, or (b) engaged in shorter technical studies at one of the apprenticeship schools (henceforth called colleges of technical education), or (c) in the short general courses (*cours complémentaires*), or (d) in the long-term technical studies of the technical colleges and the national professional schools (both called technical lycées), or (e) in classical or modern studies at classical or modern lycées.

General teaching. General long-term teaching includes: (1) the two years of the observation stage, (2) three divisions in the two years which follow this stage, (3) in the two years of the second stage, seven divisions, and (4) in the seventh year, general education is given in five divisions, all of which include an introduction to philosophy. General long-term education is completed by the baccalaureate which is in two parts.

General short-term education includes: (1) the two years of the observation stage, (2) three years' study. It leads to the certificate of general education which takes the place of the certificate of primary studies and is admitted as a proficiency certificate with the same value as the elementary certificate.

Vocational education. At the end of the observation stage pupils may follow vocational courses. This teaching is designed to ensure the pupils' vocational training. It is given either in technical teaching establishments, or by means of work distributed between schools giving terminal education and firms linked to the school by contract, or in the firms themselves.

The training of skilled workers usually lasts three years and leads to the certificate of technical proficiency. The training of junior technicians which follows on immediately after the observation stage lasts as a general rule four years and confers the title of qualified junior technician. The training of technicians, which also follows on immediately after the observation stage, lasts as a general rule five years and confers the title of qualified technician. The possession of this qualification is counted as equivalent to the first part of the baccalaureate in those subjects which imply the same cultural level as this examination. Advanced technicians are trained in special schools or special divisions, each of which has its own course according to the subject of specialization. This training confers the title of qualified advanced technician in any one of the specializations. Under certain conditions laid down by decree, the advanced technicians' certificate has the same value as the baccalaureate. At all the above-mentioned levels, advice may be obtained from educational and vocational guidance centres available at all levels of instruction.

Special classes or establishments have been formed for children whose physical or psychological condition prevents them from receiving instruction under normal conditions. These classes or establishments, which give a general and an adapted professional training, are provided by the municipalities, the department or the State.

Those concerned with education have had their attention drawn to the importance of further professional training which should contribute to the "promotion of work", by helping citizens, according to their aptitudes and ambitions, to climb the employment ladder.

The main innovation concerns the recruitment of teachers for the observation stage, who will be chosen by the rectors on the advice of an educational commission composed of local academy inspectors assisted by representatives from the different levels of teaching associated with the observation stage.

Baccalaureate Reform

Another decree of 6th January, 1959, introduces the reform of the baccalaureate. As from 1960 a single normal session of this examination will be held each year, but an additional session will be organized a fortnight after the beginning of the normal session. The new

baccalaureate will no longer include oral examinations, with the exception of oral tests in modern languages. Written papers will be set in the same subjects as before and in two additional subjects, formerly reserved for oral examination, for which lots will be drawn. Candidates in the mathematics and technical division of the second part of the baccalaureate may also ask to be examined in manual work or technology.

Reform of the Science Degree Two decrees of 8th August, 1958, have modified the science degree. A decree of 11th October, 1958, fixed the 28 possible certificates of this degree. The need for reform had been felt both by the university and large firms. Scientific developments have necessitated the introduction of new courses. This preoccupation has resulted in the institution of a new regime creating two types of degree :

(1) A general teaching degree will include one of the three certificates of preparatory higher studies awarded at the end of the first stage and five other certificates of higher studies (instead of three) at the end of the second stage. Three innovations should be mentioned : (a) The choice of certificates for the general degree is no longer completely arbitrary. One at least of these certificates must be chosen from a list laid down by the Minister ; this is intended to ensure a basic cultural level. (b) Only three certificates belong to different groups ; certain certificates that go to make up a specialized degree figure in the same group. (c) The syllabuses for the basic certificates of higher studies have become nation-wide ; it is intended to revise them in order to adapt courses to scientific developments.

(2) The teaching degree in science will include one certificate of preparatory studies and five or six certificates of higher studies in the second stage required for each type of degree, but the work for the new certificates has been considerably lightened, and does not generally include more than three hours a week of actual classes. In place of the three existing degrees, eight types of degree are provided for, corresponding to higher, secondary and technical education : science, mathematics, applied mathematical science, two types of physical science, physical science (chemistry), natural science (biology), natural science (earth sciences), chemico-physiology. Further, the division of certain overloaded certificates allows the course to be lightened, e.g. the certificates in general physics and general chemistry are divided into three. A temporary regime is allowed for students who have already embarked on their studies.

Reform of Medical Studies As in the case of scientific subjects, medical studies also require changes to adapt courses to scientific demands and to the new conditions created by present-day life. The main idea of the reform is to introduce in all branches an organic cooperation between the schools or faculties of medicine and the hospitals in university towns, which, without confusion between the two, are to carry out the joint organization of all their services into centres of medical care, teaching and research, which are called university hospital centres. The medical personnel of these centres carries out both academic and medical duties, access to these double duties being ensured by joint recruitment. The reforms presuppose close collaboration between the Ministry of Education and the public health department. As for teaching, the order does no more than lay down the principle of effective participation by students in hospital activities.

Secondary Level Syllabus Reforms After the decree of 12th August, 1957, which altered the mathematics syllabus in the first and second secondary classes, a decree of July, 1958, brings up to date the syllabus for the third and fourth years. The natural science syllabus has been adapted to the level of the children concerned and to meet scientific demands.

TEACHING STAFF

Training The measures taken to step up the recruitment of teachers have already been indicated above. They are accompanied by various arrangements concerning the training of teachers.

Practical courses of one year are being held in the faculties in order to allow young primary teachers to prepare certificates in general literary or scientific studies. For teachers in service, refresher courses have been improved. In 1958, an experiment was tried in Haute-Vienne, with the help of the director of the medical school at Limoges: every Thursday morning, primary teachers took part in a lecture on general scientific culture followed by practical work, and also a lecture on education.

In a memorandum of 3rd November, 1958, conditions were laid down for inspection "to guide and keep a check on the teachers of *cours complémentaires* in essential subjects". These are: (1) Academy inspectors must arrange a system for selecting teachers who have given proof of competence in their own subject, either by success in examinations or in the course of one or more specialized inspections in their *cours complémentaires* classes. (2) Teachers in *cours complémentaires*, like their colleagues in primary classes, must remain under the authority of the primary inspector of their district. (3) It is necessary for special teaching to be checked by specialists.

The national commission for the IPES (*Instituts pédagogiques de l'enseignement secondaire*) and the CPR (*Centres pédagogiques régionaux*) have ensured the efficient running of these institutions, professional training methods and the preparation of the *agrégation*, in order to provide the various branches concerned (higher, secondary, technical and teacher education) with the teachers they are likely to need.

AUXILIARY SERVICES

National Institute of Education Schools and teachers have, as in other years, received considerable help from the Institute for their educational documentation. In the course of sixty-five working sessions the various branches of the commission for the study and the development of teaching methods have examined 272 films, 340 film-strips or photographs, 907 gramophone records and 456 educational objects or documents. Not all of this material was recognized as being useful, but the percentage of material accepted remains reasonably high.

A new publication, entitled "Teaching Methods" has made its appearance and informs teachers periodically what new teaching methods have been placed at their disposal by industry and technology for fuller and better documented teaching. In addition, the members of this commission have undertaken in several fields (history for the *cours complémentaires*, the teaching of art, science for the *cours complémentaires*, physical

and natural science, mathematics) to study material that it would be useful to publish. They have, for example, decided the characteristics that this material must have and have drawn up a list of indispensable equipment for the subjects under review.

School Television In the course of television study days held at Sèvres in June, 1958, three main educational points were made: the programmes must supplement actual teaching, must transpose visually the matter studied, must be an educational demonstration helping the training of young teachers who are inexperienced or isolated. The programmes for 1959 have dealt principally with the science syllabus of the fifth secondary school year and the history, theatrical study and civics syllabuses in the third secondary school year. There is close collaboration between the teachers who arrange the programmes and those who make use of them.

School Wireless Since November, 1958, French wireless has placed three transmitters at the disposal of the Ministry of Education, at Lille, Bordeaux and Paris. The rectors have full responsibility for the courses given, which may be used by schools and lycées but which are mainly intended for adults and people who are isolated. These programmes are very useful for children and adults taking correspondence courses. They also provide an opportunity for those wishing to increase their knowledge and make culture accessible to greater numbers.

Holiday Camps The number of holiday camps continues to grow and their organization to improve. From now on all summer schools and holiday camps which receive children under the compulsory education age must have a health assistant, placed under the authority of the director of holiday centres.

The system of a State subsidy of 40 francs a day per child has recently been replaced by a system of scholarships on a sliding scale which goes up to 10,000 francs. In 1959, the daily subsidy decreased from 40 francs to 30 francs, but 35,000 scholarships of 10,000 francs each have been introduced. Furthermore the aid given to associations that train holiday camp staff has been increased. The budget for holiday camps is 30% above the 1958 level. There is a 10% increase each year in the number of children going to these camps and the figure will this year reach 1,350,000. Holiday allowances will be distributed by departmental commissions to families which made their application at the beginning of April; the allowances will be paid directly to the holiday centre.

A three-year programme of sports equipment for 1959, 1960 and 1961 has been introduced (memorandum of 17th December, 1958) both for local communities and for holiday camps.

In addition, 3,500 scholarships for snow holidays (winter sports) have been allocated by the commission for youth and sports; 2,200 scholarships have been granted to young workers, both boys and girls, of between 18 and 25 years of age. These holidays are arranged either in chalets belonging to the national union of mountain sports or in youth hostels. Under similar conditions, 1,300 scholarships have been awarded to students whose holidays are arranged by regional centres for student assistance.

Open-Air Schools A mixed training course of five months to prepare candidates for teaching in open-air schools, *aeriums*, *preventoriums*, and sanatoriums, has been organized at the national centre for open-air education at Suresnes.

At the sanatorium for students at Saint-Hilaire-du-Touvet a new internal wireless system has been put into operation. It had long been possible by means of an extension to retransmit programmes from a central wireless set by means of headphones to each patient's bed. The new system allows a choice of seven programmes. Each patient has at his or her bedside a pair of headphones connected to one of the seven lines. The auditorium consists of a room wired for sound and with sound-proof walls, and a control room where the equipment is housed. Two of the seven lines are for courses in law, one for medicine, one for literature, one for science, and the two remaining lines for entertainment.

French Teaching Abroad In June, 1958, the new buildings of the French lycée in London were inaugurated. The school was opened in 1938 for the 400 pupils of the French colony. There are now 1,600 pupils of 35 different nationalities. In addition, 230 pupils follow secretarial courses.

Linking Universities In higher education, closer relations are being established with foreign universities in order to help students to a fuller understanding of contemporary problems. The linking of the Universities of Toulouse and Bonn has been decided upon, the Institute of Literary Studies at Nice is linked with the Institute in Edinburgh, and the Institute of Higher Political Studies in Paris is linked with the school of Social and Political Science in Lausanne.

French Teachers Abroad The university service for overseas and foreign relations received and examined five thousand applications last year for posts abroad and in the French community.

The service is anxious also to ensure that the separation involved does not interfere with the home careers of those concerned. In this connection they are visited periodically by a general inspector of public education, as is the case for their colleagues in metropolitan France, and they receive exactly the same regular promotion.

There are 11,484 employees of the Ministry of Education who carry out teaching duties under these conditions. This number is made up as follows: (a) in foreign countries: Morocco, 5,500; Tunisia, 1,625; Cambodia, Laos and Vietnam, 550; Guinea, 80; various others, 1,300; making a total of 9,055; (b) in territories of the Community: 2,429.

Bilateral Cultural Agreements In the fruitful collaboration that unites France with numerous other countries, interesting results were obtained in the course of this last year, notably in the exchange of university teachers and in research designed to improve educational methods. Special mention must be made of an educational field of prime importance for mutual understanding between peoples, the teaching of modern languages.

GERMAN FEDERAL REPUBLIC

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Regulations* — *Budgets* — *School Building* — ORGANIZATION — *Educational Reform Plan* — “*School-Kindergartens*” — *Raising the School Leaving Age* — *Advanced Courses* — *Technical Education* — *Holidays* — CURRICULA AND SYLLABUSES — *New Curricula* — *Textbooks and School Equipment* — TEACHING STAFF — *Training* — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Social Activities* — *Self Government* — *School Excursions* — *Travel Abroad* — *Psychological and Medical Services* — *Handicapped Children*

ADMINISTRATION

New Regulations The educational system in the Federal Republic of Germany is under the jurisdiction of the *Länder*; every *Land*, of which there are eleven including West Berlin, has full authority to organize its own system.

In all questions relating to the school and university system, the Ministers of Education of the *Länder* cooperate within the framework of the Permanent Conference of the Ministers of Education. During the year under review the Chair was occupied by Herr Osterloh, Minister of Education for Schleswig-Holstein.

There has been but little change in the field of school and university administration. The following are the alterations which have taken place:

In Berlin, where up to now the supervision of schools has been in the first instance the responsibility of the school inspectors of the district authorities, inspection will in future be centralized in the office of the Senator for Public Education. The practical application of this decision is still being worked out. In this, Berlin is following the example of the City-States of Hamburg and Bremen.

In the Rhineland-Palatinate a law was passed relating to the public secondary schools in that *Land*, containing inter alia an arrangement for a fair distribution of the financial burden as between the *Land*, communes and associations of communes.

On 3rd June, 1958, the school administration bill and the bill relating to the financing of public schools were passed in North Rhine-Westphalia, both of which will come into force on 1st October, 1959.

In Hesse, the law relating to the co-determination (*Mitbestimmung*) of parents and guardians and to the *Land* school advisory council was promulgated on 13th November, 1958. In accordance with paragraph 6

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. F. HILKER, Delegate of the government of the German Federal Republic.

of article 56 of the Constitution of Hesse, parents and guardians are entitled to collaborate with the State in organizing the educational system. The law envisages this collaboration as being carried out through elected representatives of the parents in the individual schools, as well as by measures proceeding from the central authorities. Proposals will be submitted to the parents for their approval. In order that the administration may not be paralysed, however, should this approval be withheld, the final decision will be made by the State authorities. The law prescribes particularly stringent conditions for this, however, and in special cases provides for the decision being made by the Cabinet. This measure further develops collaboration with the parents of schoolchildren in Hesse and creates the framework for cooperation between school and home. In the past few years similar laws have been passed in several other *Länder*.

As a result of the Saarland University Act of 26th March, 1957, which replaced both the cultural agreement between France and the Saarland and also the former Statute of the University, the University of Saarbrücken drew up a new constitution regulating its own independent administration. The University of Erlangen and the Technical University in Munich have also adopted new constitutions.

Budgets

As in past years, the funds earmarked for the ministries of education by the *Länder* governments have again been considerably raised, for instance in Bavaria by 91 million marks, in Bremen by about 8 million, in Hesse by 90 million, in North Rhine-Westphalia by 114.8 million and in the Rhineland-Palatinate by 35.8 million. In several *Länder* there has been an increase of between 10% and 18% as compared with the budget of the previous year. This is mainly due to increased personnel costs resulting both from the greater number of permanent posts in schools and universities and from increased salary scales. Particularly important in this respect are the funds provided for school buildings and for the extension of the universities and research institutes.

Study groups are shortly to be formed in the upper classes of 500 grammar schools, in order to ensure the supply of qualified physicists, economists and technicians required in the sphere of atomic energy. The Federal Ministry of Atomic Energy has provided 6 million marks for the purchase of the apparatus, literature and other materials which will be required.

In the last few years, school fees have been abolished step by step in North Rhine-Westphalia. In order to make up for the resulting loss of income, the *Land* has placed a total of 41.5 million marks at the disposal of the school governing bodies, representing an increase of 14 million over the previous year. A regulation passed on 19th December, 1958, lays down that, as from 1st April, 1959, fees are no longer to be charged in the public schools in North Rhine-Westphalia. This abolition of school fees has now been achieved in almost all the *Länder*.

Under the law of 15th May, 1958, concerning the maintenance of public schools of engineering, the government of Hesse became responsible for the maintenance and operation of all public schools of engineering within that *Land*. As a result, the subsidy to these schools rose from about 2.7 million to approximately 4.6 million marks.

The scholarship funds available for pupils at evening grammar schools (*Abendgymnasien*) were increased, for example in the budget of the City of Bremen, to 215,000 marks (+30,000). As far as possible, scholarships are given to these pupils in the last months before the School Leaving Certificate (*Reifeprüfung*), so that they are not required to earn their living during that period.

Financial assistance for students at universities and scientific and technical colleges is provided jointly by the federal government and by the *Länder*. The funds provided for scholarships by the *Länder* were increased. Special attention was given to providing assistance for students of engineering. The Federal Ministry of Atomic Energy also provided 1.5 million marks for scholarships, which were distributed through the *Länder*. The Conference of the Ministers of Education has laid down principles for giving direct assistance to students at State engineering schools (resolution of 6th February, 1959). The sums required to apply these principles in practice are to be provided entirely by the *Länder*. Training at a State engineering school will, in future, be made available by scholarships to all students having the necessary ability but requiring financial support. These scholarships are to be paid throughout the whole course of study (generally six semesters, i.e. three years) and in certain cases also during the vacations. They are calculated so that they provide enough to cover all basic needs. The same rules are applied as in calculating grants to students at universities, technical colleges, etc. As students at engineering schools find work immediately after their final examinations, half of the grant provided in the last two terms is given only as a loan.

For the promotion of students at State colleges of art and music, teachers' training colleges, vocational teachers' training colleges, and academies and institutes, appropriate principles were laid down by the Conference of the Ministers of Education (resolution of 6th February, 1959) and the measures existing up to now in the individual *Länder* were reinforced. All students who are sufficiently talented but who cannot afford to pay for their studies, are to receive scholarships to enable them to continue their studies.

School Building All the *Länder* announce the construction of numerous new schools and gymnasiums. A few statistics will show the development in this sphere. In the year under review the following were built: in Bavaria, 1,100 classrooms for primary schools and 12 gymnasiums; in Bremen, 116 classrooms, 20 subject rooms, 22 special rooms, 2 gymnasiums, 2 assembly halls and 1 rural school-home (*Schullandheim*); in Lower Saxony, 1,413 classrooms, 710 other teaching rooms, 48 gymnasiums and 5 swimming pools in school buildings, for instruction in swimming; in North Rhine-Westphalia, 63 swimming pools in school buildings, for instruction in swimming, 205 gymnasiums, 12 indoor swimming baths and 112 sports grounds; in the Saarland (partly still under construction), 480 classrooms, 31 gymnasiums, 13 swimming pools in school buildings, for instruction in swimming, and 1 rural school-home; in Schleswig-Holstein, 302 classrooms, 217 special rooms and 50 gymnasiums.

In spite of these efforts, there is still a shortage of school accommodation, particularly in the large towns. Shift work in schools, however, has

been further curtailed and has been abolished in the Saarland as well as in the secondary schools in the Rhineland-Palatinate. In Berlin, only a few schools continue to work on the shift system. In Bavaria, it is hoped to abolish shift-work by the 1963-1964 school year.

In some newly built secondary schools in Hesse, special accommodation was included to provide facilities for all-day attendance. This was done in preparation for the possible general introduction of the five-day week, so that lessons can be carried on in the afternoon. In Baden-Württemberg directives based upon modern educational and methodological ideas were issued for the equipment of classrooms and special rooms for scientific subjects. These will serve as a basis for the establishment, extension or maintenance of mathematical and scientific collections.

Several *Länder* report the improvement and extension of existing schools of engineering. In Bavaria, three schools of engineering were built to meet the increased need for training facilities.

ORGANIZATION

Educational Reform Plan At the end of the period under review, the German Committee on Education (*Deutscher Ausschuss für das Erziehungs- und Bildungswesen*) set up, in pursuance of a Bundestag resolution, by the Conference of the Ministers of Education in conjunction with the Federal Ministry of the Interior, submitted after five years' preparation a plan for the reorganization and unification of the public system of general education. This over-all plan takes into account the fundamental changes which have transformed State and society in the past fifty years. The analysis has awakened a lively response amongst the German public. A detailed report on the proposals, however, is not deemed advisable until the education authorities have thoroughly studied the analysis.

“School-Kindergartens” In Bremen, the number of school-kindergartens rose to 23, in Lower Saxony from 9 to 21. In Hamburg five new school-kindergartens were erected, making a total of 49. These school-kindergartens are intended for children who, on reaching school age, are not yet sufficiently developed to attend school and require special care so that they may soon be able to take part in normal lessons.

Raising the School-Leaving Age

The question of raising the school-leaving age, which was already dealt with in the previous report, occupies an important place in public discussion. The new system, whereby nine years' full-time attendance at school is compulsory, already exists in Berlin, Bremen (from 1st April, 1959), Hamburg and Schleswig-Holstein. In five towns in Hesse, 17 classes were organized for pupils staying on for a voluntary ninth year at the primary school. The Rhineland-Palatinate set up 13 experimental classes for a voluntary ninth year. In North Rhine-Westphalia, the voluntary ninth school year has already been tried out successfully. This experiment was well received by the parents, and gave valuable pointers for the later re-casting of the regulations on compulsory full-time school attendance. The number of experimental classes which have been set up in Berlin for a tenth school year has risen to seven.

Large-scale experiments were made in Bavaria with the introduction into primary schools of advanced departments (*Aufbauzüge*). These supplementary classes, which also exist in other *Länder*, provide a higher primary education, or lead to the intermediate certificate (*Mittelschulabschluss*) at the end of the tenth school year. They begin in the fifth or in the seventh school year. One foreign language (English) is compulsory.

Bavaria is trying to arrange that the three-year intermediate school (*Mittelschule*) which at present follows the seventh primary school year, should begin one year earlier. Four-year courses have been introduced in 23 intermediate schools. This development corresponds to the situation in the other *Länder*, where in general a four- or six-year intermediate school course is in operation.

North Rhine-Westphalia issued a regulation on the promotion of pupils in senior secondary schools and Schleswig-Holstein for intermediate schools; both of these regulations are based upon agreements of the Conference of the Ministers of Education.

The period of compulsory attendance at part-time vocational schools for young people doing agricultural work has been extended in North Rhine-Westphalia from two to three years; this means that in all the *Länder* except one, this category of young people on completing its primary education is obliged to attend a part-time vocational school for three years during occupational training.

Advanced Courses The Conference of Education Ministers has drawn up a skeleton agreement on the establishment of advanced courses within the vocational school system. Section I of the agreement reads as follows: "Advanced courses are primarily intended for suitably gifted post-primary pupils who are serving an apprenticeship or undergoing practical vocational training. They provide an extension of general education in conjunction with the technical training. Their aim is to prepare those taking part in such courses for higher positions in their careers or for admission to schools of engineering or other similar institutes of further education."

The leaving certificate to which these courses lead is equivalent to that of the intermediate school.

This skeleton agreement indicates the lines along which existing and prospective advanced courses should in future be developed.

In a decree issued on 18th October, 1958, the Saarland laid down rules for the organization of such courses. In Hesse, the number of them in operation in vocational schools has risen from 52 to 127.

The State vocational secondary school in Saarbrücken, the Heinrich Riehl Institute in Düsseldorf, a municipal institute in Essen and the Hesse College in Wiesbaden have now joined the ranks of those establishments, existing in a number of *Länder*, which prepare for entrance to higher education talented post-primary pupils aged 18 to 25, who have completed their practical vocational training and have also taken a full-time advanced course lasting several years. Although the compulsory subjects at these institutes are largely the same as in the senior secondary schools, the curriculum and the methods of work are different. Fields of study have been selected which provide the mental discipline and training of the critical faculty which are necessary as a foundation for scientific studies.

The Conference of the Ministers of Education issued instructions for admission to the universities and similar institutions without the Senior Leaving Certificate (*Reifezeugnis*); this means of entry has existed for decades but was in need of revision. Berlin and the Saarland have made corresponding regulations based upon these instructions.

Technical Education With the agreement of the Conference of the Ministers of Education, the course of study for surveyors was extended in Hesse from four to five semesters and the course in schools of building and engineering in Lower Saxony from five to six semesters.

Holidays Once again the Conference of the Ministers of Education has established the arrangements for school holidays. In general, the summer holidays will last six weeks. The Republic has been divided into four more or less equal groups of *Länder* according to population. The various groups will begin their summer holidays at intervals of one week. The holidays begin and end in the middle of the week. This arrangement was made in consultation with representatives of the Federal Ministry of Transport, German Federal Railways and the transport associations.

CURRICULA AND SYLLABUSES

New Curricula During the period under review, numerous new education schemes have appeared. Berlin published a revised plan for primary schools. This is by no means a mere plan for the curriculum, in the sense of a rigid collection of material, the assimilation of which is imposed upon the schools in a prescribed sequence. It contains rather directives intended to point the way in which the education of the child can proceed in keeping with his physical and psychological development.

In Schleswig-Holstein rules were laid down for the curriculum in rural upper primary school classes, where, in a four-year course (7th to 10th school year) suitably talented pupils follow a course leading to the equivalent of the intermediate school certificate.

In Bremen the curriculum was laid down for the upper classes of the primary school (7th to 9th school year). This curriculum aims at restricting the material to that which is suitable for 12- to 15-year-olds. Importance is laid upon the teaching of the "three R's", and different courses should exist to accommodate children of varying ability. Besides work in factual subjects (history, geography, physics, chemistry, biology), sufficient space has been allotted to the artistic field (crafts, handwork and drawing), as well as to physical education and domestic science.

In Baden-Württemberg a curriculum has appeared for use in the three-year commercial school. Bavaria has published new syllabuses for geography and history in senior secondary schools, which comply with the agreements reached by the Conference of the Ministers of Education and the requirements as regards limitation of material. In Lower Saxony, alterations were made in the syllabuses for classical and modern languages, Russian and Hebrew.

Berlin issued a new regulation for the senior leaving certificate. The chief characteristic of this is that only eight subjects are taken for exami-

nation in the 13th class. The other subjects are dropped after the 12th class. In this, Berlin is following similar procedures introduced in Hamburg, Hesse, Lower Saxony and Schleswig-Holstein.

The directives for teaching in the part-time vocational schools in Bavaria were revised and published. The curriculum for agricultural schools prescribes an increase in the number of periods to 290 per year"; "agricultural machinery" was introduced as a new subject. Hesse published plans for setting up study groups in electricity within the vocational schools.

Textbooks and School Equipment

The Conference of the Ministers of Education recently brought out a report on the approval of textbooks. It is particularly noteworthy that in Bavaria the provision of free books has been considerably extended, and that in Baden-Württemberg books and school materials are free in primary and vocational schools, as from 1st April, 1958. In senior secondary schools in Baden-Württemberg the provision of free educational material is being introduced step by step. At the moment, pupils in the majority of the *Länder* have the free use of school books and other materials.

TEACHING STAFF

Training

In the year under review, the training of primary school teachers was revised in Bavaria (by a law passed on 14th June, 1958), in Baden-Württemberg (21st July, 1958) and in Hesse (13th November, 1958). These laws recognize the principle that primary school teachers should receive an academic training. This training is provided at teachers' training colleges (*Pädagogischen Hochschulen*), independent institutions affiliated to the *Land* universities (in Bavaria and in Hesse) or aiming at close cooperation with them (in Baden-Württemberg). This is largely in keeping with the recommendation in the report submitted by the German Committee on 13th March, 1958, to the effect that primary school teachers should be trained at independent training colleges.

In Bavaria, these colleges are denominational; there are six Catholic and three Protestant training colleges. If a sufficient number of students should decide in favour of an inter-denominational training college, then one will be set up.

In Baden-Württemberg there are five inter-denominational training colleges, in addition to those for Catholic and Protestant students.

Prospective trainees for the teaching profession in primary schools are required to have obtained the senior leaving certificate after the successful completion of 13 consecutive classes, or an equivalent qualification.

In Bavaria and Hesse, students at the teachers' training colleges are matriculated at the universities like all other students. Their training includes the study of educational and associated sciences, basic practical training and an introduction to the general curriculum of the primary schools, as well as courses in subjects such as music and physical education.

The newly created teachers' training colleges are not only teaching institutes but also research centres in the field of education.

The teacher education act passed in Berlin (16th October, 1958) regulates the approved forms of training given to prospective teachers at independent training colleges and at the universities. It aims at assimilating and coordinating the various courses of training for teachers in primary, commercial, technical and grammar schools. It also covers the wider aspects of their further education. Particularly noteworthy is an advisory body, the Committee on Teacher Education whose purpose is to keep the training colleges in touch with each other, as well as with those sections of the public interested in education and with the education authorities.

As a result of the new scheme, the training course for primary school teachers in Bavaria and Baden-Württemberg has been extended from two to three years. This means that now three-year training is in force in nearly all the *Länder*. In Bavaria the training course for teachers of vocational subjects was also lengthened from two to three years and that for teachers at agricultural schools from three to four semesters. The increasing mechanization of agriculture is resulting in a reduction in the number of pupils taking vocational courses in agriculture. It has therefore been necessary in Baden-Württemberg to give teachers of agricultural subjects a six-month course of re-training as technical school teachers for young manual workers.

A State institute for the training of intermediate school teachers was set up in Munich by a regulation of 10th October, 1958.

New regulations for the training of senior secondary school teachers and for their examination in the theory and practice of teaching were published in Bavaria (3rd February, 1959) and in Baden-Württemberg (19th March, 1959). These regulations are in accordance with agreements reached in recent years by the Conference of the Ministers of Education. In Bavaria the change-over from a three-subject to a two-subject system is being carried out generally. One innovation is the introduction of a social science examination for teachers. At the same time, the training in physical education is being revised.

The Conference of the Ministers of Education has worked out a skeleton scheme for teachers of music at senior secondary schools (decision of 8th May, 1958). Teachers of creative subjects, like all other senior secondary school teachers, are given an academic training, studying music, for instance, at an academy of music (*Musikhochschulen*) and an academic subject at a university or technical college.

Further Training The institute of in-service training for teachers in Hesse has been given a new statute. In the Saarland, a similar institute was set up in September, 1958, with its own residential accommodation.

The institute of in-service training for teachers in Hamburg has started seminars in economics for teachers, intended to make them more familiar with economic questions. Amongst other means employed to this end were visits to industrial and commercial firms. In the autumn of 1958 study weeks were arranged in Hamburg on the elements of atomic physics, the primary purpose of which was to advise science teachers on how to introduce senior pupils to this branch of study.

In Hamburg, a new advisory centre for modern language teaching was set up in addition to those already in existence, and also one for

physical education attached to the institute of in-service training. The advisory centres are intended to supplement school work in these branches of study.

Four child guidance clinics were opened as an experiment in Berlin, to advise teachers in overcoming educational difficulties in everyday school life and to help them collect experience for pedagogical and didactic planning. The centres are under the direction of teachers who are at the same time graduates in psychology. They also help teachers to add to their knowledge in the sphere of psychology.

Conditions of Service New laws on teachers' salaries were passed by the parliaments of Bavaria (14th June, 1958), Berlin (2nd April, 1958), Lower Saxony (14th May, 1958), North Rhine-Westphalia (13th May, 1958) and the Saarland (9th May, 1958). The scales for all groups were improved by giving higher initial salaries, better opportunities of promotion and larger increments for years of service. Thus, in Lower Saxony, for instance, the starting salary for teachers in primary and secondary schools was raised by an average of 30%. In Schleswig-Holstein the salary of primary school teachers working on an employee's contract was adjusted to correspond to the new scales for permanent staff.

AUXILIARY SERVICES

Social Activities Most typical of the work of the pupils' councils (*Schülermitverwaltung*) are the numerous, generally mimeographed school magazines, of which there are, for example, 60 in Bavaria, 70 in Baden-Württemberg, and 15 in Bremen. In Schleswig-Holstein the pupils' councils carry out independent social work, for instance by caring for children on holiday from Berlin, or for immigrants from the Eastern zone. The funds for this work are raised by collections among the pupils.

Self Government In Bavaria, the pupils in intermediate and senior secondary schools elect class captains and school captains; a similar system is in operation in the other *Länder*, with the exception of the Saarland, where pupils' councils are still in the development stage. Experience in Bavaria has shown that inter-town meetings of representatives from the pupils' councils are not successful. On the other hand, a meeting is to take place each year to exchange experience; it will be based upon a specific theme, for example dramatics, rambling, sport, school magazines.

School Excursions There has been a noticeable increase in school rambling. In Hamburg in the school year 1958 a greater number of class excursions, holidays in rural school homes and rambles covering several days, were made than in any other year since the war: a total of 2,791 classes with 85,444 pupils were provided with full board for 811,820 days; 43.5% of the classes of all Hamburg primary and secondary schools have been on a class trip. In the 1958 school year it was again possible to increase the funds provided in the budget for helping poorer children to take part in school excursions. This too made a new record of 390,000 marks.

Bremen reports that 2,444 pupils visited the two school hostels in Rinteln and Bad Münden for about eight days each ; 10,599 pupils attended the 18 rural school-homes in the country for about 9.5 days each, and 8,436 pupils stayed in German youth hostels for about 8 days each.

Particularly noteworthy were the class trips to Berlin and the holidays spent by Berlin children in the rural school-homes in the Federal Republic.

Every year courses are held in Bavaria for teachers in training, to encourage school rambles. Skiing courses for pupils are becoming more and more popular ; 550 such courses were held in the past year.

Travel Abroad To promote international understanding, meetings between Berlin schoolchildren and young people from other lands are being subsidized by grants towards the travelling expenses of school trips abroad. In the Saarland too, generous financial support has made it possible to do more towards encouraging international youth exchanges.

Psychological and Medical Services The number of pedagogical and psychological advice centres is growing in Bavaria. Many teachers take part in courses for school youth advisers.

In Hamburg it was possible to improve the school medical service ; the existing number of 29 school doctors has been increased by 4.

Handicapped Children Baden-Württemberg has issued regulations for the implementation of the law on the education and teaching of children and young people with sight and hearing handicaps (12th August, 1958), in which rules were formulated with regard to compulsory school attendance and the distribution of accommodation costs.

In the school for children with hearing and speech defects, as well as in the school for the deaf and dumb in Bremen, modern hearing aids have been one means of providing a basis for raising the standard of achievement.

GHANA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Administration — Finance — School Building — Primary Education — Middle School Education — Secondary Education — Technical Education — Higher Education — Teacher Training — Teachers' Salaries — Ghana Teachers' Journal — Scholarships

Administration The Ministry of Education is headed by a Cabinet Minister who is responsible to parliament. The Minister has a ministerial secretary who is a member of parliament and who can answer for him in parliament. In the Ministry there is a permanent secretary, who is directly responsible for the over-all administration of the Ministry which is organized in two divisions, the general education division and the technical education division, and four subsidiary branches, which are: general, scholarships, personnel and finance. There are five regional education offices at Cape Coast, Koforidua, Ho, Kumasi and Tamale.

Finance In 1957-1958 the estimated annual recurrent expenditure for the whole Ministry, including the various statutory bodies with which it is concerned, was £6.4 million. At the close of the accounts for the financial year, actual expenditure amounted to £6.7 million. For the year 1958-1959, it is estimated that £7.4 million will be spent on recurrent services, i.e. an increase of 14.9% over 1957-1958.

School Building Considerable progress was made in the provision of new buildings and the improvement of existing premises and facilities in secondary schools and teacher training colleges.

Primary Education The education system has continued to expand. In 1951, before the government launched the accelerated development plan for education there were 1,083 primary schools within the public system. At independence (1957) there were 3,372. In 1958, there has been an increase of 30, most of them in Northern Ghana, bringing the total to 3,402.

Enrolment of pupils showed similar increase from 154,300 in 1951 to 455,709 in 1957. In 1958, this figure fell slightly to 455,053. This slight fall was due to the fact that the bulge entry into class I in 1952, when the accelerated development plan for education was launched, finished the course in 1957.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. D. A. BROWN, Delegate of the government of Ghana.

Middle School Education The middle school system has also continued to expand. In 1951, there were 539 middle schools in Ghana, with an enrolment of 78,010 (66,175 boys and 11,835 girls). In 1957, there were 931, with an enrolment of 115,831 (88,038 boys and 27,293 girls). In 1958, the number of schools rose to 1,030 with an enrolment of 125,313 (93,215 boys and 32,678 girls), an over-all increase of 9,482 pupils (+7.5%). In both primary and middle schools the increase in the number of girls has been proportionately much greater than the increase in the number of boys, which is evidence of the growing importance of girls' education in Ghana.

In 1958, 25,460 pupils sat for the middle school leaving certificate examination, 10,796 of whom were successful (54.8%). The number of those sitting includes 5,750 candidates in certain areas, whose results were cancelled due to malpractices during the examination. The West African Examinations Council conducts the examination on behalf of the Ministry. This year housecraft was added to the list of subjects examined.

Secondary Education In 1951, before the accelerated development plan was launched, there were 13 secondary schools within the public education system, with an enrolment of 2,937 pupils. In 1952, the number of schools rose to 26 with an enrolment of 5,033 pupils, in 1957 the number had risen to 37 schools with an enrolment of 9,271. This year one more secondary school was added to the list of schools financially supported by the government and the total enrolment was 9,834 (+6%). "Encouraged schools" are secondary schools established by private enterprise and selected after not less than three years' existence for assistance from central government funds. Of the 39 schools, 13 are for boys, 6 for girls and 20 are coeducational. Enrolment in these schools has steadily increased since 1951.

In 1958, 1,498 school candidates sat the West African School Certificate Examination, and 978 passed (65.2%). Two hundred and fifty-one candidates sat for the Higher School Certificate and 181 were successful (72.1%).

Entrance to all secondary schools within the public education system is by a written common entrance examination, which is conducted on behalf of the heads of secondary schools by the West African Examinations Council, and the final selection of candidates is made through interviews by the respective schools to which candidates seek admission. This year, on the results of the common entrance examination for the admission to secondary schools, £27,860 was spent on scholarships awarded to pupils to pursue secondary education in government-assisted schools. In addition an amount of £29,110 was made available for the award of bursaries to deserving pupils in government and assisted secondary schools.

Technical Education The four government technical institutes provide courses in engineering and building crafts and in commercial and domestic subjects. The government junior institutes provide courses in the engineering and building crafts only. Courses are designed to lead to the crafts examinations of the City and Guilds of London Institute. More advanced technicians' courses for the City and Guilds of London Institute's ordinary certificate started during 1958; these courses cover building, technical engineering and electrical engineering. Enrolment in the junior institutes and technical institutes has steadily risen from 1,255 in 1954 to 2,749 in

1958. Yearly outputs for full-time and part-time courses alone have correspondingly increased from 160 in 1954 to 288 in 1958.

Considerable improvement has been made in the provision of facilities and equipment in the eight existing technical establishments. The libraries for both students and teachers have been expanded at all these establishments.

Higher Education A total of 536 (479 men and 57 women) were pursuing courses in the following departments of the Kumasi College of Technology: agriculture, commerce, engineering, pharmacy, science and general studies. The two-year post-secondary teacher training courses were transferred to Winneba in December, 1957, and in 1958 the specialist teachers' courses in physical education, arts and crafts, housecraft and music were also transferred there, to enable the college to concentrate on technological studies.

In 1958, the University College of Ghana had 424 students (401 men and 23 women) studying in the faculties of arts, divinity, economics, sociology, natural science and agriculture and in the Institute of Education. In 1957 there were 317 students, so that there has been an increase of 33.8%. For the academic year 1957-1958 there was a total staff of 144. Plans have been made for the opening of a department of law in 1959.

The institute of extra-mural studies of the University College of Ghana is financed by the College itself. During the year the institute, in conjunction with the People's Education Association of Ghana, organized courses for adults throughout the country.

Teacher Training There were 30 teacher training colleges in 1957, and at the end of the year one government training college was merged with another, thus reducing the number to 29. However, in January, 1958, the number rose again to 30, when a new women's training college was opened in the northern region. The enrolment figures are: in 1955, 3,498 pupils; in 1956, 3,551 pupils; in 1957, 3,873 pupils; and in 1958, 4,055 pupils.

The five pupil-teacher centres continued to run courses for pupil-teachers under the direction of the primary education branch of the Ministry. Vacation courses for some of these pupil-teachers employed in primary and middle schools were run by district education officers, while a number of trained teachers attended refresher courses organized by teacher training colleges and district education officers. The British Council, in collaboration with the Ministry of Education, organized refresher courses in English for trained teachers.

In 1958, for the first time, teachers' certificates were awarded on the results of examinations conducted on behalf of the National Teacher Training Council by the West African Examinations Council. The certificate was awarded to 75% of the candidates.

Teachers' Salaries Revised salary scales were introduced with effect from 1st July, 1957. An allowance is paid to overseas teachers in secondary schools and teacher training colleges, who may, if they wish, be appointed under non-pensionable terms, receiving an allowance at the rate of approximately 20% of their salary in lieu of pension rights.

Ghana Teachers' Journal Four issues of the Ghana Teachers' Journal were published in 1958. The journal is supplied free of charge to teachers in approved primary and middle schools and to educational institutions and organizations in Ghana, and overseas institutions and bodies which have shown interest in it.

Scholarships There were, in 1958, 950 students on government scholarships, just over 400 of whom were attending overseas institutions. The Cocoa Marketing Board awarded approximately 450 scholarships for courses in the United Kingdom, Germany and North America. Since independence a number of awards by Commonwealth and foreign governments, international bodies, academic institutions and commercial firms have been made to Ghanaians.

GREECE

EDUCATIONAL PROGRESS IN 1958-1959 ¹

EDUCATIONAL REFORM — *General — Characteristics of the Reorganization*
— QUANTITATIVE DEVELOPMENT — *Primary Education — Secondary Education — Higher Education — Vocational Education*

EDUCATIONAL REFORM

General

At a session of the Council of Ministers the bills published on 22nd March, 1959, on the general reform of teaching and education received their final form. The general education reform provides for important changes in all sectors of national education.

In the first place, education is to be adapted to current social requirements and the pupils are to be trained as quickly as possible for their future occupation. The most pressing need is thorough training for young people in view of the solution of technical and economic problems. For the coordination and solution of these problems the Ministry of Education will have a general department specially responsible for the vocational training of young people. The educational reorganization will not, however, interfere with the traditional humanistic education which will remain the foundation of the other types of education.

Characteristics of the Reorganization

The following are the main characteristics of the educational reorganization :

(1) The curriculum in some secondary schools will include technical subjects ; the classical education given will not, however, be reduced, as the leaving certificate of these schools is required for access to university studies.

(2) National technicums will have to be set up in the provinces and elementary vocational schools in town and country.

(3) In Athens and Salonica auxiliary engineering schools will be opened ; courses in these schools will provide specialized training in several fields and will be quite separate from the courses taken by qualified poly-technical specialists. The students in these schools will also receive pedagogical training so that they may be employed as teachers in vocational schools.

(4) Institutes are to be opened to provide pedagogical training for technicians ; it should not be difficult to adapt the second Athens academy of education for this purpose. Administrative staff and inspectors for general and vocational schools will receive special training and the teaching staff will receive a thorough training in specialized fields. Teaching posts

¹ From the report sent by the Greek Ministry of Church and Education.

will also be created at the academy of education for vocational guidance and the choice of careers.

(5) Private technical education must be improved; hitherto it was inadequately supervised, so that it has now been necessary to place all vocational schools under the supervision of the Ministry of Education, which is responsible for the opening and control of State technical and vocational schools.

(6) Another aspect of the government's policy is the setting up of lower secondary schools; after the third year in this type of school the pupils will receive a lower secondary certificate. Those wishing to go on to the university will continue the secondary school course to the end. Pupils holding the lower secondary certificate will have received a sound general culture and be able to obtain posts as civil servants and junior employees.

(7) Commercial schools will be incorporated in the general secondary schools as divisions for the study of economics. This will enable pupils taking this course to continue their studies in any higher level establishment.

(8) The government is very concerned with the improvement of the elementary schools. To the 1,200 school buildings erected for this purpose during the last two years will be added 1,400 new ones. In outlying mountain areas 150 one-teacher primary schools will be set up. The number of public schools must be increased, and this will require a larger number of teachers. The primary school curriculum will be thoroughly revised. The classification and salaries of the teaching staff will have to be improved. The course for kindergarten teachers will be changed into an academy of education with a course following on from the secondary school, so that future kindergarten teachers will receive better training while at the same time saving two years of study.

(9) A national board, on which the ministries, higher institutions, industry, the teaching staff and parents will be represented, will be called upon to submit proposals and to supervise the work of educational staff. The existing board of education will be reorganized so that it is relieved of administrative work and will be able to devote itself entirely to revising curricula, studying textbooks, and supervising teaching and education. It will be able to call upon technicians and specialists in the national economy. The two branches of the board of education will deal on the one hand with curricula and on the other with questions relating to staff. The first branch will be divided into groups dealing with problems relating to the primary schools, secondary schools, vocational schools and ecclesiastical seminaries.

(10) There are bills providing for: (a) the creation of new chairs at the University of Salonica, (b) the appointment of auxiliary staff at the Athens polytechnical school, (c) the adjustment of the salaries of auxiliary staff at the academy, the university, the academy of education and other higher educational establishments in Athens, (d) the setting up of a board of higher education, and (e) the admission of exceptionally gifted pupils to higher level schools without an entrance examination.

QUANTITATIVE DEVELOPMENT

Primary Education The following table shows the number of schools, teachers and pupils in 1956-1957 :

<i>Kindergartens</i>	Schools	Teachers	Pupils
public	236	738	26,018
private	87	134	2,660
total	323	872	28,678
<i>Primary schools</i>			
public	9,128	19,011	884,021
private	739	1,821	52,708
total	9,867	20,832	936,729

Secondary Education The following statistics show the number of schools, teachers and pupils in 1956-1957 :

<i>Public secondary schools</i>	Schools	Teachers	Pupils
day schools	499	4,733	163,544
evening schools	—	—	8,706
commercial schools	36	415	9,330
total			183,580
<i>Private secondary schools</i>			
day schools	178	2,258	23,145
evening schools	29	—	9,332
commercial schools	—	25	414
total			32,891

Higher Education During the 1956-1957 school year 6,670 students were registered at the University of Athens, 4,580 at the University of Salonica, 1,401 at the Athens polytechnical school, 1,872 at the Athens higher school of commerce, 2,578 at the Pantios higher school of political science, 113 at the higher school of art, 1,083 at the higher school of industry, 305 at the higher school of agriculture, and 118 at the national academy of sport. There were 2,507 seminarists.

Vocational Education During the 1956-1957 school year 2,398 pupils attended 22 agricultural schools with 73 specialized courses, 25,569 pupils attended 127 technical schools with 316 specialized courses, 5,786 pupils attended 43 commercial schools, 2,594 pupils followed courses at 23 correspondence commercial schools, 2,420 pupils attended 30 "schools of service" (nursing, child care, guides for foreigners, etc.), 5,176 pupils were at 81 art schools and 54,647 pupils at 211 various other schools, including 138 for the teaching of English, with 27,922 pupils, 48 for the teaching of French, with 11,996 pupils, 10 for the teaching of German, with 1,996 pupils and 2 for Italian, with 736 pupils.

GUATEMALA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative Departments* — *Education Council* — *Finance* — *Control* — ORGANIZATION — *Quantitative Development* — *Nursery Schools* — *Urban Primary Education* — *Secondary Education and Teacher Training* — *Technical and Vocational Education* — *Physical Education* — *Educational Development* — *Rural Education*

ADMINISTRATION

Administrative Departments

A few changes have been made in the organization of the administrative departments of the Ministry of Education. The Ministry now comprises, in addition to various branches and divisions and the National Education Council, the following departments: pre-primary and urban primary education; secondary education and teacher training; adult education; technical and vocational education; the general department for the social and educational development of rural areas; physical education and school hygiene; the general department of fine art and cultural development (theatre and dancing divisions); public entertainment; general education inspection; and the department of statistics and the classification of teaching staff.

Education Council

The Education Council consists of a group of educational advisers, the department of psycho-pedagogical research, and the department of educational and vocational guidance. Its work is to solve problems concerning curricula, syllabuses, administration, teaching methods, etc. Among the various matters with which it has dealt this year should be mentioned: the drafting of the national education act, the internal regulations of the Education Council, a study of the working plan of the department of educational and vocational guidance, and inspection regulations.

Finance

The total national budget for the 1958-1959 financial year was roughly 100 million quetzals (1 quetzal = 1 dollar). About a tenth of this is allocated to public education.

Income from the *Loteria chica* to the amount of 100,000 quetzals (75% of the proceeds) was paid to the Ministry of Education, and 34,000 quetzals (25%) were given to the people's university.

Control

On 1st January, 1958, the evaluation division was set up. Its purpose is to evaluate the schools' output. The country has been divided into five educational areas, excluding the capital, in

¹ From the report sent by Mr. A. DUPONT-WILLEMEN, Delegate of the government of Guatemala to the XXIInd International Conference on Public Education.

order to decentralize certain administrative services and to increase the efficiency of the administration and guidance of educational establishments.

ORGANIZATION

Quantitative Development The following figures give information on the number of pupils in 1958-1959 and the difference as compared with the figures for the preceding year :

	1958-1959			Difference from 1957-1958		
	Public	Private	Total	Public	Private	Total
Nursery schools	12,542	3,612	16,150	-54 (-0.43%)	-170 (-4.6%)	-224 (-1.4%)
Boys	6,267	1,759	8,026			
Girls	6,275	1,853	8,124			
Urban primary schools	133,015	28,153	161,168	+5,235 (+7.9%)	+2,145 (+7.9%)	+7,380 (+4.6%)
Boys	71,634	14,452	86,086			
Girls	61,381	13,701	75,082			
Evening schools	9,595	658	10,253			
Boys	8,203	475	8,678			
Girls	1,392	183	1,575			
Rural primary schools	77,978	20,741	98,719	+2,313 (+2.9%)	+365 (+1.8%)	+2,678 (+2.7%)
Boys	47,119	12,524	59,643			
Girls	30,859	8,217	39,076			
Secondary, technical and vocational schools	14,377	6,925	21,302	+442 (+3.1%)	+315 (+4.6%)	+757 (+3.5%)
Boys	8,701	4,049	12,750			
Girls	5,676	2,876	8,552			
Industrial centres attached to vocational schools	2,233	—	2,233			
Boys	759	—	759			
Girls	1,474	—	1,474			

Nursery Schools The technical guidance of nursery schools is the responsibility of the pre-primary education division. The individual registration card has been introduced, and a new reader adopted. A school report has been issued to parents at the same time as the pre-primary certificate enabling children to enter primary schools.

The head and the staff of the pre-primary education division have made more than 600 visits to nursery schools.

A course for 70 men and women teachers has been held, with the collaboration of SCIDE, in order to work out the bases of continuity between teaching in nursery schools and in primary schools.

Urban Primary Education A plan to modify the examination regulations for primary schools has been drawn up by the department of pre-primary and urban primary education.

Secondary Education and Teacher Training Various committees of teachers have been appointed to draw up the curricula for the first year of the differentiated course, i.e. the fourth secondary school year, so that it may be introduced in 1959.

The pre-vocational institutes of Solola and Cuilapa have been set up by decree. A third vocational year has been organized in all the pre-vocational institutes except those at Solola and Cuilapa, which have recently been opened. Ministerial decree No. 144 of 25th August, 1958, has recognized secondary studies pursued in Spain as equivalent to those taken in all the Latin American countries.

A new regulation has been drawn up to ensure the better distribution of scholarships.

Technical and Vocational Education During April and May, 1959, the curricula of vocational schools were submitted to the National Education Council for discussion so that they may be introduced in the schools in the next school year. Modern methods have been introduced in commercial schools, particularly in shorthand and typewriting courses. The technical and vocational schools have received adequate equipment for the new methods through the economic and moral assistance of the Unesco technical assistance mission in Guatemala.

Physical Education Since the beginning of the year, pupils in all types of schools have been receiving sports training in football, basket-ball, softball, swimming and athletics. Inter-school competitions have been held. Nursery school children have the use of the children's sports palace.

Educational Development A hundred new teachers have been appointed in nursery schools, rural primary schools and urban evening primary schools. Pre-vocational institutes have been set up in all county towns.

Rural Education A statistical survey of education in the villages has shown the need for building schools and recruiting teachers. This would require an expenditure of 52 million quetzals, as 66% of the children are still without a school.

During the year, the programme of social and educational development in rural areas has been continued without interruption owing to State aid and the technical and economic assistance of the International Cooperative Service for Education.

One third of the territory of the Republic is implicated in the *nucleos rurales* system, to which 33% of the schools belong. The number of teachers who have been introduced to the technical methods of modern education corresponds to 40% of the total number of rural teachers.

HAITI

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Measures* — *Inspection* — *Finance* — ORGANIZATION — *Quantitative Development* — *Structural Changes* — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Changes* — *Study Committee* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *New Centres* — *Literacy Campaign*

ADMINISTRATION

New Measures During the 1958-1959 school year, the government of Haiti extended still further its plan for the expansion of cultural facilities for the benefit of the masses.

The government set to work on the old system of educational organization in the country, in order to harmonize it with the educational ideal set before the nations since the end of the last war and to consolidate the foundations of peace in mutual understanding based on human knowledge.

With this in mind, efforts are being made to extract from the diverse currents of culture that meet, and sometimes clash, at this crossroads of the Americas, an original formula which will enable Haitian national education to help safeguard the eternal values of the spirit without losing sight of the essential characteristics of its own personality. All the modifications to school legislation in Haiti since October, 1957, arise from this central idea, which inspired the promulgation of the organic law of the Department of National Education. The main innovations of this law include the setting up of (a) a centre of documentation and pedagogical training, (b) an audio-visual centre, and (c) a National Commission of Youth and Sports.

It is above all in the field of primary education that the government of Haiti has concentrated its main efforts during 1958-1959. However, general measures have also been taken to prepare the reorganization of vocational, secondary and higher education which is to take place from October, 1959, onwards.

The government thought best to begin with the foundations of education by improving conditions at primary level. This type of education has been divided into two main branches: urban primary education and rural primary education. Rural primary education has been placed under the control of the Department of Agriculture.

This decision in no way prejudices the right of the small peasant to take up secondary level studies after completing the elementary primary

¹ From the report submitted to the XXIInd International Conference on Public Education by the Reverend Father H. PAPAILLER, Delegate of the government of Haiti.

school course, but it does provide a solution to the problem of the large majority of pupils in rural centres who were destined to revert to illiteracy after only one or two years in a rural school. The rural school provides the same academic instruction as the urban primary school, but places more emphasis on practical activities connected with community life. This question has given rise to passionate discussion in Haiti, but, with the forthcoming establishment of a vocational guidance branch in October, 1959, the problem should receive an equitable solution.

Inspection As a result of the division of national primary education into rural and urban education, the inspection service has been reorganized. This has led to the institution of the post of general inspector of primary education and to an increase in the number of inspectors.

Finance Haiti, which is a coffee-producing country, experienced in 1958-1959 the most difficult period in her economic history, owing to the fall in the price of this commodity on the world market, and to the unforeseeable catastrophe of the most serious drought for a hundred years. These difficulties have somewhat paralyzed the implementation of plans for the development of people's education.

The budget of the Department of National Education, which in 1957-1958 totalled 20,032,328 gourdes, stood at 18,995,200 gourdes for the financial year 1958-1959, which constitutes a decrease of 1,037,128 gourdes (—5.1%). This decrease must not be ascribed only to the transfer of rural education to the Department of Agriculture. It reflects one of the aspects of the economic stagnation of the financing of education in a country fighting a heroic battle to defeat the obstacle of under-development.

ORGANIZATION

Quantitative Development The most recent figures available of the numbers involved in education in 1957-1958 are as follows:

	Teachers	Pupils
Primary education	4,337	199,115
Secondary education	419	5,853
Technical education	271	3,054
Teacher training schools	66	195

Structural Changes The following modifications have taken place in the organization of education in Haiti: (a) the decree of 25th September, 1958, raised the number of years' study in upper primary education from 2 to 3; (b) it is planned to revive the Higher Certificate, (*Brevet supérieur*) which has been more or less abolished for the last six years. A class has been opened for this purpose.

New Courses During 1958-1959 a school of higher international studies was set up to train young people wishing to take up a diplomatic or consular career. This school recruits students by means of a competitive examination held on the basis of the second part of the baccalaureate.

The government contemplates for October, 1959, the opening of: (a) a higher school of physics and chemistry, with a four-year course;

(b) a technical lycée leading to a technical baccalaureate; (c) a national school of ballet.

CURRICULA, SYLLABUSES AND METHODS

Changes Curricula which have been being tried out experimentally for the last four years in the schools were officially promulgated in September, 1958. English has been added to the course of the first and second years of the intermediate stage of primary education.

The social science syllabus in upper primary education has required some rearrangement.

Study Committee In order to coordinate these efforts and to achieve united action to bear fruit in reality from the beginning of the school year in October, 1959, a committee of 30 members, technicians of education and the best writers in the country, has been set up under the chairmanship of the Secretary of State for National Education. This committee, which began work at the beginning of last June, is to revise the courses, textbooks and educational methods now in use, with the final aim of reorganizing the whole system of education in Haiti to free it from all stereotyped copying and to lay the foundations of an education in direct relation to life as it exists in Haiti.

TEACHING STAFF

Training Efforts are being made to extend the period of teacher training from 3 years to 4 and to modify the statutes and curriculum of teacher training schools.

A decree of 25th September, 1958, provides for a training course for all unqualified teachers. This course will lead to a Certificate of Pedagogical Proficiency (CAP).

Conditions of Service The decree of 25th September, 1958, also lays down the status and conditions of service of primary teaching staff. Probationary teachers are recruited competitively. They become established after obtaining their CAP. Established teachers are divided into two categories: (a) teachers holding the teacher training course certificate; (b) teachers holding the CAP.

Primary teachers are classed as follows: 5th class, 0 to 5 years' service; 4th class, 5 to 10 years' service; 3rd class, 10 to 15 years' service; 2nd class, 15 to 20 years' service; 1st class, 20 to 25 years' service.

Head teachers of primary schools are recruited from among teachers holding the teacher training course certificate or the CAP with at least 5 years' teaching experience. Primary education inspectors are recruited from among head teachers with at least five years' experience.

AUXILIARY SERVICES

New Centres This year a centre of documentation and educational training has been set up with the aid of Unesco. This centre has a library and publishes a review for teachers. It is also responsible for drawing up a programme for the further training of unqualified teachers.

It is expected that there will be large-scale changes in the present organic law of the Department of National Education in order to integrate in the technical and administrative machinery the following: (a) a vocational guidance centre; (b) a fine arts department.

Literacy Campaign The government is at present engaged in a decisive struggle against illiteracy. To this end, the Duvalier law, promulgated in July, 1959, obliges every Haitian of 18 to 50 years of age who is able "to read and write" to teach at least one illiterate aged 6 to 50 years to read and write also. Measures have already been taken to integrate this campaign in an inter-American plan for basic education.

HUNGARY

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Supervision* — *School Building* — ORGANIZATION — *Pre-Primary Education* — *Secondary Education* — *Adult Education* — *Universities and Higher Level Schools* — CURRICULA, TEXTBOOKS AND METHODS — *Primary Education* — *Grammar Schools* — *Secondary Technical Schools* — *Universities and Higher Level Schools* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Handicapped Children* — *Child Welfare* — *Youth Movements*

INTRODUCTION

In the 1958-1959 school year, all schools increased in strength, and considerable achievements were made in education and teaching. Improvement of ethical and political education and a better relation of education to independent reasoning were considered to be tasks of special importance. Valuable initiatives were taken to ensure the practical nature of education. Effective measures were introduced in child and youth protection. Work has started on the reform of the entire school system with the active cooperation of teachers and other specialists.

ADMINISTRATION

Supervision The 1958-1959 school year brought no change in the organization of school supervision.

The supervision service is increasingly taking over the postgraduate training of teachers. Supervisors report on the latest achievements in the subject concerned and in methods of teaching, and endeavour to provide increased facilities for a high standard of self-education among teachers.

School Building In 1958, the building of 939 classrooms was financed by the State, and the building of 112 from social resources, giving a total of 1,051 classrooms. This figure includes 72 larger schools with a total of 486 classrooms, built in the big towns and industrial districts.

ORGANIZATION

Pre-Primary Education In addition to the development and expansion of the nursery school network, the main task remains to ensure modern conditions of education and child care. In 1958 there were 2,656 nursery schools, attended by 171,311 pupils and employing 7,499 teachers.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Jozsef BENCEDY, Delegate of the government of Hungary.

There were 22.8 children for each nursery school teacher. Thirty-one per cent of the children reaching school age in 1958-1959 had been to nursery schools.

Primary Education In the general schools there were 1,268,650 pupils (9,536 more than in 1957-1958) and 55,056 teachers (1,389 more than in 1957-1958). The number of pupils per teacher decreased from 23.4 to 23.

Secondary Education In the secondary schools the number of pupils increased from 126,513 in 1957-1958 to 137,157 in 1958-1959. This increase is due to the larger number of pupils admitted to the first class of general grammar schools. The number of pupils in the grammar schools increased from 82,772 to 92,628. The number of students admitted to secondary technical schools conformed to the requirements of the national economy. Now, 21.7% of secondary school pupils live in hostels. Up to last year these hostels were purely social institutions. This year the first efforts were made to turn them into educational institutions, which will have the task of supplementing and broadening the education given in the schools.

Adult Education In the evening and correspondence classes of the general schools 19,819 adults took part, while 40,851 studied at the evening and correspondence classes of the secondary schools.

Universities and Higher Level Schools In 1958-1959, there were 23,429 students at the universities and higher schools. Compared with the number of students in the previous year, there are 584 fewer. The decrease is due to the difference between the large number of students graduating and the comparatively smaller number admitted this year to the universities and higher schools.

The Ministry of Education devoted 10.1% of its 1958 budget to the maintenance and development of establishments of higher education under its supervision, as compared with 11.5% in the previous year. The universities and higher schools spend 11.9% of their budget on scholarships and social benefits.

CURRICULA, TEXTBOOKS AND METHODS

Primary Education In 1958-1959 a new curriculum was introduced for the Vth and VIth forms and a new curriculum will be introduced for the VIIth and VIIIth forms next year. The new curriculum is based on general culture and ensures a wider aesthetic education than before. There is a new subject in the curriculum, called "practical occupations". The teaching of this subject aims to acquaint the pupils with the tools most generally used in everyday life and in production, and with the treatment of raw materials. The teaching of this subject should develop a love of manual work and prepare the pupils for a free choice of vocation.

The curriculum of "practical occupations" is either industrial or agricultural, taking into consideration general needs and local possibilities. The teaching of industrial occupations takes place in the school workshop, while there is a training garden attached to the schools for the practice of agricultural occupations. Both types of practical training are supple-

mented by visits to factories and farms in order to acquaint the pupils with industrial and agricultural production.

This subject was introduced into about 500 general schools in 1958-1959 and is to be introduced into another 500 general schools in the coming year.

Grammar Schools In the 1958-1959 school year, increased care was devoted to the adequate development of skills and capabilities. Thus more consistent endeavours were made to form a proper link between theory and practice. The main task of education is to develop independent reasoning power. A broader application of experimental methods in the natural sciences greatly contributed to arouse the pupils' interest in these subjects and increase their activity. The result of the competitions held on a nation-wide scale bear witness to the higher level of education of recent years.

The teaching of practical occupations was introduced into another 28 grammar schools in addition to the 40 grammar schools originally planned. The students do woodwork and metalwork, electrotechnics, electrical and motor repairs, gardening, dressmaking and needlework, etc., for two hours weekly in the school workshops and gardens. Pupils receiving vocational training spend a full day weekly in the factory or farm and attend school five days each week. The syllabus for practical occupations has been prepared by the schools bearing in mind local conditions. Experience has shown that the school results of pupils taking part in practical occupations have in general improved as compared with the results of the other pupils. The improvement in community spirit has been quite considerable, as well as in the field of mutual assistance and in respect for public property.

During revision of the secondary school system, a careful study of the proper selection of modern cultural material has also been made. At the same time an extensive study is being made of the problems connected with education for work. The working out of modern methods is in progress and experiments are being carried out in several subjects.

Secondary Technical Schools The problem of reforms in industrial and agricultural technical education is part of the general problem of secondary education reform for which work commenced in 1958-1959.

Three new industrial technical branches have been introduced into the secondary technical schools: non-ferrous metals, optical instruments and precision instruments. Various further technical courses (Diesel motors, automation, electric power, etc.) have been organized. The organization of other further training courses (welding, annealing, isotope-testing, etc.) is in progress.

In accordance with the requirements of socialist agriculture, the separate divisions of vine and fruit growing and horticulture were replaced by one horticultural division. A training course in veterinary studies was organized for technicians who have attended the general agricultural branch of the secondary technical school. The number of girls' divisions in the agricultural schools has been increased and their curriculum considerably modernized.

**Universities and
Higher Level Schools**

There was no change of any importance in the curricula of the universities and higher schools in the 1958-1959 school year. The length of the course was increased to five years the previous year and this made it necessary to work out new curricula. The curricula for secondary teacher training and for law studies was published. Beginning in January, 1959, a new examinations system was introduced. Forty new university textbooks were published in 1958, twenty for polytechnical faculties and twenty for science faculties.

TEACHING STAFF**Training**

In order to ensure better training for future secondary school teachers, a demonstration school was organized in connection with the university. A secondary teacher training council has been set up under the chairmanship of the deputy rector of the university to coordinate the tasks arising in connection with the training of secondary school teachers.

A decree was issued in 1958 which introduced a new system for the training of general school and nursery school teachers. The decree abolishes the secondary training schools for general school and nursery school teachers and orders them to be replaced by eleven higher schools for the training of general school teachers and three for nursery school teachers. The schools for general school teachers, which require a previous grammar school matriculation certificate, have a three-year course, and the nursery school teachers' training school a two-year course. These institutions will begin work in September, 1959.

AUXILIARY SERVICES**Handicapped Children**

The development of institutions of therapeutic pedagogy continued in the 1958-1959 school year. Three new residential institutions were opened for the mentally deficient, one providing for 50 pupils and the other two for 60 pupils each. A new special school with ten classes was inaugurated in Budapest. This school has the most up-to-date equipment and, in addition to its other activities, prepares the industrial rehabilitation of the mentally deficient. Work has begun on the expansion of the institution that prepares the agricultural rehabilitation of the mentally deficient; it will now provide for 320 boarders instead of 100, as in the past.

The care of those with impaired sight proceeds according to plan. The building of a modern institution for 150 boarders is planned this year. The building of the institution for deaf and dumb children of nursery school age has been completed. The number of children cared for in the national institute for therapeutic pedagogy will increase to 400 by September, 1959. The institute can accommodate 600 children.

A new curriculum has been introduced for the deaf and dumb and another for mentally deficient children of school age.

Child Welfare

The expansion of the children's homes continued in the 1958-1959 school year. The building of a pavilion holding ten nurseries was completed in the Fót children's town. The children's

homes in Soponya and Berettyóújfalu were made into children's towns. New regulations were introduced for the welfare of children in the homes.

The working hours of educators in the children's homes were reduced. Conferences dealing with various specialized subjects were arranged for their further training.

Youth Movements

The pioneer movement attracts more and more children. In 1958-1959 more than half the children attending general schools were pioneers. The number of children taking part in holiday camps is proof of the popularity of this organization.

The system of tests, which is of a very great assistance in the development of practical abilities and theoretical knowledge, has become extremely popular among children. Any pioneer may take a special test in some chosen subject such as bee-keeping, hygiene, book collecting, etc.

Preparations for the celebration of the fortieth anniversary of the foundation of the Hungarian communist party have been a great experience for the children. Enthusiastic pioneers recorded memories discovered in their village or town and their encounters with aged veterans, former Red soldiers, in "Book of Heroes".

The second national reunion of pioneers was organized in Budapest.

The secondary school branches of the federation of communist youth have considerably gained in strength. Within the framework of the test system, those wishing to join the organization and—on a higher level—those who are already members, give proof of their intellectual development, their skill in various practical activities and their high standards of behaviour. The books on tests are extremely popular among young people.

This year the youth organizations paid serious attention to the question of work of importance to the community. The number of excursions and journeys at home and abroad has increased, and camping has become general. Correspondence with young people abroad extends to every part of the globe.

ICELAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Revision Committee* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *Educational Films* — *Textbooks* — AUXILIARY SERVICES — *School Hygiene* — *Art Education*

ADMINISTRATION

Revision Committee There were no important changes in educational administration, but in 1958 the Minister of Education appointed a committee to revise the educational system. The committee consists of twelve members, representing the political parties, teachers' organizations, municipal authorities, the Ministry of Education and the Ministry of Finance.

Special committees are working on the revision of the laws concerning the physical training college and the school for the deaf and dumb. Finally, at the end of 1958 a committee was appointed to make proposals about continuation courses at the technical school in Reykjavik for pupils who want to be trade masters or foremen in industry.

Finance The following table shows the principal expenditure on education in the Ministry of Education budgets for 1958 and 1959 (expressed in kronur):

	1958	1959
Primary schools	58,568,100	68,539,200
Lower secondary schools	28,850,400	36,836,600
Lycées	5,832,300	6,574,000
Teachers' training college	1,543,200	1,731,300
Commercial schools	765,000	925,000
Domestic science schools	3,915,800	4,798,600
Nursing and midwifery schools	1,207,700	1,379,000
Technical schools	2,451,000	2,924,900
Agricultural schools	2,351,000	2,391,500
Physical training schools	408,400	423,800
Nautical schools	2,057,000	2,550,500
University of Iceland	5,526,700	6,577,900
School for the deaf and dumb	652,800	734,900
Scholarships and loans to Icelandic students at home and abroad	1,900,000	3,000,000
Scholarships and loans to foreign students at the University of Iceland	125,000	150,000
State educational publishing department	700,000	875,000
Total	116,854,400	140,412,200

¹ From the report sent by the Ministry of Education of Iceland.

The increase is therefore 20.1%. The total expenditure of the State treasury in 1958 was 807,113,000 kronur and in 1959, 1,033,000,000 kronur.

School Building Eight new primary school buildings and two lower secondary school buildings were occupied during the period under review. Many school buildings are under construction, among which is a new block for the teacher training college in Reykjavik.

ORGANIZATION

Quantitative Development The following table shows the number of pupils and teachers at the various levels of education in the last two school years :

	Pupils		Teachers	
	1957-58	1958-59	1957-58	1958-59
Primary schools (227)	21,800	23,000	903	920
Lower secondary schools (65)	6,714	7,436	595	646
Lycées (3)	893	973	71	78
University (1)	766	789	86	80
Teacher training colleges (3)	127	142	32	37
Technical schools (18)	1,499	1,463	135	137
Commercial schools (2)	411	414	31	31
Domestic science schools (10)	347	352	70	64
Agricultural schools (3)	97	105	19	18
Nautical schools (4)	351	330	50	45
Nursing and midwifery schools (3)	122	148	32	27
Total	33,127	35,152	2,024	2,083

On 1st December, 1958, the population of Iceland was about 169,965.

CURRICULA, SYLLABUSES AND METHODS

Educational Films The film collection at the office of the director of public education is growing in size and in importance for school work. In 1958, loans from the collection numbered about 4,300.

Textbooks A new textbook was published for the history of Iceland (1874-1944). Revised and altered editions of textbooks in zoology and Icelandic grammar for secondary schools were also issued.

AUXILIARY SERVICES

School Hygiene In 1958 new regulations about hygiene in schools were issued by the Ministry of Education. In these regulations, which are founded on a law passed in 1957, special stress is laid on preventive hygiene. Tuberculosis examination is to be carried out every autumn. General health inspection must take place at least three times in primary schools and every second year in secondary schools. It is stipulated that it is the duty of teachers to keep an eye on their pupils' health, and twice in every school year they must report on these matters to the school doctor.

Art Education The introduction of art in schools, which was commenced in a new form in 1957, has been continued and has met with increasing popularity. Besides lectures by specialists on various kinds of art, this activity consists of visits by writers, musicians and other artists in the schools, where they present their own works.

INDIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Introduction — Budget — Primary Education — Basic and Social Education — Secondary Education — Higher Education — Rural Higher Education — Technical Education — Audio-Visual Education — Development of Hindi — Education and Welfare of the Handicapped — Women's Education — Physical Education and Youth Welfare — Scholarships — Publications

Introduction

The school year 1958-1959, the third year of the country's second five-year plan, witnessed steady progress in education. The efforts of earlier years were continued, and success attained in certain definite fields. The progress has been steady, but compared with the magnitude of the total needs of the country it is still inadequate. However, there have been some significant gains in spite of the strain on the country's economic situation, calling for inevitable cuts in public expenditure.

Budget

The total central budget for education in 1959-1960 amounts to 374.9 million rupees, as against 304.2 million rupees in 1958-1959, so that the increase was 23.2%. The states' education budget was 1,806 million rupees.

Primary Education

Since independence, one of the more important measures contemplated in the educational field is the question of providing a basic minimum education for all children. The Constitution of India includes a directive that free and compulsory elementary education for all children up to the age of 14 should be provided within ten years of the commencement of the Constitution. In practice, however, as experience showed, this objective did not appear to be capable of fulfilment within the specified period. Realization of this end calls for vast resources in men and money which are not immediately available. Economic realities led to a reconsideration of this question, and after due democratic consultation, a new target was fixed. Universal, free and compulsory education for the age group 6-11, according to the revised target, is to be introduced by 1965-1966, i.e. at the end of the third five-year plan. In the actual implementation of the country's primary education schemes, the central government gives financial assistance to state governments and union territory administrations. The schemes include the opening of new elementary schools, the upgrading of existing primary schools to middle standard, and the expansion of training facilities for teachers. The All-India Council for Elementary Education has recommended the drafting of model legislation on primary education. The draft legislation prepared by the Union Ministry of Education is now in the

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. G. N. Bose, Delegate of the government of India.

process of being finalized. The scheme, when ready, is meant for adoption by state governments with such modifications as are required in their respective states. Some states have agreed to initiate pilot schemes for free and compulsory primary education in selected centres. The most urgent problem is to find the required number of trained teachers and inspectors, and provide accommodation for schools and staff. During the remaining period of the second five-year plan, it has been decided (partly by way of giving relief to the educated unemployed in the country) to appoint, 60,000 teachers and 1,200 inspectors, and to construct 6,000 quarters for women teachers in rural areas.

An educational survey of India, undertaken by the Union government in cooperation with state governments, delimits the areas to be served by existing primary, middle and high schools and suggests suitable locations for new schools.

**Basic and Social
Education**

The aim has been to open new junior and senior basic schools, convert non-basic into basic schools, establish new basic teacher training institutions and convert existing teacher training institutions into basic ones. In addition, the government encourages the organization of seminars and refresher courses for teachers and headmasters of primary and basic schools, the production of literature for children and for the guidance of teachers, the improvement of the inspectorate, the provision of residential accommodation for teachers in rural areas, and improved salary scales for teachers at the elementary stage. In all these efforts, the various state governments are provided with financial assistance by the central government. During 1958-1959, total central assistance for all schemes implemented by state governments in the field of pre-primary, elementary (including basic), and girls' education (elementary stage) amounted to 75,575,000 rupees.

Another programme of a national character that has been formulated is that of orienting elementary non-basic schools towards the basic pattern. By providing the pupils with knowledge of their environment through purposeful activities (simple crafts, recreational and cultural programmes, etc.), the programme seeks to inculcate a keen social sense in the pupils at a formative stage in their lives.

The development of basic education at the primary and middle stages inevitably opens the way to the need for post-basic education. The government therefore initiated in 1958-1959 a scheme by which financial assistance is to be given to voluntary organizations, as well as state governments, to enable them to start new basic schools at the post-basic or secondary level, to improve existing post-basic schools and upgrade existing senior basic schools.

The reforms associated with basic education have so far been concentrated in rural areas. The objective of the government is, however, to include urban areas in its schemes for the expansion of basic education. The government has proposed to establish a central basic school in Delhi, as a model institution to demonstrate what an urban basic school can achieve.

Social education has assumed special importance in present-day India. The national fundamental education centre has continued to serve as a national centre for training, research and evaluation in the field of

social education. It has assumed the task of training social education organizers and starting research projects. There are also schemes for the production of literature for neo-literates and for the setting up and functioning of adult schools.

Secondary Education The landmark in the reconstruction of India's secondary education is the secondary education commission's report, published in 1953. The recommendations made in the report set the pace for reform in this field. From 1954 onward, schemes have been in operation to broaden the base of instruction at this stage, diversify the courses, and convert high schools into higher secondary and multi-purpose schools. Higher secondary education of three years' duration is to follow eight years' elementary education. A variety of courses is to be offered at the higher secondary level in order to give it a vocational bias. This helps to make secondary education both a terminal point to enter life and also to prepare the pupils for further studies.

In the reconstruction of secondary education, the various state governments have received financial help from the centre. During 1958-1959, such assistance amounted to 36.3 million rupees. The number of multi-purpose schools set up from 1954-1955 until the end of September, 1958, was 1,110, as against a target of 1,187 by the end of the second five-year plan. The number of higher secondary schools established under the scheme by February, 1959, was 1,250.

Voluntary educational organizations in the field of secondary education were provided with 1,009,675 rupees during the period to improve and expand their activities. In addition, to enable research into the problems of secondary education, 27 institutions were allocated a total sum of 169,244 rupees.

In addition to its usual programme of seminars, workshops, etc., the All-India Council for Secondary Education has been continuing its activities during the period under review in order to provide increasing opportunities for the in-service training of secondary school teachers. The Council has paid special attention to science teaching in secondary schools and has set up 200 science clubs, in addition to the 130 set up by the end of 1957-1958. Latterly, the Council's office has been reorganized into a directorate attached to the Union Ministry of Education in order to carry out its various programmes more effectively.

The central bureau of textbook research, established in 1954, has been engaged in the preparation of a new syllabus combining the present basic and non-basic syllabuses in English, Hindi, mathematics, social studies and science for the primary and middle grades. In cooperation with the Delhi branch of the United Nations, model lessons of teaching about the United Nations along with exercises and suggestions to teachers were also prepared. A brochure on textbook production procedures in India prepared by the bureau was also published.

Another important development in secondary education was the establishment of the Central Institute of English at Hyderabad in Southern India. The aim of the Institute is to provide facilities for the study of English language and literature and to improve the standards of teaching English. The Institute started functioning in November, 1958, under the supervision and control of an autonomous governing body.

Higher Education One of the more important decisions taken in the field of university education is the adoption of the three-year course for the first degree, after completion of the higher secondary school. This new pattern has now been introduced in many of the universities and the rest are likely to adopt it in the near future. The expenditure involved is to be shared between the central government and the University Grants Commission on the one hand, and the state governments and private agencies on the other. A sum of forty million rupees was allocated to the Ministry of Education under the second five-year plan for this purpose.

An institute for the training of librarians in the University of Delhi started functioning early this year with financial assistance from the Union Ministry of Education.

Rural Higher Education The ten rural institutes of higher education started in 1956-1957 are pioneering institutes and have maintained good progress. Special mention should be made of the three-year diploma course in rural services. This diploma has been given recognition for purposes of service by the Government of India for a period of five years in the first instance. The question of recognition of this diploma by the universities is under the consideration of the inter-university board.

Technical Education The 1957 scheme for the expansion of 19 selected engineering colleges and 50 polytechnics by the provision of 2,468 additional degree places and 4,885 diploma places has made considerable headway.

The central government paid the non-government institutes, towards their development and the specialized courses given under their auspices, a sum of 13,290,000 rupees during the period under review.

To develop post-graduate courses in engineering, technology and research, and to promote specialized courses in mining engineering, the central government has agreed to bear the entire cost of such courses as from April last year.

It has been decided to improve the salaries of teachers in technical institutions. The central government has agreed to bear the entire additional expenditure involved for a period of five years.

As a result of the establishment of new technical institutions and the expansion of existing ones, the intake capacity has been increased from about 9,800 to about 11,000 at degree level and from about 16,000 to 20,000 at diploma level.

The government has prepared a scheme for the establishment of junior technical schools with substantial assistance from the centre. This will provide training for boys of 14 and over in a three years' integrated course of liberal education, elementary technical education and workshop training. During the second five-year plan period, the establishment of 60 such schools by the various state governments appears clearly indicated.

The chief measure recommended by the All-India Council for Technical Education is the reorganization of the first degree course in engineering and technology into a five-year course, which will be open to (a) those who have successfully completed the higher secondary course with physics, chemistry and mathematics in the science stream, and (b) those who have successfully completed the higher secondary course in the technical stream.

The question of admission to engineering colleges was also taken up for consideration by the All-India Council, which has recommended that common entrance examinations should be organized for all higher technological institutions. The central government has accepted the Council's recommendations and has taken them up with a view to implementing them shortly.

The Indian Institute of Science, Bangalore, has been declared a university.

The Indian Institute of Technology, Bombay, the second in the chain of higher technological institutes, the institute at Kharagpur being the first, began its first academic session in July, 1958, providing admission for 100 students in the five under-graduate courses in civil, mechanical, electrical, and chemical engineering, and metallurgy. A sum of seventy million rupees has been provided for this institute in the budget estimates. The third institute of this type, in Madras, is expected to start functioning in July this year with the same facilities as the other institutes.

Yet another institute in Kanpur is to be established during the second plan period. It is expected that this institute will start functioning in 1960. When fully developed, all three institutes of technology in Bombay, Madras and Kanpur are expected to provide the same facilities as exist in the first of such institutes established at Kharagpur.

Delhi Polytechnic has now grown into a very large technical institute offering full-time and part-time courses in a wide range of subjects and at different levels.

The activities of the school of town and country planning progressed during the year under review. The next session of this school is to begin in the new buildings which have just been completed. The same is the case for the school of mines and applied geology in Dhanbad.

The sources of financial assistance in the field of technical education are the TCM (United States), the United States wheat loan programme, the USSR, the Colombo Plan (United Kingdom and Canada) and Unesco/UNTAA.

Audio-Visual Education A national institute of audio-visual education has been recently set up. It is to help train teachers in the production and use of various audio-visual aids and to do research in the assessment of the relative effectiveness of these aids.

Development of Hindi The schemes formulated to develop Hindi language as an effective medium of all-India contact were continued during the period. The work on evolving technical terms in Hindi has proceeded apace. In order to prepare a dictionary of scientific and technical terms evolved by the board of scientific terminology, a dictionary unit has been set up by the Union Ministry.

Education and Welfare of the Handicapped In this sphere the most important development was the establishment of the model school for blind children in Dehra Dun. Primary and kindergarten sections have been started in this school. In order to assess the problems and the educational and socio-economic needs of the various categories of handicapped children, a random sample survey is being carried out. Any service

rendered to the handicapped would be of little avail if it did not lead to their economic emancipation. The government has, therefore, proposed to start a scheme for the employment of the handicapped. One pilot employment office has already started functioning in Bombay during the period under report.

Women's Education Progress in girls' and women's education has been comparatively slow. In order to accelerate it, a special scheme has been formulated under the second five-year plan for the expansion of girls' and women's education and the training of women teachers. The national committee on women's education, appointed last year by the government to inquire into the various problems of women's education, has submitted its report.

Agreement 41 between the governments of the United States and of India to promote home science education and research in India was successfully terminated on 31st May, 1958. The scope of the project was, however, extended, so that assistance in the form of the services of American technicians, training facilities for Indian teachers of home science, and books and equipment, will be received. Assistance is to be provided on a regional, rather than on an institutional basis, and will be provided at four demonstration centres situated in four regions of the country.

Physical Education and Youth Welfare The fifth inter-university youth festival was held in New Delhi in October-November, 1958. The labour and social service schemes of the Ministry of Education continued to operate.

In order to promote physical education, a new physical efficiency drive on a national scale is to be launched shortly. An illustrated pamphlet on the graded efficiency tests prepared on the recommendation of the central advisory board of physical education and recreation is under print. The Lakshmibai College of Physical Education at Gwalior, entered its second year with 45 instructor-students on its rolls.

In the domain of sports, a National Sports Council has been constituted.

Scholarships The schemes for government scholarships for studies of Indian nationals abroad as well as scholarships and fellowships offered by various foreign governments, organizations and institutions, Unesco and the United Nations, and those under the Colombo Plan and the Point Four Programme, have been in operation during the year under review. For studies of foreign nationals in India, a number of scholarships are offered by the Union government as well as some state governments. Among government scholarships given to Indian students inside the country, special mention should be made of the schemes for merit scholarships in public schools, humanities scholarships, and scholarships for the scheduled castes, scheduled tribes and other backward classes.

Publications The Union Ministry, during the period under review, brought out 53 publications under its general programme of publications. The Ministry's chief periodical "The Education Quarterly" entered its eleventh year of publication.

INDONESIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Decentralization* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *Length of Courses* — *Development of Technical Education* — CURRICULA, SYLLABUSES AND METHODS — *Modifications* — *Textbooks* — TEACHING STAFF — *Training* — *Salaries* — AUXILIARY SERVICES — *School Hygiene* — *Parent-Teacher Organizations*

ADMINISTRATION

Decentralization In the scheme for the decentralization of education, the Ministry of Education has set up in each province an office of the provincial representative of the Ministry of Education which began work on 1st January, 1959. This office has a general section which governs all schools (from pre-primary up to teacher training schools) of the department of general education. It deals with matters such as staff appointments, promotion, buildings, furniture, etc. Since this office has just been established, the effective division of tasks between the office and the department are still going on. Some inspection at the various levels (pre-primary, primary, secondary and teacher training) is delegated to the regional and local authorities, as they will be responsible for implementing the programme of the department of general education.

The office includes a vocational division, which is in charge of everything connected with vocational schools in its area and is responsible for bringing these schools into line with the needs of the region as regards expansion, staff, buildings and equipment. Some powers of the central department of vocational education are gradually being delegated to the provincial offices.

Finance The total budget of the department of general education for 1959 is 476,225,400 rupiahs, of which 3% is for central office expenditure and 97% for regional or provincial offices and for schools. As compared with the budget for 1958, the budget for 1959 has been decreased by 3%.

The budget for the vocational education department is 248,299,400 rupiahs, i.e. 14% of the whole budget of the Ministry of Education.

School Building Last year some new classrooms were built on to buildings already erected in previous years. This increase in the number of buildings and classrooms is due to the strong demand for education. Primary classrooms increased by 5% and secondary classrooms by 3%. Erecting new buildings for upgrading B I/II teacher courses for this year are already planned.

¹ From the report sent by the Ministry of Education, Instruction and Culture of Indonesia.

Many vocational schools still have no buildings of their own, but share buildings with other schools. The addition of classrooms during the 1958-1959 period comprises: 86 rooms for technical education, 66 rooms for business education, 40 rooms for home-making education, and 22 rooms for other vocational courses.

ORGANIZATION

Quantitative Development This report on the total number of schools, teachers and pupils cannot be considered complete, because up to this time some schools in the rebellion regions have not yet sent their quarterly reports.

	Schools	Difference from 1957-1958	Teachers	Difference from 1957-1958	Pupils	Difference from 1957-1958
Pre-primary schools	1,293	+17%	2,407	+ 8%	82,175	+ 5%
Primary schools	40,294	+20%	204,523	+17%	10,757,313	+50%
Junior high schools	3,413	+12%	20,651	+ 1%	341,759	- 6%
Senior high schools	702	+11%	5,023	-22%	78,684	+ 3%
Teacher training:						
SGB	529	- 2%	7,406	- 9%	82,263	-35%
SGA	190	+ 3%	1,422	+ 6%	14,515	- 6%
SGTK	50	+ 4%	264	+72%	1,840	+87%
PGSLP	31	—	585	+12%	2,105	- 3%
Upgrading courses for teachers:						
KGB	65	—	383	-10%	1,923	- 5%
KGA	126	+ 9%	468	+13%	5,664	—
B I/II	108	+ 8%	654	- 9%	4,809	+26%

Compulsory Schooling Some regencies have already passed the compulsory education law (for ages 8 to 14) but others have not yet done so. It is to be hoped that the compulsory education law will be fully in force throughout the country in 1961. After 1961 it may perhaps be possible to think of prolonging the duration of compulsory schooling in some parts of the country.

Primary education is free for all. At the secondary level a small tuition fee is paid by the pupils.

In view of the fact that the department of vocational education runs schools only above primary level, for the time being problems of compulsory education do not concern it.

Vocational schools charge school fees from their pupils with the exception of those who hold a scholarship and are required to enter the public service.

Length of Courses There is no change up to now concerning the number of years' study at the pre-primary (1 to 2 years), primary (6 years), and secondary (3 years junior and 3 years senior) levels, but a proposal has been forwarded to the Minister of Education asking for an increase in the number of years' study in B I teachers' courses from 2 to 3 years (beyond the senior high school level) and for the changing of the name of the B I/II course into "academy for teacher education" or "teachers' college".

**Development of
Technical Education**

In junior and senior technical schools, new subjects have been introduced that are adapted to local needs, e.g. surveying and shipbuilding. The junior commercial high school is to become a four-year course comprising three types of teaching (enterprise, administration, transport and commerce), and the senior commercial high school is also to become a four-year course, comprising six types of teaching (enterprise, administration, transport and commerce, banking, insurance, and cooperatives).

The division of vocational teacher training is planning to set up an academy for the training of vocational teachers and a training centre for prospective teachers in technical, business and home-making schools.

On 1st August, 1959, a school for hotel management was opened, which provides a two-year course after the junior secondary school. Senior schools for civil administration were opened in four places during the 1958-1959 school year.

CURRICULA, SYLLABUSES AND METHODS**Modifications**

Generally there has been no change as to the addition or removal of subjects from the curricula of the various levels of education, except that "anthropobiology" has been removed from the curricula of the B I course in education but intensified in the B I course in biology.

In some experimental primary schools more hours are being given to the study of Indonesian language. If this experiment is a success, the new curriculum will be implemented in all primary schools.

For the moment, the curriculum in vocational schools allocates 60% of the time to professional subjects. The ideal is considered to be 50% for professional subjects (including workshop training), 25% for related theoretical subjects, and 25% for general subjects.

Since the beginning of 1958-1959, algebra has taken a more important place in the C section of the senior high school. Other modifications in the content of general syllabuses have not occurred, but changes in all kinds of vocational school syllabuses are under consideration.

A number of inspectors were sent to the teaching aids centre and science teaching centre in Bandung to study new teaching methods and techniques.

A central science laboratory has been built in several cities, for the use of secondary school pupils.

The division of home-making education sends a team of experts to visit different areas. For 10 days these experts give instruction in workshops to teachers in the region.

Textbooks

There have been no additional textbooks, but the Ministry is encouraging authors and editors to write and publish new textbooks to replace the old ones.

TEACHING STAFF**Training**

The SGB or four-year teacher training beyond the primary school will be replaced by the SGA or six-year teacher training,

because it is thought that teachers who possess an SGB diploma are not adequately qualified for teaching at primary level. In the near future there will be no SGB courses at all.

Greater stress is being laid on the teaching of education and language in teacher training schools.

Since January, 1959, priority for entering B I/II courses is given to the younger teachers, because they will have more years' service ahead of them. Some teachers possessing the B I diploma have been sent to study abroad to get a higher diploma.

Opportunities are available for unqualified technical teachers to take further training courses at: (a) teacher training colleges for technical education (SGPT); (b) courses for technical school teachers (KGST); (c) B I and B II courses for all kinds of vocational teachers; and (d) universities abroad.

There is one teacher training school which supplies teachers for schools for handicapped children (blind, deaf, retarded, etc.).

Salaries

The new regulations which took effect in January, 1959, give teachers at the various levels of education an increase in salary.

AUXILIARY SERVICES

School Hygiene

The department of general education has appointed a supervisor to take care of school health, to contact the municipal health services and the Ministry of Health in regard to schoolchildren's health, and to cooperate with Unicef and the World Health Organization. Schools are regularly visited by health workers. In schools in some parts of Indonesia, milk from Unicef has been distributed.

Parent-Teacher Organizations

Nearly every school has established its parent-teacher organization (P.O.M.G. — Persatuan Orang Tua Murid dan Guru), which aims to collect money to improve school conditions and makes efforts to create a favourable atmosphere among the teaching staff, parents and pupils. Excursions and shows are often held and financed by the organization.

IRAN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Legislation* — *Finance* — *School Building* — *Elementary Education Department* — *Secondary Education Department* — *Office of Rural Education* — ORGANIZATION — *Quantitative Development* — *Distribution of Teachers* — *Fundamental Education* — *Adult Education* — CURRICULA, SYLLABUSES AND METHODS — *Changes* — *Textbooks and Equipment* — *National Secondary Education Convention* — *Vocational Education* — *Home and Family Education* — TEACHING STAFF — *Elementary Teacher Training* — *In-Service Courses* — *Leadership Training in Elementary Education* — *High School Teachers* — *Tribal Teachers* — AUXILIARY SERVICES — *Pupils' Councils* — *Physical Education* — *Pupils' Winter Camps*

ADMINISTRATION

Legislation

The following codes and bills relative to the activities of the Ministry of Education were approved during the year 1958-1959: (1) employment of foreign professors for the provincial universities (medical schools, technical colleges, faculties of science and agriculture); (2) law empowering the Ministry of Education to change the status of temporary teachers from contractual to official and permanent employment; (3) law providing the top student of each branch of study in the different colleges of the country with an opportunity for further study abroad, the participant, upon completion of his studies, being bound to serve the country in the field in which he has been trained for a number of years equivalent to the number of years spent abroad.

In addition, the Higher Council of Education has approved regulations for setting up the following establishments: the college of nursing, the technical teachers' college, agricultural secondary schools, "honarestans", vocational schools, the institute for the training of social workers, schools for the blind, and trade schools for practical agricultural and industrial arts. It has also approved the curriculum for the vocational and business education branches of upper secondary schools, regulations for author's rights and the standard price of books, the constitution and curriculum of the school of photography and the new regulations for secondary schools.

Finance

The following statistics show the Ministry of National Education's budget expressed in rials:

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Karim FATEMI, Delegate of the government of Iran.

	1958-1959	Increase	Percentage Increase
Tehran University	796,667,000	79,100,000	11
Provincial universities	216,000,000	21,668,000	11
Fine arts	121,835,000	21,300,000	21
Students abroad	240,000,000	9,564,000	41
Regular Ministry activities	4,108,812,000	638,260,000	18
Total	5,483,314,000	769,892,000	16.3

The education budget represents 18% of the total government budget.

School Building During the year 1958-1959, 145 new school buildings were constructed. This building programme has been financed mainly out of the Ministry's regular budget, and partly out of the 5% tax levied by the municipalities for that purpose.

Elementary Education In order to coordinate activities pertaining to elementary education, a department of elementary education was established in September, 1958, in the Ministry of Education. Prior to that date, responsibility for administering elementary education was shared by a number of departments within the Ministry.

The duties and responsibilities of the elementary education department are as follows: (1) to improve, develop, and supervise elementary education, (2) to prepare long-term plans, (3) to collect data for a better planning of programmes, with the cooperation of the department of statistics, (4) to develop and expand elementary education throughout the country, taking into consideration the needs of the different areas, (5) to prepare educational and psychological tests for pupil evaluation, (6) to establish new schools upon local request, (7) to develop curricula for elementary education, (8) to develop a merit system for teacher evaluation, (9) to cooperate with the department of teacher education in order to cope with the national teacher shortage, (10) to develop textbooks for elementary schools in cooperation with the publication department, (11) to publish instructional pamphlets for teachers.

Secondary Education Department Parallel to the department of elementary education, a department of secondary education was established in January, 1959, in the Ministry of Education. This department is responsible for the coordination, supervision, and development of the total secondary education programme throughout the country.

Office of Rural Education The Ministry of Education, conscious of the needs of education in the rural areas, and taking into consideration the recommendations made at the XXIst International Conference on Public Education in Geneva, has established an office of rural education within the department of elementary education, and separated the budget necessary for this programme from the total elementary education budget. This office is responsible for the expansion and improvement of education in rural areas.

At a conference held in Tabriz in April, 1959, it was unanimously approved that all children should have equal educational opportunities

whether they live in urban or rural areas. Recommendations were made to encourage the one-teacher school system and to train teachers to work successfully in schools of that type. The detailed resolutions of the Tabriz rural education conference have been published.

ORGANIZATION

Quantitative Development The following are the figures for school enrolments in 1958-1959:

	Boys	Girls	Total	Increase	Percentage Increase
Kindergartens	—	—	11,720	1,502	14.6
Elementary schools	373,847	761,372	1,135,219	136,575	13
Secondary schools	59,158	155,810	214,968	24,856	13
Vocational schools	665	6,736	7,401	2,431	48
Teacher training	395	3,009	3,404	740	23
Fine arts	181	381	562	—	—
Tehran University	2,087	9,078	11,165	1,525	16
Provincial universities . . .	526	2,748	3,274	208	6.8
Students abroad	—	—	11,742	4,681	66

This year there were 35,179 primary teachers (22,698 men and 12,481 women) and 8,662 secondary school teachers (6,845 men and 1,817 women).

Distribution of Teachers In order to bring more homogeneity into the organization of elementary education, the following policies have been approved for implementation as from October, 1959: (1) schools with 30 children or less, one teacher, no other staff; (2) schools with 60 children, two teachers (one of whom, besides teaching, assumes the responsibility of principal); (3) schools with 80 children, three teachers (one of whom assumes the responsibilities of principal); (4) schools with 100 children, four teachers (one of whom assumes the responsibilities of principal); (5) schools with 180 children, six teachers and one principal; (6) schools with 300 children, necessary teaching staff with addition of one principal and one secretary; (7) for each additional 300 children, the staff is increased by one assistant principal and one secretary.

Fundamental Education During the current year, the fundamental programme has been expanded from 400 to 600 villages in 104 Shahrestans. The total programme is operated through the department of fundamental education, with 14 Ostan leaders, 238 Shahrestan supervisors, and 667 teachers (men and women). This programme is entirely geared to the improvement of the living conditions of the village people.

Adult Education A total of 301,953 men and women (244,830 men and 57,123 women) were enrolled in 12,508 adult classes during the year 1958-1959. This represents an increase of 1,495 classes and 43,199 students over the previous year.

Literacy classes were organized under the supervision and sponsorship of the Ministry of Education for 90,000 new recruits, 17,093 prisoners, and 10,500 policemen, on their respective premises.

A five-week training course in methods of teaching literacy is planned for the directors of literacy classes, to enable them to give help and guidance to those teachers who work under their supervision.

More than 300,000 copies of the first reader and 150,000 copies of the second reader for new literates were published and distributed in Tehran and Shahrestan literacy classes.

CURRICULA, SYLLABUSES AND METHODS

Changes The major change made in the revision of the elementary school programme has been to introduce courses and activities in science, social studies, civics and arts, and to establish a pupil evaluation system that replaces the rigid final examination.

Textbooks and Equipment Textbooks for elementary schools have been revised, and a considerable effort has been made to improve their content and appearance. A series of teacher's guides has been published and distributed among the elementary teachers of the country.

During the year, 300 sets of equipment for manual work and gardening have been distributed among city and village elementary schools. Two hundred and fifty sets of audio-visual aids for reading and arithmetic, together with a guide for their use, have been sent to elementary teachers.

National Secondary Education Convention One thousand two hundred educators, including Ostan directors of education, principals of secondary schools, Iranian and foreign advisers, gathered in Tehran in August, 1958, for a ten-day conference on problems of secondary school administration. The agenda included the study of three major areas: (a) school administration, (b) revision of the secondary school regulations, and (c) the need for educational and vocational guidance at high school level. The philosophy and broad objectives of secondary education were defined and recommendations made in the three areas of discussion.

As a tangible result of the national secondary education convention, the secondary school regulations were revised, modified, and approved by the Higher Council of Education. More student and teacher participation (through different councils) in the administration of the school was recommended.

The first secondary school stage has been recognized as a general school, with variations in certain activities according to the needs of the community.

Vocational Education The vocational education programme is developing rapidly and successfully. During the year 1958-1959, eleven trade schools were opened in Tehran and in Shahrestans. Five new institutes also were established in Tehran (institute of technology, institute of electro-technics, institute of chemistry, institute of construction, demonstration school of business education). These institutes, with others that will be opened in the future, will form the Tehran Polytechnicum.

Home and Family Education Home and family education has been introduced officially in the girls' schools of the country at all levels. Responsibility for the programme rests with the department of home economics, which operates under the supervision of the under-secretary for vocational education. This is the only department within the Ministry that is run exclusively by women.

In elementary grades, home-making is integrated within the general curriculum and no special hours are allotted for it. At the high school level (grades 7 to 12) home-making is taught as a separate subject and includes the following courses: food and nutrition, clothing, home care and furnishing, child care and development, care of the sick, personal hygiene, first aid and family relationships.

The home economics department has developed a course for adults in towns, villages and tribes. This phase of the programme is carried out with the cooperation of other ministries such as the Ministries of Agriculture and of the Interior. The department of home economics has been asked to give regular weekly programmes on radio and television as a means of mass education.

TEACHING STAFF

Elementary Teacher Training The training school curriculum has been completely revised. The proposed curriculum is established on the semester and credit system, with special emphasis on child growth and development, methods, practical arts, and practice teaching.

A one-year professional training for high school leavers, approved by the Higher Council of Education, was implemented in Tabriz (East Azerbaijan) on an experimental basis during the school year 1958-1959. The programme has proved to be successful and will be implemented on a nation-wide basis wherever the required conditions exist.

In-Service Courses Thirty-four different types of in-service teacher education classes have been organized in Tehran and in the provinces, and 2,561 elementary teachers have participated in one or other of these types.

Leadership Training in Elementary Education Sixty students have enrolled in the new department of elementary education in the national teachers' college for a three-year course, and upon graduation will assume positions of leadership in elementary education.

High School Teachers The national teachers' college, which is the main institution of the country for secondary teacher training, has presented a bill to parliament for extending by one year its present three-year programme. This fourth year will enable graduates of faculties of literature and science to enter the teaching profession after one year of studies in educational subjects.

For the first time, and upon the recommendation of the Ministry of Education, evening classes are offered by the teachers' college in the fields of chemistry, physics, biology, mathematics, and foreign languages; 160 students enrolled in these classes during the current year. This is a four-year course, summers included, and leads to a Bachelor's Degree. Graduates of the evening classes will be appointed by the Ministry of Education as high school teachers on the same conditions as graduates of day courses.

During the year, 71 graduates of the national teachers' college who were teaching in high schools were sent abroad for further studies in education (29 to the United States, 29 to England, and 12 to Italy).

Tribal Teachers The first batch of qualified teachers from the country's 8 primary teacher training schools has started work in the 141 tent-schools recently introduced.

AUXILIARY SERVICES

Pupils' Councils In order to organize and administer extra-curricular activities, pupils' councils have been set up on an experimental basis.

Physical Education Reports indicate that 70,000 students have participated in various events such as football, volleyball, basketball, track and field sports, table tennis, wrestling, etc. These activities have been carried out in cooperation with the national sports and tournaments organization. Regulations governing such sports have also been prepared. A guide for physical education teachers in elementary schools has been compiled, the printing of which is now under way.

Pupils' Winter Camps Seven pupils' camps, in which a total of 316 students participated, were established by various provinces.

The responsibility for the operation and administration of the above camps was given to the pupils themselves and thus they acquired a successful training in leadership. Visits to places of interest, mountain climbing, excursions, dramatics, sports competitions, art and handicrafts, were part of the activities of these camps. Both leaders and counsellors in charge of the winter camps had already received training during the summer camps of 1958.

Students from Tehran Ostan and teacher training schools were also active during the winter vacations and paid visits to Azarbaijan, oil fields, Karaj, the Veramin valley, sugar plants, industrial and agricultural centres, museums, cultural institutions, and monuments. Students from other provinces also visited Tehran, paid visits to places of interest and established overnight camps.

In many of the provinces short-term training courses were held and teachers were trained in extra-curricular activities, health and first aid, student cooperatives, library science, and the establishment of clubs.

Reports have been received that pupils from various provinces were active during the winter vacations and participated in such activities as art, scientific and sports competitions, dramatics, visits to industrial, agricultural, government, and community centres, tree plantation, handicrafts, school newspapers, clubs, nature studies, photography, music, radio programmes on cooking and hygiene, student cooperatives, and visits to local hospitals.

Reports also indicate that 4,550 clubs and 208 libraries have been established in the schools of the country.

IRAQ

EDUCATIONAL PROGRESS IN 1958-1959 ¹

New Educational Policy — Finance — Staff Changes — New Departments — Students' and Teachers' Associations — Quantitative Development

New Educational Policy The Ministry of Education is working for the achievement of the following objectives : (1) equal educational opportunities for all without any kind of discrimination ; (2) to bring the school closer to the community which it serves, so preparing pupils for the requirements of practical life and for good citizenship ; (3) the improvement of curricula and textbooks in order to meet the needs of the community ; (4) the provision of varied courses, with particular emphasis on technical education ; (5) the study of present-day problems concerning the country's resources ; (6) the widening of horizons in thought and personality ; (7) emphasis on international understanding and the role of young people in building a peaceful and constructive world ; (8) the encouragement of organizations which can prove helpful in solving the teachers' problems ; (9) the encouragement of local talent in producing and publishing new textbooks.

Finance The Ministry of Education raised its budget to 24,583,250 dinars for the year 1959-1960. In the year 1958-1959, the budget of the Ministry of Education was approximately 17 million dinars, so that the increase was 44%. Expenditure on education amounts to 24% of the general State budget. The increase in the budget has enabled the Ministry to extend primary education by opening 400 new elementary schools all over the country, appointing 3,000 new teachers, and admitting 142,000 new pupils to the first class. The new budget has also allocated funds, for the first time, for fighting illiteracy. The same kind of expansion is also found at other stages of education.

Staff Changes There have been changes in the administrative staff ; staff who had worked for the old regime were replaced by new administrative staff who understand the nature of the revolution and work for the achievement of its objectives. The post of Deputy Minister of Education was introduced.

New Departments Among new departments set up should be mentioned (a) the general directorate for the educational and cultural development of Kurdistan (Kurds are the second major nationality in Iraq) ; (b) a directorate general for cultural affairs. As a result of the liberation of

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Taha ELIAS, Delegate of the government of Iraq.

Iraq and the expansion of its relations with all countries of the world, cultural agreements have been signed with governments with whom it was impossible to deal under the old regime. The Ministry has also paid adequate attention to sending students to foreign countries and to the training of Iraqis in all fields of education, especially technical. This general directorate also includes a department of information and publications; (c) a directorate for athletics, which is concerned with the constructive utilization of young people's leisure time; (d) a directorate general for vocational education, which includes technical, industrial, and agricultural education, and home economics.

Students' and Teachers' Associations

For the first time in the history of Iraq, a teachers' association comprising the whole teaching profession has been set up. This association has already taken an active part in the improvement of teaching and education, and has helped to solve some of the difficulties facing teachers.

Students have also founded an association for the first time. It includes pupils in lycées and students from the institutes and the university. In encouraging these organizations, the government is conscious of contributing to the good of the country.

Quantitative Development The following statistics show the number of teachers and of pupils in 1957 and 1958:

	Teachers		Pupils	
	1957-1958	1958-1959	1957-1958	1958-1959
Primary schools	12,937	16,202	437,502	526,501
Secondary schools	3,555	4,212	70,092	98,559
Vocational schools	362	496	4,586	8,443
Teacher training	216	335	6,676	11,050
Higher education	557	701	5,741	8,334

IRELAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — Finance — School Building — ORGANIZATION —
Quantitative Development — Teacher-Pupil Ratio — TEACHING STAFF —
Training — Conditions of Service

ADMINISTRATION

Finance The public education budget for 1959-1960 is £16,440,836 as compared with £15,135,346 for 1958-1959, an increase of £1,305,490 (8.62%). In addition, expenditure by vocational education committees on vocational education from local rates is estimated at £706,409 for the year 1959-1960 as compared with £664,950 for the year 1958-1959.

These figures do not include the provision made for universities and university colleges, which amounts to £764,874 for 1958-1959, and £1,050,304 for 1959-1960, i.e. an increase of £285,430 (37.32%).

School Building Primary schools are under the management of the appropriate local denominational authorities, but the State provides at least two thirds of the cost of building each school and pays the entire salaries of the teachers.

During the financial year ended 31st March, 1959, State grants amounting to £1,491,400 were expended on meeting the need for increased and improved primary school accommodation. Ninety-two new schools were built and major schemes of reconstruction or enlargement were carried out at 62 existing schools. These figures represent an all-time record in the matter of increased and improved school accommodation.

During the same financial year, the building of seven new vocational schools was completed. The capital cost of these and of five extensions and improvements to other vocational schools amounted to £172,815.

ORGANIZATION

Quantitative Development The following figures show the number of pupils and teachers in 1957-1958 as compared with the previous year:

	Pupils	Difference	%	Teachers	Difference	%
Primary education	504,401	+1,020	+ 0.2	13,554	+152	+1.12
Secondary education	69,568	+3,347	+ 5.1	5,032	+ 75	+1.5
Vocational education:				2,658	+ 52	+2
Full-time post-primary	22,961	+1,175	+ 5.4			
Full-time technical	855	+ 150	+21			
Day-release apprentices	2,538	— 92	— 3.5			
Others, part-time day	5,016	— 42	— 0.83			
Evening apprentices and others	54,374	—4,071	— 7.5			

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. M. O FLATHARTAIGH, Delegate of the government of Ireland.

The foregoing figures show further increased enrolment in primary and secondary schools and in full-time post-primary and technical courses in vocational schools.

The increase in the numbers attending secondary schools may be attributed mainly to two factors: a growing awareness among parents of the advantages of education beyond the compulsory age, and an increase in potential school population as a result of a higher annual birth rate in the years since 1942.

In the school year 1958-1959 there were 494 recognized secondary schools with a total of 69,568 pupils as compared with 489 recognized schools and 66,221 pupils in 1957-1958.

Teacher-Pupil Ratio Steps taken to remedy the shortage of trained teachers in primary schools have enabled a start to be made in the introduction of a more favourable teacher-pupil ratio. In existing two-teacher schools a third teacher will be appointed when the enrolment reaches 90 pupils. It is intended that the teacher-pupil ratio in all categories of primary schools will gradually be improved on these lines.

TEACHING STAFF

Training Candidates for entrance to training colleges for teachers will in future be required, in addition to reaching the necessary standard at written and oral tests, to undergo a test of suitability, which will be conducted by an interview board.

Conditions of Service A rule requiring women teachers in primary schools to retire on marriage, which had been in operation since 1934, was revoked from 1st July, 1958. As a result 422 trained married women have returned to the teaching service. The revocation of this rule has not merely enabled a start to be made on the introduction of a more favourable teacher-pupil ratio, but has also made possible the termination of the recruitment to the teaching service of untrained teachers.

During the year the salary of teachers was increased by approximately 6%.

ISRAEL

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Council for Higher Education — Budget — School Building* — ORGANIZATION — *Quantitative Development — Registration — Examinations — Information* — CURRICULA, SYLLABUSES AND METHODS — *Changes — Textbooks* — TEACHING STAFF — *Training — Status* — AUXILIARY SERVICES — *Social Assistance — Adult Education — Special Education — Youth Movements*

INTRODUCTION

The year 1958-1959 was celebrated in Israel as the tenth anniversary of the establishment of the State. In the field of education, in the first decade of independence a great quantitative development took place, the number of pupils and students rising from about 100,000 to over 550,000. Educational institutions absorbed hundreds of thousands of pupils in towns and villages whose parents had arrived from underdeveloped countries. Such large increases and the cultural level of the children caused great difficulties in educational absorption, which were, however, more or less overcome. In the second decade the emphasis in the educational system will be on an overall effort to raise the quality of education in all institutions.

During the first decade, the main problem of absorbing immigrants' children fell on the elementary school. At present these children are beginning to emerge from the elementary school, so that in the next decade the pressure on secondary schools will greatly increase. Special care is therefore being taken to extend facilities for boys and girls in secondary schools.

ADMINISTRATION

Council for Higher Education

Parliament passed the Council for Higher Education law, according to which the President of the State, on recommendation of the government, appointed a council of 17 members under the chairmanship of the Minister of Education and Culture. The Council is now drafting rules for the recognition of institutions of higher learning and for the approval of academic degrees which they confer.

Budget

The following table shows (in Israeli pounds) the approved budgets of the Ministry of Education and Culture for the financial year 1958-1959, and the increase over the previous year :

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Moshe AVIDOR, Delegate of the government of Israel.

	1958-1959	Increase	Increase %
Pre-primary education . . .	4,662,800	478,100	10.3
Primary education	43,397,700	4,756,800	12.2
Secondary education	2,865,300	240,800	9.2
Adult education	1,752,700	257,800	17.3
Nutrition in schools	3,712,500	630,100	20.4
Teacher training	2,426,900	542,300	28.8
Higher and university education	8,195,000	2,498,700	43.8
Physical education	208,300	89,300	17.5
Youth, extra-curricular activities, summer camps	259,700	45,100	21.2
Science, culture and art	630,200	102,700	19.4
Antiquities department	343,000	33,000	10.6
General administration	2,522,900	599,300	31.2
Reserve	2,200,000	260,000	13.5
Total	73,177,000	10,534,000	16.8

School Building The sums allocated for school buildings in 1957-1958 were over 15,000,000 Israeli pounds, and in 1958-1959 over 8,427,000 pounds. A preliminary estimate of requirements and expenditure for next year shows about 900 classrooms will be needed for expansion and replacement at a total cost of about 10,650,000 pounds.

ORGANIZATION

Quantitative Development The following table gives statistics of the number of pupils at the various educational levels in 1958-1959 (approximate figures) and the increase over the previous year. All figures include both Jewish and Arab schools.

	1958-1959	Increase	Increase %
Kindergartens	80,000	4,000	5.3
Special schools for handicapped children	8,800	3,300	60
Primary schools	371,000	23,500	6.8
Schools for working youth	12,000	700	6.2
Secondary schools	21,500	3,900	22.2
Evening secondary schools	3,200	300	9.5
Secondary continuation classes in kibbutzim, etc.	6,500	300	4.8
Vocational schools	8,800	1,200	15.8
Agricultural schools	6,500	900	16
Teacher training colleges	5,500	500	10
Academic education	9,800	900	10.1
Miscellaneous	24,100	2,100	9.5
Total	557,700	41,600	8.1

Registration Modifications have been introduced in the regulations for the registration of children to enter kindergartens or schools. In

order to meet complaints that undue influence had been used in favour of secular or religious schools, the new regulations ensure that the parents' freedom of choice is respected.

Examinations Much attention has been given to reforms in the matriculation examinations. Examination papers are being drafted in such a way as to provide the examiners with a better picture of the students' general knowledge. Failure in one subject will be allowed if compensated by high marks in all other subjects.

A committee has been appointed by the Ministry of Education and Culture to lay down rules for promotion from grade to grade in secondary schools and for the coordination of the varying practices in use at present. Regulations for the distribution of annual reports and marks to pupils have also been issued.

Information A revised booklet containing a code of rules and regulations for primary schools has been prepared and will be distributed before the end of the school year. A similar booklet for secondary schools has also been prepared.

A booklet containing information on post-primary education facilities has been issued by the Ministry of Education and Culture for the guidance of pupils of grade 8 and their parents in the choice of further education.

CURRICULA, SYLLABUSES AND METHODS

Changes Before the new methods of imparting "Jewish consciousness" were finally agreed on, they were thoroughly discussed by joint committees of teachers and laymen. A syllabus was finally drawn up embodying their conclusions, and appropriate directions were circulated to all schools. Lessons will be given on Jewish thought, the national tradition, Jewish religious doctrine, contemporary Jewish affairs and national geography.

A special committee has been appointed to draft rules for writing the Hebrew alphabet and numerals. A detailed study was made in this field and official recommendations will be published.

In recent years more time was devoted in primary schools to the teaching of handicrafts and agriculture, and pre-vocational classes for handicraft and agriculture were provided for the seventh and eighth school years. Attention was also given to deepening the knowledge of Jewish values and widening the pupils' interest in Jewish affairs throughout the Diaspora. Special attention was devoted to the large numbers of immigrant boys and girls who were found backward by comparison with children of the established Jewish population.

Changes were also made in the teaching of natural science in teachers' training colleges.

During the year the Ministry introduced supplementary courses in Hebrew, mathematics and English for backward pupils in the first secondary school year.

The pedagogic secretariat issued its final directives on methods of teaching the Bible, arithmetic, geometry, geography and English. The review of the teaching of other subjects continues.

Textbooks After negotiations with the Publisher's Association, it was agreed that books would be submitted to the Ministry for approval. Many books have already been revised along the lines suggested by the Ministry. Sub-committees examine textbooks for primary schools, and a special committee was set up for the examination of books designed for teachers' training colleges. A list was published containing 752 approved books, including 532 for use in primary schools and 229 for secondary schools, covering the whole range of subjects taught in these schools.

TEACHING STAFF

Training Considerable attention was devoted to continuation courses for all teachers and kindergarten teachers, qualified and unqualified. Post-graduate courses were held in Judaica and handicrafts. Scholarships up to 200 Israeli pounds were granted to eligible students to cover tuition fees. Most of the candidates were immigrants from Oriental countries.

Status In view of the application to teachers of the State pensions law of 1955, the Ministry has begun to deal with all cases of teachers and kindergarten teachers eligible for retirement on pension. Many teachers deferred their retirement for various reasons, only 32 teachers retiring with pension under the law. For the first time retirement benefits were also approved for the survivors of deceased teachers. Salary scales for different categories of teachers were modified (generally raised) during the year.

AUXILIARY SERVICES

Social Assistance The replacement of cash scholarships to secondary school pupils by a system of graded tuition fees has been continued. On completion of their elementary studies in grade 8, pupils sit for a test, but their marks in grades 7 and 8 are also taken into consideration. The parents are then classified into nine categories according to their economic conditions. The fee charged to the parents depends on this category, the rest of the fee being divided between the central and local authorities. The proportion is roughly 60% by the parents, 20% by the local authority and 20% by the Ministry.

During the year 212,000 Israeli pounds were granted in scholarships to students who could not afford the full tuition fees in secondary classes 10-12; 4,006 students (including 455 recipients of scholarships) benefited from grants ranging from 40 to 100 pounds. In addition, 1,653 students from immigrant families and Oriental Jewish communities also received scholarships jointly awarded by the government and the Jewish Agency, and a further 2,759 scholarships were awarded out of the Joint Fund to students of vocational and agricultural schools.

Sixty scholarships of 500 pounds each were awarded to university students, 50 to art and music students, and 3 for research. Nine research and post-graduate scholarships were awarded during the year to students and scholars from other countries, including France, Belgium, Finland,

Greece, India, Spain, the United States and Poland, while scholarships for Israeli students were received from the United States, France, the United Kingdom, India, Holland, and Italy, and offers of scholarships were received from the governments of Japan, Canada, and Norway.

Adult Education During the year, a special effort was made to organize volunteers for the teaching of Hebrew reading and writing for adults. Up till now 2,780 volunteers have taken part in this operation, including 500 members of the armed and police forces, concentrating on the teaching of 8,000 persons, most of whom are women. The teaching takes place mainly in the afternoon and evening, so that housewives, who generally do not attend the ordinary evening classes, may benefit. These courses are organized by the department of adult education in the Ministry of Education and Culture.

Special Education Special education was considerably expanded during 1958; 8,600 pupils studied in 480 classes in some 63 different localities. Of these, 313 classes were in 55 special schools, and 167 were in ordinary schools, or attached to hospitals, etc. Pupils in these classes include 620 malformed or chronically ill boys and girls, the remainder being physically and mentally handicapped children in need of special education.

Youth Movements The Gadna pre-military training helps educate primary school children in good citizenship. The Gadna units aim at improving marksmanship, and prizes were given during the year for the best marksmen.

In the current year, there were 55 youth clubs, with a membership of 10,500 boys and girls above primary school age and a total budget of 500,000 Israeli pounds. These clubs offer leisure activities among adolescents and inculcate a proper sense of civic responsibility. Activities include the organization of central libraries for young people, concerts of recorded music, special performances of the Israel Symphony Orchestra in Tel-Aviv and Haifa, selected films, etc. Youth groups acting as voluntary instructors teach invalid children and under-privileged young people in slums and other areas.

ITALY

EDUCATIONAL PROGRESS IN 1958-1959¹

ADMINISTRATION — Finance — School Building — ORGANIZATION — Development — Adult Education — Ten-Year Plan — Primary Education — Classical and Scientific Education and Teacher Training — Technical and Vocational Education — CURRICULA, SYLLABUSES AND METHODS — Status Quo — TEACHING STAFF — Further Training — Appointments — Conditions of Service — AUXILIARY SERVICES — Didactic Centres — School and Public Libraries — Exchange of Publications — Student Aid — Educational Travel

ADMINISTRATION

Finance The budget of the Ministry of Public Instruction for the fiscal year 1959-1960 amounts to 440,092.6 million lire; this represents an increase of 910.02 million compared with 1958-1959 (+12.25%).

In the following table the principal expenses are shown; the increase in some fields, such as compulsory education, technical, and university education, is apparent. Figures express millions of lire.

	1958-1959	% of Total	1959-1960	% of Total
General expenses	2,206.7	0.56	2,188.2	0.48
Fixed expenses	33,420.0	9.32	39,684.3	9.04
Primary education	192,304.9	49.18	208,886.6	47.52
Secondary education	33,057.8	8.46	37,869.6	8.63
Classical education	23,114.5	5.91	26,644.4	6.06
Physical training	6,562.0	1.68	8,392.8	1.91
Colleges	908.2	0.23	991.2	0.22
Special schools	273.9	0.07	280.8	0.06
Technical and vocational education	57,969.5	14.80	69,539.0	15.70
University education	20,115.0	5.14	26,602.2	6.06
Academies and libraries	1,735.8	0.44	1,905.5	0.43
Antiquity and fine arts	9,464.9	2.42	10,383.7	2.37
Miscellaneous	3,767.7	0.96	3,357.8	0.76
Adult education	2,976.5	0.76	3,131.5	0.71
Assistance	275.0	0.07	235.0	0.05
Total	391,182.4		440,092.6	

School Building The programme provides for a total expenditure of 65,000 million lire, the State's contribution varying from 4 to 6% according to the different types of school and their location. With this sum it will be possible to build, according to estimates, about 5,500 new buildings with a total of 15,000 new classrooms.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Giovanni CALÒ, Delegate of the Italian government.

According to instructions sent to the superintendents and other school authorities, the central service received data on the position of school building in 1958. These data are at present being studied, keeping in mind also the aims of the new ten-year plan for education, by which the government is to reorganize education on a broader, more uniform basis according to the modern requirements of pedagogy, didactics and technique.

At the study centre the data concerning the publication of a fifth brochure are being examined ; it will contain a more organic synthesis of experience in the field of planning new buildings for nursery and primary schools and of the schemes already drawn up. Work is also going on as regards plans and projects for secondary schools.

The centre of studies continued its work of technical assistance to administrations which ask for it and its research work to improve school building conditions.

Agreements were made with the prefects, provinces and municipalities, regions, and boards for land reform and drainage, in order to attain prompter construction of buildings already financed and to accelerate the procedure.

ORGANIZATION

Development During the school year 1958-1959, the development of the primary school is represented by the establishment of 2,280 classes and 327 new schools in addition to the 3,882 already functioning last year.

An idea of the development the primary schools is given by a comparison of the number of teachers in 1945-1946 (161,309) and in 1958-1959 (181,193). The number of schools, which in 1948-1949 was 34,439 with 208,319 classes, was 40,000 in 1957-1958 with 245,376 classes and 4,492,923 pupils.

In classical secondary education a considerable increase of the school population was registered : from 633,359 last year to 689,540 in 1958-1959. The greatest increase, as usual, was registered in the lower secondary school, while in the other secondary schools there has been a marked trend towards scientific courses. To this trend corresponds a very slight decrease in classical course pupils and a more marked decrease in the teacher training schools. Obviously, to the increase in school population corresponds an increase in classes and schools. This year 1,431 new classes were established, the larger part of which concerned the lower secondary school. On the whole, the lower secondary, classical, scientific and teacher training schools this year number 1,853, with a total of 26,160 classes distributed as follows :

	Schools	Classes	Pupils
Lower secondary schools	1,162	17,418	461,731
Classical schools	360	4,523	114,315
Scientific schools	138	1,687	43,129
Teacher training schools	175	2,532	70,365

At the beginning of the school year 1958-1959 the following new schools were established: 103 vocational secondary schools, 16 technical commercial and surveyors' schools, 4 industrial technical institutes, 4 technical agrarian institutes, and 2 technical nautical institutes.

In existing institutes and schools, the following parallel classes were authorized: 1,735 in vocational secondary schools, 402 in technical commercial institutes, 45 in technical commercial schools, 206 in technical industrial institutes, 9 in technical institutes for girls, 7 in technical industrial schools, 11 in vocational schools for girls, 25 in technical agrarian institutes, and 31 in technical nautical institutes.

In compliance with the act of 11th February, 1958, the experimental geophysical observatory of Trieste was established with, among others, the task of undertaking studies and research in the field of geophysics with special regard to their application to industry, agriculture, communications and public works.

Under the act of 13th March, 1958, the independent University of Camerino was made a State university.

In June 1958, under a decree of the President of the Republic, a faculty of medicine and surgery was established at the Catholic University of the Sacred Heart.

In compliance with act No. 741 of 26th June, 1957, authorizing universities to introduce courses in modern foreign languages and literature at the faculties of arts and philosophy, new courses were established at the Universities of Bologna, Catania, Florence, Genoa, Messina, Milan (State University and Catholic University), Naples, Pisa, Rome and Turin.

Between 1958-1959 and 1962-1963, 30 new posts for regular lecturers are to be established yearly, 50% of them in the faculties of mathematics, physics and natural science, and also 750 assistant lecturer's posts, over a period of five years.

Adult Education The reading centres have reached a total of 4,275, with an average of readers higher than during the previous year.

It can be said that all small towns now have an adult institution representing the core of spiritual life in an environment which up to some years ago was deprived of all cultural influence.

Another important activity developed during 1958-1959 in the field of popular education was the introduction of special courses, particularly those for the family.

The following are the data concerning activity in the field of adult education during 1958-1959: 11,702 popular courses, 1,389 special courses, 4,275 reading centres, 746 courses of musical orientation, 2,270 refresher courses, 328 summer schools, 139 Sunday schools, 1,098 schools for military personnel, 634 schools for prisoners, and 1,209 courses of adult education.

Ten-Year Plan In September, 1958, a bill was laid before parliament introducing a ten-year plan for educational development (1959-1969). This plan represents the most important political and financial undertaking the Italian government has ever made for transforming and improving educational organization.

The bill proposes the following aims: (a) the adjustment of school buildings to the requirements of all types of school; (b) the expansion of the lower secondary school for pupils from 11 to 14 years in order to ensure compulsory schooling up to 14 years as provided in the Constitution; (c) the adaptation of teaching and scientific equipment to the needs of every type of school; (d) an increase of allocations for scholarships and school assistance.

Primary Education

With the introduction of the different stages of teaching mentioned in the previous report, education is now adjusted to the actual possibilities of individual pupils, and the number of those staying down a year has considerably decreased (about 10% staying down in the first classes and 5% in the higher classes).

Classical and Scientific Education, and Teacher Training

The reorganization of secondary establishments and the revision of the curricula and time-tables are still under examination before parliament, while the new curricula for the school leaving examinations, as provided by article 6 of act No. 184, 6th March, 1958, will come into force during the next school year.

This year the first stage of the "optional unified course" will be concluded. It was established in 1956 experimentally in six State lower secondary schools in six different provinces. The second stage of the "optional unified course", which began in 1957, will be concluded next year and the results obtained will no doubt confirm the observations drawn from the implementation of the first stage.

In the current school year the teaching of civics was introduced, given by the teachers of history for two hours per month. This teaching fills a serious gap in the old curricula. This gap had long been felt by the Ministry, which during recent years delivered to the pupils who had passed their final examinations a copy of the Constitution as they entered upon life in society. This teaching is coupled with the teaching of traffic education, an integral part of civics, the need for which is felt increasingly every year. It is taught by physical training staff and includes practical tests to be made during school excursions and various competitions.

Technical and Vocational Education

As far as technical and vocational education is concerned, the ten-year plan for educational development may be summarized as follows: (a) free education from 11 to 14 years in technical, professional and vocational schools, beginning with 1959-1960; (b) increase of the teaching staff in schools for compulsory education after five-year primary education (16,000 classes in vocational schools); (c) increase of the teaching staff in vocational institutes (about 300 over the next ten years); (d) increase in the number of technical institutes (5,000 classes in ten years); (e) equipment of the laboratories, workshops and special departments, including audio-visual aids for the new technical and vocational establishments, (f) equipment of the new vocational schools.

Together with the draft bill for the ten-year plan, another bill was introduced on the reorganization of technical institutes. Other provisions concerning technical education are to be presented, among them a bill regulating vocational education and one on schools for pupils of compulsory education age (from 11 to 14 years).

The observation classes established in the vocational schools were continued. At the conclusion of these experiments, provisions will be adopted in this respect, according to the results achieved.

It must also be stressed that from the current school year the history syllabus in institutes and schools of vocational education has included civics.

CURRICULA, SYLLABUSES AND METHODS

Status Quo During 1958-1959 no important modifications were made to the existing curricula in the different types of schools and institutes.

At the Ministry, an intense activity was carried out in order to study a general reform of curricula in relation to the draft bill now under consideration on the reorganization of secondary and higher establishments.

TEACHING STAFF

Further Training During the school year 1958-1959, steps aimed at improving the training of teaching staff in all types of school were speeded up. Many seminars, meetings, finishing courses, etc. were organized, during which the teachers had the opportunity of discussing the most important school problems.

This year considerable activity was carried out for the further training of classical education teachers: congresses, seminars, and courses were continually held, allowing the numerous teachers attending to exchange points of view on cultural and educational problems and to have an up-to-date picture of their profession.

Appointments The Ministry's "competition office for secondary schools" is concluding the competitions for 3,447 teacher's posts in secondary schools. There are 63,000 candidates. In the current year competitions for 134 posts for technical teachers and 95 posts for assistant secretaries in schools and institutes of technical education will be held; 4,200 applications were received.

The increase in the staff of primary education directors over the last three years from 2,121 to 2,871 and the increase in the number of central inspectors for primary education should be mentioned. In the next two years 8 more of the latter should be added to the 18 already in existence. In the next ten years it is also planned to appoint six more district inspectors every year. The recruitment of 8,606 primary teachers by qualification and examination is in progress.

In 1958, 40 competitions were opened for university chairs; 39 of them have been concluded. On these results, 81 lecturers were also appointed. In 1958, 100 professors were appointed; 35 professors passed out of the files owing to age limits and 19 were put on the retired files. Under the act of 18th March, 1958, 4,500 new decrees appointing assistant lecturers were registered. Under the same act, 50 secondary school principals and teachers were assigned to universities and institutes of higher education for the teaching of basic subjects.

Conditions of Service The act of 18th March, 1958, containing new regulations on the juridical and economical status of university professors, has also established new regulations for the recognition of the services rendered before appointment to regular posts in higher education.

The special allowance for scientific research during the fiscal years 1956-1957 and 1957-1958, has been paid to assistant lecturers.

Another act of 18th March, 1958, has improved career conditions for assistants and their economic position; it has also increased the State contribution to the universities for the salaries of temporary university assistants from 191,800,000 to 500,000,000 lire.

AUXILIARY SERVICES

Didactic Centres Up to date, the following centres are established and working: studies and documentation (Florence); nursery schools (Brescia); secondary education (Rome); primary education (Rome); school-family (Rome); lycées (Rome); technical and vocational education (Rome); physical training and sport.

The coordination and supervision of the didactic centres' activities are the work of a board composed of three members and of which the Minister of Public Instruction is the chairman. A new draft bill is being drawn up to give these institutions a new and efficient organization. Special regulations for the activity of the centres were issued by the Minister of Public Instruction through a circular of 18th April, 1959.

Besides issuing reviews and publications of an educational character, each centre regularly organizes study and refresher courses for teachers in all types of school, generally grouped according to the subject they teach; such courses have had a special importance in the technical-vocational sector; in 1958-1959 the centre supervising this field of activity organized meetings and courses which lasted on the average a week.

The centres for lycées, secondary, nursery, and primary schools have organized similar courses. The national meeting for primary teachers was held in Rome in April, 1959, on art education; the national meeting for nursery school educators will be held in Sardinia in August, 1959. Many courses were organized for specialized groups by the didactic centre for physical training.

The didactic experiment begun three years ago in the observation classes was continued by the didactic centre for secondary education.

Study and research are fostered by all the centres, especially the Florence centre, to which the national education library and the national school museum are attached. The Florence centre and the centre for nursery school education are conducting interesting inquiries.

Initiatives started in previous years by the school-family centre continue. The most interesting is that of the school for parents, which has been organized in 27 towns with the cooperation of various school organizations and institutes.

The centre for secondary education has organized an experimental course for adolescents at the *Centro Addestramento Maestranze Industriali Meridionali*. The course aims at preparing young people of insufficient educational level to enter the world of industrial activity. A similar course is in progress at the "Cornigliano" iron works at Genoa.

The exhibitions of specifically didactic character organized in various towns by the different national didactic centres should also be mentioned.

School and Public Libraries

The various libraries may be divided into two groups: school libraries and non-school libraries (firms' public libraries, those belonging to different associations, those open

to all or reserved to special categories of users, provincial, local, parish libraries, etc.).

The National Office for School and Public Libraries is responsible for : (a) the free issue of the periodical " The Word and the Book ", containing, among other things, lists of books for children ; (b) assistance in the form of high discounts by booksellers on books sold to assisted libraries through the organization, and gifts of numerous publications. During the current year the assisted libraries numbered more than 20,000 and were sent gift books worth about 200 million lire.

In this field should be mentioned the success, in recent years, of the publication of a small pocket encyclopedia called " Leonardo ", which has already reached a million copies, and which interests both young people and adults.

The Office is preparing to set up a large modern library which will comprise a permanent exhibition of new works, reading rooms, projection rooms for technical and documentary films, apparatus for listening to gramophone records or recorded tape, etc. During the Olympic Games, which will produce a gathering of over 30,000 athletes in Rome in the summer of 1960, the Office will take an active part in the organization of a large-scale exhibition of all the old treaties, manuscripts and library books, paintings, drawings and statues from Italian museums celebrating physical beauty and athletic activities.

The same organization runs public libraries for children and for adult education, and holds prize competitions to encourage writers to publish good books for adults and children.

Exchange of Publications One must also mention the great importance that the exchange of publications among governments and among the educational, scientific, cultural and technical institutions of the different countries is assuming. The exchange of publications is made either directly by the organizations concerned or through special offices. The Italian office for international exchange, under the Ministry of Public Instruction, has made, during the current year, an exchange with 22 foreign countries.

Student Aid The Ministry of Public Instruction carried out direct assistance to students through scholarships, free places in State colleges, scholarships for finishing courses in national or foreign universities or institutes of higher education.

A considerable increase has been registered in the amount of local assistance to needy students given by the school patron associations for pupils of elementary and vocational schools, by school funds for pupils in secondary, art and music schools, and by student organization funds for university students.

Educational Travel In the university sector, seven groups of students visited the Brussels Universal Exhibition.

As in previous years, tours were organized by the Italian Committee for Cultural Tours (CIVIS) in cooperation with IRI (Institute for Industrial Rehabilitation). CIVIS-IRI tours were run for 60 students accompanied by 8 professors, who visited Germany, France, Great Britain and the Benelux countries. Five specialized tours were organized in Portugal, Lybia, Great Britain, Germany, Denmark and Switzerland.

Secondary school pupils were awarded 26 prize tours abroad and 2 inter-regional tours. The tours lasted 15 days, and were made by 946 pupils and 66 teachers. The pupils, organized in groups of about 30 persons, went to Austria, Belgium, France, Germany, Ireland, Spain, Sweden, Switzerland and Yugoslavia. The inter-regional tours visited Sicily and Central and Northern Italy.

A special step was the organization of a stay in Italy for sons of Italians residing abroad. CIVIS also worked on behalf of Italian schools travelling abroad and in Italy. Tours abroad organized on request numbered 25, with a total of 846 pupils and 225 teachers. The countries visited were: Austria, Belgium, Germany, France, Spain, Switzerland, Benelux and Great Britain. The tours in Italy numbered 59, with a total of 2,257 pupils and 428 teachers.

Foreign students who visited Italy through CIVIS numbered 5,866 in 180 groups. The countries they came from were: Belgium, Denmark, Egypt, France, Germany, Great Britain, Lebanon, Netherlands, United States of America, Sweden, Switzerland and Yugoslavia.

Assistance was also given to 981 students coming from 36 countries all over the world; there were 20 family exchanges with English, French, German and Spanish students.

JAPAN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Distribution of Responsibilities — Organization of the Ministry — Inspection — Finance — School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula and Syllabuses — Audio-Visual Education* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *School Hygiene — School Lunch Services — Scholarships — Physical Education and Sport*

INTRODUCTION

In 1947, the Japanese educational system was reorganized on a 6-3-3-4 basis (6 years' primary, 3 years' lower secondary, 3 years' upper secondary, and 4 years' university). The period of free compulsory education became nine years.

The prolongation of the period of compulsory education led to the popularization of upper secondary education, and the introduction of coeducation provided new opportunities for advanced education for women. Additional reforms were made, among which were included the board of education system, the revision of textbooks and curricula for elementary and secondary schools, the reorganization of higher education and the redirection of instructional methods.

These reforms have given Japan a modern democratic system of education that matches the general structure of the revised national economy and industry. However, new problems must constantly be met in the field of education, such as, during the 1958-1959 school year, the following: (a) revision of courses, including the institution of moral education as a separate subject; (b) expansion of scientific and technological education; (c) enforcement of the new law governing the maximum number of pupils per teacher.

Subjects and courses offered in local schools are based on the curricula compiled by the Ministry of Education. The Ministry of Education has compiled new courses which will be instituted in 1961 for elementary schools and in 1962 for lower secondary schools. The current trend is toward more emphasis on fundamental processes, expansion of scientific and technical education, improved vocational training, and organized instruction in morals and manners.

To promote scientific and technological education, increased subsidies for science and research in public and private higher educational and research institutions are planned. Budgetary provisions will augment staffs, facilities and equipment for scientific research in universities, and in existing and planned specialized research organizations.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Kenji KITAHOKA, Delegate of the Japanese government.

As continued shortages of graduates in science and technology are anticipated, the Ministry of Education in 1958 initiated a three-year programme for increasing by 8,000 the normal output of the universities in scientific and technological fields. This programme is based on the findings of a national survey of the supply and demand for university graduates.

To improve teaching, overcrowding in schools and classes must be reduced. The number of pupils per class is generally large in Japan. The law governing pupil-teacher ratios for subsidy purposes fixed the maximum number of pupils per class at 50.

ADMINISTRATION

Distribution of Responsibilities There was no great reform in either the central or local organization of educational administration during the school year 1958-1959.

The 1948 reorganization of the structure of educational administration vested prefectural and municipal boards of education with responsibility for the public upper secondary schools and elementary and lower secondary schools. The primary purpose of this reorganization was to decentralize control and to democratize the entire educational system.

For some time dissatisfaction has been expressed with some aspects of the new structure of local school administration, particularly the election of local boards of education. In 1956 popular election of the boards was discontinued, in order to promote coordination between educational and other local government administration. Board members are to be appointed by the governors and mayors of the prefectures and municipalities.

The Ministry of Education controls and maintains national educational and cultural institutions such as national colleges, universities and museums; it establishes standards for local education, gives guidance and advice or allocates financial aid to prefectures and municipalities, and approves the establishment of local and private universities.

Prefectural boards of education control and maintain most upper secondary schools and special schools, give guidance, advice and financial aid to the educational activities of municipal boards of education, and appoint teachers for municipal compulsory schools.

Municipal boards of education control and maintain municipal educational institutions including most elementary and lower secondary schools.

Organization of the Ministry In the 1958-1959 school year, a new physical education bureau was established in the Ministry of Education. Other bureaux of the Ministry of Education include the elementary and secondary education bureau, the higher education and science bureau, the social education bureau, the research bureau, and the administrative bureau. The Secretariat of the Minister of Education completes the internal organization of the Ministry.

Inspection The number of regular supervisors in the Ministry of Education was increased, and 30 special supervisors were authorized and appointed. The function of the special supervisors, almost all outstanding university professors, is to advise on the improvement of local education. The number of teachers' consultants (supervisors) employed

by local boards of education increased from 1956-1957 to 1958-1959 as follows :

	Municipal Boards	Prefectural Boards
1956-1957	727	667
1957-1958	763	974
1958-1959	781	1,470

Finance The total national, prefectural and municipal expenditure for education in 1957-1958 amounted to 443,000 million yen, or 5.3% of the total national income. The expenditure for education in the previous year was 371,000 million yen.

The total amount of the national budget of the Ministry of Education was 152,673 million yen in 1958-1959, an increase of 6.2% over the preceding year, and 12% of the total national budget of 1958-1959.

The following table, expressed in millions of yen, gives details of the Ministry of Education budget for 1958-1959 :

	Amount	% of the Total	Difference %
Subsidies for local education	98,764	64.7	+ 6.4
Teachers' salaries	89,014	58.3	+ 6.8
Supplies, equipment, facilities, etc. . .	9,750	6.5	+ 3.6
Expenditure for national colleges and universities	43,101	28.2	+ 7.9
Special expenditure for promotion of science and research ¹	2,701	1.8	+12
Expenditure for scholarship and student aid services	4,445	2.9	+ 3.4
Subsidies for private schools ²	564	0.4	-38.8
General expenditure by the Ministry . . .	3,098	2	- 6.1
Total	152,673		

¹ This includes subsidies for science education and research in private schools.

² The national 5-year programme of private schools is to be finished in 1958-1959, and the budget amount for this purpose decreased in the year.

School Building As of May, 1958, the total over-all floor area of national, public and private school buildings of all levels was 108 million square metres, an increase of 3.1% over that of 1957. The floor area of public elementary and lower secondary school buildings was 75 million square metres in 1958, an increase of 29 million square metres over 1949. The floor area per pupil increased from 2.9 square metres to 4.1 square metres.

In 1958, the law on the national treasury's share of compulsory school construction was enacted. This law instituted a basis for national subsidies for public school construction. It requires the national government to provide one third to one half of the building costs for the elimination of sub-standard classes, for the expansion of schools, for the reconstruction of worn-out buildings, etc. Special emphasis is being placed on a programme for the elimination of sub-standard classes, to begin in 1959. Seventy-three per cent of all classrooms in elementary and lower secondary schools are overcrowded.

ORGANIZATION

Quantitative Development The following statistics show the number of pupils, teachers and schools at each school level in 1958 and the percentage increase or decrease as compared with the previous year :

	Schools	%	Teachers	%	Pupils	%
Kindergartens	6,837	+3.3	33,463	+2.9	673,879	+1.6
Elementary schools	26,964	-0.1	366,265	+3.6	13,492,087	+4.1
Lower secondary schools . .	13,392	-1.7	196,491	-4.4	5,209,977	-8.9
Upper secondary schools . .	6,081	+0.3	143,847	+4.1	3,057,190	+6.1
Special schools	205	+4.6	5,879	+4.6	33,193	+5
Junior colleges	268	-0.4	13,088	-0.2	71,254	-2.6
Universities	234	+1.3	56,261	-1.7	581,999	+2.3

According to a survey conducted by the Ministry of Education, the enrolment in elementary schools, which has increased annually since 1948, will begin to decrease in 1959-1960 as a result of declining birth rates. The lower secondary schools whose enrolment showed a decrease in 1957-1958, will not again increase until 1960-1961.

In 1949-1950, 30% of the compulsory school leavers entered upper secondary schools. In 1958-1959 the percentage rose to 53.7%. As shown in the following table, girls represent an increasing percentage of total upper secondary school pupils :

	1954	1955	1956	1957	1958
Male	58.5%	57.7%	56.9%	55.9%	55.2%
Female	41.5%	42.3%	43.1%	44.1%	44.8%

The number of elementary schools decreased slightly in 1958-1959 despite an increase in enrolment. This resulted from the consolidation of small schools. The rate of increase in the number of upper secondary schools was smaller than that of upper secondary school enrolments. This also is due to the consolidation of smaller schools. As Japan is very densely populated, the proportion of small schools is comparatively low, while the total enrolment per school and average number of pupils per class are comparatively large.

In 1958-1959 there were 68 upper secondary schools conducting correspondence education with an enrolment of 5,400 working youths.

Recent advances in the fields of science and technology have required an expansion of higher education. New chairs have been established in university departments, and research institutes attached to universities have been established or expanded.

In 1958-1959, major increases were made in the number of departments especially in faculties of science and engineering. Forty departments were added including precision mechanical engineering, electronics, nuclear technology, and metal technology. Eight courses in the study of atomic energy were introduced in graduate schools, new graduate schools were established in three national universities, a faculty of pharmacy was set up at the University of Tokyo, and post-graduate courses were introduced

in the medical faculties of three other universities. An institute for the study of proteins was established in Osaka as a research centre to be used in common by interested universities. An aviation research institute was established in Tokyo University, and the programmes of research institutes attached to universities were expanded.

CURRICULA, SYLLABUSES AND METHODS

New Curricula and Syllabuses The Ministry of Education established national curriculum standards for elementary and lower secondary schools in August, 1958, and compiled new courses of study for use in these schools in October, 1958.

In 1958-1959, a separate course in morals and manners in elementary and lower secondary schools was prescribed by the Ministry of Education. Complete revision of the courses of study will be effected in 1961-1962 in elementary schools and in 1962-1963 in secondary schools.

Curriculum revision is being conducted along lines recommended by the curriculum council, which consists of 60 members. Basic recommendations of the council include more intensive training in fundamental subjects, the promotion of scientific and technical education, and more emphasis on vocational and personal guidance.

In the new curricula, science education is improved by a systematic rearrangement of the course content, by emphasizing experimentation and observation, and by stressing the study of basic truths and principles.

The Ministry of Education in 1958-1959 initiated a five-year plan to improve science teachers' basic skill in scientific experimentation and observation.

Audio-Visual Education Radio sets and slide projectors are provided in almost all schools in Japan; 50% of the elementary schools and 70% of the lower secondary schools are equipped with a tape recorder and 10% of all schools at each level are equipped with a 16 mm. motion picture sound or silent projector.

In June, 1958, 17.1% of the elementary schools, 12.5% of the lower secondary schools and 7.7% of the upper secondary schools were equipped with television sets. In 1958, television programmes for schools were provided.

In 1958-1959, the Ministry of Education administered parts of the annual national achievement tests (English and music) by means of radio broadcasts.

TEACHING STAFF

Training No change was made in the teacher training and certification system in 1958-1959. The central council for education, an advisory body of the Minister of Education, recommended for consideration by the Minister a three-point programme for the improvement of teacher training, which proposed: (1) the establishment of separate teacher training universities and colleges, (2) the adjustment of teacher training programmes to meet current and future demands, and (3) the organization of systematic in-service training for teachers.

AUXILIARY SERVICES

School Hygiene In April, 1958, the school hygiene law was enacted. This law makes provision for medical consultation for pupils and teachers, the prevention of contagious diseases, the employment of school doctors and dentists, etc. It also provides that the national government and local public bodies will contribute financial aid for the medical care of needy pupils.

Physical measurements of elementary and secondary school pupils have shown a marked increase in recent years. Physical standards which declined sharply during and just after the war, have been recovering year by year since around 1948, and by 1956 became equal to or better than those of 1938, the pre-war highest. Increased standards of living, improvement of physical and health education, and improvement in nutrition have contributed to this improvement.

School Lunch Services In 1958-1959, 40% of the elementary schools and 10% of the lower secondary schools opened school lunch programmes and 67% of elementary school pupils and 8% of lower secondary school pupils received school meals.

Scholarships In 1958-1959, the Japan Scholarship Society made scholarship loans totalling 4,700 million yen, an increase of 4.7% over the preceding year. The number of scholarship students was 69,000 (2% of the total) in upper secondary schools; 112,000 (22% of the total) in universities; and 6,000 (39% of the total) in post-graduate schools.

The Japan Scholarship Society established, in April, 1958, the system of prior selection of lower secondary school pupils for scholarships to continue their education in upper secondary schools. Under this system, 5,000 lower secondary pupils have been awarded upper secondary scholarships. The monthly amount of the scholarship for a student is 3,000 yen.

The expansion of the entire scholarship programme is now under consideration.

Physical Education and Sport Great stress has been laid on physical education and sports in Japan. To promote physical education and to popularize sports not only in schools but also in the local communities, the Ministry of Education provides financial assistance for the construction of physical education facilities and for national athletic meetings. The third Asian Games, held in Tokyo in May, 1958, with 1,710 representatives from 20 Asian countries, were partially subsidized by the Ministry of Education.

KOREA (Republic of)

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Free Schooling* — *Private Education* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Structure* — CURRICULA, SYLLABUSES AND METHODS — *Methods* — TEACHING STAFF — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *School-children's Health* — *School Meals* — *Handicapped Children* — *Popular Education*

ADMINISTRATION

Free Schooling For the purpose of facilitating the full enrolment of all school-age children, an educational taxation law was enacted enabling the administration to levy educational taxes from the people; at the same time, all financial impositions on the parents were completely abolished.

Private Education School foundations which have been unable, for a period of four to ten years, to attain their objective of establishing new schools were deemed useless, and administrative measures were taken to close 27 of them.

Finance The budget of the Ministry of Education for 1958 and 1959 was as follows (expressed in hwans):

	1958	1959
Administration of the Ministry	641,116	236,255
Elementary education	30,747,137	47,567,699
Secondary education	1,209,010	2,143,020
Higher education	1,246,821	1,766,267
Teacher training	626,429	1,378,831
College education	3,392,980	3,950,434
Adult education	133,244	104,440
Technical education	121,703	299,255
Education for the handicapped	35,388	58,202
International education	59,305	105,406
Subsidies to educational bodies	14,860	1,095,408
Cultural activities	559,876	1,056,652
Subsidies to cultural bodies	270,230	102,000
Total	39,058,099	59,863,869

The over-all increase is more than 50%.

School Building The following number of classrooms for elementary schools were built in 1957 and 1958:

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. Won Suk Jo, Delegate of the government of the Republic of Korea.

	1957	1958	Difference
Ministry of Education. . .	2,027	2,606	+28%
AFAK.	500	481	-4%
I.C.A.	354	460	+30%
Total	2,881	3,547	+23%

The following number of classrooms for secondary schools were built in 1957 and 1958:

	1957	1958	Increase
AFAK.	346	374	7%
I.C.A.	189	333	76%
Total	535	707	32%

The number of classrooms still lacking at the end of 1958 for elementary and secondary schools was 25,718 and 3,194 respectively. Although the rate of school building is high, it still cannot meet the need created by increasing enrolment and by the regulations regarding the number of pupils per classroom.

ORGANIZATION

Quantitative Development The following statistics show the number of schools and of pupils in 1957 and 1958:

	No. of Schools			No. of Pupils		
	1957	1958	Difference	1957	1958	Difference
Kindergartens	227	253	+11%	11,947	13,301	+11%
Elementary schools . . .	4,922	4,992	+1%	3,794,325	3,790,352	-
Middle schools	1,042	1,012	-3%	443,965	432,071	-3%
High schools	341	346	+1%	158,184	159,090	+1%
Vocational high schools .	274	276	+1%	117,028	108,642	-8%
Teacher training schools.	18	18	-	12,758	11,808	-8%
Teacher training colleges.	8	8	-	8,652	7,407	-15%
Attached schools	40	40	-	28,520	19,866	-30%
Colleges and universities.	56	56	-	88,431	76,574	-22%
Trade schools	61	66	+9%	4,401	6,752	+53%
Higher trade schools . . .	56	63	+12%	7,303	6,665	-9%
Civic schools	2,439	2,302	-5%	184,721	174,827	-6%
Higher civic schools . . .	422	347	-18%	44,993	36,819	-18%

Structure Under the programme to reorganize liberal arts high schools into comprehensive community high schools, one comprehensive community high school was established in 1958.

The following courses have been introduced: nuclear engineering in the college of engineering at Seoul National University, agricultural home economics in the college of agriculture at Seoul National University, sociology in the college of arts and science at Seoul National University, physical geography in the college of education at Seoul National University, Korean classical music in the college of music at Seoul National University, performing arts at Chung Ang University, agricultural management at Korea University, trade unions in agricultural high schools, engineering design in technical high schools and dental crafts in higher trade schools.

CURRICULA, SYLLABUSES AND METHODS

Methods Though there have been no substantial changes in the methods of teaching, emphasis has been placed on methods that will develop the pupils' own abilities and resources.

TEACHING STAFF

Further Training There have been no modifications to the system of professional training. The number of teachers who underwent further training during the past year is as follows :

	Principals	Vice-Principals	Teachers	Total,
Elementary schools	1,215	144	3,280	4,639
Middle schools	80	14	848	942
High schools	186	57	954	1,197
Total	1,481	215	5,082	6,778

Conditions of Service In order to secure the required number of teachers for both public and private schools of the various levels and types, postponement of military service has been allowed for students at teacher training colleges until the completion of their studies, and staff teachers in elementary schools are exempted from military service in order that their teaching may not be interrupted.

AUXILIARY SERVICES

Schoolchildren's Health Physical education, which used to be given for two hours per week in middle schools and one hour per week in high schools, has been increased to three hours per week in schools of both levels. The following number of in-service teachers attended various lecture-meetings on physical education for the schools of various levels: 120 teachers of physical education, 132 teachers of health education and 50 teachers of rhythm and dancing.

A series of comprehensive examinations of parasites were conducted for pupils in schools of various levels and types. A total number of 1,721,432 pupils underwent the examination; anthelmintics were provided for 2,783,295 pupils.

Within a radius of 300 meters of a school, any new establishment or installation that is likely to be harmful either to the health or the morals of pupils is banned. Those already established are being gradually removed.

School Meals Although there is no school meal system practised at present, 31,780 drums of powdered milk were provided and distributed among schoolchildren throughout the country during the past year.

Handicapped Children Schools for the handicapped, of which there are three throughout the country, accommodate both the blind and the deaf. As education of the blind and the deaf are unrelated, the separation of the deaf departments from the schools is currently being effected.

Popular Education

To improve cultural standards in farming and fishing villages, village libraries are to be set up. Books needed for the libraries have already been compiled and published. Special cinema programmes and lectures have been given in rural communities. There were 48,230 people at the 36 film shows and 33,430 people at 31 lectures.

KUWAIT

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *School Buildings* — *Private Schools* — ORGANIZATION — *Pre-Primary Schools* — *Primary Schools* — *Intermediate Schools* — *Academic Secondary Schools* — *Technical College* — *Women's Training School* — *Higher Education* — *Special Types of Education* — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *Audio-Visual Aids* — TEACHING STAFF — *Training and Conditions of Service* — AUXILIARY SERVICES — *Medical Care* — *Social Assistance* — *Youth Movements* — *Scholarships* — MISCELLANEOUS — *Schools Abroad* — *Educational Missions in Kuwait*

ADMINISTRATION

School Buildings All the school buildings in Kuwait belong to the Department of Education with the exception of three village schools. Schools that were constructed during the last six years have a gymnasium each, an assembly hall with a stage in it, and playgrounds for football, basket ball and volley ball. Two schools have a swimming pool each. The kindergarten buildings in particular are all built to meet the latest requirements for this type of school.

During the last school year, five primary schools and three kindergartens (with a total number of 58 classes) were opened in new buildings. The construction of buildings for five kindergartens, three primary schools, and three intermediate schools has almost been completed, and the schools will be ready to receive the children in September, 1959.

Private Schools Education is almost wholly undertaken by the Department of Education. There are only four private schools in Kuwait, with a total number of 1,190 pupils and 41 teachers. Two of them cater for the children of foreign communities in the town and two are run by the Kuwait Oil Company for the benefit of its employees.

In the field of adult education there are two institutes which run evening classes for commercial subjects and English, and prepare students for the public examinations of Kuwait, for the G.C.E. and London University examinations.

ORGANIZATION

Pre-Primary Schools Pre-primary education is given in kindergartens which accept children of both sexes between the ages of four and six. The first two kindergartens were opened in 1954; the total number of children attending them at that time was 376. Last year there were 9

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Hassan DABBAGH, Delegate of the government of Kuwait.

kindergartens attended by 2,574 children ; six new ones will be opened next year. The children come in the morning and leave late in the afternoon. They are served two meals during the day and sleep for about an hour and a half at noon. Teaching proper occupies a secondary place in these kindergartens and primary school aims are not prejudiced, so that attendance at the kindergarten is not considered a pre-requisite for admission to a primary school.

Primary Schools Children enter the primary school at the age of six and normally attend for four years whether they have been to a kindergarten before or not. The emphasis in the primary school is placed on the following points : (1) laying the foundations of a common cultural denominator among citizens ; (2) mastery of the three Rs, particularly the native language ; and (3) tending the cultural and moral development of the children. There are separate primary schools for each sex.

Intermediate Schools These schools offer a four-year course attended by pupils between the ages of 10-14 after they have completed the primary school. The intermediate school is, in a sense, a continuation of the primary school in so far as it furthers the aims of the latter. But it has also a wider scope, as a foreign language is taught in it and special care is given to the discovery and furtherance of the pupils' aptitudes. At the end of the course there is a public examination held by the Department of Education. Those who pass this examination may join the academic secondary school or the technical college (for boys) or the women's training school (for girls).

Academic Secondary Schools The academic secondary school offers a four-year course which qualifies pupils for admission to the greater number of the universities of the Middle East and, with certain reservations, to the universities of the United Kingdom and the United States. The first two years in the secondary school are of a general nature whereas in the upper two years the students follow either a literary or a scientific course.

Technical College The technical college aims at creating a class of skilled technicians who, if they show ability, may continue their higher studies at university level. Study at the college covers a period of four years during which the students specialize in one of the following trades : fitting, turning, blacksmithery and welding, foundry, wireless and motor-car mechanics, electricity, plumbing, carpentry and cabinet making.

Women's Training School This school's aim is to help solve the problem of the ever increasing demand for kindergarten and primary teachers. Prospective women teachers are taught, during their three-year course, the elements of educational psychology, class management, and history of education, besides some other subjects of a general cultural nature.

Higher Education There are no institutions of post-secondary level in the country, but so far all those who have completed their secondary education have been granted scholarships. A plan has been recently approved for founding a university in Kuwait within the next five years.

**Special Types
of Education**

On parallel lines with this educational ladder, the Department of Education runs the following schools which have a special status :

Al-Ma'had Ad-dini, which is a school for religious instruction, consists of the primary, intermediate and secondary stages, each of which covers four years. The syllabuses in the primary stage are the same as those in ordinary primary schools ; in the intermediate stage the difference is slight, but the syllabuses become more divergent in the secondary stage where the stress is on the study of Arabic, the Koran, and Islamic law and institutions. Graduates of Al-Ma'had are admitted to Al-Azhar University at Cairo.

A boys' school for the blind was opened in 1955-1956. The syllabuses followed in this school are the same as those in other schools except that allowance is made for the difficulty of teaching through the Braille method, so that the syllabuses of the primary stage cover five years instead of four. The school started with 36 boys three years ago, and the number increased to 56 last year, of whom 12 were boarders. Two classes for blind girls were opened last year in a part of the building for the boys' school, but the girls will have a school of their own as from next year.

There are eight centres for teaching illiterates to read and write. These are run in cooperation with the Department of Social Affairs and the number of pupils who enrolled in these centres last year totalled 2,429.

The commercial evening school is run wholly by the Department of Education for the benefit of those who like to add to their knowledge of commercial subjects during their leisure time. In addition to accountancy, book-keeping and typing, students are also taught English and Arabic. During 1958-1959, the number of students enrolled at the commercial evening school reached 1,286, most of whom were government employees.

There is also a class attached to the commercial evening school which prepares adults for the intermediate school certificate examination. Those who pass this examination join classes that prepare them for the general secondary education examination.

A scheme for vocational training is carried out with the help of the Department of Social Affairs. The aim of the scheme is to create a class of skilled workmen. The workshops and the staff of the technical college are used in the evening for this purpose, and training is given in the same trades as those taught in the college. Enrolment last year reached 125 workmen, which brings the total number of workmen who have joined the scheme during the last four years to 515.

Quantitative Development The following statistics show the number of pupils and teachers in 1957-1958 and 1958-1959 :

	Teachers			Pupils		
	1957-58	1958-59	Difference	1957-58	1958-59	Difference
Kindergartens	87	123	+ 36	1,711	2,574	+ 863
Primary	1,032	1,162	+130	19,811	22,118	+2,307
Intermediate	371	463	+ 92	4,970	6,530	+1,560
Secondary	103	122	+ 19	1,020	1,270	+ 250
Vocational	62	79	+ 17	1,424	1,529	+ 105
Special vocational	44	44	—	497	381	— 116
Total	1,699	1,993	+294	29,433	34,402	+4,969

CURRICULA, SYLLABUSES AND METHODS

Audio-Visual Aids There are a wireless set, a gramophone, a tape recorder, a cinema projector and a filmstrip projector in every school. Epidiascopes were issued to some schools last year. A film library has been founded in the audio-visual section of the Department of Education and it contains 600 films dealing with a variety of subjects. The films, filmstrips, and records are borrowed from the central library for use in schools. Short courses were held last year to train teachers to make their own visual aids such as maps, diagrams, posters, models, etc. A number of prototypes of aids were made by the audio-visual section for distribution among the schools.

TEACHING STAFF

Training and Conditions of Service The problem of teachers has a special significance in Kuwait, as the vast majority of teachers are non-Kuwaitis. Of the 1,993 teachers who worked during the last school year, there were only 74 Kuwait men teachers and 40 women teachers. The rest are all non-Kuwaiti Arabs coming from almost every other Arab country. Of these, 291 men and 172 women were seconded by the Ministry of Education of the United Arab Republic and the rest were recruited by the Department of Education on the basis of a renewable one-year contract. Different measures have been taken by the Department to raise the standard of Kuwaiti teachers and to attract a greater number of Kuwaitis to the teaching profession. The women's training school has made a modest but promising start, and a scheme is being studied at present to open a training college for men.

AUXILIARY SERVICES

Medical Care Every school has a clinic which is normally staffed by at least one qualified nurse and is visited by a doctor three times a week. There is, in addition, a central clinic with specialists in eye, skin, and ear, nose and throat diseases, and which can also be used for emergency cases. In the year 1958-1959 there were 16 doctors working in the school health service. Besides their routine clinical work, these doctors made a full medical examination of all the pupils and kept a special medical card for each, showing his or her state of health. In the year 1957-1958 about 7,200 pupils had their chests examined by X-ray and the number of those who will have undergone this examination by the end of this year is estimated at about 10,000. During the last two years about 98% of the school population were vaccinated against smallpox. Last November 22,000 pupils were inoculated against diphtheria and 2,500 against poliomyelitis.

Social Assistance Two meals are served in the kindergartens and secondary schools: a breakfast which consists of sandwiches, milk or soup, and fruit, and a lunch of rice, vegetables and meat. Some of the primary and intermediate schools are supplied with one meal whereas others have two, this being decided by whether the students have a break at noon long enough to go home for lunch. Each pupil is supplied with two suits and a pair of shoes every year.

Youth Movements

The boy scout and the girl guide movements figure prominently among the extra-curricular activities encouraged by the Department of Education. The total number of boy scouts and girl guides is 3,869. An annual scouts camp is held every year in March. A group of Kuwaiti boy scouts participated in the Xth World Jamboree held in the Philippines in July, 1959, and in the XVIIth international boy scouts conference in New Delhi.

Scholarships

Scholarships for higher studies abroad are granted to all Kuwaiti students who show the aptitude to benefit from such study. All the 55 Kuwaiti students who passed the general secondary education certificate examination in 1957 were granted scholarships to study abroad. Of the 78 students who passed the same examination in 1958, 75 were granted such scholarships.

MISCELLANEOUS**Schools Abroad**

There is a school run by the Kuwaiti Department of Education in Karachi (Pakistan) for the benefit of the Arab community there. The Department also contributes teachers, school equipment, books and stationery to schools in the Trucial States of Oman.

Educational Missions in Kuwait

There are about 8,718 non-Kuwaiti students in the schools of Kuwait. They come from almost every part of the Arab world and they are all offered the same services as the Kuwaitis as regards general education. Many of these students have come with their families to live in Kuwait, but there are some who have been granted scholarships by the Department of Education to study in its schools. The scholarships awarded cover all expenses.

LAOS

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Students Abroad* — *Sisavang Vong University* — *National Education Centre* — *Provincial Education Centres* — *Rural Education* — CURRICULA, SYLLABUSES AND METHODS — *Primary Education* — *Secondary Education* — *Entrance to Upper Secondary Education* — *Scholarships* — *Technical Education*

ADMINISTRATION

Finance The budget of the Ministry of Education for 1957-1958 totalled 142,456,110 kips (12.4% of the total budget). In 1958-1959, it reached 199,941,240 kips (14.3% of the total budget). One dollar equals 80 kips.

American aid totalled 744,087 dollars and French aid 27,000 dollars. Japan awarded two scholarships and several more were awarded under the Colombo plan.

School Building Work to be undertaken under the allocations of the 1957-1958 budget has not yet been started. The same is unfortunately true of the same projects carried forward into the 1958-1959 budget. The only buildings erected this year, a very few small elementary schools, have been due to private enterprise.

ORGANIZATION

Quantitative Development The following statistics show the number of pupils in 1958-1959:

<i>Public education</i>	Boys	Girls	Total
Primary education	69,288	26,709	95,997
Secondary, technical and specialized education	1,919	483	2,402
<i>Private education</i>			
Primary education	3,028	2,074	5,102
Total	74,235	29,266	103,501

The increase over last year is 21,577, i.e. 26.3%. The proportion of girls has varied little (28.3% as compared with 28.6%); it is smaller in secondary education.

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. Inpèng SURYADHAY, Delegate of the government of Laos.

Students Abroad Scholarships were awarded to 244 students, who were distributed as follows: France 107, Thailand 63, Cambodia 51, India 7, Canada 6, Switzerland 3, United States 3, and Vietnam 3.

Sisavang Vong University A royal decree of 30th June, 1958, set up an organization called the "Sisavang Vong University", under the Ministry of Education. It will comprise a number of schools, centres, and various bodies, making up an educational and cultural organ of great scope. Two of the establishments are already at work: the national centre of political, administrative and legal studies and the school of medicine.

National Education Centre A presidential decree of March, 1959, laid down the characteristics of the National Education Centre. This establishment, which it is hoped to open in October, 1959, will provide the country with a school for training staff for the education of young people and for the administration of establishments or departments in the national education service.

Hitherto, school teachers up to primary certificate level have been recruited in the provinces, and they learned the rudiments of education at a short course run by the primary inspector. It seems more efficient to group larger numbers of candidates at a national centre where they will be initiated to educational methods, adapted to local conditions, by qualified teachers.

The present teacher training school will enjoy better material facilities at the National Centre, where all the future teachers, both men and women, will be lodged, which is not possible in the present establishment. The course will take four years, as before.

It is planned to provide training at the National Education Centre up to the level of the baccalaureate and then up to degree standard, so that these teachers may replace the French staff at present seconded to teaching in Laos.

In addition, the Centre will cater for candidates for administrative posts, such as head teachers, inspectors and bursars. Further, teachers and instructors in physical education, and also youth leaders, will receive training in education there, thus ensuring the unity of approach which is essential.

The National Centre will also comprise, in addition to the training courses, demonstration schools of all levels, so that students and probationers of all kinds will be able to follow a methodical supervised course of practical training and undertake in-service training.

Provincial Education Centres A presidential decree of April, 1959, defines and establishes a new type of establishment which enables the introduction of technical and trade divisions, parallel to the traditional type of primary and secondary class, as required by the special needs of each area. Each establishment will be under a director, who will be entirely responsible for all the classes, of whatever level or specialization, from the kindergarten to the upper secondary classes.

The provincial centre will have boarding accommodation for girls, which is an innovation in Laos. In these boarding schools, methods best suited to the essential transformation of traditional family life will be investigated. Domestic subjects, such as cleaning, hygiene, cooking, sewing, etc., will be taught.

Rural Education A Unesco expert has been studying since January, 1958, the organization of a training centre for teachers of basic education. Unfortunately nothing has been able to be arranged so far owing to numerous difficulties, mostly of a material nature.

One can, however, report the introduction of a basic education allowance of 1,500 kips a month for members of the various administrative services of the kingdom who are employed as teachers of basic education. This allowance is payable only during the actual period of residence in a rural area, and confers a substantial advantage on educators confined to the most outlandish parts of the country.

CURRICULA, SYLLABUSES AND METHODS

Primary Education A Unesco expert has been studying since May, 1958, a plan of revision for the present syllabuses. Another Unesco expert is now organizing a service for the composition and publication of school textbooks.

Secondary Education A complete reform of secondary school syllabuses is being planned, and studies have been undertaken by the competent ministerial departments in collaboration with the seconded teaching staff, on the basis of the recommendations of the Unesco Mission of June, 1957. Meanwhile, certain changes were made in September, 1958, by the secondary education department in the syllabuses and time-tables of the first two secondary school years (corresponding to the 7th and 8th years of education). Ten hours instead of nine will be given to the study of the French language. Ethics and civics, hitherto taught by French teachers, will now be taught in Laotian by a Laotian teacher appointed by the Laotian primary inspector.

Physical education, drawing, and handicrafts are taught in all classes by Laotian instructors.

The new instructions on the aim of French teaching were drawn up after a study of reports submitted by the heads of schools and specialized teachers, so that they are the result of collective work based on the experience of competent teachers. Within this framework, teachers are free to use the methods which seem to them best suited to the aim set, and can regulate the pace of their class according to the level and progress of their pupils.

Children finishing their primary schooling and entering the secondary stage should acquire in French, which is the medium of instruction, a simple, concrete vocabulary (first secondary class), which is then widened and enriched (second year), and should learn to use it so that they can express their ideas correctly as soon as possible.

The teaching methods which should be used are based on the following principles: (a) French teaching is started again from the beginning according to primary school methods; (b) French is taught in the first two secondary years as a foreign language; (c) the use of the direct method, making the children observe, act and think, is indispensable, though at the same time one should aim at an improvement of written expression; (d) instruction is adapted to the children's environment; (e) exercises are grouped around concrete centres of interest; (f) the choice of texts should not be too foreign to the child's experience.

Entrance to Upper Secondary Education Secondary schools at present consist of the following: (a) those called *collèges*, which give a four-year lower secondary course; (b) the teacher training school, which follows the same curriculum with the addition of training in education; (c) the *lycée*, which gives a complete secondary education, both lower and upper (4+3 years).

As the total number of pupils in lower secondary education exceeds 2,000, entrance to the upper secondary school in the only national *lycée* has now been regulated by a ministerial decree of March, 1959. Pupils who have passed the final lower secondary examination (Laotian diploma or French certificate) will be entitled to sit for the entrance examination to the first class of the upper stage. The examination consists of a paper in French composition and a mathematics test.

Scholarships Until the necessary establishments have been set up in Laos, an examination is to be held for awarding scholarships for higher education abroad (ministerial decree of October, 1958). The examination is open to young men and women holding the complete baccalaureate or an equivalent diploma, who are under 22 years of age. The only written examination is an essay in French on a literary or scientific subject, according to the studies the candidate intends to pursue. There is also an oral test, either in English or French according to the country in which the candidate wishes to continue his studies.

Technical Education In order to bring courses in technical divisions into line with those in classical or modern divisions, and to give pupils in these divisions a more thorough training, the length of studies in them has been increased to three years. The first is a guidance year; in the second, pupils begin theoretical and practical training adapted, for the specialization, to local conditions, while the third is reserved for a thorough training in their subject of specialization. Pupils will perform "saleable" work in conditions and in an environment resembling as closely as possible those found in the workshops and factories in which they will later be employed.

These three years' study will lead to an examination conferring a certificate of professional proficiency.

An effort has been made, as was mentioned in previous reports, to develop technical education. Among the numerous difficulties encountered, one of the most deep-rooted is the prejudice which prevents families from letting their children study a manual occupation. It is with a view to obviating this difficulty that apprenticeship centres have been attached to the neighbouring secondary school, of which they will now be a part, in the same way as the other classes.

In the provincial centres, which are being constructed as rapidly as possible, one in the north of the country and one in the south, pupils of all levels are taught in the same buildings and live in the same boarding houses. The number of years' study is to be made uniform for all the divisions, and the problem of equivalent rating for the different diplomas will also be dealt with.

LEBANON

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Structural Reform* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Free Schooling* — AUXILIARY SERVICES — *Physical Education* — *Youth Movements* — *Psycho-Pedagogical Research*

ADMINISTRATION

Structural Reform A general, basic reform of the administrative system in the Lebanon, aiming at its modernization, is being completed. It is difficult to foresee at present what changes will be made in the Ministry of Education.

Budget The budget of the Ministry of Education and Fine Arts for the year 1959 amounts to 30,994,222 Lebanese pounds, distributed as follows :

Central administration	2,743,025
Lebanese University	645,387
Primary and complementary education	19,886,290
Technical education	1,603,123
Department of secondary education	2,089,240
Department of teacher training	529,770
Department of sports and scouting	1,720,927
Department of antiquities	1,254,420
National conservatory of music	373,540
National library	148,500

The budget of the Ministry of Education and Fine Arts shows an increase of 3,509,475 Lebanese pounds as compared with that of the preceding year (+12.73%). It represents 15.04% of the general budget of the State (206 million Lebanese pounds).

School Building Last year's plans are being put into execution. The board of administration of the Independent School Building Fund has decided to build an upper elementary school in every important town in the country. This year the budget of the Fund totals 2,419,145 Lebanese pounds, of which 558,000 were granted by the State, 485,000 came from examination and registration fees in public schools, and 1,376,000 from the credit balance.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Charles AMMOUN, Delegate of the government of the Lebanon.

This budget enabled the Ministry to build 64 new schools in rural areas. This policy was decided last year because : (a) a rural primary school building does not cost very much, so that many villages can have their schools at the same time ; (b) a school building in Beirut would consume half the budget without settling in any way the problem of having suitable schools in the chief town, which requires a special financial policy, at present under investigation.

ORGANIZATION

Quantitative Development Here are very recent statistics worked out on scientific basis. They have not been compared to those given last year which were only a rough estimate, but are provided as a basis of comparison with next year's.

<i>Public Education</i>	Schools	Pupils	Teachers
Primary schools	1,000	75,034	} 4,024
Higher primary and secondary schools	82	28,041	
<i>Private Education</i>			
Primary schools	939	126,589	} 5,545
Higher primary and secondary schools	145	25,625	

Free Schooling The project concerning free primary education which was examined last year by the competent departments of the Ministry could not be implemented because of recent political events. It is now being reconsidered.

Physical Education The number of hours assigned to sports teaching has been increased in order to give more importance to sports activities in public schools.

As inter-school competitions and championships are arousing increasing interest, they have been extended to the whole country.

At the school of gymnastics, a further training centre for teachers will gather all sports teachers together next summer and train them in recent sports techniques.

Youth Movements In the field of scouting, the inspection of the various troops is being reorganized, and new training camps are being set up in county towns.

Psycho-Pedagogical Research The psycho-pedagogical research centre cooperates with all the education departments of the Ministry and with social and professional institutions. This broad activity makes the centre a reference point, which affects all social activities.

The centre is now studying the reorganization of entrance examinations to teachers' colleges and vocational schools. Psychological tests are being used increasingly. Scientific studies of teaching methods and textbooks have been made. A statistical study of baccalaureate examinations, and other works concerning school documents and teaching standards, are now being studied by research workers.

LIBERIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Introduction — Budget — School Building — Control — Quantitative Development — Fundamental Education — Rural Teacher Training — In-Service Training — Curricula — Physical Education — Vocational and Technical Education — Scholarships — Textbooks

Introduction Several distinct factors have strongly influenced the development of education in Liberia in recent years. Firstly the social factor, which has affected habits of thought and behaviour; relations with neighbours have taken on a new and broader perspective. The other force which has stimulated changes in the education system is the steadily increasing body of professional knowledge—the result of government policy which has sent Liberians to train in foreign countries. On their return they assist in implementing the expanding programme by research and experiment designed to improve the educational system.

Budget The government allocated to the Department of Public Instruction 2,778,710 dollars. This amount is 278,710 dollars more than the previous year (+11%) and represents about 15% of the national budget.

School Building In addition to the maintenance of existing school buildings and the renovation of others, a modern high school building has been constructed in Maryland County and also four modern demonstration elementary school buildings in the four counties outside the capital. These new schools are staffed with personnel some of whom received training in foreign institutions.

Control In addition to the eight supervisors of schools and their assistants, a few instructional supervising teachers have been appointed.

Quantitative Development The following are the statistics for 1957 and 1958 showing the number of schools, teachers, and pupils.

	1957	1958	Difference
Schools	620	637	+ 17
Teachers	1,812	1,958	+146
Pupils	53,760	53,382	—378

The apparent decrease in the number of pupils is caused by the fact that statistics for the schools in the Western Province were not received.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Nathaniel V. MASSAQUOI and Mr. PAYNE MITCHELL, Delegates of the government of Liberia.

Fundamental Education Fundamental education, carried on by the Department of Instruction, has been progressing steadily since 1953. In 1951 the first pilot project was begun in the village of Dimeh, about nine miles from the capital. The project grew until 1953 when the plans for the building of the rural training centre were begun. The new centre was inaugurated in 1955 by the President of Liberia.

The Bureau of Fundamental Education was set up in 1957, incorporating the functions of the former national literacy campaign organized in 1950. Today the Bureau runs and supervises the national fundamental education centre at Klay, the Webbo centre, 13 community development centres and about 150 literacy classes throughout the country. Administratively, the Bureau is composed of the following divisions: the division of community development, the division of adult literacy, the division of adult education, the division of production and publication, and the division of women's education.

Since 1954 the centre has trained 170 rural workers who are now engaged in community development activities throughout the country. The course is for both men and women. Male students are encouraged to bring their wives, for whom a special course has been designed.

Rural Teacher Training To extend the benefits of elementary education to thousands of rural children of school age who at present have little or no opportunity for schooling, the governments of Liberia and the United States, represented by the Department of Public Instruction and by the United States Operations Mission to Liberia respectively, have planned a cooperative education programme that will result in the establishment of the nation's first elementary teacher training institution, to be located on a thousand-acre site in the Zorzor district of the western province. The reason for locating the training centre deep in the interior was to fit trainees for their important work in the villages.

It is anticipated that this institution will accomplish the following results: (a) test and demonstrate the most practical and effective procedures to be followed in the development and operation of a rural teacher training institution, which will serve as a guide in the establishment of other rural teacher training institutions in the future; (b) make an important contribution to the supply of qualified elementary teachers for the village schools in the interior of the country; (c) stimulate education in the hinterland; (d) utilize the competence of Liberian school specialists who have returned from studies overseas; and (e) provide a centre for research with particular emphasis on rural education.

The curriculum will include the study of English, general mathematics, general science, agriculture and home economics, physical education and health, African geography, Liberian history, psychology, and an introduction to education. Instructors will be highly qualified Liberian teachers with United States technicians serving as consultants and advisers.

In-Service Training The Department of Public Instruction has striven for many years to provide suitable in-service education programmes for teachers. Prior to 1952, the only in-service programme was a two-week teachers' summer school. In 1952 this institute was reorganized and expanded. In 1959, the four-week session was again expanded, this time to six weeks.

To intensify the teachers' improvement programme, the Department of Public Instruction in 1955 launched the extension education programme in two of the five counties as a pilot programme. The success of this initiative led to its expansion throughout the country in 1956. Enthusiasm on the part of teachers for in-service training has been tremendous.

Since 1955 more than 30 in-service teachers have received elementary school certificates, 35 have received high school diplomas and more than 600 advanced from one academic level to another. The curriculum includes in addition professional subjects, demonstrations, arts and crafts, community development, scientific agriculture, audio-visual aids, etc.

Curricula

A committee on curriculum reconstruction was organized to undertake research in different areas and draw up a syllabus for social studies. The committee has prepared minimum standards for the certification of teachers. The areas to be covered by the study and revision include arithmetic, science and agriculture, language arts and social studies, music, health and physical education, personal hygiene and recreation.

Supervisors and teachers who are highly qualified and experienced are encouraged to participate in the study of the curriculum.

Research is concerned with criteria for the evaluation of the pupils' progress and methods to be applied.

Physical Education

Beginning in 1957, physical education was accelerated in the schools. The Department of Public Instruction, through the division of physical education and health, declared this teaching to be compulsory. To implement this programme it was necessary to qualify teachers in physical education. A seminar is conducted annually for six weeks for all in-service and prospective teachers of physical education. There is also an in-service training programme for all teachers of physical education, which is held three times a week. In order to stimulate and accelerate the programme of physical education in the schools, the government has contracted for the service of an American as adviser to the Department of Public Instruction in the field of physical education and health.

Vocational and Technical Education

Vocational education is considered one of the basic means of accelerating the development of the nation's potential, and the role of the government in the expansion of the Booker Washington Institute as a leading vocational training centre is typical of the present administration's determination to accomplish this goal. During the past year, excellent progress has been achieved at the Booker Washington Institute; more workshops have been completed and equipped, and greater emphasis placed on the development of a sound and adequate curriculum.

In November of last year, the Institute trained 55 students in the fields of automobile mechanics, agriculture, carpentry, electricity, home economics, machine building, bricklaying, plumbing, and secretarial work. In addition, under a sub-contract signed with the Philco Company of America for the training of specialists in electronics and radio communications, 22 students completed their training in 1958.

Plans have already been drawn up for the establishment of in-service training centres to broaden the base of vocational training in the country.

Scholarships The number of foreign scholarships has been increased from 408 to 455. During the year 28 students returned to Liberia and 98 others have been granted scholarships. These students are distributed in schools in America, Europe and Africa.

The government is continuing its policy of granting local scholarships to deserving students to attend the University of Liberia for higher education. Local scholarships have also been extended to other institutions. In 1959, 435 students received local scholarships.

Textbooks Textbook supply is still a problem but attempts are being made to solve it gradually; sample copies of textbooks from various publishing companies are being studied. There are also plans to expand the division of textbook research created in the year 1956 and it is hoped in the near future to have materials that can be easily adapted to the local environment. Under the law creating the division of textbook research there is also a provision for encouraging the preparation of materials by Liberian authors particularly in the fields of reading, geography, history and allied subjects.

LUXEMBOURG

EDUCATIONAL PROGRESS IN 1958-1959 ¹

PRIMARY EDUCATION — *Finance — Quantitative Development — Teacher Training* — SECONDARY EDUCATION — *Finance — Quantitative Development — Plan of Reform — Medium of Instruction* — TEACHING STAFF — VOCATIONAL EDUCATION — *Finance — Quantitative Development — New Technical Institute* — HIGHER EDUCATION — *International University*

PRIMARY EDUCATION

Finance Allocations for primary education and teacher training totalled 184,860,000 francs in 1959, which is an increase of 14,110,000 over the figure for 1958. This increase was absorbed by salaries, pupil transport, and the organization of further education.

Quantitative Development The number of pupils attending primary schools is 26,300, and the number of teachers 1,100. In 1958, the numbers were 28,000 pupils and 1,080 teachers. There has been, therefore, a decrease of 1,700 pupils and an increase of 20 teachers.

Teacher Training A law has been passed setting up an institute of education for the training of primary teaching staff, both men and women. Holders of the secondary school leaving certificate will be admitted to this institute. Training consists of a course with pay lasting two years. The institute will commence work in the school year 1960-1961, when there will be only one last year left in the teacher training schools.

SECONDARY EDUCATION

Finance The secondary education budget for 1959 is 86 million francs, as compared with 80 million in 1958. This increase is due to larger expenditure on staff, a greater number of enrolments and more extensive financial aid to pupils.

Work on enlarging the boys' grammar school at Esch-sur-Alzette should be finished at the beginning of 1960. The construction of the new Luxembourg *athénée* is progressing rapidly.

Quantitative Development The teaching staff (300 in 1958) has increased by a few members. The number of pupils has risen from 4,225 in 1958 to 4,443 in 1959.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Charles LANG, Delegate of the government of Luxembourg.

Plan of Reform The plan of reform has not yet been given its final form. The teachers' association has devoted an important number of its journal to discussion of this question.

New regulations for holidays in secondary education will come into force at the beginning of the 1959 school year. The Christmas holidays will last from 23rd December to 3rd January (formerly 25th December to 1st January), the Easter holidays will be increased from 12 to 15 days. The lessons missed will be partially recovered on the eve of holidays, when school will continue until 4 p.m. instead of stopping at 10 a.m. as before.

Medium of Instruction As a general reform is imminent, there are no important changes to mention in syllabuses. From the 1958-1959 school year onwards, however, the Greek course in classical lycées has been given in French; hitherto German was the medium of instruction for this course.

Teaching Staff Indemnities given to members of the examining boards for secondary school entrance have been increased.

VOCATIONAL EDUCATION

Finance The vocational education budget for administration proper increased from 36 to 38 million francs. The public works budget has also allocated to vocational education a sum of 5 million francs for equipping classrooms for full-time courses given to apprentices in trades and light industries as from 1958-1959; the introduction of these courses was mentioned in last year's report.

Quantitative Development The number of pupils enrolled in vocational education in 1959 was 3,311, as compared with 3,207 in 1958. The following statistics show the distribution of these pupils between the different groups of trades and professions:

(1) Trades :		
(a) food trade	159	
(b) clothing and hairdressing	344	
(c) printing and art trades	121	
(d) building	384	
(e) metals	523	
(f) wood and furniture	70	
(g) automobiles	215	
(h) work on the land	13	
	Total	1,829
(2) Professions in industry		529
(3) Commercial professions and the hotel trade		734
(4) Technicians		162
(5) Draughtsmen		57
	Total	3,311

New Technical Institute On 3rd August, 1958, a law was passed setting up an institute of technical education to replace the State trade school and the higher technical courses attached to it. This new institute consists of two schools, the school of arts and crafts and the technical school. The school of arts and crafts, which trains craftsmen, comprises : (a) a division for art trades, with branches for carpentry and cabinet-making, wrought-iron work, ceramics, decoration, and sculpture ; and (b) a technical division with branches for building trades, mechanics, electrotechnics, and industrial tools. The technical school, which will train engineers and technicians, includes the branches of civil engineering, mechanics, and electrotechnics.

HIGHER EDUCATION

International University To the international university of comparative science has been added a faculty of comparative economics and a course on European communities.

MALAYA (Federation of)

EDUCATIONAL PROGRESS IN 1958 ¹

Organization of the Ministry of Education — Local Education Authorities — School Governing and Managing Boards — Financial Assistance to Local Authorities — Conversion of Schools — Fostering a Malayan Outlook — Status of Teachers — Malay Schools — Chinese-Medium Schools — English-Medium Schools — Girls' Education — Physical Education — Technical Education — University Education — Students Overseas — Teacher Training — Further Education — Adult Education — Federal Inspection — Textbooks

Organization of the Ministry of Education

The year 1958 was the first full year of operation of the new education policy as laid down in the education ordinance, 1957, and its implementation provided a number of constitutional, administrative and financial problems which, inter alia, emphasized the desirability of organizing the Ministry. With this in view the organization and methods division of the Treasury was invited to start a survey of the Ministry. Meanwhile the organization remained basically the same, i.e. as under the 1956 revision.

Local Education Authorities

Progress in establishing local education authorities has been retarded by a shortage of suitable staff and difficulties in regard to the financing of these authorities. However, by the end of the year there were twelve local education authorities in the Federation, covering all areas.

School Governing and Managing Boards

During the year, both primary and secondary English-medium schools were required to set up boards of managers and governors respectively, on which parents and former pupils, as well as local and government interests are represented. Every school is required to have its board. The majority of standard (Malay) schools and of Indian schools have also set up boards. By the end of 1958, boards of managers had been established for a total of 3,937 primary schools and boards of governors for 183 secondary schools.

Financial Assistance to Local Authorities

On 1st January, 1958, the Ministry became self-accounting. The procedure for the payment of grants by the Ministry, in accordance with the schools financial assistance regulations of 1958, was as follows : (1) The twelve local education authorities received their periodical grants direct from the Ministry and distributed the funds to the primary schools, rural trade schools and hostels under their control. (2) The five residential secondary schools, two technical institutes, and two junior technical (trade) schools also received their grants direct from the Ministry. (3) Secondary day schools (approximately 200) were paid their grants by chief education officers, from allocations

¹ From the report sent by the Ministry of Education of the Federation of Malaya.

received from the Ministry. Later in the year a start was made in handing over to the chief education officers the responsibility for making payments from their own bank account operated under an advance imprest. (4) Government institutions (e.g. day training colleges and centres) met their expenditure in the normal way from allocations under relevant headings in the estimates, payments being made by State treasurers.

Conversion of Schools Considerable progress was made in the conversion of primary schools to standard schools (Malay medium) and standard-type schools (English, Kuo Yu, Tamil medium). By the end of the year there were 1,921 Malay-medium standard schools and 1,908 standard-type schools (273 English, 787 Chinese and 848 Tamil medium).

Fostering a Malayan Outlook Establishing a national-type secondary school has progressed slowly, and there are now 152 schools of this type. They are open to all races by competitive selection, and work to a common syllabus with a flexible curriculum which permits the study of all Malayan languages and cultures. They also provide for diversity in the media of instruction.

Status of Teachers Throughout 1958, work continued on the preparation of new salary scales and conditions of service for teachers.

Malay Schools The number of standard schools has increased through the years. In many villages the people, not content to wait until the government could open a school, started one in temporary buildings erected by themselves. In some of the federated states the proportion of these schools, called "Ra'ayat" schools, to fully assisted standard schools has been so great that the increasing financial liability involved has become the concern of the federal government. Some of these schools receive salary contributions, and those that reach the required standard are being converted into fully assisted standard schools. The number of fully assisted and independent standard schools and of their pupils for this year is shown below :

	Schools		Pupils			
	1957	1958	1957		1958	
			Boys	Total	Boys	Total
Fully assisted	1,852	1,921	223,267	387,455	229,662	407,691
Partially assisted (Ra'ayat schools)	386	371	23,341	40,411	25,763	45,417
Independent (Ra'ayat schools)	6	5	302	502	234	380
Total . . .	2,244	2,297	246,910	428,368	255,659	453,488

The enormous increase in enrolment since the war, the result of the Malays' awakening to the vital importance of education, has created serious problems. The above figures show an increase of 25,120 pupils over the total for 1957 (16,371 girls and 8,749 boys).

The continual increase in the number of children attending school has created difficulties in providing sufficient accommodation, equipment, furniture and textbooks. In the towns and larger villages, schools are in permanent or semi-permanent buildings. The smaller schools are still for the most part one-room buildings with classes separated by screens. Although it is recommended in the Razak report that very small schools

should be grouped into economic units, it has not been found possible to make much progress with regrouping this year, due to financial and social factors.

The proportion of trained to untrained teachers is one to two, and that of women teachers, trained and untrained, to girl pupils is one to 57. The ratio of trained women teachers to pupils is still unsatisfactory, being one to 115. There is, however, an increase in the number of women teachers this year.

During the year, several special courses on teaching methods have been conducted by the federal inspectorate. Officers from the Ministry participated in refresher courses for teachers in standard schools.

Islamic studies are being included in the curriculum where interchange of teachers is possible, especially in schools that are situated in larger towns.

The special wireless programmes for schools are of particular value to rural standard schools. An increasing number of such schools listened to these broadcasts on battery sets.

The improvement in physical education continued to be evident. There was keen competition in inter-school games and athletics.

Intelligent standard school pupils who complete the first three or four years of the primary course before their 10th or 11th birthdays can compete for admission to the special Malay classes in English schools within their own state. These special classes give an intensive course in English to enable these pupils, from their third year in the English school, to follow the full normal curriculum of the school. In this way the gap between the Malay primary school and the English secondary school is bridged for an increasing number of Malay pupils.

There was a very great increase in the number of pupils taking the Malay-language version of the promotion examination from the primary to the secondary school. In 1956, there were 4,891 candidates, in 1957, 7,049 candidates, and in 1958, 13,059 candidates. Opportunities for secondary education were still further extended in 1958 by increasing the number of remove classes at several centres, including the three Malay secondary schools at Ipoh, Tanjong Malin and Malacca, and by establishing 18 Malay-medium secondary classes, attached to national-type secondary school (English medium) schools.

Chinese-Medium Schools Chinese-medium schools in the Federation in September, 1958, comprised the following:

	Primary	Secondary
Fully assisted schools	787	11
Partially assisted schools	209	41
Independent schools	144	18
Evening classes	212	23
Total	1,352	93

There were 376,934 pupils at primary level, and 39,381 at secondary level in Chinese schools, making a total of 416,315 pupils. The primary and secondary schools each give six years' education, although the secondary schools are in the transitional stage of conforming to the education ordinance of 1957 which provides for a five-year secondary course.

Civics courses for Chinese-medium schoolteachers were held in many parts of the country. Several states also ran refresher courses for teachers in an endeavour to introduce improved methods of teaching into a school system which tends to be conservative.

A variety of facilities were offered for out-of-school activities and recreation, depending on the enthusiasm of the staff and pupils. A number of pupils joined the boy scout and girl guide movements, as well as the Junior Red Cross or St. John's Ambulance units.

Indian Schools At the end of 1958 there were 869 Indian schools with an enrolment of 52,011, some 2,000 more pupils than the corresponding figure for 1957. Of these 869 schools, 848 were in receipt of full assistance (teachers' salaries, free supply of books and teaching equipment). Education was free in all the aided schools, the enrolment of which represented 98.5% of the total enrolment of all Indian schools.

Out of 1,790 teachers teaching in the vernacular, 1,189 were trained. In addition there were 142 teachers of English (both full- and part-time) and 334 teachers of Malay (also both full- and part-time). The pupil-teacher ratio remains at 28 which, although showing an improvement in past years, cannot be considered to be completely satisfactory as many of the schools are small and teachers are responsible for several standards. In the course of the year it was possible to amalgamate a number of small schools to form bigger units.

English-Medium Schools The main change in the English-medium school pattern during 1958 was the separation of primary from secondary schools under the 1957 ordinance. Primary schools now become the administrative responsibility of the new local education authorities, while secondary schools remain under the direct administration of the Minister of Education.

In 1958, there were 497 primary and 266 secondary English-medium schools.

The following table shows the breakdown into schools receiving full assistance or partial assistance from the government and those receiving no financial assistance. It also shows the number of pupils in each type of school.

	Schools			Pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
Fully assisted	273	149	422	146,137	57,689	203,826
Partially assisted	3	1	4	663	417	1,080
Independent	221	116	337	30,188	21,202	51,390
Total	497	266	763	176,988	79,308	256,296

The demand for higher education also continues to rise and 914 science candidates and 849 arts candidates entered for the sixth form provisional examination.

The figures for sixth form courses in 1958 is as follows :

	Malay	Chinese	Indian	Others	Total	Boys	Girls
Upper sixth science	30	239	77	4	350	299	51
Lower sixth science	48	283	75	1	407	352	55
Upper sixth arts	81	115	50	5	251	227	24
Lower sixth arts	103	178	64	12	375	215	142
Total	262	815	266	22	1,365	1,093	272

Figures for the lower sixth indicate that a better balance between arts and science and between the various races is being achieved, but the balance between sexes is still heavily weighted in favour of the boys.

In 1958 the University of Malaya abandoned its entrance examination which was held for the last time in March, 1957. Entrance to the university will in future be through the Cambridge Overseas Higher School Certificate Examination results. The university's terms are being revised to coincide more closely with those of Malayan schools.

Progress in the teaching of more practical subjects was maintained and the expanded workshop, commercial, and domestic science facilities were more fully exploited.

Girls' Education The actual number of girls enrolled and their percentage to the total enrolment once again showed an increase over previous years. In 1956, it was 38.4%; in 1957, 40.4%; and in 1958, 41.1%. Enrolment figures for each type of school are as follows:

	Total Enrolment	Girls	% Girls
Malay schools	453,488	197,829	43.7
Chinese schools	416,315	170,395	40.93
Indian schools	52,011	26,164	50.3
English schools	256,296	90,046	35.13
Total	1,178,110	484,434	41.1

The position with regard to the teaching of special subjects for girls is improving. More than 50 girls' and mixed secondary schools now include domestic science and needlework in their curriculum. The number of girls entering for these subjects in the Lower Certificate of Education and in the School Certificate Examination continues to increase.

Commercial subjects, including shorthand, typewriting and book-keeping are now established in secondary schools and attract many pupils. The only limitation is the shortage of trained teachers.

Physical Education The formation of the Federation of Malaya school sports council early in the year constitutes a major achievement in the field of sports and games.

Seven courses in physical education organized for teachers were particularly appreciated by teachers in standard and standard-type schools. Five teachers, including one woman, have returned after undergoing specialist training in physical education in the United Kingdom.

Plans have been completed for the opening of a physical education section in the specialist training institute in Kuala Lumpur. When this institute begins to function it will be possible to offer to teachers one-year courses in physical education, which hitherto could only be obtained overseas.

Technical Education The junior technical (trade) schools at Penang and Kuala Lumpur were converted into technical institutes. The junior (trade) schools at Ipoh and Johore continue to offer courses in electrical, mechanical, building and tailoring subjects.

During the year four new rural trade schools were built. These schools provide two-year courses for pupils who have completed their primary

education and are related to the environment of the school, local needs and opportunities for employment. Each school has a hostel and the pupils receive a subsistence allowance.

The vocational teacher training centre provides courses in woodwork and metalwork for qualified teachers with an interest and aptitude for teaching these subjects in the secondary schools. There were 24 teachers at the last annual course.

The technical institutes provide practical courses leading to the Federation of Malaya Certificate and the Cambridge Overseas School Certificate, as well as practical courses in mechanical and electrical engineering and building construction, which will be similar in standard to the Ordinary National Certificate. The Kuala Lumpur technical institute admitted 73 student technicians from various government departments who after twelve months' training at the technical college completed a second one-year course at the technical institute.

The Kuala Lumpur institute conducted classes for the central apprenticeship board; 61 students attended first- and second-year classes for fitting and turning trades.

Considerable assistance under the Colombo Plan was received during the year in the form of textbooks, equipment, and the services of technical officers from Canada, Australia, and New Zealand. In addition, the International Labour Organization provided experts to assist in developing specialist courses under the technical assistance plan. Also under the Colombo Plan, eleven teachers were sent to the United Kingdom for technical teacher training.

University Education

The University of Malaya, established in 1949, continued to be financed mainly by the governments of both the Federation and Singapore in the form of recurrent and capital grants. The governments of the Federation and of Singapore have formed a joint committee, on which the university is also represented, to draw up a new constitution for the university. Another joint committee was appointed to study methods of financing the University under the proposed new constitution.

The new constitution provides for a single University of Malaya having a chancellor and a vice-chancellor and a single central council with both academic and executive functions, but consisting of two largely autonomous divisions of equal status, one in Singapore and one in Kuala Lumpur. These two divisions will be equally represented on the central council and each will have its own divisional council and senate. The vice-chancellor will maintain academic standards, confer degrees, co-ordinate policy, and preserve the unity of the university. The Muslim College will continue to be an authority of the university.

During the first three months of the year the first phase of the development plan for the Kuala Lumpur division, costing 15 million dollars, was drawn up. It provides for two residential colleges, buildings for the faculties of arts, science, and agriculture, lecture theatres, a library, a department of engineering, staff housing and centres for staff and student facilities.

The New Zealand government has promised to contribute £250,000 sterling under the Colombo Plan to establish a faculty of agriculture.

The total number of students at the University of Malaya was 945.

The Kuala Lumpur technical college, which is the only other institution besides the university providing higher education in engineering, has 320 full-time students.

Students Overseas The number of students studying in colleges and universities overseas with government assistance is 394. While accurate figures for private students are not available, it is estimated that approximately 2,500 Malaysians are studying in Australia or New Zealand, the majority in schools and technical institutions, and about 1,000 are following academic courses in the United Kingdom. A good proportion of government-aided Malaysian students now in Australia are receiving Colombo Plan assistance and their expenses are borne by the donor government. Other specialized short courses are also made available through the auspices of the United States information service, the British Council, private local trusts and foreign governments.

Teacher Training One of the most significant single educational developments of 1958 was the opening of the language institute (*Maktab Perguruan Bahasa*) in January, 1958, at Johore Bahru. The institute opened with an enrolment of 175, consisting of 57 students with school certificate qualifications taking a two-year course, and 118 trained Malay schoolteachers taking a one-year course. Both courses were designed to qualify the students as specialist teachers of the national language in non-Malay schools.

As far as primary teacher training is concerned, 1958 was a year of consolidation. There was a second intake of students into the day training colleges and centres which were opened in 1957. The number of first- and second-year students in these colleges and centres rose to 2,679. A radical reorganization of the training centres will ensure that as from January, 1959, students spend the first and second years in the centres and the third attached to a school, instead of one year in the centres and two years attached to schools. The change should give the training a more solid foundation.

The residential colleges, Sultan Idris training college at Tanjong Malin, and the Malay women's training college at Malacca, are now in process of transition. In 1959 for the first time they will admit Malay students with L.C.E. qualifications, and while maintaining the traditions built up in the past, will now follow a system of teacher training closely allied to that provided in day training colleges and centres.

Another development was the establishment of a teachers' correspondence course for Malay teachers. The course opened with a first-year enrolment of about 800 students.

Further Education The Razak education report of 1956 recommended that the system of government evening classes should be extended to cater for pupils who, for one reason or another, were unable to complete their normal school courses. A provision was made in the 1958 estimates of a million dollars for such a scheme.

For the most part these centres were opened in existing schools and made use of teaching staff drawn from the day school, who were paid allowances for the extra work involved. The subjects offered were varied

but, in the main, they were those which would enable pupils to sit for the Lower Certificate of Education and School Certificate examinations. There were also classes in commercial subjects and in cookery. The level of instruction ranged from the first primary class to the secondary sixth form. Four centres entered candidates for the 1958 Higher School Certificate examinations. Although the majority of classes were secondary classes (English medium), there were also centres operating in Chinese and in Malay.

By the end of 1958 there were about ten thousand pupils in further education classes, with an age range extending from 12 to 70 years; there were 114 centres distributed throughout the Federation and over 1,050 teachers were involved.

A programme of steady expansion for 1959, is possible, as student fees keep pace with the increase in enrolment. It is intended that greater emphasis will be thrown upon instruction in the national language, which these classes provide free of charge.

Adult Education Adult education during 1958 was carried on by two voluntary bodies. The bulk of the work was done by voluntary workers and the government grant of 500,000 dollars was mainly used to pay teachers' allowances in national-language and literary classes. There were 984 grant-aided classes conducted by the two associations, with an enrolment of 20,055 on 31st December, 1958.

The emphasis on literacy and the teaching of the national language increased steadily during the year.

An increased number of literacy teacher training courses in Malay and Tamil were conducted during the year, which resulted in greater efficiency in teaching in the literacy classes. A few courses on the teaching of English and the national language to adults were also held during the year.

The association conducted about 100 other self-supporting classes, which were paid for from their own funds. These latter classes were mainly vocational in nature and the subjects taught were English, book-keeping, accountancy, sewing, cooking, domestic science, shorthand and typewriting. There were about 2,500 adults in these classes, and some of them took public examinations such as the London Chamber of Commerce examinations, L.C.E., and School Certificate.

Federal Inspection Three inspection divisions covering the west of the Federation functioned with depleted staffs. In addition, panel inspections of the east coast, and in the states of Pahang, Malacca, and Johore were undertaken. The first seven federal inspectors to be trained in the United Kingdom returned to the Federation in April on completion of a year's course. On 1st October, 1958, there were 19 inspectors for 1,178,110 children in school, or one inspector for 61,389 children, compared with one inspector to about 55,000 children in 1957.

The original prejudice among teachers against the novel conception of an inspectorate of schools functioning as an independent department directly responsible to the Minister has diminished. The independent status permits federal inspectors, whose reports must be published without modification in their entirety or not at all, to speak their minds without fear.

The mathematics committee of the federal inspectorate produced notes in Malay and English for the teaching of mathematics which are in great demand in schools. The first number of the journal of the federal inspectorate was published in November. Its main aim is to provide a form for the expression of independent professional ideas not only by federal inspectors but also by teachers and others connected with education in the Federation.

Textbooks In addition to the purchase of suitable books for schools from local publishers, 731,000 copies of 6 new titles and 9 reprints (textbooks and supplementary reading material for primary and secondary schools) were distributed to schools during the year. A further 110,000 copies of 3 titles were on order with the printers, and 3 more were being translated. A book for general reading was published and nearly 5,000 copies of it were sold.

MEXICO

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Primary Education* — *Secondary Education* — *Technical Education* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Agricultural and Technical Education* — *Schools' Production* — CURRICULA, SYLLABUSES AND METHODS — *Lightening of Curricula* — *Syllabus Revision* — *Methods* — *Textbooks* — TEACHING STAFF — *Conditions of Service* — AUXILIARY SERVICES — *School Health* — *School Psychology Services* — *People's Education*

ADMINISTRATION

Primary Education Primary and pre-primary education in Mexico is controlled by five general departments, the pre-primary education department, the primary education department for the Federal District, the primary education department for the federated states, primary boarding schools, and native affairs.

On 9th December, 1958, the general office of coordination between pre-primary and primary education was set up with a view to standardizing curricula, syllabuses, textbook problems, school organization and adult education. This bureau is also to study problems concerning the extension of the educational services and the financing of education under the authority of the Ministry of Education.

The pre-primary and primary inspection service has been improved through the attendance by inspectors at courses in the Mexico higher training college and at meetings and seminars for further professional training provided in the capitals of the federated states.

Secondary Education In March, 1959, a secondary education division was set up, of a technical rather than an administrative nature, which is to act as a liaison between the national education council and the general department of secondary education.

The method of inspection in the states and territories of the republic, which until 1958 consisted of occasional visits by inspectors, was modified in March, 1959, by the organization of six permanent inspection areas covering 485 schools.

Technical Education The government runs technical institutes and professional schools for the training of technical staff for the various grades and specializations. The regional technical institutes are part of the State system for spreading technical education in the provinces. The structure of each technical institute enables the different branches of teaching to be coordinated, the pupils to pass from one to another of these establishments and to proceed to the schools making up the national polytechnic.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Silvio ZAVALA, Delegate of the Mexican government.

The vocational schools contribute to the national economy by training technical assistants for production and distribution in short courses.

When placing the regional technical institutes and the vocational schools under one department, special attention was given to the specific responsibilities of the technical education and inspection department.

The extensive development of technical education, and the responsible role it has to play in the industrial expansion of the country, have required the legal basis of its activities to be drawn up by means of the organic law of the national polytechnic.

The Ministry of Education set up the planning commission of the national polytechnic in order to obtain as objective an idea as possible of the state of instruction in this establishment and in order to give the relevant parties an opportunity of meeting to discuss the most important questions concerning Mexican technical education.

Finance The immediate aims of those responsible for the budget are : (a) to develop education at the same pace as the increase in population ; (b) to speed up the expansion of primary education ; (c) to increase the salaries of the teaching staff ; (d) to provide efficient coordination between primary education and education at other levels ; (e) to study and solve the question of school attendance ; (f) to improve education at all levels.

The following figures show the annual budget of the federal Ministry of Education (in pesos) :

Year	Initial Budget	Increases During the Year
1953	479,685,000	45,762,396
1954	606,630,000	113,710,311
1955	711,842,000	51,858,595
1956	823,309,000	117,203,252
1957	1,027,810,000	70,129,926
1958	1,153,180,000	152,619,230
1959	1,482,840,000	180,997,239 (up to 31st March)

School Building The administration committee of the federal programme of school building received the following sums from the federal government : in 1953, 40,204,992 pesos ; in 1954, 30 million pesos ; in 1955, 40 million pesos ; in 1956, 71.5 million pesos ; in 1957, 48.5 million pesos ; in 1958, 54 million pesos ; in 1959, 55 million pesos.

The governments of the federated states, for their part, invested a sum of 37,484,934 pesos in school building between 1953 and 1958, bringing the total to 376,689,926 pesos. In this way 9 teacher training schools, 10 technical institutes, various buildings for the schools of arts and crafts, and also 2,606 schools with a total of 10,557 classrooms, could be constructed or completed, according to the building concerned, over this period. The government of the Federal District built during the same period on its own account 142 schools with 2,713 classrooms.

At first sight the results obtained by the construction of 13,270 classrooms between 1953 and 1958 seem to be satisfactory, as by using the rooms in shifts (one in the morning and the other in the afternoon), the number of rooms is theoretically adequate for somewhat over 1,300,000 children. In view of the increase in the school population of 1,059,720

children during the period in question, it may be said that additional requirements have been met and that there remains a surplus of 250,000 places which will help to reduce the figure of three million children not yet attending school. Closer examination of the problem, however, reveals that matters are not so simple as it would appear, for, if it is true that in the towns classrooms can be used in shifts, reaching a figure of 100 pupils per room, the same is not the case in the country. The majority of the schools scattered throughout rural areas may only be used once a day, because of rural working conditions and of the dispersion of population over the vast areas of mountains, semi-desert or bush which make up the larger part of the national territory.

It is also true that these theoretical data are modified in reality by the fact that some abandon school, so leaving places for new pupils anxious to attend. This opportunity is only available, however, in the larger towns.

Another factor to take into account is the construction of school buildings by the governments of the federated states without the participation of the administrative committee of the federal school building programme; the exact amount of the money spent in this way is not known. At the present rate of progress, it seems certain that the school building problem will be solved in 25 to 30 years.

To house the three million children who do not yet attend school, about 40,000 classrooms are required. To this must be added 3,000 rooms a year to allow for an average increase of 200,000 children. In 30 years' time, the country will have to have 130,000 more classrooms, which, at present rates, would require an expenditure of 4,550 million pesos.

ORGANIZATION

Quantitative Development The following statistics show the number of pupils and teachers in 1958 or 1959, with the difference from the preceding year :

	Pupils			Teachers		
Pre-primary education (1959)	104,264	+8,472	(8.84%)	2,856	+253	(9.7%)
Primary education in the Federal District (1959)	812,968	+142,465	(21.24%)	15,408	+1,215	(8%)
Primary education in the states and territories (1958)	2,157,018	—		42,064	—	
Primary boarding schools (1959)	14,723	+652	(4.63%)	815	+23	(2.9%)
Native education (1959)	6,677	+1,768	(36%)	424	+28	(7%)
Secondary education (1959)	138,871	+18,106	(15%)	10,964	—66	(—0.6%)
Regional technical schools and vocational schools (1959)	42,471	+3,412	(8.7%)	—	—	
Preparatory education (federal and federal cooperation) (1958)	2,140	—		—	—	
Private preparatory education (1958)	911	—		—	—	
Teacher training (1958)	—	—		2,670	—	
Vocational education at the national autonomous University of Mexico (1958)	37,997	—		—	—	
Private vocational education (1958)	4,987	—		—	—	
Special studies (1958)	53	—		—	—	

Agricultural and Technical Education

The system of agricultural education has been adapted to the needs of the country. The first part of the system to be rectified was that which confused education in rural areas with agricultural education. Some of the former practical schools of agriculture have been replaced by basic education centres for agriculture and cattle raising intended for the mass of the rural population without distinction as regards schooling, sex or age. This has been done in order to avoid the emigration of the rural population.

The quality of technical education has also been improved: the polytechnical centre has been enlarged, and preparatory work on the construction of new technical institutes has been continued.

Schools' Production

A distribution centre has been set up to deal with the industrial production of educational establishments, which apply the principles of the work school as part of the pupils' character training. Production by pupils in boarding schools was worth the considerable sum of 963,741 pesos in 1958.

CURRICULA, SYLLABUSES AND METHODS

Lightening of Curricula

No essential change has taken place in 1958-1959 as regards the composition of the curricula. Teachers and educational workers, however, feel the need to lighten the curricula and syllabuses which have been used for the last ten years.

In rural education, there is a pilot plan for technical secondary education which is being tried out in the "Rafael Dondé" school. The characteristics of this plan are: (a) stress on basic subjects; (b) reduction of the time-table to 17 hours of lessons per week; (c) alternative optional subjects, which enable the pupil to prepare for his future life; (d) award of a secondary education certificate with special mention of the skills acquired.

Syllabus Revision

All the subjects in the curricula for intermediate and primary schools, and all those taught in pre-vocational and vocational schools have been overhauled. This work is carried on by (a) educational cooperation centres; (b) educational study and planning committees; (c) seminars for educational study; (d) national teachers' committees.

Methods

Constant efforts are made to use modern methods and techniques in so far as they correspond to the realities of life in society and contribute to better results. These efforts relate to: (a) productive and socially useful techniques in primary boarding schools; (b) educational meetings to study and discuss rural education; (c) the improvement of the teacher training system; (d) the spreading of modern works on pedagogy among teachers.

Textbooks

The government of the Republic has started a campaign to provide pupils with new textbooks free of charge. The plan consists of a national competition for the composition of a single textbook for each primary class and of budgetary allocations for the free distribution of textbooks.

TEACHING STAFF

Conditions of Service Changes have been made in the status and position of teachers at various levels.

A proposal of the federal executive to make the statute of government employees a constitutional regulation is under consideration. The federal executive is also examining the possibility of introducing as soon as practicable a social insurance scheme for civil servants and their families. This social service will cover medical, surgical and hospital treatment for all subscribers in the Republic, will deal with the construction of lodgings, pensions, professional accident and sickness benefits, will set up cooperative societies for the supply of food, clothing and essential articles, and also nurseries for children. These services already exist, but at present they come under separate bodies.

AUXILIARY SERVICES

School Health Constant efforts are made to improve the medical and preventive care provided for schoolchildren in private and public schools. A body has been set up to deal solely with school health. An attempt is made to provide guidance for teachers from specialized staff so that they are able to promote health in schools, though there is no desire to overload them with work.

The use of the school card has been introduced experimentally. This will facilitate the permanent supervision of the pupils' health.

School Psychology Services The Ministry has approved a plan for the construction of a building for the national institute of education and the *Clinica de Conducta*, with a view to reaching a better understanding of the Mexican schoolchild. The institute will provide school psychology services and will deal with the education of handicapped children.

People's Education The national institute of Mexican youth and the general department of social action have extended their services for people's education and the youth movement.

MONACO

EDUCATIONAL PROGRESS IN 1958-1959 ¹

*Quantitative Development — Curricula — Secondary Education —
Special Education — Careers Exhibition*

Quantitative Development The number of pupils in schools is constantly increasing on the whole, though the increase is not regular. In secondary education, however, it is noticed that the influx of large numbers in the first year is receding somewhat.

Curricula In the *cours complémentaires*, practical laboratory work for the second, third and fourth years has been extended. In fourth-year modern classes, in particular, the experimental side has been stressed.

Teaching in commercial courses has been supplemented by the introduction of a course in office machines, at which "synchro-Japy" accounting machines are used.

Domestic science courses have been particularly well developed. From this year onwards, girls may prepare for the C.A.P. in domestic science and in needlework.

Secondary Education The revision of the mathematics syllabuses, which was started in 1957, was completed in October, 1958, in the third- and fourth-year classes. Without changing the basis of the subject, the new syllabuses include a section on practical work so that each newly acquired notion in this phase of initiation to mathematics is preceded or accompanied by contact with a real, or realizable, fact or event.

The same progressive readjustment has been made up to the top classes in the physical sciences in order to lighten the syllabuses. The wish to set limits in certain questions has led to a more precise definition of what is required. The fact that certain things will not be set in the baccalaureate examination has meant that untimely developments have been avoided.

In the natural sciences, a complete overhaul of the syllabuses has been made this year for all secondary school classes. Most of the questions which used to be dealt with in class will now be studied only in the form of practical work. This means the end of the dictated or spoken lesson. It should also mean the end of the textbook.

The new division of the history course according to the class concerned, which was begun in 1957, will not be completed until 1962. It is the methods used, even more than the list of questions to be studied, which have been revised—there is to be as wide a use as possible of documentation as a means of exercising or checking the pupils' critical faculties.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. René NOVELLA, Delegate of the government of Monaco.

Special Education A special class for children who are backward, but capable of improvement, has been opened. The selection of children for this class was made in the various schools by means of tests to determine their intelligence quotient. The decision to admit them was taken on the basis of records containing information of a social, family, psychological and medical nature. The syllabuses used are those used in primary schools, in so far as the pupils' abilities admit of it. The small numbers make it possible to give a great deal of individual attention.

Careers Exhibition Pupils were given an exhibition on the theme "The Rising Generation: population trends and the new problems they set". Photographs, statistics, various details and information, enable young people to get a complete picture of the facilities provided in the professional field by the petroleum and chemical industries. The documentation was completed by the showing of films.

MOROCCO

EDUCATIONAL PROGRESS IN 1958-1959 ¹

PRIMARY EDUCATION — *Administrative Problems* — *Inspection* — *Moroccanization of Administrative Staff* — *Quantitative Development* — *School Building* — *Teacher Training* — *Syllabus Adaptation* — SECONDARY EDUCATION — *New Administrative Department* — *Quantitative Development* — *School Building* — *Decentralization* — *Teaching Staff* — *Moroccanization of Syllabuses* — *Research Centre* — TECHNICAL EDUCATION — *Expansion of Technical Education* — HIGHER EDUCATION AND SCIENTIFIC RESEARCH — *New Administrative Department* — *Science* — *Law* — *Arts* — ISLAMIC EDUCATION — *Expansion of Islamic Education* — *School Building* — *Islamic Education Reform* — *Teaching Staff* — MISCELLANEOUS — *Scholarships* — *Basic Education* — *People's Education* — *Supervised Education* — *Sport* — *Educational Travel* — *Holiday Camps* — *Next Five-Year Plan*

PRIMARY EDUCATION

Administrative Problems The main preoccupations have been: (a) to reorganize and standardize the administration of primary education at all levels and throughout the whole country (including the former North Zone); (b) to continue the Moroccanization of administrative staff.

In October, 1958, all primary schools, hitherto under various different departments, were attached to one single primary education department under a Moroccan chief inspector. The question of attaching Moroccan private schools to this same department is now being studied. In this way the administration of primary education has been simplified and more smoothly organized.

The division of Morocco into regions has been rearranged to bring it into line with the new administrative divisions recently introduced by the Ministry of the Interior. The new primary education areas are now as follows: Agadir, Beni Mellal, Casablanca (prefecture I), Casablanca (prefecture II), Casablanca (province), Fez, Marrakesh, Meknès, Ouarzazate, Oudjda, Rabat and Tetuan. It is planned to set up an area at Ksar es Souk in October, 1959.

The map of basic school units (called school sectors) has been drawn up in the same spirit, taking into account the local administrative divisions.

Inspection Regional inspection areas have been rearranged and brought into line with a uniform system. At the head of each there is a regional inspector who is responsible for all the affairs of his area, particularly its administration, with the assistance of a secretariat. Under him, there are two primary inspectors, whose duties are mainly pedagogical

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Abdelkrim BEN JELLOUN, Delegate of the government of Morocco.

(training of new primary teachers and inspection of teaching). Each of these two has the help of assistant inspectors, whose number is fixed according to the size of the area (each assistant inspector is responsible for about 200 teachers). At the head of each urban school of any size and of each rural school sector, there is a headmaster who has no class duties, but whose task is to run his school and advise young teachers.

This basic system has been extended this year to the former North Zone, where a regional inspectorate has been set up at Tetuan (a regional inspector at Tetuan, two primary inspectors at Tangiers and Tetuan, assistant inspectors at Larache, Chaouen, Alhucemas and Nador).

Moroccanization of Administrative Staff

At the centre, the primary education department is run by a Moroccan chief inspector assisted by collaborators, an increasingly large number of whom are Moroccans (chief inspectors, drafters, clerks and typists).

Regional inspection areas were previously in the charge of French inspectors. In 1947, four of these areas (Agadir, Casablanca-province, Fez and Oudjda) were handed over to Moroccan inspectors. In February, 1959, as part of a general reform, all areas were given to Moroccans who had given proof of their administrative ability, either as inspectors of Arabic teaching or as principals of regional schools for teachers.

The posts of heads of primary schools and school units are now reserved for Moroccan teachers. A large number of Moroccan teachers who were appointed as headmasters at recent personnel changes were sent to Paris during the 1958 holidays to take an information course. Seventeen young Moroccan teachers who are to take up similar posts in rural sectors have taken a one-year course on rural problems in the United States of America.

Quantitative Development

The proportion of the child population between 6 and 14 years old at present attending school is insufficient. Out of a total of 1,800,000 Moroccan children, only 530,000 have been able to find a place in the schools. Under the 1960-1964 five-year plan, at present being prepared, the Ministry of Education proposes to double this figure at least, i.e. to increase the percentage from 33 % to 66 % by the end of the five-year plan.

School Building

A national equipment plan provides for the supply of 1,200 new primary school classrooms a year. This target was reached in 1958-1959 by means of State allocations (about 500 classrooms) and the voluntary aid of the Moroccan people (700 classrooms). An appeal launched in 1958 among local communities enabled the 700 new classrooms to be built in the country at the expense of the rural communes who wanted to make their own contribution to the government's effort in favour of schooling. This enthusiastic achievement deserves to be stressed.

These new premises will be available for use in October, 1959. There will be in addition 1,000 other classrooms, which were placed at the disposal of the French and Spanish cultural missions in 1957 and which are to be returned in three successive stages from October, 1959, to October, 1961.

A particularly great effort has been made this year in favour of the former North Zone, where the proportion of children at school was extremely low.

The administrative reform mentioned above, which involved the setting up of a regional inspectorate at Tetuan in February, 1959, was accompanied by an emergency equipment plan in favour of this zone. Many schools will be opened there in October, 1959, as a result of buildings erected, adaptation of military premises or use of various buildings no longer needed for their former purpose.

Teacher Training During the 1958-1959 school year, the attention of the teacher training department has been focussed on regional schools for teachers. More than 800 student teachers are at present in training there, and will take up a post in October, 1959. Three hundred former students from Karaouiyine University took an accelerated training course there from March to July, 1959. The construction of new regional schools for teachers has been decided upon at Casablanca, Fez and Ouarzazate.

To provide for the continuous training of young teachers, primary inspectors have organized each week talks on education and demonstration lessons given by qualified teachers. In addition, young teachers have frequently been sent to observe classes taken by experienced teachers.

Special attention has been given to the recruitment of candidates for the teaching profession. These candidates complete the first secondary stage as State scholars, and after obtaining their lower secondary certificate, they do a year's professional training in regional schools and then take up posts as teachers. In October, 1958, 2,000 candidates started on the first year of secondary education. These, and following batches of candidates, will meet the demand for qualified staff created by the plan for extending education over the next few years.

Syllabus Adaptation French children enrolled in the schools of the Ministry of National Education follow French time-tables, syllabuses and methods, according to the terms of the cultural convention signed on 30th May, 1957, between France and Morocco. The case of Moroccan children, however, is different. Hitherto, the educational regime for them was very different according to the type of primary school they attended (European schools, Mohammedan schools and Jewish schools, under the public education system, and also schools of the World Jewish Alliance and private schools). One of the main preoccupations of the primary education department has been to standardize primary education step by step as far as possible, and to give the study of the Arabic language the place which is its due.

This aim was reached during the 1958-1959 school year, when the official education system was drawn up according to the following rules: (1) first-year preparatory course: 30 hours' classical Arabic; (2) second-year preparatory course, first and second elementary years, first and second intermediate years: 15 hours' classical Arabic and 15 hours' French.

This system was implemented throughout Mohammedan education, and was also introduced in the first year of Jewish schools, where it will be gradually extended from year to year. In October, 1959, it will be introduced into the first year of the European schools for all the Moroccan children attending these establishments.

The department is now studying the elaboration of an educational theory both for the teaching of Arabic and for the teaching of French,

which will be used from October, 1959, onwards, and will constitute the official charter of the Moroccan primary school.

SECONDARY EDUCATION

New Administrative Department Under the scheme for the internal reorganization of the various departments of the Ministry, the secondary education department, which was set up this year, comprises the former departments of Mohammedan secondary education and European secondary education under a single departmental head.

Quantitative Development As a result of the amalgamation of the two branches, the number of establishments under the department is now 54. At the last census at the beginning of 1959, there were 32,079 pupils. In most of the schools, numbers have increased since last year.

School Building During the year, work was begun on about 200 additional classrooms and a number of dependent premises in the different schools.

Decentralization To meet the needs of expanding secondary education, decentralization was seen to be necessary for the benefit of the smaller towns. Consequently, this year a secondary school is being opened in certain medium-sized lesser towns, similar schools in other towns are being completed or expanded, and a number of boarding schools are being opened or expanded.

If the department's efforts have been mainly directed towards satisfying the needs of small centres, the authorities have not, however, hesitated to expand, and even open, secondary schools in the large towns, in order to cope with the influx of children leaving the primary schools. One example among many is the magnificent secondary school for girls at Meknès, which opened its doors last October.

As result of all these efforts, the number of secondary schools is now 54, and is made up as follows : 13 lycées (boys or girls), 17 *collèges* (boys or girls), and 24 lower secondary schools (boys or girls). Several of these schools have boarding accommodation or technical divisions.

Teaching Staff One of the major problems of the secondary education department is to train Moroccan staff in order to restrict the recruitment of staff abroad. The institute of education, founded in 1957, has reached its second year of admissions, and from October, 1959, the 62 teachers trained this year in this establishment will be able to start work in the various secondary schools. Their training is specially adapted to Moroccan education and gives high hopes for their influence on their future pupils. The extent of the requirements, however, oblige the authorities to fill empty posts with foreign teachers. Among the new staff recruited this year are a large number of *agrégés*, but the supply of qualified science teachers is still inadequate. The teaching staff at present includes 48 *agrégés* and 492 graduate teachers ; it is completed by various auxiliary teachers.

Moroccanization of Syllabuses

The major preoccupation of the Ministry of National Education is to provide in Moroccan establishments an education in keeping with the specific requirements of the Moroccan nation and with its own characteristics.

The secondary education reform inaugurated in 1957 entered upon its second year in October, 1958. It is now being extended to the second year of lower secondary education. The secondary school course has been lengthened to six years and comprises a first stage of three years (common core) and a second stage with five specialized divisions, namely: section A, classical studies (Arabic, Islamic science); section B, modern arts (a second living language and economic and social problems); section C, science (especially experimental science); section D, science (especially mathematics); and section E, technical education. There are examinations at the end of each of the two stages.

At present all these establishments prepare pupils at choice for the BEPC, CESH (secondary school certificate) and modern baccalaureate.

Research Centre

To render the educational reform more efficient, a centre of research and educational action (CRAP) was instituted during 1958. This body is to study everything concerning the practice of education within the framework of the reform—educational theory, syllabuses and time-tables, departmental organization, specialized premises, textbooks, teaching materials, etc. It is run by groups of specialized inspectors with wide experience of education in Morocco.

In addition, during the year secondary school teachers met, at the request of the head of the secondary education department, to compare remarks and suggestions on the implementation of the reform and to pass these on to the Ministry.

Arabic teachers have been asked to make a particular effort as regards the composition of new textbooks which hitherto have been too few in number.

TECHNICAL EDUCATION**Expansion of Technical Education**

In accordance with the directives of the 1958-1959 two-year plan, which lays stress on technical and vocational education, the Ministry of National Education is making continuous efforts on a large scale to develop technical education and adapt it to the economic requirements and social structure of the country.

At the last census at the beginning of the year, the number of pupils in this type of education was 21,403, of whom 14,878 were in the lower stage and 6,525 in the upper stage. Furthermore, the building programme for the technical education department totalled 551 million francs for 1958-1959, of which 352 million were destined for engineering school and upper stage buildings and 199 million for the lower stage.

An engineering school has been opened to train "works engineers" who are to make up the senior technical staff of the administrative and public services and of private industry.

For senior technical education, more than 40 classrooms and a number of workshops have been built or are to be built for October, 1959, in the large towns. Neither the North Zone nor lower technical education has been neglected.

The advancement and education of women have also received the attention of the Ministry. Practical courses for women are becoming increasingly common everywhere. In these courses, girls who have completed their schooling (not forgetting those from rural areas) are given further general education and are at the same time prepared for their role in the family and in society.

It has also been found necessary to create divisions adapted to the primary and secondary education received by national pupils before they entered technical education. These divisions are to have special timetables and syllabuses whose aim will be to give these courses leading to the technical baccalaureate and the Moroccan certificate of commercial education the necessary standard of technical efficiency, while at the same time providing general education in keeping with the over-all characteristics of the Moroccan educational system.

HIGHER EDUCATION AND SCIENTIFIC RESEARCH

New Administrative Department

The creation during the year of a higher education and scientific research department is due not only to the desire to promote the training of the qualified staff needed by the country in all sectors, but also to the ambition to encourage vocations in the field of research and invention, in order to share in the progress of science and civilization.

This department, which comprises the division of modern higher education and the division of Islamic higher education, is a perfect illustration of the harmonious blending of an education which must both meet the needs of evolution by adapting itself to the pace of scientific development, and at the same time draw spiritual strength from the nation's historic tradition.

Science

The opening of the demonstration school of medicine is planned for next November.

At the beginning of the academic year 1958-1959, the reform of the science degree, which was decided upon last year, was implemented. The course has been reduced to three years, including the preparatory certificate. The number of certificates has been increased, while at the same time the syllabus for each certificate has been considerably lightened to allow the course to be shortened.

There has been a marked increase in the number of students. In the science faculty, the number increased from 446 in 1957-1958 to 643 in 1958-1959. Most of the students prepare more than one certificate at a time. Another point to note is that the number of Moroccan students has increased (from 100 to 169) whereas last year it remained stationary.

Law

Law teaching is provided in the faculty of law and political and economic science at Rabat, and at the centre of legal studies in Casablanca, by 8 professors who are *agrégés* of the law faculties, 7 assistant professors and 23 lecturers. The number of students enrolled in the faculty of law for 1958-1959 is 1,477 (1,314 men and 163 women), comprising 1,058 Moroccans, 399 French and 20 foreigners of other nationalities.

Arts Although the examination for the Moroccan arts degree was introduced only in 1957-1958, the results already obtained and the considerable increase in the number of students enrolling for these courses are extremely encouraging. The number of candidates for the examination rose from 34 in 1957-1958 to 143 this year. Out of 51 students who registered for the Moroccan degree examination in 1957-1958, 23 sat and 16 passed.

As regards the examination for the French degree, 472 students were registered (Bordeaux or Algiers), 493 sat (at the 2 sessions) and 166 in all passed.

Unesco entrusted a three-month mission to Mr. Berque, professor at the Collège de France, with a view to the establishment of an institute of human science in Morocco.

ISLAMIC EDUCATION

Expansion of Islamic Education

Islamic education is provided in the two famous universities, the Karaouiyyine University at Fez and the Ben Youssef University at Marrakesh, and in the centres of Islamic studies at Tetuan, Meknès, Tangiers, Oudjda, Taroudant, El Jadida, Chechaoun, Nador, Alhucemas, Larache and El Ksar.

The number of students in the various centres this year is 15,320, as compared with 11,621 in 1957-1958. To these must be added the pupils attending Koranic schools, as these schools, of which there are 2,439, come under the division of Islamic education. They are attended by 68,612 pupils.

At the two universities there are annexes for women attended by 237 students at Karaouiyyine and 51 at Ben Youssef.

The education provided in these establishments (excluding the Koranic schools) comprises three stages: a three-year primary stage, a six-year secondary stage, and a three-year higher stage with a law department and an arts department. The teachers in all three stages are members of the normal teaching staff, except for a few instructors.

School Building

The Ministry wishes to transfer teaching formerly given in the mosques to modern premises. Unfortunately budget limitations have not yet enabled all such teaching to be transferred. In Fez, a number of classes are no longer given in the Karaouiyyine mosque but in buildings specially adapted for the purpose. In addition the first stage of the work has been started in the Cherarda Casbah at Fez. When this work, which is planned for the beginning of the school year in 1959, is finished, 34 classrooms will be available for use.

At Meknès, the secondary stage is to be transferred to new buildings.

In Marrakesh, four apartments in El Glaoui will be used to install the secondary stage of the Ben Youssef University; it will provide accommodation for 12 classes. The Marrakesh university city is to be built on a site of seven hectares of foundation land (*habous*).

Almost everywhere the Ministry has been able to obtain former barracks and confiscated buildings for use as schools. Work is now in progress to adapt these premises to their new use.

Islamic Education Reform The department is at present dealing with the standardization of instruction in the syllabuses and the better organization of Islamic studies by means of a suitable arrangement of subjects at the different levels. The special sphere of each teacher is being defined, taking care to avoid overlapping and giving priority to the study of science.

The primary stage covers five years. Renovated schools and outdoor premises are to be opened in areas where there is normally Islamic education. This measure is intended to facilitate the decentralization of primary education which hitherto had tended to become concentrated in urban centres.

At secondary level, the six years of the course are from now on to comprise two three-year stages, the first for general education and the second preparing for specialization. The second stage will have three divisions, in which one foreign language will be studied and a second language may be introduced. These three divisions are: the arts division, leading to the arts faculty; the law division, leading to the Ech-charia and law faculties; the science division, leading to the science faculty and the future faculty of medicine.

On 1st October, 1959, a guidance year is to be introduced for pupils taking the final secondary certificate, with a view to completing their general education. In four years' time, this temporary system will be replaced by one baccalaureate at the end of the six years' secondary education.

At higher level, the advantages of the reform will not be felt until later. The aim is to integrate higher level studies into the University of Rabat.

Teaching Staff The introduction of modern subjects sets the difficult problem of training teachers who are capable of teaching the exact sciences in the national language.

At primary level, this need is less acute, for the teaching of nature study and arithmetic presupposes a minimum of linguistic knowledge in these subjects. As from 1st October, 1959, teacher training courses are to be run in each of the following large centres: Fez, Tetuan, Marrakesh and Meknès. The total number of pupils in each of these schools will be about 200, divided into four classes.

At secondary level, the problem is more complex, particularly in scientific subjects. It is, however, hoped to encourage students in modern faculties to take up teaching by raising the salaries of secondary school staff and by holding classes in Arabic terminology in order to acquaint Moroccan students who have had a scientific training in French with the Arabic technical vocabulary; this will enable them to teach science subjects in Arabic in secondary schools. These teachers, together with graduates of Middle East universities, will gradually replace Arab teachers recruited in other Arabic-speaking countries.

MISCELLANEOUS

Scholarships During the 1958-1959 school year, the Ministry of National Education awarded 18,456 scholarships to a total amount of 990,325,600 francs.

Primary education received 1,935 scholarships to a value of 90,500,000 francs. This number, which is 403 more than last year, comprises 1,543 scholarships for boarders, 90 for semi-boarders and 302 maintenance allowances.

Allocations for the training of pupil-teachers totalled 110 million francs for 2,407 scholarships, divided as follows: 557 for boarders, 39 for semi-boarders and 1,811 maintenance allowances.

In addition 910 Koranic *fquih*s obtained study loans to a total amount of 120 million francs.

The number of scholarships given for secondary education increases each year. This year 1,867 new scholarships were awarded, which makes a total of 6,318 scholarships to a total amount of 220 million francs. More than 2,000 of these scholarships are for boarders.

In technical education, scholarships are awarded at both lower and upper level. The number of awards is 3,849 to a total amount of 170 million francs. The distribution is as follows: 2,548 for boarders, 221 for semi-boarders and 1,080 maintenance allowances.

In Islamic education there are 2,119 scholarships to a total amount of 28,500,000 francs for the primary and secondary stages.

For the 1958-1959 academic year, the Ministry of National Education awarded 918 scholarships to students at higher level in Morocco and abroad, at a total cost of 243,325,600 francs.

Basic Education

A second women's basic education campaign, similar to the first held last year in Tafilalet, was undertaken from 22nd to 26th September, 1958, in the areas of Casablanca, Rabat, Marrakesh, Meknès, Fez and Oudjda, and reached more than 12,000 women and girls. Just recently a third campaign was launched, from 10th to 20th May, 1959, specially for the benefit of the former North Zone and the Rif area. It reached about 15,000 women and girls. The aim of all these campaigns was to give women in the *bled* notions of health education, domestic science and home-making, in addition, of course, to making them literate by active, efficient methods.

As part of its normal activity, the women's basic education office extended its efforts in 1958-1959 particularly to rural areas, where it opened thirty centres in the various provinces. The urban sector was not forgotten, and centres were opened at Tetuan, Chechaoun, Settat, Ouezzane and Larache.

In each of the rural centres, 95 to 110 women and girls attend regular theoretical and practical lessons. In the urban sector, each centre is attended by about 125 to 150 women and girls.

The results are encouraging; as regards literacy alone, 8,000 women and girls were taught to read and write in 1958-1959 at the classes run by the various women's centres.

There are in Morocco today 35 rural houses and 64 rural centres providing for about 15,000 young people, who may find in these establishments a wide range of leisure and cultural activities. In addition there are 12 basic education school centres giving literacy courses and manual training to 830 adolescents.

The basic education service helps in the training of junior staff for the agriculture centre by sending an instructor to the agricultural training

bases in Fouarat, Tiflet and Ben Ahmed. These instructors are responsible for the general education and the physical training of future peasant agents who will serve as rural basic education instructors and will spread knowledge in the work centres.

The men's basic education centre has carried out over the whole country a literacy programme which has reached a considerable number of adults, young apprentices, etc. who were not able to receive any schooling.

People's Education The people's education office, which has a specialist correspondent in each of the regional inspection areas, comprises three branches: documentation, studies and publications; staff training; technical divisions.

Supervised Education The establishments for supervised education are under the Ministry of National Education and cater for 960 permanent and 1,450 temporary wards.

Minors who are placed in re-education centres may, according to their age and intellectual standard, either undertake primary and secondary studies leading to the national diplomas, or receive a minimum of general education and undergo a predominantly vocational training (fitting, welding, agriculture, brick-laying, carpentry, and agricultural machinery).

The number of wards attending school is 200, of whom 130 are doing primary studies and 70 secondary or technical courses. The number of wards receiving vocational training is 320. The forthcoming opening of a re-education centre in the North Zone will increase this figure to 440.

Other minors in either observation centres or social welfare centres receive instruction suited to these two categories of institution (basic education in the first, popular culture in the second).

Sport In 1958, about 26,000 young people, including 3,000 girls, were catered for in 530 sports schools and introduced to 22 different sports.

The national sports centre at Bellevue provided refresher and other courses for 162 instructors and assistant instructors during 1958. It also organized 12 regional courses to train professional assistant instructors and instructresses; there were 469 participants. Training courses were also run for athletic and rowing federations.

Educational Travel Twelve excursions were organized for young Moroccans to the following countries: Great Britain, Belgium, Germany, France, Yugoslavia, Spain, the United Arab Republic and Italy. In addition, three excursions were arranged within Morocco during the school holidays. In all, 887 young people took part in these excursions.

Holiday Camps During 1958, 27,009 children attended the camps run by the youth and sports department; 25,209 of these were Moroccans and 1,800 foreigners. In 1958, the national youth centre at Chenes provided training for holiday camp staff. In all 832 primary instructors, 226 secondary instructors and 64 camp directors were trained.

Next Five-Year Plan

On 5th May, 1959, the Minister of National Education took the chair at the inaugural session of the education and culture committee, a specialized committee responsible for the 1960-1964 five-year plan. Under this committee 7 sub-committees were formed and have already started work. They are the sub-committees for primary education, secondary education, technical education, higher education, school building, basic education, and youth and sports. The basic aims of this plan were set out by the Minister in his inaugural address: (1) to provide education for the mass of children not yet at school in the shortest possible time; (2) to adapt education to the economic needs and the social structure of the country; (3) to give priority to problems of youth.

The Ministry, which this year speeded up the provision of educational facilities and the extension of various types of education, aims in the five-year plan to increase this pace still further in order to abolish illiteracy rapidly in the school-age population and to provide the technical and scientific staff essential for the country's development.

NETHERLANDS

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Inspection* — *Free Schooling* — *Finance* — *Subsidies to Private Schools* — *Scholarships* — *School Building* — ORGANIZATION — *Reorganization of Post-Primary Studies* — *Quantitative Development* — *Compulsory Education* — *Elementary Education* — *Secondary Education* — *Pedagogical Studies* — *Technical Education* — *University Education* — TEACHING STAFF — *Training* — *Further Training* — *Status*

ADMINISTRATION

Inspection On 3rd September, 1958, the regulation on government school inspection of infant education was introduced. The supervision of this inspection has been assigned to the chief inspector for infant education. The country, moreover, is divided into 16 inspection areas.

As from the school year 1958-1959 the inspection of pre-university and secondary education has been considerably expanded and reorganized. The seven regional inspectorates were replaced by six, each under two or three inspectors, one of whom acts as coordinating inspector. They supervise all schools of pre-university and secondary education in their province. As a result of the reorganization, the number of inspectors was increased from eight to fifteen. The separate inspection for grammar schools was terminated.

On 8th November, 1958, an inspectorate of vocational schools for those of limited ability was set up.

By decree of 28th April, 1959, new boundaries were drawn up for the inspection of elementary education. The number of areas was increased from 56 to 59; moreover the number of district inspectors was increased by two.

Free Schooling By decree of 29th October, 1958, standards were fixed for exemption from school fees for infant education. The exemption applies if the total weekly income of all members of the family, including family allowances, are below a specified amount.

Finance The amounts placed at the disposal of education last year were again increased. For the financial year 1959 the total amount of the national budget earmarked for education under the Ministry, and also for arts and science, amounted to 1,198.3 million guilders; this constitutes an increase of 3.5% compared with the corresponding amount for the financial year 1958 (1,147.4 million guilders). The actual expenditure is likely to be higher still.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. P. W. VAN DER ZIJDEN, Delegate of the government of the Netherlands.

Subsidies to Private Schools By royal decree of 28th July, 1958, the compensation regulation for school buildings, which was laid down in the primary education act of 1920 for private schools of ordinary elementary, supplementary elementary and advanced elementary education, has been declared equally applicable to private schools of special elementary education to be founded after 1st January, 1959. The minimum number of pupils required for the institution of a new school has been adapted to the various types of school. The law of 28th July, 1958, for amending the secondary education act and the university education act, as well as the pensions act of 1922, is aimed at better provision for subsidizing the purchase, establishment, reconstruction, renovation and expansion of school buildings and sites for private schools of pre-university and secondary education; it also changes the method of calculating the subsidy towards running costs in these schools. On 15th October, 1958, a law was promulgated that provisionally regulates subsidies for housing the municipal university at Amsterdam.

Scholarships The total amount spent by the Ministry on scholarships and study loans in 1958-1959 is 18 million guilders; this represents an increase of 12.5% over 1957-1958 (16 million guilders).

School Building In November, 1958, the results of an inquiry into school buildings for post-primary education were submitted to the second chamber of the States General. The findings of the inquiry show that in pre-university and secondary education the number of rejections on account of lack of space is comparatively small (150 pupils, or 0.5% of those passing the entrance examination). In advanced elementary education the number of rejections is considerably larger (1,274, or 1.7% of the pupils eligible). In elementary vocational education, where the number of rejections is very large indeed (5,198 or 11% of the applicants), and in schools for home economics and rural home economics (5,775 girls or 14%), the Minister notes that extensions to existing schools are being carried out or prepared, or new schools constructed. It is probable that these figures do not accurately reflect the actual situation, and that a large number of the pupils who are stated to have been rejected have been placed in a school other than the one for which they had originally enrolled. It is the Minister's intention that in making allocations for new buildings, priority shall be determined on the basis of data produced by the inquiry.

On 20th November, 1958, the third note on allocations for school building was submitted. The building programme for 1959, presented to the States General by the Minister of Housing and Reconstruction, gives a total amount of 2,650 million guilders for building, of which 210 million (about 8%) are for the schools.

The allocations for school building in the 1959 building programme are divided between the different types of education as follows (in millions of guilder):

Infant	8
Elementary and supplementary elementary	24
Special elementary	6
Advanced elementary	21
Teacher training and infant training	6

Pre-university and secondary	32
Elementary technical for boys	35
Vocational for girls	17
Advanced elementary vocational and secondary vocational for boys	11
University	37

The information centre for school building, with the financial assistance of the Ministry of Housing and Reconstruction, announced a public competition in 1958 on the planning and use of ordinary elementary schools and their equipment on the basis of the continuous change in the needs of education. The competition was also aimed at stimulating the development of economic plans and the application of modern building methods.

ORGANIZATION

Reorganization of Post-Primary Studies

On 29th October, 1958, a bill concerning the organization of post-primary education was submitted to the States General. In this bill, statutory shape was given to the concepts which Minister Cals and the then Parliamentary Under-Secretary of State, Miss A. de Waal, laid down in the second education note of 1955. Mr. Cals, the present Minister of Education, Arts and Science, wants to see the whole of education regulated by four laws which, together, would constitute a complete legislation for the whole field of Dutch education: (a) the law on infant education established in 1955; (b) the law on primary education, which will adapt the primary education act of 1920 to the present situation; (c) the law on post-primary education, regulating all education which follows the six-year basic course with the exception of university education; (d) the law on scientific education (university education) for which a revision of the bill regulating university education is in preparation.

The bill on post-primary education comprises regulations for secondary education, technical and vocational training, teacher training, university education in so far as it concerns the grammar school, infant education in so far as it concerns the training of infant teachers, and primary education in so far as it concerns advanced elementary education and supplementary elementary education. The bill also includes the organization of agricultural education, which at present is not regulated by law. The explanatory memorandum has therefore not only been signed by the Minister of Education, Arts and Science, but also by the Minister of Agriculture and Fisheries.

The organization of the apprenticeship system will be regulated by a separate law.

In the bill, post-primary education is divided into: (a) preparatory scientific education, which prepares for study at a university; (b) general post-primary education, which is given at three levels, higher, intermediate and elementary; (c) vocational education, which is also given at these three levels; and (d) other forms of post-primary education.

Preparatory scientific education is given in grammar schools and lycées, in a six-year course. Higher general post-primary education is given in schools with a five-year course. It is meant to replace the present

secondary school in so far as it gives a general education for entering into society. The present girls' high school may be regarded as a school of higher general post-primary education for girls.

Intermediate general post-primary education is given in schools with a three- or four-year course. It will replace present advanced elementary education. The Minister contemplates combining intermediate vocational schools (especially economic and administrative education with a two-year course) with intermediate general schools having a three-year course.

Elementary post-primary education may be given either in the first, or first two, classes of elementary vocational schools or in separate schools with a three-year course. The Minister prefers to await future developments to see whether preference should be given to one of the solutions, or whether they should continue alongside each other.

For vocational education, more differentiation has been provided in the bill, which distinguishes between: (a) technical schools (higher, intermediate, and elementary); (b) home economics and rural home economics schools (higher, intermediate and elementary); (c) agricultural schools (higher, intermediate, and elementary); (d) training schools for the trading classes; (e) economic and administrative schools (higher, intermediate, and elementary); (f) teacher training schools; (g) schools for socio-pedagogic education; and (h) schools for art, music, etc. The introduction of a transitional year in schools of preparatory scientific education and higher and intermediate general post-primary schools, has been suggested. In this transitional year, the same subjects will be taught in all these schools. In the grammar schools, Latin may be added.

In elementary general post-primary education, the first class will also have the character of a transitional year. The bill also offers the possibility of setting up comprehensive schools, in which two or more types are combined. By providing wider facilities for attending evening classes, the interests of those already employed are met.

Admission to post-primary schools is based, in principle, on a statement from the headmaster of the primary school the pupil has attended. Another means of selection is to institute a test class which will judge the suitability of pupils whose capacities are doubted on a restricted number of lessons. An additional psycho-technical test may be useful. The entrance examination as a sole obligatory means of selection will be dropped.

Regulations on planning curricula will leave five schools a large degree of freedom. For vocational schools, ministerial approval of curricula will in general no longer be required.

It will be possible for schools of preparatory scientific education and of higher and intermediate general post-primary education to adopt a system of optional subjects.

The system of school-leaving examinations held under the supervision of government delegates will continue, but it is intended to restrict the number of subjects examined.

For intermediate general post-primary education, the Minister intends to maintain the examination regulations which are now in force for advanced elementary education. According to the bill it will be possible for holders of leaving certificates from the schools for preparatory scientific education to sit for examinations in all university faculties or departments. The leaving certificates of higher and intermediate general post-primary

education will, in general, give the holders the right of admission to higher and intermediate vocational schools respectively.

As regards the qualification of teachers, a system is suggested which has been adapted to the suggested structure. A revision of the present diplomas is therefore necessary. An important point in the bill is the proposed procedure for including municipal and private schools in the government subsidy regulations.

The cost of public and subsidized private schools is fully met by the government. This applies equally to municipal schools.

Quantitative Development The following statistics show the numbers of teachers and pupils in 1958-1959 and the difference per cent as compared with the previous years :

	Date	Pupils	Difference %	Teachers	Difference %
Infant schools	1.1.58	361,936	+ 3.7	—	—
Elementary and supplementary elementary education	16.1.58	1,519,952	+ 0.6	43 613	+1.1
Special education	1.1.59	49,500	+ 5	—	—
Advanced elementary education	16.1.58	202,161	+ 9.1	7,197	+7.7
Pre-university and secondary education	15.9.58	143,323	+10	10,860	+8.5
Commercial evening schools	15.9.58	19,550	+ 2	—	—
Vocational education	15.10.58	412,250	+ 8.5	—	—
Agricultural and horticultural education	1.1.58	26,476	— 1.6	—	—
Teacher training	16.10.58	20,650	+ 7	—	—
Higher education	1.4.59	34,890	+ 8	—	—
Training of teachers for elementary technical education	15.10.58	5,730	+32	—	—

Compulsory Education The law of 10th December, 1958, modified the compulsory education act. The clause under which pupils in elementary schools who have not yet reached the sixth class upon attaining the age of 14 are free to leave school has been deleted. Under an interim provision, children who attained the age of 14 before 19th January, 1959, (date of the implementation of the law) and had not yet reached the sixth class are free to leave school. Inspectors can give no more leave for the benefit of activities in agricultural, horticultural, or cattle-breeding industries.

Elementary Education In eight schools at Arnhem an experiment was started in the autumn of 1958 by which 15 eight-year old boys and girls in each school receive tuition in one of the following languages: French, German, English or Esperanto. They are all pupils from the third class.

Secondary Education On 5th November, 1958, the first experiment with school television was carried out for the fourth and fifth classes of secondary schools; the subject was "fluid gases". A special committee on television and education including representatives of pre-university and secondary education, the Netherlands Television Foundation, and the Dutch Foundation for Educational Films is studying the question of audio-visual aids.

In view of the growing importance of mathematics the mathematics syllabus in secondary schools and grammar schools has been revised.

Pedagogical Studies On the 9th June, 1959, the bill to amend the university education act, with regard to admitting qualified elementary teachers to university examinations in pedagogy and psychology, has been passed by parliament.

Technical Education By a decree of 28th October, 1958, a commission for the promotion of training and research in radiology has been set up. Its terms of reference are to investigate what provision should be made for giving tuition in this subject in secondary technical schools.

University Education In August, 1958, a bill was submitted amending various articles of the university education act. The most important of these amendments is that in some branches of study, in addition to the existing studies for a doctorate, shorter studies should be provided leading to a bachelor's examination. Moreover, the bill contains amendments relating to standards for the award of scholarships, stipulations as regards the maximum amount of grants, grants to theological students in private universities, the legal recognition of the diplomas of the International Institute of Social Studies at The Hague, etc.

By decree of 22nd August, 1958, a special chair has been established in Leyden University for the study of matter with the assistance of neutrons.

On 18th September, 1958, the Royal Netherlands Publishers Association instituted a special chair in national and international authors' and publishers' rights in the faculty of law at Amsterdam University.

On 19th November, 1958, the Minister submitted to the States General a survey of the provisions which will have to be made in coming years for training sufficient numbers of experts in the field of nuclear energy and nuclear physics.

In the autumn of 1958, a centre for traffic science was set up at Rotterdam, with the object of further studying on a scientific basis problems concerning traffic and transport.

At Amsterdam a day school for Jewish higher education has been opened.

On 2nd February, 1959, were published the decrees for changing the academic statute and regulating the notary's examination.

On 9th June, 1959, a bill was adopted on entrance as a result of the leaving certificate examination of the A and B grammar school divisions. This measure is aimed at entitling holders of the grammar school leaving certificate B to sit for the university examination in the faculty of arts (excluding classical languages) and entitles holders of the grammar school leaving certificate A to sit for university examinations in the medical faculty (subject to certain conditions).

TEACHING STAFF

Training On 30th October, 1958, the Minister introduced the 1959 information campaign on careers in education. A letter was sent to the parents of over 49,000 pupils who will sit for their leaving examination in the summer of 1959 (including 34,000 pupils of advanced primary schools, and 15,000 pupils of grammar schools, lycées and other day schools of pre-university and secondary education).

By a decree of 21st July, 1958, regulations were issued on the certificate of pedagogic and didactic training required for teaching in secondary schools. In order to obtain this certificate the candidate must not only sit for an examination in pedagogy and didactics, but should also give evidence of having had practical training, either by having attended classes in a school of preparatory higher and secondary education, or by having taught for a certain period the subject in which the certificate is required.

Further Training By a decree of 18th September, 1958, provision has been made for furthering the education of infant teachers. Compensation is given towards the cost of study.

A decree of Ministers of Education, Arts and Science, and of Agriculture and Fisheries stipulates that the government will contribute to the cost of study for instructors and teachers actively employed in elementary education provided it is in the interests of their branch of education.

Status By a decree of 20th December, 1958, official consultations concerning the legal position of teaching staff have been arranged.

The legal position of married women teachers was greatly improved as from 1st January, 1959. The order that the female teacher should be dismissed when she married has been withdrawn, and replaced by municipal authority to dismiss a teacher in municipal schools on account of her marriage. The appointment of a married woman teacher to temporary or permanent service is no longer subject to approval.

NEW ZEALAND

EDUCATIONAL PROGRESS IN 1957-1958 ¹

ADMINISTRATION — *Administrative Bodies* — Finance — *School Building*
— ORGANIZATION — *Quantitative Development* — *Pre-Primary Education* —
Post-Primary Education — *Technical Education* — *Higher Education* —
TEACHING STAFF — *Shortage* — *Appointment* — AUXILIARY SERVICES —
Handicapped Children

ADMINISTRATION

Administrative Bodies The joint committee on the administration of the primary school system recommended that a standing committee on administration should be set up in 1957 to serve as a permanent link between district education boards and the Department.

Finance The total expenditure on public education during the financial year ended 31st March, 1958, was £34,257,051, an increase of £2,430,983 or 7.6%.

School Building The expenditure on school building (included in the total figure given above) was £7,170,861. The comparable figure for 1956-1957 was £6,981,214. During 1957 (N.B. the school year goes from February to December, 1957, and the financial year from April, 1957, to March, 1958), 953 new classrooms were built, the highest number for any one year. In 1956 the figure was 861. In addition 103 teacher's houses were built, also a record figure. Six new post-primary schools were opened during the financial year.

ORGANIZATION

Quantitative Development The following figures show the number of pupils in the different types of school for 1956 and 1957:

	1956	1957	Increase	Inc. %
Kindergartens	12,810	13,368	558	+4.4
Primary schools	379,509	394,092	14,583	+3.8
Post-primary schools	91,696	95,568	3,872	+4.2
Higher education	11,077	11,761	684	+6.2
Teachers' colleges	2,963	3,218	255	+8.6

The number of full-time teachers in State schools was 14,762 in 1956 (7,828 men and 6,934 women). This figure rose to 16,194 (8,625 men and 7,569 women) in 1957, so that the increase was 797 men teachers (+10.2%) and 635 women teachers (+9.2%).

¹From the report sent by the Department of Education of New Zealand.

Pre-Primary Education Seventeen new kindergartens were built and occupied during the year and thirteen more are under construction. Problems caused by the increasing demand for pre-primary education, coupled with a shortage of staff, were again evident in 1957, and the period of consolidation introduced earlier to allow the existing kindergartens to be adequately staffed was continued. The number of recognized nursery play centres increased by seven.

Post-Primary Education The number of candidates for the school certificate examination reached 19,264 in 1957, compared with 17,394 in 1956. The clerical work associated with the receipt of entries and the promulgating of results is now done with the assistance of electronic machines.

This has enabled a smaller staff to get out the results for a greatly increased number of candidates at the same date as in the past.

There were 6,588 candidates for the university entrance examination in 1957, compared with 5,375 in 1956. Of these, 3,605 (54.7% of the applicants) were exempted from sitting, under the system whereby certain schools are permitted to accredit pupils for entrance to the university. Altogether 4,297 candidates were successful.

Technical Education Over recent years there has been tremendous growth in the number of senior technical courses for technicians and craftsmen provided at the technical colleges and high schools. In 1957, it was decided to separate the high school work from the more advanced work at the Seddon Memorial Technical College in Auckland, an example which will probably be followed by other metropolitan technical colleges. Another important decision during the year was to change the character of the Hutt Valley technical college (now known as the central technical college) so that it would increasingly specialize in providing apprentice and technician courses where the numbers of students warrant only one course for the whole of New Zealand.

There has been spectacular growth in the numbers of students taking New Zealand certificates in engineering. The courses commenced in 1955 with 40 students; in 1956 there were 206 and in 1957, 660.

Higher Education Forecasts show that, if existing policies remain unchanged, the demand for university places will double by 1966 and treble by 1975. Accordingly there is no more urgent problem in the whole education system than the need for new university buildings. It is expected that a university building programme costing approximately £12 million will be required over the next decade in order to cope with the growing enrolment during that period.

During the year, work began on a new dental school at the University of Otago and a school of engineering at the University of Canterbury. The science block at the Victoria University of Wellington was nearing completion by the end of the year.

TEACHING STAFF

Shortage Although there is still a shortage of teachers, the steady improvement in primary staffing has continued. In post-primary schools the shortage of staff is most marked in mathematics and science.

The advisory committee on teacher recruitment, set up in 1956, presented its report during the year. As a result of its recommendations, the following steps, among others, have been taken to help overcome the staffing shortage: (a) A full-time recruitment officer has been appointed. (b) The intake of entrants to the various teacher training courses was increased in 1957, and further increases were pending in 1958. (c) It was decided to set up special courses in 1958 for women teachers of commercial subjects, and of mathematics and science. In addition an emergency scheme to train mature graduates from other occupations for post-primary teaching was planned for 1958. (d) The government approved of plans being prepared for the establishment of a seventh teachers' college to cater for the increased intake of entrants and to relieve the existing colleges. (e) A change was made in the salary structure for teachers, which has the effect of giving higher rewards for superior academic or technical qualifications. It is planned to begin some reduction of the size of primary school classes in 1962.

Appointment During the year, the transition of the great body of primary school teachers to the new appointments scheme was effected. Under the new arrangements, appointments to teaching posts are recommended by three-man appointment committees, one member of which is a representative of a teachers' organization, one of the local employing authority, and one of the Department of Education. The new scheme permits greater flexibility in appointments than the old system based on numerical grading which it supersedes.

AUXILIARY SERVICES

Handicapped Children During the year, a national diagnostic and guidance service for pre-school deaf children and their parents was set up.

The building of a new school for the deaf was begun in Auckland, and the government gave approval to plans for a national residential school for the blind, also in Auckland.

NORWAY

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Laws and Regulations* — Finance — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Teaching of English* — TEACHING STAFF — *Training* — *Shortage* — *Conditions of Service*

ADMINISTRATION

New Laws and Regulations

Norwegian primary education has up to this time been regulated by two laws of 1936—one relating to primary schools in towns and the other to primary schools in rural districts. A new law on primary education was sanctioned by the King in Council on 10th April, 1959, and will be put into effect from 1st July, 1959. The new regulations on school administration will, however, first come into effect as from 1st January, 1960. The new law contains the same regulations for town and rural areas, but gives the local authorities the possibility of adjusting education to local conditions.

The law also gives new rules for the administration of the schools. Previously the municipal school board only administered the primary schools, the continuation schools and the municipal secondary schools. The new law, however, makes the municipal school board the executive for all schools maintained by the municipality. Appropriate amendments are under preparation for the other school laws, i.e. the law on vocational schools, and the law on secondary commercial schools, vocational schools for commerce and clerical work, etc.

The new law also introduces new regulations regarding the election of the municipal school boards. Previously the teachers' representatives and the representative of the bishop had the right to vote, but now they will have only the right to attend meetings and give their opinion on the matters on the agenda.

An advisory school board has also been introduced, consisting of the school inspector, the headmasters and full-time teachers in primary schools. Such school boards were previously established only in the towns, but they are now compulsory in all municipalities.

Smaller amendments have also been made to the present regulations regarding school supervision boards.

Finance

Below are given the State grants for the various categories of school in millions of kroner. This amount includes a special grant of 2 million kroner under the scheme adopted for the prevention of unemployment.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Erling SLAATTO, Delegate of the Norwegian government.

	1958-1959	1959-1960	Increase
Primary schools	172.6	189.9	17.3
Continuation schools	26.3	32.1	5.8
Special schools for handicapped children .	21.3	25.2	3.9
Folk high schools	8.2	9.0	0.8
Secondary general schools	41.6	49.6	8
Teachers' training colleges	15.4	20.4	5
Vocational schools for trade, industry, etc.	33.8	42.1	8.3
Scholarships, social assistance	12.8	16.5	3.7
Total	332	384.8	52.8

The increase in the budget is therefore 15.9%. This is due both to larger numbers of pupils, especially in the secondary schools, and to increases in salaries.

School Building In 1957, about 122,000 m² were utilized by new primary and continuation schools, compared with 113,000 m² in the previous year. In 1958 it is estimated that about 180,000 m² will be built.

It is still necessary to build many new primary schools. In 1959, the different municipalities applied for approximately 65 million kroner in loans from the *Norges Kommunalbank* (a State bank established to give municipalities loans for public works). The total demand for loans, however, is even higher, as a number of municipalities also apply for loans from local banks and institutions.

In State secondary schools for general education and in secondary municipal schools with State support more than 175 new classes will be established.

In 1958-1959, 13 extension buildings were erected for vocational schools, including one at a technical college. Eight buildings are under construction. Another new school was built for teaching women's handicrafts. One of the teachers' training colleges has been completely rebuilt at the approximate cost of 7 million kroner. Extensive building is also in progress at some of the other teachers' training colleges. Two smaller schools have been built for handicapped children.

ORGANIZATION

Quantitative Development The number of permanent full-time teachers and the number of pupils in the different schools are as follows:

	Teachers				Pupils			
	1957-58	1958-59	In-crease	%	1957-58	1958-59	In-crease	%
Primary schools	17,000	17,500	500	3	439,400	440,400	1,000	0.2
Continuation schools					33,900	36,600	2,700	8
Secondary general schools	3,375	3,650	275	8.1	60,100	71,100	11,000	18.3
Folk high schools	355	391	36	10.1	4,375	4,750	375	8.6
Teachers' training colleges	352	511	159	45.1	2,860	3,420	560	19.5
Special schools	300	308	8	2.6	1,904	1,993	89	4.7
Vocational schools for trade, industry, etc.	—	—	—	—	22,000	24,000	2,000	9.1

Compulsory Schooling In accordance with the new law on primary education the municipal councils are entitled to introduce 9 years' compulsory education for all educable children in the municipality.

In accordance with the law on experiments in schools, experiments are going on in a number of municipalities regarding nine-year compulsory schooling. These experiments are aimed at finding the best solution to all the practical and educational problems set by the extension of compulsory education.

The one-year continuation school has been made compulsory in still more municipalities.

New Courses As part of the action taken to prevent unemployment, a number of special courses have been introduced for unemployed and partially employed young people. About 1,200 pupils have been admitted to these courses.

CURRICULA, SYLLABUSES AND METHODS

Teaching of English No great changes have taken place in the different schools. English, however, is being introduced in a growing number of primary schools.

TEACHING STAFF

Training At the different teachers' training colleges, various experiments are taking place. Two classes have been introduced for substitute teachers who have been employed in the primary schools for some time and now wish to complete their education in order to become fully qualified teachers.

Shortage In previous reports the growing demand for qualified teachers in the secondary schools has been emphasized. According to recent inquiries, it is considered that about 100 to 150 teachers with science degrees and about 200 teachers with arts degrees are needed. The Ministry expects, however, to obtain a balance between the demand and the supply for the secondary schools after a period of about eight years. In the autumn of 1958, about 500 students were enrolled in faculties of natural science and about 300 students in faculties of arts. In addition the universities in Oslo and Bergen as well as the State teachers' college introduced a number of courses giving additional education to teachers graduating from the teachers' training colleges.

For the first time the Ministry held a special examination in the spring of 1959 for teachers who want to qualify for teaching in schools for commerce apprentices.

Conditions of Service As mentioned in last year's report, teachers' salaries were regulated from 1st January, 1958, in connection with the general adjustment of civil servants' salaries. This adjustment was divided into two stages and involved an additional increase as from 1st January, 1959. Teachers were also given compensation for the rising cost of living from 16th July, 1958.

PAKISTAN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Education Commission* — *Activities of the Ministry of Education* — *Control* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *Present Trends* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Handicapped Children* — *Youth Hostels*

INTRODUCTION

During the year under review the country has passed through unusual economic and political difficulties, which ultimately led to a revolution in the form of government in October, 1958. The change was completely peaceful. The new regime immediately launched an intensive programme of social and economic reconstruction. It created a number of bodies to tackle the many urgent problems facing the State regarding the distribution of land, administration of law and justice, the rehabilitation of refugees, education, etc.

ADMINISTRATION

Education Commission The education commission was given the responsibility of making a comprehensive review of the existing educational system and of recommending measures to achieve an integrated and balanced development of education at various stages in consonance with the aspirations and needs of Pakistan. It consists of eminent educationists of the country, with the present educational adviser and ex-officio secretary to the government of Pakistan, Dr. S. M. Sharif, as its Chairman. Since its inception, the commission has been working very hard. Apart from circulating to education authorities, educationists, and the public a comprehensive questionnaire dealing with all aspects and stages of national education and eliciting their opinion, it has had direct consultations with reputed educationists in the United States and Pakistan. It has visited all the universities, important educational centres, and representative educational institutions, and interviewed prominent workers in the field of education. Having completed its study, the education commission will submit its recommendations shortly to the government in the form of a report.

For the first time since the birth of Pakistan in 1947, a serious attempt has been made to formulate policies of national education on scientific and realistic lines.

Activities of the Ministry of Education The Central Ministry of Education plays a supporting and coordinating role in the education of the country. Through its advisory bodies, the advisory board of education,

¹ From the report sent by the Ministry of Education of Pakistan.

the inter-university board and the council of technical education, it formulates national policies in all aspects of education. During the year under report all these bodies functioned more vigorously.

The Ministry continued to give grants-in-aid to non-government colleges in the capital area. It further sanctioned liberal sums to learned societies, scientific bodies, and cultural organizations. It lent greater support to sports activities.

The number of scholarships offered to meritorious students for advanced studies overseas almost doubled during the period under review, as did the number of internal scholarships offered by the Ministry to children of low-paid government servants, and children belonging to Hindu, Buddhist, and Christian minorities.

The Ministry continued to support a number of useful educational projects through aid from Unesco and other technical assistance programmes, and gainfully utilized expert advice, equipment and training facilities offered by them. The Unesco-aided project of establishing education bureaux in Pakistan, started in 1956, took concrete shape in the establishment of a provincial bureau at Lahore and a central bureau in the Ministry of Education at Karachi.

Control In the Karachi Federal Area, however, some important changes were made. Educational institutions are more concentrated in this area than anywhere else in Pakistan. The percentage of literacy here is the highest in the country (31.4% as against 18.9% for Pakistan according to the late census report of 1951). Besides the 115 secondary and 370 primary schools, a few teacher training and special schools, controlled by the Director of Education, a very large number of privately managed kindergartens, primary and secondary schools, and coaching centres were running independently. Since the majority of these schools were reported to be functioning inefficiently and charging very high fees, quite out of proportion to the quality of educational facilities provided by them, an ordinance was promulgated in December, 1958, which required all private schools to register with the directorate of education. As many as 456 schools registered. They were all inspected, and, where necessary, directions were issued to make up deficiencies and conform to required educational standards.

Finance The latest estimates of the total budget for education of the central and provincial governments are: 1957-1958, 203,401,000 rupees; and 1958-1959, 213,290,000 rupees.

It will be seen that there was a slight increase in the education budget in 1958-1959. Since the actual expenditure for 1956-1957 was 168,497,000 rupees, the increase in 1957-1958 was about 21%, which was quite considerable. Due to the economic difficulties faced during the year, it was felt that no further increase in expenditure on education could be made.

Information on expenditure incurred for education by public bodies, philanthropic associations and private individuals is unfortunately not available. It can safely be said, however, that private enterprise is now increasingly coming forward in the service of education.

School Building It appears from the reports received from various regions that the school building programme was more actively pursued

this year. New buildings both for primary and secondary schools were erected, old ones were renovated and additions of many classrooms made. Larger sums of money were provided for the purpose by the central and provincial governments.

ORGANIZATION

Quantitative Development The statements given below show the quantitative changes at the various levels of education. The latest available figures are for the school year 1957-1958. Statistics of pre-primary education are not available, but it is believed that in the big cities there exist many nursery and kindergarten schools and that they are increasing in number.

		Institutions		Pupils	
		1957-1958	Difference	1957-1958	Difference
Primary schools	Total . . .	43,497	+ 733	4,232,729	+103,114
	Boys . . .	38,447	+ 795	3,220,930	+ 69,100
	Girls . . .	5,050	— 62	1,011,799	+ 34,014
Secondary schools	Total . . .	5,840	+ 83	1,325,633	— 1,034
	Boys . . .	5,149	+ 66	1,128,828	— 14,461
	Girls . . .	691	+ 17	196,805	+ 13,427
Teacher training schools	Total . . .	88	— 2	7,832	— 168
	Boys . . .	78	— 2	6,360	— 183
	Girls . . .	10	—	1,472	+ 15
Special schools ¹	Total . . .	349	+ 36	18,221	+ 2,261
	Boys . . .	328	+ 36	14,919	+ 1,661
	Girls . . .	21	—	3,302	+ 600
Other schools ²	Total . . .	3,570	+191	262,103	— 7,018
	Boys . . .	3,482	+171	227,437	— 3,751
	Girls . . .	88	+ 20	34,666	— 3,267
Colleges (arts & science)	Total . . .	172	+ 17	88,395	+ 14,061
	Boys . . .	138	+ 12	77,642	+ 11,893
	Girls . . .	34	+ 5	10,753	+ 2,168
Teacher training colleges	Total . . .	12	—	1,529	+ 155
	Boys . . .	9	—	912	+ 13
	Girls . . .	3	—	617	+ 142
Other professional colleges ³	Total . . .	38	+ 8	17,198	+ 2,239
	Boys . . .	36	+ 7	16,178	+ 2,154
	Girls . . .	2	+ 1	1,020	+ 85
Universities	Total . . .	6	—	6,860	+ 535

¹ Special schools include: medical, technical and industrial, commercial, engineering, reformatory schools, schools for defectives and for adults.

² Other schools include: Mosque schools, Hindu religious schools, Arabic Madrassahs. These schools impart elementary instruction.

³ Other professional colleges include: medical, law, engineering, agriculture, commerce and animal husbandry colleges.

It will be seen that at the primary stage there has been an increase both in the number of schools and of pupils. At the secondary stage there has been a slight fall in the enrolment though the number of schools has gone up, which is probably due to an attempt to avoid overcrowding. The decrease in the number of teacher training schools and of their enrolments is counterbalanced by an increase in the enrolment of teacher training colleges. Though the number of other schools (Mosque schools, Hindu religious schools, Arabic Madrassahs, imparting elementary instruction and having a religious bias) has gone up, their enrolment has decreased,

showing that probably more and more children are joining regular primary schools in preference to them. In the case of other kinds of institution such as special schools, arts and science colleges, and professional colleges, there has been a general improvement in number and enrolment. The enrolment at universities has also increased.

The number of teachers in the primary and secondary schools for 1956-1957 and 1957-1958 are as follows (data regarding teachers in other types of institutions are not available):

	1956-1957			1957-1958		
	Trained	Untrained	Total	Total	Difference	
Primary schools	Total . . .	80,666	31,582	112,248	116,419	+ 4,171
	Male . . .	74,851	29,028	103,879	107,913	+ 4,034
	Female . . .	5,815	2,554	8,369	8,506	+ 137
Secondary schools	Total . . .	27,153	25,575	52,728	53,129	+ 401
	Male . . .	22,963	24,316	47,279	47,168	- 111
	Female . . .	4,190	1,259	5,449	5,961	+ 512

There was a general increase in the number of teachers. The distinction between trained and untrained teachers is not available for the whole of Pakistan for the year 1957-1958. The figures for 1956-1957 can, however, be advantageously compared with the figures for 1954-1955, which were as follows:

	Trained	Untrained
Primary schools	67,484	39,189
Secondary schools	21,973	25,311

It appears that the proportion of trained teachers at both the primary and secondary stages is rising. Another significant fact shown by figures for 1957-1958 is that the number of male teachers at the secondary stage has declined. Probably more women are taking up teaching at secondary level.

CURRICULA, SYLLABUSES AND METHODS

Present Trends The curricula and syllabuses were essentially the same as last year. There was a tendency, however, to simplify courses of study at both the primary and secondary levels so as to lighten the burden on students and to include subjects more directly related to their daily life. Generally speaking, the time allocated to different subjects in the curriculum remained the same as in previous years.

Though no spectacular changes occurred in teaching methods, there were signs of increasing interest in using modern progressive techniques. A few educational workshops were organized in different places in cooperation with the United States Educational Foundation in Pakistan, where large numbers of teachers, heads of schools and inspectors learnt advanced methods of instruction. Greater emphasis was laid on the employment of audio-visual aids.

English continued to be taught as a compulsory language in secondary schools and remained the medium of instruction for higher education. The number of pre-primary, primary, and secondary schools using English as the medium of instruction is believed to have further increased.

TEACHING STAFF

Training There was no appreciable change within the country in the provision of facilities for the training of teachers. The provision for their foreign training, however, improved. Greater numbers of in-service teachers and new graduates were sent abroad for advanced training in education.

AUXILIARY SERVICES

Handicapped Children Greater attention was paid to the education of handicapped children. There are only seven schools for the deaf, dumb, and blind in the country. The organization of these schools was improved. A few schemes for extending educational facilities to such children were under consideration by the West Pakistan government during the year.

Youth Hostels In all kinds of schools, extra-curricular activities such as scouting, guiding, athletics and games, debating, and dramatics, continued to be popular. In West Pakistan considerable advance was made in popularizing youth hostels. There were 58 temporary and permanent youth hostels in West Pakistan. During the year under report 11 more hostels were put on a permanent basis. The Youth Hostel Association of West Pakistan maintains an information centre also, which provides booklets and pamphlets to enable parties of students to plan their hikes.

PANAMA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Inspection — School Building — Quantitative Development — Primary School Organization — Distribution of Textbooks — Methodology — Further Training for Teachers — Scholarships — Physical Education

Inspection During the 1957-1958 school year, the 55 school inspectors visited an average of 857 members of the teaching and administrative staff per month. There remained, however, 3,630 teachers to visit each month. The inspector's work, which consists in guiding and helping teachers, could not be as systematic and as frequent as would be desirable. The above figures show the urgent need to increase the number of inspectors, at least in the provinces with an increasing population where the number of schoolchildren is rising considerably, i.e. particularly the provinces of Panama, Los Santos, Herrera, Coclé and Colón.

For the school year beginning in May, 1960, the inspection of primary schools has been completely reorganized and the country has been divided into 43 inspection areas.

School Building It is urgently necessary to work out a school building plan which may be achieved within a reasonable period and which provides for future needs. Most of the 1,728 national, municipal, and district school buildings require urgent repair. There are also 988 rented buildings which cost the State 172,090 balboas and which, moreover, do not meet the necessary educational requirements.

Quantitative Development At the end of the 1957-1958 school year, there were 1,308 public and private educational establishments of all levels, with a total population of 179,020 pupils and 6,481 teachers distributed as follows :

	Schools	Pupils	Teachers
Kindergartens	64	3,054	133
Primary schools	1,155	142,576	4,855
Secondary schools	86	30,710	1,332
University	1	2,454	128
Special schools	2	226	33
Total	1,308	179,020	6,481

Primary and secondary education have been extended throughout the country. The number of schools and teachers have been increased

¹ From the report sent by the Ministry of Education of Panama.

and teaching equipment developed. In spite of budget restrictions, 16 primary schools, 86 primary teacher's posts, 3 lower secondary schools and 76 secondary teacher's posts have been created to meet the increase in the number of pupils.

This year, 136,585 pupils were receiving primary education and 22,135 secondary education in public schools, and 9,832 pupils were receiving primary education and 11,672 secondary education in private schools.

Many children and young people are in a class lower than the one corresponding to their age. It is necessary that children should enter school at the normal age, that education should be improved, and that attention should be paid to the problems of the individual child. In this way the administrative measures adopted hitherto will take on their full value.

**Primary School
Organization**

The quality of teachers in service has been considerably improved and the number of untrained teachers greatly diminished through the implementation of new selection criteria. Out of the total number of teachers in service only 643 do not possess a teaching certificate. Most of these, however, are taking summer courses to improve their professional qualifications.

The primary school comprises six years of study divided into three stages. There is a common curriculum for urban and rural schools. The course is flexible enough to be adapted to the needs, experience and interests of the child. The extent of the years of study in urban and rural schools depends on the number of pupils and of teachers in each community. Generally speaking, the Ministry of Education recommends that teachers should take charge of only one stage (two years), but in practice in many one-teacher primary schools the teacher is in charge of three or more years. This is very prejudicial to the pupils' education, owing to the unsatisfactory conditions of work at school.

The following table shows how the schools are distributed according to the number of years of study :

Schools with the three complete stages (six years)	405
Schools with five years	98
Schools with four years	230
Schools with three years	201
Schools with two years	121
Schools with one year	15

It may be seen from these figures that less than 50% of the existing schools give a complete education. Under these conditions, the Panamanian primary school cannot completely fulfil its mission of training future citizens. This state of affairs, which is due to the scattered nature of the school population, has deep rooted social and economic causes. The school is not able to solve the problem alone; it must be able to count on the generous aid of the various State institutions.

Distribution of Textbooks One of the activities of the Ministry of Education which should be mentioned is the provision of textbooks to primary schools. The Ministry endeavours to provide all the schools in the country with them, and 228,769 copies have been distributed in the provinces. It

is hoped that the teaching materials and textbook centre will be able to extend distribution annually.

Methodology Current syllabuses provide the open-minded educator with many opportunities for using activity methods in teaching. The great majority of the teachers are interested in understanding and putting into practice the principles of the activity school. Those who find difficulty in adapting themselves are assisted by their colleagues and by the advice of inspectors. They also attend seminars and university summer courses.

The new educational ideas which have influenced methods have changed the passive atmosphere of the school into one of active participation, where much is going on, where knowledge is used and not merely recited from memory, where the civic and social action of the community is used as a permanent source of learning. Education has extended its sphere of action outside the school and penetrates local life by means of excursions, research, and experiments, frequently made by pupils and teacher.

Present methods of teaching reading may be considered inadequate. Those used are generally the phonetic method, the syllabic method, and the method of normal words, which form slow readers who have difficulty in understanding what they are reading. The Ministry, therefore, has decided to recommend the global method of teaching reading and writing so that children may learn more easily and teachers may economize their efforts. Some teachers are attached to traditional ways and refuse to use the new method, but as they become familiar with the principles and techniques on which it is based their resistance will disappear and it will be adopted generally.

In other subjects, deductive methods are used, and teachers do their best to use the pupils' experience and get them to take an active part in the teaching.

Teaching materials, particularly for the teaching of reading, writing, mathematics, language, social studies, etc., has been improved.

**Further Training
for Teachers**

The Ministry of Education, in collaboration with the interamerican cooperative education service, has held a seminar for head teachers in the province of Panama and heads of other schools in the country. A seminar on reading and writing for primary teachers was also held in the capital under the auspices of the Ministry.

The seminar for head teachers comprised five courses spread over four weeks, i.e. primary school administration and inspection, the teaching of language, the teaching of mathematics, the teaching of science, and teaching practice. The reading and writing seminar lasted four weeks.

The secondary education department has held several seminars and lectures for the further professional training of teachers on problems of teaching and school administration. Teachers and headmasters had an opportunity of expressing their opinion and of discussing the problems freely. The seminars and lectures were as follows: lectures on commercial education, seminar for secondary school headmasters, seminar on education for the home, seminar on agricultural education, seminar on science and mathematics, and seminar on social science.

Scholarships Eighty-six secondary school pupils have been awarded scholarships. The interamerican cooperative education service has provided in addition eight scholarships for specialized studies in the administration and organization of vocational schools, in agricultural education, in modern methods of teaching English, in the methodology of science teaching, in education for the home and in commercial education.

Physical Education The number of physical education teachers for secondary schools trained in the national university is increasing each year. They teach in both public and private schools. Everywhere there is greater interest in physical education, which leads to more time being given to this subject in the curriculum.

PARAGUAY

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Finance* — *School Building* — PRIMARY EDUCATION — *Kindergartens* — *Special Education* — *Curricula* — *Teacher Training* — *Status of Teachers* — SECONDARY EDUCATION — *Secondary Education Reform* — STATISTICS

ADMINISTRATION

Finance The public education budget for 1959 totalled 414,396,240 guaranis, i.e. an increase of 18.67% over the preceding year.

School Building As of 5th February, 1953, the national government introduced, under law No. 59, a tax on all fuels except oil. Income from this tax is distributed among public works, including school building, according to need. In most cases the government's financial policy in this matter only represents a form of assistance given to the community through the school cooperative boards, of which the pupils' fathers and notabilities of the district are members. This system has produced appreciable results, and, even though it has not been able to solve all problems, it has at least enabled the most urgent needs to be met, arousing an unwonted interest for educational problems in the community.

PRIMARY EDUCATION

Kindergartens During 1958-1959 kindergarten classes have been opened within the framework of primary education. Pre-primary education is not compulsory, and children do not need to have attended the kindergarten before admission to the primary school. These classes are not a part of primary education proper.

Special Education Two special schools for mentally deficient children have been set up as an experiment. There is also a school for blind children and adults.

Curricula Since 1958 a new curriculum has been in use in the primary school. Its component activities are grouped as follows: language, science, social education, art education, hygiene and physical education.

Teacher Training New curricula and syllabuses have been introduced in the teacher training schools. Three new courses are provided for: agriculture and cattle breeding, domestic economy, and community education.

¹ From the report sent by the Ministry of Church and Education of Paraguay.

Status of Teachers Since January, 1959, teachers in primary and teacher training schools have been covered by social insurance benefits.

SECONDARY EDUCATION

Secondary Education Reform Decree No. 24063 of 27th December, 1956, marks the beginning of the implementation of the educational reform in secondary level establishments. This decree provides for a basic stage of three years. This year the new syllabuses for the first three classes have been introduced. New subjects include art education and domestic economy.

STATISTICS

The following table shows the number of teachers and pupils at the different levels of education in 1959 and the difference per cent from the previous year.

	Pupils		Teachers	
	Number	% Change	Number	% Change
Primary ¹	294,000	+ 1.2%	10,440	+ 2.5%
Secondary	10,803	+10.2%	1,466	+17.0%
Commercial	4,812	—11.0%	570	—14.1%
Teacher training	7,108	+19.2%	810	+ 9.3%
Technical	939	+80.0%	—	—
Higher.	2,982	+ 1.26%	386	+11.2%

¹ Including pre-primary pupils : 4,048 +9.46%.

PHILIPPINES

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — Finance — School Building — ORGANIZATION — Quantitative Development — Compulsory Education — CURRICULA, SYLLABUSES AND METHODS — Elementary Education — Secondary Education — Collegiate Education — Secondary Education Improvement — Textbooks — TEACHING STAFF — Training — Further Training — AUXILIARY SERVICES — Pupils' Health and Physical Development — School Meals — School Psychology — Handicapped Children — Popular Education — International Understanding

ADMINISTRATION

Finance Every year the Congress of the Philippines sets aside increasing appropriations for education. Roughly, such appropriations make up one-third of the total annual budgetary expenditure of the government. The following figures (in pesos) show the appropriations for public education for the current fiscal year as compared with those for the previous year. (In the Philippines, the fiscal year begins on 1st July).

	1959	1960	Difference	%
General education :				
Elementary	203,906,565	219,111,540	+15,204,975	+ 7.45
School feeding	925,560	925,560	—	—
Special education :				
Physically handicapped . . .	134,850	138,210	+ 3,360	+ 2.49
Neglected and delinquent children	—	52,560	+ 52,560	+100
Adult education	153,600	155,940	+ 2,340	+ 1.52
Unesco national community training centre	121,900	121,900	—	—
Teacher education	905,930	905,930	—	—
Vocational education :				
Trade and industrial	9,287,790	9,087,790	— 200,000	— 2.15
Agricultural	8,583,290	8,781,850	+ 198,560	+ 2.41
Fishery	2,139,010	2,124,190	— 14,820	— 0.69
Philippine nautical school . .	30,000	30,000	—	—
Home industries	139,490	139,490	—	—
Administration :				
General administration . . .	953,890	1,065,460	+ 111,570	+ 11.69
Staff services	1,600,320	1,630,090	+ 29,770	+ 1.86
Total	<u>228,882,195</u>	<u>244,270,510</u>	<u>+15,388,315</u>	<u>+6.72</u>

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. B. ALDANA, Delegate of the government of the Philippines.

School Building Law No. 1900 authorized the appropriation of twenty million pesos annually for a period of five years for the construction, reconstruction, improvement or repair of public elementary school buildings. Also provided in the above law No. 1900 is the amount of five million pesos for the construction and erection of pre-fabricated school buildings.

As of 30th June, 1958, the amounts of 881,900 pesos, 294,500 pesos, and 606,000 pesos had been released, under various provisions of the law, for school project purposes. But because of lack of funds occasioned by poor revenue collections, not much could be accomplished in the construction of school buildings. The release of funds in this regard has been very slow.

In places where the national government has not given aid for the construction and repair of school buildings, the provincial and municipal governments have provided their own funds. The local parent-teacher associations also helped, particularly in the case of temporary buildings. During the school year 1957-1958, through the efforts of such associations, the people contributed a total of 3,402,033 pesos for school building.

At the end of 1958, there were 48,555 school buildings with 94,443 classrooms in the country. Of this number 3,119 school buildings and 6,471 classrooms were constructed during 1957-1958, making an increase of 6% in the number of buildings and of 7.3% in the number of classrooms, compared with the preceding year.

ORGANIZATION

Quantitative Development The figures for the number of pupils in public schools in 1957-1958 compared with the previous year are as follows:

	1957-1958	Difference	%
Primary	2,831,271	+39,497	+ 1.41
Intermediate	744,079	+16,471	+ 2.26
Secondary general.	181,543	+ 990	+ 0.55
Secondary vocational :			
Agricultural	14,091	— 1,577	—10.07
Arts and trades	27,879	+ 1,083	+ 4.04
Fisheries	1,119	+ 185	+19.81
Collegiate :			
Teacher training	3,039	+ 345	+12.8
Agricultural teacher training course	278	+ 30	+12.1
General agriculture	193	— 8	— 3.98
Farm mechanics	56	+ 6	+16
Technical teacher training . . .	743	+ 173	+30.35
Technical	3,170	— 116	— 3.53
Nautical	68	— 9	—11.69

The following tables give summary data on the number of private schools and pupils in them for 1958-1959 (estimates):

	Schools		Pupils	
	1958-1959	Difference	1958-1959	Difference
Kindergarten	185	+12	14,026	+ 1,460
Elementary	1,167	+15	167,986	+ 7,679
Secondary	1,281	+ 3	361,701	— 2,623
Collegiate	349	+ 8	242,242	+25,471
Vocational	537	+53	47,679	+ 765
Total	3,159	+91	833,634	+32,752

Compulsory Education The experimental scheme for free compulsory education met with such success during the trial period that measures were taken in the 1957-1958 school year to generalize it and to extend the course to six years, in accordance with law No. 896. To this end, the first two weeks of December have been set aside for compulsory census-taking. During this period each year, all head teachers are required to take a record of the children born who are to enter school seven years later.

CURRICULA, SYLLABUSES AND METHODS

Elementary Education A feature of the new elementary curriculum of 1957 is the use of the local language as the medium of instruction in grades one and two, English being introduced informally as a subject in these first two grades. Starting with grade III, however, English remains the medium of instruction.

Another feature of the new curriculum is the increased emphasis given to character education, good manners and right conduct. From the beginning of the second semester of last school year (1958-1959), a 15-minute period of opening exercises was added to the daily programme of each elementary school grade for this purpose. This does not, of course, preclude character training in connection with the teaching of other subjects.

Secondary Education The four types of secondary curricula offered in the Philippine public schools are: general culture, trade, agriculture and fishery.

The secondary general curriculum known as the "2-2 Plan" was extended in 1958-1959 to the second year. The adoption of this new curriculum is to be gradual so that next year it will be prescribed in the third year, and the year after in the fourth year. By 1960-1961, therefore, the "2-2 Plan" will be in full operation in general high schools. Under this plan, the first two years' work is designed to continue the education started in the elementary school so that adolescents may acquire a sound general culture. In the third and fourth years, two types of curriculum are offered, the college preparatory and the vocational-technical.

The new vocational curriculum provides for increased and enriched science and mathematics courses, which will contain twice as much as in the old curriculum.

In secondary trade, agricultural, and fishery curricula, more time is devoted by students to skilled training than to academic subjects, for these vocational curricula aim to prepare skilled workers.

Character training and right conduct were also introduced into the secondary school curriculum from the second semester of the 1958-1959 school year. One forty-minute lesson per week is given in English for this purpose, from the first to the fourth years, instead of an English lesson.

Collegiate Education The four-year elementary teacher training course offered in all regional training schools leads to the degree of Bachelor of Science in Education with elementary education as major. It consists of an organized grouping of courses along the major fields of general education, foundation education, professional education, and electives. This curriculum carries a total of 149 semester hours divided into the following categories: (1) general education, with 71 semester hours concentrated in the first two years; (2) educational foundation, with 34 semester hours required of all students no matter what their area of specialization; (3) professional education, with a required total of 38 semester hours.

The new teacher curriculum in industrial education is a four-year course leading to the degree of Bachelor of Science in industrial education.

The revised curriculum for trade-technical education provides specialization in a number of trade-technical courses like automotive technology, building construction, etc.

The two types of collegiate curriculum in the agricultural schools are the four-year teacher education course and the one-year post-graduate course in farm mechanics. The former is a teacher training course, the latter trains future skilled technicians and tractor operators for various agricultural enterprises.

For the training of merchant marines, the Philippine nautical school offers a two-year academic curriculum plus the requirement of a two-year apprenticeship on a merchant marine ship.

Secondary Education Improvement A project is being carried out to help improve secondary education, which is receiving material and technical aid under the assistance programme of the International Cooperation Administration and the National Economic Council. The immediate objective of the project is to develop three high schools into experimental-demonstration or pilot schools, each with a programme to evolve improved practices or techniques in many phases of secondary education, and to turn fourteen other high schools into demonstration schools with an improved programme of practical arts and vocational education.

Textbooks The board on textbooks, an entity under the Department of Education, announced during the school year under review a call for new textbooks in social studies, arithmetic, and Filipino language for grades III and IV of the elementary schools, and in reading, English, arithmetic, general science, Philippine community life, Philippine history, and Philippine government, for the first and second years of the secondary schools. A separate call for science textbooks in the elementary grades was also made by the board.

The policy of the government is to have public school textbooks printed in the Philippines. Foreign publishers have already arranged to have books intended for use in Philippine schools authored or co-authored by Filipino textbook writers and printed in the Philippines. It is estimated that more than twenty million pesos are needed to provide one prescribed textbook for each child. The present ratio, which is very inadequate, is one textbook to twenty pupils.

TEACHING STAFF

Training While the curricula in the eight regional training schools are fundamentally the same, the content, organization, and points of emphasis of the different courses offered in them, especially those that have a direct bearing on local conditions, are influenced or decided by the needs, problems, and resources of the area or region where service is expected of the prospective teachers. The syllabuses for these courses, therefore, are drawn up where they are to be used, that is, in each training school.

Further Training Possibilities for further professional growth are offered in vacation courses to all teachers, irrespective of where they teach. New fields are continually being opened up, such as audio-visual services, teaching exceptional children, pre-elementary education, multigrade teaching, teaching in the local language, organization and administration of the community school, etc.

Seminars, orientation classes, and work conferences, on divisional, regional, and national levels, are held frequently for teachers in service. Subscription to professional journals is a requirement for all of them.

Scholarships abroad are given to deserving teachers for leadership in special fields, such as teaching English as a second language, child study and development, and science education.

A three-week national seminar, held for key people in the regional training schools, was an initial step in cultivating a more solid understanding of the Filipino child through improved organization, administration, and evaluation of the work in child study centres and in pre-school classes in regional training schools.

As sequels to this national seminar, regional seminars were held at seven vacation courses, which brought together supervisors, principals, head teachers, and classroom teachers, from elementary and secondary schools all over the country.

AUXILIARY SERVICES

**Pupils' Health and
Physical Development**

"Health and science" has been made a broad area in the elementary school curriculum. Many of the schools during the year were better provided with sanitation, school clinics, safe water supply, clean and safe school grounds and buildings, etc. Two school divisions (Ilocos Sur and Antique) set up a pilot school-community health project during the year. A school in each division was selected as the seat of the project.

Emphasis was placed on corrective posture, motor ability testing, mass athletics and sports, and community recreation. The sports clinics, in vogue in practically all divisions, have greatly improved school and inter-school athletics.

School Meals Better nutrition among schoolchildren and their families is one of the objectives of the schools. Recent figures show an increase of over 300% in the number of children being served by school lunch counters. Parent-teacher associations and other local groups help promote the school lunch programme by providing a small sum for the operation of lunch counters.

School Psychology The child development study centres now in operation in the eight regional training schools have taken a leading part in helping teachers gain competence in child assessment, and in undertaking continuous research for developing insight into the behaviour of children.

A National Association for the Study and Development of Filipino Children has been formed with groups organized in each region.

A long-range programme for improving the organization of the present child development study centres and raising the competence of the personnel involved has been initiated.

Handicapped Children Attention is now being given to the coordination of the functions of the school for the deaf and the blind with those of the office of vocational rehabilitation. A special education department has been set up at the general office of the Bureau of Public Schools to supervise all special schools and classes. In addition, use is being made of the services of foreign specialists in the advancement of the education and therapy of handicapped children. The superintendents of schools, in their annual convention in Baguio from 5th to 15th May, 1959, included this matter in their agenda. The transfer of the schools at Welfareville, formerly under the social welfare administration, to the Department of Education by executive order No. 326 should also be mentioned.

Popular Education The Bureau of Public Schools concentrated its efforts during the year on functional literacy projects. The present phase of the programme has been expanded with financial assistance (255,193 pesos for the fiscal year 1958-1959) from the office of the presidential assistant on community development. Achievements of the volunteer service during the last school year may be summarized as follows: individual tutorship, 1,935 pupils of whom 151 were successful; regularly organized classes, 21,651 pupils, of whom 14,030 were successful.

The Bureau organized classes in literacy in *barrio* communities, and employed the necessary teachers, who received 30 pesos per month each as a moderate allowance for a period of at least three months. During the fiscal year 1958-1959 there were 403 such classes organized with an enrolment of 10,634. Of this number, 6,787 were successful.

For new literates and other young people and adults who desire to receive further education, the Bureau of Public Schools initiated short courses stressing vocational education and citizenship training. To enrich this programme a number of community action projects were launched

which utilized the assistance of *purok* organizations, parent-teacher associations, *barrio* councils, and other agencies.

**International
Understanding**

Through the associated school project for international understanding, which involves four secondary schools and two teacher training schools, a programme for the mutual appreciation of culture is being sponsored by the Bureau of Public Schools. The over-all objective of the programme is the development of sympathetic understanding of the peoples of other lands through a better knowledge of their countries, their past achievements, present problems, and future aspirations, as well as their institutions and way of life.

POLAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Reorganization — New Laws — Budget — School Building* — ORGANIZATION — *Quantitative Development — School Reform* — CURRICULA, SYLLABUSES AND METHODS — *Nursery Schools — Elementary Schools — General Secondary Schools — Vocational Schools* — TEACHING STAFF — *Further Training — AUXILIARY SERVICES — Youth Movements*

INTRODUCTION

There has been a growth in community interest and in the concern of the government, political organizations, and trade unions, for improving work in the schools during the 1958-1959 school year.

In order to regulate the problem of educating young people up to 18 years of age, the parliament passed a law in 1958 on vocational education, training for work, and conditions for employing young people.

A national educational conference was held in 1958 in which the leading government authorities participated. The conference discussed the tasks of the schools and the role of the teacher, and established guiding principles for the further development of education.

A national congress on vocational and agricultural education took place in January, 1959, attended by representatives of the different fields of economics and technology, the trade unions and the youth organizations. The theme of the congress was the development of vocational schooling and its closer connection with economic life.

The congress of the Polish united workers' party also indicated the direction of development of education, science and culture.

In face of the large growth in the number of school-age children, resulting in the need for investment, it was decided to celebrate the thousandth anniversary of the Polish state by undertaking to build 1,000 schools through community activity over and above the government's work for building schools. The sponsorship of this action has been taken over by the national unity front headed by the chairman of the Council of State.

At the beginning of the 1958-1959 school year, a number of steps were taken to improve conditions of work in the schools. These were: (a) the reduction of the number of teaching hours for elementary school teachers from 30 to 26 hours weekly; (b) an average salary increase of 20% for teachers in all schools; (c) the award of additional increments to teachers of multi-grade classes; (d) the award of additional increments to teachers with a degree from an institution of higher learning; (e) greater

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Franciszek BIELECKI, Delegate of the Polish government.

freedom for teachers in the selection of courses and subject matter, and in the application of the curriculum in junior schools; (f) decrease in the burden on pupils by limiting syllabus content and reducing the number of weekly classroom hours in complete elementary schools with 7 or more teachers to 30-31 hours; (g) the introduction in the curriculum of one hour weekly placed at the disposal of the class teacher.

ADMINISTRATION

Reorganization A reorganization of school administration on the voivodship and powiat level was introduced during the last school year. In 1958-1959, changes were made in the structure of the central educational administration. The reorganization of the Ministry of Education aims to make work more effective by amalgamating bodies with similar tasks, so decreasing the number of departments.

New Laws Work was started on the preparation of new basic laws on the structure of the educational system, on the duty to take young people's education further, on teachers' qualifications, and on the care of children and young people, also contribute to the improvement of work in the field of education.

Budget The budget of the Ministry of Education rose by 1,135,322,000 zlotys (13.3%) in 1959 as compared with 1958.

This increase was allocated for the following:

Development of education (increase in the number of pupils and schools)	258,000,000
Improving material conditions	53,500,000
Salary increases for teachers and administrative and other staff	623,100,000
Reduction in elementary teachers' working hours . . .	200,700,000

A considerable portion of the 1959 budget went to the elementary schools, owing to a further large increase in the number of pupils. Increased allocations were also made for the development of special schools and institutions, for the development of teacher training, basic vocational schools and preparatory agricultural and vocational schools.

The amount allocated in 1959 for school construction rose by 183 million zlotys (+13.3%).

It should be emphasized that the percentage increase in expenditure on education in 1959 is higher than the over-all percentage increase in the national income. This was caused, in the first place, by the rise in teachers' salaries.

The new salary system was based on two fundamental principles: encouragement to teachers to achieve higher qualifications (increments for attaining a degree) and additional increments for work under especially difficult conditions (teaching in multi-grade classes).

School Building In 1958, 13,581 elementary school classrooms were built or rebuilt, i.e. 242 more than in 1957. In addition, 109 classrooms were placed at the disposal of secondary schools.

Although the State allocates ever increasing amounts for school building, needs are still not being met as a result of the rising number of children. This growth will manifest itself as follows over the next few years:

	1955	1960	1965
Children 7-13 years	3,300,000	4,600,000	4,900,000
Children 14-17 years	1,700,000	1,700,000	2,600,000

It is estimated that by 1965, in addition to the 27,000 classrooms to be built from State funds, an additional 15,000 classrooms will be constructed as part of the extensive community drive for more schools in connection with the thousandth anniversary of the Polish State.

In order to put these plans into effect, a catalogue of standard designs will be issued in 1959. The Ministry is also beginning work on new technical standards for elementary school buildings.

Under the school building plan, a considerable increase in accommodation for teachers is being provided from State and community funds.

ORGANIZATION

Quantitative Development The following table shows the quantitative development of educational establishments in 1958-1959 as compared with the previous year:

	Schools			Pupils		
	1957-1958	1958-1959	Increase %	1957-1958	1958-1959	Increase %
Seven-year elementary schools	16,104	17,068	6	3,545,511	3,871,961	9.2
Total elementary schools (including the above)	24,503	25,251	3	3,923,876	4,240,072	8.1
General secondary schools	824	826	0.3	195,091	199,241	2.1
Special elementary schools	306	339	10.8	34,406	37,174	8
Special secondary schools	10	9	—	844	881	4.4
Pedagogic secondary schools	194	186	—	54,061	46,223	—
Teachers' courses	26	29	11.6	4,607	6,943	50.7
Higher pedagogical schools	4	4	—	2,897	2,947	1.7
Adult education	6,257	8,368	33.7	123,288	175,491	42.3
Secondary schools for workers	195	199	2.1	50,586	60,219	19
Children's homes and special institutions	547	569	3.1	48,370	50,860	5.1
Vocational schools (lower and upper)	2,818	2,868	1.8	402,724	459,047	14
Art schools (lower and upper)	132	136	3.1	24,599	25,706	4.5

As the above figures indicate, there has been a significant growth as compared with last year in elementary schools, teachers' courses, special schools, vocational schools and adult education.

The greatest achievement in elementary school education is the growth in seven-year schools, allowing a wider application of the principle of education for all.

The number of pedagogic secondary schools training elementary teachers has decreased in favour of the teachers' courses which give higher professional qualifications.

The considerable growth of special elementary schools should be emphasized, as should the increase in elementary education for adults (schools, courses, people's universities, etc.). The number of pupils in vocational schools and in secondary schools for workers has risen to a great extent as a result of the law of 2nd July, 1958, on vocational training for a specific trade, and on the introduction of a preliminary course of practical work for young people. Under this law, work establishments are obliged to count as young people's working time 12-18 hours of compulsory education in schools for further education.

School Reform

The Ministry of Education is continuing its work on the reform of the educational system and the content of courses. The aims of the reform are: (a) to extend education in elementary schools from 7 to 8 years; (b) to make the general secondary school a four-year course, following the elementary school; (c) to fix the vocational school course preparing skilled workers at 2 or 3 years, and the secondary technical school course at 4 or 5 years.

CURRICULA, SYLLABUSES AND TEXTBOOKS**Nursery Schools**

In the 1958-1959 school year, the Ministry of Education continued work on the new programme of activities in nursery schools, which will be better adapted to the psychology and needs of the child and of the community.

Last year a new form of nursery school education was introduced in country areas as an experiment, namely, branch nursery schools for 5- to 6-year olds attached to elementary schools. This experiment was much appreciated by the parents. At their request, some nursery schools in the big cities introduced experimentally the teaching of a foreign language (French, Russian, English or German) for six-year old children. Teaching was conducted during short periods through games and play.

Elementary Schools

New curricula for elementary schools became effective as from 1st September, 1958. The number of hours' instruction per week was decreased.

Special attention was paid to rural schools, which are less well organized and have 5 or fewer teachers. It is aimed to make the number of hours' instruction in these schools equal to that in better organized schools with 7 or more teachers, and to improve conditions of education for country children.

Further changes were made in the curriculum in the 1958-1959 school year with a view to diminishing the burden on pupils by reducing excessive subject matter and the amount of compulsory reading, and by transferring some of the more difficult sections of the material to the next class. For example, the study of algebra and geometry for class VII has been transferred to class VIII. In elementary schools, first place has been given to the solving of problems arithmetically. The geometry syllabus in elementary schools has been conceived as a preparatory study and adapted to the intellectual capabilities of the child.

With regard to Polish, further reductions were made in the study of over detailed and difficult parts of the theory of literature and of the

language. Emphasis has been placed on correct speech and writing and on practical knowledge of spelling and grammar. In elementary schools, pupils are no longer taught the characteristics and literary trends of the different periods nor the biographies of the authors, since it is thought that historical literary conceptions exceed the mental capacity of elementary school pupils. Brief information on the life of the writer and the reading of his works ought generally to show the significance of the writer for the national culture. Pupils learn the biographies of writers in systematic literature courses in the secondary school.

In 1958-1959, the Ministry of Education draw up directives to help the teacher apply the curriculum in elementary and secondary schools. These directives call the teacher's attention to the most important parts of the material in each subject and for each class, make recommendations on adapting methods of work to conditions, e.g. the standard of the children, multi-grade classes, etc. The directives leave the teacher free to select a method of teaching that will arouse the pupils' interest and form their independent and critical judgment. Special attention is paid to the development of practical knowledge, especially in physics, chemistry and biology. The importance of practical activity and drawing is stressed.

Side by side with syllabus changes are changes and improvements in school textbooks. New textbooks for some subjects were worked out this year. For the last few years the principle of issuing two parallel textbooks in the same subject for choice by the teacher has been applied.

General Secondary Schools The curricula of general secondary schools have not been changed. However, the syllabuses of various subjects were further reduced. New syllabuses have been drawn up for foreign languages and chemistry, and new chemistry textbooks issued for classes VIII, IX and X, foreign language textbooks for classes VIII and IX, and an astronomy textbook for class XI.

The new foreign language syllabus emphasizes practical mastery of the language, knowledge of the people concerned and their contribution to civilization. The teaching of foreign languages by broadening the mental horizon of the pupil should contribute to a better understanding of the need for peaceful coexistence and cooperation between nations.

In some general secondary schools, lectures by doctors on sex education and personal hygiene were introduced in the present school year. Lectures on these subjects will be introduced in classes X and XI of all general secondary schools in addition to the present compulsory curriculum.

Some general secondary schools have organized experimentally, as extra-curricular activities, preparatory vocational courses in such fields as electrotechnics, motorization, home economics, sewing, etc. These courses are very popular among the young people and have gained parents' approval.

Vocational Schools Further changes in the curriculum and textbooks in vocational schools were introduced during the 1958-1959 school year in accordance with the resolutions of the Education Congress. At present, curricula are being drawn up for a new type of school—a two-year preparatory vocational and general school—to be opened in the coming school year for elementary school leavers between the ages of 14 and 17 who for

various reasons are not continuing their education in general secondary or vocational schools.

Under the above-mentioned law of 1958 obliging work establishments to provide further instruction and vocational training for young people up to 18 years of age, the Ministry of Education organized 725 school divisions for workers in industry, the building trades, transport and communications, workshops and commerce during the 1959-1958 school year, with 21,471 young people in attendance. In addition, 35 new factory schools were established by large work establishments in industry, transport and communications and the building trades. Factory schools enable pupils to be introduced to actual production conditions during the instruction, and train qualified workers in accordance with the essential needs of the establishment.

Major emphasis was placed during the present school year on training for the building trades, artisan trades and agriculture. In the other fields the number of schools meets present needs.

Vocational school leavers do a preliminary practical course of one or two years in work establishments.

TEACHING STAFF

Further Training The further training of teachers is based primarily on the activity of the regional didactic centres which, in close cooperation with the Polish Teachers' Union, organize regional teachers' conferences, public lectures with discussions on educational subjects, individual consultations on the methods and content of teaching, teaching aids, etc.

Further education is provided this year for 10,000 teachers, tutors, and school administrative workers in vacation and mid-year courses.

About 16,000 teachers are receiving further instruction through extra-mural correspondence courses run by the teachers' courses or the higher pedagogical schools. A further increase in the number of teachers' courses is planned, as they train elementary school teachers on a higher level than the former pedagogical secondary schools, which are decreasing.

Special attention is being given during the present school year to the training and further education of tutors in children's homes and other educational institutions.

Further training in education is also being organized for teachers in vocational schools.

AUXILIARY SERVICES

Youth Movements Appreciating the educational significance of youth organizations (union of Polish scouts, the socialist youth union and the rural youth union), the Ministry of Education is at present working out guiding principles for the cooperation of schools, other educational centres, and administrative departments, with these organizations.

The largest youth organization, whose membership is constantly growing, is the union of Polish scouts. Its present membership is 600,000. Young people gladly join the scouts, which attracts them by interesting forms of work adapted to their psychological and physical development.

The union of Polish scouts attaches much significance to technical training and the carrying out of socially useful work. In the first stage of technical development in the scout movement, major emphasis is to be placed on motorization, electricity, photography, aviation, fire-prevention, sailing, boating, swimming, etc. One of the important educational and social tasks of the scout movement is the moulding of relations between young people and older children and younger children.

About 26,000 secondary school pupils belong to the socialist youth union. The main task of the school branch of the union is to bring up young people to be conscious of their obligations as citizens of a socialist society. The union organizes various after-school and out-of-school activities such as discussion evenings on science and technology, excursions, games and music evenings, ballroom dancing, etc. It arranges workshop competitions and contests for the best pupil in various occupations.

The rural youth union prepares young people for agricultural work and endeavours to popularize education, culture and sports in the country.

PORTUGAL

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Budget — Remuneration of Teaching Staff — Equipment* — PRIMARY EDUCATION — *Budget — School Building — Numbers — Teacher Training Schools — Teaching Staff — Canteens and School Funds* — VOCATIONAL AND TECHNICAL TRAINING — *Budget — Agricultural Training — School Building — New Schools — Numbers* — SECONDARY EDUCATION — *Budget — Numbers — Teaching Staff — Pedagogical Training — Private Education* — HIGHER EDUCATION — *Budget — Building — Numbers — Teaching Staff* — EDUCATION IN OVERSEAS PROVINCES — *Technical and Vocational Training*

INTRODUCTION

During the year 1958-1959 the Portuguese government has continued to improve the different fields of education and to develop the cultural level of the people.

With a view to the rapid industrialization of the country, a great effort was made recently in the realm of technical education. Many technical schools were created.

The Ministry of National Education is now studying a reform which will make the first secondary school stage and the preparatory technical school stage uniform with one another.

A commission of university teachers has just been appointed to study the reform of the science faculty.

A permanent inter-ministerial commission was set up to coordinate the activities of the departments of the Ministry of National Education and the Ministry of Health and Welfare.

The overseas territories have also undergone a period of intensive progress and development in the realm of scientific research and teaching.

ADMINISTRATION

Budget In the State budget for 1959 the sum of 901,686,244 escudos is being allocated to the Ministry of National Education. This represents an increase of 180,850,238 escudos compared with last year's budget (+25.2%).

To this must be added the funds set aside for financing school building, which are included in the budget of the Ministry of Public Works. These allocations amount to 212,160,000 escudos.

Remuneration of Teaching Staff Teachers' salaries were increased at the time of the general increase for civil servants at the beginning of 1959.

¹ From the report submitted to the XXIInd International Conference on International Education by Mrs. Maria Irene LEITE DA COSTA, Delegate of the Portuguese government.

It should be noted that the salaries of teachers in primary and higher education were raised more than those of other civil servants (more than 30%). High school and technical teachers received only the same increase as other civil servants, as their salaries had been adjusted in 1947 and 1948 respectively.

Equipment Besides the usual subsidies, an amount of 15 million escudos was granted for the renewal of teaching and laboratory equipment in technical schools, high schools and universities.

PRIMARY EDUCATION

Budget The budget for 1959 allocates 419,495,359 escudos for primary education, which is an increase of 106,778,927 compared with 1958. The increase of primary teachers' salaries by 34.61% incurs an additional annual expense of 83,600,000 escudos for the State budget.

School Building From May, 1959, 409 buildings (887 classrooms) were constructed for primary education. The implementation of the "Centenaries Plan", started in 1940, permitted the erection of 3,193 buildings with 6,267 classrooms up to 31st May of this year. In the same period 111 canteens were opened.

Numbers The number of official primary schools on 31st December, 1958, was 22,883, against 22,589 in 1957, an increase of 294 (+1.3%). The number of pupils attending primary schools reached 856,339 in 1959, out of which 816,673 are in official schools and 39,666 in private schools.

Steps taken to make primary education really compulsory have yielded good results. The percentage of children of school age who do not attend primary school is inferior to 1%.

Teacher Training Schools The number of teacher training schools has been increased. There are now 15 official schools and 4 private schools. In December, 1958, 2,877 students, of whom 353 were men and 2,524 women, were enrolled in teacher training schools. The teacher training schools awarded 1,188 primary teacher's diplomas in 1958.

Teaching Staff The number of primary teachers in public education in December, 1958, was 16,283, of whom 2,778 were men and 13,505 women. To these figures should be added 6,583 auxiliary teachers of whom 171 were men and 6,412 women.

Canteens and School Funds In March, 1959, there were 1,422 canteens serving 105,454 pupils, and 12,939 school funds, providing assistance for 574,276 pupils.

VOCATIONAL AND TECHNICAL TRAINING

Budget The budget for vocational and technical training was 142,745,628 escudos in 1959, an increase of 35,991,651 escudos over 1958.

Agricultural Training The syllabus for the technical subjects in the vocational stage of the agricultural training course have been approved. These programmes have been carefully worked out and practical training has been given an important place.

School Building In 1958-1959, 12 new buildings were inaugurated. Fourteen others are in the process of construction or transformation.

New Schools Four new vocational schools have been opened: the industrial and commercial schools at Moura, S. João da Madeira, Vila Real de Santo Antonio and Vila Franca de Xira.

Numbers The number of pupils enrolled in public technical schools is now 64,699 of whom 17,525 are girls. In 1957-1958 there were 54,672 pupils, which means an increase of 10,027 (+18.3%). To these figures must be added 3,946 pupils, including 1,042 girls, who attend private schools.

SECONDARY EDUCATION

Budget The State budget for secondary education amounts to 94,017,604 escudos, which represents an increase of 22,762,970 escudos over 1958.

Numbers Public secondary schools have an attendance of 40,720 pupils, of whom 20,737 are boys and 19,983 girls. This means an increase of 4,071 boys and girls over last year (+11%). Private education has 42,471 pupils (20,375 boys and 22,096 girls). Compared with the previous year this represents an increase of 3,059 pupils.

Teaching Staff The number of high school teachers (public education) is 1,538 of whom 668 are men and 870 women. In 1957-1958 the teaching staff numbered 1,204, including 655 women.

Pedagogical Training In the teachers' training school at Porto the training period for high school teachers was extended. This school has also started the training of teachers for arts subjects. So far only the science section had been in operation.

Private Education The provisions regulating examinations held in private high schools have been approved.

HIGHER EDUCATION

Budget The State budget allocated the amount of 160,404,808 escudos for higher education. The increase over last year is 25,432,385 escudos.

Building At Lisbon the new arts faculty building has been inaugurated. This building has cost the State the sum of 30,333,810 escudos. The medical faculty of the city of Oporto has been moved to the new premises of the faculty hospital. This is a large construction of the same type as that in Lisbon.

Numbers The Portuguese universities have been attended this year by 16,871 students (11,736 men and 5,135 women). In 1957-1958 the attendance was 12,138 men and 5,382 women (—3.7%).

Training Staff The teaching staff and the technical and auxiliary personnel of the Lisbon medical faculty have been enlarged. As far as the teaching staff is concerned, this increase includes 5 professors, 7 lecturers and 38 assistants. The staff of the medical faculty in Oporto has also been enlarged.

EDUCATION IN OVERSEAS PROVINCES

Technical and Vocational Training An elementary technical school has been opened in Bissau, in the province of Guinea. Industrial and commercial schools have been opened in the towns of Nampula and Inhambane, in the province of Mozambique, and in the town of Silva Porto in the province of Angola. An industrial and commercial school has been opened in the city of Mindelo, in the province of Cabo Verde, to replace the elementary technical school opened in 1955.

RUMANIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Higher School Council* — *New Regulations* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Length of Schooling* — *Access of Women to Education* — CURRICULA, SYLLABUSES AND METHODS — *Modifications* — TEACHING STAFF — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Scholarships* — *Youth Movements* — *People's Education* — *Physical Education and Health*

INTRODUCTION

The constant, large-scale development of all branches of socialist economy, science and culture in the Rumanian People's Republic calls for well trained staff in all sectors of activity. Consequently the State has continued to give every attention to education of all grades. This year the school network has again been extended and the number of young people enrolled in educational units has increased considerably.

The main targets in the sphere of education during the 1958-1959 school year have been the extension of seven-year education, improvement of the subject matter in general, vocational and technical education as well as in higher education, with a view to constantly raising its scientific level and establishing still closer links between education and productive work.

ADMINISTRATION

Higher School Council Compared with the 1957-1958 school year, there have not been any essential changes in school administration. A higher school council has, however, been set up. This is an advisory body through which the Ministry gives teachers, parents and various specialists the opportunity of thoroughly discussing problems concerning the curriculum and organization of general schools with a view to their constant improvement.

New Regulations With the object of improving the administration of general schools, the Ministry of Education and Culture has revised the regulations for that grade and has drawn up new directions for their organization.

Finance Education is financed from the budget of the Ministry of Education and Culture and the budgets of the people's councils and of the other ministries, according to the authority under which the

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Stefan BALAN, Delegate of the Rumanian government.

educational units are placed. In the 1959 State budget, expenditure for education amounted to 3,042,700,000 lei, that is 232,600,000 lei more than in 1958 (+8.3%).

School Building In 1958, 1,497 new classrooms were built and made available, compared with 1,095 in 1957. Most of these were built in the country.

Special attention has been given to the construction of classrooms for four-year and seven-year schools. During the same year new standard designs were worked out for the construction of schools of four, eight and sixteen rooms. The designs have been forwarded to the people's councils for use in the 1959 construction campaign.

This year the number of libraries in general, vocational and technical schools has increased to 15,060 as against 14,147 in the preceding year. Libraries in higher educational establishments have been provided with a considerable number of additional books. Compared with 7,934,000 volumes in 1957, these libraries possessed 8,189,795 volumes in 1958.

During 1958-1959, the drive for the construction of new laboratories and for equipping existing ones with up-to-date apparatus and equipment has been intensified.

ORGANIZATION

Quantitative Development *Pre-school education.* Pre-school institutions have risen from 6,641 in number, attended by 281,141 children, to 6,674, with 293,257 children (+4.3%).

The teaching staff employed in pre-school educational units increased from 10,467 women in 1957-1958 to 10,688 in 1958-1959.

General education. In the 1958-1959 school year general education was given in eleven-year schools. Compulsory education is given in seven-year schools (1st - 7th classes), the 8th - 11th classes being considered as secondary education. Moreover there are four-year elementary schools functioning in small localities with a restricted number of schoolchildren.

The number of four-year elementary schools has risen from 16,052 attended by 1,375,012 schoolchildren in 1957-1958 to 16,163 attended by 1,452,086 pupils (+5.6%) last year. New four-year schools having been set up, especially in the more remote villages, all children of school age have been enabled to attend school in more satisfactory conditions.

During the 1958-1959 school year, the seven-year schools were greatly developed. Since the 1955-1956 school year, seven-year education has been general and compulsory in towns, regional and district capitals, and workers' centres. In the 1958-1959 school year, seven-year education also became compulsory in the villages with seven-year schools. In order to make it easier for those schoolchildren who have no seven-year schools in their own village, or who live a long way from the school, to attend the 5th, 6th and 7th classes, boarding schools and canteens have been set up, and pupil transport has been provided by the people's councils and State enterprises. In 1958-1959, 85.6% of the schoolchildren who had gone through four elementary classes registered for the 5th year, compared with 72.2% the preceding year.

In 1958-1959, 4,886 schools had 5th, 6th and 7th classes, attended by 501,260 pupils, as against 4,653 school units attended by 438,039 pupils in the preceding year.

In 1958-1959 the number of secondary schools (classes 8 to 11) was 395, with 113,641 pupils, as against 369 attended by 85,579 pupils in 1957-1958.

These figures show a considerable rise in the number of pupils this year, which is due on the one hand to the development of the school network, and on the other to the fact that in 1958-1959 eleven classes were introduced in secondary schools, instead of ten as previously.

Compared with 291 evening schools and sections for working youth in the 1957-1958 school year, there were 295 such schools and sections in 1958-1959, attended by 47,735 pupils. These schools correspond to classes 5 to 11.

Apart from secondary education at day and evening schools, correspondence courses are organized to enable a considerable number of people to go on studying while employed in production. At the beginning of 1958-1959, 30,090 people had registered for these courses, 8,886 of them in the 5th - 7th classes and 21,204 in the 8th - 11th classes. To these should be added a number of people employed in production who will register for examination at the May and August sessions of 1959.

Under a decision of the Council of Ministers of March, 1959, measures have been taken to improve evening schools and correspondence education, and the network of this category of school is to be further developed during the 1959-1960 school year. Under this decision, teachers of great experience are to be appointed in evening schools and sections. These teachers are to receive an increase in salary over those teaching in day schools, while the pupils attending such schools will benefit by a number of facilities, such as six-month preparatory courses before admission to evening schools and sections, longer leave with full pay to enable them to prepare for examinations, etc.

In the 28 schools for children with certain deficiencies (of hearing, speech, sight, etc.) the number of classes has been increased, so that in the 1958-1959 school year approximately 4,000 pupils were enrolled, as against 3,594 pupils in 1957-1958.

During the 1958-1959 school year the number of teacher training schools was the same as in the preceding year: 13 schools and 18 six-year sections, including 6 sections with tuition given in the languages of the national minorities. These courses train teachers for the 1st - 4th elementary classes and for pre-school education units. People who have gone through seven-year schools are admitted to these schools after passing a competitive examination. Apart from teacher training schools, two-year training institutes have been functioning. These train teachers for the 1st - 4th classes after completion of the general secondary school, passing the school-leaving certificate examination, and being successful in a competitive examination.

Training for skilled workers and medium technicians. During the 1958-1959 school year there were 368 vocational schools for apprentices. The number of pupils attending them was reduced from 90,267 in 1957-1958 to 80,069 in 1958-1959, as training for certain trades formerly given in

vocational schools is now given in technical schools, attended by secondary school leavers. This is accounted for by the need for workers with ever higher qualifications.

Compared with 29 handicraft schools and 9 agricultural schools last year, during the 1958-1959 school year there were 53 handicraft schools and 87 agricultural schools. Compared with 1957-1958, when such schools were first set up, the number of pupils increased from 2,225 to 9,104 in handicraft schools and from 242 to 3,070 in agricultural schools.

The rapid development of socialist industry based on advanced techniques calls for an increased number of highly skilled workers and technicians. To this end technical schools to which secondary school leavers are admitted were set up in 1955. The network of such schools was extended and consisted of 103 schools during 1958-1959 compared with 77 the preceding year. The number of pupils also rose from 9,537 in 1957-1958 to 12,492 in 1958-1959. There are also 40 art schools attended by 9,819 pupils, as against 29 art schools attended by 6,630 pupils in 1957-1958.

In the 1958-1959 school year, there were 82 foremen's technical schools, compared with 87 in the preceding year. This was due to the merging of certain units with a view to creating better conditions.

Higher education. In 1958-1959 there were no perceptible alterations in the structure of higher education. There were 35 institutes compared with 36 in 1957-1958, as the teacher training institute in Bucharest has become part of Bucharest University.

Length of Schooling Compulsory seven-year education has been extended to the villages provided with seven-year schools; this education is free of charge.

In order to improve the training of economists, the course in faculties of economics has been extended from 4 to 5 years.

Access of Women to Education In the Rumanian People's Republic women enjoy the same rights as men as regards participation in various forms of educational activity. In recent years conditions have been created for the enrolment of a large number of girls in schools of every type, even in those which were formerly attended by boys alone (the mining institute, etc.). In 1958-1959, 37.8% of the students in higher education establishments (day courses) were women, and 23.4% of those in correspondence courses. In teacher training schools and in higher level establishments for the training of teachers, more than half the students are girls.

Women's participation in the educational process, as in other sectors of political, economic and cultural life, is also shown by the fact that women hold posts in the educational system at every level including administration, being headmistresses, inspectors, university deans, rectors, etc. In education generally, and in higher education in particular, women have made a considerable contribution to scientific research in the most diverse branches of knowledge.

CURRICULA, SYLLABUSES AND METHODS

Modifications In pre-school education, progress was made in the children's physical and artistic training.

The changes in the curricula, syllabuses and textbooks in general schools were made in order to avoid overcrowding the time-table, a problem which had not been fully solved by previous measures. Part of the necessary measures have been implemented since 1958, while further measures are to be carried out beginning in the 1959-1960 school year.

This year special emphasis has been laid on work-based education in schools of every grade. In order to establish closer links between school and practical life in the various localities and districts, an outline of agricultural science as well as practical agro-technical work has been introduced in seven-year schools in the villages. The number of classes devoted to practical activities has been increased. Moreover, methodical guidance has been provided to enable teachers to establish connections between physics, chemistry and mathematics learnt in the 5th - 7th years and concrete farming problems. At the close of the school year, pupils in the 5th - 11th classes did two weeks' practical work.

The curricula for vocational and technical schools have been improved. Greater attention has been given to the exact sciences (mathematics, physics, chemistry), the number of classes being increased. The study of Rumanian literature and of the Rumanian language has been included in the curriculum of vocational schools, with a view to improving general culture.

In handicraft schools greater stress has been laid on labour protection, which is now taught as a separate subject.

Syllabuses in vocational, technical and foremen's schools now include present-day problems raised by the new techniques. New work methods are being studied, and also the most up-to-date equipment and materials used in the various sectors of the national economy. Particular attention is paid to keeping textbooks abreast of progress in science and technology, especially in the sphere of heavy industry, the oil and chemical industries, the consumer goods industry, construction and agriculture.

In order to improve training in economics for students in higher technical institutes, beginning in the 1958-1959 academic year, courses of an economic character, e.g. enterprise organization and planning, book-keeping, analysis of economic activity, etc., have been allowed wider scope in the curricula.

With a view to establishing still closer links between higher education and production, the students' terms of practical work in production were extended in the 1958-1959 academic year. Thus, in some branches of higher technical education, 6 - 10 months of the first year of study are devoted to practical work preparatory to theoretical study, in order to make the students conversant with their future profession and to enable them to acquire practical knowledge and training in a basic sector of the sphere of production for which they are to be trained. Preparatory practical work has been introduced in the mining, construction and agricultural sectors and is to be extended also to other sectors.

The yearly practical work and the practical work required for the diploma have remained as they were.

With a view to improving the students' general culture, and enabling them to consult specialized literature in foreign languages, the study of modern languages (Russian, French, English, German, Italian, Spanish) has been given wider scope in higher educational establishments.

TEACHING STAFF

Further Training In order to raise the ideological and professional level of the teaching staff in general, vocational, and technical schools, teachers have again been enrolled this year in periodical courses and pedagogical circles.

The teaching staff in higher educational establishments improve their training through scientific research. The scientific activities carried out in higher educational establishments throughout 1958 and in the first months of 1959 were concerned with concrete problems raised by the development of the national economy and with far-reaching theoretical problems. To this end an increased number of scientific cooperation contracts have been concluded between staff in higher educational establishments and various economic enterprises.

Conditions of Service The State has this year increased the salaries of the teaching staff in higher educational establishments. All teachers have enjoyed various advantages such as holidays in the mountains and by the sea, cures in sanatoria, medicines, excursions at home and abroad, etc.

AUXILIARY SERVICES

Scholarships During the 1958-1959 academic year, 62% of the total number of students had State scholarships which provided for their full upkeep (board and lodgings and an extra amount for private expenses). Moreover the State allocated 9,263 allowances for meritorious work to those students, whether scholarship holders or not, who had distinguished themselves in their studies.

Youth Movements In 1958-1959 the young pioneers' palace in Bucharest, and the hundred young pioneers' houses in district and regional centres and in the more important towns, intensified their activities by organizing lectures, exhibitions, festivals, gatherings, excursions, film-shows, plays, etc.

The following competitions were held for pupils in general vocational and technical schools: "Know Your Native District", a mathematics and physics competition, a literary competition, a book-lovers' competition, a young naturalists' competition, and an artistic and literary competition.

Most popular among schoolchildren is the "Merry Travellers" inter-class competition on various literary and scientific themes. The class winning the competition receives, apart from prizes awarded to the pupils giving proof of a thorough knowledge of the subject, an excursion enabling them to know the beauty and riches of their country.

There are also cultural and artistic activities carried out in higher educational establishments, especially through the medium of the houses of culture and of students' clubs.

In February, 1959, the second national conference of the union of students' associations of the Rumanian People's Republic debated problems of the content of higher education, in order to establish closer links between the students' education and the requirements of the country's economy and culture.

People's Education The network of cultural and educational institutions has been extended with a view to keeping the mass of the people abreast of the more important gains of national and world science, technique and culture. At the close of 1958 the network consisted of 12,024 houses of culture and reading rooms, 153 houses of culture in district centres, 17 regional popular creation houses, 1,473 village cinemas, 10,208 libraries in houses of culture and reading rooms, 1,269 village libraries, 237 district, town and popular libraries, and 17 regional libraries.

Physical Education and Health During the vacation, educational work of various kinds has been organized for schoolchildren. Those who have distinguished themselves in sport or in their school work have participated in the sports camps organized in various branches of sport during the holidays.

In all schools thirty minutes' physical education a day have been included in the time-tables of the 1st - 4th years, instead of the two hours a week as previously. In higher education establishments each student takes up his favourite sport.

In the 1958-1959 academic year, new sports grounds were laid out and more and better sports equipment was made available for pupils and students.

This year too, medical assistance to pupils and students has been a main concern. Medical examination has been more frequent, and attendance on the sick at their home or in hospitals has been improved.

Delicate schoolchildren have been enrolled in schools with special syllabuses, situated in the mountains, where they receive constant medical supervision and special conditions of life and study. Thanks to such measures, the number of delicate schoolchildren has decreased perceptibly. During the vacation, delicate schoolchildren and students have been looked after in camps and colonies, in keeping with doctors' recommendations, while the sick and convalescent have been sent to health resorts and spas for cures in sanatoria and special medical centres.

SAUDI ARABIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Budget — Quantitative Development — Primary Education — Teacher Training Institute — Intermediate Education — Secondary Education — King Saud University — External Missions — School Hygiene — Sports Activities — Libraries — Review — Drawing and Handicrafts — Social Services — Education for the Blind

Budget The education budget in 1957-1958 was 87,000,000 rials (1 dollar = 3¾ rials). In 1958-1959, it has been raised to 108,686,893 rials, an increase of 25%.

Quantitative Development The following table shows the development in all the stages of public education :

	Classes		In-crease	Pupils		In-crease %	Teachers		In-crease
	1957-58	1958-59		1957-58	1958-59		1957-58	1958-59	
Primary . . .	2,966	3,316	12%	68,790	75,595	10%	3,240	3,481	7%
Secondary and intermediate	187	225	20%	4,912	5,256	7%	412	420	2%
Technical . . .	23	33	43½%	455	641	41%	92	97	2½%
Teacher training institutes . .	52	87	67½%	1,502	1,668	58½%	85	134	59%

Primary Education The new plan which was drawn up last year has been carried out this year. Adequate lessons in physical training, the rudiments of science, drawing and manual work have already been added to the time-table. The pupils' studies depend to a great extent on their own spontaneous activities, without useless effort or a crowded curriculum. It has been realized that all that helps pupils to gain experience and trains them to have a sense of responsibility is much more useful than rigid knowledge which fills their brains and which can be recited parrot-fashion (Recommendation of the XXIst International Conference on Public Education).

Positive steps have been taken by the Ministry to spread primary education throughout a certain strip in each of the educational zones. In the light of this experiment, a detailed policy of compulsory education for all is being planned in order to spread education gradually throughout the whole country. Certain practical steps have been taken by the Ministry to fulfil this aim. There is a card for every pupil on which the authorities of his school write all that they notice in his health, his studies and his behaviour. This is done annually until the end of the primary stage. In addition, the pupil's hobbies, his sports activities, his social relationships at school and at home, the evolution of his abilities and dispositions, his direct and indirect problems and the part played by the school in his guidance are fully registered in his record.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Muhammad ABDUL HADIE, Delegate of the government of Saudi Arabia.

The number of inspectors for primary schools has increased to the extent of having one inspector at least for every educational zone. In the primary education department a staff of experts has been selected in order to direct these inspectors and regulate their work.

Much care has been given to rural schools in order to make them centres of cultural, social and economic progress for the surrounding area as is the case with urban schools.

A plan has been drawn up for the establishment of mobile schools in zones where the inhabitants move from one place to another at seasonal times in the year. This plan will be carried out in the coming academic year.

There has been a remarkable increase in the number of private schools, and those for girls in particular. There are 57 such schools. The Ministry of Education offers them subsidies, gives them every possible help and puts them under its supervision. A plan has been drawn up by the Ministry for the regulation of these schools and the conditions to be set concerning the buildings and the teaching staff.

A number of kindergartens have been established for children of both sexes.

Teacher Training Institutes An expert has been appointed to supervise the institutes and direct studies in them. The number of inspectors, and especially those of pedagogical subjects has greatly increased.

The Ministry has also planned a system of advanced studies for graduates of these institutes with the aim of raising the standard of some of them and qualifying others, who show exceptional teaching ability, to teach in the lower classes of the intermediate stage.

Much care has been given to the production and use of all means of illustration in the various lessons. This has necessitated the introduction of drawing and manual work into the curriculum of these institutes.

A detailed programme for the training of teachers for the first stage has been prepared. All of them will be citizens who have received pedagogical training for a period of seven years.

The students of these institutes have been very carefully selected and a special card for every student has been designed, to be used by the interviewing committees with the aim of choosing the suitable students and refusing those whose natural abilities do not qualify them for the teaching profession.

The books for students of the institutes have been very carefully chosen, especially those of education, psychology, special methods, history, geography and reading. All these books accord with the new syllabuses.

There has been a remarkable increase in the number of in-service teachers who attend summer courses. There were only 400 teachers last year; this year they amounted to 652, an increase of 62%. The Ministry is intending to increase the number of these training centres throughout the kingdom.

Intermediate Education There has been great development in technical schools. The new budget includes funds for the establishment of two more schools, making a total of seven.

Plans and curricula have been drawn up for the establishment of intermediate commercial schools starting next year with a period of study of

four years. Thus intermediate education from next year on will be of three kinds : academic schools, technical schools and commercial schools.

Students will be guided into the most suitable kind of education according to certain aptitude tests.

Secondary Education Plans have been drawn up to make secondary education as varied in type as intermediate education, consisting of secondary academic schools, secondary technical schools, secondary commercial schools and secondary agricultural schools.

Here, also, students will be guided into the most suitable kind of education according to their interests, abilities and the country's needs.

For both intermediate and secondary education, new textbooks have been issued, the most important feature of which is the local atmosphere that relates the student more closely to his country in general and to his own environment in particular.

The number of inspectors specializing in the various subjects has increased.

King Saud University Besides the faculty of arts, which was established last year with the inauguration of the university, a faculty of science has been provided this year with laboratories and the necessary equipment. Next year two more faculties are to be established : the faculty of commerce and the faculty of pharmacology.

A series of general lectures in literature and science, amounting to 20 lectures in the year 1958-1959, have been given.

External Missions No students are to be allowed to go on missions abroad except for studies not yet established in King Saud University. Regulations have been made for sending missions according to the country's needs in each kind of specialization. These regulations will help to avoid any lack or any increase where neither is needed. The missioning system, thus regulated, will certainly accord with the general progress of the country and help to create future leaders in every field.

School Hygiene The Ministry has established two fully equipped hospitals for pupils, each containing one hundred beds. There are also external clinics. In most schools there are first aid societies for the pupils, who are trained by the doctor of the educational zone.

Sports Activities Designs for two stadiums have been made and steps have been taken for their construction. This will enable the country to meet the increase in sports activities including games, parades and parties held by different schools either individually or in groups.

Libraries The Ministry library has grown to a very great extent by the addition of a large number of books in the different branches of knowledge. The libraries of schools and teacher training institutes have also been furnished with groups of new books recently published.

Review The Ministry has issued a monthly review in which general educational questions are treated and in which teachers can find all the news which concerns them. Great thinkers of the country in general and teachers in particular will contribute to this review.

To encourage writing and research in all that deals with the history, geography, natural resources and literature of the country, the Ministry has awarded big prizes. From next year on, a " Culture Day " will be fixed on which these prizes will be distributed.

All the winning studies will immediately be published so that they are useful to the whole Arab world.

Drawing and Handicrafts For the first time, the Ministry has held a general exhibition for drawing, painting and handicrafts. In this exhibition, primary, intermediate and secondary schools from all educational zones have taken part.

Social Services Much care has been given by the Ministry to all social services. Measures have been taken towards bringing in an expert in social services who will help to draw up wider plans for next year.

Education for the Blind An institute for the blind has been established where blind pupils are taught according to the most modern methods of education, with the aim of training for normal life ; 120 pupils are registered in the institute this year.

SIERRA LEONE

EDUCATIONAL PROGRESS IN 1958-1959 ¹

White Paper on Education — Finance — School Building — Quantitative Development — Higher Education — Miscellaneous

White Paper on Education

The White Paper on educational development outlines the government's long-term plans for the expansion of primary education and for collateral developments in secondary, technical and higher education.

The government's aim is to introduce universal free primary education. Such a measure will be indeed long-term and has not, so far, been introduced anywhere in West Africa. Recognizing the difficulties involved and aware that such a proposal must be related to the country's financial background, the government does not intend, however, to enforce precipitate measures which would tend to lower standards or to dissipate public funds. Educational objectives cannot be established in defiance of known facts concerning the present and future economic and social situation. One must take into account the provision of schools for handicapped and retarded children, the training and assignment of special teachers to those schools and the establishment of an efficient attendance service.

As a preliminary, the government intends to set up a central planning committee representative of the various interests concerned, i.e. the voluntary agencies, Muslim organizations, teachers' organizations, independent school proprietors, and local authorities, to study the problem of universal primary education in association with professional educationists and to make recommendations for implementing the proposed scheme and for the apportionment of its costs. The result of this inquiry will be reported to the Minister who may ask the Board of Education to examine them.

As an intermediate step to the introduction of free primary education, the government proposes to give immediate priority to the development of a sound basic primary system. Conscious also of the fundamental need to improve the quality of and increase the supply of recruits to the teaching profession at this level, the government intends to initiate a significant development in the output of trained teachers.

While regarding a sound basic primary system as the foundation of all reasonable secondary and post-secondary education, the government sees primary education not as an end in itself but as a means to an end. In a good primary system the pupil will receive the tools with which to carve the pattern of his future education, and any child of normal school age and average ability should progress logically in due course to the secondary stage and thereafter to a career. But the true value of primary

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. H. E. B. JOHN, Delegate of the government of Sierra Leone.

education and indeed of education as a whole is seen to extend beyond the purely utilitarian objective. Its aim is not merely to produce literates but to enable pupils to make a beginning in obtaining the necessary mental equipment to enjoy a fuller, happier life and thereby to make a greater contribution to the welfare and development of the community. The ultimate aim of the government's educational policy, therefore, is not merely individual enlightenment, but a steady and beneficial development of the social, economic, religious, and political structure of the territory.

Finance The following statistics show the distribution of the 2,165,528 pounds spent on education in 1958, of which the local authorities spent a total of 116,747 pounds:

	Education ¹ Department	Voluntary Agencies	Fourah Bay College
Primary education	446,000	—	—
Secondary education	247,000	41,000	—
Teacher training	116,000	—	—
Technical and vocational education	78,000	—	—
Higher education	—	—	254,449 ²
Administration	154,760	12,000	—
Secondary and higher education scholarships	154,000	—	—
Non-recurrent expenditure	356,821	—	188,751
Total	1,552,581	53,000	443,200

¹ Including grants to local authorities.

² Including the department of non-graduate teacher training.

School Building The school building programme continued. Major schemes completed during 1958 included: a boarding block for 100 girls for the Freetown secondary school for girls; the rehousing of the Methodist girls' high school in modern buildings; a new primary school in Freetown for 650 children.

Quantitative Development The following statistics show the number of pupils in school in 1958:

Degree	Government Schools	Local Authority Schools	Fourah Bay College	Aided Schools	Unaided Schools	Pre- Training Centres	Total
<i>Primary</i>							
Boys	286	5,465	—	38,017	2,555	—	46,323
Total	420	7,617	—	57,135	4,104	—	69,276
<i>Secondary</i>							
Boys	1,415	—	—	2,396	348	—	4,159
Total	1,437	—	—	4,015	452	—	5,904
<i>Teacher training</i>							
Men	178	—	52	237	—	—	467
Total	188	—	115	301	—	—	604
<i>Technical and voca- tional</i>							
Men	246 (670)*	—	—	—	—	117	363 (670)*
Total	265 (872)*	—	—	68	—	117	450 (872)*
<i>Higher education</i>							
Men	—	—	128	—	—	—	128
Total	—	—	149**	—	—	—	149

* Figures in brackets are in respect of part-time students.

** Total excludes 137 students from West African countries other than Sierra Leone.

Higher Education

Fourah Bay College was visited by a commission under the chairmanship of Mr. Charles Wilson, Vice-Chancellor of Leicester University. The terms of reference of the commission, which had not yet reported by the end of the year, were to review the work of the college consequent upon the report of the 1954 commission, to consider and report on plans for future development, to advise on the revision of staff salaries and to make recommendations for the control and financial support of the College in the light of Sierra Leone's financial position.

The College was endowed with a lectureship in engineering for five years by the Shell B.P. Petroleum Development Company of Nigeria Ltd. and also received a donation from the United Africa Company Ltd. of £10,000 towards the cost of the new botany and zoology laboratories. Work continued on the engineering laboratory in respect of which the Sierra Leone Development Company Ltd. have donated £25,000.

Miscellaneous

Among the outstanding events of 1958 should be mentioned (a) the establishment in Sierra Leone of an office of the West African Examinations Council, (b) very substantial improvements in the salaries of graduate teachers, (c) the posting to Sierra Leone of two International Cooperation Administration experts on technical education, and (d) the assistance received from the United States in the form of travelling awards. Two teachers proceeded to American universities in August, 1958, on Smith-Mundt awards, and a supervisor of physical education spent some months touring America under the foreign specialist programme of the international educational exchange service of the American Department of State.

SPAIN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Establishments* — CURRICULA, SYLLABUSES AND METHODS — *Higher Education* — *Secondary Education* — *Technical and Vocational Education* — *Primary Education* — *One-Teacher Schools* — TEACHING STAFF — *Conditions of Service* — AUXILIARY SERVICES — *Student Aid* — *Audio-Visual Aids* — *Popular Culture*

ADMINISTRATION

Budget The expenditure of the Ministry of National Education in 1959 totalled 4,808,182,192 pesetas, i.e. an increase of 11.1% over the preceding budget.

School Building Since the last report, almost all Spanish universities have carried out notable improvements in their premises, some through the construction of new buildings and others through the modernization of existing buildings. New buildings constructed for the faculties of law and pharmacy at the University of Barcelona, designed in accordance with the most modern principles and situated on the university campus, are worth special attention. Work has also progressed rapidly in the Saragossa university city, and in a short time all the faculties of this university should be properly housed.

Special mention should be made of the students' halls (*Colegios Mayores*); these are university institutions which play a complementary role in the training of students. Under a recently approved law, 40 million pesetas were allocated with the object of encouraging this type of institution; 12 million pesetas of this sum will be used for residence scholarships. It is also desired to open new *Colegios Mayores* in addition to the 88 at present functioning, and thereby to raise the number of resident students, which at present stands at 7,000, i.e. 10% of the total number of university students.

Under the provisions of the law on technical education (20th July, 1957), many of the existing technical schools had to be enlarged, and other schools had to be constructed. The Spanish Ministry of Education, in order to satisfy these requirements and to equip workshops and laboratories, allocated 239 million pesetas. As regards vocational education, 29 million pesetas have been invested in the construction of new buildings and the enlargement and equipment of existing buildings, in addition to 53 million pesetas invested in machinery and equipment both in official centres and recognized or authorized private centres.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Joaquin TENA ARTIGAS, Delegate of the Spanish government.

The primary education building programme continued during 1958-1959 at the pace foreseen. The end in view is the construction of 25,000 school units and the same number of teachers' houses, and the renovation of 17,000 classrooms in unsatisfactory premises.

At the beginning of the school year, more than 3,000 national schools, and the same number of teachers' houses, were inaugurated. At the moment, construction work is being completed on more than 4,000 schools, which will come into use in September and October, 1959.

The Ministry has continued its efforts to obtain school buildings of the best technical standards at minimum cost. The technical services have undertaken research work on model plans for rural schools, which has led to the introduction of standard elements, the construction of which may be undertaken on a mass production basis, with a consequent reduction in cost. This type of planning is, moreover, indispensable for making building contracts for large numbers of schools.

On an experimental basis, with the object of studying time spent on construction and fair estimates, 14 school units have been constructed in the suburbs of Madrid, using the 7 model plans for rural schools adapted to the different climatic areas. A group of building firms of proved dependability and solvency have carried through the complete programme within 30 days, the resultant accommodation being sufficient for 700 children. At the same time, new types of school furniture have been designed, capable of meeting the requirements of the different classes. In view of these measures, it is hoped that over the next fiscal year it will be possible to introduce the system of nation-wide tenders on the basis of the construction of large numbers of identical units.

Work is at present going on to determine school requirements, in which special attention is being paid to the siting of country schools in thinly populated areas. Maps on a 1/25,000 scale are being employed, together with highly detailed reports.

The policy of renovating and reconditioning teacher training school buildings has been continued and intensified. In the course of this school year, new buildings for training schools in Oviedo, Las Palmas and Santa Cruz de Tenerife have been opened, and work has been completed (planned opening date next October) on colleges in Albacete, Avila, Badajoz, Castellón, Lérida, Logroño, Madrid, Málaga, Orense and Toledo. All these will consist of men's and women's training schools with primary demonstration schools close by. Work has started on the teacher training schools at Viscaya and new schools are under construction in Alava, Barcelona, Guadalajara, Palencia, Segovia, Sevilla, Soria and Valencia.

With the aim of getting maximum cooperation in the task of providing adequate school facilities, the government issued a decree which concedes to private bodies undertaking to build a school and living accommodation for the teacher the right to propose to the Ministry of Education the name of the teacher (on the national teachers' roll) who is to be responsible for running the school. In addition, the sums invested in these undertakings are exempt from taxation. Once the buildings have been handed over, the State accepts responsibility for maintenance, and the salaries of national teachers serving in it. The efficiency of this system has already been confirmed, although it has only been in operation for a few months.

ORGANIZATION

Quantitative Development The following statistics show the number of schools, teachers and pupils in 1956-1957 and 1957-1958:

	1956-1957			1957-1958		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils
Primary	87,190	88,040	3,487,440	90,190	91,080	3,614,732
Secondary						
General secondary (baccalaureate)	944	31,250	364,391	1,063	31,765	405,000
Teacher training	181	2,046	42,039	181	2,046	43,299
Commerce	39	1,346	44,052	39	1,389	52,932
Industrial foremanship	79	1,565	21,338	133	2,620	55,967
Vocational	102	1,406	11,317	102	1,406	12,872
Arts and crafts	44	941	20,095	45	1,029	21,713
Fishing	10	54	321	10	54	391
Total	1,399	38,608	503,553	1,573	40,309	592,174
Technical (industrial)						
Industrial technicians	23	993	12,602	23	993	12,354
Master builders	3	95	1,373	3	121	1,327
Civil engineering assistants	1	17	205	1	17	201
Mining technicians	9	102	1,703	9	94	1,559
Naval technicians	5	64	1,890	5	65	1,397
Technical (agricultural)						
Forestry assistants	1	8	27	1	8	25
Agricultural experts	5	126	879	5	152	1,210
Technical (sanitary)						
Sanitary technicians' assistants	10	125	1,556	10	125	1,850
Midwives	10	12	235	10	12	243
Total	67	1,542	20,470	67	1,587	21,166
Higher (university)						
Sciences	12	837	11,573	12	855	16,211
Politics and economics	3	252	3,015	3	218	4,142
Law	12	876	19,471	12	842	18,652
Pharmacy	4	210	6,154	4	193	4,902
Philosophy and arts	12	779	5,835	12	802	6,940
Medicine	10	1,214	13,199	10	1,059	14,018
Veterinary science	4	188	2,215	4	208	2,065
Total	57	4,356	61,462	57	4,177	66,930
Higher (technical)						
Architecture	2	93	602	2	97	519
Aeronautical engineers	1	38	174	1	38	187
Agricultural engineers	1	52	338	1	52	371
Road engineers	1	45	388	1	45	421
Industrial engineers	3	182	1,778	3	172	1,944
Textile engineers	1	40	297	1	45	307
Mining engineers	1	53	258	1	59	385
Forestry engineers	1	49	222	1	38	252
Naval engineers	1	43	182	1	45	221
Telecommunications engineers	1	52	205	1	52	247
Total	13	647	4,444	13	643	4,854

New Establishments With regard to secondary education, the first three official foundation centres (*Patronatos*) a new type of establishment set up by the decree of 23rd August, 1957, have come into operation. Two of these centres are situated in the province of Barcelona and the third in the province of Cádiz.

Under Law No. 32-1959, 10 new general secondary schools have been created, 5 in Madrid, 4 in Barcelona, and 1 in Melilla.

CURRICULA, SYLLABUSES AND METHODS

Higher Education With regard to higher or university education, appropriate norms for degree examinations in geology at the science faculty of the University of Madrid have been introduced. The first three years of the degree course in geology in the science faculty of the University of Granada, and the first two of the same course in the University of Oviedo, have also been inaugurated.

A department of modern culture has been established in the arts faculty of the University of Valencia, the curriculum being determined in accordance with order of 24th November, 1958.

The creation in Palma of Majorca of a chair under the name of " Ramón Lull " should be mentioned. This chair has been founded for research and study on subjects connected with Ramón Lull, and is attached to the University of Barcelona.

Secondary Education In the field of secondary education, the new regulations laid down with regard to the ordinary and advanced levels of the baccalaureate represent a modification of real importance.

Technical and Vocational Education With regard to technical education, important work on the revision of curricula, syllabuses, and methods has been carried out both at secondary and university levels. This revision has been made bearing in mind the new law on the organization of technical education, which has brought about radical changes in general policy and in the systems employed in this branch of education. The educational guidance committees have prepared the modifications in the syllabuses for theoretical and practical classes, and for vocational training in laboratories, etc.

Modifications have been introduced by the decree of 21st March, 1958, whereby the courses of industrial apprenticeship extend over three academic years from the minimum age of 14. The industrial foremanship grade may be taken in each of its specialities by students from 17 years of age having previously reached the grade of " skilled workman ". This industrial foremanship grade is reached after two academic years and after the corresponding examinations have been passed. Both " skilled workman " and " foreman " grades can be studied for either at day or evening classes.

The curricula for draughtsmanship studies were approved by order of 14th September, 1958; the time-tables, syllabuses and methods relate to industrial and construction draughtsmanship.

A new type of vocational training for girls has been introduced; its curriculum is intended to train girls for office work.

The services of applied psychology and psychotechnology have also been reorganized, with the object of bringing into existence a really useful vocational guidance service for pupils.

Recognition and authorization of non-State vocational training centres has continued at a rapid rate, enabling this type of education to be provided for large numbers of the working population of student age. By ministerial decision of 23rd May, 1958, these non-official centres may be allotted a portion of the central vocational training council fund; the sum of 2 million pesetas has been made available for this purpose during the present year.

Primary Education With regard to primary education, successful efforts have been made to improve the level of proficiency in the teaching profession, mainly through the educational documentation and guidance centre. A review entitled "School Life" is being published and sent to all schools free of charge. This review attempts to give the teacher guidance on methods of work, and a valuable tool is thereby placed at his disposal.

The educational guidance centre initiated a series of studies over the last year; it has culminated this year in a report on the teaching of mathematics.

One-Teacher Schools In the programme of technical pedagogical improvement which has been encouraged by the Ministry of Education side by side with the development of the school building programme, special attention has been paid to one-teacher schools, bearing in mind the important role such schools play in the Spanish educational system.

The organization of work in this type of school presents difficulties the solution of which, apart from a considerable effort of reflexion and study, requires experiment with new teaching methods, systems of time distribution and of discipline in pilot schools. The decree of 15th April, 1958, which sets up the primary education guidance and documentation centre, lays down the basis for the creation of pilot schools for this purpose.

TEACHING STAFF

Conditions of Service One of the most delicate and important problems facing the Ministry of Education with regard to teaching staff has been the integration of the teaching staff of technical schools into the official register. The necessary allocations have been obtained and considerable increases in salaries as compared with former employment have been introduced. The order of 28th March, 1959, laid down conditions for the organization of teaching at secondary level. Minimum and maximum working hours for teachers were determined as also for headmasters and teachers over 60 years of age, bearing in mind the recommendations of the XVIIth International Conference on Public Education, 1954. The same order also provides for additional salary for teachers with a larger number of working units than the legal minimum.

A considerable economic effort has likewise been made in secondary education, which has involved the increase of numerous teaching posts and a consequent inflow of graduates. Salaries have risen considerably by means of the application of a new system. Teachers' salaries in vocational training centres have also risen, in relation to the number of hours worked.

With regard to primary education, the decree of 5th February, 1959, on the provision of schools in localities with more than 10,000 inhabitants has come into force. This decree gives new scope to teachers with thorough training and outstanding teaching ability. Opportunities are broadened for teachers in service, legal recognition is accorded to professional merit, and good opportunities are provided for newcomers to the profession. All this should make teaching a more attractive profession. Opportunities will be given to young teachers, and the teaching staff in towns will not consist to such a large extent of teachers in the last stages of their professional life. In addition, in order to stimulate further improvement in professional standards, teachers in possession of a degree in education, arts or science, will have the right to participate in restricted competitions for promotion.

AUXILIARY SERVICES

Student Aid Work undertaken in the previous year with regard to the student aid and protection programme has been continued in 1958-1959. These activities can be divided into four fundamental groups: (i) direct student aid (scholarships); (ii) indirect student aid (free matriculation or exemption from fees in State or private schools); (iii) social aid to the student; (iv) study grants for graduates and teachers.

Under direct student aid, 11,566 scholarships, involving a total of 62,660,350 pesetas, were awarded. These scholarships are awarded to students who can prove insufficiency of economic resources and a high standard of scholastic achievement. Award of these scholarships is made in each university district through commissions or boards made up of university professors, family representatives and representatives of educational organizations.

To the above scholarships should be added those awarded by the trade unions, youth services, the national security institute, the national industrial institute, the military ministries and services, the mutual benefit societies, provincial and municipal corporations, and a large number of private foundations of an educational nature.

As regards indirect student aid, it should be mentioned that in official establishments 20% of the higher education enrolments and 30% of secondary enrolments are free. In private establishments, between 5% and 15% of the students matriculated must be admitted on a non-payment basis.

Social aid to the student is carried on in two ways: by the students' mutual benefit organization and by the assistance institutions.

The student mutual benefit organization functions on the basis of compulsory membership for all students at university level and those studying in secondary or higher technical establishments. The subscription fee is divided into equal parts between the student and the Ministry of Education, which credits it to student aid.

In the course of 1958, student insurance handed out 491 loans for accidents in the student's family, 224 for accidents to the students themselves, 64 for tuberculosis, 136 for general surgery, 235 loans to graduates and 240 scholarships.

The assistance institutions are made up for the most part of students' halls (higher or secondary), students' restaurants, students' summer

hostels (organized by the Ministry, the Spanish university syndicate, the national youth front delegation, and the women's corps), organizations known as *Casas del Estudiante*, student cooperatives, and other leisure-time or professional training institutions.

Study grants for graduates and teachers take the following forms: (1) scholarships or other types of economic aid for graduates for one academic year, (2) grants to graduates and teachers to carry out research or supplementary studies in Spain or abroad, over a period of one to four months; (3) travelling scholarships, principally for university professors and teachers attending meetings or international scientific congresses, or for similar ends.

The sums granted by the Ministry of Education during 1958-1959 for this type of student aid totalled 11,315,000 pesetas, distributed among 886 persons.

It should be added that the scientific research board, the cultural relations bureau and the Juan March, Martin Escudero and other foundations have also conceded important sums for study during the current academic year.

In recognition of the work done by the Spanish Ministry of Education, in the course of the last full session of the International Association for Student, University and Professional Information, held in Paris in April, 1959, the Spanish delegation was accorded the privilege of occupying the chair for the official commission which will study on an international scale problems of student aid and the right to education.

Audio-Visual Aids During 1958-1959, the number of teaching centres with 16 mm. sound projectors at their disposal has almost doubled, and the number of centres making use of the central film-strip library for weekly educational film programmes, many of them in colour, has reached 2,050. At the moment the film-strip library contains 650 titles.

This year the educational tape-recorder library has also come into operation, with 700 tapes at its disposal for distribution to 400 teaching centres with tape-recorders.

During the same year, the gramophone record lending library has started operating to lend and produce records of an educational nature. Two records for use in conjunction with the present pre-university French and English courses have been produced, recorded by teachers and specialists in these languages and accompanied by bilingual texts.

Popular Culture The increase registered by the cultural initiation library has been extraordinary; 200,000 books, distributed in batches of 15, are permanently circulating among some 200,000 Spanish households, predominantly rural. The post office delivers the books to the schools, and the teachers distribute the books among the pupils for them to take home and read at their leisure. The number of loans made by this library during 1958-1959 has been calculated at 11 million.

The construction of small cultural centres, consisting of a library and hall with a slide projector and tape-recorder, has likewise been undertaken. In these centres it is hoped to organize lectures on Saturday evenings and Sundays, using slides and recording tapes provided free by the Ministry of Education.

SUDAN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Planning Committee — New Educational Statistics Branch — Provincial Administration — Inspection — Finance — School Building* — ORGANIZATION — *Quantitative Development — Compulsory Education — CURRICULA, SYLLABUSES AND METHODS — Medium of Instruction — Textbooks* — TEACHING STAFF — *Training — Status* — AUXILIARY SERVICES — *Physical Education — Popular Education — Youth Movements*

ADMINISTRATION

Planning Committee In November, 1958, the Minister of Education formed an educational planning committee to view the existing educational system, which comprises three stages of four years, and to explore possibilities of changing it into two stages of six years. The committee was also asked to prepare a five-year plan for the expansion of education in the Sudan. This committee is composed of twelve members and is presided over by a Unesco expert on educational planning. The members of the committee include the Vice-Chancellor of the University of Khartoum, the Director of the Ministry of Education and other prominent educationists in the Sudan. Its secretary is the chief inspector of history in the Ministry of Education. As soon as its report has been submitted to the Minister of Education, steps will be taken for the practical implementation of its recommendations.

New Educational Statistics Branch A Unesco expert in educational statistics has spent the last seven months in the Sudan, during which, with the help of two Sudanese schoolmasters, he collected and published the first scientific educational statistics, established a permanent special branch of educational statistics, and trained a Sudanese to take over the work.

This branch is planning to make an annual nation-wide survey to provide the Ministry of Education with the latest educational statistics and with day-to-day statistics on such questions as examinations, teachers' qualifications, and the analysis of the budget, income and expenditure of the Ministry. It is hoped that the branch will very soon apply for recognition as a proper statistics body run on the international lines laid down by Unesco.

Provincial Administration The only modification which took place in the administrative machinery is the reorganization of the provincial education officer's work. There are about nine of these officers in the Sudan. Now

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. Sayed Ziada ARBAB, Delegate of the Sudanese government.

the provincial officer is responsible for all primary education in his area (children from 7 to 15, primary education being divided into two stages, elementary and intermediate, of four years each). His deputy is the provincial education officer for girls, and he has two assistants, one responsible mainly for administration and the other for school inspection.

Inspection A new plan has been introduced to reinforce the inspection of schools: the secondary school inspectors, in collaboration with the institute of education and its branches, will assist in inspecting all types of schools for boys and girls.

Finance In 1957-1958 the Ministry of Education budget was 8,242,083 Sudanese pounds. This year it is 7,990,425 pounds, i.e. a decrease of 3%. The sum paid by the Ministry of Education in grant aid to local authorities is 357,978 Sudanese pounds. The local government itself has spent during the year the sum of 996,771 Sudanese pounds on education.

School Building The ever increasing building costs in the Sudan, particularly of schools, has caused the Ministry of Education considerable concern. The services of a Unesco expert were therefore obtained, who visited the country as part of the United Nations technical assistance programme, to advise on cheap school buildings. The expert's tour of inspection revealed that the provision, as hitherto, of the same type of school building for all parts of the country was a simple solution which did not make full use of local materials or meet climatic requirements.

He therefore concluded that, given a structural frame lasting about 30 years, the use of local materials and even native methods of construction would not be impossible. A system has therefore been devised using a limited number of prefabricated units, which can be erected with the minimum of skilled labour, so forming a structural frame to which wall and roof cladding can be applied to suit any locality and climatic conditions. By the adoption of this method it is hoped to achieve the advantages of standardization without the dull monotony of identical buildings throughout the country. It is also hoped that costs will be reduced and thus enable the maximum number of buildings to be erected as envisaged in the new five-year education plan.

Work on school buildings has continued, in spite of shortage of materials and of funds. In the school year 1958-1959, thirty-seven primary schools (elementary and intermediate) were built. The sum of 504,750 Sudanese pounds was spent on the building and improvement of these schools. This figure compares unfavourably with last year's figure of 1,485,584 pounds.

The special building unit of the Ministry of Education is now functioning in the southern provinces. This unit will gradually build up into a proper organization to cope with the rapidly growing demand for schools in the country.

ORGANIZATION

Quantitative Development The following table shows the number of schools, teachers and pupils compared with last year's figures:

	No. of Schools 1958-1959	No. of Teachers 1958-1959	No. of Pupils 1958-1959
Junior elementary schools (boys and girls)	1,228	3,684	184,200
Elementary schools			
Boys	622	2,566	123,200
Girls	234	913	46,200
Intermediate schools			
Boys	127	817	23,600
Girls	23	131	2,760
Secondary schools			
Boys	41	310	5,425
Girls	4	28	520
Elementary teacher training			
Boys	4	80	449
Girls	3	26	240
Intermediate teacher training			
Boys	1	19	50
Intermediate technical schools . . .	9	81	932
Post-intermediate technical schools .	3	16	148
Secondary technical schools	3	18	322
Higher technical institute	1	69	304
University of Khartoum	1	142	964

In spite of the financial difficulties during the year under review there was a marked progress in all kinds of school, especially in technical education.

One of the teacher training centres for girls will be closed next year. More care is being given to the training of intermediate schoolmistresses and short courses are being held for girls leaving the secondary school.

The increase in the various types of school is too small to be recorded as a percentage.

Islamic schools cater for 4,330 pupils in the intermediate stage and 1,513 pupils in the secondary stage.

Non-government schools serve 24,733 pupils in all types of school (kindergarten, elementary, intermediate, and secondary). These schools, which number 726, are run by Sudanese communities, the Egyptian government, Copts, Italian Roman Catholics, the British, Greeks, Americans, Armenians, French, and Indians.

Cairo University (Khartoum branch), run by the Egyptians, has a total of 814 students, most of whom are Sudanese.

Compulsory Education The limited resources and facilities available make it unlikely that compulsory education will be introduced in the near future. The lack of compulsory education is, however, compensated by literacy campaigns, village improvement work, etc. It is hoped to introduce compulsory education when facilities and the financial situation improve.

CURRICULA, SYLLABUSES AND METHODS

Medium of Instruction The change-over from English to Arabic as the medium of instruction in secondary schools will take place gradually as soon as the two main difficulties are surmounted, i.e. the provision of staff and of suitable textbooks in Arabic. In subjects like history, the change-over will happen more quickly. The Ministry will strive to maintain standards in all types of schools, especially in secondary schools. The English language will continue to be the important second language, and steps will be taken to ensure the recruitment of qualified English staff to teach in secondary schools, as English is still considered the gateway to European culture.

Textbooks Sixty-five textbooks have been produced during the academic year 1958-1959. Most of them were the work of the Bakht-er-Ruda Centre, which is responsible for primary education in the country, i.e. working out syllabuses, inspecting schools and training teachers. One of the major activities of Bakht-er-Ruda is to produce as many textbooks and library books as possible.

TEACHING STAFF

Training During the school year under review there were no modifications to the system of professional training for teachers. The training of Sudanese as secondary school masters has had to be postponed owing to lack of funds. A college for teachers and an institute of education under the auspices of the Ministry of Education and the University of Khartoum, which was scheduled for July, 1959, could unfortunately not be opened. The Ministry has, however, been sending young men regularly to be trained abroad as secondary school teachers. The majority of these are sent to Beirut University and to some of the universities in the United Kingdom. In spite of the poor financial situation, some expansion took place in the training of elementary school teachers (for the first four years' schooling).

The Sudan is still dependent on teachers from abroad (Egypt, the United Kingdom, India) for its secondary schools. The terms of service offered to these persons are comparatively generous. Still better terms may be offered to teachers with higher qualifications. Each individual case is judged on its own merits.

Status The Ministry of Education has submitted to the central government proposals for improving the status of Sudanese secondary school teachers. The government has appointed a special body to go into the whole question for all types of government servants. The Ministry's recommendations were handed over to the committee, which has now finished its work and submitted its report to the central government. The results of the report will be revealed in the very near future.

It is hoped that the committee's recommendations will be favourable to young university graduates, so that teaching in secondary schools becomes more attractive than posts offered in other departments and ministries.

AUXILIARY SERVICES

Physical Education Physical education is taught in practically all primary schools (elementary and intermediate) and in secondary schools. Military training has been introduced in the top forms of secondary schools.

Popular Education Popular education, in the form of literacy campaigns and village improvement, is still going on, the former on an increasing scale; the latter is still confined to the biggest cotton-growing area in the Sudan, the Gezira.

Youth Movements The boy scout and girl guide movement which has always been encouraged by the Ministry, is flourishing. Sports clubs are popular throughout the country. Football is the most popular game, and many are keen on tennis.

There are a number of boys' clubs catering for the recreation and education of post-elementary-school children above the age of eleven. The expense is borne jointly by the local authorities and the Ministry of Education. The leaders are trained by Ministry of Education staff.

SWEDEN

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative Changes* — *Inspection* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Regulations* — *Pupil-Teacher Ratio* — *Compulsory Schooling* — *Structure* — *Universities* — *Examinations* — *Nine-Year Schools* — CURRICULA AND SYLLABUSES — *History and Sociology Teaching* — *Mathematics Teaching* — *Finnish Language Teaching* — *Standard Tests* — *Experimental High Schools* — *Pupils' Behaviour* — *Textbooks* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *School Hygiene* — *School Meals* — *School Psychologists* — *Special Schools* — *Youth Organizations*

ADMINISTRATION

Administrative Changes No important changes have taken place regarding the division of work between the various central authorities concerned with the educational system (ecclesiastical department, board of education, and board of vocational training). Within the Ministry the distribution of work has, however, been revised. Previously it had been divided into two parts, one for the compulsory (primary) schools and one for secondary schools.

From the beginning of 1958-1959 a considerable decentralization of educational administration was introduced with the coming into force of the measures for reforming the management of local and regional school systems mentioned in last year's report. At the local level the reform means that within each municipality there will, as a rule, be only one municipal school board. Under the school board come not only the municipal schools (primary schools, comprehensive schools, municipal secondary and high schools, municipal commercial schools and vocational schools) but also the State secondary and high schools. In each municipality there will be a director of schools responsible to the school board. According to the size of the municipal school system, this official will be called headmaster, senior headmaster or school director.

In connection with the reform of the school board there is the change in the financial administration of the secondary schools. This change means that the municipal school boards deal with this administration.

For the regional management of schools, a county school board has been set up for each county with the exception of Stockholm, where the board of education and the board for vocational training act as the county school board. The county school boards replace the former primary inspectorates and are public authorities with wide discretionary powers. Certain matters have been delegated to these boards by the board of education and the board of vocational training. Among the most important duties

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Gustaf SRVÅRD, Delegate of the Swedish government.

of the county school boards are the coordination of the school plan within the county, and the appointment of permanent assistant teachers at both municipal and State schools. Where senior teachers at general high schools are concerned, however, the King has the power of appointment. Permanent assistant teachers at schools attached to teacher training institutions are appointed by the board of education. School principals are appointed by the board of education or board for vocational training but school directors and the headmasters of State high schools are appointed by the King. County school boards have taken over from the county administration the right to decide the allocations of State grants to, among others, compulsory schools and municipal secondary schools, and have also taken over duties concerning the school system formerly carried out by cathedral chapters.

Of the 7 members of the county school board, 4 are selected by the county council, one by the board of education, one by the board of vocational training, and one by the county administration. Some of the members will have pedagogical and legal experience. The county school board's staff consists of one or more school inspectors (one being a county school inspector), appointed by the King, together with a secretariat. Rules concerning the management of schools are set out in the new legislation on schools and in general school regulations as well as in certain other statutes. The general school regulations also contain directives concerning the appointment of teachers as well as disciplinary measures for teachers and school principals. Matters of discipline have in the main been handed over to the county school boards by municipal school boards and the board of education.

Under a new law dealing with municipal associations, forms of inter-municipal cooperation have been created which have shown themselves to be necessary for the provision of senior classes in a school as soon as possible. Under the law relating to municipal school boards, the county school board has the authority to prescribe, where necessary, cooperation between two or more municipalities.

Inspection Regarding inspection, the county school board is primarily responsible for the compulsory schools. It is, however, to be expected that the authority and responsibility of the boards in this matter will be progressively increased to include even the secondary and vocational schools, which at present are inspected only by the two central departments. County school boards already have the authority to visit all types of school and to employ special experts on such occasions, if necessary.

Budget State grants for educational purposes were, in round millions of crowns, as follows:

	1957-1958	1958-1959
Compulsory (primary) schools	732	830
Secondary schools	280	336
Vocational schools	77	95
Universities	119	154
Miscellaneous (teacher training, academies, museums, administration, periodicals, etc.) . . .	115	140
Total	1,323	1,554

The increase is therefore 232 million crowns (+17.4%).

The budget for all State expenses in 1958-1959 rose to 11,640 million crowns, an increase of 1,363 million crowns over the previous year. Thus about 13.4% of State expenses during the year went to educational purposes, as compared with 12.8% in the previous year.

The State grant for school transport in 1958-1959 was 41 million crowns, the State grant for pupils' board and lodging in the same year was 1.6 million, and a special grant made for experimental (comprehensive school) work totalled 1.5 million crowns. These three grants are included in the above total amount.

Municipal expenses for educational purposes are estimated to be about the same as those of the State.

Side by side with the local and regional reorganization of the school management system, a change has been made in the system of State grants to primary schools, the senior levels of comprehensive schools, and municipal secondary schools, in order to simplify the system. In this way, 14 different forms of grant towards salaries within the primary school system have been consolidated into one uniformly regulated grant. In this new grant seven further grants for other purposes have also been included, so that special individual grants, such as for school health services, textbooks and teaching materials, are no longer made.

Greatly simplified bases of calculation will be applied for the new State grant, which will be paid according to a formula and not, as hitherto, on the basis of actual salary costs. The new regulations are such that the municipalities will, by and large, receive the same total grant as hitherto.

School Building

During the next ten years building requirements within the general school system will be very great, particularly as regards the provision of comprehensive schools. During 1958, the board of education undertook an inquiry into the probable building needs of the entire school system in the ten financial years 1959-1970, as far as authorized grant-aided building is concerned. The result showed that a total sum of about 2,275 million crowns will be required, of which about 1,630 million crowns will be spent in the first five years.

An extensive project for regional school planning and for the standardization of school buildings is being put in hand. The board of education, county school boards and the planning bodies within the counties are working together to divide each county into convenient areas.

During 1958, the board of education set out an analysis of classroom requirements and space economy, in which directions and suggestions were given as to the arrangement of building programmes for schools of different sizes and types. Together with this, ways of reducing building costs through space-saving measures were given. In the first place, this means that for the senior stage of the comprehensive school and for the high school, instead of the traditional system where each class has its own room, a system of subject rooms, shared classrooms and the double use of certain rooms, is applied. The resulting reduction in costs may be estimated at about 15%.

The earlier restrictions regarding the erection of non-subsidized buildings have been removed. Such school buildings may be erected without any limitations other than those resulting from the labour situation or the possibility of raising loans for this purpose.

State grants for buildings within the general school system amounted to 69.7 million crowns in 1958-1959, and 65.8 million crowns in 1957-1958.

ORGANIZATION

Quantitative Development Swedish education has grown rapidly since 1950, primarily because of the high birth-rate during the 1940's. The primary school population has risen from about 528,000 during the school year 1945-1946 to about 839,000 (including comprehensive schools) during the school year 1958-1959, an increase of about 60%. The number of primary school pupils has now reached its peak, and a certain reduction can be anticipated. The reduction is to some extent counterbalanced by the extension of attendance resulting from the introduction of the eight-year course, the extension of the nine-year school, and the adoption of the three-year lower secondary course. These factors have resulted in a greater proportion of pupils remaining at primary schools until they have completed the sixth class.

The population of the lower secondary schools and the municipal girls' schools has increased by 87% during the period 1949-1959, while that of the high schools has doubled. This increase is due not only to the large age groups reaching the high schools, but also to the sharp increase in the numbers of those who continue their education.

The number of teachers and pupils in teaching institutions in 1958-1959 and the difference per cent from the previous year's figures are as follows:

	Teachers		Pupils	
Compulsory schools	35,200 ¹	+0.8%	839,000	+0.1%
Grammar schools and lower secondary schools	10,300	+6.7%	206,000	+3.5%
Vocational schools	—		145,000	+8.2%
Higher education	1,394 ¹	+7.1%	26,100 ¹	+9.6%
Teacher training	270	-7.2%	3,516	-0.2%
Folk high schools	—		11,900	+2.5%

¹ 1957-1958.

In higher education there were in addition 1,323 assistants on the teaching staff.

New Regulations During 1958-1959 a large number of new regulations were implemented. New regulations for primary schools, continuation schools and experimental schools have replaced the 1921 primary school regulations and new regulations for municipal secondary schools have been approved. The revision of the regulations for the teaching of practical subjects is in hand and new regulations have also been approved for the folk high schools.

Pupil-Teacher Ratio According to the regulations for primary schools, as from the beginning of the school year 1959-1960, a progressive decrease will take place in the number of pupils per class down to the average that obtained before the temporary increase caused by the shortage of classrooms and teachers during recent years. The decrease will be from an

average of 32 to 30 at primary school level and from 26 to 24 at infant school level. Otherwise the new regulations will not mean any sweeping organizational changes but will, in the main, aim to bring about certain limited improvements and make the directives more up to date and uniform.

Compulsory Schooling According to the regulations now in force, school attendance is compulsory from the age of 7 to the age of 16. If the primary school is only a seven-year one, compulsory school attendance ceases in the pupil's 15th year. If the pupil has passed through every class before the stipulated upper age limit, he has, irrespective of his age, completed his compulsory schooling. If the pupil has only passed through a seven-year primary school, he must also have completed a continuation school course of at least 180 hours. Under the new primary school regulations the beneficial character of free education has been given greater prominence, and at the same time freedom to educate children at home instead of at school has been extended.

The possibility of starting school before the age of seven has been somewhat extended.

Structure The addition to the seven-year primary course of one or two compulsory or voluntary years has proceeded. The change-over to the three-year lower secondary course acts as a link between the primary and lower secondary schools. The four-year course will be retained to provide a more leisurely course of study. Both these courses are linked with class six of the primary school. At the same time the five-year secondary school course following on from the fourth class of the primary school is being withdrawn. A corresponding reduction to five years of the former seven-year course in municipal girls' schools is also in progress, and the course will now be taken solely after class six of the primary school. The so-called "double connection" has thereby been considerably reduced. The new regulations for folk high schools provide greater opportunities for establishing a third-year course in addition to the usual two-year one.

Universities After comprehensive inquiries, steps have been introduced to enable higher education institutions to receive greater numbers of students. Certain regulations have been introduced regarding the normal length of different courses, to serve as a guide in settling the syllabuses and examination requirements. By the appointment of considerably more university teachers and tutors than previously, an attempt has been made to do full justice to the interests both of teaching and research.

Examinations As an alternative to the usual lower certificate examination (*realexamen*) a special course of study and a special examination have been introduced in a limited range of subjects. The arrangement gives the pupil who has difficulty with certain subjects the opportunity of pursuing a course of study which is more suited to his abilities and which at the same time leads to a final examination.

Nine-Year Schools The experimental work on the compulsory nine-year school, has been further expanded during the year. These schools are now called experimental schools; 143 municipalities operate such schools.

The total number of municipalities in the country is 1,034 but as many of those now possessing such schools are large ones, the total population of areas having these schools comprises 22.8% of the total population of Sweden (17.8% in 1957-1958). Special three-year experimental high schools have been set up for pupils from the comprehensive schools.

A special State nine-year school has begun scientific and educational investigations.

In connection with this general experimental activity a number of correspondence secondary and high schools have been set up.

CURRICULA AND SYLLABUSES

History and Sociology Teaching

In the highest classes of the primary and experimental schools and in the experimental high schools the subject of history with sociology has been divided into two separate subjects, "history" and "civic affairs". During the year, the question of a corresponding division for lower secondary schools and ordinary high schools has been the object of an investigation and an application to the King. As a result the board of education has been instructed to submit, as soon as possible, proposals as to the measures required for making civic affairs a full teaching subject in the high school. The amount of study on the part of the pupils will remain unchanged by this division of the subject. In order that teachers without special training in civic affairs will be more fitted to teach this subject, certain additional training will be necessary. The board of education has been instructed to present proposals for such further training.

An extension of teaching on strengthening the powers of resistance to propaganda and on social responsibility has been decided upon, and these items have begun to be introduced into the syllabus in schools of different types.

Mathematics Teaching

In connection with measures for meeting the shortage of scientists and technicians, more time is to be set aside for arithmetic practice in school. This should cause an increased interest among the pupils, so that they try to enter the natural science course and other educational courses where a good knowledge of mathematics is important. The proposal means an increase of one hour a week for mathematics in certain classes. When the matter was discussed in parliament fears were expressed that the additional hours would overburden the pupils' time-table and lead to more homework. The proposal was approved but not to the extent recommended. It was limited to an increase of one hour a week in each of the two highest classes in the lower secondary school and the corresponding classes of the experimental school. It is laid down in the decision that the mathematics hour shall be used for practice in arithmetic within the existing scope of the syllabus.

Finnish Language Teaching

In the Finnish-speaking districts in the far north, wider possibilities have been provided for the voluntary study of the Finnish language. Arrangements have been made in consultation with Finnish educationists and authorities.

Standard Tests

In Swedish primary schools, standard tests in Swedish and mathematics are used in order to standardize the marking and evaluation of results. During the year such tests have for the first time also been devised and used in English, a subject which is generally taught from the fifth class onwards. In the test are included, among other things, listening to language texts recorded on gramophone records or on tape.

Experimental High Schools

Time-tables and syllabuses for the experimental high schools have been issued. These plans refer to the third-year high school. The same standards of knowledge and aims apply as in the ordinary high school, and the final objective—the higher certificate examination—is the same. The aims in the individual subjects, however, diverge in certain cases. The study of texts in modern languages has been particularly emphasized and the types of written test must consequently be changed. Civic affairs has been detached from history and has become a subject in its own right with 3 or 4 hours per week in the two top forms.

Pupils' Behaviour

During the year particular attention has been given to pupils' behaviour in class. Corporal punishment, which had been abolished previously in other types of school, has now been abolished in the primary school. Detailed recommendations have been issued on various ways of promoting good behaviour and discipline in the compulsory schools. Special instruction can be given to pupils who are badly behaved. In more serious cases the question of expulsion or suspension may arise, after the reasons for his behaviour have been examined. Marks for behaviour and neatness are not to be entered in the final marks the pupils receive when they leave school.

Textbooks

A large number of textbooks adapted to the new courses for the different kinds of school have been approved.

TEACHING STAFF

Training

As was mentioned in an earlier report, a reorganization of teacher training is in progress in Sweden. The training of compulsory school teachers has hitherto taken place only in training schools and that of secondary school teachers in special courses located in certain secondary schools. In future, it is intended that as far as professional training is concerned, teacher training for all categories of teacher will be provided by higher training colleges. A higher training college is established in Stockholm, and in 1959 parliament decided that another higher training college would be opened for southern Sweden at Malmö. This, however, will not be in operation before 1960. With the establishment of higher training colleges the training schools will be progressively closed. By the end of 1958-1959 one such school had already been closed.

There is a continuing shortage of secondary school teachers, particularly in natural science subjects. In order to satisfy this need to some extent, special training courses were arranged in 1958-1959 for primary school teachers who wish to qualify themselves for posts in lower secondary schools, and for certain engineers who intend to take up teaching in science subjects.

New regulations for primary teacher training schools apply as from the year 1958-1959 and new time-tables for the 1959-1960 course have been issued.

The programme of refresher courses has proceeded in much the same way as during the preceding year. Most courses of this type are held during the summer holidays. Participation is voluntary but the teachers receive a certain grant towards their expenses. For the teachers taking part in experimental activity, there are specially organized refresher courses. The municipalities and county school boards are responsible for organizing the refresher courses and pay grants to supplement the State grants.

Conditions of Service The creation of a larger number of posts for school principals has provided more opportunities for teachers to gain promotion. Changes have also taken place concerning the handling of complaints about the way teachers carry out their work. Here the county school board is now the final authority.

The salary scales of teaching staff are now dealt with in negotiations between the State and the large teachers' and officials' unions. The recent agreement, valid as from January, 1959, resulted in a general salary increase of 2%.

AUXILIARY SERVICES

School Hygiene School hygiene, dealt with primarily by school doctors and school nurses is, as from 1958-1959, compulsory in all primary and experimental schools, as it has been for some time in secondary schools. The intention now is to extend this to vocational schools where school hygiene has not so far been generally enforced.

School Meals The provision of school meals by the municipality is not a statutory duty, but in 1958-1959 about 80% of the pupils in primary and experimental schools, and 47% of the pupils in secondary schools, received free meals. During the year, the system of providing pre-cooked deep-frozen meals in aluminium containers was tried out, resulting in a saving in staff costs.

School Psychologists Certain schools have, with municipal help, been supplied with educational psychologists, but this service is not yet general. In order to stimulate these activities, two regional educational psychologists were appointed by the government in 1958-1959. Each of these will, by way of experiment, plan the work and instruct the local authorities within his region.

Special Schools New teaching plans have been confirmed for the special schools for mentally retarded children.

Youth Organizations The activity in adult education by means of study circles, lectures and libraries has been more widely carried on, in cooperation with the large cultural organizations and youth guidance groups. The formation of pupils' associations will, according to current directives, be supported and promoted by the schools.

SWITZERLAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Legislation* — *Inspection* — *Administration* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *Free Schooling* — *New Types of Schools and Classes* — CURRICULA AND SYLLABUSES — *Primary Schools* — *Secondary Schools* — *University Education* — TEACHING STAFF — *Shortage* — *Training* — *Salaries* — AUXILIARY SERVICES — *Medical Care* — *Backward Children* — *School Psychologists* — *School Radio and Television* — *Scholarships, Grants and Loans*

ADMINISTRATION

Legislation A list of the acts and statutes relating to public education adopted by the Confederation and the cantons from 1st January, 1957, to 31st August, 1958, has been published in the *Archiv für das schweizerische Unterrichtswesen*, 44th year, Frauenfeld 1958. The various bills at present under consideration are likewise contained in this volume.

Inspection An article on school inspection in the cantons, by Paul Esseiva, head of the division of the administration of public education in Fribourg, has appeared in the above-mentioned publication. The present organization of inspection, which varies from canton to canton, is described in detail. In fourteen cantons, inspection is carried out by members of the teaching profession; in the eleven others, by non-specialists. In some cases, commissions act as supervisors alongside the professional inspectors. The number of classes falling within the purview of a chief inspector varies considerably, from 50 classes to several hundred, depending on the canton.

On 31st January, 1958, the Council of State of the Canton of Bern amplified the legal provisions governing inspection. The inspectors provide the liaison between the cantonal department of public education on the one hand, and the primary schools, secondary schools and preparatory high schools (*progymnases*) on the other.

On 7th February, 1958, the Council of State of the Canton of Argau issued a decree relating to the nomination of inspectors for district schools and private schools on the corresponding level. They are appointed for periods of four years. Their powers are clearly defined and consist primarily in advising schoolmasters and municipal authorities.

Administration On 20th February, 1958, the Grand Council of the Canton of Bâle-City modified the part of the public education act setting up a public education council. This council works jointly with the Depart-

¹ From the report submitted to the XXIInd International Conference on Public Instruction by Mr. Henri GRANDJEAN, Delegate of the Swiss government.

ment when important issues come up. Teachers, even if retired, must account for less than half of the council's membership. Headmasters, inspectors and university trustees are not eligible.

The Grand Council of the Canton of Uri is overhauling the organization of its schools. One of the suggestions put forward is to set up a Department of Public Education instead of the present school council.

Finance Public education expenditure figures for 1956 (not including building) were published in May, 1958, under the title *Finances et impôts de la Confédération, des cantons et des communes*. The following table (expressed in thousands of francs) is based on these figures, supplemented by information contained in the *Annuaire statistique de la Suisse, 1956*.

For 1956, the expenditure of the Confederation on education (not including building) amounted to 60.2 million francs.

	Canton	Municipalities	Total	Per Capita Outlay
Zurich *	79,214	88,193	167,407	196
Bern *	85,711	68,180	153,891	182
Lucerne	14,013	15,000	29,013	161
Uri	1,173	1,161	2,334	78
Schwyz	1,180	3,284	4,464	60
Obwald	293	812	1,105	48
Nidwald	648	1,005	1,653	83
Glaris	2,951	3,269	6,220	159
Zug	2,485	2,886	5,371	115
Fribourg *	9,490	7,551	17,041	105
Solothurn	13,691	17,411	31,102	168
Bâle-City *	41,678	18	41,696	196
Bâle-Country	11,307	8,569	19,876	164
Schaffhausen	5,610	6,182	11,792	193
Appenzell I.R.	1,111	3,090	4,201	88
Appenzell O.R.	467	542	1,009	75
St. Gall *	16,334	25,732	42,066	129
Grisons	6,997	7,079	14,076	99
Argau	33,052	8,003	41,055	126
Thurgau	7,246	13,909	21,155	135
Ticino	13,514	8,350	21,864	121
Vaud *	38,915	32,074	70,989	179
Valais	10,441	4,962	15,403	92
Neuchâtel *	11,789	9,884	21,673	157
Genève *	30,105	5,516	35,621	159
Total	439,415	342,662	782,077	155

* Cantons possessing a university (a commercial college at St. Gall).

After deducting expenses entered twice (for example, subsidies by the Confederation to the cantons or by the cantons to the municipalities), the outlay on education comes to 720.5 million francs as against a total

estimated expenditure of 4,930 million francs and a national income provisionally fixed at 27,020 million francs.

Cantonal expenditure (not including municipal expenditure) can be broken down as follows (after deducting 20,425,000 francs devoted to public worship):

Nursery schools	4,969,000
Primary schools	187,557,000
Secondary schools, high schools	99,808,000
Universities	47,496,000
Vocational training (handicrafts, commercial and domestic)	45,884,000
Vocational training in agriculture	18,017,000
Art, science, popular culture	15,259,000
Total	418,990,000

These figures do not take into account the general service costs of the central cantonal administrations, pension costs, insurance, etc.

In the same year (1956) 35,768,000 francs were spent on the building of schools.

Federal expenditure in 1958 totalled 59,539,945 francs, to which should be added federal expenditure on scientific research and the training of research workers.

Some cantons have modified the rate of subsidization to the municipalities or have revised the conditions under which subsidies are granted. On 31st March, 1958, the Grand Council of the Canton of Lucerne fixed the subsidy rate for the salaries of teachers in primary, upper primary, domestic science and continuation schools at 55% to 75%, depending on the financial situation of the municipality.

On 6th February, 1958, the Council of State of Obwald stipulated, as a condition for the granting of a subsidy to municipalities with primary schools, that pupils from neighbouring municipalities must be admitted, after an entrance examination as laid down by the school council.

A decree by the Council of State of Neuchâtel, dated 7th March, 1958, has fixed the extent to which municipalities must share expenditure incurred by their pupils' attending the ninth class in another municipality.

In November, 1958, in view of the financial situation of the canton, the Grand Council of the Canton of Vaud reduced the State subsidy to municipalities for the basic salary of teachers.

School Building

On 31st March, 1958, the Grand Council of the Canton of Lucerne fixed the rate at which the cantons are to subsidize the building of schools in the municipalities at between 5% to 20%. The Council of State is empowered to grant 30% to municipalities having several schools scattered throughout their territory. In consequence, the government decided on 9th June, 1958, that the additional subsidies would amount to an extra 8% for municipalities with three or four schools, and 10% for those with five or more.

The Department of Public Education of the Canton of Bern, in an effort to save money, and observing that subsidies are very large for the poorer municipalities, urged the latter to refrain from extending buildings

more than actually necessary. New provisions concerning the construction and equipment of premises to be used for domestic science were decided upon on 3rd March, 1958.

The Council of State of the Canton of Vaud has reduced subsidies for new work or repairs by 10% and no longer subsidizes minor repairs.

On 3rd June, 1958, the Federal Chambers voted a credit of 12½ million francs for the construction and equipment of the new institute of physical chemistry of the federal institute of technology, and for the enlargement, renovation and equipment of the old institute of chemistry building. The donation of 2,050,000 francs from firms in the chemical industry will be earmarked for erecting the new institute of physical chemistry building.

In 1958, the Canton of Zurich subsidized 16 new buildings and 4 enlargements, to the extent of 6,800,029 francs. It has promised subsidies for 26 building and 10 enlargement projects, estimated at 9,300,000 francs. At the end of the year, 84 projects had been accepted.

Various projects have also been approved in the Canton of Bern, including one concerning the renovation of the agricultural school at Zollikofen (31st January, 1959).

Nidwald has also subsidized work in three schools; six projects have been approved, one of which is estimated at 119,180 francs and another at 63,048 francs.

The new building of the vocational continuation school of the City of Lucerne was inaugurated on 8th October, 1958.

In the Canton of Zug, two schools have been inaugurated, one costing 406,633 francs (cantonal subsidy, 154,413 francs); five projects have been accepted.

At Bâle-City, the vocational continuation school (cost, 2 million francs) and the new high school for girls (3 million) have been completed. The second stage in the construction of a primary and upper primary school has cost 1,105,700 francs. In all, this canton devoted 13,206,600 francs to the building of schools in 1958.

In the Canton of Bâle-Country, nine buildings have been completed or begun.

Fribourg has spent 430,427 francs on subsidizing six official or private primary schools and has promised 436,765 francs for seven others now being built.

In the Canton of Argau, 13 schools were inaugurated in 1958. Twenty-nine subsidies have been promised for projects estimated at 9,754,000 francs.

It was decided to construct a commercial high school at St. Gall, for which a competition was held. Thanks to the support of businessmen and industrialists, the costs of the State and the town have been reduced to 2.5 million francs.

The Ticino has begun to put up six municipal primary schools. Other projects are under review.

At Lausanne (Vaud), the first stage in enlarging the polytechnic school was completed in the autumn of 1958. The new medical school building was inaugurated in the spring of 1959.

In the Valais, the State paid out 2,788,975 francs in 1958 for municipal schools costing 6,200,000 francs. Thirteen building and twenty-one renovation projects have been approved.

The Canton of Neuchâtel has subsidized thirty-five municipalities to the extent of 792,381 francs for construction, transformation or extension work. The cantonal high school, although new, has already proved too small; huts have had to be erected. The construction of a new institute of physics and a laboratory of watchmaking research is under way.

In Geneva, a new primary school has been inaugurated in the town and others in the country. A new technical high school and a watch-making school are being built (estimate, 10.5 million francs). Plans are being worked out for a series of permanent buildings for secondary education.

ORGANIZATION

Quantitative Development If the number of pupils mentioned in last year's report is compared with the statistics—as yet incomplete—of 1958, it is seen that there has been a fresh increase in most branches of education. As regards compulsory education, this is due simply to the rise in population. It is more interesting, however to note this phenomenon in the case of the non-compulsory schools, where it proves that more and more young people are continuing their education beyond the elementary level. In the universities, too, the increase is general; and yet the students belong to the smaller birth rate years (19 to 22 years old) of the pre-war economic slump or the beginning of the war. The fall in the birth rate at that time was so great that this age group totalled only 244,380 persons (out of over 5 million inhabitants), whereas in 1900 the corresponding number was 245,075 (out of 3,315,000 inhabitants). This fact accounts for difficulties in recruiting staff in most branches of the economy, especially engineers, technicians, secondary and elementary schoolteachers, and nurses.

On the other hand, from 1942 onward the birth rate rose sharply. It seemed to decline somewhat after that, but over the last three years a fresh increase has occurred. Thus several cantons are already allowing for the impact of this phenomenon on the number of classes, teachers and buildings in the years to come. Zurich reckons that from 1958 to 1966, the number of pupils of compulsory school age will increase from 98,600 to 109,400. In Geneva, each age group will comprise 3,000 pupils as from 1962, whereas before the war there were between 1,400 and 1,800.

The *Archiv für das schweizerische Unterrichtswesen, 1958*, furnishes supplementary information to the statistics for the year 1956-1957. The latter gave the following figures:

	Primary Schools		Secondary Schools	Commercial Schools	University and Federal Institute of Technology
	Lower	Upper			
Pupils . .	548,875	77,316	48,641	7,682	{ 16,465 examinees 6,648 non-examinees
Teachers .	22,103	3,650	3,406	596		1,777

The supplementary information is as follows:

	Pupils
Continuation and refresher schools, technical schools, vocational training school, workshop classes, including 73,194 apprentices (10,202 women)	100,222 (17,739 women)
Commercial continuation schools, commercial and administrative schools, including 22,518 apprentices (13,257 women)	49,573 (25,481 women)
Agricultural and horticultural schools	2,879
Agricultural continuation schools	9,938
Continuation schools (general culture)	9,846
Training schools for domestic science teachers	485
Domestic science boarding schools	2,446

It will be seen from these statistics that fewer girls are attracted to vocational schools than boys. The same is true in the universities, where only 12.5% of the students are women. And yet Switzerland was the first country where a woman (a Russian) was allowed to enter a university (Zurich, 1864).

The number of teachers, at the various levels, has continued to increase. In Zurich, for example, the increase over ten years has been as follows:

	1948	1958	%
Primary teachers	1,686	2,540	+50.7
Upper primary teachers	494	656	+32.8

Compulsory Schooling The new general public education act of the Canton of Ticino (29th May, 1958), which came into force on 1st January, 1959, fixes the length of compulsory schooling at nine years (from the age of six to fifteen). With medical approval, a child's admission into a school may be postponed until he is seven; in such cases the child can, during his studies, take examinations to catch up on the lost year. The same is true for a child retarded by illness. The pupils are not released from compulsory schooling until the end of the ninth year, even if they have reached the age of fifteen in the meanwhile. No release is given without a "promotion" certificate. An exception is made for pupils passing on to a high school or for fourteen-year-olds who sign an agricultural apprenticeship contract. The school year, in elementary schools, has been extended from 8 to 9 months. The nine years' compulsory schooling in the primary schools comprise five years in the elementary schools, three in the upper schools (*scuole maggiori*), one in the domestic science schools, whose five-month classes are due to disappear, or in schools giving preparatory training in handicrafts, agriculture or commerce. The latter schools will from now on be supervised by primary inspectors, who will ensure coordination between the courses.

The Zurich school act, voted on 24th May, 1959, has postponed school entrance by four months; children who reach the age of 6 in the calendar year attend school as from the following spring. In some cases, admission may be delayed or advanced, as required by a medical certificate. Compulsory schooling, as hitherto, lasts eight years, but the municipalities can increase it to nine years and must at all events offer the possibility of nine years' school attendance. Pupils who have had to repeat a class and who finish their eighth school year without reaching the final grade, are obliged to stay on at school to complete it.

The Lucerne school act, of 28th October, 1953, authorized municipalities with a rural economy to maintain only seven years' schooling for a period of 5 years. This right lapses as from 1959; pupils completing the seventh grade are obliged to go on to the eighth year. The seventh and eighth grades will henceforth constitute the *Oberschule*.

In the Valais, 36 municipalities have prolonged the school year in pursuance of the cantonal decree of 8th April, 1958. The Department of Public Education is considering modifying the law in order to bring in 8, 9 or 9½ months' schooling per year, according to whether the municipalities are in the plain or the mountainous regions.

The Bernese regulations concerning disciplinary sanctions were modified on 21st January, 1958; unaccounted-for absence in the intermediate school, where schooling is compulsory, are punished by fines for each hour of lessons missed.

Free Schooling On 31st January, 1959, the people of Zurich agreed to give instruction free of charge to Swiss nationals domiciled in the canton and to foreigners, provided their country grants reciprocity, in the first three years of the high school, the first year at the commercial college and technicum, and at the teacher training college. On 23rd April, 1959, the Council of State laid down the appropriate measures for implementing the law.

In Geneva, by a decree dated 14th June, 1958, foreigners will be admitted to secondary schools free of charge or will pay the same fees as the Swiss, providing that their country of origin grants reciprocity. Nationals of several countries have already benefited by this decision.

New Types of Schools and Classes *Nursery schools.* The Zurich act of 24th May, 1959, recommends the setting up by the municipalities of kindergartens in view of the importance of educating the young child. The canton will subsidize them and issue regulations relative to their installation and inspection and to the training of their teachers.

Special classes. The new Zurich act also provides for special classes which can be set up at all levels of the elementary school. If none exist in the final division (*Oberschule*) of primary education, pupils must have the opportunity of attending a special primary class.

The Solothurn school act of 26th October, 1958, enables the municipalities to open special classes for backward but educable pupils.

The new Ticino act provides that the Council of State can oblige a heavily populated municipality, possessing many schools, to open up a special class for pupils difficult to educate.

Experimental classes. The Zurich act also provides for the setting up of optional experimental classes with a special curriculum.

Primary classes. The organization of primary education in Zurich went back largely to 1899. A total revision had been prepared by 1946; this was rejected by the Grand Council in 1953, but the Council of State was requested to submit a partial modification restricted to the upper classes of the primary school. This bill was put to a public vote on 24th May, 1959. Elementary public education is divided into two: the primary school, with 6 years' study, and the separate upper division which is

composed of three distinct schools with their own particular aims. These three schools, which are attempting to meet new needs, are the secondary school, the *Realschule*, and the upper primary school (*Oberschule*). Admission to these schools only becomes final after a trial period of one term. Pupils who cannot keep up are transferred from the secondary school to the *Realschule* school or from the latter to the upper primary school, which indicates the different level of requirements for these three schools.

On 26th October, 1958, the people of Solothurn, after having rejected an initial project in September, 1957, accepted a new law on primary education. Under the adopted text, the municipalities are no longer obliged to open a secondary school or set up a ninth-year class, but have a free choice in the matter. The pupils, in the seventh to ninth years, are spread over different types of classes corresponding to their abilities. These types of classes are: the district school (*Bezirksschule*), the secondary school (*Sekundarschule*) and the upper primary school (*Oberschule*). The seventh, eighth and (if there is one) ninth classes must be separated from the others. The district school prepares pupils for the senior schools and for careers in industry, commerce and agriculture; the secondary school gives practical preparation for the trades and the vocational schools; the upper primary school's syllabus is less abstract than that of the above-mentioned classes. The secondary school and the upper primary school are municipal; they have their own separate teachers and inspectors. Those municipalities who still have no *Oberschule* are allowed five years to open one.

In Bâle-Country, schooling is for eight years. The chief town has decided to create a ninth year of optional studies at the *Oberschule* as from the spring of 1959. The Council of State has proposed that the Grand Council should authorize the municipalities to arrange for a further year of instruction after the eighth year on condition that at least sixteen pupils undertake to attend it; if this number is not reached, several schools can join together to form such a class.

Under the 1930 act, the Canton of Vaud did not mention the upper primary school of four years. A decree by the Council of State of 30th December, 1958, laid down the conditions for admission to such a school, according to whether it comprises 3 or 4 classes: pupils of 11 or 12, on leaving the fifth primary, enter a four-year school and pupils of 12 or 13, after the primary sixth, enter a three-year upper primary.

The populations of certain valleys in the Grisons Alps are being attracted towards the towns. Consequently the number of pupils no longer justifies the existence of a school in some of the villages. One had to be closed down last year and the remaining pupils sent to a neighbouring village.

In Geneva, there were insufficient pupils in the eighth and ninth primary classes, as most of them preferred to attend the parallel secondary schools in town. The agricultural courses in these classes had lost their interest since the population is becoming less and less rural. The law has now been modified (22nd May, 1959) and the pupils are being transferred to town schools.

Secondary schools. On 21st October, 1959, the school council of Bâle-Country authorized the opening of preparatory high school sections in the *Realschule* of five localities, since Bâle-City, through lack of space, can accept no more pupils from the neighbouring canton in its lower high

schools. A panel of experts has been appointed by the Council of State to study the possibilities of setting up a cantonal high school and transforming the *Realschule* so that they will be equipped to prepare pupils for this future high school and for the high schools of Bâle-City.

In Bâle-City, the girls' high school has been divided into two distinct schools: the high school proper and a *Realschule* for science. Each division has eight grades, including the two-year preparatory stage.

On 31st March, 1958, the Grand Council of Lucerne decided to open an intermediate school in the Entlebuch region. It will comprise a preparatory high school and a *Realschule*.

The Council of State of Argau has submitted a bill on the cantonal schools to the Grand Council, providing for the creation of a second cantonal high school at Baden. The State will cover the building expenses as well as the operation costs.

The length of studies in the scientific section of the College of Sion (Valais) has been raised from 4 to 5 years. At the College of St. Maurice, a Latin-science section has been opened to give pupils better scientific training without neglecting their classical culture.

A new administration class has been opened at the College of Saint-Michel (Fribourg) to prepare candidates for federal administration posts; the curriculum is distinct from that of the other classes in the same section.

Under the plans for reforming secondary education in Neuchâtel, it is proposed to create two lower stages. One will have a four-year course, with or without Latin, preparing pupils for the high schools, technical schools and the "maturity" classes of the commercial schools; the other will take three years and is for those wishing to enter the diploma classes of the commercial schools, the girls' high schools or various apprenticeships.

Geneva is also going ahead with plans to reform its secondary education. A report by the Department is now being submitted to the associations and conferences of the teaching profession.

Technical schools. After three years' study, the inquiry commission for the filling of scientific and technical posts, set up under the chairmanship of Mr. F. W. Hummler, federal delegate for labour vacancies, has published its report (Bern, April 1959). One of the groups has been dealing in particular with technicians; it recommends various measures to increase their numbers.

On 24th June, 1958, the Council of State of Fribourg decided to open at the technical school a civil construction department, the creation of which had been deferred. An apprenticeship class for technical draughtsmen has also been opened.

Zurich's cantonal technical school at Winterthur has received so many enrolments that it has been necessary to run parallel classes and exceed the prescribed number of pupils per class.

The Grand Council of Bern has agreed to the transformation of the school of watchmaking and mechanics at St. Imier into a technical school for the Jura.

An evening technical school, under the same administration as the advanced technical school, has been set up in Geneva under the act of 5th July, 1958. The curriculum will cover five years. To be admitted, pupils must possess a federal proficiency certificate.

The evening technical school of St. Gall, opened in 1957 with 96 pupils, now has 157. The mechanics division is complete, having eight semesters; the electrotechnology and civil engineering divisions offer four semesters, the remaining four being given at Zurich. Industrialists from the east of Switzerland have helped to cover equipment and operation costs.

Teacher training colleges. Under the public education act of the Canton of Ticino, a third section (for domestic science mistresses) has been opened at the teacher training college.

At the domestic science training school at Fribourg, which is private but State-assisted, a section for domestic science assistants has just been opened.

An independent Catholic seminary was opened at Zug on 24th April, 1958.

CURRICULA AND SYLLABUSES

Primary Schools Several cantons have adopted new curricula for primary schools.

The curriculum adopted by the Canton of Lucerne on 14th March, 1958, indicates the aims to be reached, the subjects to be taught and the methods for each discipline. It is different for each stage, i.e. the lower (grades 1 to 3), the intermediate (grades 4 to 6) and the higher stage (grades 7 and 8). French may be introduced in the two upper classes.

The Nidwald syllabus of 22nd March, 1958, makes a difference between the lower stage (3 years) and the higher stage (4 years, the last two being the *Werkschule*, a preparation for practical life).

The Saint-Gall curriculum of 14th July, 1958, gives instructions on the aims of teaching. Emphasis is laid on education, character formation and respect for religion. The teacher must not forget that the influence he exerts on his pupils derives from his example more than from his words. Here too the course is divided up into three sections of three or four grades each. The introduction of French, permitted in the two upper classes, must not result in an increase of the total number of periods.

After the adoption of the new school act by the Canton of Ticino, the inquiry commission is revising all the curricula for primary schools.

At Fribourg, a new syllabus was introduced at the beginning of the year 1958-1959.

The Council of State of Schaffhausen approved, on 1st April, 1958, a new organization of the upper primary school. The curriculum is drawn up in such a way as to broaden the general knowledge of the pupils and to prepare them for practical life, rather than for promotion to the secondary school.

Despite all their different details, a general remark is suggested by an examination of these new curricula: the author endeavours to give pupils in the top classes a stock of useful knowledge. For example, they must be familiar with a dictionary, a railway time-table, etc. Stress is laid on the educational value of handicrafts, of domestic science, which is common everywhere, and—this is significant of our times—on traffic regulations. Also, the fact that the school should enable the pupil to choose a career is always underlined.

Secondary Schools The course in the *Sekundarschulen*, which are on a higher level than the terminal primary classes but on a lower one than the intermediate schools, was altered in 1958 at Lucerne and Saint-Gall. These schools, where studies last three years, include, beside a compulsory second language, the optional study of English, Italian and even Latin (at Saint-Gall) so as to make it possible for pupils to enter higher secondary education.

Inquiries made regularly on teaching in intermediate schools show that curricula are overburdened and the pupils dispersed among too many different disciplines and teachers. Some think the specialists in the various branches are not willing to make a choice among the subjects they teach, all of them being important in their eyes; as though the teacher who really masters his subject does not know best what is essential, without getting lost in details. The Zurich school commission and a commission of Bernese intermediate schools are examining curriculum reform with the desire to encourage personal work among pupils.

The Ticino inquiry commission is reviewing at present all the curricula for secondary and vocational schools.

In the Valais the same inquiry is being carried out in order to coordinate the primary school curriculum with those in secondary schools.

While efforts are being made to concentrate studies and to develop the teaching of the mother tongue, the various departments receive requests to add one subject or another to which insufficient attention has been given. The Swiss Association of Shorthand Teachers, for example, expressed the wish that shorthand be introduced in all high schools, as it is necessary not only in the various professions, but also for university students.

For the cantonal "maturity" certificate, Zurich has accepted Spanish as an examination subject, alongside with Greek, English and Italian.

Domestic science is also being introduced in the secondary school. Hitherto, for example, girls at intermediate schools in the Canton of Fribourg were exempted from cookery, dressmaking, mending, washing, ironing, domestic economy, etc., whereas these courses were compulsory for girls who had completed their schooling at the primary school. From now on, these subjects are compulsory up to the age of 19, and their teaching is to cover a total of 90 days.

University Education University studies are evolving even more rapidly than school studies. The development of subjects makes it necessary to divide existing chairs, to create new ones, to appoint part-time professors or new lecturers, to increase the number of assistants and of university degrees and alternative courses. The wish has been strongly expressed that the universities should be centres of culture, with a unity of education if not of studies, and that the faculties and institutes should not become mere higher vocational schools, unconnected with each other.

The new subjects which have been introduced are numerous and range from operational research, introduced in the Saint-Gall commercial university, after Fribourg, Geneva and Zurich, to algebraic topology and contemporary international relations (Geneva), the study of Marxist-Leninist doctrines (Fribourg), or cinema, radio and television (Fribourg).

Hitherto, the six months' practical training period for medical students could be divided up into two three-month periods. Usually students devoted their vacation to this work. Following a decision taken by the Federal Department of the Interior on 6th March, 1959, applicable as from 1st January, 1961, the training period may not be split up.

TEACHING STAFF

Shortage

The recruitment of teaching staff is still a serious source of concern to the authorities. All the reports mention it. Some of them even point out that the forecasts made a few years ago were too optimistic in leaving room for the hope that, thanks to the measures which had been taken, the end of the crisis was near. It will continue and even become more acute if the new growth in the birth rate noted in some cantons (e.g. Geneva) persists.

This shortage is not confined to primary school teachers, but also concerns secondary schools and universities. The report of the inquiry commission on the filling of scientific and technical posts mentions it and advocates several measures to mend the situation (propaganda, school and vocational guidance, development of high schools, encouragement to take up high school and university studies, social measures, etc.).

While awaiting the outcome of these efforts, retired teachers are kept on (at Zurich from 65 to 70 years; at Geneva the only limit is the state of health). Married schoolmistresses are kept on or re-engaged, whereas in several cantons the law stipulates that on marrying they have to leave their posts. Pupils in their last year at the training school for teachers are asked to take some classes, with the ensuing drawback that their theoretical studies and their practical training periods are shorter. The number of pupils per class is increased, which does not favour the improvement of teaching standards. The teachers of certain subjects (e.g. needlework) are given more periods a week. Schoolteachers trained in other cantons or abroad are sought and exempted from all, or part of, the usual tests. Special training courses are created.

Training

The shortage of staff is not favourable to the training of teachers. To ask for stricter requirements now might discourage the candidates, who are too few as it is. Special courses have been organized in a good many cantons to recruit teachers from sources other than the normal ones.

At Bern, there have been four already; a fifth was held for the French-speaking part of the canton. The candidates must be holders of the "maturity" certificate or the commercial school diploma.

On 15th March, 1959, the people of Zurich approved a law applicable up to 31st December, 1965, which states that a man aged from 23 to 40 years, not holding a "maturity" certificate, but having completed an apprenticeship and followed a two-year training course, may be appointed as a teacher.

In Bâle-City, candidates have been chosen for a preparatory course; subsequently they are to attend a two-year course. The pupils who pass their examinations are to undertake to remain in service for three years or reimburse the subsidies they have received.

Solothurn is introducing a second special course; the pupils who attended the first received a provisional certificate; after they have taught for two years, a final decision is taken concerning them.

Argau, Vaud, Saint-Gall have also organized special courses.

In Argau, *Sekundarlehrer* are appointed even if they have not fulfilled all the legal requirements, especially for French. It is essential however that the report on the way they conduct their class should be satisfactory.

The Canton of Lucerne, jointly with the University of Fribourg, has introduced at the cantonal school a special course for the training of auxiliary teachers; the courses are held two evenings and one afternoon a week for a period of three years. The candidates receive the auxiliary teacher's diploma of the Fribourg university institute of curative pedagogy.

At Neuchâtel, there is a shortage of domestic science teachers and a special training course has been set up.

However, despite this situation, some cantons are planning an improvement in the regular training; at the Sion training school for teachers the course has been extended to five years.

At Fribourg, in order to obtain a proficiency diploma, the future teacher is to study for four years after completion of the primary school (Act of 22nd August, 1958). Then, after four years of teaching in public schools, he may sit for the certificate of pedagogical proficiency.

The Bernese Teachers' Association has proposed the extension of studies from four years to five, making a clearer-cut distinction between intellectual and professional training.

Nidwald entered an agreement binding four cantons, relative to the Rickenbach-Schwytz teachers' seminar; the canton shares in the expenses of this school.

While organizing the upper primary school (1st April, 1958), the Schaffhausen Council of State established that teachers for this stage must have at least three years' experience in the lower classes, must have stayed in a French-speaking country and followed courses in handicrafts, draughtsmanship, and the teaching of French.

The new Solothurn act (26th October, 1958) provides for extra training in French, handicrafts, and the teaching methods appropriate for these classes for teachers working in the *Sekundarschulen*. A protracted stay in a French-speaking country is also envisaged.

New sections have been opened in several teacher training schools, e.g., for the training of domestic science teachers in the Ticino and for domestic science assistants at Fribourg.

At the Zurich art school a seminar has been set up (the *Werkseminar*); its aim is to finish off the training of primary teachers, teachers in special classes, kindergarten teachers, the staff of children's homes and institutes, games instructors, the staff of leisure workshops and young people's centres, by teaching them drawing, woodwork, metalwork and textile work, and by developing their artistic sense. The students must have completed an apprenticeship and have turned 20; the course lasts two semesters.

At Geneva, an act of 16th July, 1958, requires that regular teachers at the vocational continuation school first undergo theoretical and practical training in education.

The Canton of the Grisons, which has some difficulty in keeping its teachers, decided on 13th December, 1958, that pupils who complete the

teacher training college are to receive their diploma only after two years of service at a public cantonal school.

Salaries

Salaries have been adapted to price levels and to recruitment difficulties. This increase has taken various forms: sometimes the rise has been applied to basic salaries, sometimes to the cost-of-living allowance, family grants and other benefits.

Several Cantons have established the minimum salary amount for which the municipalities are responsible, e.g. the Landsgemeinde of Appenzell O. R. (27th April, 1958), Zug (24th April, 1958), and the Canton of Vaud. In the latter canton, for example, an upper primary schoolmaster receives 11,100 francs from the municipality, and a schoolmistress 9,900 francs; the canton pays the extra benefits (years of service, family allowances).

The annual salaries of high school teachers (upper secondary education), in the first half of 1958 were as follows (cost-of-living allowances included):

Canton	Basic Salary	Number of Increases	Maximum Salary	Marriage Allowance	Family Allowance
Zurich	16,224	10 (annual)	22,401	—	—
Bern	15,922	10 »	21,587	300	180
Glaris	15,000	4 (three-yearly)	18,200	480	200
Fribourg	13,197	16 (annual)	15,444	1,020	504
Solothurn	17,800	10 »	21,360	—	180
Bâle-City	men 15,327	12 »	20,732	300	300
	women 11,992	12 »	17,117	—	300
Schaffhausen	15,180	10 »	19,920	—	360
St. Gall	14,985	10 »	18,870	300	240
Grisons	14,545	12 »	19,396	600	120
Argau	17,877	12 »	21,487	max. 726	210
Thurgau	15,192	12 »	18,720	400	200
Ticino	men 13,895	15 »	17,234	300	360
	women 12,596	15 »	15,600	—	360
Vaud	men 14,378	10 »	18,900	600	300
	women 12,228	10 »	16,764	—	300
Valais	men 12,336	10 »	16,080	600	360
	women 15,552	10 »	18,792	600	360
Neuchâtel	men 13,176	10 »	15,552	600	—
	women 17,775	12 »	22,041 ¹	—	300-720

¹ Plus years-of-service bonuses of 75 to 500.

In order to secure the services of qualified assistant lecturers at the university, the Council of State of Zurich passed a ruling on 24th July, 1958, to increase their salaries, which will now range from 8,400 francs for the first year to 12,600 francs on and after the fifth year, plus a special allowance of 1,320 francs as from the third year.

Seven cantons (Zurich, Bâle-Country, Glaris, Zug, Thurgau, Valais, Neuchâtel) have increased their cost-of-living allowances, which may or may not be incorporated into the basic salary.

Bâle-Country has reviewed its head teacher's allowances, which are in proportion to the number of teachers in the school, and those for miscellaneous activities such as over-time, librarianship, etc.

From 1st January, 1959, the Canton of Zurich grants an allowance for teachers with children (240 francs) up to 18 years old (or 20 if infirm).

The Canton of Vaud which, like others, finds it difficult to get teachers to reside in the rural municipalities, grants them a living allowance ranging from 120 to 1,200 francs per annum, according to how far the locality is from a centre of secondary or vocational education or from the chief town of the canton, and according to whether their class covers two or three age-groups.

In Thurgau, the citizens refused on two occasions to modify salaries and allowances and the law on municipal grants.

Increases in salary or allowances generally bring about an adjustment of retirement, disability and next-of-kin pensions. This has been the case in the Valais, Bâle-Country and Neuchâtel.

In Geneva, the maximum sum insurable in the pension fund has been increased to 24,000 francs for the youngest members and to 20,000 francs for those coming under the former system.

On 13th June, 1958, the Federal Chambers modified retirement conditions for full- and part-time lecturers at the federal institute of technology: the maximum pension has been raised to 19,500 francs (20,000 for the chairman of the school council).

The "depositors" of two funds (Neuchâtel and Geneva), who used to receive a lump sum upon retirement, can henceforth receive an annual pension on reaching the age limit.

AUXILIARY SERVICES

Medical Care

The youth health service, in Geneva, has tested 26,947 pupils for tubercular allergy; 4,931 skin-tests were positive (positive to BCG excluded); 2,005 received BCG with consecutive positive reaction; 386 changed in the course of the year. The service points out that too many young people are still negative at 20, which entails a risk of tubercular primo-infection.

The free poliomyelitis vaccination campaign is making headway.

The Grand Council of Bern voted allocations for a mobile dental clinic to be sent to regions with a shortage of dentists.

A second dental clinic has been put into service in Bâle-Country to cope with the large number of patients. Lively publicity is being made to fight against dental decay.

Fribourg is considering setting up a cantonal dental service for schoolchildren as only a few municipalities have organized such an institution.

The Canton of Schwyz has passed a ruling on the dental care of schoolchildren from the nursery school until the completion of compulsory schooling.

In Nidwald, a dental check is compulsory, but only two municipalities have introduced compulsory treatment.

In Geneva, the new youth welfare act has extended the activities of the health service and school dental clinic to all young people, from pre-school age until they reach their majority.

The new inn-licensing act of Bâle-Country (24th May, 1959) has taken into account desires expressed by teachers; various provisions aim at preventing minors from consuming alcohol.

Backward Children The public education act of Bâle-City was modified on 12th June, 1958, with regard to special classes. Special classes are provided to accommodate mentally backward pupils; these children receive individual tuition in which handwork plays a prominent role. So-called introductory classes (*Einführungsklassen*) have been set up on an experimental basis for backward children; in two years they work through the syllabus for the lowest primary class; after that, they either attend the ordinary second class or special classes. The second type of special class consists in observation classes for pupils with normal intelligence but who are either physically handicapped, have a difficult character, or need special attention due to their background. All three cases are catered for in these observation classes. The medical service or the teacher decides whether a child has to be placed in these classes; the parents can appeal to the Department against the decision.

In Geneva, a private institute, subsidized by the State, has been changed into a day-school for seriously backward children whose intellectual level is not lower than the mental age of 3 or 4 years.

At Stans (Nidwald) a mobile dispensary offers treatment for speech defects.

In Geneva, a vocational training workshop for pupils from special classes has been inaugurated.

The report of the Zurich Department of Public Education points out that the opening of new special classes means a further improvement in the teaching of normal classes, since they will be free from pupils who hinder their classmates and the teacher.

The Grand Council of Bern granted a 950,000 franc subsidy for the building of the Zollikofen special school for the blind. Another canton refrained from opening a similar school on its territory, considering it preferable to send its pupils to the above-mentioned institute where attendance will be sufficient to warrant differential teaching in classes adapted to the pupils' age.

School Psychologists The Council of State of Lucerne created a cantonal service of school psychology on 21st April, 1958. Hitherto only one had existed in the canton, at Lucerne, where it was opened in 1942. This cantonal service carries out collective and individual examinations for pupils of the primary, upper primary, intermediate and teacher training schools. It works jointly with the school and university guidance service. A psychologist works on a full-time basis with a team of part-time assistants.

A psychological and vocational guidance service has been opened at Pfäffikon (Zurich).

School Radio and Television Radio for schools has celebrated its twenty-fifth anniversary. Its broadcasts are looked upon favourably by primary school teachers; it may be said that they have become part of the usual curriculum. The same does not apply to secondary education on account of difficulties inherent in school organization (teachers specialized in the various subjects, strict time-table).

The French programme of Swiss television has made two trial broadcasts. They were seen by primary and secondary classes; opinions on this

experiment varied. The experiment should be pursued, possibly at other levels and for other types of class.

**Scholarships, Grants
and Loans**

Material assistance to pupils and students remains a topical subject. Several pages of the report of the inquiry commission for the filling of technical and scientific posts are devoted to it. The number of private or official scholarship funds is great; however, this dispersion is regrettable. Parents are often unaware of the existence of some of them. Also, their number sometimes makes it more difficult to give each the full support that is necessary. Information, as is being done already in many cantons, should be centralized and problems of distribution solved.

The Swiss Conference of the Heads of Public Education Departments, at its meeting of 3rd September, 1958, took up this question once again. Difficulties stand in the way of the plan to create a federal fund, as there is no constitutional basis. The cantons would have to open a fund which the Confederation could subsidize without having to intervene in school matters, which are of cantonal competence. Some cantons have revised their scholarship laws, modified the conditions of award and increased the amounts of money granted.

On 16th September, 1958, the Zurich school council fixed the sum of annual subsidies to young scholars who wish to pursue their studies in Europe at 8,000 francs a year for bachelors and 10,000 francs for married men. These sums rise to 12,000 and 14,000 respectively if the student is going to America.

On 1st February, 1959, the people of Zurich approved a set of new provisions on scholarships and subsidies, which, for the first time, will allow for the pupil's maintenance expenses; it was also decided, as mentioned above, that part of secondary studies will be free of charge. On 2nd June, 1959, a ruling grouped seven funds into one; they had been created at different times for the benefit of students and secondary school pupils. Subsidies may be granted for the entire duration of studies at Zurich University, but even, in some cases, at a university abroad.

As for the citizens of the town of Zurich, they accepted, on 15th March, 1959, a statute concerning scholarships and loans to young people and adults, taking further training into consideration. Loans can amount to 3,600 francs a year.

On 14th January, 1958, the Council of State of Bern increased the scholarship maximum by 200 francs, bringing it up to 1,200 francs.

The people of Bâle-Country approved a general act on scholarships on 31st January, 1959. Scholarships for university students and school-teachers can reach 3,600 a year; for pupils of the upper secondary and vocational school, the maximum is 1,000 francs.

Zug, Schaffhausen and the Grisons also revised the system and amounts of scholarships.

In Geneva, where this question is being studied thoroughly, together with the proposed institution of an "advance salary", temporary measures have been adopted. Information is given to parents as soon as their children enter the primary school. Scholarships will be awarded for the entire duration of studies, without its being necessary to renew the application every year. Liaison will be established between the secondary school and

the university, so as to avoid any interruption or delay in passing from one to the other.

In connexion with the problems of assistance to students, the foundation of a university city should be mentioned, for the building of which a collection took place on the occasion of the fourth centenary of the foundation of Geneva University (1559).

Bern has built a university restaurant which can cater for 600 students. Student living accommodation is to be built: the plans are being studied.

THAILAND

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Transfer to the Ministry of Education* — *Inspection* — *Finance* — ORGANIZATION — *Quantitative Development* — *Rural Education* — *General Education* — CURRICULA, SYLLABUSES AND METHODS — *Revision* — *Textbooks* — TEACHING STAFF — *In-Service Training* — MISCELLANEOUS — *Scholarships* — *International Institute for Child Study* — *Educational Publications* — *School Broadcasting*

ADMINISTRATION

Transfer to the Ministry of Education This year has witnessed the abolition of the Ministry of Culture and the National Council for Culture, and the transfer of their functions to the Ministry of Education. As a result, the duties of the Ministry of Education include those of the fine arts department, the religious affairs department, and the division for cultural propagation.

Inspection Educational inspectors for primary education have been detailed to the various provinces in order to advise schools on educational techniques. There are 181 of these inspectors.

Finance The 1959 budget for education reached the abnormal figure of 442,883,643 bahts. This sum includes 90 million bahts received from the Public Health and Education Stamp Fund, 9 million from the government's contribution to the superannuation fund, as well as the estimates for the department and division transferred from the former Ministry of Culture and National Council for Culture. The total budget thus obtained exceeds the previous year's allocation by 215,202,053 bahts, an increase of 94.52%.

ORGANIZATION

Quantitative Development There has been an increase in the number of different types of schools in order to meet the educational requirements of the rapidly increasing number of schoolchildren. In spite of this increase, not all the children can find a place. The Ministry of Education has been forced to continue to tolerate a two-shift system in many schools. During the year the following schools were opened: 5 kindergartens, 1 municipal school, 1,295 local schools, 111 primary extension schools, 33 secondary schools, 5 vocational schools, and 182 private schools. This brings the total number of this year's new schools to 1,632, which is an unprecedented increase.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Kaw SVASDI PANISH, Delegate of the government of Thailand.

The following figures show the number of teachers and of pupils in 1958 with the percentage increase over the previous year :

	Teachers		Pupils	
	1958	Increase %	1958	Increase %
Kindergarten	927	20.96	19,440	11.76
Pre-primary	—	—	15,760	1.85
Primary	92,692	3.92	3,265,578	3.8
Primary extension	2,521	64.84	64,161	29.62
Secondary	15,049	30.83	418,739	14.53
Pre-university	869	28.17	15,549	31.06
Teacher training	910	24.49	13,684	28.25
Vocational	3,403	17.47	62,810	8.83
Adult	1,623	6.1	20,899	37.31
Special tuition by private institutions	991	13.75	23,450	311.69
Private vocational course . .	295	130.49	9,944	197.02
Religious teaching	148	9.63	2,731	29.19
Total	119,438	8.29	3,932,745	5.75

Rural Education

The Ministry of Education has launched a regional education development project including higher education with a view to developing education throughout the country. In 1958 it began its activities for the first time at Yala in the second educational region. According to this project national education is based on certain principles as follows: (a) the provision of adequate educational facilities of various types for all rural pupils; (b) the replacement of temporary schools and those which are badly in disrepair with permanent school buildings; (c) the more rapid provision of teachers, to meet the requirements of rural areas; (d) the reorganization of teaching techniques and teaching aids; (e) the provision of more secondary schools in villages and rural areas in order to give local children an opportunity to further their education; (f) the provision of new curricula for vocational education (e.g. agriculture) to fit in with local requirements; (g) the establishment of centres of academic learning in the provinces in order to disperse schoolchildren from the capital; (h) to give provincial citizens the opportunity of assisting in the organization and promotion of education in their own localities by inviting them to sit on advisory committees and assist in organizing education.

An additional school for the handicapped was opened at Amphur Mae Jun in the Province of Chiangrai. The Police Department has opened 92 schools on the borders to give education to mountain children.

General Education

The Ministry has initiated a five-year project for general education development which serves to reorganize and improve the standard of some schools in all education regions to serve as models for others. Local people will be induced to make as great a contribution as possible towards the organization and reform of their education. At the initial stage the Ministry will offer its assistance in the form of advice and guidance. In the first phase of the project, it is intended to reorganize

in every educational region the following nine types of school: one teacher training institute, 2 secondary schools, 2 primary schools, 2 primary continuation schools, one vocational school and one educational supervisory unit.

CURRICULA, SYLLABUSES AND METHODS

Revision A seminar was held for the reorganization of curricula in view of the extension of compulsory education from four to seven years.

Textbooks Textbooks have been produced for primary, secondary, pre-university and vocational education.

TEACHING STAFF

In-Service Training This year there have been 150 in-service training courses for teachers, and for education officers in provinces and Amphurs; the number of trainees was 16,481.

Grants have been awarded to 72 teachers for further study both within the country and abroad.

MISCELLANEOUS

Scholarships This year the following grants were awarded by the Ministry of Education: 2,791 grants for secondary school pupils, 206 for pre-university pupils, 174 for university students, 13,442 for vocational students, and 1,200 for students taking teacher training.

International Institute for Child Study Activities of the International Institute for Child Study, which was established by Unesco, consist of the following: research on child development, an international meeting to discuss child psychology, and additional tests in accordance with the proposals of the international meeting.

Educational Publications "Khuru Sapha" (Teachers' Institute of Thailand) issues periodicals and other publications on education, textbooks for the promotion of teachers' qualifications, and educational literature.

School Broadcasting The Ministry of Education launched an experiment in school broadcasting on 19th May, 1958. There are 286 schools situated in 22 provinces, 150 Km. from Bangkok, cooperating in this experiment. In the initial year of the experiment, the Ministry provided teachers' handbooks for these schools. The broadcasts comprised lessons on the English language for beginners, social studies, music and singing for primary classes.

Government and private schools outside the experimental area have voiced their desire to use school broadcasts in their schools. The Ministry, therefore, permitted a limited number of them to take part in the project.

TUNISIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Departments* — *Finance* — *School Building* — *School Reform* — PRIMARY EDUCATION — *Inspection* — *Quantitative Development* — *Time-Tables* — *Teaching Staff* — SECONDARY EDUCATION — *Secondary School Reform* — *Quantitative Development* — TECHNICAL EDUCATION — *Secondary Technical Courses* — *Secondary Commercial Courses* — *Middle Schools* — *Vocational Training* — *Classes for Adults* — *Examinations* — HIGHER EDUCATION — *University Organization Plan* — AUXILIARY SERVICES — *Social Assistance* — *Scholarships and Loans* — *Students' Accommodation* — *Student Restaurant* — *Illiteracy Campaign* — *Nutritional Education*

ADMINISTRATION

New Departments In 1958-1959 four administrative changes were made: in August, 1958, a pedagogic office was created to distribute school equipment; on 1st October, 1958, a national centre was founded to combat illiteracy and develop social education; in January, 1959, the youth and sports department was attached to the Presidency of the Republic; in January, 1959, a department for social and cultural affairs was created at the Ministry of National Education.

Finance The ordinary budget of the Ministry of National Education, which amounted to 7,804,000 dinars in 1957-1958, was raised to 8,424,000 in 1958-1959, i.e. a 7.94% increase.

This budget represented 16.79% of the ordinary Tunisian budget in 1957-1958 and rose to 17.98% in 1958-1959.

School Building The budget for building and essential equipment in 1956-1957 was 1,970,155 dinars. In 1957-1958 it was 1,193,900 dinars. There was no part II budget in 1958-1959, as a new procedure has been introduced.

The government, together with the population, built 210 classrooms and 70 teachers' lodgings throughout the Tunisian Republic for 1958.

The Ministry of National Education decided to decentralize the building of schools. The town councils and the local population were asked to join in the building of as many schools and classrooms as the ever increasing number of schoolchildren requires.

The Ministry of Education grants 500 dinars per classroom or lodging to be built.

To this end, 445,645 dinars have been already granted to all the *gouvernorats* according to an emergency scheme drawn up locally and

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Ahmed ABDESSELEM, Delegate of the Tunisian government.

revised by the central authorities ; this grant is for the current programme which aims at building 890 classrooms and teacher's lodgings in 1959.

School Reform In 1957-1958, a cabinet meeting presided over by the President of the Republic laid down the principles of the reform. The programme was drawn up by technical committees convened in June, 1958. The reform was put into practice in October of the same year. The school system is endowed with new structures and curricula adapted to Tunisian conditions.

PRIMARY EDUCATION

Inspection In the administration sphere, the alterations made at the outset of 1958-1959 to cope with the increasing number of schoolchildren were mainly concerned with the number of primary education areas. The number of areas supervised by primary inspectors rose from 12 to 17. The primary school areas where education is dispensed through French now number 10 instead of 9. As was the case last year, eight teachers, selected competitively, were sent to the *Ecole normale supérieure* at Saint-Cloud to prepare for the inspector's examination held at Tunis at the end of September, 1959.

Quantitative Development The development of education is illustrated by the following table :

	1957-1958	1958-1959	Increase	Increase %
Schools	851	889	38	4.46
Classes	6,222	7,474	1,252	20
Pupils : Boys	183,974	218,135	34,161	18.5
Girls	82,314	102,227	19,913	24
Total number of pupils	266,288	320,362	54,073	20.3

Time-Tables Taking into account the physiological and mental evolution of the child, weekly attendance was reduced to 15 hours for the first two years and to 25 hours for the last four years (primary education was shortened from 7 years to 6). The consequences of these alterations are that two classes can work in turn in the same classroom and that only one teacher is needed for two classes in the first two years and five teachers for six classes in the last four years (the teacher's work being 30 hours a week).

Teaching Staff The school reform, as indicated above, led to a saving in classrooms and in teachers.

Thus the number of teachers, which was 6,270 in December, 1957, was reduced to 5,358 in December, 1958 (a 16% decrease). The unemployed teachers are now receiving pedagogical training for a year.

Out of the total number of primary teachers, 32 new men teachers (49 in 1957) and 17 women teachers (40 in 1957) come from the *Ecole normale d'instituteurs*. This decrease is due to the fact that the university and cultural mission took over the French department of the school.

SECONDARY EDUCATION

Secondary School Reform Under the law of 4th November, 1958, secondary education aims at: (a) developing young people's intellectual and practical abilities, so as to provide them with a solid cultural background; (b) training the qualified staff needed by the various activities of the country; (c) detecting and developing pupils' abilities for university education, in view of training the higher professional staff of the country.

Secondary education lasts for six years and includes two stages of three years each. From the second year, pupils will specialize in general subjects, economics, or technical subjects.

The first stage of secondary education comprises two periods. The first one, which is common to all sections, lasts for one year and aims mainly at finding out the pupils' bent and detecting their suitability for one of the above sections. The second lasts for two years during which the pupils are given fundamental general teaching.

The second stage also consists of two periods. The first, which lasts for two years, provides an education which emphasizes in a more marked way the abilities shown by the pupils, and is dispensed within each specialized section. The second period, which corresponds to the last year of secondary education, is characterized by its tendency to lay greater stress on the study of the main subject in each section.

The second stage of the general section includes the following special subjects: Arabic language and literature and foreign languages, classical languages with a marked stress on Arabic language and literature and Islamic civilization, primary teacher training, experimental science and mathematics, mathematics and science.

Pupils taking economics will constitute the country's medium economic staff and will be prepared at the same time to carry on their studies in economics at the university. They are divided into two groups, those taking economics and those taking commerce (with specialized subsections).

A secondary education baccalaureate has been established. In addition a teacher's diploma is awarded at the end of the fifth year to pupils taking the teacher training course, and a practical training diploma at the end of their sixth year. Pupils in the commercial section who specialize in economics take a diploma in commercial studies (1st part) at the end of the fifth year and the second part at the end of the sixth year. The pupils of the industrial section who specialize in technical studies take an industrial education certificate at the end of the fifth year and a technician's certificate at the end of the sixth year.

The school reform was put into practice on 1st October, 1959, for the first year of secondary education. Special syllabuses have been applied in all first-year classes under the Ministry of Education.

To enable first-year pupils to be guided according to their abilities into one of the sections of secondary education, guidance committees meet before the end of June.

Quantitative Development In 1958-1959 Tunisian secondary education was given to 13,702 pupils, i.e. an increase of 2,062 (+17.71%). European secondary education enrolled 556 pupils, i.e. a decrease of 221 (-21.17%).

The increase in the number of pupils in secondary education has made it necessary to raise the number of teachers. Despite all difficulties met with in recruiting qualified teachers, the number of secondary school teachers has increased this year by 9.95%.

TECHNICAL EDUCATION

Secondary Technical Courses This increase is all the more important since the first technical year was abolished and replaced by the first secondary year, common to all secondary schools, pre-specialization beginning from next year. Besides, most of the first-year pupils from secondary schools have already been sent to technical schools, as this first year includes an important part of vocational teaching in order to select boys with a practical bent.

Secondary Commercial Courses There are 411 pupils in this type of teaching (369 last year).

An industrial education certificate and a commercial education certificate were introduced this year; 350 candidates took these examinations, whose level is as high as the corresponding French ones.

Middle Schools Fourteen vocational schools were turned into middle schools on 1st October, 1958. The other vocational schools are now also being turned into middle schools. A total of 1,561 pupils were admitted to the first year of the middle schools by competitive examination. Middle education includes three sections: general, commercial, and industrial.

Vocational Training Vocational training is still given in vocational schools (second and third years). In all, 3,288 boys are taught in 27 vocational schools specializing in the following subjects: fitting, iron-work, electricity, sheet-iron manufacture, plumbing, carpentry, cabinet-making, damascening, Moroccan leather work, farming, rural crafts, building, concrete-mixing, sculpture, printing, book-binding, weaving, and tailoring.

There are 3,015 girls in the 25 vocational schools specializing in sewing, dressmaking, embroidery, *shebka*, carpet making, lace work, weaving, underwear, and hairdressing.

At the end of their studies, the pupils take the certificate of vocational proficiency. This year, 944 boys and 501 girls took the examination.

Classes for Adults Courses for adults, given in secondary schools, are for: (1) young industrial workers who attend evening classes in order to take the certificate of vocational proficiency (270 students this year); (2) provisional workshop staff, who take special training to become technical instructors or technical teachers after a competitive examination.

Examinations Pupils holding the certificate of vocational proficiency may this year take an examination called the final certificate of further vocational training, after a three-year training course at a technical school (*Ecole de cadres féminins, Ecole normale d'apprentissage*).

HIGHER EDUCATION

University Organization Plan Higher education is now given in several university centres, attended in 1958-1959 by 2,606 students, i.e. 378 (16.9%) more than the previous year. A scheme is now being organized to develop these centres into a Tunisian university, thus completing the school reform in Tunisia. Efforts will be directed in particular towards the training of science teachers in a science and research department.

Official texts have already established and organized a Tunisian degree in Arabic. Another Tunisian degree in natural science, the first part of which can be prepared in Tunis, is now being organized. Committees of qualified lecturers are busy working on the other degrees. There are already several Tunisian assistant lecturers on the university staff (*Ecole normale supérieure, Institut des hautes études*). In addition, many Tunisian students will soon finish their research studies and take their doctorates.

AUXILIARY SERVICES

Social Assistance There are now 822 school canteens feeding 95,000 pupils. These canteens have been granted 362,280 dinars by the government. In addition, 40,000 dinars have been used to buy clothes for poor pupils from all schools; 1,500 pupils have now received clothes from this fund. The fund for providing school equipment has amounted to 35,400 dinars.

Scholarships and Loans The budget allocated for this purpose is continually increasing, both as regards scholarships for primary and secondary pupils, and loans and scholarships for students. Allocations for national scholarships have been raised to 57,720 dinars (41.25%). The budget for loans, which amounted to 85,000 dinars in 1957-1958 rose to 93,560 dinars in 1958-1959 (+9.4%).

Students' Accommodation A hotel in the area of the Opera in Paris has been bought by the Tunisian government; more than 100 Tunisian students have been accommodated in it since January, 1959. A students' hostel in Tunis accommodates about 80 students. The President of the Tunisian Republic has donated his own villa at Montfleury (Tunis) to accommodate about 40 women students from the next academic year onwards. Seven buildings which previously belonged to the army have just been taken by the Ministry of Education. These will be turned into a university city which will house about 500 students from October, 1959.

Student Restaurant A restaurant for students supplying 1,000 to 1,200 meals a day has just been fitted up. Another one is being fitted up as the restaurant of the university city.

Illiteracy Campaign As in other newly independent countries, the government is concerned with abolishing illiteracy among adults.

Two early campaigns, in 1956 and 1957, did not give the expected results owing to a lack of suitable material and to inadequate teaching methods. Since 1st August, 1958, however, a third campaign has been under way. In the light of past experience an experimental period has been planned in order to assemble all the factors required for a successful large-scale campaign.

The experimental period entails: (a) the training of teachers for adult education at specialized training courses; (b) the opening of centres in different social environments; (c) the composition of readers, exercise books and arithmetic books which will be tried out, as they are prepared, in experimental centres; (d) the publication of a newspaper and booklets for semi-literates.

Three courses have produced 43 teachers for adults, including 12 women. In addition to theoretical studies on adult education, these teachers have been introduced to the use of audio-visual aids (film projections and commentary, posters, flannelgraphs, etc.). On completing the course, the teachers were sent straight to various centres selected for opening. In this way they were placed in differing social milieux (rural, town or community settlements) and also in centres for women, where the experiment seems to have produced encouraging results. The 43 teachers were used to open 45 centres, with 2,440 men pupils and 2,100 women, i.e. a total of 4,540.

This year is devoted to preparing the reading book and the first exercise book which are each divided into five booklets, for psychological reasons. Next year the second and third readers and exercise books and two arithmetic books will be prepared. Efforts are now being made to discover a suitable method of teaching arithmetic to adults, so enabling the first arithmetic book to be finally drawn up.

The newspaper for semi-literates will have to serve as a transition between the textbook and the newspaper proper. It will serve as literature for semi-literates, to develop their knowledge and to enable them gradually to understand ordinary books. The library for semi-literates should include short pamphlets profusely illustrated and written in a very simple language and in block letters. This series of pamphlets, which the social and cultural department of the Ministry of Education means to start, will aim at being both useful and entertaining.

The newspaper and the pamphlets will be supplemented by audio-visual aids. Sketches from Tunisian life will be filmed and shown. The social and cultural department intends to supply the various centres with slide and film projectors.

Nutritional Education A team was appointed in January, 1959, to work on a project in order to set up visual aids to nutritional education in 20 primary and experimental schools; the departments of public health and of national education together with Unesco and FAO form this team.

TURKEY

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Finance* — PRIMARY EDUCATION — *Quantitative Development* — SECONDARY EDUCATION — *Quantitative Development* — *Experimental Schools* — *Language Teaching* — *In-Service Training for Teachers* — TECHNICAL AND VOCATIONAL EDUCATION — *Quantitative Development* — HIGHER EDUCATION — *Quantitative Development* — TEACHING STAFF — *Training* — *In-Service Training* — MISCELLANEOUS — *Private Education* — *Special Education* — *Nutrition* — *Educational Research* — *Publications* — *Adult Education* — *Study Abroad* — *Planning Committee* — *Technical Assistance*

ADMINISTRATION

Finance The education budget, including that for the universities, is 738,792,847 Turkish pounds. This amount is 11% of the national budget and almost 3% of the national income. According to international figures, financial support for education in Turkey is keeping pace with that in advanced countries. The budget of the Ministry of Education ranks second among the ministries and is exceeded only by that of the Ministry of National Defence.

PRIMARY EDUCATION

Quantitative Development In 1957-1958, there were 20,773 schools, with 2,279,201 pupils, and in 1958-1959, 21,464 schools (+3.3%), with 2,404,977 pupils (+5.5%).

The number of schools in cities was 2,085, and in villages 19,379.

In the past school year, 736 new schools were built. The construction of school buildings is the responsibility of the provinces. In addition, the Ministry of Education made a contribution of 30 million Turkish pounds for school construction in the past year.

The number of teachers in urban areas was 19,168, and in rural areas 31,530 making a total of 50,698, of whom 12,000 are women.

In the past year, 2,322 new primary school teachers entered the profession, and the number of primary school pupils was 893,329 in urban schools (518,850 boys and 374,479 girls) and 1,511,648 in rural schools (981,821 boys and 529,827 girls), making a total of 2,404,977.

An estimated additional 16,600 primary schools are needed in Turkey, 600 in towns and about 16,000 in the villages. Unfortunately, there remain an estimated 1,000,000 children, about 30% of those of compulsory school age, not enrolled in any school.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Emin HEMKİMGİL, Delegate of the government of Turkey.

The Ministry of Education is having great difficulty in satisfying the demand for primary schools. In order to overcome this problem: (a) the number of training schools is being increased in order to supply enough teachers, (b) experiment is proceeding with low cost local construction methods and materials for rural schools, and (c) pre-fabricated schools will be used to relieve double sessions in many schools.

SECONDARY EDUCATION

Quantitative Development The number of junior secondary schools (grades 6, 7 and 8) increased in the current year from 488 to 509, and senior secondary schools (grades 9, 10 and 11) from 110 to 114. The number of pupils in secondary schools increased from 228,683 in 1957-1958 to 262,297 in 1958-1959. Approximately 46,000 (14%) of these are in senior secondary schools.

There are 11,570 secondary school teachers of which 3,500 have substandard qualifications.

Experimental Schools Activities of the experimental middle schools, which in four provinces are putting new educational ideas and practices into operation, are being studied in relation to the changing needs of Turkey. Two of these schools are comprehensive schools. Funds were received from the Ford Foundation for equipment in these schools in the past year. The teachers of these schools are sent to the United States for further training under a joint project of the United States International Cooperation Administration and the Ministry of Education.

Language Teaching The demand for basic training in language as preparation for further study abroad has required increased attention to this problem in Turkey. As early as 1865 the Galatasaray lycée was established in Istanbul (grades 6 to 12) to give instruction in French and Turkish. Four years ago, six schools for preparation in the English language were established in various parts of Turkey. All instruction, except Turkish and social studies, is in English. A preparatory year precedes grade six. A similar department in the German language was opened in the Istanbul lycée in 1958. This department will provide a preparatory year followed by grades 6 to 11. These schools are all boarding schools and admit boys only.

In-Service Training for Teachers The general directorate of secondary education has been especially active in promoting in-service training for secondary school teachers. Seminars and workshops in all subjects are conducted for them. This summer, teachers will participate in seminars and refresher courses in 16 different subjects and three groups of foreign language teachers will go to England, France and Germany. Primary and secondary experimental school teachers have seminars regularly during the school year and in the vacation period.

TECHNICAL AND VOCATIONAL EDUCATION

Quantitative Development In response to the rapid industrial development of Turkey, the network of technical and vocational schools and colleges

has expanded, and in some schools new branches have been opened. The department has extended its activities for adults who are beyond school age in order to train men and women to become better qualified and more competent in their work. Parallel to this activity in different parts of Turkey, the number of courses given by travelling men and women teachers has increased.

In 1955-1956, there were 447 technical and vocational schools (including day and evening schools but excluding universities, part-time and travelling courses) with 111,051 pupils. In 1958-1959, there were 581 schools with 133,141 pupils. The pupils attending these institutions were distributed as follows :

	1955-1956	1958-1959
Home economics, nutrition	36%	36%
Industry and small trades	33%	34%
Teaching	15%	15%
Commerce	11%	12%
Agriculture	2%	1.4%
Music and fine arts	3%	1.6%

In trade schools, trade institutes and schools of building, which number 81, there were 29,188 pupils in 1955-1956, and 34,126 pupils in 1958-1959. These schools turned out 2,300 qualified persons in 1954-1955 and 2,498 in 1956-1957.

In 1957-1958 there were 260 travelling technical courses, with 3,379 pupils, while in 1958-1959, there were 263 of these courses, with the same number of pupils.

Travelling courses for village women in 1955-1956 totalled 582 with 14,028 pupils, and in 1958-1959 there were 635 with 12,670 pupils.

There are five schools of agriculture with 1,193 pupils and three regional schools of agriculture with 339 pupils.

Agricultural courses are operated by the Ministry of Agriculture to give advanced agricultural instruction to the villagers. Attendance at these courses in 1958 was 9,365.

In 1955-1956 there were 22 commercial schools with 7,980 pupils, while in 1958-1959 there were 23 schools, with 9,463 pupils.

The four schools of commerce and economics have been recently given academic status. The number of students enrolled in 1955-1956 was 3,466 (3,051 boys and 415 girls), and 6,231 in 1958-1959 (5,748 boys and 483 girls).

The maritime school accepts senior secondary school leavers for four years' instruction. It is a boarding school located in Istanbul, is of college level, and has 195 students.

The school of applied arts is co-educational, and has 108 students and 10 instructors.

There are seven nursing schools in various parts of Turkey. Enrolment at present is 492 and there are 104 instructors. A school is maintained for the training of public health officers, which accepts boys leaving junior training schools. There is an enrolment of 451 and a staff of 19.

There are 13 schools for the training of midwives, with 518 students.

HIGHER EDUCATION

Quantitative Development The six universities in Turkey employ a teaching staff of 2,491 and have 37,545 students. Some higher educational institutions are attached to other ministries, but there is a strong tendency for all to come under the Ministry of Education. The higher educational institutions have 11,924 students.

TEACHING STAFF

Training There are five types of teacher education institution in Turkey exclusive of the universities: (1) training schools, (2) secondary teacher training schools and pedagogical institutes, (3) the teacher training college, (4) technical teacher training colleges, and (5) the commercial teacher training college.

There are two types of training school: six-year schools (grades 6 to 11) following the completion of the primary school, and three-year schools (grades 9-11) following the completion of the junior secondary school.

There are 21 six-year training schools and 31 three-year schools, the latter being located in cities. These 52 schools had 19,835 students and 810 teachers in the school year just completed.

There are four secondary teacher training schools and pedagogical institutes: (1) the Gazi secondary teacher training school and pedagogical institute at Ankara, (2) the Istanbul pedagogical institute, (3) the Necati secondary teacher training school and pedagogical institute at Balikesir, and (4) the pedagogical institute at Bursa.

The teacher training college in Istanbul trains specialist teachers in Turkish language and literature, history, geography, philosophy, French, English, German, mathematics and astronomy, mathematics and physics, chemistry and physics, physics and chemistry, natural science, or commerce.

Preparations are under way for reorganizing the college so that it may carry on its educational activities in its own building. A similar teacher training college in Ankara will open in the 1959-1960 school year. Students from training schools are admitted to these colleges by examination.

There are two technical teacher training colleges, one for men and one for women.

The commercial teacher training college prepares teachers for junior and senior commercial secondary schools, as well as teachers for commercial courses at other schools of secondary level.

Students who are studying at the science and literature faculties of Ankara and Istanbul Universities and who wish to become teachers may qualify for licences to teach by following certain prescribed courses, including pedagogy, in accordance with the regulations of the faculties concerned. The bearers of this certificate are approved to teach in lycées or other schools at that level, as in the case of graduates of the teacher training college.

In-Service Training The in-service training of teachers in Turkey has been conducted mainly during the summer vacation period. Seminars vary in duration from three to six weeks. Transport, lodging and a *per diem*

grant are paid by the department concerned. The programme in the past has consisted of a series of seminars or workshops designed to meet special needs. Efforts are now being directed to the development of a comprehensive and coordinated programme related to the long term needs of Turkish education. Some teachers have received advanced training abroad under a plan of financial assistance by the government.

MISCELLANEOUS

Private Education The following statistics show the number of private schools, with their pupils and teachers :

	Schools	Pupils	Teachers
Kindergartens	63	2,884	107
Primary schools	145	18,253	1,212
Junior secondary schools . .	63	14,714	1,509
Senior secondary schools . .	47	5,724	672
Total . . .	318	41,575	3,500

This total comprises 116 private schools on every level, 144 minority schools and 58 foreign mission schools.

The Ministry of Education is encouraging the establishment and operation of private schools.

Special Education For special education the municipalities allocated 4,706,000 Turkish pounds, the provinces 1,202,000, and the Ministry of Education 5,908,323. In addition to this, the Ministry of Education made another contribution of one million pounds to schools for the deaf and the blind. The over-all total for special education amounts to nearly 13 million pounds.

There are 51 special institutions which provide education and special training for these children. In addition, there are 7 schools for the deaf and dumb and 2 schools for the blind. There are 5,161 boys and 744 girls in these schools.

Nutrition The school nutrition department, which was organized for this purpose in the previous school year, has been expanded both at ministerial and provincial level. In the 1958 summer vacation, a course was held for 21 teachers to train them for the supervision of the nutrition programme and to prepare them to start a nutrition education course. The idea is to expand the basic principles of good feeding through primary school teachers to reach the children and their parents. The programme has operated this year in 13 provinces and covered 250,000 children. The main supply was skim milk powder supplied by Unicef, but in many cases successful results have been reached by distributing to schools additional foods from local sources. Two pamphlets have been printed and distributed and other documents are being edited.

Educational Research Much of the staff's time and effort at the Ministry's research and measurement bureau has been, and will continue to be, devoted to the operation of selection programmes for the medical faculty of Ankara University, the teacher training institutes and the foreign

language secondary schools. This portion of the bureau's work is continually increasing.

The consultant services of the bureau have been utilized by a number of schools and school systems during the past year. But more interesting have been the requests from outside agencies. The Ministries of Defence, Health and Welfare, and Public Works have all asked for help. Some industrial concerns are showing interest in the use of evaluative instruments in employee selection.

A large-scale programme has been started for the development and norming of complete batteries of achievement tests in all major subject-matter areas for all levels of the elementary school. These will be normed on a nation-wide basis during the coming school year. In addition to the achievement tests, a number of scholastic aptitude tests will also be normed. It is expected that similar programmes for junior and senior secondary school levels will follow.

Publications In the 1958-1959 school year, the Ministry of Education printed several million books in the following 11 different categories: school textbooks, series for teacher education, Turkish cultural series, world classics, science books, children's books, art series, Turkish drama series, music series, periodicals, and magazines. School textbooks are supervised and controlled by the Ministry of Education, but not all are published by it. The Department of Publications distributes all books and printed materials for schools throughout the country through book shops attached to the directorate of publications. Several million copies of 314 different books were printed in the past year for primary, secondary, teacher training, and vocational schools, and higher educational institutions.

Ten million reading books for literacy training in the armed forces, which is a joint project of the Ministry of National Defence and the Ministry of Education, have been printed.

Adult Education The Ministry of Education has sponsored the development of adult education in local communities by encouraging centres supported by local associations. Twenty such centres have been opened in fifteen provinces, and their activities include the organization of special units of instruction in literacy and general culture, scheduled arts and practical subjects, the arrangement of lectures, organization of plays, planned exhibitions, and presentation of documentary films. The first step in establishing a local centre is to organize classes for illiterates: during the current year, 1,980 classes were organized with an attendance of 26,856. These classes were taught by 1,279 primary school teachers.

The Ministry of Education, with the cooperation of Unesco, has started this year an experiment to launch a national programme of community education. The objective is to compensate through educational processes for the lack of coordination in community planning and community self-determination in villages, towns and counties.

Forecasting a future community development programme, an experiment is under way to establish a training centre in methods of education especially designed to contribute to the development of skills in collective planning and problem solving, adapted to the Turkish communities, be it

the counties, the cities, or the most remote and isolated villages. A team of six full-time educators have been appointed by the Ministry of Education to work on testing methods of community education and, secondly, on testing methods of training community educators and regional instructors.

The Ministry of Education, in cooperation with the Ministry of Defence and the International Cooperation Administration, has embarked upon a programme to combat illiteracy in the armed forces. On 13th April, 1959, the first of the two-month basic literacy training classes was begun at sixteen military training centres with approximately 13,000 illiterate conscripts. When permanent buildings are completed late in 1960, it is anticipated that approximately 100,000 illiterates will be instructed each year (20,000 each two-month period). During the training period the recruit is engaged full-time in the study of reading and writing, arithmetic, and civics and health. Two hours of literacy training daily are planned for the soldiers throughout their period of service.

Careful linguistic research preceded preparation of the instructional materials. A basic work list of 700 of the most commonly used Turkish words was compiled. The cultural and sociological background of the army illiterates, their interests, and their most pressing needs, served as the basis for eight textbooks for use during the initial two-month period, as well as for teachers' manuals. Supplementary readers are in preparation.

Study Abroad

In January, 1959, there were 3,631 Turkish students abroad, including 283 government-sponsored students.

At the beginning of the past school year, new regulations were introduced, under which secondary school (or equivalent-school) leavers who want to go abroad for education will be selected by competitive examination. Graduates of higher educational institutions are selected according to their academic achievement.

Planning Committee

In view of the ever increasing educational needs of Turkey and in recognition of the importance of scientific planning, coordination, and utilization of both human and physical resources and efforts, an educational planning committee was established early in 1958. This committee has played an increasingly important role in stimulating coordination and the development of long range plans for the improvement and expansion of Turkish education. Starting with a determination of the most critical and urgent needs, the committee formulates plans for bringing about improvement which are submitted to the Ministry of Education with recommendations for action.

Among the many proposals which are in various stages of implementation are the following: (1) literacy training in the armed forces; (2) literacy training for the adult civilian population (experimental classes began in November, 1959); (3) increased numbers of specialized staff to be trained abroad, particularly in the fields of teacher education, experimental education, and educational administration; (4) the expansion of teacher education including the establishment of a new higher training institution to open in 1959; (5) increased emphasis upon research and evaluation in education; (6) experiment in local low-cost school construction; (7) experiment in teaching with films, tape-recordings, and other audio-visual materials.

Technical Assistance Among the various programmes for technical assistance to Turkey in the field of education, the activities of the International Cooperation Administration are extensive. Assistance is provided through the services of a staff of education technicians in a wide variety of fields, training in the United States of Turkish personnel for service in specialized fields, and financial support through the supply of commodities not available in Turkey or for which foreign exchange is limited.

The International Cooperation Administration provides support for promising developments, including (1) the establishment of Ataturk University in Eastern Turkey, (2) literacy training for the armed forces and the civilian population, (3) the modernization of technical and vocational education, (4) the introduction of modern methods in the teaching of English, (5) the expansion of teacher education. In its activities the International Cooperation Administration works in full cooperation with other technical assistance agencies, among which are the Ford Foundation, which supports experimental education, the improvement of teacher education, and the foreign training of education personnel, and the Turkish National Commission on Education, which made a world tour this year to study education in other countries.

UKRAINE

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Direction and Control* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula and Syllabuses* — *Textbooks* — *Methods* — *Productive Work* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Handicapped Children* — *Extra-Mural Activities* — MISCELLANEOUS — *International Cooperation*

INTRODUCTION

During 1958-1959, a great deal of work was accomplished on the reorganization of the schools and the further development of public education in the light of the decisions of the XXIst Congress of the Communist Party of the Soviet Union and of the education act adopted by the Supreme Soviet of the USSR and the Supreme Soviet of the Ukrainian SSR.

The Soviet school has played an active part in the accomplishment of the country's cultural revolution, the development of talent, and the rearing of young people in a progressive spirit. Universal compulsory seven-year education is being successfully implemented in the Ukraine as throughout the Soviet Union. Secondary education is being widely developed.

Before the October revolution, there were only 557 secondary schools in the Ukraine, while in the past school year there were 6,666, i.e. their number has increased almost 12 times over.

Boarding schools appeared to be a most successful form of education and training for the building of a communist society, which explains their large-scale development.

The rapid development of all branches of the national economy, science and culture during the extensive building of communism calls for the solution of several educational problems of primary importance.

The principal tasks of the Soviet school are the training of pupils for practical life and for socially useful labour, a further raising of the standard of general and polytechnical education, the training of educated people well grounded in the fundamentals of science, the rearing of young people in the spirit of profound respect for the principles of communist society and for labour as the source of all material and cultural values of society and the primary vital necessity of man, and the infusion of a spirit of internationalism and humanism. Universal compulsory eight-year education has been introduced in the Soviet Union instead of seven-year education. This is an important advance on the road to the further development of the public education system. It will enable the schools to turn out young people better grounded in the fundamentals of science and psychologically and practically better prepared for socially useful activity.

¹ From the report submitted to the XXIIInd International Conference on Public Education by Mr. P. L. MIRGORODSKY, Delegate of the Ukrainian government.

ADMINISTRATION

Direction and Control Implementing the decision of the XXIst Congress of the communist party of the Soviet Union and the law on educational reorganization, the Ministry of Education of the Ukrainian SSR further improved methods of administration and inspection.

During the year, systematic work was carried out on improving the qualifications and polytechnical standards of the administrative and teaching staff of the schools and public education boards. Heads of public education boards, inspectors, principals of boarding schools, vocational secondary schools and schools for industrial and rural young workers — 1,350 persons in all — attended special courses.

Finance Budget allocations for social and cultural activities increase from year to year. In 1959, the sum provided for this purpose amounted to 26,150 million roubles or almost 2,000 million roubles more than in 1958. The sums allocated for public education increased from 10,991 million roubles in 1958 to 11,867 million in 1959 (+8%). The conditions in schools were considerably strengthened.

School Building In 1958, 720 new buildings accommodating 141,500 pupils were opened. Many classrooms, study rooms, workshops and gymnasiums were added to old schools. Collective farms took an active part in building schools.

There are at present 24,090 study rooms and 18,513 workshops in the schools of the republic, i.e. 2,393 study rooms and 636 workshops more than in 1957-1958. Study rooms and workshops were equipped with teaching aids and materials costing 100 million roubles (i.e. almost 50% more than the amount acquired during the preceding year). Most of them have all that is necessary for polytechnical education and vocational training. Industry and collective and State farms have made large-scale contributions to the equipment of these rooms.

ORGANIZATION

Quantitative Development The number of primary and seven-year schools increased by 29, secondary schools by 144, and schools for young industrial and rural workers and correspondence schools by 217. The number of pupils at primary and seven-year schools increased by 43,400, at secondary schools by 21,500, and at schools for young industrial and rural workers by 5,300. Thus the past school year saw a further development of the educational network and a rise in the number of pupils in general schools.

There was an increase of 16,600 in the number of students at institutions of higher education and a slight decrease in the number of students at specialized secondary institutions. In 1958 higher and specialized secondary institutions turned out 19,300 young specialists more than in 1957. The number of persons taking correspondence or evening courses at higher and secondary educational institutions increased by 37,700.

The number of kindergarten pupils increased during the year by 31,000 (+11.8%) to reach the figure of 292,200 children. In addition, 22,404 seasonal and permanent pre-school institutions, educating 852,800 children, were run on collective farms during 1958.

The Cherkass region collective farms are providing buildings for kindergartens in every village. During 1958 the collective farms of the republic have built 815 kindergartens accommodating 27,900 children. Within the next few years there will be permanent pre-school institutions on every collective farm.

During 1959-1960, the two types of children's institutions, the crèche and the kindergarten, will be combined into one pre-school establishment. The administration of these combined establishments will be placed under the Ministry of Education.

During the seven-year plan the number of children at pre-school institutions in cities and workers' settlements will reach a figure of more than one million persons. Thus all conditions are provided for ensuring the State training of pre-school-age children, enabling mothers to take an active part in the social and productive life of the country.

In accordance with the education act adopted by the Supreme Soviet of the USSR and the Supreme Soviet of the Ukrainian SSR, the number of general and vocational schools and of higher and specialized secondary institutions is to be considerably increased during the period 1959-1965. There will be a great rise in the number of boarding school pupils. In 1958 the number of children attending such schools was 24,000, whereas at the end of the seven-year period it should reach 420,000. The construction of boarding schools is at the expense either of the State or of collective farms. Some children's homes will be reorganized as boarding schools.

Reorganization

At present there are four-year primary schools, seven-year schools, and ten-year (secondary) schools. In conformity with the law, general schools are to be reorganized in the course of the next 4 to 5 years, beginning with 1959-1960.

In connection with the introduction of universal compulsory eight-year education, the existing seven-year schools will be converted, from 1959-1960, into eight-year schools. During the next seven years, the number of eight-year schools will increase by over a thousand. Prolonging universal compulsory education by one year will make it possible to attain a better solution of the problems of communist education and of vocational and polytechnical training, will give the pupils a wider knowledge of the fundamentals of science, and will enable school work to be lightened, thus improving physical and aesthetic education.

To attain better educational services for places with a small population, primary schools with grades I-IV are being retained; on finishing such schools the children are transferred to the fifth grade of the nearest eight-year school.

From the age of 15-16 years, instruction will be combined with productive labour, so that all young people can participate in socially useful work.

To enable all young people who have finished the eight-year school to acquire secondary education, the law provides various means for further education. The first and chief means will be instruction in schools for industrial and rural working people and in correspondence schools. In these schools young people who go to work after finishing the eight-year school will complete their secondary education and raise their professional qualifications by studying without leaving work. The network of schools

for young industrial and rural workers will be greatly expanded by the end of the seven-year plan and the number of pupils studying in them will more than double.

Pupils leaving eight-year schools will also have the opportunity of studying at complete secondary general and polytechnical schools with vocational training or in separate schools for grades IX-XI. In these schools instruction will be closely linked with productive labour and vocational training. Vocational training was introduced in a number of secondary schools as early as 1954. During the current school year it was given in 5,659 secondary schools to over half a million pupils of grades VIII-X, of whom 17,000 have left school with a professional qualification. Over 140,000 pupils will leave these vocational schools during 1959-1960.

Another means whereby pupils leaving eight-year schools may acquire secondary education will be the secondary vocational institutions (technical colleges, specialized schools).

Secondary general and polytechnical schools where some subjects are taught in a foreign language, and secondary general and polytechnical schools for the most capable children in the field of music, choreography and the arts, will be developed.

The reorganization of the system of public education, will promote the further expansion of secondary education in the Ukrainian SSR. The number of secondary general schools will increase by more than 400 by the end of the seven-year plan, and the contingents of senior pupils will increase by almost 700,000.

CURRICULA, SYLLABUSES AND METHODS

New Curricula and Syllabuses

In conformity with the law, the Ministry of Education is compiling new curricula, syllabuses and textbooks for the schools in collaboration with the educational and psychological research institutes, and enlisting the aid of scientists, teachers, and industrial and agricultural specialists.

The draft curricula differ greatly from those now in force. There will be an increase in the number of hours for physics, mathematics, natural history, and vocational, aesthetic, and physical education. At the same time the number of hours per week has been decreased by the extension of schooling by one year, the adjustment of syllabuses and a more efficient planning of subjects.

The new curricula have been drawn up taking into consideration the achievements of Soviet and foreign science, and have been somewhat contracted at the expense of secondary or superfluous material. Subject matter has been selected in accordance with the age of the pupils and the problems of the school. The experience of schools in foreign countries has been taken into account.

Textbooks

New syllabuses were issued for recent history, housecraft and certain vocational subjects. The schools received 109 Ukrainian textbooks in 30,262,500 copies, 119 Russian textbooks in 14,161,000 copies, 24 Hungarian textbooks in 101,000 copies, and also Moldavian and Polish textbooks. For teachers, 159 books on methods, dealing with various questions of teaching and education, were issued.

Methods Methods have changed greatly. In the process of instruction, wide use is made of tasks requiring the pupils' profound comprehension of the material studied and the independent practical application of acquired knowledge. Great attention is paid to various forms of independent work during lessons, observation of nature and production, excursions, practical and laboratory work with elements of research.

Pupils acquire practical skills in handwork and housecraft lessons, through practical work in school workshops and on experimental plots, and during practice in machine study, agriculture and electrical engineering.

Productive Work An improvement has been made in production training in secondary schools. Pupils in grades VIII-X studying various industrial trades became familiar in practice with the organization of production and labour processes, participated in productive labour in industry, agriculture, transport, communications and public services. Vocational training not only gave the pupils practical knowledge of some speciality, but helped them acquire a profounder knowledge of the fundamentals of science.

To attract senior pupils to productive labour in agriculture, pupils' brigades for collective and State farms are being widely introduced. In 1958 there were more than 4,500 of these brigades, with over 200,000 pupils working in them.

Another very effective means of training pupils for productive work is the organization of building brigades. About 96,000 pupils worked in 4,400 brigades during the summer of 1958. This year they will be further developed.

Schoolchildren and pupils of boarding schools and children's homes take turns at sweeping the school premises and grounds, taking care of plants, making and repairing teaching aids and books and other tasks. The Ministry of Education has helped by preparing syllabuses for self-service that indicate the forms of work pupils should be given to do, taking into consideration their age and sex.

TEACHING STAFF

Training Three years' experience in training teachers in a wide field of specialization and the first group of such teachers to complete the course in 1958 showed that, besides essential theoretical training, the young teachers acquire sound practical knowledge and vocational skills necessary for working in schools. The general outlook of the graduates and their knowledge in science and engineering have been broadened, and an improvement was noted in their ability to organize extra-curricular work with the children.

From their first year at the institute, the students become familiar with school work, the best students working at schools and children's institutions as pioneer leaders, club advisers, and practical directors of pupils' brigades.

Attention is being paid to the training of singing and music teachers at pedagogic institutes and schools and in the education departments of four conservatoires.

In accordance with the education act, the training of teachers will be improved and the scientific and technical level of instruction at pedagogical institutes will be raised. A great deal of work has been conducted on the improvement of curricula and syllabuses.

Socially useful labour in industrial plants, on construction sites, in agriculture, at schools and children's institutions is to be introduced for all pedagogic institute students. A new speciality, "vocational instruction", is being introduced in departments of physics, mathematics and natural history. Great attention will be devoted to the aesthetic and physical education of the students.

The role of the pedagogic institutes in working out educational problems is being considerably increased. Special attention will be devoted to research work by the most capable young students.

In accordance with the law, the training of primary school teachers at pedagogic institutes is being expanded with the ultimate aim of staffing all schools with teachers who have received higher education.

In 1959, training in education for engineers is to be organized at two pedagogic institutes and a pedagogic institute is to be opened to train teachers in agronomy, stock breeding, engineering and other special subjects.

From 1958-1959, physical education teachers are being trained at a pedagogic institute of physical education, in addition to the existing network of nine physical education departments. Another such institute is to be opened in 1959.

Art teaching is to become a second special subject at departments training primary teachers, and teachers of housecraft will be trained at all pedagogic institutes and schools.

The network of evening divisions and of extension departments for in-service teachers are to be developed. Great attention is devoted, in accordance with the law, to improving the equipment of pedagogic institutions.

Further Training Courses held by regional extension institutes for teachers were attended by 26,700 workers in schools, children's homes, pre-school and extra-mural institutions.

Raising the qualifications of teachers of physics, chemistry, biology, music and singing is being carried out at long-term courses at State pedagogic institutes and pedagogic schools. The Ministry of Education has drawn up special curricula and syllabuses for these courses. Special attention is paid to pupils' vocational training.

The qualifications of the administrative and teaching staff will be greatly improved. Further training for 16,000 teachers of physics, biology, music and singing, instructors for practical lessons in workshops, and vocational training instructors is being carried out at long-term courses at State pedagogic institutes and pedagogic schools.

One- and two-month courses under the auspices of regional extension institutes for teachers will be attended by 115,000 school principals, teachers of physics, mathematics and biology, teachers of grades I-IV and workers in children's institutions. About 19,000 teachers and heads of public regional education boards will attend one- or two-year courses without leaving their work in schools. At the same time more than 11,000 principals

of schools and heads of public education boards will attend the central extension institute during the seven-year plan. Special attention will be paid in these courses to the study of new tasks connected with the school and with modern science, culture, and technique.

AUXILIARY SERVICES

Handicapped Children The Ministry of Education runs 160 special boarding schools educating 18,700 pupils with various physical defects (blind, weak-sighted, deaf-mutes, hard of hearing, mentally defective, pupils with speech defects).

Deaf-mute children of pre-school age (from 4 to 7 years) are educated in special kindergartens at boarding schools for the deaf and dumb. A pre-school children's home for deaf-mutes has been opened. Instruction for blind children of pre-school age is planned for the 1959-1960 school year.

Over 20 schools for young deaf and dumb workers, classes for young blind workers, and a secondary correspondence school for blind and deaf-mute adults are functioning in the Ukrainian SSR.

Serious attention is being given to the teaching of children with weak vision. New schools and sight-conservation classes have been opened, primary textbooks are being printed in large type, and special exercise books have been issued.

In special schools great attention is devoted to vocational education and the training of the pupils for industrious activity. Experiments with professional training in the eighth grade of the auxiliary schools yielded good results, which permits the introduction of an eighth year with a professional bias in all these schools beginning with 1959-1960.

The number of study rooms for those with speech defects has been increased in special schools, as well as at general secondary schools.

During the seven-year plan all pupils with physical and mental defects will be fully educated at boarding schools.

Extra-Mural Activities The number of children's extra-mural institutions has grown from 822 in 1957-1958 to 890 in 1958-1959. There are now 615 pioneers' palaces and houses, 66 stations for young technicians, 47 stations for young naturalists, 28 stations for excursions and touring stations, 114 children's athletic schools, 19 children's parks and stadiums and 1 children's fleet. In addition, there are 7 children's railways, 21 children's cinemas, 12 puppet theatres, 4 theatres for young playgoers and numerous children's libraries.

At clubs and palaces of culture, there are 814 children's sections, 612 schoolchildren's rooms, about 10,000 technical and amateur theatrical circles catering for about 120,000 children.

Numerous clubs for various activities have been organized in the schools themselves.

To aid the schools and extra-mural institutions in organizing club work, the Ministry of Education issued 32 syllabuses during the past year.

During 1958, 24,000 clubs for young naturalists catered for more than 600,000 children. About 21,000 pupils took part in the exhibition of achievements in the national economy of the USSR.

Important educational work is done by the pioneer and komsomol organizations, which have about three million pioneer and about 500,000 komsomol members.

Excursions and tours have become further developed among the pupils. There were over 9,600 touring clubs in schools and extra-mural institutions; 35 children's tourist camps were attended by 9,000 schoolchildren and 165,000 children visited tourist centres. In 1958, three and a half million pupils took part in tourist expeditions. In the young tourists' relay, in celebration of the 40th anniversary of the young communist league, 1,300,000 schoolchildren took part.

To sum up results and stimulate further development of children's technical activity, a competition was held for models of industrial and farm machines, in which 74,000 pupils took part. The eighteenth model aeroplane competition was also held during the past school year.

The results of extra-curricular work in the fields of music, singing, choreography and art were summed up at the inter-regional reviews of amateur theatricals (16,000 pupils participating) and at the exhibition of children's art, where 1,800 productions were shown.

As in previous years, great attention was paid to improving children's health. For this purpose, 2,194 pioneer camps and 186 special camps were organized in the summer of 1958 and attended by 1,452,700 children.

MISCELLANEOUS

International Cooperation The international links of public education workers in the Ukrainian SSR are being systematically extended. They take the form of close and constant cooperation with other countries over many questions in the field of education.

Besides cooperation on the basis of an annual plan (exchange of delegations, teachers, students and pupils, mutual aid in further training for staff), the Ministry of Education shares its experience and renders practical aid to the Polish, Rumanian, Bulgarian, Hungarian and Czechoslovakian People's Republics on questions of public education.

Representatives of Ukrainian teachers visited the Hungarian People's Republic, the Czechoslovakian Republic and England.

Public education workers have welcomed delegations of teachers, individual workers, and specialists in education from the Polish People's Republic, the People's Republic of Bulgaria, the Hungarian People's Republic, Denmark, and the United States of America. These exchanges and personal contacts promote cultural relations, friendship and mutual understanding among the nations.

UNION OF BURMA

EDUCATIONAL PROGRESS IN 1958-1959¹

ADMINISTRATION — Finance — Administration of Textbook Supply — PRIMARY EDUCATION — School Buildings, Furniture, and Equipment — Quantitative Development — Compulsory Education — Literacy Campaign — Teaching Staff — SECONDARY EDUCATION — School Building — Structure and Free Education — Quantitative Development — Diversified Curriculum — Teaching of English — Teaching Staff — VOCATIONAL AND TECHNICAL EDUCATION — Innovations

ADMINISTRATION

Finance For the academic year 1957-1958, the total expenditure on education (including higher education) was 118 million kyats (8.7% of the total national expenditure). In 1958-1959, the total expenditure on education rose to 129 million kyats or 9.1% of the total expenditure of the State. The increase, which is 11 million kyats or 9.3%, may be attributed to the raising of the status of the University of Mandalay from June, 1958. The cost of education provided in private schools is not accounted for here. In State schools the cost per capita of educating pupils in the secondary stage is 131.97 kyats as against 120.11 kyats in the preceding year, and in the primary stage it is 44.89 kyats, as against 40.63 kyats in the preceding year.

Total government expenditure on general education (including vocational schools and the agricultural institute) is 92 million kyats as against 89 million last year. The total amount spent on general education was distributed as follows: 61.5% on primary education, 26.3% on secondary education, 3.2% on inspection and direction, 3% on the purchase of books for loan, 1% on scholarships, 0.5% on vocational education, 0.5% on repairs to school buildings and 4% on other items such as public examinations, school furniture, equipment, scientific apparatus, materials for domestic science and art, etc.

Administration of Textbook Supply With the improvement in the quality of textbooks and the growth of private enterprise, the post of director of textbook production was reduced in June, 1958, to that of assistant director of education and placed under the director of education.

The dearth of textbooks, resulting in the prevalence of exorbitant prices, has again prompted the institution of a department, called the textbook loan and rental department, in the directorate of education. The department bought approved textbooks in bulk and sent them to schools

¹ From the report submitted to the XXIInd International Conference on Public Education by U Po Tyon, Delegate of the government of the Union of Burma.

to be loaned to pupils free. During the year under report a sum of three million kyats was spent for this purpose. With the return of conditions to normality owing to improvement in international communications and a downward trend in the price of books, the Ministry of Education is now considering whether or not the textbook loan department should continue.

The educational inquiry committee recommended the re-institution of the textbook committee charged with the task of selecting suitable books for use in schools and school libraries.

PRIMARY EDUCATION

School Buildings, Furniture, and Equipment Primary schools are housed either in privately owned buildings or in buildings built out of local donations, but the government shoulders part of the burden of keeping all the buildings in a good state of repair. Over 200,000 kyats were spent in 1958-1959 on this account.

Through local efforts and cooperation most primary schools start with some school furniture and equipment. Once a primary school has been converted into a State school, the government begins to share the burden of supplying additional furniture and equipment. During the year under review a sum of 9.3 million kyats was expended for this purpose, an average of nearly 900 kyats per school.

Quantitative Development Prior to the operation of the first four-year education plan, there were 3,335 primary schools with a total enrolment of 468,436 pupils. At the end of 1956, which marked the completion of the first plan and the beginning of the second, the number of primary schools increased to 10,751 with 1,374,056 pupils. At the end of the third year of the second four-year plan in 1959, the number of primary schools had risen to 11,157 with a total attendance of 1,576,331 pupils. Since 1956, a total increase of 426 primary schools (+3%) and 202,275 pupils (+14%) has been registered. Approximately 12% of the total population of Burma are now attending primary schools, an increase of 2% over the total enrolment in 1956.

Compulsory Education Provision of primary education cannot produce the maximum result without any statutory compulsion, but as it is realized that adequate provision of facilities should precede the enforcement of the act, conscious efforts are being made to prepare the ground. A pilot project on free compulsory primary education is being tried out with 16 primary schools having a total enrolment of 2,820 pupils. Conditions and problems peculiar to Burma are being studied with a view to paving the way for the operation of the primary education act in due course. There are 11,293 village areas, for which 11,157 primary schools have been provided. The aim is to provide at least one primary school in each village of reasonable size.

Literacy Campaign There has been a vigorous drive for the achievement of widespread literacy with the means available. A three-pronged attack on the problem has been launched, consisting of: (1) preventive measures such as the provision of primary education facilities in almost

all the village areas, with the consequent expansion of training facilities for teachers, the free supply of books and other reading materials to Buddhist monasteries in places where no facilities for primary education exist, and the infusion of a utilitarian aspect into the primary curriculum as an incentive for children to remain longer in school; (2) curative measures such as establishment of a separate social welfare directorate, one of the main functions of which is to carry on a vigorous campaign against adult illiteracy; (3) statutory measures such as experimentation with the pilot project on compulsory primary education.

Teaching Staff

In March 1959, 34,514 teachers (including headmasters) were employed in State primary schools, of whom 49% were not yet trained. Last year there were 32,811 teachers, of whom 51% were not trained, a 2% rise in the trained personnel and a total increase of 703 teachers. From this it is clear that the training of teachers cannot keep pace with the expansion of primary education. This is quite understandable because the total number of teachers turned out by teacher training institutes and colleges was 20,335 at the end of 1958, while the actual requirement is 34,514 teachers.

To improve and maintain the quality of teachers and efficiency of teaching, untrained teachers are sent at the rate of not less than 1,000 teachers a year to teacher training colleges and institutes. In some cases, qualified and experienced teachers have their service extended beyond retirement age.

SECONDARY EDUCATION

School Building

On the 31st March, 1959, there were 451 State middle schools and 271 State high schools (total 722). The shortage of accommodation has been relentlessly attacked, with the result that 152 buildings with an average capacity of 600 pupils have been provided. The present cost of a building to accommodate 800 pupils is 300,000 kyats, and one for 500 pupils 200,000 kyats. In localities where the need for buildings is extremely urgent, the director of education has the power to sanction grants to the extent of 5,000 kyats at a time. In Burma, where building materials are comparatively cheap and the buildings do not require heavy, massive structures, this improvised measure has appreciably reduced the gravity of the situation. During the year under review, nearly 500,000 kyats were spent for the purpose.

Structure and Free Education

Steps have been taken to prolong upper secondary education by one year, which would, it is believed, improve the intellectual maturity of pupils for higher academic work in the universities. This modification in structure is to take effect from the beginning of the school year 1959-1960 and will bring the duration of the school course to the generally accepted minimum of ten years.

Tuition in secondary education is free, but, as in the primary stage, private schools charge fees varying from 10 to 30 kyats per month. Attendance at secondary schools is voluntary. The educational inquiry committee has recommended the revival of the fee system which was abolished in 1950. At the time of report, the government has revived it from the lower secondary stage upwards.

Quantitative Development In 1956, there were 220 high schools with a total enrolment of 49,036 pupils and 415 middle schools with an enrolment of 127,370 pupils. On the 31st March, 1959, the number of high schools had risen to 271 with 55,513 pupils, and the number of middle schools to 507 with 201,229 pupils. On the 31st March, 1958, there were 235 high schools with 51,092 pupils, and 452 middle schools with 134,054 pupils, making an increase during the year of 36 high schools and 4,421 pupils and of 55 middle schools and 67,175 pupils. A total increase of 51 high schools with 6,477 pupils and of 92 middle schools with 73,859 pupils has been achieved as the result of implementation of the second four-year plan.

In the private sector there were 325 high schools with 42,568 pupils and 286 middle schools with 53,421 pupils. The total number of pupils in secondary education stage is therefore 352,731, which gives the ratio of one pupil per 50 inhabitants as against 1 to 71 in 1956.

Last year, 3.2% of the total population of the State schools were in high schools, 11% in middle schools, and 85.8% in primary schools. This year 3.2% are in high schools, 11.6% in middle schools and 85.2% in primary schools.

Diversified Curriculum The increased demand for secondary education requires modifications in the planning of the curriculum. With the realization of the diverse needs and different abilities and interests, the secondary curriculum has been markedly diversified. A wide variety of courses have been included to suit gifted pupils, pupils with a practical bent, pupils with an eye on a vocation, pupils planning to enter business, etc.

Teaching of English English is taught as a compulsory second language from the beginning of the secondary school. The matriculation examination is bilingual, as the medium of instruction adopted in the university is still English. Some private schools prefer to employ English as the medium of instruction in the preparation of pupils for the universities.

The educational inquiry committee 1957, has recommended phased vernacularization of instruction at the university beginning in June, 1960. Relevant organizations have also been set up at the university to give effect to this decision without causing a fall in the standard of instruction.

To maintain the standard of English, special attention has been given to English teaching and to turning out efficient teachers of English both for the lower and upper secondary classes. For pupils with special linguistic abilities and those who wish to take foreign languages for their future career (trade, higher studies in a foreign university, etc.) the opening of an institute of foreign languages, where English language and literature would be studied along with other foreign languages, is under the active consideration of the government.

Teaching Staff Teachers qualified to teach in lower secondary classes (5th to 7th year) on 31st March, 1958, numbered 4,629 of whom 2,950 (63.7%) were trained, compared with 5,038 teachers on the 31st March, 1959, of whom 3,956 (78.5%) are trained, i.e. an increase of 1,006 trained teachers (14.8%).

Teachers in upper secondary classes last year numbered 1,723 in State high schools, of whom 329 or 19.1% are qualified for this level. During the year under review there were 1,890 teachers in all, of whom 355 or 13.5% are qualified. A total increase of 167 teachers and 26 qualified teachers has been recorded. The percentage of qualified teachers has gone down by 5.6% owing to the opening of 36 high schools in a single year.

The shortage of qualified teachers is more acute for the upper secondary than for the lower secondary stage. To improve the quality of teaching and maintain standards, a considerable number of in-service teachers are sent for training at the faculty of education on half salary and a full cost-of-living allowance. Teachers of repute and experience who have reached the age of compulsory retirement have their service extended. Stipends are also given on a liberal scale to students wishing to study at the faculty of education. "Special qualification allowances" have recently been sanctioned by the government.

The faculty of education at the University of Rangoon trains teachers for upper secondary classes who in course of time become heads of schools, educational administrators, educational thinkers and reformers. It runs three different courses: Bachelor of Arts in education, B.A. (Ed.), the diploma in education (Dip. Ed.) and the Bachelor of Education (B. Ed.). The first course takes two years and admission is for students who have passed the intermediate examination of the universities of Burma. The second course is of one year's duration and graduates of the Universities of Burma are admitted. The duration of the third course is one year. It is open only to students who hold the Diploma in Education. The faculty has the capacity to train 100 students for each course.

In 1958, the faculty of education of the University of Rangoon turned out 72 B.A. (Ed.)'s, 15 Dip. Ed.'s and 23 B.Ed.'s, i.e. a total of 110 qualified teachers. In 1959, it turned out 82 B.A. (Ed.)'s, 33 Dip.Ed.'s and 47 B.Ed.'s, a total of 162 qualified teachers.

VOCATIONAL AND TECHNICAL EDUCATION

Innovations

The following steps have been taken: (1) the introduction of practical subjects such as gardening and handicrafts in the primary school curriculum and the provision of funds and implements to run the courses (the primary teacher education programme comprises training in school gardening and handicrafts); (2) the introduction of vocationally biased subjects in the secondary school curriculum such as agriculture, commercial subjects, industrial arts, fine arts, and domestic science; (3) the dissemination of literature to give pupils information as to the nature of employment available; (4) the opening of two artisan training centres (junior trade schools) with accommodation for 200 pupils, a year for a two-year course, granting stipends of 50 kyats a month per pupil; (5) the opening of a high school (polytechnic) to provide training to 300 pupils a year for a two-year course, offering stipends of 50 kyats per pupil; (6) the opening of two agricultural middle schools with 169 pupils, each on a stipend of 20 kyats a month, the course being two years; (7) the opening of two agricultural high schools with 175 pupils, each on a stipend of 30 kyats a month, the course being of 3 years' duration.

At post-secondary level the following institutes have been organized : (1) two technical institutes, each of which can accommodate 200 students a year for a three-year course, granting stipends of 50 kyats a month for each pupil ; and (2) one agricultural institute with 125 students a year for two years ; 50 stipends of 60 kyats each per month are awarded and twenty teachers are annually deputed for training to become qualified teachers of agriculture.

UNION OF SOUTH AFRICA

EDUCATIONAL PROGRESS FROM 1957 TO 1959 ¹

ADMINISTRATION — *Inspection* — *Vocational Education Act* — *Act for the Extension of University Education* — *Administration of Bantu Schools* — *Budget* — *School Buildings and Equipment* — ORGANIZATION — *Quantitative Development* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *Differentiated Syllabuses* — *New Subjects* — *Teaching Methods* — *New Textbooks* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Psychological Services* — *Handicapped Children* — *State-Aided Special Schools* — *School Medical Services* — *Audio-Visual Education* — *Adult Education*

ADMINISTRATION

Inspection In the Transvaal ten additional inspectors of education were appointed in 1957 with a view to the more effective implementation of the policy of the Department, especially in respect of fully differentiated education. In conjunction with the inspection plan, it was also necessary to increase the number of posts of organizers and supervisors of special subjects. Consequently additional posts for music organizers, for an organizer of agricultural education, for supervisors for manual training and for domestic science as well as posts for subject advisers for arts and crafts and school library advisers, were created and filled during this period. As a result of the growth of provision for pupils from the country in the shape of a school journeys hostel in Pretoria, an additional post of assistant organizer of social services was created in 1956. Another interesting development was the appointment of chairman inspectors in circuits served by a number of inspectors.

Vocational Education Act Further steps were taken to implement the provisions of the vocational education act of 1955. The vocational education amendment bill of 1957 introduced the compulsory registration of all private institutions providing vocational education, the compulsory registration of all certificates and diplomas in any vocational subject issued by private persons or bodies, and the imposition of penalties for any offence in connection with examinations conducted by the Department of Education, Arts and Science.

During 1958, another amendment allowed provincial schools, subject to the approval of the Minister of Education, Arts and Science, to offer a third vocational subject in centres where there are no departmental commercial schools, provided that no more than ten hours per week are given to such a subject.

¹ From the report sent by the Department of Education, Arts and Science of the Union of South Africa.

In accordance with the policy of the Department of Education, Arts and Science, several other branches of technical colleges have been given the status of State technical and commercial high schools. The General Botha Nautical College was also taken over as a full government school in 1957.

Act for the Extension of University Education The act of 1959 for the extension of university education provided for the establishment of three separate university colleges for the Bantu. These university colleges are the responsibility of the Department of Bantu Education and were opened at the beginning of 1960.

The university college erected at Turfloop, near Pietersburg, serves the Sotho, Venda and Tsongo, whilst that at Ngoyi in Zululand provides for the Zulu. The well known University College of Fort Hare will serve the Xhosa people.

The act, for the first time in the history of the country, will enable the Bantu to obtain university training of a recognized standard in their own cultural sphere and will mean that deserving students will be aided by means of refundable government grants.

The university extension act also brought about the establishment of the first university college for non-whites other than Bantu persons. The University College of the Western Cape falls under the control of the Department of Education, Arts and Science.

No new formula for university subsidies was announced in 1958 and the problem of drawing highly qualified men into university teaching remains unsolved.

Administration of Bantu Schools Since Bantu education has been placed in the hands of the Department of Native Affairs, a uniform educational policy, consistent with the general policy of the country, has been brought about.

With the enlargement of the Cabinet in October, 1958, the Department of Native Affairs was divided into two separate departments, each under a responsible Minister, namely, the Department of Bantu Education and that of Bantu Administration and Development. The country is divided into six regions each with a Regional Director at the head. He is assisted by inspectors, sub-inspectors and supervisors of Bantu education. Both sub-inspectors and supervisors are Bantu. This step was a further implementation of the guiding principle adopted to frame the education programme, namely, the conviction that Bantu education can only be educative if there is active participation in its control and administration by the Bantu themselves.

Budget The amount budgeted for by the six education departments for the financial year 1957-1958 was £68,872,362.

School Buildings and Equipment In the Transvaal, the future need of school buildings was estimated and in addition a ten-year building programme for teachers' colleges was drawn up. Progress has already been made in the execution of the long-range building programme. Principles recommended by the department school buildings committee are being incorporated in new classrooms and buildings.

In both the Transvaal and the Orange Free State, school libraries and school halls have received attention. It is envisaged that every school should build up its own independent centralized school library as well as its own school hall.

In 1958, the Orange Free State followed the example of the other provinces and established its own building section for the erection and maintenance of all provincial buildings. Technical colleges in the larger cities are busily engaged on extensive building schemes to make up the accommodation shortage and to cope with the rapid expansion which is taking place.

ORGANIZATION

Quantitative Development The following statistics include State and State-aided schools, private schools, schools of the Departments of Education, Arts and Science and of Bantu Education :

1956	Whites	Coloureds	Asiatics	Bantus	Total	
Primary schools	445,007	233,477	91,115	1,056,457	1,826,056	
Secondary schools	172,197	21,788	10,046	34,144	238,175	
Vocational schools	18,003	1,109	255	6,720	26,087	
Teacher training colleges (full-time students)	4,943	1,631	384	5,743	12,701	
Universities	27,336	501	996	1,460	30,293	
Others	13,883	224	107	—	14,214	
1957						Difference from 1956
Primary schools	451,053	242,432	96,422	1,210,438	2,000,345	+ 9.5%
Secondary schools	181,151	22,962	11,412	39,610	255,135	+ 7.1%
Vocational schools	19,007	1,135	396	2,952	23,490	-10 %
Teacher training colleges (full-time students)	5,451	1,627	481	5,378	12,937	+ 1.9%
Universities	29,775	607	1,218	1,637	33,237	+ 9.7%
Others	14,667	498	310	—	15,475	+ 8.9%

The number of teachers is as follows :

	1956	1957
Whites	28,497	29,573
Coloureds	7,922	8,372
Asiatics	2,661	2,879
Bantu	23,194	26,051
Total	62,274	66,875

New Courses The comprehensive high school is the latest educational development in the Transvaal.

A three-year junior certificate course in Bantu administration has been introduced for the training of sons of chiefs and headmen. The first school offering this course was started in 1959.

During 1957 the Department of Education, Arts and Science, in collaboration with other interested parties, took active steps towards relieving the acute shortage of properly trained technical staff. Courses were started in that year at one of the largest technical colleges in chemical, electrical and mechanical engineering. Twenty posts of technical teacher and 20 posts of assistant trade teacher were approved.

CURRICULA, SYLLABUSES, METHODS

Differentiated Syllabuses

As a result of the introduction of differentiated education in 1958, differentiated syllabuses for all subjects were drawn up and systematically introduced into the different standards. Towards the end of 1961 differentiated secondary education will be in full swing.

Three separate courses for the high school were constructed: (a) the university entrance course, (b) the ten-year course, and (c) the eight-year course.

The criteria used for the placement of pupils are scholastic achievement, mental ability, and socio-economic factors.

New Subjects

Social studies, a subject which presents a new approach to the teaching of history and geography, was introduced on an experimental basis in a few primary schools in the Transvaal during 1957. After revision, the syllabus was adopted by all primary schools at the beginning of 1960. In the same province, vocational guidance has been modified in content and has been supplemented by counselling, which introduces a more comprehensive course for guidance so that the pupil may choose the correct course, subject, and future occupation during his school career. From 1958 schools with an enrolment of 505 pupils or more may be granted an additional staff member to teach guidance. Industrial arts has also been introduced as a valuable contribution to the practical part of the high school curriculum.

In the Orange Free State the new primary syllabuses for European schools were brought into use in schools for Coloureds in 1956. New syllabuses in the two official languages and in social studies for these schools were commenced in 1957 for class VI, which remains in the primary school for the present.

In the Cape Province, book-keeping and business methods have been replaced by a composite subject consisting of book-keeping, the essential section of business methods, and that part of commercial arithmetic included in general mathematics. The mathematics syllabus has been supplemented by more pure mathematics. New syllabuses for special classes were completed in 1959 and were introduced in this province in 1960.

Teaching Methods

In the Transvaal, teaching methods have been changed and adapted in order to provide education according to the abilities, aptitudes and interests of pupils in each of the three differentiated courses. In the Orange Free State, the experimental approach in the teaching of science is being stressed. A new system of oral tests in the second official language is being used.

New Textbooks

A number of new textbooks written especially to meet the requirements of the three differentiated secondary streams have been published in the Transvaal since 1958.

In the Orange Free State, the introduction of new syllabuses also brought about the publication of a number of textbooks.

A scheme has been devised for the stimulation of the production of new textbooks in the Bantu language for all subjects for the primary

school. According to this scheme the Department of Bantu Education undertakes to purchase a first edition of 2,000 copies of all approved books, thus minimizing the risk taken by publishers.

TEACHING STAFF

Training Specialization courses, to meet the requirements of differentiated education in the Transvaal, have been extended to include the following: physical education, music, domestic science, wood and metal work, commercial subjects, art, drama and elocution, librarianship and the education of deviate children.

Since 1956 the Transvaal administration has, by way of grants for studies, paid the university fees of students at training colleges following the combined academic and professional training courses. Part-time training has been continued at two colleges in the Transvaal.

To relieve to some extent the existing shortage of mathematics and science teachers in the Orange Free State, one-year training courses in these subjects were instituted in 1959.

In the Cape Province the revision of teachers' courses has been undertaken. In 1959 the revised programme for the first year's teachers' course was introduced. This now includes principles of education and administration, which is an integrated course consisting of method, psychology and history of education. Greater emphasis is being laid on training in the basic subjects.

The Department of Education, Arts and Science offered a full-time one-year course of training for technicians and artisans with the necessary qualifications, who wished to make teaching their career. Full salary and allowances were paid during the year of training on condition that they undertook to render at least three years of teaching service.

The Department of Bantu Education had introduced three one-year courses for the further training of teachers. Teachers who have passed these courses qualify for appointment in secondary schools.

As from 1959 the aims, courses and examinations at training colleges for Coloureds in the Cape Province have been brought into line with those at training colleges for Europeans, so that in this province all coloured education now follows exactly the same pattern as European education.

Conditions of Service The superannuation age of teachers has been raised in all provinces, and pension schemes have been improved.

Cost-of-living allowances were consolidated in basic salaries and revised improved scales were introduced with effect from October, 1958.

A vacation savings bonus similar to that paid by the Union Government was introduced at the end of 1956.

In the Transvaal, travel and subsistence allowances are now paid by the Department to teachers who follow refresher holiday courses.

AUXILIARY SERVICES

Psychological Services As a result of expansion and in order to exercise more effective control, a number of additional posts were created in four of the education departments.

The Bantu Education Department will shortly introduce school psychological services on a modest scale. The first step in this direction was the appointment of the first inspector psychologist for Bantu pupils.

In the Cape Province two more clinics were opened. Close cooperation is maintained with the two child guidance clinics of the Universities of Cape Town and of Stellenbosch.

The University of Stellenbosch has instituted an extra course in clinical work as an alternative subject for the B. Ed. degree.

Handicapped Children The first pre-vocational school for mentally deviate children of thirteen years and over was opened in the Orange Free State in 1957. In addition, an auxiliary school for scholastically retarded pupils between the ages of 8 and 16 was established in 1958.

The Cape Education Department established a third fully equipped special technical school for mentally retarded children. A separate school for hard-of-hearing pupils, the first of its kind in South Africa, was established at the beginning of 1957 at Mowbray in the Cape Province.

State-Aided Special Schools Two new schools for blind Bantu children were established in 1957. The total number of schools in 1958 was as follows: 1 school for blind European children and 4 schools for blind non-European children. There were in addition 4 schools for deaf European children and 3 schools for deaf non-European children.

The Bantu Braille Committee of the South African Council of the Blind has completed its task of preparing braille systems for the five main Bantu languages.

A second special school for epileptics was established at Kimberley in 1958. This is a State school; the first school at Kuils River is State-aided.

School Medical Services School medical inspection in Natal has been brought into line with the current procedure in the other provinces. Only certain age groups and special cases are now examined, instead of the whole school in general.

Audiometric surveys of the incidence of deafness and partial deafness have been carried out in the Cape Province and the Orange Free State.

Audio-Visual Education In the Transvaal, a departmental audio-visual education service has been established and a supervisor of audio-visual education has been appointed.

Adult Education Marked expansion was also observed in the field of adult education, especially in the distribution of books, films, etc. The Afrikaans dictionary is now progressing rapidly and the first 10 letters of the alphabet have been completed.

UNION OF SOVIET SOCIALIST REPUBLICS

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Administrative Bodies* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Educational Reform* — CURRICULA, SYLLABUSES AND METHODS — *Plans and Achievements* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES AND EXTRA-CURRICULAR ACTIVITIES — *Socially Useful Work* — *Aesthetic and Physical Education* — *Handicapped Children* — *Children's Literature* — *Youth Movements* — MISCELLANEOUS — *International Cooperation*

INTRODUCTION

The 1958-1959 school year is an outstanding date in the history of the Soviet school. The session of the Supreme Soviet of the Union of Soviet Socialist Republics adopted the law on the reinforcement of the links between school and life and on further development of the public education system in the USSR; in this law are set forth the aims and the tasks of the Soviet school and education is defined as an element in the construction of a communist society. Under this law, the chief aims of the Soviet school are to prepare the pupils for life and for useful social work, to raise the level of universal and polytechnical education, to train well educated people acquainted with the fundamentals of science, to bring up Soviet youth in a spirit of full attachment to the principles of a socialist society and to the communist ideal.

ADMINISTRATION

Administrative Bodies In 1958-1959 there was no change in the administration of public education.

According to the principle adopted by the communist party and the Soviet government on the extension of the rights of local bodies, the ministries of education of the federated republics have taken further measures to improve administration by the local education authorities and to increase their responsibility.

Budget The allocation for public education increases every year. The budget for social and cultural activities for 1959 totalled 232,100 million roubles, an increase of 19,200 million roubles over 1958. Of this sum 94,300 million roubles, against 84,200 million in 1958, were reserved for public education (+12%).

School Building Capital investments for the building of schools and other educational institutions have been considerably increased. The

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. A. J. MARKOUCHEVITCH, Delegate of the government of the USSR.

allocations of the collective farms, industrial institutions, and other social organizations which sponsor the building of schools, have been increased, as a result of all which more kindergartens, general schools and boarding schools have been opened. For instance, in the Russian Federation in 1958, kindergartens for 91,100 children and 2,457 schools with 436,900 pupils were built and opened. Of these, kindergartens for 8,000 children and 1,433 schools for 120,100 pupils were built on the initiative and at the expense of the collective farms.

ORGANIZATION

Quantitative Development The number of children in kindergartens increased by 191,800 and on 1st January, 1959, there were 2,280,000 pupils (+9.18%).

The number of pupils attending general schools of all categories (primary, seven-year and secondary schools, schools for young workers and young peasants, correspondence schools for adults) increased by 880,000 and exceeded 31,500,000 persons.

During the same period, secondary education developed parallel to the implementation of seven-year compulsory education for all. More than 1,100 new secondary schools were opened in the 1958-1959 school year. In 1958, 1,600,000 persons finished their secondary education and were given school leaving certificates.

There was a further increase in the number of boarding schools: they accommodated 180,000 pupils, against 104,500 in 1957-1958.

In the schools belonging to the system of labour reserves, young workers were trained for more than 700 different trades; 650,000 young skilled workers finished the course in these schools in 1958 and were directed to industry, building, transport or agriculture.

At the same time, 7,600,000 workers and employees have gained a higher qualification or learnt new trades by means of individual training directly in production or by attending special courses.

In 1958, 10 new higher education institutions were opened in the USSR of which 5 are in the eastern parts of the country—Akmolinsk, Vladivostok, Petropavlovsk-Kamchatka, Ust-Kamenogorsk, Khabarovsk.

In 1958, the system started in 1957 was continued. This consists in giving priority for admission to the day-time sections of higher education institutions to those who, after having finished their secondary education, have done practical work. In 1957, the proportion of these students was 27%, and in 1958 it reached 45% of the total number of students admitted to the day-time sections of higher education institutions.

More than 4 million persons attended higher and secondary educational institutions (including correspondence courses) in 1958-1959.

In 1958, 840,000 young specialists finished a course in higher and secondary specialized institutions, against 770,000 in 1957. More than 350,000 engineers and technicians from these institutions were directed into industry, building, transport and communications. This number represents an increase of over 23% in comparison with 1957.

In one year the number of specialists with higher or secondary education employed in the national economy increased by 10%, and at the end of 1958 amounted to nearly 7,500,000 persons.

In 1958, there was an increase of nearly 9% in the number of scientific workers, making 280,000 persons. The increase in the number of scientific workers employed on the different branches of physics, mathematics, chemistry and technology attained 12%.

Educational Reform According to the law adopted in December, 1958, by the Supreme Soviet of the USSR, the development of the system of public education in the Soviet Union must be carried on on the following principles :

(1) Eight-year compulsory education replaces seven-year education. By its aims and methods the eight-year school is not a full secondary school but a polytechnical school, which imparts to its pupils a greater amount of knowledge and a better psychological and practical preparation for useful social activity than the seven-year school.

(2) The large-scale electrification of the Soviet Union, the accelerated development of mechanization and automation, and the introduction of other highly productive methods require a further raising of the educational and cultural standards of the workers. For this reason, the law prescribes full secondary education not only for young people, as decided by the XIXth and XXth congresses of the communist party, but also for all workers and kolkhozians. Secondary education must therefore be greatly extended for young people and adults who are studying without stopping work.

(3) The principal categories of institution giving a full secondary education are the following : (a) evening secondary schools (correspondence courses) with a three-year course, in which persons who have finished the eight-year school and are working in the national economy receive secondary education and improve their professional qualifications ; (b) secondary general and polytechnical schools in which young men and women who have completed the eight-year school continue their studies, receive full three-year secondary education and are trained for employment in a branch of the national economy or culture ; (c) technical and other specialized secondary institutions where persons who have finished the eight-year school receive a general secondary education and specialized instruction.

(4) The duration of studies in the secondary school is extended from ten to eleven years. The leading principle of all school work is the establishment, from the lower grades up to the upper grades, of a close link between education, work and communist edification.

(5) In order to increase the role of society, to help the family in the education of children, and to prepare well educated and cultured builders of communism, the network of boarding schools must be extended so that all parents who wish it may educate their children in them.

(6) Great expansion must be given in the Soviet Union to the professional and technical education of young people. According to the law, schools belonging to the system of labour reserves must be converted into town and rural trade and technical schools with a one- to three-year course for pupils having terminated the eight-year school. Up to now, admission to the schools of the labour reserves system required a lower standard of knowledge. Education must be based on the active participation of youth

in production, in close connection with industry, building concerns, State farms and collective farms.

(7) The tasks of communist edification require a closer connection between higher and specialized secondary institutions and life and production, and a higher level of training for specialists in line with the most recent achievements of science and technology. The law states that the main task of higher and secondary educational institutions is to train highly qualified specialists, educated in the spirit of Marxist-Leninist learning, fully acquainted with the latest achievements of science and technology at home and abroad, masters of their trade, and not only capable of making full use of modern techniques but also of creating the techniques of the future. In order to fulfil this task, the training of specialists in higher and secondary specialized educational institutions must be based on close links between study and useful social work.

For these purposes it has been considered necessary to improve and extend evening and correspondence courses by organizing evening and correspondence higher and technical schools. Similar training for specialists is also to be carried on at the most important industrial and agricultural enterprises.

On the basis of these principles, each federated republic of the Soviet Union has worked out a scheme for the reconstruction of the national education system taking into consideration local conditions. These schemes were examined and adopted at the sessions of the Supreme Soviets of the federative republics which were held in the first half of the current year, and their implementation will start in 1959-1960.

CURRICULA, SYLLABUSES AND METHODS

Plans and Achievements In the 1958-1959 school year, a further 25% of the secondary schools adopted the new curriculum, which stipulates that in the upper grades the basic notions of industrial and agricultural production must be taught and that pupils must receive practical training in industry, building, transport and agriculture. In 1958-1959, therefore, the new curriculum was in force in 50% of the secondary schools.

In order to establish a closer link between school and work in production, experimental research was carried on on a much wider scale than in the previous year. In 1957-1958, 50 secondary schools of the Russian Federation were involved in this experiment, while in 1958-1959 the experiment was extended to a further 150 secondary schools. Similar experiments were carried on in all the federated republics.

All these results enabled the Ministry of Education and the academy of pedagogical science of the Russian Federation to work out new syllabuses and curricula for eight-year schools, secondary schools with vocational education and evening secondary schools. At present these schemes are being submitted to wide discussion amongst teachers, education specialists and parents.

Textbooks During 1958-1959 the same books were used as in 1957-1958. At present, textbooks in use are being revised and new books are being issued for eight-year schools, secondary schools with vocational education and evening secondary schools.

TEACHING STAFF

Training During the 1958-1959 school year, tuition in pedagogical institutes was carried on according to a five-year curriculum. As previously, teachers for grades I-IV were trained in pedagogical schools. In addition, courses for primary school teachers attended by a thousand students were organized in thirteen pedagogical institutes.

In conformity with the law on the reinforcement of links between school and life and on the further development of public education in the USSR, a scheme for the reorganization of teacher training in the Soviet Union has been worked out. According to this scheme the principal form of teacher training at the institutes and universities remains the oral method. Pedagogical training by correspondence is mainly reserved for teachers working in schools, who wish to acquire further education.

This scheme of reorganization also envisages an improvement of the students' ideological and political training by connecting the work of institutes and universities more closely with life and with the requirements of the new school. The new curricula for pedagogical institutes reserve about one day a week for training in industry, building or agriculture. Teaching practice is to be considerably extended; 20% of the time-table is to be devoted to it, and during it students must participate in the everyday life of the school under the same conditions as the regular teachers.

As the law adopted by the Supreme Soviet states that the teaching staff for grades I to IV should also include teachers who have received a higher education, higher courses for the training of primary school teachers are to be widely organized.

It has also been decided to create special courses at pedagogical institutes to train teachers for the vocational and technical education of pupils in secondary trade schools for agriculture and industry.

Further Training The education reform in the Soviet Union sets forth new tasks in the field of in-service training for teachers and school managers, who, in addition to studying the new curricula and syllabuses, will also be introduced to the latest achievements of science, technology and culture and to the organization and technology of the various branches of production.

AUXILIARY SERVICES AND EXTRA-CURRICULAR ACTIVITIES

Socially Useful Work Pupils in seven-year schools and secondary schools have accomplished much useful work, such as planting greenery in towns and workers' settlements, helping with the harvest, poultry raising, the care of rabbits and other animals, collecting scrap metal, making equipment for schools, helping to build schools, workshops, gymnasias, greenhouses, etc.

The exhibitions on the theme "School and Life", organized on the occasion of the sessions of the Supreme Soviets of the federated republics, have shown how many good and useful things pupils can make and what an educative influence this work exercises on them.

Aesthetic and Physical Education In 1958-1959 the work for the aesthetic and physical education of the children and young people in schools and other institutions continued to develop. The XIIth exhibition of drawing and painting by Soviet children, held in 1958, has again showed their artistic gifts.

In 1958 the Vth Soviet Union schoolchildren's games were held. The VIth games will take place in the current year; competitions will be organized in thirteen types of sport. During the 1958-1959 school year the first children's winter sports rally for the Russian Federation was held.

In the summer of 1958 more than 6.5 million children and young people attended pioneer camps, children's sanatoriums or excursion camps, or went to the country to kindergartens and children's homes. The organization of children's playgrounds in towns, and of kindergartens and pioneer camps on collective farms, groups of collective farms, and young communist camps was extended.

Handicapped Children The Soviet Union has always taken great care of the education and tuition of children with mental or physical deficiencies. For instance, in the Russian Federation during 1959 there were 601 special schools in which 75,900 children were educated.

Children's Literature On 1st January, 1959, 25 newspapers for pioneers and 127 newspapers for young people were issued in the Soviet Union in 11,150,000 copies; 36 periodicals for children and 23 for young people were published in 68,149,000 copies. In 1958 the children's book publishers of the Russian Federation alone issued more than 603 literary and scientific books for children and young people in 118,700,000 copies.

The publication of the children's encyclopaedia in 10 volumes is a great event. The first volume was issued in 1958; the second, third and fourth volumes will be issued in 1959.

Youth Movements In 1958 the country celebrated the fortieth anniversary of the Lenin union of communist youth of the Soviet Union. During the forty years of its existence the komsomol has become an independent mass organization of Soviet youth.

Komsomol and pioneer organizations at school have initiated many useful social activities, helped the teachers to give pupils a labour education and to provide them with a solid knowledge of the fundamentals of science.

MISCELLANEOUS

International Cooperation In 1958 the Ministry of Education of the Russian Federation received the visit of 58 delegations of teachers from abroad, i.e. 20 more than in the previous year, and sent 72 delegations to 23 countries. In addition, one hundred foreign delegations came to the USSR, at the invitation of other ministries and administrative bodies, to acquaint themselves with the Soviet educational system. A great number of delegations have also visited the academy of pedagogical science of the Russian Federation and its scientific research institutes.

In 1958 public education workers in the USSR participated in eleven international conferences and seminars on education organized by

Unesco, the International Bureau of Education, and other international organizations.

The exchange of literature on education and teaching methods and of samples of visual aids has been considerably increased. In conformity with cultural agreements, full equipment for schools and sets of school materials have been sent to certain countries.

Friendly relations between Soviet schoolchildren, students, and teachers, and their colleagues abroad have been reinforced, and relations with foreign educational research institutions and schools have been extended. Drawings and samples of artistic work by Soviet children have been sent to 20 countries.

A section on public education in the USSR was organized at the Brussels international exhibition.

UNITED ARAB REPUBLIC

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Administrative System — Planning and Research — Permanent Research Committee — Northern Region Executive Ministry — Southern Region Executive Ministry — Southern Region Educational Zones — Financing of Education — School Building* — ORGANIZATION — *Primary Education — General Preparatory Education — General Secondary Education — Technical Education — Private Education — Higher Education* — TEACHING STAFF — *Training*

ADMINISTRATION

Administrative System The proclamation of the United Arab Republic entailed the reorganization of its administrative apparatus to ensure efficiency in coping with new State requirements and the achievement of the country's objectives within the scope of the general policy worked out by the State to deal with both internal and external affairs. This reorganization entailed the setting up of a central government and an executive council for each of the Egyptian and the Syrian regions of the Republic. Under the reorganization, a central Ministry of Education came into being side by side with the two executive ministries.

The central Ministry of Education is concerned with the formulation of an education policy for all forms of general, technical and higher education, in keeping with national objectives and within the framework of the general policy of the State, the limits of the country's potentialities, and prospects of future development. It has also to coordinate the foreign cultural cooperation policy with the ministries and other bodies in the Republic concerned with cultural relations.

The relationship between the central and the executive ministries in both regions of the Republic is based upon close cooperation; a system has been laid down to ensure easy collaboration between the three ministries. Whilst the central ministry undertakes training, studies, planning and evaluation with the aid of both executive ministries, the latter, for their part, assume the execution of the major educational plans they receive from the central ministry and deal with such obstacles as might stand in the way of such execution.

Planning and Research The central Ministry of Education has already started cooperating with the national planning committee in matters relating to the organization of education, in determining the objectives of Arab nationalism, planning the labour force required to be trained by the various institutes and the relation of all this to the requirements of

¹ From the report sent by the Educational Documentation Centre of the United Arab Republic.

economic development projects, planning for the provision of school equipment, determining how much of this equipment it would be possible to produce locally, planning the construction of school premises, etc.

Permanent Research Committees Republican decree No. 1160 of 1957 provided for the creation in every ministry of a permanent technical research and projects committee. Following the establishment of the central Ministry of Education, the educational research committee was re-formed and brought directly under this ministry.

Northern Region Executive Ministry In response to the republican decree on the establishment of technical research and planning bodies, the northern region executive education ministry set up a research and planning department.

The executive ministry has also set up a training department for teaching and administrative staff, a public relations department for the purpose of strengthening cooperation between the ministry and the people, and a statistics department.

At the same time, the ministry formulated plans for the reform of education. These plans concern the elimination of illiteracy, the expansion of rural education and the extension of education in border areas.

Southern Region Executive Ministry The southern region executive ministry's technical research and projects department continues to accomplish its mission by pursuing its research.

In connection with curricula, the department is following up the results of applying the comprehensive method of reading in primary schools and studies the problems experienced by those in charge of its execution and supervision. As regards the teaching of Arabic, the department continues to set up standards for suitable free-reading books for every stage of education.

The department has also just finished a preliminary report on a study of dictation mistakes among preparatory and secondary school pupils.

Southern Region Educational Zones The enjoyment of a greater measure of decentralization by educational zones has been most instrumental in developing the objectivity of these authorities, which have worked successfully to adapt the educational process to meet the conditions of their respective localities.

Financing of Education In the northern region the education budget totalled 64,024,000 Syrian pounds, an increase of 8,038,000 pounds (+14.3%). Of the increase in allocations for education, primary education secured well over half, the figure for that type of education having risen by 4,698,000 over the relative allotments for last year, so that the primary education budget represented 52% of the total budget for education. The Ministry of Education subsidy to Damascus University this year also rose by 761,000 pounds over the figure for last year.

In the southern region the education budget rose to 39,326,000 Egyptian pounds, i.e. an increase of 1,111,000 (2.9%).

School Building In the northern region the construction of school premises has continued. A large number of schools were constructed after the union of the two provinces and a provisional programme was worked out to complete the construction of a further number of premises the building of which has long been suspended. This project is to be completed before the execution of the new five-year plan.

Being desirous to provide suitable premises in both regions of the Republic and to follow unified rules and principles in this regard, the Ministry promulgated law No. 143 of 1958 that provided for the application to the Syrian region of Egyptian region law No. 521 of 1958, which gives the Ministry of Education powers to requisition the necessary buildings for the purpose.

Despite the restrictions of the old school premises law in the Syrian region, well over 100 schools were constructed there.

Under a provisional programme worked out by the school premises department of the Ministry of Education, 85 schools are to be established within the next few months. These schools will be ready to receive pupils at the beginning of the next school year.

In the southern region, in line with the general industrialization policy of the State, increasing attention is being given to the creation of preparatory industrial, agricultural and commercial schools.

Sequestered school buildings owned by French and British nationals have already been purchased. A provision of 100,000 Egyptian pounds has been made in the Ministry's budget for the current year for the purpose.

The conference committee dealing with educational matters approved the Ministry's proposal to build 100 new primary schools per annum over the next twenty years, in addition to 50 primary schools annually to replace old ones.

In relation to buildings for the other stages of education, the committee decided on the construction of new premises to replace old buildings, no matter whether the latter be government-owned or rented, provided the whole plan is completed in the space of five years.

ORGANIZATION

Primary Education In the year under review, the Ministry accepted 72,517 pupils of both sexes in the first primary school year, and opened 99 new primary schools with 740 classes and 600 new teachers of both sexes trained in teacher training institutes.

The following statistics show the extension of primary education in the two regions of the Republic :

	Schools	Classes	Pupils	Teachers
1957-1958	2,524	12,606	295,361	10,000
1958-1959	2,623	13,384	327,844	10,600

It is to be noted that the number of pupils enrolled in government schools alone increased by 32,483 over last year and that frontier areas have secured the major part of the new facilities.

Education authorities continue to enforce the primary education law applied in the southern region. This involves: (a) admitting all pupils who pass the primary certificate examination to the sixth primary year instead of the preparatory stage; (b) cancelling examinations for promotion from one class to the next, so that promotion now depends on regular attendance and on the master's assessment; (c) abolishing the primary certificate examination this year, so that pupils will receive instead a certified document proving that they have satisfactorily completed the first stage; (d) basing admittance to the preparatory stage, from next year onwards, on enrolment tests held at the beginning of the school year. Pupils who are not admitted to government preparatory schools may enroll in a government technical school or in a private preparatory school.

Arab unity curricula have been applied in all classes except the fifth year.

Rural primary education has made remarkable progress. Against 221 schools in 1957-1958, with 274 teachers and 45,922 pupils, the figures for 1958-1959 were 296 schools with 325 rural teachers trained in rural teacher training schools and 51,932 pupils. The schools exploit at least 3,498,236 m² of agricultural land, an increase of 40,000 m² over last year.

The primary education department has proposed a scheme aimed at ensuring the education of all pupils of compulsory school age within ten years from the school year 1959-1960 onwards. All pupils within the compulsory school age (6-7 years) will be enrolled, so that by the end of the first five years of the plan, 90% of the total number of school-age pupils will have been admitted.

The necessary premises for the implementation of the project will be set up within twenty years at the yearly rate of 100 new schools and 50 schools to replace old ones.

General Preparatory Education

Northern region. Upon unity being declared, the Ministry of Education issued the necessary ministerial orders amending general education stages in the Syrian region.

The first year of the preparatory stage was added to the primary stage as a sixth year and pupils were no longer permitted to sit for the competitive test for the preparatory stage unless they had passed six years in the first stage. In most areas, preparatory education was also separated from primary education as an independent unit. This entailed considerable amendment to curricula, standards and subjects, as well as the reorganization of secondary and preparatory schools. New preparatory schools were thus set up in provincial capital towns, while others were expanded and converted into secondary schools.

Syllabuses and curricula in the preparatory stage were also substantially amended and the curricula prescribed by the Arab cultural unity agreement were applied in the first year. Those for the following two years will be applied gradually.

Southern region. Despite the great demand for preparatory technical education, general preparatory education made marked progress in relation to last year. Against only five new general preparatory schools in the year 1957-1958, a total of 23 government and private schools were set up this year. Enrolments this year also exceeded last year's figure by

8,641 boys and girls, and additional teaching staff totalled 1,223 men and women.

In conformity with law No. 55 of 1957 organizing preparatory education, the second year of the newly-introduced three-year system was created this year. The third and fourth years are being retained in accordance with the old system, pending the creation next year of the third year as provided for in the new system. The fourth year and the unsuccessful candidates from the third year (old system) will be liquidated.

General Secondary Education

Northern region. The process of separating preparatory from secondary education is still in progress. The separation was effected in most areas this year. The separation has necessitated curriculum and syllabus revision, e.g. the introduction of social studies, the allocation of time for practical hobbies, and the development of social and sporting activities. To meet expansion in both stages, teachers' time-tables were increased by one lesson.

The question of allocating and orientating pupils to the literary or scientific sections was also given attention by ministry authorities.

Southern region. With a view to the execution of the Arab Cultural Unity Pact, curricula were reconsidered. A new plan governing secondary education was drawn up. The authorities encourage pupils in the two final forms of the secondary stage to choose physics as a subject of specialization.

The practical studies conducted during the hobbies periods were reorganized to encourage pupils to practise handicrafts and to experiment.

The secondary education department has proposed to the relevant authorities that holders of the girls' secondary school diploma who gain 70% of the maximum number of marks in the final examination should be entitled to admission to the universities or to higher institutes of university standard.

The Ministry decided to appoint a technical committee to study questions relating to general secondary education, such as the admission of pupils, their allocation to literary and scientific sections, psychological and vocational guidance, and optional subjects.

Technical Education

Northern region. Technical education in the Syrian region comprises industrial and commercial schools (preparatory and secondary) as well as schools for women's crafts. Agricultural schools, however, come under the Ministry of Agriculture.

The following table reflects the development of the various types of technical education :

	Pupils		Increase	
	1957-1958	1958-1959		
Industrial schools for boys . . .	1,261	2,277	1,016	+80%
Commercial schools	546	738	192	+35%
Domestic science schools . . .	599	896	297	+50%
Total	2,406	3,911	1,505	+62%

Secondary commercial classes for girls were opened and temporarily attached to general education schools for girls or to women's technical

schools. Those classes form the nucleus of preparatory and secondary commercial schools for girls.

New trades were introduced in preparatory industrial schools such as tinkering, sanitation works, radio, etc.

Since the beginning of last year Arab Cultural Union syllabuses have been gradually applied in the first and second secondary classes, and in the first preparatory class in technical schools of all types.

The technical education administration is currently studying a five-year plan aimed at expanding technical education to correspond with the needs of the country's economic progress.

Southern region. The number of technical education classes in the preparatory and secondary stages increased by 551 over the figure for last year, and the number of pupils rose to 46,356 boys and girls (28,466 last year).

Seven institutes for boys and others for girls were converted this year into preparatory technical schools.

Three new secondary schools were set up and provided with the most up-to-date industrial equipment and materials. One of these was devoted to the precision mechanical and electrical industries, one to architecture and one to the ornamental industries. A higher industrial institute was also created at Chibin-El-Kom, which now comprises a technical section for public works and a mechanical and electrical section.

The execution of the high dam project (Sadd el Ali), with all the technical and specialized labour it requires, has had great repercussions on industrial education programmes. The responsible authorities decided to extend the architectural and electricity actions in industrial schools. In the Matarieh vocational training centre, three sections were set up to deal with telegraphy, electricity, industrial chemical analyses and architectural drawing for the training of the draughtsmen and artisans needed by the implementation of this gigantic project.

It is the intention of the general industrial education department to devote each preparatory industrial school to a single industry. A pupil would thus practise throughout the years of his course one single trade in which he would attain the requisite technical standard.

As regards secondary technical education, the pupil also practises one single trade and will be able, at the end of his course of study and after a two-year period of apprenticeship in an industrial plant, to fill the post of a technician in that plant.

Taking the country's needs, possibilities and over-population into account, the industrial education department has formulated a five-year project which envisages the creation of the following schools and institutes: 3 secondary industrial schools for boys, 57 industrial preparatory schools for boys, 11 technical preparatory schools for girls, 2 technical secondary schools for girls, and 2 higher industrial institutes. Care will be taken to set up an industrial school in every town with a population of more than 100,000.

Commercial education is distinguished by its sensitivity to market fluctuations and demands. Responsible education authorities make a point, therefore, of studying market requirements, the tastes of business firms, etc. Good demand by commercial firms for pupils from the minis-

try's commercial schools for girls was noticed. The girls were employed in exhibition, sale and cash-registry operations.

Demand for agricultural education is growing to such an extent that the number of preparatory agricultural schools has doubled this year. Another agricultural secondary school and two higher institutes were also set up. For the first time, girls joined higher agricultural institutes and proved marked efficiency, a fact that augurs well for the future of the experiment.

The agricultural education department has a five-year agricultural education programme which envisages the establishment of a higher agricultural institute, a secondary agricultural school and five preparatory agricultural schools in each year of the plan.

Private Education *Northern region.* Private schools have increased considerably since the Union. More than half the increase (67% approximately) was in the number of second stage (preparatory and secondary) schools. The following table shows the proportion of private schools to the various stages of education, and of the total number of schools :

	Total No. of Schools	No. of Private Schools	Approximate Percentage
Primary and rural	3,850	457	14.8%
Second stage	308	206	67%
Technical	16	2	12.5%

Southern region. The number of private schools has substantially declined, mainly owing to some schools' failure to comply with the conditions prescribed by private education law No. 583 of 1955. The application of this law having revealed certain shortcomings, law No. 160 of 1958 regulating private schools in the United Arab Republic was issued together with ministerial order No. 20 of 17.3.1959 covering the executive regulations applied to that law.

Higher Education In the Syrian region there are a number of institutes attached to university faculties, such as the dentistry, chemistry, nursing, maternity and higher commercial institutes. The commercial institute admits pupils from secondary commercial schools who pass an entrance examination.

In order to regulate, develop and reform university and higher education the following laws were promulgated with the aim of: (a) determining the task of the universities in such a manner as would achieve national objectives as well as cultural, scientific and intellectual aims in keeping with the general policy of the State; (b) unifying the general principles on which university organization in both regions is based; (c) developing university education through the establishment of a new university at Alep in the Syrian region; (d) reconsidering university education with a view to its development and unification in both regions; (e) expanding the potentialities of Damascus University and increasing its budget; (f) preparing a plan whereby Master's and Doctor's degrees will be introduced in the faculties and institutes attached to Damascus University; (g) awarding scholarships; (h) organizing university undergraduates' federations in the United Arab Republic.

TEACHING STAFF

Training *Northern region.* Ten schools exist in the northern region of the Republic for the training of male and female teachers for primary and rural schools. According to the order establishing these schools, their aim is to prepare their pupils to be primary school teachers who are educators and social pioneers with faith in Arab nationalism and ability to impart its conceptions to their pupils.

The following table reflects the growth of these schools :

	Schools	Pupils	Teachers
1957-1958	8	1,231	147
1958-1959	10	1,452	160

To meet the expansion of the various educational stages, 100 students were sent to study in southern region primary and rural teacher training institutions.

A five-year training plan was formulated by the Ministry which is aimed at improving standards. The means adopted are seminars, conferences, forums, training courses, the publication of bulletins and booklets, the organization of scientific visits, internal and external scholarships, the opening of central and regional libraries, etc.

Southern region. The increase in the number of rural training schools for men and women teachers was from 8 last year to 13 this year. The number of classes rose from 76 to 114 and the number of new students in rural and general training schools has almost doubled, rising from 1,657 to 3,258.

The trend towards providing preparatory schools with highly qualified teachers entailed the abolition of the private teacher training schools specially for preparatory school teachers.

The teacher training department received a set of reports on first stage teachers, in the light of which it recommended the extension to four years of the three-year course of general and rural teacher training. This trend was inspired by the desire to implement the recommendations of the cultural unity agreement. Cultural unity joint committees had felt the need for giving first stage teachers a thorough general culture and professional training.

The Ministry granted admission to the Minia higher women's teacher training college to graduates of general, rural, and private women's teacher training schools.

The teacher training department continues its efforts to afford distinguished teacher graduates of the additional sections attached to general teacher training schools an opportunity to follow still higher studies.

UNITED KINGDOM

England and Wales

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Finance* — *School Building* — *Independent Schools*
— ORGANIZATION — *Statistics* — *White Paper on Secondary Education* —
Further Education — CURRICULA, SYLLABUSES AND METHODS — *Pamphlets*
for Teachers — *Secondary School Examinations* — TEACHING STAFF — *Training*
— *Salaries* — AUXILIARY SERVICES — *Handicapped Pupils* — *School Meals*
and Milk — *School Health Service* — *Grants to Students* — *Youth Service and*
Adult Education

ADMINISTRATION

Finance The Ministry's net expenditure for 1958-1959 was about £383,500,000 compared with £365,000,000 in 1957-1958. The increase was due to the continued growth in the school population and in the buildings and number of trained teachers provided to meet it, to the expansion of further education and to general increases in costs and services.

The total gross expenditure of the local education authorities was estimated at £599,000,000 of which about £373,000,000 fell to be met from Ministry grants and £226,000,000 from local taxes.

The University Grants Committee expected to spend over £49,000,000 on grants to universities.

The end of the financial year 1958-1959 (31st March, 1959) saw the ending of the existing system of grant-aiding local education authority expenditure whereby the Ministry of Education paid a percentage of grant on the authorities' approved expenditure. Under the Local Government Act, 1958, the grant for education (excluding school meals and milk) will, as from 1st April, 1959, form part of a general grant paid by the Ministry of Housing and Local Government to the local authorities; the total sum of this grant is calculated in advance, and is based on existing rates of expenditure for the various services covered, adjusted to allow for probable trends; it is shared out between the local authorities concerned on the basis of population, income from locally raised rates and other relevant factors. The first two years' grants assume that local education authority expenditure on education services covered would amount to £600,000,000 in 1959-1960, and £632,830,000 in 1960-1961.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. J. G. M. ALLCOCK and Miss S. M. E. GOODFELLOW, Delegates of the United Kingdom government.

The new financial arrangements stemming from the Local Government Act have necessitated an extensive review of the procedure for ministerial control of the education service. Although the fundamental relationship between the Ministry and the local education authorities is unchanged, all the previous grant regulations have had to be reviewed and new regulations issued prescribing standards and general requirements. Some controls have been relaxed, giving authorities a greater measure of discretion in the spending of money on education.

The Act also provided for the creation, for the first time since 1944, of new "excepted districts" (whereby smaller units of local government can, within the larger local education authorities, be given certain delegated powers in the education service), and by the end of 1958 a number of applications for this status were under consideration.

School Building In school building, the emphasis on secondary rather than on primary places became even more marked. During 1958 nearly 197,000 new secondary places were brought into use compared with 162,500 the year before, and the number of new secondary places under construction at the end of the year was over 188,000. In primary schools, over 98,000 places were brought into use and over 64,000 were under construction; 590 new schools were occupied during the year.

The five-year programme for buildings for technical colleges, which formed part of the government's drive to develop technical education, made good progress. Major projects for further education completed during the year amounted in value to over £9 million and at the end of the year there was over £29 million of technical college building under construction. Most of the work in the five-year programme had reached an advanced stage of planning, and longer term needs were under consideration.

Steady progress was made with building for the reorganization of all-age schools; during the year the number of children in such schools fell to about 139,300, i.e. 6.7% of all children aged 13 in maintained schools compared with 8.6% the year before. A White Paper issued in December (see below) announced plans for a five-year building programme beginning in 1960, and costing £300 million, designed to complete the reorganization of all-age schools as well as covering normal building needs and substantially improving conditions in sub-standard secondary schools.

The total value of educational building started during 1958 was nearly £72 million.

Construction of the secondary grammar school on which the Ministry's development group of architects and other professional experts have been working was started during the year, and the planning of a college of further education was well advanced. The group undertook the design of two new primary schools for rural areas, to explore the problems involved, and plans for these also were well advanced by the end of the year. The group also began a study of the problem of bringing existing secondary schools up to a proper standard.

The consortium of local education authorities concerned with the new system of construction to avoid damage caused by subsidence from mining continued to operate successfully and the system was found to be capable of extension to building on normal sites.

One new Building Bulletin was published during the year, on the development project school at Amersham.

Independent Schools The inspection and registration of independent schools referred to in last year's report was almost complete by the end of 1958. The number of independent schools is nearly 4,400, of which about one third are recognized as efficient by the Ministry. Approximately one child in fifteen attends an independent school.

ORGANIZATION

Statistics The number of children in maintained and assisted primary and secondary schools (excluding nursery and special schools) in January, 1958, was nearly 6,839,500, an increase of nearly 63,000 over the previous year. Pressure on infant departments was again relieved and, for the first time since 1949, on the junior schools also, the total number of infants and juniors falling by 55,000. The number of seniors (i.e. pupils over 11 years of age) went up by 118,000, this number including a further increase of 32,000 in the number staying at school beyond the statutory school-leaving age.

The number of teachers in maintained primary and secondary schools (including nursery but excluding special schools for handicapped pupils) increased again during 1957, bringing the total number to about 264,600. A further reduction was achieved in the number of over-large classes in junior schools, but the increase in the number of teachers in secondary schools was barely enough to match the increase in the number of children. The shortage of specialist teachers was still apparent, despite an increase in the number of graduates entering the schools and the continued deferment of National Service. The scheme to ensure a fairer distribution of teachers continued to help the more seriously understaffed areas to maintain their standards.

Further education students taking full-time (including "sandwich") courses during 1957-1958 numbered nearly 90,000, some 14,000 more than in the previous year. Part-time day students numbered 485,000, compared with 469,000 the year before and, of these, over 434,000 were day release students, against the previous 417,000. The number of evening students remained at slightly under two million.

The number of full-time teachers in major further education establishments (excluding art establishments and evening institutes) rose by nearly 1,500 to more than 13,600, and the number of part-time teachers by 1,340 to nearly 50,700.

The five-year plan for the expansion of technical education continued to make headway in 1958. The eight colleges of advanced technology shed much of their previous non-advanced work, and more than half of the courses approved for the Diploma in Technology were at these colleges. The first students sat their final examination for this award.

**White Paper on
Secondary Education**

In December, 1958, the Government published a White Paper on secondary education. While preserving broadly the existing system of secondary schools providing

either secondary grammar, secondary technical or secondary modern education (with, where geographical or population circumstances justifies it, bi-lateral or comprehensive schools providing two or three sorts of schooling in one building), the objective set by the Paper was to achieve the expansion of facilities in secondary modern schools so as to provide a full range of courses suitable for all the very varied capabilities of the children attending them. The White Paper also looked to the complete elimination of all-age schools and, as mentioned above, announced a five-year building programme of £300 million to achieve these aims.

Further Education The new arrangements mentioned last year operated successfully throughout 1958.

The national council for technological awards announced in December, 1958, its decision to institute an award higher than the Diploma in Technology, for outstanding work in college and industry in investigating problems related to the needs of industry. The award would be membership of the College of Technologists, to be set up by the council.

A committee was set up by the national advisory council on the training and supply of teachers, to consider the provision of courses of professional training for serving teachers in establishments of further education.

CURRICULA, SYLLABUSES AND METHODS

Pamphlets for Teachers The Ministry issued two educational pamphlets for teachers during this period: one on the use of the countryside as a background in school work, and the other on the teaching of mathematics in secondary schools.

Secondary School Examinations The secondary schools examination council established a sub-committee to review arrangements for the examination of secondary school pupils otherwise than by the General Certificate of Education, and to consider desirable developments.

TEACHING STAFF

Training It became clear that the demand for teachers in the 1960's would be greater than had been anticipated, while the output from training colleges would fall when the three-year courses started. After seeking the advice of the national advisory council on the training and supply of teachers, the Minister decided that training college places should be increased by 12,000 by the autumn of 1962. The expansion would be secured by increasing the size of some existing colleges and by the establishment of new ones.

The rate of capital grant payable to voluntary training colleges was to be increased from 50% to 75% for projects designed to achieve such expansions.

The supply of recruits for training showed a further increase. Altogether, over 18,000 students entered courses of training, including 3,100

university graduates. The programme of supplementary one-year courses was again expanded to increase the supply of specialist teachers for secondary schools.

The area training organizations were considering the academic and professional content of the three-year course to be introduced in 1960.

The grants paid by local education authorities to recognized students at teacher training colleges were increased from the autumn of 1958 to keep them in line with grants to university students.

Salaries Following negotiations between the teachers' and the local education authorities' organizations, the Minister approved an increase of 5% in teachers' salaries from the early months of 1959.

AUXILIARY SERVICES

Handicapped Pupils The number of children in special schools for handicapped children in 1958 was 62,100, with others less seriously handicapped attending ordinary schools. During 1958, 31 new special schools (20 day and 11 boarding) were provided. The most serious shortage of places is still for children who are educationally subnormal, despite the provision of another 2,000 places during the year.

Schools Meals and Milk Over three million children at maintained schools were taking school dinners in 1958, nearly 49% of the number in attendance. The number of schools without meals facilities fell to 539.

The proportion of children taking milk showed little change: about 84% of the children in attendance.

School Health Service The year 1958 marked the fiftieth anniversary of the school health service, and the report of the chief medical officer on the health of the schoolchild for the years 1957 and 1958 included a review of the first fifty years of the service's work.

The Ministry of Health scheme for vaccinating schoolchildren against poliomyelitis continued, over six million children under 15 having been vaccinated by the end of 1958.

Grants to Students Over 23,000 new students were admitted to universities in England and Wales at the beginning of the academic year 1958-1959, of whom over 19,500 were receiving help from public funds (about 3,700 State scholarships, and the rest local education authority awards). In addition, the Ministry awarded 256 State studentships for postgraduate study in arts subjects.

The number of awards granted by local education authorities to full-time students in technical colleges rose from 10,000 to 11,000.

The rates of grant for State scholarships were increased from the autumn of 1958, and local education authorities made similar adjustments in their grant scales.

Youth Service and Adult Education Grants to national voluntary youth organizations, including capital grants to local organizations, totalled over £254,000. Grants were also offered for 83 playing-field

schemes and over 268 village halls and community centres, and some £43,000 was made available to other organizations concerned with physical training and recreation.

The committee considering the structure of the public library services (mentioned last year) presented its report to the Minister in December, 1958.

The Minister set up a committee to review the part played by the youth service, and to advise on priorities for spending the money available for it.

Northern Ireland

EDUCATIONAL PROGRESS IN 1958-1959 ¹

Finance — School Building — Teachers — Technical Education

Finance The Ministry's expenditure on educational services reached £13,166,000 in the financial year ended 31st March, 1959, as compared with £11,607,000 in the preceding year. This increase, of 13.43%, reflects the continued expansion of education services and general increase in costs.

School Building During the year from 1st August, 1958, till 31st July, 1959, it is estimated that 62 new schools (32 primary, 25 intermediate, 3 grammar and 2 nursery) will have been completed at a cost of £5,145,000. It is estimated that new schools in course of erection at 31st March, 1959, would cost nearly £6,695,000.

Teachers About 10,400 teachers are serving in grant-aided schools in Northern Ireland, about two thirds of whom are working in primary schools. More than 500 students were admitted to teacher training colleges in 1958, and the colleges had total enrolments of over 1,660 students.

Technical Education Steps were taken to further the development of technical education; these included the setting-up of advisory committees concerned with mechanical engineering, electrical engineering and building. The terms of reference of these committees are to advise the Ministry of Education on matters affecting technical education as related to the industry concerned.

¹ From the reply sent by the Ministry of Education of Northern Ireland.

Scotland

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Finance — Grants to Students — School Building — ORGANIZATION — Quantitative Development — Further Education — TEACHING STAFF — Training — Numbers — Supply — AUXILIARY SERVICES — School Health — School Meals — Child Guidance — Handicapped Children — Youth Service*

ADMINISTRATION

Finance Expenditure on education has continued to rise, from about £70.2 million in 1957-1958 to £75.7 million in 1958-1959. This is due to the continued development of the educational service and to further increases in teachers' salaries, including the fourth instalment of equal pay for women teachers, which is being implemented by instalments spread over seven years.

Grants to Students The number of bursaries awarded by education authorities to pupils over school age in secondary schools and departments, and to students undertaking courses of further education, rose from 28,104 in the 1956-1957 session to 31,663 in 1957-1958; relative expenditure rose from £2.1 million to £2.9 million.

School Building The value of work done during 1958 was £10.7 million, against £10.6 million in 1957. The number of new school places provided during the year was 56,450, the highest ever achieved in one year.

The needs of new housing areas still figure largely in the building programme, but the most urgent problems to which planning was directed in 1958 arose from the provision of accommodation for the growing numbers of children entering secondary schools and of additional facilities for technical education.

The value of new work started during 1958 was £14.2 million against £10.8 million in 1957. This includes 36 new primary and 13 new secondary schools providing about 30,730 places and 244 extensions to existing schools providing about 15,914 places. At the end of the year 93 new schools and 110 major extensions with a total capacity of about 87,845 places were under construction.

ORGANIZATION

Quantitative Development The number of public and grant-aided schools in 1958 was 3,293, as compared with 3,265 in 1957. Of these, 77 were nursery schools, 2,321 primary schools, 785 secondary schools and 110 special schools for handicapped pupils. The average number of pupils in

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. J. G. STRACHAN, Delegate of the United Kingdom government.

these schools rose from 874,833 to 876,227. The largest age groups resulting from the sharp rise in the birth-rate in the years 1946-1948 were still in the later stages of the primary course by 1958, and there were 2,292 more pupils in primary departments as a whole. In September, the first of these groups began to move into secondary departments.

In addition, 22,128 pupils, about 2.5% of the total number receiving education, attended independent schools outside the public educational system. There are in all 159 of these independent schools. Since September, 1957, the proprietors have been under obligation to apply for their schools to be included in a register, which would testify that the schools had been found, on inspection, to be generally efficient. By the end of December, 1958, 136 of the schools had been inspected and found acceptable for final inclusion in the register.

Further Education

Good progress is still being made with the programme for the expansion of facilities for technical education. A new centre has been provided at Dumfries by the adaptation of an existing school building and the building of two new local technical colleges has started. Plans have been approved for four others, and agreement has been reached on the courses and the accommodation to be provided in twelve more in widely dispersed areas. Satisfactory progress is also being made with the large extensions which are to be erected at several existing local technical colleges and central institutions.

One cause for satisfaction this year has been the fact that the number of students released by their employers to take part-time courses involving both technical and general education increased by more than 1,700. Over 132,000 students were taking full-time or part-time vocational courses.

TEACHING STAFF

Training

The new regulations which came fully into operation on 1st April, 1959, provide for a devolution of responsibility throughout the teacher training system so that the colleges of education have more independence, their principals are given considerable powers in their own right, and the views of the college staffs on academic and other matters are enabled to find expression.

Under this system, a governing body manages each of the seven colleges of education, the direct control of each college being in the hands of the principal. Boards of studies composed of members of the teaching staffs consider, and advise the principals on, academic matters generally. Increased representation on the governing bodies is given to serving teachers.

A new Scottish council for the training of teachers has been established as an advisory and coordinating body. Composed of members of the governing bodies of the colleges, its functions are to keep the work of the training system under review, to advise the governing bodies on general policy and major new developments, to assist the Secretary of State in relation to recruitment and training of teachers, and to formulate principles and rules for exceptional admissions to training of, or exceptional awards of teaching certificates to, persons who have qualifications other than those normal in Scotland.

A start will shortly be made on the second part of the review of the training system which will deal with college entrance standards, the nature of training, training standards and certification.

Numbers At the beginning of October, 1958, the latest date for which full returns are available, 36,723 persons were employed as teachers, an increase of 271 over the previous year. Of these, 35,097 were certificated teachers and 1,626 were persons who, whatever their qualifications, were not recognized as certificated teachers. Of the 34,893 certificated teachers other than retired teachers aged 70 or over, 15,677 were graduates, including 4,349 with first or second class honours degrees; there were 23,118 women and 11,775 men teachers.

Supply In February the final report was published of a special committee of the advisory council on education in Scotland which had been considering measures to improve the supply of teachers for secondary schools. The report contains a large number of recommendations, among the most important of which are proposals for higher salaries, for changes in the training and certification of certain teachers, for increased bursaries and other awards to students, for the establishment of a pensions scheme for teachers' widows and dependants, and for an increased effort on the part of education authorities to consult their teachers on professional matters. Urgent consideration is being given to all these recommendations.

AUXILIARY SERVICES

School Health The school health service, working in conjunction with the national health service, provides for routine and special examinations of all children attending the schools and for treatment of all defects, medical, visual and dental, which may be found. The number of dentists employed in the school health service as of December, 1958, was 177. A number of mobile dental units is in operation, particularly in rural areas. B.C.G. vaccination against tuberculosis is being offered by all Scottish local health authorities. The percentage of pre-school children immunised against diphtheria in 1958 was about 70, and by the end of the year all local health authorities were carrying out vaccination against whooping cough. During 1958 local health authorities were able to offer vaccination against poliomyelitis to all children over six months of age born in or after 1943. By the end of the year almost 890,000 children in this group had been vaccinated or were awaiting vaccination. This figure represents over 63% of the total number eligible, and vaccination of this group still continues. In addition, arrangements were being made to give a third injection to those already vaccinated.

Education authorities have carried out the external examination of the eyes of all five-year-old children. Of the 14,963 children whose vision was examined in the areas for which information is available, 1,643 had slightly impaired vision and 290 seriously impaired vision; 625 were referred for further investigation by specialists.

More attention is being paid to the ascertainment of deafness at an early age since it has been found that speech in many cases can be satisfactorily established if aids are fitted and proper training instituted.

Supplies of the Medresco transistor hearing aids first became available at the beginning of 1959 and issues are being made to children. Special aids fitted for use with induction loop systems installed in some schools are now coming forward.

School Meals The provision of kitchens and dining rooms has continued in new schools, at schools in rural areas where children are unable to travel home for a midday meal, and at schools where the use of accommodation both for educational purposes and for dining has interfered with instruction or where the accommodation for dining is considered hygienically unsatisfactory.

A census taken in September, 1958, showed that, at that time, over 248,000 children were taking meals at school.

The opportunity of taking milk, which is provided free, is available to almost all pupils and about 88% of them take it.

Child Guidance There are now 29 full-time child guidance clinics, including two which have residential accommodation, and 24 part-time clinics. In thinly populated areas it is customary for education authorities to employ educational psychologists to visit schools and treat those pupils who require guidance. The number of education authorities who employ their own psychologists continues to increase, and more and more advantage is being taken of the facilities offered by the services for child guidance.

Handicapped Children More special schools for handicapped children have been established. The number of these schools is now 110, an increase of six over the previous year. The chief shortages are of schools for mentally handicapped and for maladjusted children.

Youth Service In view of the difficulties being experienced in the youth service, e.g. the shortage of full-time and part-time leaders, the Secretary of State is considering, in consultation with statutory and voluntary bodies, the setting up of a standing consultative committee with a view to stimulating interest and activity in this field.

The steadily increasing interest in outdoor activities of the kind provided at the Scottish centre of outdoor training at Glenmore Lodge in the Cairngorm mountains was greatly encouraged by the commencement of the erection of a new and larger building to replace the existing premises. The new lodge is expected to be opened about the middle of 1959.

UNITED STATES

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Federal Contributions* — *State Responsibility* — *Local Control* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Special Education* — *Adult Education* — *Education of Indian Children* — *Desegregation* — CURRICULA, SYLLABUSES AND METHODS — *Primary Education* — *Secondary Education* — *Higher Education* — *Vocational Education* — *Audio-Visual Aids* — TEACHING STAFF — *Numbers* — *Shortage* — *Training and Retraining* — *Salaries* — AUXILIARY SERVICES — *Educational Research* — *International Education* — *School Health* — *Out-of-School Activities* — *School Lunch Programme*

ADMINISTRATION

Federal Contributions In the fiscal year 1959 the Office of Education had a total budget for salaries and expenses of 8.8 million dollars and a total staff of approximately 700 persons.

The 85th Congress enacted a number of measures of great importance to the nation's schools and colleges. Foremost among them is public law 85-864, the National Defense Education Act of 1958. The act provides for loans to college students and fellowships for college teachers; grants to states and loans to private schools for the improvement of science, mathematics, and foreign language instruction; grants to the states for establishing guidance, testing, and counselling programmes in secondary schools and to colleges and universities for guidance personnel in secondary schools; centres and institutes for the training of teachers and other experts in modern foreign languages and for research in teaching foreign languages; area vocational education programmes of less than college grade for technicians in certain occupations; research in the educational uses of television and other audio-visual media of communication and for the dissemination of information on such uses; and aid to state departments of education to help them improve their statistical and reporting services. The Congress appropriated 40 million dollars for the fiscal year 1959 to carry out the provisions of the act.

State Responsibility State departments of education made significant advances in the past year in increasing their services to the local agencies operating schools. To some extent the increase was made possible by federal assistance under public law 85-864, which authorizes the appropriation of federal funds to improve the statistical services of state agencies. States are using the funds made available to develop standard

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Wayne O. REED, Delegate of the United States government.

terminology, to develop faster schedules for collecting, analyzing, and making data available, and to add to staff and equipment.

Local Control The school district structure, through which local government of the schools is exercised, has recently been improved. Local district boards of education are composed of lay citizens who are almost everywhere elected to office by the people.

Experience has shown that a small school district does not have a broad enough tax base to provide sufficient revenue. For a number of years states have therefore made an effort to reorganize by combining school districts and establishing new ones large enough to provide both elementary and secondary schools of improved quality. By 1959 the total number of local school districts had been reduced to 40,000, which was less than half the 1948 total and a fifth less than in 1955. Further reductions are expected, and progress in equalizing educational facilities appears certain.

In all except the very small school districts, which are served by county school superintendents, boards of education employ a superintendent and subordinate administrative staff. Although persons holding these positions have for many years had to meet state certification requirements based on specialized preparation and experience, in recent years important steps have been taken to make school administration a fully fledged profession. University professors, public school administrators, and school superintendents acting through their professional organization, the American Association of School Administrators, have been leaders in this movement.

For the past half century local school organization has been undergoing several significant changes, one of which has been the marked trend away from 8-year elementary and 4-year secondary schools to 6-year elementary and 6-year secondary schools. This trend has been strongest in cities, where many of the larger systems have divided the 6-year secondary course into 3-year junior and 3-year senior high schools. However, small systems in smaller communities are also adopting this 6-3-3 plan.

A second trend is toward the consolidation of small open country elementary schools with those in villages or other convenient centres. In 1958 the number of one-teacher schools totalled 26,000, a reduction of nearly two thirds since 1948. Consolidation of small high schools is also progressing, although at a much slower rate than that of small elementary schools.

Public acceptance of 6 years old as the age to begin school appears to be changing. In 1958-1959, 49% of five-year-old children were in kindergartens, whereas only a little more than a decade ago only 25% of these children attended. In cities where kindergartens are not available 15% of the five-year-olds are in the first grade, making a total of 64% of this age group in school.

The increasing number of private nursery schools and kindergartens financed by parents' fees and contributions of organizations has led many state departments of education to establish standards and accredit these schools. Nine states have legally authorized the registration and approval of private nursery schools and kindergartens, and nine

others have developed standards or voluntary plans of accreditation for private schools.

In gearing the schools to changing needs, parent education programmes placed increasing emphasis on quality in education and on the early identification of talent and special abilities in all children.

Finance

It is estimated that expenditure for education, both public and private, amounted to approximately 22,000 million dollars in the school year 1958-1959. An estimated 14,400 million was spent for public elementary and secondary schools for current operation, capital outlay (expenditure for lands, buildings, and equipment), and interest on school debt. This represents 456 dollars per pupil in average daily attendance. The total expenditure for public elementary and secondary schools is estimated to be about 3.3% of the gross national product.

The 1958 budgets for both public and private colleges and universities, excluding auxiliary services, student aid, and buildings, totalled 3,700 million dollars. Auxiliary services supplied 700 million and student aid 120 million.

In 1958 the federal government, under public law 85-864, authorized two programmes of financial assistance to students: loans for undergraduate, professional, and graduate students, and graduate fellowships to encourage persons planning careers as college teachers to continue graduate study up to the doctorate. During the first year more than 1,200 colleges and universities have entered the programme.

Federal funds for education for the 1956-1957 school year (latest available figures) totalled about 2.9% of the federal budget and were allotted for the following purposes:

	Thousands of Dollars
Elementary and secondary education	656,632
Higher education	1,032,524
Adult education	87,220
In-service training of civilian personnel	3,485
Education of merchant marine and military personnel for defence	34,497
Research in educational institutions	133,328
International education	50,139

School Building

During the year, over 68,000 classrooms were completed for public elementary and secondary schools to accommodate increased enrolments and to reduce accumulated needs. It was estimated that the number of classrooms needed at the end of 1957-1958 was 140,500. In the construction of new schools, planners and designers paid greater attention to design patterns, material uses, and equipment possibilities.

In 1958, colleges and universities spent 800 million dollars on buildings, 500 million by public and 300 million by private institutions. In addition they spent 180 million dollars on equipment for buildings and for the purchase of land. About one third of the total was obtained through borrowing, and the rest from taxes, gifts, and other sources.

ORGANIZATION

Quantitative Development More than 40 million persons were enrolled in elementary and secondary schools in the school year 1958-1959, an increase of about 4% since 1957-1958 and about 42% since 1950. Enrolment is expected to increase by another 16% by 1965.

Enrolment in private schools represented 14% of the total last year. There appears to be a trend towards an increase in the proportion of persons attending private schools at the elementary and secondary level and a decrease at higher level.

Approximately 850,000 pupils attended elementary and secondary schools in the outlying parts of the United States in 1958-1959. More than 600,000 of them were enrolled in elementary and secondary schools in Puerto Rico, which represents an increase of 8% over the past 4 years.

In October 1957, 96.5% of the total population of persons between 6 and 17 years old were enrolled in school, and 93% of all school-age children, generally defined as those between 5 and 17 years old, were enrolled. In elementary and secondary schools the proportion of boys and girls was about equal, but in institutions of higher education men made up two thirds of the total student body. In urban areas 97% of the 6- to 17-year-old group were enrolled in October, 1957, as compared with 96% in rural non-farm areas and 95% in rural farm areas. In October, 1947, 67.6% of the boys and girls between 16 and 17 years old were enrolled in school, and in October, 1957, 80.5%.

In October, 1958, 63.8% of the 5-year-olds and 99.2% of the 6-to 13-year-olds were enrolled in schools. Of the secondary school age group, i.e. those between 14 and 17 years old, 89.2% were enrolled in school in October, 1958.

The latest available data indicate that approximately 51% of the students graduating from high school enter college. About 42% of them enroll in college on a full-time basis and about 9% on a part-time basis.

Some 2,000 high schools supplement their curricula with supervised correspondence courses which are provided by 40 institutions of higher education. Such courses represent both advanced work in the school's regular curriculum and instruction in specialized fields which is requested by too few pupils to form a class or for which a teacher is not available. Last year more than 50,000 pupils were enrolled in correspondence courses which were a part of their regular high school curriculum.

The proportion of persons who attend institutions of higher education has increased greatly since the beginning of this century. In 1900 the resident college enrolment was equal to approximately 4% of the population in the age group 18 to 21 years old. In 1958 enrolment was equal to 35.6% of this age group. Behind the persistent vigour of this growth lie two prime factors: (1) the insatiable demand for highly developed talent in every phase of the country's expanding economic and cultural life, and (2) the national heritage of unlimited opportunity acting as a spur to individual ambition and effort.

In 1958-1959 there were 1,957 institutions of higher education, 677 publicly controlled and 1,280 privately controlled. The total enrolment in higher institutions in 1958 was 3,258,556, or 6.2% above that for 1957 and 54% above that for 1951. In 1958 the ratio of total enrolment to the

population 18 to 21 years old was 35.6 %, as compared to 34 % in 1957 and 30.9 % in 1955. Approximately 59 % of the students enrolled were in publicly controlled institutions.

About 33,000 of the total enrolled in 1958 were students attending institutions of higher education in the outlying parts of the United States, an increase of over 48 % in the past 4 years. The enrolment in Puerto Rico alone was 21,000, which was more than one third larger than the enrolment 4 years earlier.

In 1958-1959 there were 557 junior colleges, 248 private and 309 public; the 499 for which enrolment figures are available enrolled 22 % of the total number of first-year college students. As there is a growing tendency toward the decentralization of higher education, the junior colleges are looking forward to an era of rapid expansion.

A technical institute offers courses, normally 2 years in length, which are essentially related to engineering education and are intermediate between those of the high school or vocational school on the one hand, and the engineering college on the other. Some technical institutes are separate institutions offering only specialized technician training. The majority, however, are divisions of complex universities or of junior colleges. The most recent data (1957) showed over 75,000 students enrolled in the technical institutes of 249 higher institutions. Almost 15,000 persons completed such courses in 1957, and most of them were awarded the associate degree.

In 1957, 378,000 students were enrolled in extension courses. Of these, 241,000 were enrolled in degree-credit courses, which lead to a degree in an institution of higher education; 108,000 were attending adult education classes; and the others were enrolled in technical and terminal occupation courses.

Approximately 440,000 degrees were conferred by institutions of higher education during the academic year 1957-1958. Of these, 83 % were bachelor's and first professional degrees, and the remaining 17 % were second degrees and doctorates.

The following table gives approximate figures for school enrolment in the continental United States for 1958-1959 and 1957-1958, according to the Federal Office of Education Estimates:

<i>Kindergarten to grade 8</i>	1958-1959	1957-1958
Public schools	26,927,000	26,037,000
Non-public schools	4,693,000	4,466,000
Federal schools for Indians	25,000	26,000
Federal schools on federal installations	20,000	20,000
Other	128,000	121,000
Total	<u>31,793,000</u>	<u>30,670,000</u>
 <i>Grades 9-12</i>		
Public school system	7,790,000	7,399,000
Private and parochial schools	1,002,000	942,000
Federal schools for Indians	11,000	11,000
Federal schools on federal installations	1,000	1,000
Other	76,000	71,000
Total	<u>8,880,000</u>	<u>8,424,000</u>

<i>Higher education</i>	1958-1959	1957-1958
Universities, colleges, and professional schools, including junior colleges, teacher training schools, and technical institutes	3,623,000	3,450,000
 <i>Other schools</i>		
Private commercial schools (day and evening)	560,000	560,000
Nurses' training schools (not affiliated with colleges and universities)	89,000	91,000
Total	649,000	651,000
Grand total . .	44,945,000	43,195,000

N.B. These estimates include enrolments for the entire school or college year; they are not restricted to September enrolments alone. The total estimated population of the continental United States (excluding armed forces overseas) as of 1st July, 1957, was 170,333,000. Total estimated 1958-1959 school enrolments represent 26 % of this population.

Special Education In a conference held early in 1959 leaders in the field pointed out that special education should find and serve, after adequate diagnosis, all children needing special instruction; have an adequate and competently trained staff; provide for a wide range of ages; continually explore and evaluate better ways of instructing children; and utilize to the full the resources of all agencies.

A law passed by the 85th Congress authorizes the appropriation of federal funds for graduate fellowships to assist young persons training for work in the education of retarded children.

A number of studies on the education of the mentally retarded, including some conducted under the Cooperative Research Programme (public law 531, 83rd Congress), were completed during the year.

Adult Education Last year an estimated 35 million adults sought further education through public school courses, correspondence or extension courses offered by higher institutions, courses conducted on radio or television, on-the-job training, individual instruction, or self-directed study. These courses were supported by federal, state, and local agencies, labour and farm organizations, public libraries, churches, etc.

Public law 85-908 (85th Congress, 1st session) calls for a White House conference on aging to be held in January, 1961, and for preparatory state and local conferences. Two studies on adult education in the United States and Territories were prepared for publication: "Participation in Adult Education: Based on the October 1957 Current Population Survey", and "Adult Education Services of State Departments of Education". Further, "Education on the Aging: A Selected Annotated Bibliography", the first comprehensive bibliography on the educational aspects of aging ever to be published in this country was released.

Education of Indian Children The Bureau of Indian Affairs operates schools for Indian children who live outside organized school districts or who require boarding school care. In 1958, 294 schools

enrolled 41,190 students. Sixteen dormitories were maintained for 2,925 children who attended public schools.

It is estimated that 3,300 Indian students attended schools and colleges above the high school level in 1958.

Desegregation Desegregation of the public schools continued in the school year 1958-1959, although more slowly than in the period between 1955 and 1957. On October, 1958, 2,890 of the 8,675 school districts in the 17 southern states and the District of Columbia included Negro population. Of the 2,890 districts, 790 had been desegregated or were being desegregated, an increase of 50 over the number reported last year. By October, 1958, a total of 402,403 Negro pupils formerly in segregated schools were in integrated schools.

CURRICULA, SYLLABUSES AND METHODS

Primary Education Teachers in elementary schools made a re-examination of the curricula which led many of them to include more science and mathematics instruction and to centre their attention in teaching science on ideas that would stimulate children's interest and that ordinary people must understand in order to live in the space age. Although they did not lessen their emphasis on skills, they increased their emphasis on the practical concrete experiences through which children can learn the basic principles of science and mathematics. Teachers also provided opportunities for their social science classes, as well as their natural science classes, to have direct learning experiences through field trips, work projects, and experiments.

A trend apparent in many sections of the country was toward the increased use of individualized methods of teaching reading. Instructional materials continue to pour from the press. A new series for the elementary school is organized around the use of pictures to stimulate the child's thinking through comparison with his own experience.

Secondary Education Surveys on the secondary school have been made, one of which was particularly significant. An outstanding American educator, after a two-year study of high schools in 26 states, found the comprehensive high school, which offers college preparatory and vocational curricula and attempts to provide for all young people in the community, capable of meeting the needs of the people. His report, released early in 1959, sharply challenged the recommendations of those who had maintained that a more selective type of institution was necessary to ensure quality in education. Many school systems were experimenting by establishing special classes for gifted pupils in the comprehensive high school, but a few communities were organizing schools with a limited programme for students with special talents or needs. At the end of the school term few major changes had been made and significant trends leading to future changes were not discernible. The report will, however, undoubtedly influence future developments in secondary schools.

Two noteworthy projects are being conducted to develop ways of improving educational opportunities in small high schools. These are the " Catskill area project in small school design " and the " Rocky Mountain area project for small high schools ". Both projects are utilizing such

techniques as multiple classes, supervised correspondence courses, flexible schedules, teaching aids and electronic means of communication. Preliminary evaluation of results indicates many promising possibilities.

Although there were no major changes in the high school curriculum, some trends in high school subject matter became apparent. Many schools began to teach world literature in the 12th grade. Some state departments of education and local schools revised their syllabuses for mathematics and science. In both subjects the trend was toward the introduction of special courses, the use of new subject matter materials, increased use of students' interest in space-age ideas and information, and provision for better coordination of class instruction from the kindergarten up to grade 12.

Secondary schools made an effort to increase facilities for learning foreign languages, to provide for longer sequences of study, and to improve their teaching methods. Recent reports indicate that at least 30 public schools and 17 private schools were teaching Russian in 1958 and that a number of cities were offering Russian language courses over local television stations. Some secondary schools organized language laboratories to give students an opportunity for regular practice in listening to correct foreign speech and for imitation and repetitive oral drill.

Various types of equipment are used, including tape recorders, wire recorders, magnetic disk recorders, turntables and amplifiers, phonographs, headphones, microphones, film and slide projectors, projection screens, short-wave radios, and television sets.

The industrial arts (non-vocational) course deals with subject matter derived from industrial life (processes, tools, machines, and materials). The latest statistics indicate that almost 50% of the pupils in junior high schools and 25% of pupils in all public secondary schools are enrolled in industrial arts courses. The largest enrolments are in general shop, woodwork, and mechanical drawing, in that order. During the year, teachers of industrial arts increased their efforts to correlate their work with physical science, mathematics, and other courses.

Student interest in rockets, expressed through participation in school-sponsored clubs, greatly increased during the year. School officials approve the construction and firing of rockets only under competent supervision and under carefully controlled conditions.

Other developments include: increasing attention to science and mathematics clubs by high school staff members; continuing growth of inter-school athletics for junior high school boys; increasing emphasis on outdoor education; and heavy participation in aviation, photography, and radio clubs.

In the high school, the teachers have great latitude in the methods they use. A growing number of teachers are using committee and group work, and panel and forum discussions.

Increasing teacher concern for the individual abilities and needs of pupils has resulted in enriched classroom opportunities for able pupils, a larger number of special and advanced classes, and greater emphasis on extra-curricular activities to develop their special talents.

With federal aid, laboratory and other special equipment and materials are being provided for elementary and secondary school education in science, mathematics, and modern foreign languages.

Testing, guidance, and counselling in secondary schools are being established and maintained by the states.

Higher Education Higher education curricula tend to expand rather than contract, especially in engineering, where recent discoveries, inventions, and techniques require additional or expanded courses.

Although there is much experiment with television as an instructional medium, results so far do not suggest a trend. Much the same may be said about the placing of increased responsibility upon the student for his own learning. There is also a good deal of general study taking place, with a view to discovering how institutional economies and improvements may be made.

Four programmes provided by public law 85-864 are intended to strengthen higher education at crucial points that demand nation-wide effort, particularly in view of the great increase of college enrolments expected in the next decade.

It is estimated that about one third of the top quarter of high school graduates in the United States do not continue their education beyond high school, largely because of lack of funds. To improve this situation, the act authorizes student loan funds to be set up from which a student may borrow, at low interest rate, up to 1,000 dollars a year for 5 years. He need not begin repayment until he has been out of school for one year, and the loan bears no interest until he begins repayment. A student who becomes a full-time teacher in a public elementary and secondary school need not repay 10% of the loan for each year he teaches up to 5 years. Thus the student who borrows the maximum of 5,000 dollars and teaches for 5 years need repay only 2,500 dollars.

A second approach is the establishment of guidance and counselling institutes at colleges and universities. The institutes are attended by high school counsellors, teachers, or guidance officers who wish to improve their professional competence in identifying able high school students and in assisting them, through counselling, to make appropriate educational and career choices.

Student assistance is also provided through graduate fellowships to encourage more able students to prepare for college teaching. Over a four-year period 5,500 fellowships may be granted. Each fellowship includes a stipend of 2,000 dollars the first year, 2,200 the second year, and 2,400 the third year. The student also receives a 400-dollar allowance for each dependent. The institution he attends is granted up to 2,500 toward the cost of providing educational facilities.

The act provides for the creation of institutes to improve the qualifications of elementary and secondary school teachers in modern foreign languages and of language centres to improve instruction in languages not commonly taught in the United States. The government pays for the cost of operating the institutes and up to 50% of the cost of operating the centres. Public school teachers who attend the institutes and centres receive stipends and dependency allowances. The institutes and centres are free to those who enrol.

Vocational Education In the year ending 30th June, 1958, more than 3.6 million persons were enrolled in vocational courses, the largest enrolment to date. About half of them were secondary school pupils who

attended classes during the school day, and the other half were working young people and adults who attended part-time and evening classes.

The Congress enacted legislation providing for the training of highly skilled technicians as a function of vocational education. The legislation provides assistance for the development of area vocational education programmes at pre-college level to fit individuals for useful employment as highly skilled technicians in recognized occupations requiring scientific knowledge. Before the year ended, virtually all of the states and territories had availed themselves of this new opportunity to expand vocational education to meet the challenge of American technology.

Audio-Visual Aids Schools, colleges and universities, and adult education programmes benefited during the year from the increased use of films, radio, television, and other audio-visual aids to education. Television was available in over 60,000 classrooms in 28 leading cities, hundreds of towns and villages surrounding the cities, and in state-wide networks in some states. The 39 educational television stations reached a potential viewing audience of 60 million people, an estimated 25% of them being regular viewers. These stations carried both school and adult education programmes. In addition, 400 closed-circuit television operations in schools and colleges were producing their own programmes.

TEACHING STAFF

Numbers Approximately 1,467,000 teachers were employed in public and non-public elementary and secondary schools in 1958-1959. This was an increase of 55,000, or 4%, over the number of teachers in 1957-1958. An additional 132,000 fully qualified teachers were needed.

According to the latest available figures, about 87% of public elementary school teachers, 51% of public secondary school teachers, and 23% of the staff of institutions of higher education were women. The proportion of men teachers in public elementary and secondary schools has increased slightly in recent years, while the proportion of men and women on the staff of higher education institutions has remained relatively stable.

Shortage The teaching profession, citizen groups, and governmental agencies at all levels continued their efforts to increase the supply of qualified teachers. These efforts include: (1) action to increase teachers' salaries; (2) scholarships for potential teachers; (3) recruitment of former teachers; (4) special training programmes for college graduates who lack teacher training; (5) special training programmes for persons who did not finish college; (6) temporary teacher's certificates for partially qualified teachers; (7) use of teacher's aides to help with routine or clerical duties; and (8) use of audio-visual aids, including television, to extend the services of master teachers.

Training and Retraining In the last few years many teachers' colleges have been expanding their courses to become multi-purpose institutions. Consequently, most new teachers now graduate from the teacher training courses of colleges and universities.

Students planning to teach in the elementary schools spend about three quarters of their time studying the arts and sciences and one quarter learning how to teach. Students preparing to teach in the secondary schools spend about one seventh of their time learning how to teach and the rest studying the arts and sciences, especially the one or two subjects they expect to teach.

Most teachers continue with some advanced study after they begin teaching, and many go on to the master's degree. In the secondary schools 44% of the teachers hold the master's degree, and the number is increasing.

There is much popular and professional interest in 5 years' higher education for every teacher. Many colleges now offer fifth-year courses for teachers. Some of these emphasize subject-matter study, some offer teacher education for graduates of liberal arts colleges, and others offer advanced study in classroom teaching, counselling, school supervision, or administration. These fifth-year courses are frequently offered on a part-time basis in the evening and on Saturdays, which makes them available to teachers who want to improve their competence and other employed persons who want to prepare for teaching.

Sixth-year and doctorate courses in education are also expanding in the universities. Most of the students at the advanced level are specializing in counselling, supervision, administration, research, or some other non-teaching educational activity.

Colleges and universities, professional groups, foundations, and state and federal governments are all active in the development of summer schools and short courses. For elementary school teachers these deal primarily with the improvement of reading and the teaching of arithmetic, and for secondary teachers, with science, mathematics, and modern foreign languages. For all teachers there are special courses on guidance and counselling, improving the use of tests, and educating the academically talented.

Salaries The average annual salary per member of instructional staff in public elementary and secondary schools has increased from 2,840 dollars in 1948-1949 to an estimated 4,935 in 1958-1959, an increase of 4-5% over 1957-1958 and of 73% during this ten-year period. When allowance is made for the rise in the cost of living, the net gain over the ten-year period is about 44%.

AUXILIARY SERVICES

Educational Research There is a strong trend towards the recognition that knowledge about education must be gained through research in many fields, such as sociology, psychology, anthropology, neurology, political science, and others. Furthermore, many scientists are becoming concerned with problems of education and are designing research and applying their knowledge and skill to educational problems.

The Office of Education supports two types of research programme: research conducted by Office staff and research conducted outside the Office but administered by the Commissioner of Education.

In 1958-1959, Office specialists in public elementary and secondary education conducted research on the cost of education per pupil, certification of school librarians, teaching mathematics, teaching foreign languages, school accounting practices, school financing, and many other subjects. Office specialists in higher education conducted research on staff salaries, material facilities, and the endowment-investment policies of colleges and universities, social requirements for bachelor's degrees, and the organization and financing of two-year colleges.

Under the cooperative research programme, nearly 200 different research projects have been initiated in the United States and its territories. The major emphasis has been given to the education of the mentally retarded and the gifted, school and college retention factors, and the changing nature of higher education students. Under this programme the federal government has put approximately 6 million dollars into educational research in 3 years. The state departments, colleges and universities have matched these funds with more than 2 million dollars.

Under the new educational media programme the U.S. Commissioner of Education is authorized: (a) to conduct, assist, and foster research and experiment in the educational use of television, radio, motion pictures, and related media; and (b) to disseminate information on new educational media.

International Education During 1957-1958, 43,391 foreign students and 1,342 visiting foreign professors, lecturers, and instructors were in American colleges and universities, and 7,622 physicians were training in American hospitals as resident physicians or as interns. In 1956-1957, 12,845 students and 1,639 staff members were abroad for study, teaching, and research. The Office of Education administered programmes for 1,007 foreign teachers, 583 under the teacher exchange scheme and 419 on teacher education courses. The exchange scheme included for the first time a seminar for 20 school administrators which was conducted in France and the Netherlands during February and March, 1959. The international education exchange programme provided opportunities for many educational leaders to visit the United States for brief periods. In addition, the technical assistance programme provided study and training opportunities in the United States for approximately 625 foreign educators, representing all levels and many different fields of education.

In January, 1958, the United States and the Soviet Union signed an agreement for exchanges in cultural, technical, and educational fields. A delegation of American educators headed by the Commissioner of Education visited the Soviet Union from 6th May to 10th June, 1958, and a Soviet delegation returned the visit from 16th November to 16th December. Both groups visited schools and exchanged ideas and information with educators of the host country.

In July, 1958, the United States became a member of the International Bureau of Education, thus associating itself officially with this organization in whose work it has participated for more than 20 years.

In the calendar year 1958, the Office of Education initiated a new series of brief reports on education in other countries entitled "Information on Education Around the World". The Office also continued its studies of education outside the United States and the publication of

related bulletins; the most recently completed bulletins deal with education in Japan, Brazil, and Haiti.

The International Cooperation Administration, the George Washington University, and the Office of Education jointly sponsored an international workshop for the development of educational materials, from January to August, 1958. Altogether 21 persons from 14 countries attended.

The recommendations on the preparation and issuing of the primary school curriculum and on facilities for education in rural areas made by the XX1st International Conference on Public Education were printed in full in an Office of Education publication which was distributed throughout the United States to education leaders and persons interested in international and comparative education.

School Health

The President's Council on Youth Fitness has stimulated states and communities to improve programmes of health, physical education, and recreation. Efforts are being made to provide wise guidance and abundant opportunities for young people in and out of school to develop a high degree of mental, physical, and emotional fitness. Stress is being placed on (a) continuous medical and dental guidance; (b) correction of remediable conditions; (c) the development of good health practices, with special emphasis on mental health and nutrition; and (d) participation in suitable exercise.

Out-of-School Activities

Special emphasis during the past year focussed on school services which enrich and expand children's interests. Through the extension of the school day and year, many city school systems are providing opportunities for children to develop their talents in such fields as art, music, science, crafts, reading, and foreign languages, with a teacher as leader.

Some of these programmes are of aid to the 5 million children of employed mothers and others with special needs. Such activities, however, are not limited to these children: some of them include all age groups (children, young people, and adults).

School Lunch Programme

The national school lunch programme is a part of federal assistance to the states, administered nationally by the Department of Agriculture. The programme assists participating schools in providing nutritionally balanced lunches to schoolchildren. These payments are financed out of annual appropriations by the Congress; 110 million dollars were made available for 1958-1959. Surplus foods are also donated to the schools. In addition, through the special milk programme, which is also administered nationally by the Department of Agriculture, 75 million dollars were made available for increasing the milk consumption of children. An estimated 22 million children participated in these programmes during 1958-1959.

URUGUAY

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *New Departments* — *Finance* — ORGANIZATION — *Quantitative Development* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *Primary Syllabuses* — TEACHING STAFF — *Training and Status of Teachers* — AUXILIARY SERVICES — *Social Assistance for Pupils*

ADMINISTRATION

New Departments During 1958, a new department was set up to deal with all problems related to rural education. An educational documentation centre was also set up, at the educational museum and library, which come under the national board of primary education and teacher training.

Finance Expenditure on primary education totalled 69,075,820 pesos. Allocations for vocational education were 12,724,700 pesos, while the secondary and preparatory education budget amounted to 28,190,413 pesos, and the total budget of the University of Montevideo to 16,947,167 pesos.

ORGANIZATION

Quantitative Development For primary education, the figures for 1957 are : pupils in public primary schools, 247,814, and in private schools, 53,782 pupils. The number of pupils attending secondary and preparatory education establishments in 1958 was 54,957, while in vocational schools there were 15,919 pupils.

University Education The law on university autonomy has been approved. International courses were organized during the summer at the University of Montevideo.

CURRICULA, SYLLABUSES AND METHODS

Primary Syllabuses A new experimental curriculum has begun to be introduced in the primary school. The subjects are classified in three broad areas: (a) civic and moral education and history; (b) man and society; (c) man and nature. Although the curriculum is divided into subjects, this does not exclude study by the work unit method.

¹ From the report sent by the Ministry of Education of Uruguay.

TEACHING STAFF

**Training and Status
of Teachers**

A new curriculum for the teacher training schools, including a previously non-existent preparatory year, is being tried out. It is planned to revise the advanced course of teacher training for qualified teachers, in order to train these teachers for posts as directors or inspectors.

Courses have started at the rural training school of La Cruz de los Caminos, founded to train teachers for service in rural areas.

Intensive courses have been held in the training schools in order to provide teachers for special classes.

The status of primary and secondary teachers is being studied.

AUXILIARY SERVICES

**Social Assistance for
Pupils**

School canteen services exist in 1,413 schools and are used by 75,035 pupils. In addition, milk is distributed in 382 schools and is received by 54,575 pupils.

The share of the State in social assistance provided for pupils is 1,588,021 pesos, and the contribution of private initiative totals 563,162 pesos.

VENEZUELA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

ADMINISTRATION — *Inspection* — *Budget* — *School Building* — ORGANIZATION — *Statistics* — *Length of Schooling* — *Reforms in Some Subjects* — *Higher Education* — CURRICULA, SYLLABUSES AND METHODS — *New Courses* — *Provisional Syllabuses* — *Textbooks* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Scholarships* — *Social Assistance* — *Adult Education*

ADMINISTRATION

Inspection There have been various changes as to the number, distribution and functions of inspectors. At present there are 94 inspectors for primary schools, 13 for secondary schools, 2 for teacher training colleges, and 4 for technical schools.

Budget The government spent the sum of 367,682,966 bolivars on education during the school year 1958-1959. Whereas the last budget of the dictatorship (1957-1958) only provided 178,000,000 bolivars, the present government has set aside the sum of 461,091,765 bolivars for the school year 1959-1960, i.e. an increase of 158.4%. The increase over 1958-1959 is 25.4%.

School Building Between the 23rd January, 1958, and the end of the 1958-1959 school year, 102 primary school buildings were constructed. At present 235 school buildings are under construction, namely, 199 primary schools, 31 secondary schools, and 5 technical schools, with a total of 400 new classrooms.

ORGANIZATION

Statistics It is estimated that of the school population between the ages of 7 and 14, numbering approximately 1,171,300 children, 983,656 are at present attending school. Therefore 187,721 children of this age are not attending school. It is worth emphasizing, however, that as of the 23rd January, 1958, 420,000 children were in this position, which means that during the last 17 months 232,000 children have been added to the school population.

As 3,700 new teaching posts are to be created for the school year 1959-1960, and as it is estimated that each teacher is able to look after 50 children, it is hoped that all the children of school age will by then be incorporated in schools, or that at least the means will have been provided for rendering this possible.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Rafael PIZANI, Delegate of the government of Venezuela.

Length of Schooling With regard to free education and to the length of compulsory education there have been no changes. Neither have there been any important increases or decreases in the number of years' study in the different schools. The duration of secondary education has nevertheless been brought up to five years, both for day and evening classes.

Reforms in Some Subjects Two reforms in content and orientation have been made. The first concerns studies for social work, which now take place during the five years following the six years' primary education. Of these five years, the first three contribute to the general humanistic outlook of the pupil and the last two have a more professional character. At the end of this course the student is awarded the diploma of "Bachelor of Humanities" in social work, which enables him to work in a semi-professional capacity while completing his university education. The second reform concerns visual and applied arts, and consists in the inclusion in this course of the first stage of secondary education, lasting three years; there are also some changes with regard to the pupils' specialization. In the field of technical education three new specialized courses have been created: electronics, geology and mining, and petroleum.

The former school for women's arts and crafts has been completely transformed into a new technical college for women, in the curriculum of which are included the first three years of the secondary school course. Since the 23rd January, 1958, 6 new technical schools, 9 industrial schools and 10 commercial institutes have been provided in Venezuela. A technical training plan for workers throughout the country is being prepared for 1959-1960.

Higher Education The government has given the universities a completely autonomous status and has put through a new law radically transforming the organization of higher education in Venezuela. Two new universities have been created at Carabobo and Oriente, of an essentially technical character. As the new law provides these new universities with a minimum of 1.5% of the national budget, they can count on at least 77.5 million bolivars for their development in 1959-1960. To this figure may be added five million bolivars which the government has set aside for other studies and research closely bound up with higher education.

CURRICULA, SYLLABUSES AND METHODS

New Courses The courses of study in visual and applied arts, in social work, and in women's technical education have been radically revised. In each case the basic tendency has been to broaden general education without prejudice to technical qualifications.

Provisional Syllabuses Provisional alterations have been made in the fourth and fifth years of the secondary teacher training college course, while the courses for technical schools are still under revision.

Textbooks Eighteen new textbooks were authorized during the school year 1958-1959, including readers, handbooks, etc.

TEACHING STAFF

Training No changes have taken place during the school year 1958-1959 with regard to the organization or length of teacher training courses. The courses themselves, however, were revised.

Regarding the training of secondary school teachers, the institute of education has enlarged its scope to admit those holding the baccalaureate and senior primary teachers. Various courses have been organized for qualified candidates wishing to become secondary school teachers and plans have been made for the professional qualification of untrained staff.

The number of official teacher training colleges has increased from 7 (under the dictatorship, 1957-1958) to 24 in 1959. A new college has been provided in Barquisimeto for the training of secondary school teachers, and the universities of Las Andes and Zulia have both instituted new courses in education.

The institute for the improvement and qualification of primary school teachers had 4,441 students. In addition, complementary courses have been created for suitable candidates wishing to become primary school teachers.

Conditions of Service As of the 23rd January, 1958, senior primary teachers received an average over-all rise (including salary, family, child, and lodging allowances) of about 55%. This increase may be subdivided as follows (in bolivars):

	Basic Salary	Family Allowance	Allowance per Child	Lodging
1957-1958	546	60	20	100
1958-1959	700	100	80	100

The increases for secondary school teachers calculated per teaching hour and per year of service may be summarized as follows:

	0-7 Years	7-10 Years	10-13 Years	13-16 Years	16-19 Years	19-22 Years	22 years and over
1957-1958	12	13	14.50	16	17.50	19	20.50
1958-1959	15	16	17.50	19	20.50	22	23.50

Evening work is paid at a rate 10% per hour higher than day-time work.

AUXILIARY SERVICES

Scholarships During the 1958-1959 school year, 639 new scholarships were awarded in the different branches of education, largely for primary and secondary schools. A sum of 2,872,370 bolivars was made available for these scholarships, whereas in the school year 1957-1958 only 1,560,000 bolivars were awarded. At present there are 1,456 people benefiting from government scholarships, and the budget for 1959-1960 has provided more than 7,500,000 bolivars for scholarships.

Social Assistance The government included in the 1959-1960 budget more than 100 million bolivars for school canteens, and is to introduce a bold plan for issuing clothing supplies to schoolchildren. The problem of universal compulsory schooling is not only technical but basically economic and social.

Adult Education Adult education has been the subject of particular interest on the part of the government. A national campaign has been launched for teaching 100,000 adults to read and write in the space of ten months. To this end, 6,000 teachers have been teaching 200,000 students in 5,000 collective centres throughout the country.

In addition to these collective centres, the press, television, radio, and mobile units moving about the country, have all been used by the government to implement the four-year plan for combating illiteracy. The results of this campaign are clearly to be seen from the amounts spent by the government in this field : in 1957-1958, a sum of 1,586,544 bolivars, and in 1958-1959, a sum of 12,521,856 bolivars, (789% increase). For the school year 1959-1960 an allocation of 14,004,600 bolivars has been made.

VIETNAM

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *Centralization — New Divisions — Finance — School Building* — ORGANIZATION — *Quantitative Development — CURRICULA, SYLLABUSES AND METHODS — Secondary Education Reform — TEACHING STAFF — Shortage — Training* — AUXILIARY SERVICES — *Pupils' Health — Social Assistance — Holiday Camps*

INTRODUCTION

The 1958-1959 school year is an important date in the evolution of Vietnamese education. It is the year when the educational system, after many modifications, may be considered finally adjusted and able to ensure rapid and steady development. No effort has been spared to endow the system with a sound spiritual foundation and to adapt it to the exigencies of today and the needs of the country. The first national education congress, held in July, 1958, had as its primary purposes the establishment of the fundamental principles of Vietnamese education and the complete revision of the secondary school curriculum based on these principles. A second congress, grouping all the regional chiefs of education and principals of secondary schools, was held in March, 1959, to discuss all the problems relative to schoolchildren and to the organization of schools. In the meantime, the Department of National Education conferred with a large number of elementary school teachers in order to collect all the background information necessary for the reform of elementary education.

Consideration of the main objectives of education and the building of an educational system to carry out these objectives, these are the outstanding features of the 1958-1959 school year. For this reason, it can be said that this year has marked a period of great reform which will guide the prospects of Vietnamese education for many years to come.

ADMINISTRATION

Centralization Administrative centralization, started in 1957, was completed in 1958-1959, thus grouping all parts of the educational system under the control of the Department of National Education.

New Divisions Two new divisions were created with a view to greater specialization and efficiency: the textbook publication division in April, 1958, and the planning and statistics division in June, 1958. The

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. LE-VAN-THOI, Delegate of the government of Vietnam.

textbook division, created to replace the former textbook bureau of the directorate general of education, has a relatively large budget (18,565,196 piastres for 1958) which enables it to solve rapidly the problem of the lack of textbooks and research material written in the national language. Particular attention was given to the translation of good foreign works.

The planning and statistics division is composed of three bureaux : the research bureau, the statistics bureau, and the bureau of documentation and libraries. It centralizes and studies all data concerning the situation of education in order to work out programmes of action for the Department.

After the abolition of the regional directorates of education, the directorate general of education was reorganized and it now includes the directorate of secondary education, the directorate of elementary education, and the new division of popular and fundamental education, created in June, 1958.

Finance In order to meet the growing needs, public expenditure for education for 1959 has been markedly increased : 788,623,000 piastres as against 612,028,200 in 1958, i.e. an increase of 28.8%. (The Vietnamese piastre is equivalent to 14.1 French francs.)

School Building Thanks to the increase in the national budget, to foreign aid and to the voluntary contributions of the population, a great number of schools and classrooms were built in 1958-1959. Elementary education heads the list with 1,046 new schools (3,342 classrooms) located mostly in rural areas. Ten secondary schools were also constructed in various provinces and 40 of the existing lycées and *collèges* were equipped with a laboratory. The objective of the government regarding school construction (a primary school in each village, a secondary school in each province) can now be considered as achieved.

In the field of higher education, important projects are being studied or carried out. There is, for example, the plan for the construction of a medical school in Saigon.

In technical education, the national technical centre at Phu-tho, completed in 1957-1958, groups all the higher technical schools in Vietnam (public works, electricity, arts and crafts, commerce, navigation) and fully satisfies the present needs of the country. Moreover, a mechanical workshop will be constructed in Saigon in the near future with foreign aid funds.

Finally, during the 1958-1959 school year the construction of the fundamental education centre of Khanh-hâu was completed.

ORGANIZATION

Quantitative Development Since independence and peace have been regained, the number of students and pupils has steadily increased. This is an eloquent proof of the nation's confidence in the government and the Vietnamese educational system, but it is at the same time a difficult problem which requires a constant effort from the responsible authorities.

This increase is shown in the following figures :

	Pupils			Teachers		
	1957-1958	1958-1959	Increase %	1957-1958	1958-1959	Increase %
Public elementary education	723,113	873,023	20	13,589	15,270	12.37
Public secondary education	41,340	51,765	25	3,751	4,412	17.62
Higher education	5,756	7,496	30	258	326	26.35
Technical education (excluding vocational schools)	3,255	3,765	11.5	321	362	12.77
Basic education	2,229	4,804	115	65	116	78.46

In addition to the pupils of public lower and upper secondary schools, there are those of private and semi-official schools which have made a very valuable addition to public education.

In 1958-1959, the total number of pupils is 1,072,263 in elementary schools as against 902,226 in 1957-1958, and 132,936 in secondary schools as against 105,039 in 1957-1958.

In higher education the progress is still more striking : in 1954 there were hardly 2,000 students in all Vietnam, but at the beginning of the academic year 1958-1959 in Saigon, there was a real rush towards the faculties where 6,541 students were registered. Another university, the University of Hué in Central Vietnam, was established in November, 1957, to meet pressing needs as well as to achieve an effective democratization of higher education, for students from the centre no longer have to bear the high cost of travel fares and life in Saigon.

In addition, homage should be paid to the Catholic Church which has just established a university at Dalat, a mountain resort where the climate is mild and healthy. The new university, opened in 1958-1959, has a higher training school specialized in the training of philosophy and modern language teachers.

As for technical education, its progress seems slower than that of other branches because it must follow the rhythm of the industrialization of the country.

Finally, the number of pupils in fundamental education schools has doubled, thanks to the increase of community school teachers who have completed their training at the fundamental education centre at Khanh-hâu. Three Unesco experts have been sent to this centre under the technical assistance programme.

CURRICULA, SYLLABUSES AND METHODS

Secondary Education Reform

The outstanding event of the 1958-1959 school year is without doubt the reform of secondary education. This reform was carried out in two stages : first in May, 1958, a preliminary commission was formed, which consisted of fifty members representing experienced secondary school and university teachers. This preliminary commission drew up the fundamental principles of education in Vietnam. Specialized sub-committees were set up to review the entire secondary school curriculum and, in the light of the fundamental principles, to draw up a new one. After four months' work, the new curriculum was submitted to the national education congress held in July, then to an inter-ministerial council. Finally a ministerial decree was issued on

12th August, 1958. The new curriculum was immediately introduced in the schools at the beginning of the school year 1958-1959, except in classes with a final examination (junior secondary examination, baccalaureate) which require a period of transition.

The three fundamental principles endorsed by the national education congress are: (1) Education in Vietnam must be humanist education, respecting the sacred character of the human being, regarding man as an end in himself, and aiming at his full development. (2) Education in Vietnam must be national education, respecting national values, assuring the adaptation of man to his natural environment (family, profession and country), aiming at safeguarding the nation, its prosperity, and the collective advancement of its people. (3) Education in Vietnam must be an open education, respecting the scientific mind as a factor of progress, attempting to develop the social and democratic mind, and welcoming the authentic values of all the cultures in the world.

Thus, the objective of education in Vietnam is not only to instruct, but to humanize, that is, to promote the development of free persons, at once conscious of their transcendent vocation and able to fulfil their historic mission in the natural environment of their country.

From the technical point of view, the objective of the new curriculum is both to enrich students with an extensive general culture and to guide them toward specialization in higher education.

In order to reach this goal, the reformers have attempted: (a) to lighten the courses of study in order to avoid "cramming": generally speaking, all subjects have been simplified by leaving out useless details and the number of hours per week has been reduced from an average of 30 to 28; (b) to favour general education but at the same time to promote specialization: the lower secondary school, which consists of a four-year course, aims at giving pupils a general culture to end with the junior secondary examination; specialization begins only at the upper secondary stage, when there are two sections: literature and science; the literature section is sub-divided into modern literature and classical literature, while the science section is sub-divided into mathematics and science; this stage consists of three years' studies ending with the two baccalaureate examinations; (c) to restore national culture to a place of honour: Vietnamese language and literature are the basic subjects taught in lower secondary schools (6 hours per week) and have an important place even in the upper secondary school (5 hours per week in the literature section and 3 hours in the science section); moreover, oriental philosophy is one of the main subjects taught in the philosophy class; (d) to give students a fair knowledge of a basic foreign language considered as a cultural factor and a key to the external world. In the former curriculum, pupils had to learn French and English simultaneously, but that method proved ineffective; in the new curriculum pupils may choose either of the two basic foreign languages and they learn only this language during the first stage (6 hours per week during the first two years, 5 hours during the last two years) while they begin the study of a second language only in the upper secondary school; the number of hours per week devoted to each of these two languages is 6 in the literature section and varies from 3 to 4 in the science section. (e) Finally the new curriculum reserves a large place for ethics and civics (an average of two hours per week). The practical training of the pupil

for his life as a citizen is done within the school, through school youth movements. These youth programmes are not considered as extra-curricular activities, but constitute the mainspring of school organization.

Higher Education

In higher education, minor changes have taken place in the courses of study offered by the University of Saigon, such as the introduction of preventive medicine in the curriculum of the faculty of medicine and the creation of the certificate of Vietnamese civilization in the faculty of arts. But the efforts made by the young University of Huê are particularly noticeable: after a year of existence, it already has four faculties (arts, law, science, and education) and a higher school of fine art. The faculty of arts at Huê offers a preparatory course and the following annual certificates: Vietnamese literature, history of philosophy, French civilization, and Anglo-American civilization. The faculty of science offers courses for the preparation of four certificates: general mathematics; mathematics, physics and chemistry (MPC); physics, chemistry and natural science (SPCN); theoretical mechanics. The other faculties and schools have started their second-year courses.

In higher technical education a reform plan is being worked out. It concerns the grouping of the three higher schools of public works, arts and crafts, and electricity into a single institution called the national institute of applied arts. The syllabuses would be the same for all sections during the first two years and specialization would begin only in the third year. This reform would partly solve the problem of shortage of teachers and also promote the "polyvalent" training of students.

TEACHING STAFF

Shortage

The rapid growth of the school population naturally leads to a shortage of teachers whose training requires a long time. This shortage is particularly acute at secondary level. To cope with this problem, the Department of National Education follows a two-fold policy: intensive development of training schools and raising the status of the teaching profession.

Training

In order to encourage young people to choose the teaching profession, teaching allowances for secondary school teachers were introduced in February, 1958, and the scholarships of the faculty of education have been made relatively higher than those of other schools (1,500 piastres per month).

On 18th March, 1958, a national commission was set up in Saigon to examine the establishment of a higher centre of education. As a result, the higher school of education in Saigon was transformed into a faculty of education in August, 1958, and in 1958-1959 it enrolled 611 scholarship students as against 184 in 1957-1958.

At the elementary level, the national training school in Saigon and intensive training courses enrolled 928 student-teachers at the beginning of the 1958-1959 school year as against 690 in 1957-1958. Five intensive training courses were set up at Vinh-long, Can-tho, Mytho, Long-xuyen and Dalat in addition to those already existing at Huê, Nha-trang and Qui-nhon.

AUXILIARY SERVICES

Pupils' Health The national government has always been deeply concerned with students' and pupils' health. In the University of Saigon, the health and sanitation service conducts annual medical examinations for all students (chest X-rays, general examinations) and gives them medical care and first aid. The serious cases are sent to hospitals and treated free of charge.

In secondary schools, various prophylactic measures have been taken, primarily for the early diagnosis of tuberculosis. In addition, school doctors pay fortnightly visits to all public secondary schools.

In order to protect students' health, the Department of National Education has just decided to revise the school vacations so that they coincide with the hottest months of the year. This is designed to keep students from over-working during the hot season. From 1959-1960 the school vacation will last from April to June inclusive instead of from July to September inclusive.

Social Assistance Social school services have been developing steadily. School funds designed for these social activities have now a capital amounting to 1,069,266 piastres (911,147 in 1957-1958). There are now 32 schools operating school lunch programmes (26 in 1957-1958), excluding the 30 new schools reserved for highland minority people, where most children receive free board and lodging. Moreover, there are 226 school cooperatives having a capital of 259,068 piastres (224 in 1957-1958) and 358 school mutual benefit societies (314 in 1957-1958), having a capital of 507,483 piastres and a membership of 137,001.

The number of parent-teacher associations is 304 as against 258 in 1957-1958.

Holiday Camps Holiday camps have developed and have definitely become part of Vietnamese school life. In addition to the holiday camps organized by various school youth associations, each year the Department of National Education gives a number of poor and deserving students the opportunity of spending summer at the seaside or in the mountains. Ten thousand pupils will participate in this programme this year (3,000 in 1957-1958).

YUGOSLAVIA

EDUCATIONAL PROGRESS IN 1958-1959 ¹

INTRODUCTION — ADMINISTRATION — *General Law on Education* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Educational Structure* — *Primary Schools* — *Secondary Schools* — *Vocational Schools* — *New Types of School* — CURRICULA, SYLLABUSES AND METHODS — *New Courses* — *Free Activities* — *New Textbooks* — TEACHING STAFF — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Pupils' Health* — *Pioneer Organizations* — *Pupils' Communities* — *People's Youth Organization*

INTRODUCTION

In the 1958-1959 school year, two laws were passed: the general law on education and the introductory law to this general law. These laws are the first acts regulating the principles adopted in the educational reform and should ensure its gradual implementation. They state the basic principles on which the school reform is founded, i.e.: (1) the introduction of a uniform educational system; (2) uniform principles of tuition for all schools in Yugoslavia; (3) the establishment and achievement of a uniform aim in education and instruction; and (4) the laying of general foundations for life and work in schools.

The general law on education came into force on 1st September, 1958, and is the basis for the structure and organization of education. Three more federal general laws, based on its principles, will follow: the general law on vocational and higher vocational schools, the general law on teacher training colleges, and the general law on universities and other higher level institutions.

Along the basic lines of the general law on education, the people's republics will enact separate laws on primary, secondary, vocational and higher vocational schools, university faculties and other higher level institutions.

ADMINISTRATION

General Law on Education

The 1958-1959 school year will remain one of the most significant in the post-war development of schools in Yugoslavia owing to the promulgation of the general law on education. The law is the result of a long period of study in which a great many specialists were engaged, especially the educational reform commission of the federal people's assembly, which started work in December, 1954.

¹ From the report submitted to the XXIInd International Conference on Public Education by Mr. Petar ZDRAVKOVSKI, Delegate of the government of Yugoslavia.

The implementation of this law introduced a uniform, flexible, and democratic educational system covering, in addition to regular schools, institutions for pre-school education, adult education and advanced professional studies. In this way, everyone has the opportunity of acquiring, according to his abilities, the education and instruction of his choice in any type of school.

One of the essential features of the new school system is the absence of rigid and stereotyped patterns; schools are no longer classified according to the length of their courses, and the setting up and development of different types of schools of various duration has been made possible in conformity with the requirements of the expanding economy and of public services. Basic compulsory education lasts eight years and can be continued either in secondary schools or in vocational schools, which provide staff for the economy and public services. University faculties and other institutions of higher learning are intended to provide highly qualified specialists.

By eliminating a dualism which existed in the old educational system, in particular between vocational schools and general schools, and by breaking down the privileged status of certain schools, it was made possible for anyone to be admitted to any school. Thus, not only citizens who have completed a regular education but also those who lack such qualifications may enroll in universities and other higher level institutions. In the next academic year, direct producers and other workers who have not attended regular schools will be able to enroll for the first time under special terms in a university or other higher institution, on condition that they have been engaged for four years in social activities, state institutions or economic or social organizations. Such persons may enroll after passing the entrance examination.

The general law on education legalized the established practice that every national minority in Yugoslavia be granted the right in all schools to instruction in its mother tongue.

Due consideration has been paid to the rights and duties of State and social bodies (people's committees and their organs, republican education councils, the national educational council of Yugoslavia, institutions for the advancement of educational and pedagogic services). The law strengthens the functions of these bodies, linking them in an integrated system which enables them to work in cooperation and exert a reciprocal influence.

The social management introduced by the former general law on education gave positive results which were used in the new law. These experiments confirm the further development, both in form and in content, of the self-management of working people in the field of education. Under the provisions of this law, the field of activity of all the organs responsible for social management in education has been widened. School committees are authorized to execute their own estimates within the limits of the funds allocated to the school. The school committees organize the competitive recruitment of teachers, their appointment and dismissal.

The field of activity of the municipal education council has also been widened, and that of the district council modified. In accordance with the law, direct responsibility for setting up and managing secondary schools, vocational schools, institutions for adult education and for advanced professional studies, and other educational institutions, as well as for the

provision of funds for these establishments, has been handed over to the municipal authorities.

School committees and the education councils of municipal people's committees will be set up in a new way: economic and social organizations, professional associations and institutions concerned with education and instruction mentioned in the school regulations will elect representatives on the school committee. According to the system in force hitherto, all the members of municipal education councils were appointed by the people's committees. This system has been modified so that members of individual organizations are delegated besides those nominated by municipal people's committees. In accordance with these innovations, people's youth and trade union organizations, as well as other social and economic organizations, professional bodies and institutions designated by people's committees, elect their own representatives to the education councils of people's committees.

The most important innovation is the way in which the education councils are elected. A vertical linking of social bodies from the school committees to the national education council of Yugoslavia, has been effected in this way. School committees elect a fixed number of their members to the municipal education council; the members of the municipal council, in their turn, choose among their members representatives for the district education council, while the members of the district council elect members of the republican education council. The representatives of the republican councils are members of the national education council of Yugoslavia.

The national educational council of Yugoslavia is an independent social body outside the system of government bodies. This council represents a new form, on the federal level, of the constitutional principle of social self-management in education. This body is authorized to pass legally binding decisions in cases fixed by the law. The responsibilities of the education council are defined in the general law on education in the following way: "The council puts forward for study problems of general interest for schools in all the people's republics and if necessary makes recommendations; it investigates matters of general interest for the advancement of education and other forms of educational work and, when necessary, takes decisions; it lays down the basic outlines of syllabuses and curricula, works out the general principles for the production of textbooks, makes suggestions and recommendations within the sphere of its competence, and performs other duties assigned to it under this law and other decrees." The education council is composed of members appointed by the federal executive council and chosen by the republican education councils. Each republican council elects three members, while the president and the other members are appointed by the federal executive council. When responsibilities in the field of education were attributed to social bodies, important federal duties were handed over to the national education council of Yugoslavia. Drafts of general laws and of corresponding decrees and instructions remain within the competence of the federal organs of education.

Another significant innovation concerns the inspection service. The school is gradually growing into a social institution which does not need a supervisory service acting as an authority, but, primarily, a pedagogic

service, whose representatives, experienced educators and specialists, help teachers to improve methods of work in the classroom, to contribute to a better organization of the life and work of the school as a whole, and to raise their professional standards by means of refresher courses, seminars and in other forms of study. Under the law, district educational and pedagogic services fall within the competence of the educational and pedagogic service of the district people's committee, or the institute for the advancement of education for the whole republic. In the course of this year the inspection service has already been passed on to the institutes for the advancement of education.

The social management of schools has not, however, been altered by this law. As in previous years, the school is administered directly by the school committee, the council of teachers and the headmaster of the school, whose rights and duties are fixed by the new law. This year there were 14,522 school committees with 128,996 members, of whom 17,253 were women, for the primary, secondary and vocational schools.

Finance The law prescribes that the funds for the financing of primary, secondary and apprentice schools should be provided by the municipal people's committees, while other vocational schools, teacher training colleges and art schools should be mainly financed from the budgets of district people's committees. Municipal and district people's committees provide funds for the upkeep of pre-school institutions, school hostels and boarding schools. High schools and institutions of advanced learning, art academies, and student hostels and canteens are, without exception, covered by the budgets of the people's republics, or those of autonomous political and territorial units. The secretariat for education and culture of the federal executive council is not responsible for the education budget, since the maintenance of schools is the responsibility of municipal, district and republic authorities. Funds for the construction of vocational schools preparing for the national economy, in addition to those provided from budgetary allocations, are supplied from funds allotted for staff training for the economy. These funds are drawn from contributions from economic organizations.

As tuition is completely free in Yugoslavia, all funds for the regular upkeep of schools and of other educational institutions, as well as investments in these, are supplied from social resources. In pre-school institutions, hostels, and boarding schools, pupils pay for their meals and personal maintenance.

The over-all social expenditure for the regular maintenance of schools and hostels amounted to 41,579 million dinars in 1957 compared with 35,281 million dinars in 1956 (+17.5%). From the 1957 allocation, 3,517 million were spent on pre-school institutions, hostels, and boarding schools and 38,062 million on schools.

The funds spent on the upkeep of schools in 1957 were allocated from the following sources (in millions of dinars):

Municipal people's committees	25,645	67.4%
District people's committees	5,959	15.6%
People's republics	6,458	17%
Total	<u>38,062</u>	

The distribution of these funds among the schools (in millions of dinars) is as follows :

Primary schools	23,214
Secondary schools	2,508
Schools for skilled workers	2,511
Secondary technical and other vocational schools	1,914
Teacher's training colleges (secondary)	743
Art schools	466
Special schools	202
Schools for adult education	449
High schools	601
University faculties, advanced institutions, and art academies	5,454
Total	38,062

In the course of 1957, in addition to the funds allocated for the regular upkeep of schools, investments in all types of schools supplied from social funds amounted to 12,234 million dinars.

School Building

The construction of new school buildings is in steady progress, particularly in the larger cities and in industrial communities. In 1957, 506 buildings covering an area of 744,000 square metres were erected : 394 for primary schools, 23 for secondary schools, 70 for vocational schools, 6 for higher schools, and 13 for universities and other advanced institutions.

ORGANIZATION

Quantitative Development The table below shows an increase of 141,237 in the number of primary school children. The reduced number of schools is the result of merging smaller four-year schools with eight-year primary schools, so that they read as single units.

The implementation of compulsory eight-year education varies according to the republic. Attendance reached 98.5% in Slovenia and 97.4% in Croatia, while the average for Yugoslavia as a whole is 82%, compared with 69.5% in 1953.

Data also point to a decreasing number of secondary schools and to an increase in the network of vocational schools. For 5 secondary schools that were closed, 17 vocational schools were opened. The number of special schools and of higher schools has also increased.

In the 1957-1958 school year, there were 16,740 schools in Yugoslavia, with 2,760,420 pupils, compared with 16,933 schools attended by 2,597,543 pupils in 1956-1957.

	Pupils				Teachers	
	1956-1957		1957-1958		1956-1957	1957-1958
	Total	Girls	Total	Girls		
Compulsory education	2,174,672	1,009,202	2,815,909	1,077,354	65,916	71,803
Secondary schools	84,141	38,813	80,761	38,044	6,066	5,827
Teacher training colleges	20,930	14,094	21,638	14,500	1,568	1,669
Secondary vocational schools	52,806	21,798	64,887	26,781	4,661	5,440
Art schools	3,724	1,891	3,723	1,963	1,047	1,121
Schools for skilled workers	115,899	17,500	118,023	18,699	9,260	9,388
Other vocational schools	2,062	1,990	2,097	1,980	402	454
Special schools	6,323	2,536	7,316	2,972	769	869
Schools for adults	42,564	9,127	44,040	8,676	5,885	5,502
Supplementary education	22,570	15,843	20,136	13,201	1,952	1,703
Higher education	71,852	22,290	82,882	24,891	6,418	7,224

New Educational Structure

The school system consists of pre-school institutions, primary, secondary, vocational and higher vocational schools, university faculties, higher level institutions and art academies, and institutions for adult education and for advanced professional study (regular schools, schools for adults, workers' and people's universities, etc.).

The training of some types of vocational staff is carried out in economic institutions.

The compulsory basic education and the vocational training of physically and mentally handicapped children takes place in special schools.

There are also hostels for apprentices and other institutions for extra-curricular activities.

For teacher training there are university faculties, higher schools and art academies, as well as schools set up for that purpose.

Primary Schools

Primary schools provide eight years' education.

The primary school is compulsory for all children from the ages of 7 to 15 regardless of nationality, social background or religion.

Tuition in primary schools is uniform. All children who have completed the primary school have the same right to further education.

Secondary Schools

The secondary school is a four-year school for general education. The basic lines of the syllabus and curriculum are laid down by the national educational council of Yugoslavia, while the syllabuses and curricula themselves are drawn up by the education council of each republic. From the second year on, education in secondary schools divides into two courses of study: either the social sciences and linguistics, or natural science and mathematics. A special place is devoted to technical instruction and productive work. One foreign language, besides Latin, is compulsory for both courses of study, while a second foreign language is optional. Instead of the traditional matriculation which consisted of a written and an oral examination in various subjects, a final examination will be introduced consisting of a dissertation substantiated by the student before a school commission.

Lessons for general education are given in all four years, while there is special emphasis on the selected subjects (natural or social sciences).

Technical education is carried out parallel with tuition in other subjects. It consists of elementary courses in applied science, electrical and mechanical engineering being their main components. Productive work is also performed during the school year and may, exceptionally, take the form of collective activities during vacation periods. Special practical courses will also be organized at school. These will prepare children to take part in public services. Such courses cover typing, shorthand, book-keeping, librarianship, etc.

Vocational Schools

The new school system has placed vocational schools on the same level as secondary schools. The duration of schooling for skilled workers in practical schools and apprentice schools has not been laid down by the law. Special decrees will fix the minimum duration of schooling for acquiring qualifications in a particular field of production.

Vocational schools include schools for skilled workers, schools for highly skilled workers, technical and other vocational schools concerned

with the economy and public services, art schools, and higher vocational schools.

The basic lines of the syllabuses and curricula of vocational schools are laid down by the national educational council of Yugoslavia, while the actual syllabuses and curricula are fixed by the education council of each republic.

Vocational school examinations can now be taken externally, which was practically impossible under the old school system.

Under special terms prescribed by the law, pupils of vocational schools may continue their education in secondary schools and vice versa.

New Types of School

In Serbia, the three-year course in fruit growing and in viticulture was reduced to two years, while a medical school for sanitation technicians and a school for medical laboratory assistants were set up. The preliminary education required for these three-year schools is the eight-year primary school followed by two years in the secondary school. New schools have been introduced for cultivators and tractor drivers, and for poulterers and cattle breeders. Tuition in the school for cultivators and tractor drivers lasts three years including a six-month theoretical course every year. Tuition in the school for poulterers and cattle breeders lasts two years including three terms of theoretical tuition. Schools have also been founded for highly skilled workers in the iron and steel industry, for butchers and for bakers. Training in these schools lasts three years. A network of vocational schools for semi-skilled workers in the mining, chemical and cable industries is also being developed.

A higher technical school in textiles, a higher medical school, and a higher school for social workers have also been set up.

In Slovenia, one-year schools for general agriculture were organized as two-year specialized schools. There are 12 schools of this type in Slovenia; persons who have completed the primary school may enroll in them, and they grant the qualification of skilled worker in a particular branch. One-year schools in domestic science were also reorganized and have become three-year schools.

In Bosnia and Hercegovina a two-year school for skilled workers in masonry and carpentry has been set up. In some schools, especially in Bosnia and Hercegovina, two-year courses in typing, post office work, administration, librarianship, and other preparatory courses were introduced to help children to qualify for some profession, which they may take up later.

In Croatia, 1,812 four-year and six-year district primary schools have been reorganized into 829 central eight-year schools. In this republic, there remain only 31 four-year schools with 2,195 pupils. A similar reorganization has also taken place in other republics. In Croatia the following schools have been introduced: an industrial school for non-ferrous-metal workers, a horticultural school, an industrial school for knitted wear, and a higher printing school.

CURRICULA, SYLLABUSES AND METHODS

New Courses

The federal institute for educational research has drawn up a curriculum and syllabuses for primary schools. This document

provided the basic lines of the syllabuses and curricula for primary schools laid down by the national education council, whose work guides the republican education councils in prescribing the corresponding syllabuses and curricula. In the course of 1957-1958 and 1958-1959, tuition in a considerable number of experimental schools in almost all the republics was adapted to the new syllabuses and curricula. The experiment gave interesting results, which were applied in the final elaboration of the new law.

As already stated, the eight-year schools were made from the four-year primary school and from the four lower forms of the secondary school. This has obviously influenced the new curricula and syllabuses.

The curriculum for the first eight years of schooling includes the following subjects: mother tongue, natural sciences (physics, chemistry, biology), mathematics, general technical instruction, social sciences (geography, history, socialist morality), a foreign language, physical education and health, art, music, and domestic science.

The new organization of school work demands a longer school day, a new time-table and modified daily activities. The trend is for schoolchildren to remain at least six hours daily at school wherever conditions allow. A longer school day will enable children to do most of their homework at school and take part in various extra-curricular activities. Special emphasis should be laid on the part that such activities can play in education. In primary schools there are pioneer organizations, clubs for physical culture, cultural and art societies, popular mechanics groups, scouts and guides, etc.

Productive work and other useful activities are being introduced into primary schools as part of science and general technical education.

The elaboration of the basic elements of the syllabuses and curricula for secondary and vocational schools is in progress. However, in view of the constant need to coordinate the syllabuses and curricula of individual schools, in some republics new syllabuses and curricula were drafted for vocational schools, e.g. for special departments in secondary commercial schools, for cooperative agricultural schools, horticultural schools, industrial schools, and the metallurgical branches of apprentice schools (Croatia).

Free Activities

Experimental schools have been founded, mostly in rural regions, in all the republics during this year. The number of cooperatives, model gardens and school workshops has also been increased.

A wide range of free activities has contributed to the improvement of tuition in the school. They may be grouped as follows: (a) those related to some school subject (clubs for natural scientists, geographers, physicists, mathematicians, etc.); (b) artistic activity (choirs, music, drama, or literary groups); (c) games and sport (chess, films, marksmanship); (d) social activities (popular mechanics, United Nations Club, Red Cross Club); (e) production groups (bee-keeping, soil cultivating, flower or fruit growing, etc.).

It has been a growing practice for schoolchildren to become acquainted with enterprises and institutions in their neighbourhood. Rural schools visit agricultural concerns or do such work themselves on their own grounds (school gardens, experimental plots, planting trees, etc.).

New Textbooks The publishing of textbooks is the responsibility of the republican councils. The output has greatly increased in the present year. In Serbia 48 textbooks were printed: 15 for primary schools, 3 for secondary schools and 30 for vocational schools. In Macedonia, 58 textbooks were issued: 34 for primary schools, 4 for secondary schools, 2 for teachers' training colleges, and 7 for vocational schools. In Slovenia 10 textbooks were issued: 4 for primary and 6 for secondary schools. In Croatia, 52 textbooks were published: 12 for primary, 13 for secondary and 27 for vocational schools. In Bosnia and Hercegovina 4 textbooks were published: 3 for primary schools and 1 for teachers' training colleges. In addition, five textbooks were published for the Bulgarian national minority and 3 for the Italian minority. In the course of 1958-1959, a total of 184 new textbooks were published. In view of considerable changes in the syllabuses and curricula, it is planned to replace many old textbooks with new ones. The national education council will lay down the principles on which the new textbooks will be compiled.

TEACHING STAFF

Further Training The general law on education has introduced compulsory periodical refresher courses for teachers. Attention was already given to this last year; it is the responsibility of the republican education councils. Centres for the improvement of teaching standards have been set up in all the republics. In the course of last year, seminars and professional meetings were organized for teachers of physical culture and of polytechnics, for the heads of experimental primary schools, for teachers working in school cooperatives, for upper primary teachers and inspectors, etc.

In Croatia a statute on external (part-time) study at higher pedagogical schools for teachers in the upper classes of primary schools was passed. These teachers received paid leave of one to three months yearly to attend lectures in one of the pedagogical centres.

The professional improvement of teachers in Macedonia was arranged in a similar way.

A pedagogical centre for vocational schools has been set up at Rijeka, attached to the vocational pedagogical school. The centre also publishes a professional journal called "Vocational Training".

Conditions of Service In 1956 a law was passed on educational workers under which the financial situation of teachers was considerably improved. However, the question of the salaries of directors remained to be settled by separate decrees and this was done in 1958. Republican decrees, based on federal decrees, prescribed increased salaries for all categories of educational workers in charge of institutions for education and instruction, special supplementary allowances for teachers of special subjects in vocational schools, a supplementary allowance for the staff of experimental schools, and of demonstration schools for the practical training of future teachers, and allowances for work with large numbers of children. The percentage of increase compared with salaries in 1956 is as follows: for elementary teachers starting their career, 23%; for teachers in the top grade, 37.2%; for secondary teachers starting their career, 26.7%; for

secondary teachers in the top grade, 28.5%; for higher level teachers starting their career, 43.4%; for higher teachers in the top grade, 33.9%; salaries of secondary school principals and the like were increased from 100% to 333.3%.

Statutes on appointment to vacant teaching posts have been passed in all the republics. Thus, all postings will take place by means of competitive selection.

AUXILIARY SERVICES

Pupils' Health All schoolchildren and students are entitled to systematic medical attention provided in school medical centres and clinics. Of the total of 2,749,283 schoolchildren and students in the 1957-1958 school year, 1,082,694 were entitled to free medical care. Schoolchildren and students enjoy greater facilities if looked after in school medical centres, university clinics, dispensaries, or other health institutions where medical attention is free for all citizens.

In the 1957-1958 school year the social security authorities reimbursed about 11,000 million dinars for medical attention to schoolchildren. In addition, the social security authorities have been paying over 22,000 million dinars yearly for 892,425 schoolchildren entitled to children's allowances. Contributions for schoolchildren's social insurance amounted to about 250 million dinars in 1957-1958.

Ever increasing care is being paid by the community to the health problems of schoolchildren and students. School committees contribute in particular to the solution of these problems, and a doctor is often elected to the committee. Vacation camps and rest centres are being organized on the coast and in the mountains where a great number of children spend their holidays.

Pioneer Organizations Boys and girls aged 7 to 15 and attending the primary school may be members of the voluntary pioneer organizations. In the top classes there are independent pioneer companies and sections, and other societies which schoolchildren join on a voluntary basis according to their interests. There are cultural societies for literature, drama, music, folklore, ballet, etc. Young technicians' clubs assemble pioneers for technical activities (radio, photography, car mechanics, electro-mechanics, etc.). Physical culture activities are carried on during spare time in independent sports sections or physical culture clubs in the schools. In addition, pioneers assemble in groups such as young historians, geographers, physicists, chemists, biologists, mathematicians, etc. Lately, special attention has been paid to the work of productive organizations, particularly school cooperatives.

There are also other children's organizations, i.e. junior social organizations. A great many schoolchildren belong to school Red Cross groups. Many are also members of the union for physical culture called "Partisan", and of scout and guide companies.

In the larger towns pioneers are engaged in various activities in the "pioneer cities" (in Belgrade and Zagreb).

The joint council of societies for the welfare of Yugoslav children and youth organizes camps every summer for the best pioneers in the tradition of the people's liberation war; they are called "Sutjeska".

On the national plane, there are yearly pioneer festivals and rallies. There were festivals of music and choir groups and of technical activities in 1959, and in 1960 there will be a rally for pioneer members of the school cooperatives and for young natural scientists.

In 2,425 eight-year primary schools there are 1,828 literary clubs, 2,234 drama sections, 2,215 technical sections, and 2,167 sport sections. These schools publish 268 school newspapers and periodicals which are printed or mimeographed.

Pupils' Communities An important change is the participation of schoolchildren in the social management of the school through the pupils' communities and other organizations.

The pupils' community, through its members, who are elected for this purpose, as well as through the members of the school committees, informs the school authorities of its opinions, submits its proposals concerning school regulations, administration, work and social life of the school, and takes part in meetings when such matters are under discussion.

In addition to the pupils' communities there are also other organizations, but they differ in that all schoolchildren are members of the community, but membership of other organizations is voluntary.

People's Youth Organization School and out-of-school youth may enroll in the people's youth organization. This is an independent social and political organization. In secondary and vocational schools it assembles schoolchildren and organizes their social and political activities. The groups of active members have their own secretariats. In some schools, people's youth school committees are elected. In addition to federal and republican projects (building roads, electric power stations, canals, etc.) there are also local work drives for the care of roads, parks, trees, etc.

In 240 secondary schools where an inquiry was carried out there were 311 literary clubs, 267 drama sections, 177 music groups and 128 fine arts sections. There were also 146 popular mechanics organizations, 332 aeronautical clubs, 289 technical sections and 577 sports sections.

**Leading Officials
in the Ministries of Education**

LEADING OFFICIALS IN THE MINISTRIES OF EDUCATION

ARGENTINA

MINISTERIO DE EDUCACIÓN Y JUSTICIA, BUENOS AIRES

Minister of Education and Justice: LUÍS R. MAC'KAY; Under-Secretary for Education: ANTONIO F. SALONIA; Under-Secretary for Justice: ISMAEL EDGARDO BRUNO QUIJANO; General Secretary: RODOLFO JORGE DE LORENZO; Chief of the Central Bureau: ANTONIO JOSÉ LASCANO GONZALEZ; Director-General of Secondary, Special and Higher Education and Teacher Training: FLORENCIO D. JAIME; Director-General of Technical Education: ERNESTO FRANCISCO BABINO; Director-General of Culture: HECTOR BLAS GONZALEZ; Director of Cultural Development: vacant; Director of Cultural Action: vacant; Director-General of School Hygiene: ANGEL S. ARDAIZ; Director-General of Legal Questions: JORGE RODRIGUEZ AIME; Director-General of Administration: JOSÉ ANTONIO DOMINGUEZ; Director-General of Staff: RAUL H. COLOMBO; Director-General of Physical Education: RAMÓN C. MUROS.

AUSTRALIA

New South Wales: Premier and Minister for Education: ROBERT JAMES HEFFRON; Director-General of Education: HAROLD STANLEY WYNDHAM; *Victoria*: Minister of Education: JOHN BLOOMFIELD; Director of Education: ALAN HOLLICK RAMSAY; *Queensland*: Minister for Education: JACK CHARLES ALLAN PIZZHEY; Director-General of Education: HERBERT GEORGE WATKIN; *South Australia*: Minister of Education: BADEN PATTINSON; Director of Education: EVAN MANDER JONES; *Western Australia*: Minister for Education: ARTHUR FREDERICK WATTS; Director of Education: THOMAS LOGAN ROBERTSON; *Tasmania*: Minister for Education: WILLIAM ARTHUR NEILSON; Director of Education: DONALD HAMILTON TRIBOLET; *Commonwealth*: Prime Minister of Australia: ROBERT GORDON MENZIES; Director, Commonwealth Office of Education: WILLIAM JOHN WEEDEN; Deputy Director: JOSEPH JAMES PRATT.

AUSTRIA

BUNDESMINISTERIUM FÜR UNTERRICHT, VIENNA

Federal Minister of Education: HEINRICH DRIMMEL; Minister's Departmental Staff: HEINZ PRUCKNER; General Directorate (No. I) of Higher Education and Scientific Institutes: ADALBERT MEZNIK; General Directorate (No. II) of Fine Arts: ALFRED WEIKERT; General Directorate (No. III) of Legislative, Administrative and Economic Questions concerning the General Directorates (Nos. IV, V and VI) and Questions relative to Staff and School Buildings: NIKOLAUS FRCEK; General Directorate (No. IV) of Extra-Scholastic Activities: VIKTOR KOLLARS; General Directorate (No. V) of Secondary and Primary Education: JOHANN VOGELSAANG; General Directorate (No. VI) of Technical Education: FRANZ CECH; Office for Religious Affairs: JOSEF RIEGER.

BELGIUM

MINISTÈRE DE L'INSTRUCTION PUBLIQUE, BRUSSELS

Minister: Charles MOUREAUX; Minister Plenipotentiary, responsible for International Cultural Relations: Julien KUYPERS; General Secretary: Ed. P. SEELDRAERS; Director-General, linguistic assistant to General Secretary: Octave VAN MULDER; Director-General of General Services: Maurice KNAEPEN; General Inspector of the Service for the Buildings and Funds of the State School and University Constructions: Achiel VAN BOGAERT; Director-General of Higher Education and Scientific Research: Fredy DARIMONT; Director-General of Secondary Education and Teacher Training: Henri LEVARLET; Director-General of Technical Education: Jean GRAULS; Director-General of Primary and Special Education: Jules DELOT; Director-General of Educational Services: François VANDENBORRE; Director-General of Fine Arts and Literature and of Popular Education: Emile LANGUI.

BOLIVIA

MINISTERIO DE EDUCACIÓN Y BELLAS ARTES, LA PAZ

Minister of Education and Fine Arts: Germán MONROY BLOCK; Under-Secretary of State for Education: Carlos CARRASCO AVILA; Director-General of Education: Ciro M. APARICIO; Director of Pre-Primary and Primary Education: Arturo VALENCIA VALLE; Director of Secondary Education: Benito ROJAS; Director of Teacher Training: Hugo MERETT; Director of Technical, Vocational and Workers' Education: Arturo SALGUEIRO; Director of Musical Education: Luís Felipe ARCE; Director of Art Education: Alfredo ARAUJO Q.; Director of Literacy Campaigns and Adult Education: Humberto BILBAO LA VIEJA; Director of Catholic Education: Father Luís TAPIA; Director of Physical Education: Arturo GODOY T.

BRAZIL

MINISTRY OF EDUCATION AND CULTURE, RIO DE JANEIRO

Minister: Clovis SALGADO DA GAMA; Principal Private Secretary: José Pedro FERREIRA DA COSTA; Director-General of the National Department of Education: Heli MENEGALE; Director of Secondary Education: Gildásio AMADO; Director of Commercial Education: Lafayette BELFORT GARCIA; Director of Industrial Education: Francisco MONTOJOS; Director of Higher Education: Jurandyr LODI; Director of the Extra-Scholastic Education Division: José Salvador JULIANELLI; Director of the Physical Education Division: Alfredo COLOMBO; Director of the National Institute of Educational Studies: Anísio SPINOLA TEIXEIRA.

BULGARIA

MINISTRY OF EDUCATION AND CULTURE, SOFIA

Minister: Natcho PAVASOV; Deputy Ministers: Boris VAPTZAROV, Ivan BACHEV, Gantcho GANEV, Marin GUECHKOV.

BYELORUSSIA

MINISTERSTVO PROSVECHTCHENIIA BIELOROUSSKOÏ SSR, MINSK

Minister of Education: I. M. ILOUCHINE; Deputy Ministers: S. A. OUMREIKO, N. E. MIRACHKO; Chief of the Primary and Secondary Directories: M. P. DOROFIENKO.

CAMBODIA

MINISTRY OF NATIONAL EDUCATION, PHNOM-PENH

Minister: NHIK TROULONG; Under-Secretary of State for National Education: PHY THIEN LAY; Director-General of Education: PUNG PENG CHENG; Director of the Offices: YEIM YISINN; Principal Private Secretary: PANH LAUV; Director of Secondary and Higher Education: PHUNG TON; Director of Public Primary Education: HUA KIEM SIEU; National Director of Fundamental Education: MEN CHHUM; Director of Educational Services: CHHUK MENG MAO; Director-General of Sports and Youth: TIM TUY; Director of Technical and Vocational Education: IV CHAY IV YAN; Director of Private Education: KIM YIN SISAMOUTH; Directress of School Hygiene: Mrs. PHY THIEN LAY; Director of Cultural Relations: KAN TIOURN; Director of Art: MAING MORY.

CANADA

British Columbia: Minister of Education: L. R. PETERSON; *Alberta*: Minister of Education: A. O. AALBORG; *Saskatchewan*: Minister of Education: W. S. LLOYD; *Manitoba*: Minister of Education: STEWART E. MCLEAN; *Ontario*: Minister of Education: J. P. ROBARTS; *Quebec*: Provincial Secretary: YVES PRÉVOST; Superintendent of Public Instruction: O. J. DÉSAULNIERS; *New Brunswick*: Minister of Education: C. D. TAYLOR; *Nova Scotia*: Minister of Education: M. S. LEONARD; *Prince Edward Island*: Minister of Education: L. G. DEWAR; *Newfoundland*: Minister of Education: G. A. FRECKER.

CEYLON

MINISTRY OF EDUCATION, COLOMBO

Minister of Education: WIJAYANANDA DAHANAYAKE; Parliamentary Secretary: PUNCHI BANDA ALOYSIUS WEERAKOON; Permanent Secretary: HETTIARACHCHIGE JINADASA; Secretary, National Commission-Unesco: TERENCE CARL ILANGAKKONE EKANAYAKA; Director of Education: STEPHEN FREDERICK DE SILVA; Director of Ceylon Technical College: SRI LUXMAN DE SILVA; Commissioner of Examinations: STEPHEN EDGAR RASASINGAM PERINPANAYAGAM; Secretary, Educational Publications Advisory Board: NAMBUKARA TANTRIGE KARUNARATNE GUNAPALA SENADHEERA.

CHILE

MINISTERIO DE EDUCACIÓN PÚBLICA, SANTIAGO

Minister of Public Education: FRANCISCO CERECEDA CISTERNAS; Under-Secretary: EMILIO PFEFFER PIZARRO; Superintendent of Education: MARIA TERESA DEL CANTO MOLINA; Director-General of Primary Education and Teacher Training: LUIS MOLL BRIONES; Director-General of Secondary Education: HUGO MELENDEZ ESCOBAR; Director-General of Agricultural, Commercial and Technical Education: CARLOS VALDES ECHEÑIQUE.

CHINA (Republic of)

MINISTRY OF EDUCATION, TAIPEI

Minister: Y. C. MEI; Political Vice-Minister: DISON HSUEH-FENG POE; Administrative Vice-Minister: SHI-MOU LEE; Secretary-General: SHU-PING KO; Chief Counsellor: YIN-SHIH LIU; Director of Higher Education: YUN-PIN LO; Director of Secondary Education: MISS YAH-CHUAN WANG; Director of Primary Education: Mrs. CHU-SHENG YEH-CHENG; Director of Social

Education : Hsien-yun LIU; Director of General Affairs : Hua-cheng KAO; Director of International Cultural and Educational Relations : Nai-wei CHANG; Chief Comptroller : Min-Chung FU; Chief of Personnel : Chin WEI.

COLOMBIA

MINISTERIO DE EDUCACIÓN NACIONAL, BOGOTÁ

Minister of National Education : Abel NARANJO VILLEGAS; General Secretary : Nemisio CAMACHO RODRIGUEZ; Technical Cultural Under-Secretary : Daniel CEBALLOS NIETO; Administrative Under-Secretary : Marino VIVAS; Director of the Baccalaureate Division : Urías A. TACHE T.; Director of the Teacher Training and Primary Education Division : Luís Alejandro GUERRA; Directress of the Girls' Education Division : Jenara MORENO; Director of the Industrial and Commercial Education Division : Eduardo MARTINEZ ESPONDA; Director of the Rural Education Division : Gerardo TAMAYO PEÑA.

COSTA RICA

MINISTERIO DE EDUCACIÓN PÚBLICA, SAN JOSÉ

Minister of Public Education : Mrs. Estela QUESADA HERNANDEZ; General Secretary : José María CHAVERRI PICADO; Directress of the Research and Planning Department : Teresa RODRIGUEZ ALVARADO; Chief of Personnel and Administrative Services : Zabulón BOLAÑOS ELIZONDO; Director of the Finance Department : Mario CAMPOS SOLERO; Director of the Cultural Extension Department : Hernando ARIAS GOMEZ; Director of the Primary Education General Inspectorate : Bienvenido RAMIREZ VARGAS; Director of the Secondary Education General Inspectorate : Edwin FLORES MORA; Director of the Teacher Training General Inspectorate : Gonzalo SOTO RODRIGUEZ.

CZECHOSLOVAKIA

MINISTRY OF EDUCATION AND CULTURE, PRAGUE

Minister of Education and Culture : František KAHUDA; First Deputy Minister responsible for Higher Education and International Relations : Václav KŘÍSTEK; Deputy Minister responsible for Culture and Adult Education : Václav PELÍŠEK; Deputy Minister responsible for General and Vocational Education : Václav HENDRYCH; Deputy Minister responsible for Planning, Finance, Building and Internal Administration : Miroslav HUČKO.

DENMARK

UNDERVISNINGSMINISTERIET, COPENHAGEN

Minister of Education : Jørgen JØRGENSEN; Under-Secretaries of State : Albert MICHELSEN and Agnete VØHTZ; Director-General of Primary Education : K. Helveg PETERSEN; Director-General of Higher Education : Sigurd HØJBY; Inspectors of Vocational Education (Ministry of Trade) : N. E. LANGSTED and Werner RASMUSSEN.

DOMINICAN REPUBLIC

SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES, CIUDAD TRUJILLO

Secretary of State for Education and Fine Arts : Víctor GARRIDO; Under-Secretary of State responsible for Administration : Prosper RUIZ COÉN;

Under-Secretary of State: Colombino HENRÍQUEZ; Director-General of the Trujillo Literacy Campaign: José Ml. RAMOS; Rector of the University of Santo Domingo: Ambrosio ALVAREZ AYBAR.

ECUADOR

MINISTERIO DE EDUCACIÓN PÚBLICA, QUITO

Minister of Public Education: Leonidas ORTEGA MOREIRA; Under-Secretary: Fernando ASPIAZU SEMINARIO; Director-General of Education: Genaro CUESTA; Director of Primary Education: Manuel ALTAMARINO; Director of Secondary Education: Alfonso ARROYO; Director of Technical and Vocational Education: Jacinto BASTIDAS; Responsible for International Relations: Gustavo A. PÁEZ T.

EL SALVADOR

MINISTERIO DE CULTURA, SAN SALVADOR

Minister of Culture: Mauricio GUZMÁN; Under-Secretary: Jorge LARDE y LARIN; Rector of the University of El Salvador: Napoleon RODRIGUEZ RUIZ; Director-General of Primary Education: Carlos LOBATO; Director-General of Secondary Education: Victor Manuel MARTINEZ; Director-General of Teacher Training: Luis Samuel CÁCERES.

FINLAND

MINISTRY OF EDUCATION, HELSINKI

Minister: Heikki HOSIA; General Secretary and Director of Higher Education: Arvo Ilmari SALMINEN; Director of Primary Education: Valdemar MAARVALA; Director of Secondary Education: Alva Aulis KOHONEN; Director-General of Schools: Reino Henrik OITTINEN; Director of the Primary Education Bureau: Aaprami Alfred SALMELA; Director of the Secondary Education Bureau: Kauko HAAHTELA; Director of the Swedish Schools Bureau: Gösta Edvin CAVONIUS; Director of Vocational Education (Ministry of Commerce): Aarno Maurits NIINI.

FRANCE

MINISTÈRE DE L'ÉDUCATION NATIONALE, PARIS

Minister: Louis JOXE; High Commissioner for Youth and Sports: Maurice HERZOG; Acting Director of Primary Education: Michel LEBETTRE; Director-General of Secondary Education: Charles BRUNOLD; Director-General of Higher Education: Gaston BERGER; Director-General of Technical Education: Albert BUISSON; Director of Cooperation with the Community and with Foreign Countries: Stéphane HESSEL; Director-General of Scientific Research: Jean COULOMB; Director-General of French Libraries: Julien CAIN; Director of General Administration and of the National Educational Institute: Louis CROS; Director-General of School, University and Sport Equipment: Pierre CARPENTIER; Director of the School and University Health Service: Dr. Daniel DOUADY.

GERMAN FEDERAL REPUBLIC

Baden-Württemberg: Minister of Education: Gerhard STORE; *Bayern*: Minister of Education: Theodor MAUNZ; *Berlin*: Senator: Joachim TIBURTIUS;

Bremen: Senator: Willi DEHNKAMP; *Hamburg*: Senator: Heinrich LANDAHL; *Hessen*: Minister: Ernst SCHÜTE; *Niedersachsen*: Minister of Education: Richard VOIGT; *Nordrhein-Westfalen*: Minister of Education: Werner SCHÜTZ; *Rheinland-Pfalz*: Minister of State: Eduard ORTH; *Schleswig-Holstein*: Minister of Education: Edo OSTERLOH; *Saarland*: Minister of Education: Franz Josef RÖDER; President of the Conference of Ministers of Education: Joachim TIBURTIUS.

GHANA

MINISTRY OF EDUCATION, ACCRA

Minister of Education: Kofi BAAKO; Parliamentary Secretary: William Atia AMORO; Permanent Secretary: Casely Manasseh Obuobisa MATÉ; Principal Assistant Secretary: R. H. BENNET; Chief Education Officer: B. A. BROWN; Chief Technical Education Officer: George MOLLINSON; Deputy Chief Education Officer: John Mackie BANNOCHIE.

GREECE

MINISTRY OF EDUCATION AND RELIGION, ATHENS

Minister: Georges VOYIATZIS; General Secretary: Nicolas KARMIRIS; President of the Higher Council of Education: Demetrius HATZIS; Technical Adviser: Mrs. DENDRINOY ANTONAKAKI; Director-General of Religions: Vassilios IOANNIDIS; Director-General of Education: Demetrius GUIZELIS; Director-General of Vocational Education: Demetrius KORONÉOS; Director of the Central Service of the Ministry: Constantin KYRIAKOPOULOS; Director of the Education Council: Constantin SVORONOS; Director of Higher Education: Constantin PAPANOS; Director of Secondary Education: Lambros KARASMANIS; Director of Primary Education: Theodoros FOTINOPOULOS; Director of Private Education: Athanassios BARCAS; Director of Physical Education: Evangelos KALFARENTZOS; Director of School Hygiene: Vassilios LIMBERIS; Director of Antiquities: Ioannis PAPADIMITRIOU; Director of Restoration: Efstathios STIKAS; Director of Technical Services: Georges PANTZARIS; Director of Literature, Theatres and Cinemas: Georges KOURNOUTOS; Director of Fine Arts: Georges KOURNOUTOS (provisionally); Director of Teaching Material: Constantin MOURAS; Director of School and Educational Publications: Charalambos MOUSTRIS; Chief of the Adult Education Section: Mrs. Hélène MALAFEKA.

GUATEMALA

MINISTERIO DE EDUCACIÓN PÚBLICA, GUATEMALA

Minister of Public Education: Vicente DÍAZ SAMAYOA; Under-Secretary: Sarbelio HERRERA CIFUENTES; Director-General of Social Development and Rural Education: Eduardo PRADO PONCE; Director-General of Fine Arts and Cultural Development: Augusto MONTERROSO; Director-General of Urban Pre-Primary and Primary Education: Abidán BATRES SOSA; Director-General of Secondary Education and Teacher Training: Alfredo CARRILLO RAMÍREZ; Director of Vocational and Technical Education: Alfredo ALDANA HERNÁNDEZ; Director of Physical Education and School Hygiene: Manuel Angel PONCE; Director of Adult Education: Aristides SAMAYOA PERALTA; President of the Technical Council of National Education: Oscar GONZÁLEZ RECINOS.

HAITI

DÉPARTEMENT DE L'ÉDUCATION NATIONALE, PORT-AU-PRINCE

Director-General of National Education: Antoine GUERRIER; Assistant Director for Physical Education: Pierre BIAMBY; Assistant Director for Vocational and Technical Education: René LEMOINE; Assistant Director for Adult Education: Vianney DENERVILLE; Assistant Director for Secondary Education: Ernest BARBOT; Assistant Director for Primary Education: Raymond BARJON.

HONDURAS

MINISTERIO DE EDUCACIÓN PÚBLICA, TEGUCIGALPA

Secretary of State for Public Education: Juan Miguel MEJIA; Under-Secretary of State: Mrs. Graciela BOGRAN; Director-General of Primary Education: Armando CARCAMO BUESO; Director-General of Secondary Education and Teacher Training: Manuel Antonio SANTOS; Director of the Planning Department: Mrs. Ana GOMEZ ROMERO; Rector of the autonomous University of Honduras: Lisandro GÁLVEZ.

HUNGARY

MŰVELŐDÉSÜGYI MINISZTERIUM, BUDAPEST

Minister of Culture: Mrs. Valéria BENKE; First Deputy-Minister: György ACZÉL; Deputy-Ministers: Pál ILKU, János MOLNAR.

ICELAND

MINISTRY OF EDUCATION, REYKJAVIK

Minister of Education: Gylfi Th. GÍSLASON; Secretary General: Birgir THORLACIUS; Chief of Division: Asgeir PÉTURSSON; Secretaries: Árni GUNNARSSON, Knútur HALLSSON, Sigurdur J. BRIEM.

INDIA

MINISTRY OF EDUCATION, NEW DELHI

Minister: K. L. SHRIMALI; Private Secretary to Minister: R. N. VIJ; Secretary and Educational Adviser: K. G. SAIYIDAIN; Joint Secretaries: P. N. KIRPAL, R. P. NAIK; Adviser, Primary Education: J. P. NAIK; Deputy Secretaries: K. R. RAMACHANDRAN, B. N. MALHAN, N. D. J. RAO, T. S. BHATIA; Deputy Educational Advisers: P. D. SHUKLA, R. K. KAPUR, Nauhria RAM.

INDONESIA

MINISTRY OF EDUCATION, INSTRUCTION AND CULTURE, DJAKARTA

Minister of Education and Culture: Professor PRIJONO; General Secretary: Dr. SOEPARDO; Director of the General Education Department: Ali MARSABAN; Director of the Vocational Education Department: X. S. M. ONDANG; Head of the Co-ordination Bureau of Higher Education: Soegijono DJOENED POESPONEGORO; Director of the Cultural Affairs Department: Oesman JOEDAKOESOEMAH; Head of the Mass Education Department: Tartib PRAWIRODIHARDJO; Head of the Bureau of International Relations and Unesco Affairs: R. SOEBROTO. Acting Head of the Bureau of Enactments: Dr. SOETJIPTO; Head of the Bureau of Foreign Schools: SOETONTRO; Head of the Bureau of Physical Education: SOENGGKONO; Head of the Bureau of Youth Affairs: Soelojo ARCUNDATHA.

IRAN

VÉZARATE FARHANGUE, TEHRAN

Minister of National Education: Mahmud MEHRAN; Parliamentary Under-Secretary of State: Mohammad YAZDANFAR; Under-Secretary of State and Director of Fine Arts: Mehrdad PAHLBOD; Under-Secretary of State for Technical Education: Habibollah NAFISI; Under-Secretary of State for Administrative Affairs: Reza MOZAYYENI; Under-Secretary of State for Educational Affairs: Karim FATEMI; Under-Secretary of State for Physical Education: Mohammad DAFTARI; Director-General of the Ministerial Staff and of Cultural Relations: Salim NEYSARI; Directors-General: of Publications and Statistics: Abutorab RAZANI; of Religious Property: Ahmad RUSTAIYAN; of Public Libraries: Mehdi BAYANI; of Inspection: Rezá MA'REFAT; of Technical Education: Mohsen KALANTARI; of Financial and Administrative Affairs: Baqer NAHVI; of Staff: Mohammad Taqi SAJJADYAN; of Higher Education: Jalal KASÁI; of Techniques: Mohammad MAŠAYEXI; of Educational Affairs and Physical Education: Hoseyn BANAI; of Education in the Province of Tehran: Ali Akbar KOWSARI; of the Health and Education of Young People: Nosratollah Haj AZIMI; Chief of the Higher Council of Education Secretariat: Ne'matollah Xan AKBAR; Chief of School Health: Syavoš ADAH; Chief of General Administration and Accountancy: Mohammad Ali RAF'ATJAH; Chief of Finance: Ahmad Ali BEYGLARI; Chief of the Building Office: SEYYEDAN; Chief of Students Abroad: Keyxostrow KEŠAVARZ; Chief of Secondary Education: Hoseyn AZARM; Chief of Primary Education: Hoseyn Tusi ARDAKANI; Chief of Vocational Education: Mrs. Turan A'LAM; Chief of Adult Education: Akbar ŠAKERIN; Chief of Nursery-Infant School Administration: Fazlollah Jahan ARA; Chief of Examinations: Hasan Raf'ati AFSAR; Chief of the Information, Research and Documentation Centre: Mohsen MOAYYEDI; Chief of Fundamental Education: Ali Asqar SEQATOLESLAMZADEH.

IRAQ

MINISTRY OF EDUCATION, BAGHDAD

Minister of Education: Muhiddin ABDUL-HAMID; President of Baghdad University: Abdul-Jabbar ABDULLAH; Inspector General of Education: Aboud ZALZALA; Director-General for Technical Affairs: Salah KHALIS; Director-General of Education: Siddiq AL-ATROUSHI; Director-General of Administration: Ahmad Yaqub AL-SHAMSÍ; Director-General of Vocational Education: Na'im BADAWI; Director-General of Physical Education: Akram FAHMI; Director of Cultural Exchange: Abdul-Razzak AL-JALILI; Director of Information: Shakir ALI; Director of Missions and Scholarships: Sahib HADDAD; Director of Secondary Education: Hamdi YOUNIS; Director of Primary Education: Najeeb MUHIDDIN; Director of Teacher Training: Abdul-Hameed ABDUL-KAREEM; Director of Industrial Education: Jassim AL-HAYANI; Director of Fundamental Education: Abdulla FADHIL; Director of Commercial Education: Jamal SHAFIQ; Director of Home Economics Education: Mrs. Fatma BAKIR.

IRELAND

AN ROINN OIDEACHAIS, DUBLIN

Minister for Education: An Dochtúir Pdraig Ó HIRIGHILE; Secretary: Tarlach Ó RAIFEARTAIGH; Assistant Secretary for Post-Primary Education: Peadar Mag EOIN; Assistant Secretary for Primary Education: Seán MAC GEARAILT.

ISRAEL

MINISTRY OF EDUCATION AND CULTURE, JERUSALEM

Minister: Zalman ARANNE; Deputy Minister: Ami ASSAF; Director-General: Yaakov SARID; Deputy Director: Joseph SHOCHAT; Assistant Directors-General: Shraga ADIEL, Juda Leib BENOR, Eliyahu KATZENELLENBOGEN, Abraham BARTANA, Avner ISRAELI; Head of Division of Religious Education: Joseph GOLDSCHMIDT; Heads of Educational Secretariat: Nahum GAVRIELI, Joseph SHOCHAT; Full-time Members of Educational Secretariat: Shevach EDEN, Shraga ADIEL.

ITALY

MINISTERIO DELLA PUBBLICA ISTRUZIONE, ROME

Minister of Education: Giuseppe MEDICI; Under-Secretaries of State: Angelo DI ROCCO, Maria BADALONI; Director-General of Primary Education: Attilio FRAJESE; Director-General of Classical and Scientific Education and Teacher Training: Emilio PRISINZANO; Director-General of Technical Education: Aleardo SACCHETTO; Director-General of Higher Education: Mario DI DOMIZIO; Director-General of Antiquities and Fine Arts: Guglielmo DE ANGELIS D'OSSAT; Director-General of Academies and Libraries: Guido ARCAMONE; Director-General of Cultural Exchanges: Salvatore COMES; Director-General of General Affairs and Personnel: Giovanni PIAZZA; Director-General of Popular Education: Nazareno PADELLARO.

JAPAN

MOMBU-SHO, TOKYO

Minister of Education: Takechiyo MATSUDA; Deputy-Minister: Seisuke INADA; Director of Elementary and Secondary Education Bureau: Takasaburo NAITO; Director of Higher Education and Science Bureau: Shin-ichi OGATA; Director of Social Education Bureau: Shigeru FUKUDA; Director of Physical Education Bureau: Kohei SHIMIZU; Director of Research Bureau: Kenji KITAOKA; Director of Administrative Bureau: Yukio KOBAYASHI; Director of Secretariat, Cultural Properties Protection Commission: Kohei OKADA; Secretary General, Japanese National Commission for Unesco: Yoshio MUTO.

JORDAN

WAZÂRET AL-TARBIEH WA T'ALEEM, AMMAN

Minister of Education: Muhammad Amin SHANQITI; Under-Secretary: Said DURRA; Administrative Assistant Under-Secretary: Ibrahim QATTAN; Technical Assistant Under-Secretary: Jiryis QUSUS; Assistant Under-Secretary for Higher Education: Husni FARIZ; Assistant Under-Secretary for Cultural Affairs: Omar FAIQ; Secretary of the National Commission for Unesco: Muhammad Nuri SHAFIQ; Principal of Amman Teachers' College: Abdul Hamid YASIN; Principal of Khadoorie Agricultural School: Ali RAOUF; Principal of Amman Trade School: Burhan KAMAL; Principal of Rural Teachers' Training Centre at Beit Hanina: Scif Eddin KEILANI; Principal of Ramallah Women Teachers' College: Olga WHABEH; Principal of Rural Teachers' Training Centre at Hawara: Faiz Ali EL-GHOUL.

KOREA (Republic of)

MINISTRY OF EDUCATION, SEOUL

Minister of Education: Chai Yu CHOI; Vice-Minister of Education: Sheon Gi GIM; Director of Common Education Bureau: Ui Taik CHUNG; Director of Higher Education Bureau: Sang Bong HAN; Director of Bureau of Culture: Si Min PYUN; Director of Textbook Bureau: Man Kyu PARK; Chief Supervisor: Tae Jin SHIM; Chief of General Affairs Section: Sung Je KIM.

LAOS

MINISTRY OF NATIONAL EDUCATION, VIENTIANE

Minister: Leuam INSISIENMAY; Director-General of Education: Tay KELOUANGKHOT; Director-General of Secondary and Higher Education: Charles DELEPINE; Director of Primary and Adult Education: Kham Si SIRIMANOTHAM; Director of the Staff Training Centre: Khamking SOUVANLASY; President of the Literary Committee: Pierre Somchine NGINN; Minister's Principal Private Secretary: Bounlieng CHOUNRAMANY.

LEBANON

MINISTRY OF NATIONAL EDUCATION AND FINE ARTS, BEIRUT

Minister: Fouad BOUTROS; Director-General: Fouad SAWAYA; Principal Private Secretary: Fouad RIDA; Director of Primary Education: Georges SALIBI; Director of Secondary Education: Nizar SALHAB; Director of Vocational and Technical Education: Jean AKL; Teacher Training and Educational Research Service: Toufic SABBAGH; Cultural Affairs and Fine Arts Service: Abdel Raouf FADLALLAH; National Library Service: Wassef BAROUDY; Sports and Scouting Service: Khalil HILMI; Director-General of Antiquities: Maurice CHEHAB; Common Administrative Service: Joseph ZAROUR; President of the Lebanese University: Fouad BOUSTANY; National Conservatory of Music: Anis FULEIHAN.

LIBERIA

DEPARTMENT OF PUBLIC INSTRUCTION, MONROVIA

Secretary of Public Instruction: Nathaniel V. MASSAQUOI; Under Secretary of Public Instruction and Liaison Officer between the Government and all Education Agencies of the United States of America: J. W. A. RICHARDS; Under Secretary of Public Instruction for Unesco and other International Agencies: John Payne MITCHELL; Assistant Secretary of Public Instruction: Alexander B. CUMMINGS.

LIBYA

MINISTRY OF EDUCATION, BENGAZI

Minister: Abu Bakr NAAMA; Director-General: Mahmoud BACHTI; Assistant to the Director-General for Technical Matters: Ibrahim MAHDAMI; Assistant to the Director-General for Administrative Matters: Mohammed MAHDJOUR; *Tripolitania Province*: Nazir of Education: Mohammed-Al-Amin HAFI; Director of Education: Towfig HAMOUDA; *Cyrenaica Province*: Nazir of Education: Hamed ABEIDI; Director of Education: Hossein BALOUN; *Fezzan Province*: Nazir of Education: Hassan Dafar BURKAN; Director of Education: Mohammed NODSOUMA.

LUXEMBOURG

MINISTÈRE DE L'ÉDUCATION NATIONALE, LUXEMBOURG

Minister: Emile SCHAUS; Government Adviser on Vocational Education: Jean-Pierre WINTER; Government Adviser on Primary Education, Arts and Science: Edouard PROBST; Educational Adviser responsible for Cultural Relations with other Countries: Alphonse AREND; Professor attached to the Ministry responsible for questions relative to Higher and Secondary Education: Michel SCHMIT.

MALAYA (Federation of)

MINISTRY OF EDUCATION, KUALA LUMPUR

Minister of Education: Enche Mohamed KHIR JOHARI; Permanent Secretary: T. Eames HUGHES; Chief Education Adviser: D. H. CHRISTIE.

MEXICO

SECRETARÍA DE EDUCACIÓN PÚBLICA, MEXICO

Secretary of State for Public Education: Jaime TORRES BODET; General Under-Secretary for Administrative Coordination: Ernesto ENRIQUEZ; Under-Secretary for Technical Education: Victor BRAVO AHUJA; Under-Secretary for Cultural Affairs: Amalia G. C. de CASTILLO LEDON; General Secretary: Manuel LOPEZ DAVILA; Minister's Private Secretary: Rafael SOLANA; General Coordinator of Pre-primary and Primary Education: Mario AGUILERA DORANTES; Coordinator of Secondary Education and Teacher Training: Ramón GARCIA RUIZ; Coordinator of Legal Affairs: Octavio HERNANDEZ; Coordinator of Audio-visual Education: Raul NORIEGA; Director-General of Administration: Manuel ROLDAN GIL; Directress-General of Pre-primary Education: María Helena CHANES; Director-General of Primary Education for the Federal District: Hebert SANTOYO GALVAN; Director-General of Primary Education for the States and Territories: Salvador VARELA RESENDIZ; Director-General of Secondary Education: Humberto RAMOS LOZANO; Director-General of the Literacy Campaign: José AVILA GARIBAY; Director-General of Higher Education and Scientific Investigation: José ROMANO MUÑOZ; Director-General of Legal Affairs: Javier PIÑA PALACIOS; Director-General of School Health and Medical Services: Manuel AVELEYRA ARROYO DE ANDA; Deputy Directress of Teacher Training, chargée d'affaires: Guadalupe C. de ZAVALETA; Director-General of Author's Copyrights: Ernesto VALDERRAMA HERRERA; Director of the National Institute of Mexican Youth: Agustín ARRIAGA; Director-General of the National Institute of Fine Arts: Celestino GOROSTIZA; Director-General of the Anthropology and History Institute: Eusebio DAVALOS HURTADO; General Manager of the Administrative Committee of the Federal School Building Programme: Pedro RAMIREZ VAZQUEZ; Director-General of Social Work: Flavio ROMERO DE VELASCO; President of the National Technical Council of Education: Celerino CANO; Director-General of the National Polytechnical Institute: Eugenio MENDEZ DOCURRO.

MONACO

MINISTÈRE D'ÉTAT

Minister of State and President of the Education Committee: Emile PELLETIER; Government Adviser for Home Affairs, responsible for National Education: Pierre BLANCHY.

MOROCCO

MINISTÈRE DE L'ÉDUCATION NATIONALE, RABAT

Minister: Abdelkrim BEN JELLOUN; Director of Departmental Staff: El Amrani ABDELKADER; Principal Private Secretary: Ahmed BELYAMANI; General Secretary: Nacer El FASSI; Chief of Higher Education: Abdelaziz BEN ABDALLAH; Chief of Secondary Education: Ahmed SALHI; Chief of Primary Education: Mohammed Mohiedine MECHRAFI; Chief of the Technical Education Service: Bekkari HOUSSAIN; Director of the Youth and Sports Division: Omar MEZZOUR.

NEPAL

MINISTRY OF EDUCATION, KATMANDU

Minister: P. N. CHAUDHARY; Secretary to the Ministry: P. L. RAJBHANDARI; Deputy Secretary: K. B. MANANDHAR; Director of Public Instruction: D. R. KOIRALA; Director of Archaeology and Culture: S. M. JOSHI.

NETHERLANDS

MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN, THE HAGUE

Minister of Education, Arts and Science: J. M. L. Th. CALS; Secretaries of State: Y. SCHOLTEN, G. C. STUBENROUCH; General Secretary: J. H. WESSELINGS; Director-General of Arts and International Cultural Relations: H. J. REININK; Director-General of Education: J. G. M. BROEKMAN; Inspector-General of Education: M. GOOTE; Director of Primary Education: J. DE BRUYN; Director of Secondary Education and Preparatory Higher Education: J. B. DREWES; Director of Vocational and Technical Education: A. G. de VRIES; Director of Higher Education: A. J. PICKAAR; Director of International Cultural Relations: B. J. E. M. de Hoog.

NEW ZEALAND

DEPARTMENT OF EDUCATION, WELLINGTON

Minister of Education: P. O. S. SKOGLUND; Director of Education: A. E. CAMPBELL; Assistant Director of Education: vacant; Assistant Director of Education (Administrative): L. M. GRAHAM; Chief Inspector of Primary Schools: J. L. EWING; Chief Inspector of Post-Primary Schools: F. R. G. AITKEN; Superintendent of Education, Auckland: L. le F. ENSOR; Superintendent of Technical Education: B. C. LEE.

NICARAGUA

MINISTERIO DE EDUCACIÓN PÚBLICA, MANAGUA

Minister of Public Education: René SCHICK GUTIÉRREZ; Deputy Minister: Pedro J. QUINTANILLA; Director of Technical Council: Násere HANED LÓPEZ; Director of Primary Education: Francisco LÓPEZ COLLADO; Director of Secondary Education: Tomás URROZ SARAVIA; Director of Cultural Extension: Guillermo ROTHSCHUH TABLADA; Director of Administrative Services: Fernando VALLE QUINTERO.

NORWAY

DET KONGELIGE KIRKE- OG UNDERVISNINGSDEPARTEMENT, OSLO

Minister of Church and Education : Birger Marin BERGERSEN; Under-Secretary of State : (vacant); Director-General of the School Department (Primary, Secondary and Vocational Education) : Olav HOVE; Director-General of the Department of Arts and Sciences (Higher Education, Universities, Colleges, etc.) : Leif J. WILHELMSEN.

PAKISTAN

MINISTRY OF EDUCATION, KARACHI

Minister : Habibur RAHMAN; Secretary : S. M. SHARIF; Deputy Educational Adviser : Imdad HUSAIN; Deputy Secretary : Dilawar HASSAN.

PANAMA

MINISTERIO DE EDUCACIÓN, PANAMA

Minister of Education : Federico A. VELASQUEZ; First Deputy Minister : Ovidio A. DE LEON S.; Second Deputy Minister : María Isabel MENDOZA; Director of Secondary Education : Jorge I. BARNETT; Director of Primary Education : Manuel Gregorio CASTILLERO; Director of Private Education : Alfredo CANTÓN.

PARAGUAY

MINISTERIO DE EDUCACIÓN Y CULTO, ASUNCIÓN

Minister of Education and Religion : J. Bernardino GOROSTIAGA; Under-Secretary of State for Education and Religion : Francisco María BARREIRO MAFFIODO; General Secretary : Rodolfo SALCEDO; Director of the Secondary and Vocational Education Department : Jorge CENTURIÓN; Director of the Teacher Training Department : Ranulfo PEREZ; Director of the Primary Education Department : Porfirio CHAMORRO; Director of the Educational Psychology Research Department : Trifilo A. SALINAS; Director of the Higher Education and Cultural Diffusion Department : Mario HALLEY MORA; Director of the Administrative Department : Adolfo ZAYAS; Director of the Information Department : José Antonio BIANCHI; Director of the School Building Department : Carmelo LA TERRA; Director of the Physical Education Department : Sindulfo AVEIRO STARK; Director of the Department of Religions : Ricardo Hug de BELMONT; Chief of the Fundamental Education Department : Juan Eligio RIVEROS ROLDAN; Director of the School Statistics Department : Dmitry PERSIANOW; Chief of the Educational and Teaching Material Department : Jorge BÁEZ.

PERU

MINISTERIO DE EDUCACIÓN PÚBLICA, LIMA

Minister of Public Education : José RUBIO; Director of Administration and Public Relations : M. Gerardo ALIAGA; Director of Primary Education : Francisco BELLIDO SIGREST; Director of Secondary Education : Francisco LIZARZABURU; Director of Teacher Training and Special Education : José Ignacio VIGIL; Director of Technical Education : Antonio MONSALVE; Director of Fundamental and Adult Education : Luís A. LÓPEZ GALARRETA; Director of Physical Education and Recreation : Alfredo NARVAEZ; Director of Economic and Financial Control : Juan SALCEDO; Director of Culture : Manuel VEGAS CASTILLO; Director of Studies and Planning : Delfín LUDEÑA; Legal Adviser : Manuel MORENO FIGUEROA.

PHILIPPINES

DEPARTMENT OF EDUCATION, MANILA

Secretary of Education : José E. ROMERO ; Under-Secretary of Education : Daniel M. SALCEDO ; Director of Public Schools : Benigno ALDANA ; Director of Private Schools : Jesus E. PERPIÑAN ; Acting Director of Public Libraries : Ernesto R. RODRÍGUEZ, Jr. ; Director of National Museum : Eduardo QUISUMBING ; Director of Institute of National Language : José Villa PAÑGANIBAN.

POLAND

MINISTRY OF EDUCATION, WARSAW

Minister : Wacław TULODZIECKI ; Under-Secretaries of State : Ferdynand HEROK, Michał GODLEWSKI, Jan SZKOP ; Director-General : Wojciech POLORA.

PORTUGAL

MINISTÉRIO DA EDUCAÇÃO NACIONAL, LISBON

Minister of National Education : Francisco de Paula LEITE PINTO ; Under-Secretary of State : Baltazar REBELLO DE SOUSA ; President of the Higher Educational Council : Mário de FIGUEIREDO ; President of the Graduate Institute : Gustavo CORDEIRO RAMOS ; Director-General of Primary Education : Joaquim GOMES BELO ; Director-General of Secondary Education : Francisco FERNANDES PRIETO ; Director-General of Higher Education : João Alexandre FERREIRA DE ALMEIDA ; Director-General of Vocational Education : Antonio Carlos PROENÇA DE FIGUEIREDO ; Director-General of Sports, Physical Education and School Health Service : Orlando VALADÃO CHAGAS ; Principal Private Secretary : José GOMES BRANCO.

RUMANIA

MINISTRY OF EDUCATION AND CULTURE, BUCAREST

Minister : Acad. Ilie G. MURGULESCU ; Deputy Ministers : Constantza CRACIUN, Stefan BALAN, Constantin PRISNEA ; General Secretary : Mihai ALEXANDRU ; Adviser on the Education and Culture Problems of the National Minorities : Ludovic TAKACS ; Director-General of Higher Education : Constantin IONESCU-BUJOR ; Director-General of General, Vocational and Technical Education : Miron CONSTANTINESCU ; Director-General of the General Educational Directorate : Nicolae SIPOS ; Director-General of the School Network : Ion BORCA ; Director-General of the Arts : Virgil FLOREA ; Director-General of Cinematography : Gheorghe PAISI ; Director-General of Publications : Aurel MIHALE ; Director-General of Cultural Establishments : Dumitru BORGIA ; Director-General of Polygraphic Works : Iosif CHISINEVSCHI.

SPAIN

MINISTERIO DE EDUCACIÓN NACIONAL, MADRID

Minister of National Education : Jesús RUBIO GARCÍA-MINA ; Under-Secretary : José MALDONADO Y FERNÁNDEZ DEL TORCO ; Director-General of University Education : Torcuato FERNÁNDEZ MIRANDA ; Director-General of Technical Education : Gregorio MILLAN BARBANY ; Director-General of Secondary Education : Lorenzo VILAS LÓPEZ ; Director-General of "Laboral" Education : Guillermo de REYNA MEDINA ; Director-General of Primary

Education : Joaquín TENA ARTIGAS; Director-General of Fine Arts : Antonio GALLEGO BURÍN; Director-General of Archives and Libraries : José Antonio GARCÍA NOBLEJAS; Technical General Secretary and Commissioner for Cultural Extension : Antonio TENA ARTIGAS; Commissioner for School Welfare and Social Assistance : José NAVARRO LATORRE.

SUDAN

MINISTRY OF EDUCATION, KHARTOUM

Minister : Ziada Osman ARBAB; Director : Abdel Haleem Ali TAHA; Acting Deputy Director : Mohed Hassan ABDULLA; Assistant Director (Provinces and Councils) : Ahmed Beshir EL ABBADI; Assistant Director (Personnel) : El Tigani ALI; Assistant Director (Administration) : El Sunni ABBAS; Assistant Director (Southern Provinces) : Sir El Khatim El KHALIFA; Controller Girls' Education : Ahmed MIRGHANI; Principal, Bakht Er Ruda Institute of Education : Osman MAHGUB; Principal, Khartoum Technical Institute : Ali HUSSNI; Cultural Attaché in Cairo : Abdel Gadir OKEIR; Cultural Attaché in London : Bushra Abdel Rahman SOGHAYER.

SWEDEN

KUNGL. ECKLESIASTIKDEPARTEMENTET, STOCKHOLM

Minister of Education and Ecclesiastical Affairs : Ragnar EDENMAN; Under-Secretary of State : Hans LÖWBEER; Director-General and Chief of the Royal Board of Education : Nils Gustav ROSÉN; Chancellor of the Universities : Harald CRAMÉR; Chief of the Royal Board of Vocational Training : Birger ÖHMAN.

SWITZERLAND

HEADS OF CANTONAL EDUCATION DEPARTMENTS

Zurich : Walter KÖNIG; *Bern* : Virgile MOINE; *Luzern* : Hans ROGGER; *Uri* : Thomas HERGER; *Schwyz* : Vital SCHWANDER; *Obwalden* : Hans GASSER; *Nidwalden* : Josef ODERMATT; *Glarus* : Fritz STUCKI; *Zug* : Emil STEIMER; *Fribourg* : José PYTHON; *Solothurn* : Urs DIETSCHI; *Basel-Stadt* : Peter ZSCHOKKE; *Basel-Land* : Leo LEJEUNE; *Schaffhausen* : Theo WANNER; *Appenzell A. Rh.* : Werner HOHL; *Appenzell I. Rh.* : Albert BROGER; *St.Gallen* : A. ROEMER; *Graubünden* : Andrea BEZZOLA; *Aargau* : Ernst SCHWARZ; *Thurgau* : E. REIBER; *Ticino* : Plinio CIOCCARI; *Vaud* : Pierre OQUEY; *Valais* : Marcel GROSS; *Neuchâtel* : Gaston GLOTTU; *Genève* : Alfred BOREL; Secretary of the Conference of Heads of Cantonal Public Education Departments : Antoine BOREL.

THAILAND

MINISTRY OF EDUCATION, BANGKOK

Minister of Education : M. L. Pin MALAKUL; Under-Secretary of State : Nai Naga DEVAHASTIN; Deputy Under-Secretaries of State : Yua WICHADIT, Kriang IAMSAKUL; Director-General of Secondary Education : Luang Svastisarn SASTRABUDDHI; Director-General of Vocational Education : Sanan SUMTR; Director-General of Elementary and Adult Education : Abhai CHANDAVIMOL; Director-General of Teacher Training : Bunthin ATTAGARA; Acting Director-General of Educational Techniques : Charoon VONGSAYANHA; Director-General of Physical Education : Pacheon NIMIBUTR; Director-General of Religious Affairs : Phung SRIVICHARN; Director-General of Fine Arts : Dhanit YUPOH.

TUNISIA

SÉCRÉTARIAT D'ÉTAT À L'ÉDUCATION NATIONALE, TUNIS

Secretary of State: Mahmoud MESSADI; Principal Private Secretary: Taïeb TRIKI; Chief of the Secondary Education Service: Abdelwahab BAKIR; Chief of the Technical Education Service: Ahmed EL FANI; Chief of the Primary Education Service; Mohamed BAKIR; Chief of the Social and Cultural Service: Tahar GUIGA.

TURKEY

MINISTRY OF NATIONAL EDUCATION, ANKARA

Minister: Atif BENDERLIOGLU; Under-Secretary of State: Osman Faruk VERIMER; Acting Under-Secretary of State for Technical and Vocational Education: Akif TUNCEL; President of the Higher Education Council: Kadri YÖRÜKOĞLU; President of the Inspection Council: Osman HORASANLI; Director-General of Higher Education: Faik BINAL; Director-General of Secondary Education: Âli YALKIN; Director-General of Primary Education: Halit BERK; Director-General of Fine Arts: Cevat Memduh ALTAR; Director-General of Teacher Training Schools: Osman BENER; Director-General of Antiquities and Museums: Kâmil SU; Director-General of School Hygiene: Baha ARKAN; Director-General of State Theatres: Cüneyt GÖKÇER; Director-General of the State Opera: Necil Kâzım AKSES; Director-General of Sports: Sinasi ATAMAN; Director of External Relations: Emin HEKİMGİL; Director of Private Education: Hüsamettin ARKAN; Director of Libraries: Aziz BERKER; Director of Publications: Namik KATOĞLU; Director of Physical Culture and Scouting: Mehmet ARKAN; Legal Adviser: I. HAKKI ÜLGEN.

UKRAINE

MINISTRY OF EDUCATION, KIEV

Minister of Education: Ivan Konstantinovitch BELODED; Deputy Ministers: Petr Ieontievitch MIRGORODSKY, Sergey Trofimovitch ZAVALO, Anatoliy Vassilievitch KORNEITCHUK.

UNION OF BURMA

MINISTRY OF EDUCATION, RANGOON

Minister: U KA; Government Secretary: U BA KYAW; Director of Education: U Po THON; Director of Teacher Training: U BA BWA; Rector of the University of Rangoon: Dr. HLA MYINT; Director of Technical Education: C. PING LEE.

UNION OF SOUTH AFRICA

DEPARTMENT OF EDUCATION, ARTS AND SCIENCE, PRETORIA

Minister: Jan Jonothan SERFONTEIN; Deputy Minister: Balthazar Johannes VORSTER; Secretary for Education, Arts and Science: Jacobus Johannes Petrus OP'T HOF; Deputy Secretary for Education, Arts and Science: Pieter GROBBELAAR; Under-Secretaries for Education, Arts and Science: Johannes Ludwig Neethling HANSMANN, Michael Christian ERASMUS.

UNION OF SOVIET SOCIALIST REPUBLICS ¹

R.S.F.S.R., Moscow: Minister of Education: Evgenii Ivanovitsch AFANASENKO; First Deputy Minister: Alexei Ivanovitsch MARKOUCHEVITSCH; Deputy Ministers: Pavel Vassilievitsch ZIMINE, Mikhail Petrovitsch KACHINE, Fedor Semenovitsch MAXIMENKO, Ivan Vassilievitsch PADEJNOV. *Uzbek SSR*: Minister of Education: I. KADYROV; *Kazakh SSR*: Minister of Education: A.C. CHARIPOV; *Georgian SSR*: Minister of Education: G. N. DJIBLADZE; *Azerbaijan SSR*: Minister of Education: R. K. RAGUIMOV; *Lithuanian SSR*: Minister of Education: M. A. GUEDVILAS; *Moldavian SSR*: Minister of Education: A. N. KRATSCHOUN; *Latvian SSR*: Minister of Education: V. P. SAMSONS; *Kirghiz SSR*: Minister of Education: T. TOURGOUNOV; *Tadzhik SSR*: Minister of Education: T. POULATOV; *Armenian SSR*: Minister of Education: Ch. S. SIMONIAN; *Turkmen SSR*: Minister of Education: A. KOURBANOV; *Estonian SSR*: Minister of Education: A. K. GREN.

UNITED ARAB REPUBLIC (UAR)

CENTRAL MINISTRY

Minister for the UAR: Kamal El din HUSSEIN; Under-Secretary of State for Planning: Mohamed Ali HAFEZ; Under-Secretary for Foreign Relations: Ahmed El FOTTAYEH; Technical Education Adviser: Aly SHOEB.

NORTHERN PROVINCE (SYRIA): MINISTRY OF EDUCATION, DAMASCUS

Minister: Amjad TRABULSI; Under-Secretary of State: Omar CHAKHACHIRO.

SOUTHERN PROVINCE (EGYPT): MINISTRY OF EDUCATION, CAIRO

Minister: Ahmed Naguib HASHIM; Under-Secretary of State: Mohamed Taha El NIMR; Technical Adviser: Abd El Aziz El KOUSSY; Assistant Under-Secretary for General Education: Ahmad Zaki MOHAMED; Assistant Under-Secretary for Cultural Affairs: Mohamed Kamel El NAHAS; Assistant Under-Secretary for Technical Education: Ali SHOEB.

UNITED KINGDOM

ENGLAND AND WALES: MINISTRY OF EDUCATION, LONDON

Minister: The Rt. Hon. Sir David ECCLES, K.C.V.O.; Parliamentary Secretary: Kenneth P. THOMPSON; Permanent Secretary: Dame Mary SMITON, D.B.E.; Deputy Secretary: R. N. HEATON, C.B.; Under Secretaries: R. HOWLETT, D. H. LEADBETTER, C.B., D. M. NENK, P. R. ODGERS, M.B.E., A. A. PART, C.B., M.B.E., T. R. WEAVER; Legal Adviser: W. L. DALE; Senior Chief Inspector: P. WILSON, C.B.; Chief Inspectors: J. G. M. ALLCOCK, J. E. H. BLACKIE, C.B., W. R. ELLIOTT, C. R. ENGLISH, R. D. SALTER DAVIES, R. E. WILLIAMS; Permanent Secretary of Welsh Department: Sir Ben Bowen THOMAS; Chief Inspector (Wales): W. Ll. LLOYD.

NORTHERN IRELAND: MINISTRY OF EDUCATION, BELFAST

Minister: W. M. MAY; Permanent Secretary: A. C. WILLIAMS; Senior Assistant Secretary: J. M. BENN; Assistant Secretaries: L. ARNDELL, J. SCOTT; Senior Chief Inspector: W. B. DOAK.

¹ For the Byelorussian SSR and the Ukrainian SSR, see under Byelorussia and Ukraine.

SCOTTISH EDUCATION DEPARTMENT, EDINBURGH

Secretary : W. F. ARBUCKLE, C.B. ; Deputy Secretary : H. H. DONNELLY ; Under Secretary : A. G. RODGER, O.B.E. (Establishment Officer) ; Assistant Secretaries : A. DAVIDSON, R. A. DINGWALL-SMITH, J. KIDD, F. M. M. GRAY, S. C. ALDRIDGE, J. A. M. MITCHELL, M. C. ; Senior Chief Inspector of Schools : J. S. BRUNTON ; Chief Inspectors of Schools : J. W. M. GUNN, R. MACDONALD, Miss E. I. YOUNG, J. G. STRACHAN, D. DICKSON, P. M. GILLAN.

UNITED STATES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON

Secretary of Health, Education, and Welfare : Arthur S. FLEMING ; *U.S. Office of Education* : Commissioner of Education : Lawrence G. DERTHICK ; Deputy Commissioner of Education : Wayne O. REED ; Executive Officer : John F. HUGHES ; Assistant Commissioner for Educational Research : Roy M. HALL ; Assistant Commissioner and Director, Division of State and Local School Systems : E. Glenn FEATHERSTON ; Assistant Commissioner and Director, Division of School Assistance in Federally Affected Areas : Rall I. GRIGSBY ; Assistant Commissioner and Director, Division of Higher Education : Homer D. BABBIDGE ; Assistant Commissioner and Director, Division of Vocational Education : James H. PEARSON ; Assistant Commissioner and Director, Division of International Education : Oliver J. CALDWELL ; Deputy Director, Division of International Education and Director, International Educational Relations Branch : Bess GOODYKOONTZ.

URUGUAY

MINISTERIO DE INSTRUCCIÓN PÚBLICA, MONTEVIDEO

Minister of Education : Eduardo A. PONS ETCHEVERRY ; Under-Secretary of State : Enrique BELTRÁN ; Director-General of Primary Education : Felipe FERREIRO ; Director-General of Secondary Education : Luís BATTLE VILA ; Rector of the University : Mario CASSINONI.

VENEZUELA

MINISTERIO DE EDUCACIÓN, CARACAS

Minister of Education : Rafael PIZANI ; Departmental Staff Director : Gustavo DÍAZ SOLIS ; Legal Adviser : José Luís AGUILAR ; Technical Director : Reinaldo LEANDRO MORA ; Director of Administration : Luís SOLARES PÉREZ ; Director of Primary Education and Teacher Training : J. M. ALFARO ZAMORA ; Director of Crafts, Industrial and Commercial Education : Víctor Hugo MANZANILLA ; Director of Secondary, Higher and Special Education : Benjamin MENDOZA ; Director of Culture and Fine Arts : Arturo CROCE ; Secretary of the National Council of Universities : Mariano UZCÁTEGUI U.

VIETNAM

DEPARTMENT OF NATIONAL EDUCATION, SAIGON

Secretary of State : Trần-Huu-THẾ ; Departmental Staff Director : Trần-van-THUAN ; General Secretary : Huynh-van-ĐAO ; Director-General of Secondary, Primary and Popular Education : Trần-Ba-CHUC ; Director of

Cultural Affairs : Nguyen-Khac-KHAM; Director of School Textbooks Compilation, Translation and Publication : Tràn-Sy-ĐON; Director of the Historical Research Institute : Truong-Buu-LAM; Director of Technical and Craft Education : Nguyễn-Duoc; Director of the National Technical Centre : Le-Si-NGAC.

YUGOSLAVIA

Education Committee of the Federal Executive Council, Belgrade: President : Krste Crvenkovski. *Council for Education of the People's Republic of Serbia, Belgrade:* President : Dragoslav MUTAPOVIĆ. *Council for Culture of the People's Republic of Serbia, Belgrade:* President : Stanka VESELINOV. *Council for Education of the People's Republic of Croatia, Zagreb:* Milos ŽANKO. *Council for Culture and Science of the People's Republic of Croatia, Zagreb:* President : Anica MAGAŠIĆ. *Council for Education of the People's Republic of Slovenia, Ljubljana:* President : Vlado Majhen. *Council for Culture of the People's Republic of Slovenia, Ljubljana:* President : Boris KOCLJANČIĆ. *Council for Education of the People's Republic of Bosnia and Hercegovina, Sarajevo:* President : Dušanka KOVAČEVIĆ. *Council for Culture of the People's Republic of Bosnia and Hercegovina, Sarajevo:* President : Vinko VINTERHALTER. *Council for Education of the People's Republic of Macedonia, Skoplje:* President : Petar Zdravkovski. *Council for Culture of the People's Republic of Macedonia, Skoplje:* President : Dimče BELOVSKI. *Council for Education of the People's Republic of Montenegro, Titograd:* President : Vojin JANKOVIĆ. *Council for Culture of the People's Republic of Montenegro, Titograd:* President : Vuko RADOVIĆ.

Educational Statistics

I. PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School year	Total population (thousands)	Teachers			Pupils		
			Total	Females	% F	Total	Females	% F
AFRICA								
Ethiopia and Eritrea	1956/57	20 000	¹ 3 723	¹ 460	12.4	135 642	24 574	18.1
Ghana	1958	4 836	15 276	3 264	21.4	471 020	161 723	34.3
Liberia	1956/57	1 250	^R 1 478	474	^R 32.1	^R 47 729	^R 11 345	^R 23.8
Libya	1957/58	1 136	3 061	...	...	96 763	19 776	20.4
Morocco ²	1957/58	*10 115	...	...	...	615 838	*191 635	31.1
Sudan	1958/59	*11 037	...	...	...	³ 265 462	*68 000	25.6
Tunisia	1957/58	*3 815	...	...	...	303 106	100 478	33.1
Union of South Africa	1955	13 669	⁴ 58 644	⁴ 29 626	50.5	⁴ 1 964 249	⁴ 976 757	49.7
United Arab Republic								
Region of Egypt ^R	1957/58	24 020	⁵ 54 766	⁵ 17 994	32.9	⁵ 2 086 704	⁵ 783 961	37.6
Region of Syria	1957/58	4 080	11 232	...	...	375 746	...	...
AMERICA, NORTH								
Canada	1956/57	16 335	⁶ * 130 000	...	...	2 773 063	...	...
Costa Rica	1957	1 035	6 677	5 301	79.4	168 122	81 205	48.3
Cuba	1955/56	6 196	23 104	19 076	82.6	701 652	356 907	50.9
Dominican Republic	1956	2 608	...	...	...	444 942	221 104	49.7
El Salvador	1957	2 350	7 868	...	...	*245 200	...	...
Guatemala	1957	3 430	8 796	5 987	68.1	249 832	109 515	43.8
Haiti ⁷	1956/57	3 364	...	...	...	200 916	73 238	36.5
Honduras	1957	1 711	4 472	...	...	147 367	71 491	48.5
Mexico	1956	30 538	87 431	56 891	65.1	⁴ 757 725	1 682 232	35.4
Nicaragua	1955/56	1 266	⁸ 3 767	...	...	⁸ 118 679	...	...
Panama	1955/56	927	4 249	...	...	137 729	67 037	48.7
Puerto Rico	1955/56	2 265	...	...	...	436 039	...	...
United States	1957/58	172 795	⁹ 784 000	...	...	22 780 000	...	...

AMERICA, SOUTH

Argentina	1955	19 122	120 051	...	...	2 734 713	...	...
Bolivia	1956	3 235	6 938	...	...	159 747	71 902	45.0
Brazil	1958	62 725	*182 602	...	...	*5 775 246	*2 836 566	49.1
Chile	1956	6 944	24 979	...	...	1 011 429	...	...
Colombia	1957	13 227	35 327	27 377	77.5	1 381 290	682 545	49.4
Ecuador	1957/58	3 948	12 085	...	...	520 422	...	...
Paraguay	1957	1 638	9 914	...	...	283 454	...	...
Peru	1956	9 651	30 460	...	...	1 186 799	...	...
Surinam	1957/58	*233	¹⁰ 1 273	¹⁰ 672	52.8	¹⁰ 45 663	¹⁰ 21 944	48.1
Uruguay	1955	2 615	7 074	...	...	234 173	...	...
Venezuela	1957/58	6 227	20 334	16 088	79.1	735 111	360 542	49.0

ASIA

Afghanistan	1954	12 000	¹¹ 3 191	¹¹ 212	6.6	¹¹ 105 978	¹¹ 7 977	7.5
Bahrain ¹²	1955/56	121	263	*10	3.8	7 282	*140	1.9
Burma, Union of	1957/58	20 164	32 900	...	...	1 374 056	...	...
Cambodia	1958/59	*4 740	12 690	...	...	536 762	150 026	28.0
Ceylon ¹⁴	1957	9 165	57 296	27 998	48.9	1 872 301	862 797	46.1
China								
People's Republic of	1955/56	614 705	1 593 613	...	...	53 126 401	...	...
Republic of China (Formosa)	1957	9 506	31 958	11 452	35.8	1 480 557	684 406	46.2
India	1958/59	*397 540	710 139	...	...	23 922 567	7 387 304	30.9
Indonesia	1958/59	*86 900	176 653	47 539	26.9	7 316 056	3 084 678	42.2
Iran	1958/59	*19 723	37 070	12 985	35.0	1 135 219	373 847	32.9
Iraq	1956/57	¹⁵ 4 842	11 996	3 852	32.1	387 965	96 353	24.8
Israel	1956/57	1 868	¹⁶ 13 178	¹⁶ 7 516	57.0	310 585	147 775	47.6
Japan	1957/58	R 91 330	351 533	160 893	45.8	12 956 285	6 346 934	49.0
Jordan	1956/57	R 1 504	^{11 14} 7 432	^{11 14} 2 523	33.9	198 940	64 603	32.5
Korea, Republic of	1957	22 303	54 352	10 992	20.2	R 3 187 838	1 376 548	43.2
Kuwait	1958	¹⁷ 208	1 625	652	40.1	28 648	11 211	39.1
Laos	1958/59	*1 750	¹¹ 1 426	¹¹ 364	25.5	¹¹ 101 204	¹¹ 28 669	28.3
Lebanon	1957/58	*1 525	¹⁴ 9 500	...	...	*228 500	...	...
Malaya, Federation of	1956	6 252	26 311	8 263	31.4	873 927	342 971	39.2
Nepal	1954	8 432	1 278	7	0.5	26 186	1 105	4.2
Pakistan	1957	84 450	116 236	8 379	72.1	R 4 085 310	947 252	23.2
Philippines	1956/57	22 480	¹³ 91 318	¹³ 64 242	70.3	¹³ * 3 675 500	¹³ * 1 671 200	45.5
Qatar	1953	*25	...	...	...	420	...	...

PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School year	Total population (thousands)	Teachers			Pupils		
			Total	Female	% F	Total	Female	% F
Saudi Arabia	1957	¹⁸ 6 036	3 240	—	—	68 790	...	...
Thailand	1957	21 076	90 721	...	...	3 195 586	...	...
Turkey	1956/57	25 148	¹³ 47 905	...	...	¹³ 2 131 148	...	...
Vietnam, Republic of	1958/59	¹⁷ 12 300	19 532	...	...	1 112 792	...	...
Yemen	1956	¹⁹ 4 500	2 701	...	...	93 099	...	...
EUROPE								
Albania	1957/58	*1 462	6 691	...	...	200 414	92 138	46.0
Andorra	1954/55	*5	48	30	62.5	875	413	47.2
Austria	1957/58	*6 997	25 165	13 593	54.0	716 032	355 661	49.7
Belgium	1957/58	9 021	...	...	...	874 586	424 637	48.6
Bulgaria	1956/57	R 7 634	39 177	...	...	960 698	...	...
Czechoslovakia	1957/58	13 411	73 458	...	...	1 916 660	990 347	51.7
Denmark	1955/56	4 452	²⁰ 20 879	²⁰ 8 943	42.8	519 931	...	...
Finland	1957/58	4 356	22 426	...	...	622 784	...	...
France	1957/58	44 295	...	...	...	*5 578 614	...	...
Germany								
Democratic Republic of	1956/57	R 16 494	65 197	...	...	1 632 900	...	...
Federal Republic of	1957/58	51 300	¹⁴ 188 840	¹⁴ 75 361	39.9	4 812 341	2 363 450	49.2
West Berlin	1957/58	*2 223	4 791	2 703	56.4	153 367	75 318	49.1
Greece	1956/57	8 063	20 832	...	...	936 729	446 390	47.7
Hungary	1957/58	9 826	53 667	...	...	1 259 114	...	...
Iceland	1954	154	¹⁴ 890	¹⁴ 222	24.9	17 200	...	...
Ireland	1956/57	2 891	¹¹ 13 402	¹¹ 9 067	67.7	¹¹ 503 381	...	...
Italy	1955/56	48 171	179 375	...	...	4 740 738	2 270 089	47.9
Liechtenstein	1955/56	15	63	21	33.3	2 174	1 150	52.9
Luxembourg	1957/58	* 316	¹³ 1 100	...	...	¹³ 26 946	13 181	48.9
Monaco	1954/55	22	103	79	76.7	2 238	1 351	60.4

Netherlands	1957/58	R 11 097	43 613	21 509	49.3	1 519 952	741 172	48.8
Norway	1955/56	3 478	¹³ 16 053	¹³ 7 259	45.2	¹³ 447 250	¹³ 218 998	49.0
Poland	1958/59	*28 800	...	...	...	4 238 112	...	...
Portugal	1956/57	R 8 940	23 383	20 239	86.6	R 841 422	R 397 092	47.2
Rumania	1957	17 829	^{21 14} * 90 900	...	...	²¹ 1 818 979	²¹ 867 834	47.7
San Marino	1953/54	*13	39	...	...	1 315	616	46.8
Spain	1956/57	29 317	¹³ 67 190	¹³ 39 428	58.7	¹³ 2 687 440	¹³ 1 311 651	48.8
Sweden	1956/57	7 339	...	...	...	* 885 000	...	...
Switzerland	1956/57	5 078	...	...	...	¹³ 548 875	¹³ 270 066	49.2
United Kingdom								
England and Wales	1956/57	44 787	156 486	114 601	73.2	4 673 987	2 260 904	48.4
Northern Ireland	1957/58	1 400	6 506	4 602	70.7	208 591	103 656	49.7
Scotland	1956/57	5 147	...	...	...	²² 601 129	²² 292 834	48.7
Yugoslavia	1956/57	17 898	41 055	26 051	63.5	1 660 209	788 878	47.5
OCEANIA								
Australia	1957	9 643	^{23 *} 43 575	^{23 *} 26 685	61.2	^{23 *} 1 423 098	^{23 *} 692 329	48.6
New Zealand	1956	2 178	10 651	5 647	53.0	377 655	183 107	48.5
U.S.S.R.								
U.S.S.R.	1957/58	¹⁸ 200 200	...	...	...	¹⁴ 30 624 900	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIInd International Conference on Public Education.

R Revised figures

* Provisional.

... Data non available.

— Nil or negligible.

¹ All levels.

² Including kindergarten classes, complementary courses and technical classes of European and Jewish primary schools, but excluding primary classes of secondary schools.

³ Intermediate schools, previously included under primary are included now under secondary.

⁴ Including secondary education, 22 commercial schools, kindergartens, and ⁹ special schools for Asiatic and coloured children.

⁵ Not including practical preparatory schools, and Al Azhar University.

⁸ Including pre-school, secondary, and vocational education.

⁷ Data for the second semester of the school year.

⁸ National schools only, including kindergartens and evening schools.

⁹ Public schools only; including pre-school education.

¹⁰ Advanced elementary education included under primary in 1955 is included under secondary.

¹¹ Including pre-school education.

¹² Coverage: 23 government schools for boys and 4 private schools.

¹³ Public schools only.

¹⁴ Including general secondary education.

¹⁵ Not including nomads and foreigners.

¹⁶ Number of teaching posts.

¹⁷ 1957.

¹⁸ 1 January 1956.

¹⁹ Estimate of 1 July 1956.

²⁰ Including teachers in municipal secondary schools and classes.

²¹ Including schools for working and for rural youth, part-time courses and correspondence courses.

²² Public and subsidized schools only.

²³ Recognized schools only.

II. SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
AFRICA							
Ethiopia and Eritrea	1956/57	¹ 3 723	¹ 460	¹ 12.4	2 628	² 553	² 11.7
Ghana	1958	5 221	962	18.4	152 997	37 844	24.7
Liberia	1956/57	148	47	31.8	2 486	568	22.8
Libya	1957/58	525	...	...	6 886	...	...
Morocco	1957/58	...	...	...	³ 33 091	³ * 26 801	81.0
Sudan	1958/59	...	...	...	⁴ 50 312	...	...
Tunisia	1957/58	...	...	...	31 202	7 858	25.2
Union of South Africa ⁵	1955	58 644	29 626	50.5	1 964 249	976 757	49.7
United Arab Republic							
Region of Egypt	1957/58	23 735	4 096	17.3	387 619	88 193	22.8
Region of Syria	1957/58	4 046	...	...	61 757	...	...
AMERICA, NORTH							
Canada ⁶	1956/57	⁷ * 130 000	...	...	552 509	...	...
Costa Rica ⁸	1957	1 409	678	48.1	19 434	9 419	48.5
Cuba R	1955/56	1 277	728	57.0	35 206	14 889	42.3
Dominican Republic ⁹	1956	...	...	...	9 510	4 710	49.5
El Salvador	1957	...	...	...	16 605	6 762	40.7
Guatemala	1957	⁹ 1 598	⁹ 451	⁹ 28.2	14 821	5 557	37.5
Haiti ¹⁰	1956/57	...	...	...	8 841	3 120	35.3
Honduras	1956	...	...	...	2 035	286	14.1
Mexico	1955	11 129	...	...	101 155	33 593	33.2
Nicaragua	1953/54	492	...	...	3 781	...	...
Panama ²	1955/56	...	...	...	26 752	14 144	52.9
Puerto Rico	1955/56	...	...	...	153 727	...	...
United States ^{6 11}	1957/58	470 000	...	...	10 054 000	...	...

AMERICA, SOUTH

Argentina	1954	15 948	8 585	53.8	102 742	33 910	33.0
Bolivia	1956	⁶ 2 459	...	...	31 240	10 930	35.0
Brazil	1958	*49 231	*21 240	43.1	*735 358	*337 977	46.0
Chile	1956	7 785	...	...	125 445	...	...
Colombia	1957	8 787	2 808	32.0	107 627	36 160	33.6
Ecuador	1956/57	2 905	744	25.6	29 794	8 105	27.2
Paraguay ¹²	1957	1 500	...	...	12 950	...	...
Peru	1955	6 366	2 211	34.7	92 098	33 716	36.6
Surinam ¹³	1957/58	242	114	47.1	5 388	2 537	47.1
Uruguay	1955	...	...	...	49 104	26 077	53.1
Venezuela	1957/58	3 337	1 079	32.3	55 194	18 305	33.2

ASIA

Afghanistan	1954	207	36	17.4	3 576	648	18.1
Bahrain ¹⁴	1955/56	39	...	...	726	...	...
Burma, Union of ¹¹	1957/58	6 989	...	...	228 023	...	...
Cambodia ¹⁵	1957/58	328	...	...	11 338	1 640	14.5
Ceylon ¹⁶	1957/58	57 296	27 998	48.9	1 872 301	862 797	46.1
China							
People's Rep. of China	1955/56	...	...	...	⁶ 3 899 626	...	...
Rep. of China (Formosa)	1957/58	8 436	1 648	19.5	194 586	63 732	32.8
India	1955/56	¹⁷ 338 188	¹⁷ 58 929	¹⁷ 17.4	6 809 680	1 340 013	19.7
Indonesia ¹⁸	1955/56	19 776	...	...	340 830	...	...
Iran	1956/57	7 177	...	...	161 506	...	...
Iraq	1956/57	3 193	831	26.0	62 877	12 749	20.3
Israel ¹⁹	1956/57	2 147	616	28.7	21 533	11 530	54.5
Japan	1957/58	⁶ 291 332	⁶ 60 913	⁶ 20.9	7 145 328	3 562 395	49.9
Jordan	1956/57	⁷ 7 432	⁷ 2 523	⁷ 33.9	44 112	8 314	18.8
Korea, Republic of ⁸	1957	21 298	1 639	7.7	722 658	173 869	24.1
Kuwait	1958	122	38	31.1	1 270	248	19.5
Laos	1957/58	⁶ 94	⁶ 28	⁶ 29.8	1 987	425	21.4
Lebanon	1957/58	¹⁶ * 9 500	...	...	*32 000	...	...
Malaya, Federation of	1956	⁶ 3 060	⁶ 863	⁶ 28.2	89 337	27 208	30.5
Nepal	1954	2 246	56	2.5	46 105	2 137	4.6
Pakistan	1957	...	...	...	1 278 441	133 993	10.5
Philippines ¹¹	1956/57	⁶ ²⁰ 8 864	⁶ ²⁰ 5 386	⁶ ²⁰ 60.8	180 553	78 849	43.7
Saudi Arabia	1957	450	—	—	3 707	...	...

SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
Thailand	1957	12 945	...	...	377 473	...	...
Turkey ¹¹	1956/57	6 426	...	...	191 240	...	...
Vietnam, Republic of	1957/58	²¹ 3 751	...	...	105 039	...	...
Yemen	1956	69	...	...	296	...	...
EUROPE							
Albania	1957/58	250	...	...	¹⁹ 5 180	¹⁹ 1 948	37.6
Austria	1957/58	...	...	...	82 579	31 105	37.7
Belgium ^R	1957/58	...	...	...	248 914	113 233	45.5
Bulgaria	1956/57	7 450	...	...	165 363	...	...
Czechoslovakia	1957/58	5 131	...	...	88 410	...	...
Denmark	1955/56	²² 2 647	²² 1 008	²² 38.1	133 489	...	...
Finland	1957/58	...	...	...	162 941	...	...
France	1957/58	...	...	...	^{*1} 265 950	...	...
Germany							
Democratic Rep. of	1956/57	8 440	...	...	145 000	...	...
Federal Rep. of	1957/58	¹⁶ 188 840	¹⁶ 75 361	^{R 16} 39.9	1 218 352	540 815	44.4
West Berlin	1957/58	3 010	1 329	44.2	62 042	30 604	49.3
Greece ²³	1956/57	6 991	...	...	202 727	78 558	38.8
Hungary	1957/58	...	...	...	82 772	...	...
Iceland	1954	¹⁶ 890	¹⁶ 222	¹⁶ 24.9	5 535	...	...
Ireland ²⁴	1956/57	4 739	2 570	54.2	62 429	29 950	48.0
Italy	1955/56	57 534	...	...	659 322	265 692	40.3
Liechtenstein	1955/56	...	...	...	474	213	44.9
Luxembourg	1957/58	...	...	...	4 343	1 120	25.8
Monaco	1954/55	57	28	49.1	786	407	51.8
Netherlands ²⁵	1957/58	17 204	3 580	20.8	330 170	151 744	46.0
Norway ¹¹	1955/56	2 941	544	18.5	49 102	23 178	47.2

Poland	1958/59	...	...	...	199 230	...	...
Portugal	1956/57	4 919	2 461	50.0	76 637	36 512	47.6
Rumania ²⁶	1957/58	¹⁶ * 90 900	...	...	156 290	74 986	48.0
San Marino	1954/55	21	5	23.8	190	51	26.8
Spain	1956/57	...	...	...	364 391	120 685	33.1
Sweden	1957/58	*13 129	*5 769	*43.9	*199 390	*109 460	54.9
Switzerland ¹¹	1956/57	...	...	...	125 957	57 450	45.6
United Kingdom							
England and Wales ⁶	1956/57	121 191	56 453	46.6	2 474 650	1 218 851	49.3
Northern Ireland	1957/58	2 510	1 130	45.0	53 022	25 044	47.2
Scotland ¹¹	1956/57	...	...	...	240 148	118 550	49.4
Yugoslavia	1956/57	23 903	11 494	48.1	598 604	259 137	43.3
OCEANIA							
Australia	1957	*18 278	*7 937	43.4	*455 998	*219 877	48.2
New Zealand ⁶	1956	4 293	1 646	38.3	92 419	45 171	48.9
U.S.S.R.							
U.S.S.R.	1957/58	...	...	...	¹⁶ 30 624 900	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIInd International Conference on Public Education.

R Revised figures.

* Provisional.

... Data non available.

— Nil or negligible.

¹ All levels.

² Including vocational education and secondary teacher training.

³ Including enrolment in kindergarten classes and in primary classes of secondary schools and 115 students of higher education.

⁴ Intermediate schools, previously included under primary are included now under secondary.

⁵ Including primary education, 22 commercial schools, kindergartens and 9 special schools for Asiatic and Coloured children.

⁶ Including vocational education.

⁷ Including pre-school, and primary education.

⁸ Including night schools (enrolment: 3 752, 1 262 F), and teacher training classes attached to secondary schools.

⁹ Including teacher training.

¹⁰ Data for the second semester of the school year.

¹¹ Public schools only.

¹² Including commercial education.

¹³ Advanced elementary education, included under primary in 1955, is included now under secondary.

¹⁴ Not including Koranic schools and some private schools.

¹⁵ Not including private and foreign schools.

¹⁶ Including primary education.

¹⁷ Data given by type of school and not by level of education.

¹⁸ Coverage not complete; out of a total of 2 668 institutions, 1 244 have not given the number of teachers, and 1 242 have not given the number of pupils either.

¹⁹ Not including evening schools.

²⁰ Classrooms teachers only.

²¹ Including part-time teachers.

²² Not including teachers in municipal secondary schools and classes; they are counted with those in primary schools.

²³ Including evening courses.

²⁴ Recognised schools only.

²⁵ Not including junior seminaries.

²⁶ Including schools for rural and working youth, and part-time and correspondence courses.

III. TEACHER TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School Year	Teacher training schools at secondary level						Teacher training colleges at higher level					
		Teachers			Enrolment			Teachers			Enrolment		
		Total	Female	% F	Total	Female	% F	Total	Female	% F	Total	Female	% F
AFRICA													
Ethiopia and Eritrea	1956/57	...	...	...	668	...	...	...	...	...	32	...	...
Ghana	1958	...	...	...	3 782	1 105	29.2	...	...	...	362	110	30.4
Liberia	1957/58	...	...	...	1 721	...	...	1 5	...	...	1 31	1 19	1 61.3
Libya	1957/58	131	...	...	1 568	...	...	...	...	...	...	...	...
Morocco	1957/58	...	...	...	...	...	...	...	...	...	106	46	43.4
Sudan	1958/59	...	...	...	809	177	21.9	...	...	...	...	...	...
Tunisia	1957/58	...	...	...	667	117	17.5	...	...	...	70	5	7.1
Union of South Africa	1955	545	...	...	7 932	...	...	313	142	45.4	5 238	3 276	62.5
United Arab Republic													
Region of Egypt	1957/58	2 264	754	33.3	23 648	10 579	44.7	603	324	53.7	4 749	1 784	37.6
Region of Syria R	1957/58	147	55	37.4	1 231	441	35.8	...	...	...	109	21	19.3
AMERICA, NORTH													
Canada	1957/58	...	...	...	...	...	...	1 271	676	53.2	10 050	8 250	82.1
Costa-Rica R	1957	73	37	50.7	1 333	928	69.6	75	36	48.0	668	502	75.1
Cuba	1955/56	...	...	...	² 11 128	² 10 501	² 94.4	...	...	...	...	...	...
Dominican Republic	1954	...	...	...	319	272	85.3	...	...	...	...	...	...
El Salvador	1956	...	...	...	1 500	990	66.0	42	9	21.4	236	97	41.1
Haiti ³	1956/57	66	27	40.9	197	96	48.7	25	1	4.0	68	21	30.9
Honduras	1956	...	...	...	2 797	1 990	71.1	...	...	...	...	...	...
Mexico	1955	3 644	...	...	26 015	15 056	57.9	...	...	...	...	...	...
Nicaragua	1953/54	84	...	...	397	...	...	—	—	—	—	—	—
Panama	1957/58	102	58	56.9	1 897	1 498	79.0	—	—	—	—	—	—
United States	1957/58	...	...	...	⁴ ...	⁴ ...	⁴ ...	...	...	...	⁴ 294 688	⁴ 153 488	⁴ 52.1

TEACHER TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	School Year	Teacher training schools at secondary level						Teacher training colleges at higher level					
		Teachers			Enrolment			Teachers			Enrolment		
		Total	Female	% F	Total	Female	% F	Total	Female	% F	Total	Female	% F
Turkey	1957/58	...	...	...	*¹¹ 18 000	...	...	...	...	...	1 942	772	39.8
Vietnam, Republic of	1957/58	179	24	13.4	1 301	395	30.4	49	1	2.0	166	67	40.4
Yemen	1956	16	...	...	50	...	...	—	—	.	—	—	.
EUROPE													
Albania	1957/58	131	40	30.5	2 369	813	34.3	⁸ ...	...	...	253	96	37.9
Austria	1958/59	458	...	...	5 780	3 633	62.9	...	...	...	...	...	...
Belgium	1957/58	...	...	...	15 450	10 405	67.3	...	...	...	6 447	4 710	73.1
Bulgaria	1957/58	403	...	...	7 185	...	...	145	...	...	2 763	...	...
Czechoslovakia	1957/58	998	...	...	16 353	14 515	88.8	147	...	...	7 381	4 668	63.2
Denmark	1955/56	...	...	...	268	268	100.0	...	...	...	5 800	2 664	45.9
Finland	1957/58	186	97	52.2	2 044	839	41.0	170	78	45.9	1 178	544	46.2
France	1956/57	...	...	...	21 303	10 875	51.0	...	...	...	1 478	...	...
Germany													
Democratic Rep. of	1956/57	...	...	...	...	...	...	...	...	...	4 512	2 802	62.1
Federal Republic of	1956/57	—	—	.	—	—	.	851	232	27.3	15 880	9 678	60.9
West Berlin	1956/57	—	—	.	—	—	.	136	35	25.7	1 277	749	58.7
Greece	1957/58	...	...	...	...	...	...	193	...	...	2 363	1 034	43.8
Hungary	1957/58	548	260	47.4	2 534	1 775	70.0	218	37	17.0	1 464	845	57.7
Iceland	1954	41	10	24.4	142	64	45.1	—	—	.	—	—	.
Ireland	1956/57	...	...	...	517	340	65.8	...	...	...	1 085	869	80.1
Italy	1956/57	10 946	7 215	65.9	111 754	96 672	86.5	¹² ...	¹² ...	¹² ...	¹³ 3 156	...	...
Luxembourg	1957/58	...	...	...	194	99	51.0	—	—	.	—	—	.
Netherlands	1955/56	...	...	...	7 205	7 205	100.0	...	...	...	¹⁴ 17 179	...	...
Norway ¹⁵	1957/58	372	102	27.4	2 576	1 413	54.9	185	...	...	1 252	943	75.3
Poland	1957/58	...	...	...	61 202	49 783	81.3	654	...	...	¹⁶ 4 951	¹⁶ 2 113	¹⁶ 42.7

Portugal	1957/58	...	...	...	2 580	2 280	88.4	...	...	...	171	73	42.7
Rumania	1957/58	...	...	...	2 683	...	...	8	...	...	1 987	...	...
Spain ¹⁵	1957/58	1 948	1 079	55.4	37 950	22 110	58.3	...	...	...	...	...	...
Sweden	1957/58	...	...	...	4 ...	4 ...	4 ...	...	...	...	4 17 *4 490	4 17 *3 230	4 17 *71.9
United Kingdom													
England and Wales	1957/58	—	—	.	—	—	.	2 404	1 647	68.5	18 ...	18 ...	18 ...
Northern Ireland	1957/58	—	—	.	—	—	.	145	63	43.4	1 678	1 096	65.3
Scotland ¹⁵	1957/58	—	—	.	—	—	.	...	...	...	4 024	3 277	81.4
Yugoslavia	1957/58	1 298	...	...	22 094	14 721	66.6	11 380	11 99	11 26.1	11 8 082	11 3 369	11 41.7
OCEANIA													
Australia ¹⁵	1957	—	—	.	—	—	.	630	218	34.6	10 756	6 723	62.5
New Zealand	1957	—	—	.	—	—	.	221	78	35.3	3 275	2 287	69.8
U.S.S.R.													
U.S.S.R.	1954	...	...	...	19 234 562	...	...	...	...	...	554 408	...	...

Sources. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIInd International Conference on Public Education.

R Revised figures.

* Provisional or estimated.

... Data non available.

— Nil or negligible.

. Not applicable.

¹ Data referring to Maryland College of Our Lady of Fatima for 1956/57.

² Not including a few private schools for home economics teachers.

³ Data for the second semester of the school year.

⁴ Data on secondary teacher training are included with those on higher teacher training.

⁵ Private schools only; data on public teacher training are included with those on vocational education.

⁶ 1957.

⁷ Not including data on the Instituto de Profesores ARTIGAS.

⁸ Data on higher teacher training are included with those on general and technical higher education.

⁹ Out of the 856 secondary institutions of teacher training, 135 omitted to supply data on teachers, and 136 on enrolment. And out of the 104 higher institutions of teacher training, 8 did not supply data on teachers, nor on enrolment.

¹⁰ Teachers in secondary institutions of teacher training are included with those in higher teacher training.

¹¹ 1956.

¹² Data on higher teacher training are included with those on secondary teacher training.

¹³ Regular students only.

¹⁴ Schools training teachers of primary schools only for 1957/58.

¹⁵ Public schools only.

¹⁶ Including evening courses.

¹⁷ Not including kindergarten teacher training.

¹⁸ In 1956/57, 15 981 students (F 11 319) were admitted to training courses and 14 554 students (F 10 259) completed course of training.

¹⁹ Including evening and correspondence courses.

IV. SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
AFRICA							
Ethiopia and Eritrea	1956/57	¹ 3 723	¹ 460	¹ 12.4	1 435	² 553	² 11.7
Ghana	1958	258	21	8.1	³ 4 979	³ 754	15.1
Libya	1957/58	87	...	...	722	...	...
Morocco ⁴	1957/58	...	...	...	6 059	2 168	35.8
Sudan	1953/59	196	—	—	1 443	...	...
Tunisia	1957/58	...	...	...	12 816	4 724	36.9
Union of South Africa ⁵	1955	...	...	...	14 796	...	...
United Arab Republic							
Region of Egypt ^{R 6}	1957/58	4 740	776	16.4	66 007	18 103	19.9
Region of Syria	1957/58	234	...	...	2 656	...	...
AMERICA, NORTH							
Canada ⁷	1956/57	⁸ *130 000	...	...	552 509	...	...
Costa Rica	1957	207	70	33.8	7 031	3 742	53.2
Cuba	1955/56	2 143	744	34.7	23 817	8 673	36.4
Dominican Republic	1956	...	...	...	10 116	6 073	60.0
El Salvador	1957	...	...	...	⁹ 8 092	⁹ 4 210	⁹ 52.0
Guatemala	1957	1 230	452	36.7	10 516	5 681	54.0
Haiti ¹⁰	1956/57	...	...	...	3 433	1 138	33.1
Honduras	1956	...	...	...	⁹ 5 211	⁹ 2 464	⁹ 47.3
Mexico	1955	4 720	...	...	53 790	24 182	45.0
Nicaragua ⁹	1953/54	175	...	...	3 383	...	...
Panama ²	1955/56	...	...	...	26 752	14 144	52.9
Puerto Rico	1954/55	...	...	...	89 511	41 950	46.9
United States ^{7 11}	1957/58	470 000	...	...	10 054 000	...	...
AMERICA, SOUTH							
Argentina	1954	25 542	11 437	44.8	216 343	102 821	47.5
Bolivia	1956	⁷ * 2 700	...	...	^{R 12} 9 657	¹² 5 030	¹² 52.1
Brazil ¹³	1958	*19 299	*4 768	*24.7	*180 682	*50 382	*27.9
Chile	1954	...	...	...	⁵ 30 988	⁵ 15 189	⁵ 49.0
Colombia	1957	4 375	2 016	46.1	48 079	28 508	59.3
Ecuador	1956/57	1 041	498	47.8	13 430	9 050	67.4
Paraguay ⁹	1955	764	...	...	¹⁴ 7 221	¹⁴ 1 705	¹⁴ 23.6
Peru	1955	3 319	1 326	40.0	33 963	*15 700	*46.2
Surinam	1955/56	...	...	...	^{5 14} 894	^{5 14} 248	^{5 14} 27.7
Uruguay	1955	...	...	...	14 651	5 864	40.0
Venezuela	1957/58	1 245	403	32.4	20 039	10 924	54.5
ASIA							
Afghanistan	1954	178	—	—	2 452	—	—
Bahrain	1954/55	12	—	—	83	—	—

SECONDARY VOCATIONAL EDUCATION
NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
Burma, Union of	1954/55	122	11	9.0	15 5 570	15 530	15 9.5
Cambodia	1957/58	...	...	...	858	...	...
Ceylon	1954	97	31	32.0	2 024	914	45.2
China							
People's Republic of China	1955/56	...	...	...	7 3 899 626	...	...
Republic of China (Formosa)	1957/58	3 999	557	13.9	69 823	16 407	23.5
India	1955/56	...	...	...	334 693	58 086	17.4
Indonesia ¹⁶	1955/56	8 945	...	...	106 094	...	...
Iran	1954/55	268	...	...	1 944	...	...
Iraq ^R	1956/57	261	74	28.4	3 324	1 061	31.9
Israel ^R	1956/57	1 116	227	20.3	12 343	3 652	29.6
Japan	1957/58	17 95 719	17 17 546	17 18.3	917 945	361 028	39.3
Jordan ¹⁸	1956/57	92	*—	*—	704	*—	*—
Korea, Republic of ⁷	1957	21 298	1 639	7.7	722 658	173 869	24.1
Kuwait	1958	12 79	—	—	186	—	—
Laos	1957/58	7 94	7 28	7 29.8	170	4	2.4
Lebanon ¹¹	1956/57	96	...	...	756	374	49.5
Malaya, Federation of	1956	7 3 060	7 863	7 28.2	8 296	2 910	35.1
Nepal	1954	15	—	—	112	—	—
Pakistan	1957	...	...	...	4 522	...	...
Philippines ¹¹	1956/57	7 19 8 864	7 19 5 386	7 60.8	43 398	11 707	27.0
Saudi Arabia	1957	157	—	—	1 209	—	—
Thailand	1957	3 160	...	...	63 176	...	...
Turkey ¹¹	1956/57	...	...	...	180 007	...	...
Vietnam, Republic of	1957/58	427	...	...	9 674	...	...
Yemen	1956	210	...	...	1 252	...	...
EUROPE							
Albania	1957/58	323	...	...	6 400	...	...
Austria	1957/58	8 881	...	...	197 950	71 472	36.1
Belgium ^R	1957/58	...	...	...	20 283 053	116 968	41.3
Bulgaria ^R	1956/57	2 275	...	...	49 333	...	...
Czechoslovakia	1958/59	8 995	...	...	129 243	58 862	45.5
Denmark	1955/56	...	...	...	20 56 226	20 24 121	30 42.9
Finland ²¹	1956/57	4 273	...	...	41 255	...	...
France	1957/58	...	...	...	*453 620	...	...
Germany							
Democratic Republic of	1956/57	6 186	...	...	68 639	34 732	50.6
Federal Republic of	1956/57	33 347	13 555	40.6	2 451 644	1 115 356	45.5
West Berlin	1955/56	1 951	864	44.3	91 671	42 429	46.3
Greece	1956/57	*3 600	...	...	*55 000	*14 500	26.4
Hungary	1957/58	...	...	...	43 741	...	...
Iceland	1954	92	44	47.8	2 883	...	...
Ireland	1956/57	1 487	...	...	20 23 445	20 23 11 100	30 23 47.3
Italy	1955/56	61 586	...	...	742 750	232 689	31.3
Luxembourg	1957/58	...	...	...	3 479	...	...
Monaco	1954/55	14	12	85.7	* 237	* 187	*78.9
Netherlands	1957/58	...	...	...	202 937	90 756	44.7

SECONDARY VOCATIONAL EDUCATION
NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
Norway ¹¹	1955/56	²⁴ 7 111	...	...	44 459	16 309	36.7
Poland	1957/58	...	...	...	R 332 127	...	...
Portugal	1956/57	3 262	*1 121	*34.4	64 977	15 723	24.2
Rumania	1957/58	8 023	...	...	²⁰ 123 954	...	...
Spain	1955/56	8 377	1 130	13.5	162 026	43 803	27.0
Sweden	1957/58	...	...	...	47 782	...	...
Switzerland	1956/57	...	...	...	⁹ 7 682	⁹ 3 518	⁹ 45.8
United Kingdom							
England and Wales ⁷	1956/57	121 191	56 453	46.6	2 474 650	1 218 851	49.3
Northern Ireland	1957/58	...	...	...	5 462	1 234	22.6
Yugoslavia	1956/57	8 760	3 022	34.5	194 862	56 823	29.2
OCEANIA							
Australia ¹¹	1957	*8 700	...	...	*64 210	*1 280	2.0
New Zealand ⁷	1956	4 293	1 646	38.3	92 419	45 171	48.9
U.S.S.R.							
U.S.S.R.	1957/58	...	...	...	²³ *2 000 000	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIInd International Conference on Public Education.

R Revised figures.

* Provisional.

... Data non available.

— Nil or negligible.

¹ All levels.

² Including general secondary education and secondary teacher training.

³ Including 1633 (F 76) part-time students.

⁴ Technical secondary schools only; not including separately organized vocational courses.

⁵ Not including agricultural schools.

⁶ Including practical preparatory schools, previously classified as primary.

⁷ Including general secondary education.

⁸ Including pre-school and primary education.

⁹ Commercial schools only.

¹⁰ Data for the second semester of the school year.

¹¹ Public schools only.

¹² Including teacher training.

¹³ Commercial, industrial and agricultural schools only.

¹⁴ Including enrolment in evening courses.

¹⁵ Part-time students only.

¹⁶ Out of a total of 763 institutions, 79 institutions omitted to furnish data on teachers and 80 on enrolment.

¹⁷ Including teachers in full-time upper secondary schools.

¹⁸ Not including commercial courses, nor agricultural schools under the supervision of the Ministry of Agriculture.

¹⁹ Classroom teachers only.

²⁰ Including part-time students.

²¹ Not including nursing and midwifery schools, nor schools of dramatics.

²² Not including evening schools.

²³ Including secondary teacher training and correspondence courses.

²⁴ Including part-time teachers.

V. UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS
(EXCLUDING TEACHER TRAINING COLLEGES)
NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
AFRICA							
Ethiopia and Eritrea	1956/57	...	...	...	434	¹ 16	¹ 3.4
Ghana	1958	...	...	...	871	69	7.9
Liberia	1956/57	55	15	27.3	368	78	21.2
Libya	1957/58	...	...	...	194	3	1.5
Morocco	1957/58	...	...	...	1 892	...	...
Sudan	1958/59	142	—	—	964	36	3.7
Tunisia ^R	1957/58	...	...	...	2 125	402	18.9
Union of South Africa	1957	...	...	...	² 35 314	² 7 760	² 22.0
United Arab Republic							
Region of Egypt ³	1957/58	2 937	208	7.1	78 141	10 410	13.3
Region of Syria ^R	1957/58	...	...	...	7 849	1 370	17.5
AMERICA, NORTH							
Canada ⁴	1957/58	...	...	...	84 498	18 830	22.3
Costa Rica	1957	⁵ 280	⁵ 25	⁵ 8.9	2 232	613	27.5
Cuba	1955/56	975	180	18.5	24 273	10 934	45.0
Dominican Republic	1957	...	...	...	4 034	965	23.9
El Salvador	1957	...	...	...	1 694	...	...
Guatemala	1955	...	...	...	3 244	...	...
Haiti ⁶	1956/57	...	...	...	914	72	7.9
Honduras	1956	169	...	...	1 137	...	...
Mexico	1957	...	...	...	103 485	28 841	27.9
Nicaragua	1957/58	...	...	...	912	102	11.2
Panama	1957/58	...	...	...	2 829	1 232	43.5
Puerto Rico	1958/59	...	...	...	21 352	9 479	44.4
United States	1957/58	...	...	...	2 742 250	898 362	32.8
AMERICA, SOUTH							
Argentina	1957	...	...	...	155 631	47 088	30.3
Brazil	1958	*14 792	...	...	*76 452	...	...
Chile	1957	971	...	...	8 273	2 465	29.8
Colombia	1957	3 259	248	7.6	15 971	2 850	17.8
Ecuador	1957/58	761	...	...	6 451	1 146	17.8
Paraguay	1957	347	...	...	3 484	808	23.2
Peru	1955	2 225	112	5.0	16 789	2 813	16.8
Surinam	1957/58	...	...	...	132	14	10.6
Uruguay	1957	1 809	...	...	*16 000	...	...
Venezuela	1957/58	1 448	72	5.0	10 207	2 591	25.2
ASIA							
Afghanistan	1956	...	...	...	874	44	5.0
Burma, Union of ^R	1956	...	...	...	10 191	2 651	26.0
Cambodia ⁷	1957/58	67	...	...	375	33	8.8

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS
(EXCLUDING TEACHER TRAINING COLLEGES)
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	School Year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
Ceylon	1957	307	...	...	4 961	* 800	*16.1
China							
People's Republic of	1955	42 066	...	...	*393 000	...	...
Republic of China (Formosa)	1957/58	1 865	238	12.8	22 779	3 623	15.9
India	1956/57	...	...	...	798 174	109 040	13.7
Indonesia ⁸	1956/57	...	...	...	22 707	3 829	16.9
Iran	1956/57	...	...	...	11 928	1 774	14.9
Iraq	1956/57	377	38	10.1	⁹ 3 897	⁹ 549	14.1
Israel	1957	...	...	...	8 898	2 268	25.4
Japan	1957/58	...	...	...	556 190	89 174	16.0
Korea, Republic of	1957	...	...	...	88 431	10 572	12.0
Lebanon	1956/57	...	...	...	3 999	849	21.2
Malaya, Federation of	1957/58	33	2	6.0	372	1	0.3
Nepal	1954	86	2	2.3	915	42	4.6
Pakistan ^R	1957	...	...	...	107 134	11 580	10.8
Philippines	1957/58	...	...	...	211 901	84 831	40.0
Thailand	1956	731	258	35.3	28 662	6 601	23.0
Turkey	1957	...	...	...	39 283	5 822	14.8
Vietnam, Republic of ^R	1957	190	10	5.2	4 219	754	17.9
EUROPE							
Albania	1957/58	¹ 265	...	...	2 184	320	14.7
Austria	1957/58	2 130	...	...	27 296	6 043	22.1
Belgium ^R	1957/58	...	...	...	37 890	7 379	19.5
Bulgaria	1957/58	3 209	...	...	41 332	...	...
Czechoslovakia	1957/58	¹⁰ 1 486	...	...	46 716	11 880	25.4
Denmark	1955/56	...	...	...	13 019	2 907	22.3
Finland ¹¹	1957/58	1 711	...	...	16 908	7 297	43.2
France	1957/58	...	...	...	¹² 175 500	¹² 64 586	¹² 36.8
Germany							
Democratic Republic of	1956/57	...	...	...	59 399	16 399	27.6
Federal Republic of	1957/58	...	...	...	153 923	29 640	19.3
West Berlin	1957/58	...	...	...	20 076	4 599	22.9
Greece	1957/58	709	1	0.1	19 231	4 264	22.2
Hungary ^{R 13}	1957/58	5 260	732	13.9	31 603	7 759	24.6
Iceland	1954	68	1	1.5	750	...	...
Ireland ¹²	1956/57	745	...	...	¹⁴ 8 940	¹⁴ 2 163	¹⁴ 24.2
Italy ^R	1956/57	¹ 5 250	¹ 405	¹ 7.7	¹⁵ 143 590	¹⁵ 40 357	¹⁵ 28.1
Luxembourg ^R	1957/58	...	...	...	100	...	...
Netherlands ¹⁶	1957/58	...	...	...	32 385	5 866	18.1
Norway	1957/58	963	61	6.3	6 135	1 158	18.9
Poland	1957/58	19 008	4 815	25.3	155 834	52 686	33.8
Portugal	1957/58	1 478	130	8.8	19 580	5 249	26.8
Rumania	1957/58	¹ 8 932	...	...	49 107	...	...
Spain	1957/58	5 263	270	7.0	68 780	10 754	15.6
Sweden	1957/58	...	...	...	*25 900	*7 800	*30.1
Switzerland	1957/58	2 171	...	...	17 625	2 625	14.9

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS
(EXCLUDING TEACHER TRAINING COLLEGES)
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	School Year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
United Kingdom							
England and Wales	1957/58	...	...	...	78 914	18 972	24.0
Northern Ireland	1957/58	...	...	...	12 2 537	12 600	12 23.6
Scotland	1957/58	...	...	...	15 686	4 383	27.9
Yugoslavia	1956/57	3 990	828	20.8	64 185	18 936	29.5
OCEANIA							
Australia	1957	12 469	...	...	42 492	8 964	21.1
New Zealand	1957	633	52	8.2	11 761	2 759	23.5
U.S.S.R.							
U.S.S.R.	1957	...	...	...	1 17*2000 000	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIInd International Conference on Public Education.

R Revised figures.

* Provisional or estimated.

... Data non available.

— Nil or negligible.

¹ Including higher teacher training.

² Including part-time and external students.

³ Not including al Azhar University, 1 789 male-teachers, 37 215 male students in all levels of education.

⁴ Data refer to reporting institutions only; there was an estimated total of 86 500 students enrolled.

⁵ Registered teachers only.

⁶ Data for the second semester of the school year.

⁷ Not including school of agriculture.

⁸ Public schools only.

⁹ Data published previously included higher teacher training.

¹⁰ Not including teachers in faculties of divinity (enrolment: 315, F 18).

¹¹ Not including Academy of Music.

¹² Universities only.

¹³ Including evening and correspondence courses.

¹⁴ Including part-time students.

¹⁵ Regular students only; previous statistics included students fuori corso.

¹⁶ Degree granting institutions only.

¹⁷ Including correspondence courses.

VI. STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Afghanistan	1957	Afghanis	¹ 165	13	0.8	165	...
Argentina	1957/58	Pesos	¹ * 5 822	*287	*16	*5 822	*14.3
Australia	1957/58	Pounds	² 100	10	22	...	...
Austria	1958	Schillings	¹ *3 044	* 433	*17	*3 044	*8.2
Bahrain	1956	Indian Rupees	³ 5.3	43	9	...	...
Belgium	1957	Francs	⁴ *17 453	*1 942	*39	*10 488	*9.4
Bolivia	1957	Bolivianos	23 021	7 034	0.8	...	...
Brazil	1957	Cruzeiros	20 743	339	18	6 327	5.3
Bulgaria	1959	Leva	1 608	208	31	253	...
Cambodia	1957/58	Riels	598	130	4	...	...
Canada	1957	Dollars	930	56	58	69	...
Ceylon	1957/58	Rupees	¹ 206	22	5	206	...
Chile	1958	Pesos	¹ *59 400	*8 139	*8	*59 400	*15.7
China, Republic of (Taiwan)	1958/59	New Taiwan Yuan	1 085	110	4	128	...
Colombia	1957	Pesos	231	17	9	67	...
Costa Rica	1958	Colones	¹ 62	58	10	62	19.6
Cuba	1954/55	Pesos	¹ 74	R 12	R 12	74	23.0
Czechoslovakia	1957	Crowns	⁵ 6 956	521	72	6 956	...
Denmark	1956/57	Kroner	1 024	229	33	494	11.0
Dominican Republic	1957	Pesos	¹ 11.5	4	4	11.5	...
Ecuador	1957	Sucres	¹ 144	37	2.5	144	10.8
El Salvador	1958	Colones	³ * 28	*11.5	*4	...	...
Ethiopia	1958/59	Dollars	30	1.5	0.6	22	...
Finland	1958	Markkaa	¹ *51 100	11 677	36.5	*51 100	*16.7
France	1958	Francs	¹ 538 000	R 12 202	35	538 000	10.2
Germany							
Federal Republic and							
West Berlin	1955	Deutsche Marks	6 003	115	28	133	0.6
Democratic Republic	1957	Deutsche Marks	¹ *2 747	*167	*71	*2 747	...
Ghana	1958/59	Pounds	¹ *7.5	*1.6	*4.5	*7.5	...
Greece	1957/58	Drachmas	¹ 1 126	139	5	1 126	6.7
Guatemala	1957/58	Quetzales	¹ *12.5	*4	*4	*12.5	*11.7
Haiti	1958/59	Gourdes	³ 19	5.5	1	...	...
Honduras	1957	Lempiras	¹ *8.5	*5	*2.5	*8.5	*11.2
Hungary	1957	Forints	⁶ 2 500	255	11	...	...
Iceland	1956	Kronur	114	708	42.5	83	...
India	1958/59	Rupees	⁷ *2 177	*5.5	*1	* 371	*3.5
Indonesia	1957	Rupiahs	¹ 1 428	17	0.7	1 428	5.5
Iran	1958/59	Rials	³ 5 483	278	4	5 483	...
Iraq	1958/59	Dinars	³ *17	*2.5	*7	*17	...
Ireland	1958/59	Pounds	*16	*5.6	*16	*16	...

STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Israel	1958/59	Pounds	¹ 82	41	23	82	...
Italy	1958/59	Lire	¹ *391 182	*8 027	*13	*391 182	...
Japan	1957/58	Yen	443 000	4 828	13	149 322	...
Jordan	1958/59	Dinars	¹ *2.6	*1.6	*4.5	*2.6	*7.9
Korea, Republic of	1959	Ilwan	³ 58 705	2 552	5	58 705	...
Laos	1958/59	Kips	¹ 200	118	1.5	200	14.4
Lebanon	1959	Pounds	¹ 23	14	6	23	11.2
Liberia	1958/59	Dollars	¹ 2.8	2	2	2.8	...
Liechtenstein	1955	Swiss Francs	0.7	47	11	0.7	...
Luxembourg	1957/58	Francs	287	908	18	287	...
Malaya, Federation of	1958	Dollars	¹ * 162	*22	*7	*162	*13.2
Mexico	1958	Pesos	¹ *1 142	*35	*3	*1 142	*14.7
Monaco	1958	French Francs	180	8 571	20	180	...
Morocco ⁸	1957	French Francs	¹ 6 18 753	2 117	6	18 753	16.9
Netherlands	1958	Guilders	¹ *1 167	*104	*27	*1 167	*14.2
New Zealand	1957/58	Pounds	¹ 33	14.5	41	33	...
Norway	1957/58	Kroner	1 028	292	41	216	...
Pakistan	1958/59	Rupees	⁷ *213	*2.5	*0.5	...	...
Panama	1958	Balboas	*12	*12	*12	*12	*13.1
Paraguay	1955	Guaranis	146	R 93	R 4	...	...
Peru	1957	Soles	¹ 809	82	4	809	14.6
Philippines	1958/59	Pesos	¹ *273	*12	*6	*273	22.8
Poland	1957	Zlotys	*12 772	*451	*113	...	...
Portugal	1959	Escudos	¹ 1 114	123	4	1 114	...
Puerto Rico	1955/56	U.S. Dollars	¹ 52	23	23	52	21.5
Rumania	1959	Lei	⁹ 3 043	167	28	...	...
Saudi Arabia	1958/59	Riyals	¹ 109	18	5	109	...
Sierra Leone	1958	Pounds	1.8	0.8	2	1.3	...
Spain	1959	Pesetas	¹ 4 808	161	3	4 808	...
Sudan	1958/59	Pounds	9	0.8	2	8	...
Surinam	1954	Guilders	*6	*25	*13	5	14.3
Sweden	1958/59	Kroner	¹ 1 554	210	41	1 554	13.4
Switzerland	1957	Francs	⁶ *776	*152	*35.5	...	...
Thailand	1958	Bahts	¹ 1 244	58	3	1 244	17.0
Tunisia	1957/58	Francs	¹ 9 318	2 442	7	9 318	13.6
Turkey	1958/59	Pounds	¹ 739	28	10	739	11.0
Union of Burma	1957/58	Kyats	¹ 130	6.5	1	130	9.6
Union of South Africa	1957/58	Pounds	¹⁰ *51	*3.5	*10	...	...
U.S.S.R.	1959	Roubles	⁹ 94 300	452	113	94 300	...
United Arab Republic							
Egypt	1958/59	Pounds	¹ 39	1.6	5	39	10.6
Syria	1958/59	Pounds	¹ 6 *64	*15	*7	*64	*13.9

STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
United Kingdom	1957/58	Pounds	740	14	39	...	...
England and Wales	1957/58	Pounds	618	14	39	420	...
Northern Ireland	1957/58	Pounds	17	12	34	...	...
Scotland	1957/58	Pounds	105	20	56	56	...
United States	1957/58	Dollars	15 700	92	92	...	...
Uruguay	1957	Pesos	*135	*50	*24	...	...
Venezuela	1958/59	Bolivares	¹ *368	*58	*17	*368	*6.3
Vietnam, Republic of	1959	Piastres	^{1 6} 789	61	2	789	...
Yugoslavia	1958	Dinars	*56 000	*3 079	*10	...	...

Source. — Despite the fact that these figures were taken from official sources, they may differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIInd International Conference on Public Education.

Exchange Rates. — Expenditure per inhabitant in U.S. Dollars has been calculated on the basis of latest available information regarding official exchange rates. In many instances such rates have changed considerably in recent years. These figures should be regarded only as approximate indications.

* Estimated or provisional.

R Revised data.

... Data non available.

¹ Expenditure by central or federal governments only.

² Expenditure by state and local governments only.

³ Expenditure by Ministry of Education only.

⁴ Not including capital expenditure by local authorities which amounted to 1900 million francs in 1956.

⁵ Expenditure by the Ministry of Education and Culture.

⁶ Recurring expenditure only.

⁷ Education budget of the central and provincial governments only.

⁸ Data relative to the former French zone.

⁹ Allocation of the state budget for education.

¹⁰ Includes recurring expenditure of the provincial governments (*42 millions pounds) and of the Union government for Bantu education (9 million pounds).

Publications of the International Bureau of Education (contd.)

69. Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	*107. XIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
70. VIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
71. Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*109. International Yearbook of Education 1948 . . .	Fr. 15.—
72. L'organisation des bibliothèques scolaires	Fr. 7.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
73. L'éducation physique dans l'enseignement primaire	Out of print	*111. Introduction to Natural Science in Primary Schools	Fr. 6.—
74. Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*112. L'enseignement de la lecture	Fr. 6.—
75. L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*113. The Teaching of Reading	Fr. 6.—
76. The International Bureau of Education in 1940-1941	Out of print	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
77. Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 3.—
78. L'enseignement des travaux manuels dans les écoles primaires et secondaires	Out of print	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
79. The International Bureau of Education in 1941-1942	Fr. 2.—	*117. Primary Teacher Training	Fr. 8.—
80. Les précurseurs du Bureau international d'Éducation. P. Rossello	Fr. 8.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
81. Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*119. International Yearbook of Education 1949 . . .	Fr. 10.—
82. The International Bureau of Education in 1942-1943	Fr. 2.—	*120. L'initiation mathématique à l'école primaire . . .	Fr. 6.—
83. Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
84. The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
85. Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*123. The Teaching of Handicrafts in Secondary Schools	Out of print
86. Recommendations of the International Conferences on Public Education	Fr. 3.—	*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—
87. L'Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*125. International Conferences on Public Education. Collected Recommendations, 1934-1950	Fr. 3.—
88. Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
89. Le Bureau international d'Éducation en 1943-1944	Fr. 2.—	*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—
90. The International Bureau of Education in 1943-1944	Fr. 2.—	*128. Cantines et vestiaires scolaires	Fr. 3.—
91. L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*129. School Meals and Clothing	Fr. 3.—
92. L'égalité d'accès à l'enseignement du second degré	Fr. 5.—	*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—
93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . .	Out of print	*131. International Yearbook of Education 1950 . . .	Fr. 8.—
94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—	*132. La scolarité obligatoire et sa prolongation . . .	Fr. 5.—
95. The Teaching of Hygiene in Primary and Secondary Schools	Fr. 2.—	*133. Compulsory Education and its Prolongation . . .	Fr. 5.—
96. Equality of Opportunity for Secondary Education . . .	Fr. 2.—	*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—
97. La gratuité du matériel scolaire	Fr. 7.—	*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—
98. L'éducation physique dans l'enseignement secondaire	Fr. 7.—	*136. Annuaire international de l'Éducation et de l'Enseignement 1951	Fr. 8.—
99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print	*137. International Yearbook of Education 1951 . . .	Fr. 8.—
100. Xth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—	*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—
101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—	*139. Teaching of Natural Science in Secondary Schools	Out of print
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