

INTERNATIONAL YEARBOOK OF EDUCATION

VOL. XIX, 1957

AFGHANISTAN, ARGENTINA, AUSTRALIA, AUSTRIA, BELGIUM,
BRAZIL, BULGARIA, BYELORUSSIA, CAMBODIA, CANADA, CEYLON,
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INTRODUCTION

Seventy-three countries submitted a report on educational progress in 1956-1957 to the XXth International Conference on Public Education, jointly convened by Unesco and the International Bureau of Education, or else sent it to the secretariat of the latter organization after the Conference.

On the basis of these reports, issued by the Ministries of Education of the various countries, it was possible in the first part of the volume to draw up a balance sheet of the main educational events in the world, and, whenever feasible, to compare them with educational developments last year.

Although such things can only give a general idea of the situation, we have tried this year once more to present summarily the main characteristics of the evolution of education in 1956-1957 :

(1) The average increase in expenditure on education slightly exceeded last year's. Of the 42 reports supplying comparable data, only one notes a decrease in the budget, which is, in any case, due to a transfer of responsibilities.

(2) The slight tendency towards decentralization recorded in 1955-1956 showed a marked increase; a move in the direction of educational autonomy is recorded in 11 countries (5 last year), while a tendency towards a certain measure of centralization is mentioned in only four reports.

(3) In the field of free compulsory education the emphasis this year has been on the extension of free schooling rather than on the lengthening of the compulsory period.

(4) A slight decrease in the average percentage increase in primary school numbers may be seen : rather more than $6\frac{1}{2}\%$ against $7\frac{1}{2}\%$ last year. Only one country recorded a slight decrease in the number of primary pupils.

(5) On the other hand, the average percentage increase in secondary school pupils has slightly improved : almost 9% instead of 8% . Decreases in registration are recorded in only two countries. Once again the rate of increase in secondary schools exceeds that in primary schools.

(6) No changes may be seen in the proportion of countries undertaking the revision of primary curricula or syllabuses : approximately one in two.

(7) The proportion of countries planning or executing changes in secondary curricula or syllabuses has not changed either. Once more this proportion is slightly higher than for primary education : rather more than one country in two.

(8) The first signs of intensive training for technicians pointed out in the 1956 Yearbook have developed further. The attention of public opinion has been drawn to the immediate urgency of training skilled technical and scientific staff.

(9) The problem of teacher shortage, although it persists in many countries, has passed the acute phase in some of them. On the other hand, in secondary education the discrepancy between supply and demand is becoming increasingly wide-spread, especially for mathematics and science teachers.

(10) A decrease has again occurred in the volume of action taken as regards the training of primary teachers (one country in four instead of two in five last year) and of secondary school staff (one country in seven instead of one in four); on the other hand, there has been greater interest in the training of vocational teachers (six countries instead of two). The length of study for these last two categories has been increased in seven countries (ten last year). From the point of view of the status of teachers, increases in salary are recorded in rather more than a quarter of the countries (about a third during the last four years).

P. ROSSELLÓ

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International Bureau of Education*

SURVEY OF EDUCATIONAL PROGRESS IN 1956-1957

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*

ADMINISTRATION

ADMINISTRATIVE MEASURES

(1) The reports of four countries mention a top-level reform in educational administration. In Bulgaria, Czechoslovakia and Hungary the Ministries of Education and the Ministries of Culture have been merged into one Ministry of Education and Culture. On the other hand, in Yugoslavia, the councils for education and culture in the federated republics and districts have split their activities in two.

(2) New measures concerning the organization of administrative departments were implemented in half a dozen countries, which is roughly the same number as last year: Belgium (plan for regrouping and reorganizing departments internally), Canada (modification of the administrative structure of the Department of Education of the state of Ontario), Finland (reorganization of the Central Board of Schools), Laos (internal reform of the central educational administration), Portugal and New Zealand (reorganization of the primary education administration departments), Saudi Arabia (appointment of experts specialized in the field of educational administration).

(3) The tendency to set up new specialized departments within the administrative service at top level is as marked as last year. Twelve reports mention the creation of new departments, general boards, divisions, branches, etc.: Ceylon, Egypt, the German Federal Republic, Guatemala, Iran, Panama, Philippines, Poland, Tunisia, Uruguay, Venezuela and Vietnam.

(4) Last year there was a sharp increase in the number of countries which had set up advisory boards or committees to advise high level education authorities. In 1956-1957 there were ten of these countries: Argentina (National Board of Education and the University Council), Belgium (Higher Council of Technical Education), Egypt (advisory committees for technical, commercial and agricultural education), Greece (advisory committee on education and art), Iran (higher committee for the education of young people), Mexico (advisory committee for secondary

education), Morocco (commission for educational reform), Salvador (national board of education), Union of Burma (technical, agricultural and vocational education committee), United States (cabinet-level council of youth fitness, and federal committee on higher education).

(5) The tendency towards decentralization is still more marked this year : steps in the direction of greater autonomy are mentioned in eleven reports instead of five as last year : Argentina (re-establishment of university autonomy), Brazil (decentralization of industrial education), Czechoslovakia (increased responsibility for the administrative bodies in areas, districts and municipalities), Egypt, United States (transfer of the administration of schools for Indians from the federal government to local districts), Iran (increased administrative responsibilities for the provinces), Iraq (decentralization of secondary education), Lebanon (decentralization of primary education), Thailand (administrative autonomy for the provinces), Ukraine (increased personal responsibility for administrators), USSR (wider authority for regional education departments).

(6) A tendency to centralization may be seen in four countries : Canada (the large school administration unit system has been extended to two more provinces), Japan (strengthening of the powers of the Ministry of Education and of departmental services), Pakistan (amalgamation of education departments in the provinces of West Pakistan), Vietnam (abolition of regional education departments).

(7) The lull continues this year as regards the transfer of educational establishments from one Ministry to another : in Bulgaria the possibility of placing all vocational schools under the Ministry of Education is being considered ; in Poland, almost all vocational schools now come under the Ministry of Education ; in Ethiopia, however, responsibility for the Imperial College of Agriculture and Mechanical Arts has been transferred to the Ministry of Agriculture.

(8) The number of reports mentioning measures in favour of private education has been decreasing for the last two years : eight in 1954-1955, six in 1955-1956 and five in 1956-1957 : Argentina (the establishment and regulations of independent universities are being studied), Australia (aid for the building of denominational schools at Canberra), Finland (aid for the construction of private secondary schools), Morocco (aid to private schools has more than tripled within a year), Vietnam (award of a definite status to private education). Two reports, those from the Lebanon and the United States, note an increase in the rate of numerical development in private education as compared with that of public education. From the point of view of state control over private education, it should be mentioned that in Tunisia several Koranic schools have been made official, in Uruguay seven lycées have also become official, and in England and Wales and Northern Ireland the registration of private schools has been decided upon.

Argentina. The former National Board of Education has been re-established and placed in charge of the administration and direction of primary education instead of the General Directorate of Primary Education. The setting up of a National Council of Technical Education is planned. University autonomy has been reintroduced at the same time as the setting up of the University Council. The creation of and regulations for independent universities are being studied.

Australia. The Commonwealth government will share in paying the interest on loans taken out by the churches for the building of denominational schools in Canberra.

Belgium. Plans for reform involving the regrouping and internal reorganization of departments are being studied. The National Institute of Statistics has been requested to collect figures of all educational establishments both public and private. A royal decree has set up a Higher Council of Technical Education.

Brazil. The bill on the organization of industrial education reveals a tendency to decentralization.

Bulgaria. The Ministry of Education and the Ministry of Culture have been fused. The question of placing vocational schools completely under the direction of the Ministry of Education and Culture is being studied.

Canada. A reorganization of the administrative structure of the Department of Education took place in Ontario (creation and re-arrangement of posts, appointment of a new Deputy Minister, etc.). Commissions of inquiry and conferences have been instructed to examine certain educational problems. The system of large school administration units has spread to two more provinces.

Ceylon. An assistant director of the Ministry of Education technical education department has been appointed to deal with the consolidation and development of the practical side of this education.

Czechoslovakia. The Ministry of Education, the Ministry of Culture and the state Department for Church Affairs were merged into one Ministry of Education and Culture. The responsibility of regional, district and municipal bodies has been increased.

Denmark. A draft revision of the Primary Education Act has been placed before parliament.

Egypt. The present policy of the Ministry is directed towards greater decentralization. A research and project department has been set up. Advisory committees for the development of technical education, commercial education and agricultural education have been constituted.

Ethiopia. Responsibility for the Imperial College of Agriculture and Mechanical Arts has been transferred to the Ministry of Agriculture.

Finland. The Central Board of Schools has been reorganized. Loans have been authorized by the State for the construction of private secondary schools.

France. The educational reform bill was laid before parliament after being approved by the *Conseil Supérieur de l'Éducation Nationale*.

German Federal Republic. A central pedagogical information service has been set up in Bonn. A new law on school maintenance and administration came into force in Schleswig-Holstein. The Ministry of Education of Lower Saxony has formed a department to deal with junior secondary schools.

Greece. An advisory committee has been set up to study the question of education in general.

Guatemala. A department of pre-primary education has been set up, and also a department of secondary education and teacher training. The former vocational and technical branch was raised to the rank of a department of vocational education.

Honduras. A ten-year plan for the extension of primary education has been worked out.

Hungary. The Ministry of Education has been fused with the Ministry of People's Culture.

Iran. Continuing its efforts to achieve administrative decentralization the Ministry of Education has extended the administrative authority of the provinces. In Teheran educational departments which come directly under the Ministry will enjoy greater autonomy. The administration of vocational and agricultural education has been entrusted to an Under-Secretary of State. A higher committee for the education of young people has been set up.

Iraq. There is a tendency towards the decentralization of secondary education.

Japan. The new law on local educational administration strengthens the powers of departmental services and of the Ministry of Education.

Laos. An internal reform of central educational administration has been worked out and accepted by the government.

Lebanon. The reorganization of educational administration has been effected. It is proposed to decentralize the administration of primary education by creating inspection committees in the « mouhafazats ». Subsidies to private schools have facilitated the opening of new independent schools and led to a decrease in the number of pupils in official schools.

Mexico. A secondary education advisory committee has been set up at the Ministry of Education.

Morocco. A higher commission for educational reform has been set up. Aid to Mohammedan private education rose from 80 million francs in 1955 to 250 million in 1956. Established official education teachers have been seconded to private schools and private school staff have the right to establishment. Numbers in Mohammedan private schools show a marked increase.

Netherlands. The education council act has been modified. A bill to modify state subsidies for municipal schools for preparatory and secondary education is ready for presentation to the States-General.

New Zealand. The report of the joint committee on the administration of the primary school system has been adopted.

Pakistan. The government had to solve problems arising from the amalgamation of education departments in West Pakistan.

Panama. A personnel department has been set up in the Ministry of Education.

Philippines. The school plant management and the property management are to be separate from now on.

Poland. From now on almost all vocational schools will come under the Ministry of Education. Special syllabus and textbook departments for general and vocational education have been organized in the Ministry of Education.

Portugal. The branches of the general department of primary education have been reorganized.

Salvador. A national board of education has been set up to serve as an advisory body to the Ministry of Culture. The general department of teacher training has also been established. The general department of secondary education has been reorganized.

Saudi Arabia. Foreign experts specialized in the field of educational administration have been engaged.

Sweden. Steps have been taken to set up in each area a district school committee which will include district inspectors and school inspectors. There is also to be a school board in each municipality.

Switzerland. The canton of Ticino has drawn up a law to reform all educational institutions.

Thailand. A decree came into force making each province responsible for its own educational system; the Ministry of Education will limit its role to ensuring that the provincial departments adhere to the national education policy.

Tunisia. A general secretary's post was created at the Ministry of National Education. Further, 213 Koranic schools were nationalized and their staff has been incorporated in the civil service. Syllabuses are now the same as those used in state schools.

Ukraine. The personal responsibility of each administrator has been increased and the principle of collective decision extended.

Union of Burma. A technical, agricultural and vocational education committee was constituted.

USSR. Steps have been taken to increase the authority of regional education offices.

United Kingdom. England and Wales : Preparations for the registration of independent schools have been continued. Northern Ireland : The decision to effect this registration was also taken. Scotland : The Advisory Council on Education was reconstituted.

United States. A cabinet-level council of youth fitness and a federal committee on higher education were constituted. The federal government has continued the transfer to local districts of the schools for Indians which it administered. Enrolments in private schools increase at more than twice the rate of those in public schools.

Uruguay. A technical building office and a statistics office have been created. Seven lycées have been made official.

Venezuela. The general regulations of the education law came into force. The Technical Council of Education has been reorganized. An educational statistics office has been created.

Vietnam. Continuing centralization measures, the abolition of regional education departments is contemplated. New departments created in the Ministry of National Education are : school building, educational statistics, youth service, basic education. A regular status has been established for private education and its syllabuses have been brought into line with those in state schools.

Yugoslavia. Proposals on the reform of instruction and education have been submitted to the national federal assembly. Educational councils and cultural councils are from now on to be independent and separate bodies.

INSPECTION

(1) The reports which mention changes in the structure and organization of inspection, and its numerical development, reach the same number as two years ago (about 30), which is roughly ten more than those recorded in the 1956 Yearbook.

(2) An increase in the number of inspectors is noted in the reports of 13 countries (11 last year and 15 two years ago). This increase is divided about equally between specialist inspectors for definite branches or levels of education and non-specialist inspectors. In 1955-1956, however, specialization was the tendency in almost all cases of increase.

(3) Reforms in structure and organization were mostly in the field of secondary education (Honduras and Lebanon), the decentralization of secondary and industrial education inspection (Brazil), the distribution of inspectors according to branches rather than areas (Sweden), the replacement, for purposes of inspection, of "superintendances" by districts (Venezuela), the reorganization of areas (Tunisia), the increasing of the responsibility of regional and district school inspectors (Czechoslovakia).

(4) This year there is a more marked tendency than previously to relieve inspectors of administrative tasks so that they may devote more time to their role of educational adviser (Lebanon, Philippines, Scotland and USSR).

(5) The problem of the inspector's status or method of appointment is mentioned in the reports of Argentina, Belgium, Mexico, Salvador and Vietnam.

Argentina. Several steps have been taken to reform the method of appointing inspectors and headmasters.

Austria. The number of inspectors for vocational schools has been increased.

Belgium. A decree on the inspection of private educational establishments has been issued. The status of technical education inspectors has been modified. From now on teacher training will have two general inspectors, separate from those for secondary education.

Brazil. The inspection of secondary and commercial education is becoming more and more decentralized.

Bulgaria. At the intermediate and upper stages of secondary education the introduction of specialized inspectors' posts for each subject is contemplated.

Byelorussia. The number of visits to schools by inspectors and other Ministry officials has been increased.

Canada. A Professional Development Branch was set up in the Ontario Department of Education and the number of primary school inspectors was increased. In British Columbia, 59 of the large administrative units have appointed their local inspector as executive education officer on the board.

Czechoslovakia. Although the posts of central inspectors have not been abolished, the responsibilities of regional and district school inspectors have been considerably broadened.

Ethiopia. Four regional administrators and 12 additional inspectors have been appointed.

Finland. An inspection office has been created.

Greece. The education council has drawn up a report on the creation of 35 general inspectors' offices.

Honduras. Courses were organized for school inspectors. The reorganization of secondary inspection is in progress.

Japan. The number of inspectors under the Ministry of Education responsible for supervising primary and secondary education has been raised from two to eight.

Lebanon. Secondary education inspection is being reorganized. From now on it will comprise two divisions, one for administrative inspection and the other for the inspection of teaching by subjects.

Liberia. The administrative departments of primary education supervision have been improved.

Mexico. Regulations are being worked out for the employees of the general department of primary education and inspection in the states and territories.

Morocco. Twenty new inspectors and assistant inspectors of Arabic have been recruited.

Netherlands. The number of inspectors for domestic science has been raised from 7 to 10 and the number of the inspection staff for nursery schools from 8 to 18.

Philippines. Inspection shows an increasing tendency to become an advisory service.

Portugal. The number of primary inspectors has been increased.

Salvador. The competitive examination system is now used for the appointment of school inspectors and members of the general inspectorate.

Saudi Arabia. The number of school inspectors has been increased.

Spain. Regulations have been issued concerning visits of inspection.

Sweden. It is planned to abolish gradually the division into inspection areas and to distribute inspectors in departments corresponding to the different levels of education.

Switzerland. School inspection has been modified in the cantons of Ticino, Solothurn, Bern and Bâle-City.

Tunisia. The reorganization of the primary education and inspection districts has been undertaken.

USSR. Steps have been taken to relieve inspectors of unnecessary work. Particular attention has been paid to the further training of inspectors and higher officials of public education.

United Kingdom. Scotland : Efforts are being made to relieve inspectors of their administrative work.

Uruguay. Nine new primary inspectors' posts have been set up.

Venezuela. The six large areas called "superintendences" have been replaced by 70 school districts, each under its own "supervisor".

Vietnam. The primary and secondary inspectors' statute is being studied. A new chief inspector's post for people's education has been established.

FINANCING EDUCATION

(1) In 42 reports the data on changes in the total sums allocated to education are similar to last year. It is noted at once that, as last year, only one report mentions a decrease, which is due in any case to the transfer of certain educational establishments to other bodies.

(2) If one excludes one country where the budget has more than tripled within a year, the average increase amounts to 15% (14.5% in the 1956 Yearbook).

Belgium. Education budget in 1956 : 9,436,228,000 francs (+ 315,831,300), an increase of 3.46% (11% of the total state budget).

Brazil. Sums allocated to education by the federal Ministry of Education and Culture in 1957 : 6,278,393,142 cruzeiros (+ 2,033,286,302), an increase of 47.9%.

Bulgaria. Expenditure on education in 1956 exceeded that for last year by 13.61%.

Byelorussia. Expenditure on education in 1957 : more than 2,000 million roubles (an increase of 6.5%), i.e. more than 30% of the budget of the federated republic.

Cambodia. Ministry of National Education budget in 1956-1957 : 471,844,400 piastres (+ 88,232,501), an increase of 23%.

Canada. Education budgets continued to increase.

China. Sums allocated in 1956-1957 by the central, provincial and local authorities : 829,544,517 Taiwan dollars (+ 148,712,365), an increase of 21.8%.

Czechoslovakia. Budget of investments and running expenditure for education allocated by the Ministry of Education and Culture for 1957 : 6,956,428,000 crowns (+ 6.4%).

Denmark. State subsidies for education in 1956-1957 : 329,782,666 crowns.

Egypt. General education budget in 1956-1957 : 36,421,900 Egyptian pounds (+ 3,068,200), an increase of 9.19%.

Ethiopia. Sums allocated to education in 1957 : 23,481,627 Ethiopian dollars (+ 1,628,894), an increase of 7.45%.

France. Ordinary budget for national education in 1957 : 330,523 million francs (+ 37,523 million), an increase of 12.8%.

German Federal Republic. As sums allocated to education by the *Land* governments continue to increase, discussions have been started with the federal government on the possibility of obtaining aid from the latter.

Guatemala. Public education budget for 1956-1957 : 11,633,316 quetzals (+ 1,533,457), an increase of 15.18%.

Haiti. The total education budget was 16,653,955 gourdes.

Hungary. Budget estimates for 1957 exceeded those for 1956 by 13%.

India. Ministry of Education budget in 1956-1957 : 425,400,000 rupees (+ 140,600,000), an increase of 49.36%.

Iran. Ministry of Education budget including expenditure for the University of Teheran and provincial faculties : 4,613 million rials (+ 495 million), an increase of 12.02%.

Ireland. Education budget for 1957-1958 : £ 14,600,121 (+ £ 185,685), an increase of 1.3%.

Israel. Ministry of Education and Culture budget for 1956-1957 : 47,163,000 Israeli pounds (+ 10,998,000), an increase of 30.41%.

Italy. Budget for 1957-1958 : 379,642 million lire (+ 773,000 million), an increase of 23.8%.

Japan. Ministry of National Education budget for 1956-1957 : 130,548 million yens (+ 4,483 million), an increase of 3.5%. There is a noticeable slackening of the increase in municipal contributions (1.4% instead of 12.3%).

Korea. Ministry of Education budget in 1956 : 24,658,252 hwans (+ 18,685,954), an increase of 312.88%.

Laos. Education budget in 1956 : 134,253,220 kips (+ 41,287,135), an increase of 44.4%.

Lebanon. Ministry of Education and Fine Arts budget for 1957 : 24,325,299 Lebanese pounds (+ 4,939,477), an increase of 25.47%.

Monaco. Education budget in 1956-1957 : 124 million francs (+ 12 million), an increase of 10.71%.

Morocco. National education budget for 1957 : 17,721,565,000 francs (+ 2,122,997,000), an increase of 13.61%.

Netherlands. Budget of the Ministry of Education, Arts and Science for 1957-1958 : 923.5 million florins (+ 21%).

New Zealand. Expenditure on education in 1956-1957 : £ 31,826,068 (+ £ 3,105,002), an increase of 10.8%.

Norway. Education budget for 1957-1958 : 281.6 million crowns (+ 47.7 million), an increase of 2.04%.

Pakistan. Education budget (central and provincial governments) for 1955-1956 : 160,186,000 rupees (+ 17,127,000), an increase of 12%.

Panama. Ministry of Education budget in 1957 : 11,461,148 balboas (+ 769,098), an increase of 7.19%.

Philippines. Budget of the Bureau of Public Schools in 1956-1957 : 199,556,070 pesos (+ 4.39%).

Poland. Education budget for 1957 : an increase of 19.1%.

Portugal. Ministry of National Education budget for 1957 : 704,942,196 escudos (+ 46,567,699), an increase of 7.07%.

Salvador. Education expenditure in 1956 : 28,632,136 colons.

Sweden. Education budget for the 1956-1957 financial year : 1,185 million crowns (+ 120 million), an increase of 11.27%.

Switzerland. The municipalities have increasing need of cantonal aid to meet the expenditure required for education.

Syria. Ministry of Education budget for 1956 : 52,678,000 Syrian pounds.

Thailand. Ministry of Education budget in 1956 : 268,719,768 bahts (+ 17,740,497), an increase of 7.07%.

Tunisia. Ministry of National Education budget for 1956-1957 : 7,584 million francs (— 578 million), a decrease of 7.08% due to the transfer of educational establishments to the French university and cultural mission.

Turkey. Ministry of Education budget in 1957 : 508 million Turkish pounds (+ 123 million), an increase of 31.94%.

Ukraine. Sums allocated to education in 1957 : 10,000 million roubles (+ 600 million), an increase of 6.38%.

USSR. Sums allocated to education and culture by the Soviet government in 1957 : 79,000 million roubles (+ 5,400 million), an increase of 7.34%.

United Kingdom. England and Wales : Ministry of Education expenditure in 1956-1957 : £ 322 million (+ £ 46 million), an increase of 16.67%. Northern Ireland : Ministry of Education expenditure in 1956-1957 : £ 10 million (+ £ 1,400,000), an increase of 16.28%. Scotland : Expenditure on education in 1956-1957 : £ 64,700,000 (£ 8,400,000), an increase of 14.92%.

United States. The federal government allocated the sum of 1,600 million dollars for education in 1954-1955.

Venezuela. Education budget in 1956-1957 : 168,947,647 bolivars (+ 5,706,441), an increase of 3.49%.

Vietnam. Government education budget for 1956 : 423,335,900 piastres (+ 20,423,800), an increase of 5.07%.

SCHOOL BUILDING

(1) The complexity of the school building problem does not allow a real comparison of progress made in this field in the course of the past year. Only a few countries have supplied comparable data to those of last year : the proposed increase in expenditure in Israel is 16.66% ; that recorded for the Netherlands rose to 30.43% , for Scotland to 22% and in Russia state allocations were increased by 18% . In Japan the area covered by primary school buildings increased by 2.8% and that covered by secondary school buildings, 5.4% . In New Zealand the number of classrooms built increased by 6.7% . In the Philippines the number of school buildings has increased by 10% . In England and Wales, the increase in the number of primary and secondary places was 7.94% .

(2) Only one country, Sweden, (5 last year) mentions that allocations have been stabilized. In Korea, England and Wales there has been a decrease in the number of places provided for primary pupils, but an increase in the building of secondary schools.

(3) The increased importance attributed to secondary school building is affirmed in eight reports (7 last year) : Austria, Belgium, England and Wales, Finland, Japan, Korea, Netherlands and Ukraine.

(4) Special financial measures have been introduced in Canada (a new system of subsidies by the provincial government of the province of Manitoba), Egypt (a five-year plan with a budget of 55 million Egyptian pounds), Lebanon (a general investment plan), Luxembourg (new system of financing secondary school building), Panama (loan of 200,000 balboas), Spain (public debt of 2,500 million pesetas for the construction of 25,000 classrooms), the United States (increase of aid from the federated states).

(5) Among other steps, it is interesting to note those taken by Denmark (study of possible economies in building methods), France (definition of the role of the building and equipment department), the German Federal Republic (setting up of a central institute for improved efficiency in school building), Italy (new regulations for primary and secondary school buildings and the organization of school building exhibitions), Netherlands (setting up of an information centre on building), Portugal (a new building plan), Rumania (experiment with several types of building), Tunisia (a new technical department for school building), Union of Burma (a new post for a specialist engineer appointed at the Ministry of Education).

Australia. Number of classrooms made available in 1955-1956: 751 in New South Wales, 369 in Queensland, 234 in Western Australia, 798 in Victoria. In New South Wales several large schools opened in this period were entirely constructed in aluminium, wood or pre-cast concrete.

Austria. The new buildings are mainly for general secondary schools and vocational schools.

Belgium. The school building drive has been maintained in all fields, especially in secondary education where the need is greatest. In state education 179 classrooms have been made available temporarily and 303 permanently.

Brazil. In 1956, 86 school units with an average of five classrooms, and 275 rural primary schools were erected.

Bulgaria. In 1956, 73 new school buildings were erected (18,490 places). In 1957, 66 buildings were under construction.

Byelorussia. Number of classrooms built in 1956: 2,000.

Canada. In Manitoba, the provincial government has introduced subsidies for school building. The number of classrooms built in 1956 is estimated at 7,100 (a higher figure than last year). Six new schools for Eskimos have been built.

Chile. A sum of 1,347,004,724 pesos was invested in school building in 1956.

Cuba. The completion of 60 primary school units and more than 600 rural schools has brought the first phase of the school building plan to an end.

Czechoslovakia. The state budget for 1957 provides, among other things, for the erection of buildings containing 42,600 places for pupils in general education schools and 1,400 for children in nursery schools.

Denmark. In addition to the ordinary school building programme three new secondary grammar schools and the extension of a number of existing schools are planned.

Egypt. The five-year plan for school building provides for 17,500 primary classrooms and a budget of 55 million Egyptian pounds.

Finland. The school building drive has mainly been concerned with secondary school buildings.

France. Sums allocated to the Ministry of National Education for school building in 1957: 150,000 million francs. A decree has defined the role of the department of building and equipment.

German Federal Republic. In order to abolish completely the double shift system of schooling 31,000 classrooms need to be built; last year this figure was 40,000. There are plans to set up a central institute to deal with problems of school building.

Greece. In 1956-1957, 1,181 classrooms were built for primary education and 282 secondary schools were erected.

Honduras. The school building programme comprises 77 projects for a total expenditure of 756,077 lempiras.

Iran. 83 primary schools have been built.

Ireland. 50 primary schools have been built and 22 have been extended.

Israel. Building plans for 1957-1958 involve an expenditure of 7 million Israeli pounds (an increase of a million). It is estimated that 719 new classrooms a year will be required for the next 5 years.

Italy. During 1956 about 5,000 new classrooms have been built. New regulations have been drawn up for the construction of primary and secondary schools, and school building exhibitions have been organized.

Japan. In 1955-1956 the total area covered by public school buildings for primary education increased by 2.8% while the total area for secondary education increased by 5.4%.

Korea. New primary classrooms built in 1955: 5,168, and in 1956: 2,958. New secondary classrooms: 238 in 1955 and 533 in 1956.

Lebanon. The administrative council of the Independent Fund prepared a general plan for the investment of funds allocated for school building. The budget for the construction and purchase of school buildings amounts to a little over a million Lebanese pounds.

Liberia. Progress in building was achieved through the contributions of the government, the help of the American administration and of local inhabitants.

Luxembourg. A new system of financing secondary school building provides for an even distribution of expenditure over the whole country: two thirds to be borne by the State and one third by the municipalities concerned.

Morocco. A remarkable building effort has been achieved in the various branches of education.

Netherlands. A sum of 150 million florins was allowed for school building in 1957 (+ 35 million). Emphasis was placed on buildings for post-primary education. An information centre for school building problems was set up.

New Zealand. The number of classrooms built in 1956 was 861 (+ 54), the highest annual figure so far recorded.

Norway. In 1956 permits for school buildings for secondary education covered a larger area than in 1955, when they provided for 12,578 m².

Pakistan. The progress of the previous years has been maintained; a considerable amount of work has been started on buildings for university cities.

Panama. A loan of 200,000 balboas for school buildings in the district of Panama was authorized; the contribution of the municipality was 100,000 balboas.

Philippines. As a result of the law providing for allocations of 20 million pesos a year for 5 years, the number of school buildings increased in 1955-1956 by 10% as compared with the year before. A sum of 5 million pesos was provided for the purchase of prefabricated buildings.

Portugal. A committee was appointed to draw up a new school building plan. In 1956, 520 primary classrooms were built.

Rumania. Number of primary schools built in 1956: 351. Emphasis was placed on lodgings for resident students in higher education. Experiments were made with various types of school building.

Spain. The incurring of a public debt of 2,500 pesetas for the construction of 25,000 primary classrooms was authorized.

Sweden. Allocations for school building have remained stationary since 1953 (152 million crowns for primary schools and 24 million for secondary schools).

Switzerland. In spite of efforts made, there is still much to be done in the field of building and repairs.

Syria. The building of 42 primary schools was completed in 1956.

Tunisia. A technical department for school building has been set up. In 1956-1957, 134 classrooms and 65 houses for teachers were built.

Ukraine. The 211 buildings erected in 1956 contain 66,300 places. Particular attention has been paid to the building of secondary schools.

Union of Burma. An engineer specializing in school building has been appointed at the Ministry of Education.

USSR. State allocations for educational and cultural buildings in 1956 exceeded the 1955 figure by 18%. In 1956 the number of new schools built in the USSR was 2,300 (575,000 places).

United Kingdom. England and Wales : Secondary schools built in 1955-1956 were able to accommodate 120,600 pupils (92,000 the previous year) and primary schools 105,000 pupils (117,000 the previous year). Northern Ireland : Sums allocated to school buildings due to be completed by 31st March, 1957, totalled £ 2,865,000. Scotland : The value of work carried out in 1956 totalled £ 8,900,000 (+ 22%).

United States. The construction of primary and secondary schools continues at a rate of 65,000 to 70,000 classrooms a year. Aid granted by the federated states shows a tendency to increase. From the architectural point of view, the tendency is to erect single story buildings on large sites and with spacious classrooms.

Venezuela. Twelve school buildings (8,300 places) came into use in 1956-1957.

Vietnam. At the beginning of the 1956-1957 school year, 275 primary schools and 7 secondary establishments were opened.

Yugoslavia. Architects, doctors and educators work together on finding the best possible solutions in the construction of schools.

FREE COMPULSORY EDUCATION

(1) The decision to extend compulsory education was taken in Northern Ireland and Finland (4 countries in 1956-1957 and 3 in 1955-1956). This question was the subject of discussions or plans in the Republic of China, France, the German Federal Republic, Luxembourg and Sweden.

(2) Efforts to extend compulsory education to areas where it is not applied were reported in Iran and Pakistan.

(3) The progress mentioned in the reports of the USSR and Ukraine in extending secondary education to all and in the Brazil report on the extension of compulsory education from four to six years may be included under the heading of the increase in years of compulsory education.

(4) It is in the field of free education rather than that of the prolongation of compulsory schooling that progress has been most marked : the abolition of school fees in secondary and higher education was mentioned in the reports of Russia, Byelorussia and Ukraine. The introduction of free schooling in rural primary schools in Korea, in public primary education in Ethiopia and in secondary education in the canton of Bern (Switzerland) should also be mentioned. Less important measures in favour of free schooling are reported from Spain and Hungary.

(5) It should also be noted that in Poland the seven years of compulsory schooling may now be spread over a period of nine years, in the canton of Valais (Switzerland) the school year is to be extended over

a greater number of months, and in the province of Ontario (Canada) the minimum age for compulsory schooling has been slightly modified.

Brazil. The campaign to extend compulsory schooling to six years instead of four continues; the two last years are to be of a pre-vocational nature.

Byelorussia. Tuition fees have been abolished in secondary and higher education.

Canada. A measure has been introduced to modify slightly the minimum age for compulsory schooling in the province of Ontario.

China. The extension of compulsory education from six to nine years is to take effect over the next four years.

Ethiopia. Free public primary education has been introduced.

Finland. Under the new law on primary education, compulsory schooling covers nine years. A stage of secondary education has been incorporated into the primary school for those who do not attend other post-primary establishments.

France. The educational reform bill provides for the prolongation of compulsory education until the age of 16.

German Federal Republic. The German commission for education and instruction urgently recommends the extension of compulsory education to 10 years; the ninth and tenth classes should be intermediate between general education and pre-vocational training.

Hungary. The optional study of a second Western language has been made free of charge in primary schools.

Iran. Four-year compulsory primary education has been extended to 19 new areas.

Korea. Registration fees have been abolished in rural schools, but parent-teacher association subscriptions have been maintained in 26 towns.

Luxembourg. A bill is being worked out which will extend compulsory schooling to nine years.

Pakistan. The progressive extension of compulsory education to new areas continues.

Philippines. In 1956-1957 the government decided to postpone indefinitely the reintroduction of the seventh class, first abolished in 1941.

Poland. Seven-year compulsory education may now be spread over a period of 9 years, ending at the age of 16.

Spain. Secondary education centres not belonging to the State must admit pupils free of charge in a proportion varying from 12 to 15% of the total number of inscriptions.

Sweden. Parliament decided on the general application of the system of a one-type compulsory school covering nine years, as from 1962-1963; a transition period of ten years is envisaged before the full application of this reform.

Switzerland. In the canton of Valais steps have been taken to extend the school year over a greater number of months. The canton of Bern has introduced free secondary education and the free provision of school materials.

Ukraine. A continuous effort has been made in the direction of secondary education for all. The principle of free education has been applied at all levels.

Union of Burma. The pilot project on compulsory primary education continues to be tried out.

USSR. Education at all levels is free as from 1956-1957. Ten-year schools are being set up in rural areas at an increasingly rapid rate.

United Kingdom. Northern Ireland: The decision to extend compulsory schooling to the age of 15 years was taken, so placing the country on an equal footing with the other countries of the United Kingdom.

PRIMARY EDUCATION

PRE-PRIMARY EDUCATION

(1) The average increase in numbers of pupils recorded in the ten countries which have provided comparable data is 7.48% (excluding one country where there has been an exceptional increase of 47.9%). On the other hand four reports mention a decrease in the number of children in pre-primary establishments.

(2) Regulations have been issued on the opening of nursery schools in Japan, while legislation on this type of school has come into force in Venezuela.

(3) Programmes for nursery schools have been revised in Japan and Mexico. A reorganization of their educational activities is planned in Italy. Teachers in Czechoslovakian nursery schools are to have new guides to method.

Argentina. Numbers in public kindergartens in 1955: 68,347 pupils (+ 1,111), an increase of 1.65%.

Austria. Numbers in public pre-primary establishments in 1956-1957: 43,398 pupils (+ 1,035), an increase of 2.4%.

Belgium. Numbers in 1956-1957: 340,766 pupils (+ 6,955), an increase of 2.6%.

Bulgaria. Numbers in kindergartens of all types in 1956-1957: 276,090 pupils.

Byelorussia. Numbers in 1957: 37,707 pupils (+ 4,340), an increase of 13%.

Canada. Increase in the numbers in kindergartens and first classes in 1955-1956: 9,500 pupils (20,000 last year).

Czechoslovakia. Numbers in nursery schools in 1956-1957: 252,780 pupils (+ 7%). New guides to method have been published for kindergarten teachers.

Egypt. Numbers in nursery schools in 1956-1957: 7,429 pupils (— 5,968), a decrease of 44.54%.

Honduras. Numbers in kindergartens in 1956: 2,519 pupils.

India. Numbers in 1956-1957: 45,828 pupils (+ 8,778), an increase of 23.7%.

Iran. Numbers in kindergartens in 1956-1957: 9,105 pupils (+ 2,950), an increase of 47.9%.

Israel. Numbers in 1956-1957: 78,000 pupils (+ 5,243), an increase of 7.2%.

Italy. A bill provides for the reorganization of educational activity in the nursery school.

Japan. Numbers in 1956-1957: 651,235 pupils (+ 1.1%). The essential conditions for opening a nursery school have been fixed by law. Nursery school programmes have been revised.

Korea. Numbers in kindergartens in 1956: 8,152 pupils (— 3,009), a decrease of 26.95%.

Liberia. Numbers in 1956-1957: 2,763 pupils (+ 1,429).

Mexico. Programmes for kindergartens are being revised.

Netherlands. Numbers in 1956: 370,222 pupils (— 0.3%).

New Zealand. Numbers in 1956 : 12,810 pupils (+ 1,214), an increase of 10.4%.

Panama. Numbers in 1956-1957 : 3,266 pupils (— 50), a decrease of 1.5%.

Poland. There is a tendency to limit attendance at these schools to children of 5 or 6 years old and to reduce the time spent at the nursery school to 5 hours a day.

Rumania. Numbers in 1956-1957 : 276,673 pupils (+ 1,270), an increase of 0.46%.

Salvador. Numbers in kindergartens in 1957 : 13,713 pupils, an increase of 2%.

Thailand. Numbers in kindergartens and nursery classes in 1956 : 31,085 pupils (+ 1,791), an increase of 6.11%.

Ukraine. Numbers in 1956-1957 : 236,000 pupils (+ 20,279), an increase of 9.4%.

USSR. Numbers in kindergartens in 1957 : 1,870,000 pupils.

Uruguay. Numbers in kindergartens in 1956 : 9,603 pupils.

Venezuela. Numbers in 1956-1957 : 17,440 pupils (+ 2,629), an increase of 17.75%. Regulations on pre-primary education have come into force.

QUANTITATIVE DEVELOPMENT OF PRIMARY EDUCATION

(1) It may be seen from the statistics contained in the reports of 37 countries that an increase in the number of primary pupils has been noted in all countries but one, where a decrease of 2.32% has been recorded.

(2) The average of the percentages of increase is 6.62%, a slight decrease as compared with last year when it was 7.5%.

Afghanistan. About 50 village schools and 20 primary schools have been opened.

Argentina. Numbers in public primary schools in 1955 : 2,734,713 pupils (+ 79,972), an increase of 3%.

Australia. Numbers in public and private primary schools in 1956 : 1,785,453 pupils.

Austria. Numbers in primary and upper primary schools in 1956-1957 : 704,969 pupils (— 16,780), a decrease of 2.32%.

Belgium. Numbers in 1956-1957 : 936,551 pupils (+ 13,857), an increase of 1.5%.

Brazil. Numbers in primary schools in 1956 : 4,941,986 pupils (+ 485,186), an increase of 10.88%.

Canada. Numbers in 1955-1956 : 2,690,000 pupils (+ 130,000), an increase of 5.07%.

Chile. Numbers in 1956 : 741,939 pupils (143,041), an increase of 23.8%.

China. Numbers in 1956-1957 : 1,344,432 pupils (+ 100,403), an increase of 8.07%.

Czechoslovakia. The number of pupils in the first 8 classes remains practically unchanged.

Egypt. Numbers in primary schools in 1956-1957 : 1,975,514 pupils (+ 114,968), an increase of 6.17%.

Ethiopia. Numbers in 1956-1957 : 116,370 pupils, an increase of 22.9%.

Finland. Numbers in primary schools in 1956 : 604,930 pupils (+ 15,094), an increase of 2.56%.

- France.* Increase in public school numbers in 1956-1957 : 300,000 pupils.
- Greece.* Numbers in 1956-1957 : 988,588 pupils.
- Honduras.* Numbers in 1956 : 133,519 pupils.
- Hungary.* Numbers in primary schools in 1956 : 1,255,000 pupils (+ 29,000), an increase of 2.37%.
- India.* Numbers in 1955-1956 : 22,909,445 pupils (+ 713,285), an increase of 3.21%.
- Iran.* Numbers in 1956-1957 : 884,466 pupils (+ 60,483), an increase of 7.34%.
- Iraq.* Numbers in 1956-1957 : 367,274 pupils (+ 13,970), an increase of 3.95%.
- Ireland.* Numbers in 1955-1956 : 500,894 pupils (+ 5,731), an increase of 1.16%.
- Israel.* Numbers in 1956-1957 : 310,455 pupils (+ 31,388), an increase of 11.2%.
- Japan.* Numbers in 1956-1957 : 12,610,000 pupils (+ 2.9%).
- Korea.* Numbers in 1956 : 3,590,504 pupils (+ 299,232), an increase of 9%.
- Laos.* Numbers in 1956-1957 : 64,261 pupils (+ 2,623), an increase of 4.26%.
- Lebanon.* Numbers in public and private primary schools in 1955-1956 : 252,852 pupils (+ 7,646), an increase of 3.12%.
- Luxembourg.* The number of pupils in primary schools remained stationary (27,800 pupils from 6 to 14).
- Mexico.* Numbers in 1957 : 1,971,717 pupils (+ 197,307), an increase of 11.12%.
- Netherlands.* Primary and upper primary school numbers in 1956 : 1,660,281 pupils.
- New Zealand.* Numbers in 1956 (including private schools) : 399,466 pupils (+ 16,667), an increase of 4.4%.
- Norway.* Numbers in 1956 : 435,000 pupils (+ 14,000), an increase of 3.33%.
- Pakistan.* Numbers in 1956 : 4,109,959 pupils (+ 55,715), an increase of 1.37%.
- Panama.* Numbers in 1956-1957 : 141,331 pupils (+ 3,602), an increase of 2.54%.
- Poland.* Numbers in 1956-1957 : 3,654,604 pupils (+ 268,173), an increase of 7.9%.
- Portugal.* Numbers in 1957 : 840,961 pupils (+ 9,474), an increase of 1.14%.
- Rumania.* Numbers in 1956-1957 in the four-year elementary schools : 1,296,074 pupils.
- Salvador.* Numbers in 1957 : 254,290 pupils, an increase of 8%.
- Saudi Arabia.* Numbers in public and private schools in 1955-1956 : 61,180 pupils (+ 6,689), an increase of 12.28%.
- Spain.* Numbers in 1954-1955 : 2,575,240 pupils.
- Sweden.* Numbers in primary schools in 1956-1957 : 833,000 pupils, an increase of 1.8%.
- Switzerland.* Numbers in primary schools in 1955-1956 : 553,475 pupils.
- Syria.* Numbers in 1955-1956 : 345,367 pupils (+ 9,146), an increase of 2.72%.
- Thailand.* Numbers in 1956 : 3,057,381 (+ 104,663), an increase of 3.54%.

Tunisia. Numbers in 1956-1957 : 226,736 pupils (+ 15,036), an increase of 7.1%.

Union of Burma. Numbers in public and private primary schools in 1956 : 1,552,167 pupils.

United Kingdom. Scotland : In 1956, numbers increased by 4,451 pupils.

United States. Numbers in 1956-1957 in primary schools up to the eighth grade, including kindergartens : 29,624,000 pupils (+ 1,109,800), an increase of 3.89%.

Uruguay. Numbers in 1956 : 243,646 pupils.

Venezuela. Numbers in public and private schools in 1956-1957 : 646,795 pupils (+ 23,712), an increase of 3.81%.

Vietnam. Numbers in public primary schools in 1956-1957 : 571,019 pupils (+ 109,657), an increase of 23.77%.

Yugoslavia. Numbers of pupils attending compulsory education schools in 1955-1956 : 2,054,501 pupils (+ 136,276), an increase of 7.1%.

PRIMARY ORGANIZATION, CURRICULA AND SYLLABUSES

(1) Two countries have reorganized their primary education system (ten in 1954-1955 and three in 1955-1956) : Salvador, where three-year emergency schools have been set up, and Egypt, where one six-year stage replaces the two previously existing stages.

(2) Among changes introduced into the organization of school work, the number of class hours has been increased in the Philippines and decreased in Saudi Arabia; in the German Federal Republic experiments with the time-table have been made whereby there have been lessons both in the morning and the afternoon in some *Länder*. In France one hour has been reserved for work which used to be done at home, and supervisory activities were introduced in Ukraine. The decrease in the number of pupils per teacher was in the programme for the Netherlands, Tunisia and England, while the question of the one-teacher school was studied in the Philippines and in Turkey.

(3) The frequency with which reforms in primary curricula and syllabuses have been prepared or introduced is roughly the same as during the last two years, i.e. in one country in two.

(4) Approximately one country in five decided to undertake the revision of primary curricula, or has already begun this work. The changes introduced took the form of either the addition of new subjects or the extension of some already included. As last year, no subjects were removed from the curriculum.

(5) New subjects introduced into primary curricula or subjects which have been given greater importance, listed in order of frequency of mention, are as follows : practical work (Afghanistan, Byelorussia, Czechoslovakia, Korea, Rumania, Ukraine); physical education (Canada, Korea and some *Länder* of the German Federal Republic); hygiene (Canada, Korea and Salvador); moral education (Korea and Salvador); civic education (Salvador); drawing (USSR); history, geography, natural history, singing (Netherlands); agriculture (Salvador); domestic science (canton of Ticino, Switzerland); French (several cantons of German-speaking Switzerland).

(6) The problem of giving education a more national character from the language angle gave rise to a certain number of measures in Cambodia, Morocco and Tunisia.

(7) Rather less than a quarter of the countries (a third last year) have undertaken the revision of primary syllabuses or are planning to do so: Argentina, Australia, Austria, Bulgaria, Byelorussia, Canada, Cuba, Ethiopia, Hungary, Israel, Japan, New Zealand, Panama, Philippines, Poland, Salvador, Tunisia, Uruguay.

(8) Promotion examinations have been abolished in Egypt and in France, and so has the primary education certificate in Poland. New regulations on examinations have come into force in Venezuela.

Afghanistan. More time has been given to practical subjects (agriculture and crafts).

Argentina. A commission has been appointed to draw up a reform of curricula and syllabuses.

Australia. Revision of primary syllabuses is under way in all states. In Victoria, new English, music and needlework syllabuses have already been introduced. A revised edition of the arithmetic notes was issued in Western Australia and proposed syllabuses in religious instruction were issued on trial in some schools.

Austria. Preliminary studies have been started on the revision of primary school syllabuses.

Belgium. The curriculum reform is now complete.

Bulgaria. A draft decree lays down a new teaching plan. Syllabuses of all subjects have been revised.

Byelorussia. Primary school curricula and syllabuses have been revised to bring them into line with the development of polytechnical education.

Cambodia. At the first primary stage instruction will be given entirely in the national language.

Canada. A new physical training syllabus has been introduced in several provinces. A course on health and physical culture was organized experimentally in Ontario.

Cuba. The primary education seminar showed the need to revise upper primary education curricula and syllabuses.

Czechoslovakia. The introduction of polytechnical education has made progress, especially in the first three classes (handwork) and in the sixth class (practical work in workshops and school gardens).

Egypt. The new primary education law lays down that the primary school shall consist of one stage only which lasts six years. Primary pupils may now be promoted without taking an annual examination.

Ethiopia. Syllabus revision is under examination.

Finland. A new primary education law has been issued.

France. In the elementary and intermediate classes of primary schools an hour was taken from the normal time-table for work formerly done at home. Promotion examinations from one class to another have been abolished in primary schools.

German Federal Republic. A time-table including lessons in the morning and in the afternoon has been introduced experimentally in Bavaria and Hamburg. In the latter town a law has been passed guaranteeing the educational autonomy of each school.

Greece. The Board of Education has prepared a report on a detailed curriculum for primary schools.

Honduras. A commission was appointed to study a plan of reform for primary education.

Hungary. New syllabuses and time-tables were introduced in the first four classes of the eight-year general schools; experimental courses for the four top classes are being introduced.

Israel. The history syllabus has been modified.

Japan. The Central Council for Education insisted on the need for the State and local authorities to encourage the consolidation of schools. The new consolidated school should normally have from 12 to 18 classes. Primary school syllabuses have been revised.

Korea. Emphasis was placed on the development of moral education, hygiene, physical education and practical work.

Morocco. The arabization of studies is practised on a half-time basis in the elementary classes of Mohammedan education.

Netherlands. The bill modifying the primary education law provides for a broadening of the history, geography, natural history and singing syllabuses. The possibility of reducing the number of pupils per teacher from 1960 onwards has also been included in the bill.

New Zealand. Revision of the sewing and needlework syllabuses has been undertaken.

Panama. New syllabuses have been published.

Philippines. Experiments to introduce the one-teacher school system have been carried out. The new curriculum provides for an increase in the number of class hours a day. Reading, language, hygiene and elementary science syllabuses have been revised.

Poland. The primary education examination, which was taken at the end of the seventh year, has been abolished. Continuing the work begun last year, new syllabuses were drawn up for the fifth, sixth and seventh classes.

Rumania. The introduction of polytechnical education in general schools continued with the development of handwork.

Salvador. Emergency schools for pupils of the first three classes have been set up. New curricula and syllabuses have been introduced in which great emphasis is placed on agriculture, practical hygiene, ethics and civic education.

Saudi Arabia. An effort has been made to reduce the number of class hours.

Switzerland. In the canton of Ticino domestic science courses will take nine months instead of five. French has been introduced into primary studies in those schools of German-speaking Switzerland where it was not hitherto taught.

Thailand. Primary curricula have been revised.

Tunisia. Instructions have been given to inspectors that the maximum number of pupils in a class should be 50. Boys in their first year receive their instruction exclusively in Arabic. Arabic will be introduced into the second year in 1957-1958; syllabuses for this are at present being worked out.

Turkey. Special attention has been paid to the improvement of education in rural one-teacher schools.

Ukraine. Syllabuses have been revised. Supervised activities have been organized outside class hours. The development of polytechnical education has led to an increase in the number of hours a week devoted to handwork in the first four classes and to practical work in classes V to VII.

USSR. The teaching of drawing is now compulsory.

United Kingdom. England and Wales: There has been a further reduction in the size of over-large primary classes. Scotland: The new schools code gives head teachers greater freedom in planning the work of their schools.

United States. There is an increased tendency to give all the work of one class to the same teacher, with the help of specialist advice for some subjects.

Uruguay. The distribution of subjects and syllabuses has been changed.

Venezuela. The regulations on primary education and examinations have come into force.

Vietnam. The new curriculum came into force in 1956-1957.

SECONDARY EDUCATION

QUANTITATIVE DEVELOPMENT

(1) The number of reports for which a comparison with last year is possible as regards pupil registration is 35. With the exception of two countries which show a decrease in the number of pupils (0.66% and 4.52%), there is in all cases an increase in the rate of enrolment.

(2) Eliminating the figures of two countries where the increase is quite exceptional, since it exceeds 25%, the average increase is 8.75%, which is roughly the same figure as last year (8%).

Argentina. Numbers in public and private secondary schools in 1955 : 563,386 pupils (+ 37,279), an increase of 6.1%.

Austria. Numbers in general secondary schools : 69,850 pupils (+ 349), an increase of 0.5%.

Belgium. Numbers in 1956-1957 : 165,745 pupils (+ 9,063), an increase of 5.78%.

Brazil. Numbers in 1956 : 619,019 (+ 39,238), an increase of 6.76%.

Bulgaria. Number of general secondary schools in 1956-1957 : 293 (+ 13), an increase of 4.6%.

Byelorussia. The number of secondary schools increased by 50. Efforts have been made to introduce secondary education for all throughout the country.

Canada. Numbers in 1955-1956 : 472,000 pupils (+ 40,000), an increase of 9.25%.

Chile. Numbers in 1956 : 76,967 pupils (+ 4,200), an increase of 5.77%.

China. Numbers in 1956-1957 : 170,940 pupils (+ 24,579), an increase of 16.79%.

Czechoslovakia. Numbers in eleven-year secondary schools show an increase of 8.9%.

Ethiopia. Numbers in intermediate education in 1956-1957 : 19,272 pupils, an increase of 31.6%; in secondary education : 4,582 pupils, an increase of 33.5%.

Finland. Numbers in public and private secondary schools in 1956 : 143,739 pupils (+ 11,468), an increase of 8.67%.

France. Numbers in 1957 : 510,000 pupils (+ 44,000), an increase of 9.44%.

Greece. 14 new secondary schools have been opened.

Honduras. Numbers in 1957 : 12,355 pupils. Eight new lycées have been opened.

Hungary. Numbers in 1956 : 125,501 pupils (+ 6,395), an increase of 5.37%. While the number of pupils in general secondary schools is increasing, numbers in vocational schools continue to decrease.

India. Numbers in 1955-1956 : 8,523,432 pupils (+ 1,630,546), an increase of 23.65%.

Iran. Numbers in 1956-1957 : 161,506 pupils (+ 19,393), an increase of 13.65%.

Iraq. Numbers in 1956-1957 : 46,998 pupils (+ 2,400), an increase of 5.38%.

Ireland. Numbers in 1956-1957 : 61,974 pupils (+ 2,668), an increase of 4.5%.

Israel. Numbers in 1956-1957 : 15,741 pupils (+ 328), an increase of 2.1%.

Italy. Increase in numbers in intermediate schools, classical and scientific lycées and secondary teacher training schools : 592,095 pupils.

Japan. Numbers in 1956-1957 : 8,660,000 pupils.

Korea. Numbers in 1956 : 612,585 pupils (— 4,059), a decrease of 0.66%.

Laos. Numbers in 1956-1957 : 1,689 pupils.

Luxembourg. Numbers in 1956 : 4,100 pupils (+ 200), an increase of 5.12%.

Netherlands. Numbers in secondary and pre-university education in 1956 : 119,747 pupils (+ 10%).

New Zealand. Numbers in post-primary education in 1956 (including private schools) : 85,774 pupils (+ 3,606), an increase of 4.4%.

Norway. Numbers in 1956-1957 : 53,089 pupils (+ 3,951), an increase of 8.04%.

Pakistan. Numbers in 1956 : 1,264,105 pupils (+ 48,680), an increase of 4%.

Panama. Numbers in 1956-1957 : 18,132 pupils (+ 2,415), an increase of 15.36%.

Philippines. Numbers in 1955-1956 : 210,832 pupils (— 10,000), a decrease of 4.52%.

Poland. Numbers in 1956-1957 : 202,713 pupils (+ 1,292), an increase of 4.53%.

Salvador. Numbers in intermediate schools in 1957 : 16,605 pupils, an increase of 19%.

Saudi Arabia. Numbers in 1955-1956 : 2,921 pupils (+ 989), an increase of 51.2%.

Spain. Numbers in 1954-1955 : 292,503 pupils.

Sweden. Numbers in secondary schools in 1956-1957 : 190,000 pupils, an increase of 7.3%.

Syria. Numbers in 1955-1956 : 63,435 pupils (+ 2,769), an increase of 4.57%.

Thailand. Numbers in 1956 : 325,634 pupils (+ 42,593), an increase of 15.04%.

Union of Burma. Numbers in public intermediate and secondary schools in 1956 : 334,577 pupils.

United States. Numbers in secondary schools (grades IX to XII) in 1956-1957 : 8,111,600 pupils (+ 364,500), an increase of 4.7%.

Venezuela. Numbers in 1956-1957 : 44,433 pupils (+ 5,514), an increase of 14.17%.

Vietnam. Numbers : 32,977 pupils (+ 4,850), an increase of 17.24%.

Yugoslavia. Numbers in 1955-1956 : 271,210 pupils.

STRUCTURAL CHANGES

(1) Changes in the organization of secondary education in stages and divisions were mentioned in the reports of three countries last year (1 only in 1954-1955). This year should be mentioned the introduction of a housecraft division in secondary schools for girls in Iran, a classical division in the secondary schools of the province of Quebec in Canada, and of a new preparatory school with a three-year course following on from the primary school in Egypt; reorientation classes have been introduced in France to prepare for the mathematics baccalaureate; in Italy it is proposed to institute a new type of three-year middle school with a common core and optional subjects; there is a plan for a year of guidance and selection, without Latin, in Luxembourg; a new division of natural science has been introduced in Monaco; structural reforms are planned in four cantons of Switzerland.

(2) New types of secondary school have been introduced in Austria (a course leading to the commercial matriculation certificate for pupils who have attended domestic science secondary schools for girls), in Chile (evening secondary schools) and in the German Federal Republic (economics secondary schools). The complementary schools in the province of Quebec, Canada, have been abolished.

(3) One type of school has been turned into another at the dividing line between secondary education and primary or vocational education in: Belgium (pre-agricultural divisions became technical divisions), India (48 secondary schools became multilateral schools), Korea (one secondary school became a multilateral school with both general and vocational instruction). In Poland, primary schools have been completely separated from lycées in the eleven-year, or complete, school which previously catered for both levels.

(4) Only one country (5 last year) introduced measures concerning the length of secondary education, and that was Rumania.

(5) Also within the field of secondary education structure, may be mentioned the tendency to set up central secondary schools in Newfoundland (Canada) and the movement in favour of junior colleges in the United States.

Austria. A course recently introduced will prepare pupils who have attended domestic science secondary schools for girls for the matriculation certificate at the commercial colleges.

Belgium. Pre-agricultural divisions are being changed into 3 A technical divisions.

Canada. The tendency to set up central secondary schools was intensified in Newfoundland. Complementary schools have been abolished in Quebec and the secondary stage now includes 5 classes which follow on from the seven-year primary stage. A classical division has been introduced in this same province.

Chile. Evening secondary schools were opened for the first time.

Denmark. A bill on secondary grammar schools has been introduced.

Egypt. The new preparatory school covers three years and follows on from the six primary school years.

France. Classes preparing for the mathematics baccalaureate for pupils who had previously taken literary courses or whose knowledge of mathematics is insufficient have been started.

German Federal Republic. The *Länder* have agreed to organize economics secondary schools on the same footing as the general secondary schools.

India. The central board of secondary education has been reconstituted in order to raise the standard of secondary education and to revise the examination system. The central government allocated to the federated states the sum of 52 million rupees for the purpose of making secondary schools into multi-lateral schools and for the improvement of science teaching.

Iran. A special domestic science division has been introduced in girls' secondary schools.

Italy. A ministerial committee has proposed the establishment of a new type of middle school lasting three years with a common core of compulsory subjects, optional subjects and additional selected activities. A plan has been drawn up for the reorganization of classical and scientific lycées and teacher training schools.

Korea. It is planned to transform the Pyontack secondary school into a multilateral school providing general and vocational education.

Luxembourg. The general educational reform proposes the introduction of a guidance and selection year, without Latin. The division of work into specialized branches would be postponed until the last year.

Monaco. To meet pupils' requirements a new section M' (natural science) has been introduced.

Poland. The separation of the eleven-year schools (the so-called giants) into two stages, the primary school and the lycée, has been undertaken. The system of complete schools comprising the two levels was not successful in practice.

Rumania. The duration of secondary education was extended by one year so that studies now cover 11 years.

Switzerland. The cantons of Bern and Solothurn have issued laws on secondary education. The cantons of the Grisons, Zurich, and Thurgau have issued decrees on the structure and organization of secondary education. In the canton of Geneva a modification of the education of pupils aged 12 to 15 years is now being reviewed.

United States. Means of developing and improving the junior college are being studied.

CURRICULA AND SYLLABUSES

(1) There has been no variation in the number of countries which introduced or planned a revision of secondary curricula or syllabuses. The proportion is slightly higher than that noted for primary education where it is one country to two.

(2) Changes made in curricula concern the introduction or removal of subjects or an increase or decrease in the importance of those already included in the curriculum.

(3) The new subjects introduced into secondary curricula are as follows: foreign languages (Israel and Czechoslovakia); musical education (Czechoslovakia and Ukraine); practical work (Czechoslovakia and Ukraine); domestic science (Czechoslovakia and Switzerland); practical science (Hungary); handwork (Switzerland); drawing (Czechoslovakia); social science (Iran); logic and psychology (Hungary); democratic education (Argentina).

(4) Only one country, Spain, states that the number of subjects required for the baccalaureate has been reduced.

(5) The following are the subjects whose importance has been increased in secondary curricula: mathematics (Czechoslovakia, Philippines, United States); polytechnical education (Byelorussia, Hungary, Rumania); science (Philippines, United States); drawing (USSR); natural science (Czechoslovakia); physical education (German Federal Republic); national geography (Mexico); the national language (Ceylon); modern languages (Vietnam); philosophy (Vietnam); musical education (USSR).

(6) The following subjects have been given less prominence or have had their syllabus lightened: social studies, practical work and housecraft (Philippines); history, geography, natural science, physics and mathematics (France); history, geography, mathematics, physics, chemistry and natural science—the last four for arts students (Vietnam). Certain syllabuses have also been lightened in Byelorussia.

(7) The following countries have revised the content of their secondary school syllabuses: Afghanistan (biology); Victoria, in Australia (history, geography, art); Bulgaria (all subjects); Byelorussia (syllabuses in general); Canada (physical education in two provinces); Israel (literature, social science, mathematics, physics, Oriental studies, agriculture and biology); Japan (various subjects at the upper stage); Panama (some subjects); Philippines (English, social studies, sciences and mathematics); Thailand (syllabuses in general; USSR (syllabuses in general); Vietnam (music, drawing, housecraft and child care).

(8) The revision of secondary school syllabuses is in progress in the following countries: Australia, Ethiopia, Luxembourg, Salvador and Switzerland (canton of Vaud).

(9) Entrance examinations have been abolished under certain conditions in France and in the Principality of Monaco. On the other hand they have been introduced in Poland, where changes have also been made in the baccalaureate examination. Modifications to examination regulations were made in Egypt, Guatemala, Mexico, the Union of Burma and Venezuela. A Tunisian baccalaureate has been introduced in Tunisia and an all-Indian higher secondary school examination in India. The question of examinations in secondary modern schools is to the fore in England and Wales.

Afghanistan. Biology syllabuses have been revised, more time having been reserved for the teaching of hygiene.

Argentina. A draft reform for secondary school curricula has been drawn up. A new subject "democratic education" has been introduced. The entrance examination has been re-established.

Australia. In all states a revision of secondary school syllabuses has been undertaken. In Victoria, new history, geography and art syllabuses have already been introduced.

Belgium. Courses in ethics are to be re-arranged and taught by specialist teachers. A final revision of reforms introduced in time-tables, syllabuses and methods is contemplated. It is hoped to reduce the pupils' weekly timetable from 36 to 30 hours. Several committees of teachers are working on the necessary instructions.

Bulgaria. A draft decree describes a new school plan. The syllabuses of all subjects have been revised.

Byelorussia. Curricula and syllabuses have been revised to bring them into line with the development of polytechnical education. Syllabuses have been lightened by the removal of certain difficult questions, taking into account the children's age, and also to avoid repetition.

Canada. A new physical training syllabus has been introduced in the lower secondary stage in several provinces. A new hygiene and physical culture syllabus has been adopted for the lower secondary school stage in Alberta.

Ceylon. The Swabasha language is gaining ground at the expense of English. It has recently been introduced into the last secondary school years.

Czechoslovakia. The introduction of polytechnical elements into general education has made progress in stressing the polytechnical value of natural science, mathematics and drawing lessons; drawing has been introduced in the eighth grade; practical work in mechanics, electro-technics and agriculture now figure in the curriculum for the ninth grade. Optional subjects introduced are : conversation in a second foreign language, music and housecraft.

Egypt. All subjects taught at the preparatory stage have been divided into two large groups : general sciences and social sciences. Examination regulations in preparatory and secondary schools have been revised.

Ethiopia. The revision of syllabuses is being studied.

France. The entrance examination has been abolished for pupils from public primary schools found suitable by a departmental committee appointed for this purpose. History, geography, natural science, physics and mathematics syllabuses have been lightened.

German Federal Republic. The number of weekly lessons devoted to physical training has been increased in Berlin, Bavaria and Hesse.

Guatemala. The regulations for post-primary examinations have been modified.

Hungary. Practical work in physics, chemistry and biology have been introduced in lycées as part of the scheme for introducing polytechnical education. From 1957-1958 onwards, two foreign languages and art history will be compulsory subjects. Logic and psychology have been introduced experimentally in a third of the country's lycées.

India. The central board of secondary education is to organize an all-India higher secondary school examination.

Iran. Courses in social science have been introduced at the upper secondary stage.

Israel. French may now be chosen as a foreign language in the same way as English.

Italy. New syllabuses for entrance to the intermediate school have been drawn up.

Japan. The syllabuses for subjects at the upper secondary stage have been revised.

Luxembourg. The mathematics syllabus of the industrial division of modern education is under revision.

Mexico. The Ministry of Education is endeavouring to maintain uniformity of secondary education throughout the country. Modifications have been made in the secondary school regulations, including changes to the system of marks and examinations. The third-year Mexican geography course will have three weekly lessons instead of two.

Monaco. The secondary school entrance examination has been abolished for pupils who obtain exemption after their school record has been studied by a specially appointed committee. Greater freedom in planning their work has been given to mathematics, science, history and geography teachers in order to achieve lighter syllabuses.

New Zealand. The revision of curricula and of the School Certificate Examination is being studied, taking into account the role of Latin and its effect on examination results.

Panama. New syllabuses have been drawn up.

Philippines. The number of weekly mathematics and science lessons given in general education schools has been increased; time devoted to practical work and housecraft has been decreased. The English, social studies, science and mathematics syllabuses have been revised.

Poland. An entrance examination will be required from now on for admission to the lycée. Changes have been made in the baccalaureate examination in general education secondary schools.

Rumania. The introduction of polytechnical elements into general education continued with the increase of time given to practical work.

Salvador. Curricula and syllabuses are under revision.

Spain. The number of subjects required for the baccalaureate has been reduced.

Sweden. Suggestions have been put forward for changes in the curricula and time-tables of the four and five-year secondary school, as well as for a new three-year secondary school.

Switzerland. The revision of secondary school syllabuses is in preparation in the canton of Valais. Handwork and domestic science are becoming more frequently taught.

Thailand. Secondary school curricula and syllabuses have been revised to offer pupils a greater number of optional subjects.

Tunisia. The elementary Arab certificate has been replaced by the elementary secondary education certificate. A Tunisian baccalaureate (first and second parts) has been introduced.

Ukraine. Syllabuses have been revised. In the field of polytechnical education two hours a week of practical work have been introduced in grades VIII to X. In the same classes music and singing lessons have been started.

Union of Burma. From the intermediate stage onwards the Burmese language will be the language of examinations for all subjects; English remains the second compulsory language in the secondary school curriculum.

USSR. The secondary school and practical work courses have been revised to take into account experiments carried out in the field of polytechnical education. In the last three classes of the secondary school, practical work in mechanics, electro-technics and agriculture have been replaced by a broader course called "elements of industrial and agricultural production". Emphasis is placed on productive work and the formation of work habits. Drawing has become a compulsory subject and the teaching of music is being extended.

United Kingdom. England and Wales: The question of examinations in secondary modern schools arouses much interest. Scotland: The new schools code gives head teachers greater freedom in planning the work of their schools. Modification of the senior secondary school curriculum and of the leaving certificate is being considered.

United States. An effort has been made to improve the teaching of science and mathematics in secondary schools.

Venezuela. Secondary school and examination regulations came into force. Curricula have been revised. Revised syllabuses for the lower stage have been published.

Vietnam. Revision was concerned with modern languages, which were given more time in the time-table, and the philosophy syllabus, which was supplemented. History and geography syllabuses were lightened. The same may be said of the mathematics, physics, chemistry and natural science syllabuses which have been lightened for pupils whose courses do not require advanced knowledge of scientific subjects. Music, drawing, housecraft and child care syllabuses have been modified.

VOCATIONAL EDUCATION

(1) As few countries have supplied figures which allow of a comparison (18), the average increase in pupil enrolments can only be given as an indication. If two countries where the increase is exceptional (58.86% and 34.36%) are eliminated, the average percentage increase is 9.57%. Two reports mention a decrease in numbers (—2.55% in one case and 2.58% in the other).

(2) Steps taken to combat the shortage of technicians have been intensified this year. More or less direct mention is made of this problem in several reports, including those of Brazil, France, Iraq, Switzerland, the Union of Burma, the United Kingdom and Yugoslavia. This preoccupation, the first symptoms of which were recorded last year, has taken the form of an increase in the number of existing establishments or the establishment of new types of course.

(3) The tendency towards specialization continues as intensely as last year with the introduction in about 15 countries of new courses; details of these may be found in the analytical table which follows. In one country, Poland, the list of professions taught in basic vocational schools and in technical schools has been reduced by half.

(4) New laws and regulations dealing with one or more sectors of vocational education have been issued in Belgium, Egypt, Portugal and Venezuela.

(5) The proportion of countries which have revised curricula or syllabuses in one or several types of vocational education has slightly increased this year (approximately one country in seven instead of one in ten).

(6) The question of examinations has been raised in Norway and that of the lengthening of courses in some types of vocational school has been discussed in Poland.

Afghanistan. Two new technical schools are shortly to be opened.

Argentina. Numbers of pupils in public and private technical schools in 1955: 208,250 pupils (—5,445), a decrease of 2.55%. A revision of the curricula has been undertaken. The following subjects which had a political bias have been abolished: Argentinean economic and social studies, economic independence and social justice, Argentinean political organization, political sovereignty. New subjects taught are: automotors, die-casting for industry, electricity, etc.

Australia. New courses introduced in technical colleges in 1956 include one for a printing administration diploma (Queensland), electronics, commerce, metallurgy and chemical engineering (New South Wales). Country technical schools in South Australia have been reorganized and renamed adult education centres.

Austria. New courses: vocational secondary schools for the textile industry and for foundry technique, and a two-year course in industrial ceramics.

Belgium. Numbers of pupils in full-time technical education: 149,069 (+7,618), an increase of 5.1%. The State has opened three training centres for workers in the pacific uses of atomic energy. The change over from needlework to standard-model tailoring continues. Nursing studies have been raised

to higher level and the courses expanded. The award of diplomas in physiotherapy and child welfare is to have standard regulations. A draft decree fixes the curriculum in lower secondary technical education.

Brazil. The importance of diffusing technical education has been stressed.

Chile. The two agricultural schools at La Serena and Romeral have started work.

China. Numbers in 1956-1957: 65,903 pupils (+ 5,506), an increase of 9.12%. New establishments: a school for textile work and one for journalism.

Czechoslovakia. Secondary vocational courses have been organized for pupils leaving the eleven-year general school; their specialized studies will take two years instead of four.

Egypt. Practical preparatory schools have been introduced. The laws on technical, commercial and agricultural education provide for a division into two stages: preparatory schools and secondary schools.

Ethiopia. A school of crafts has been created.

France. Numbers in 1957: 330,000 pupils (+ 30,000), an increase of 10%. The country's requirements in engineers are estimated at 53,000 between now and 1961, i.e. more than twice the number being trained at present. New courses and certificates: petroleum oil division, certificates of industrial training for assistant physicists, assistant biochemists and clothing specialists, a research technician's diploma and a diploma in micro-mechanics.

German Federal Republic. In Baden-Württemberg, North Rhine-Westphalia and Hesse day and evening technical schools have been opened to prepare skilled workers for entry to higher technical schools.

Hungary. The trend towards a reduction of numbers in secondary vocational schools continues. A reform of technical education is to be undertaken. There is a tendency to decrease programmes to avoid overworking the pupils.

India. Nineteen engineering schools and 46 polytechnical schools are to become larger institutions. Courses in mining engineering at degree level are to be started. Post-graduate courses in the following subjects have been introduced: automobile engineering, electrical engineering, foundry engineering, radio and telecommunications, soil mechanics and foundation engineering.

Iran. Numbers in vocational and agricultural schools and other specialized classes in 1956: 110,557 pupils (+ 40,965), an increase of 58.86%. An Institute of Technology which trains for 16 different specialities has been opened.

Iraq. The need for technicians is increasingly acute. The reorganization of technical education is being studied.

Ireland. Numbers of pupils taking full-time courses: 21,336 (+ 441), an increase of 2.11%.

Israel. Numbers in vocational and agricultural schools in 1956-1957: 12,274 (+ 352), an increase of 2.95%.

Italy. New courses: art colleges for fashion drawing and illustration and for naval equipment. Syllabuses and time-tables for technical institutes for girls and for other special courses are being approved.

Korea. Numbers in 1956: 135,544 pupils (+ 1,518), an increase of 1.13%.

Lebanon. Numbers in public technical and vocational schools in 1956-1957: 748 pupils.

Luxembourg. Numbers of pupils enrolled in vocational education in 1957: 2,859 (—76), a decrease of 2.58%.

Mexico. Numbers in 1957: 34,150 pupils (+ 4,094), an increase of 13.62%.

Morocco. Numbers in 1956-1957 : 19,596 pupils. Among new courses may be mentioned the introduction of a division for training technical staff for the various Ministries, and a technical building school.

Netherlands. Numbers in domestic, agricultural and horticultural technical education in 1956 : 383,209 pupils. A report on economic and administrative training has been presented to the Ministry. Recommendations have been made on technical education at primary level.

Norway. Allocations have been made for the setting up of a metallurgy section at Trondheim technical school. It has been decided to use the same examination papers and the same examiners for certain subjects at all technical schools. Suggestions for a curriculum for domestic science schools for men have been made and examination regulations for domestic science schools for women have been laid down.

Pakistan. Numbers in 1956 : 13,400 pupils (+ 1,088), an increase of 8.83%.

Philippines. A number of national agricultural and trade schools have started offering two-year and four-year technical and vocational courses at college level. The number of lessons in mathematics, science, practical work and domestic science has been increased, while those in the Filipino language, social studies, hygiene, physical culture and military training have been decreased.

Poland. The reorganization of vocational education has been started. The list of professions taught in basic vocational schools has been cut by half, as have those taught in technical schools. The length of the course in basic vocational schools is to be extended from 2 to 3 years, or even 4 years in some cases, and in technical schools to 5 years. New types of school have been instituted : vocational continuation schools, schools for elementary agricultural training, schools in work establishments and one to three-year technicums.

Portugal. The statute and curricula for industrial and commercial training have been modified. A law-decree authorizes private establishments to provide training for social workers, family welfare officers and family educators.

Rumania. The number of hours' practical work has been reduced but efforts are being made to improve practical courses in industry. New curricula and syllabuses have been drawn up. In technical schools which take pupils leaving the seven-year elementary school, instruction in general education subjects has been introduced.

Salvador. Numbers in technical, commercial and agricultural schools : 8,376 pupils (+ 940), an increase of 12.64%. The institute of technical education opened.

Spain. Numbers in 1954-1955 : 118,903 pupils. A special commission is now finishing the final drafting of the new vocational curricula for industrial studies.

Sudan. Numbers in 1956-1957 : 1,940 pupils (+ 45), an increase of 2.37%.

Sweden. Numbers in 1956-1957 : 126,000 pupils, an increase of 6%.

Switzerland. The Federal Office of Industry, Arts and Crafts and Labour convened a conference to study the means of training more technicians.

Syria. Numbers in 1956-1957 : 2,735 pupils (+ 545) an increase of 24.88%.

Thailand. Curricula and syllabuses for technical schools have been revised to give a greater variety of optional subjects.

Tunisia. The development of vocational education has been in the mechanical and electrical branches. Some vocational training centres have specialized their courses : building, mining, book crafts, women's subjects, shorthand-typist secretaryship.

Union of Burma. Plans have been worked out for the extension of vocational education during the next five-year education plan.

United Kingdom. England and Wales : The reorganization of the network of technical colleges has begun; 8 establishments were designated as colleges of advanced technology.

United States. New vocational programmes have been worked out for young people in rural areas who do not wish to take up agriculture. Regional vocational schools offering a wide variety of courses continue to be opened.

Uruguay. Technical school and building school curricula have been modified. Curricula and syllabuses of the school of electro-technical mechanics, the schools of women's crafts and inland industrial schools are under revision.

Venezuela. Numbers in 1956-1957 : 13,798 pupils (+ 2,305), an increase of 20.03%. Regulations on vocational education and examinations have come into force. Revised syllabuses for commercial education have been published.

Vietnam. Numbers in public technical education at all three levels in 1956-1957 : 4,512 pupils (+ 1,154), an increase of 34.36%.

Yugoslavia. Special funds for the development of vocational education have been created in districts, federated republics and the federal government. In 1957 these funds amounted to about 10,000 million dinars.

HIGHER EDUCATION

(1) Nineteen countries provided comparable data which allow the establishment of an average for changes in the number of students in higher education. Leaving aside three countries in which the rate of increase is exceptional and exceeds 25%, the average increase in the number of students in higher education is 7.97% (7.5% last year). Only one report mentions a decrease (—5.78%).

(2) The increase in students has, on the one hand, given rise to the opening of new establishments of the type already in existence, and, on the other, the need for specialists has led to the opening of new types of establishment or the introduction of new courses, which will be mentioned in the summary which follows.

(3) Administrative changes are indicated in the reports of the following countries : Guatemala (reform of the system of financing higher education), Honduras (study of a university reform), Israel (bill on higher education), Japan (decree on the conditions for opening new universities), Korea (decree on the recognition of university colleges), Netherlands (revision of the bill on higher education).

(4) From Hungary and Venezuela comes news of a lengthening of university courses, and from Iran of the course leading to the doctorates of law and theology.

(5) Changes have been made in the entrance examinations to the University of Sydney, in Australia. In France, it will be possible to obtain exemption from the baccalaureate for entrance to certain higher education establishments and certain branches of higher studies. The regulations for some final examinations have been changed in Belgium, while in Greece a new system of half-yearly examinations has been introduced and in Venezuela new measures have been taken as regards examinations in general.

(6) It should also be mentioned that the overburdening of courses and the co-ordination of university studies with the needs of industry and technology are being studied in Italy.

Afghanistan. New establishments opened within the framework of the University of Kabul: the Polytechnical Institute, the Agricultural Institute, the Institute of Economics and a faculty of medicine for women.

Argentina. Numbers in universities in 1955: 144,680 students (+ 5,032), an increase of 3.6%. Two new national universities, that of the South and that of the North-East have been founded. The University of Buenos Aires has organized courses in psychology, sociology and educational science within the faculty of arts and philosophy.

Austria. Numbers in 1956-1957: 22,850 students (+ 1,757), an increase of 8.3%.

Belgium. Numbers in universities and higher level establishments in 1956-1957: 25,169 students (+ 1,236), an increase of 5.17%. Corporate status has been granted to the State School of Veterinary Medicine. Examination syllabuses for biology, geography, veterinary medicine and pharmacy have been modified and also those for the degree in agronomical engineering ('temperate region agronomy' and 'horticulture' sections).

Brazil. The reform of medical studies is being undertaken. Special geology courses have been introduced.

Bulgaria. Numbers in higher education establishments, including students taking correspondence courses: 37,459 (+ 1,958), an increase of 5.51%.

Cambodia. The National Institute of Legal, Political and Economic Studies has become a faculty of law.

Canada. Numbers in 1956: 78,100 students, an increase of 9.1%. Two former classical colleges in Ontario and Quebec have been raised to the status of degree-granting institutions.

China. Numbers in universities in 1956-1957: 12,268 students (+ 4,001), an increase of 48.4%.

Czechoslovakia. In higher establishments in 1956-1957 there was an increase of 2,937 students of Czechoslovak nationality and of 3,906 students taking part-time courses.

Ethiopia. Numbers in 1956-1957: 466 students, an increase of 35%. For the first time the University College of Addis-Ababa will award the science degree in biology.

France. Exemptions from the baccalaureate for admission to certain branches and establishments of higher education may now be granted to candidates holding other diplomas, particularly technical qualifications. A National Institute of Technical Nuclear Science and a National Institute of Applied Science have been founded. New courses: courses for third-cycle doctorates in metallurgy and in accelerator physics, courses for the diploma in atomic engineering. A national certificate of oenology, a doctorate of political science and a national diploma in fine arts have been instituted.

German Federal Republic. "Scientific politics" has been introduced as a subject in the Universities of Baden-Württemberg and Schleswig-Holstein.

Greece. There are 18,000 students in the higher establishments of Athens and Thessaloniki. A new system of half-yearly examinations has been introduced.

Guatemala. The government has decided to contribute to the support of the university and to grant it 2% of the State's income.

Honduras. Numbers in the University of Honduras in 1956: 1,137 students. University reform is being studied. A school of laboratory technicians has been set up within the faculty of chemistry and pharmacy.

Hungary. Numbers in universities and higher establishments in 1956: 28,885 (— 1,780), a decrease of 5.78%. From 1957-1958 onwards the length of courses in universities and technical universities will be increased from 4 to 5 years. Curricula have been modified in consequence. Departments of classical philology, German and Romance languages are being organized at provincial universities.

India. Numbers in professional colleges in 1955-1956 : 552,052 students (+ 46,898), an increase of 9.28%. Numbers in universities : 49,235 students (+ 4,547), an increase of 10.17%. The University Grants Commission has taken up its work. A sum of 50 million rupees has been allocated to the improvement and expansion of affiliated colleges.

Iran. Numbers in 1956-1957 : 11,481 students (+ 572), an increase of 5.24%. Departments of dentistry and pharmacy have been separated from each other and will from now on form two distinct faculties. A second year has been added to the course for the degree of doctor of law or theology. An Institute of Administrative Studies and a course in journalism have been introduced.

Israel. Numbers in 1956-1957 : 7,100 students (+ 600), an increase of 9.2%. The appointment of a board of higher education has been recommended and a bill on higher education has been drawn up.

Italy. The question of overburdened syllabuses has been studied. Ways of achieving greater co-ordination between university education and the needs of industry and technology are also being studied.

Japan. Numbers in 1956-1957 : 629,839 students (+ 3%). A new decree fixes the essential conditions for the opening of universities. An amendment has been made to the law for the promotion of science education.

Korea. Numbers in 1956 : 75,430 students (+ 2,743), an increase of 3.77%. An ordinance for the accrediting of colleges was promulgated. A course in librarianship was established in Yonsei University.

Lebanon. Numbers at the Lebanese University in 1956-1957 : 233 students (+ 26) an increase of 12.56%.

Netherlands. A commission was set up to revise the law on university education, especially higher technical education. A report has been drawn up on the university training of notaries.

New Zealand. Numbers in 1956 : 11,077 students (+ 266), an increase of 2.46%. Steps have been taken towards the reorganization of higher and ordinary technical education. This may be expected to lead eventually to the development of a system of senior technical institutions primarily adapted to the training of technicians and tradesmen.

Pakistan. Numbers in professional colleges in 1956 : 72,635 students (+ 4,450), an increase of 6.53%. Numbers in universities : 5,600 students (+ 547), an increase of 10.83%.

Panama. Numbers in 1956-1957 : 2,340 students (+ 348), an increase of 17.47%.

Portugal. Courses in various higher establishments, including those of the higher school of veterinary medicine have been revised.

Rumania. Numbers in higher education in 1956-1957 : 56,170 students. The revision of curricula and syllabuses continues with the aim of improving specialization by co-ordinating courses with industry, agriculture, the arts, etc.

Salvador. Numbers in 1957 : 1,694 students.

Spain. Numbers in universities in 1954-1955 : 58,196 students; in higher technical establishments : 3,573 students. Regulations for the schools of statistics, psychology and psychotechnics of the University of Madrid and for the Institute of Technical Nuclear Research and Application were approved. A bill provides for the expansion of higher technical studies (specialized schools of architecture and engineering).

Sudan. Numbers in 1956-1957 : 802 students (+ 10), an increase of 1.26%.

Sweden. Numbers in 1956-1957 : 23,900 students, an increase of 6.2%.

Syria. Numbers in 1956-1957 : 6,501 students (+ 1,153), an increase of 21.56%. A school of commerce has been opened within the faculty of law.

Turkey. Numbers in 1956-1957 : 32,207 students (5,398 women). The Middle East Technical University has been opened. The inauguration of a

faculty of administration and a department of civil engineering is planned. Schemes are under way for the development of departments in petroleum and mining engineering, agriculture, and education. The National Assembly has approved the establishment of a university in eastern Turkey.

United States. Numbers in 1956-1957: 3,232,000 students (+ 235,400), an increase of 7.85%. A higher education committee has been constituted at the federal level. Efforts are being made to improve the teaching of science and mathematics at the college level.

Uruguay. Numbers in 1956-1957: 14,000 students. Changes have been made in courses for the bar and notary's studies and also in pharmaceutical and industrial chemistry courses.

Venezuela. Numbers in 1956-1957: 7,365 students. Regulations for the different faculties have been issued and also regulations for students' registrations, examinations and social welfare. The faculty of science is being formed. The school of administration has also been reorganized. New courses: geography and psychology departments, institutes of agricultural biology, agricultural engineering and plant growing, legal medicine, zoo-technics and artificial insemination, experimental medicine and surgery and chemical research. The length of courses has been extended in various faculties in higher establishments.

Vietnam. Numbers in 1956-1957: 3,823 students (+ 982), an increase of 34.57%. New courses: school of modern languages, national engineering school of industrial arts and the University of Huê, which will open in October, 1957.

Yugoslavia. Schools for administrative staff have been opened in all the federated republics, and higher schools of economics in some of the republics.

TEACHING STAFF

SHORTAGE OF STAFF

(1) Comparing the shortage of primary teachers with that of secondary teachers, it can be seen that in the first case the situation is improving, while in the second it tends to become worse.

(2) In seven reports (Australia, Canada, Denmark, Iraq, Israel, Switzerland and Tunisia) it is stated that the problem of finding primary teachers persists, while in four others (Bulgaria, Japan, New Zealand—except for nursery schools—and the Netherlands) there is a more optimistic outlook for the future.

(3) Except in New Zealand and the United States there have been no reports of improvement in the position as regards the recruitment of secondary teachers. The shortage of these teachers is mentioned in the reports of Afghanistan, Australia, Canada, France, Netherlands, Switzerland and the United Kingdom. The need is mainly for science and mathematics teachers.

(4) The shortage of vocational education teachers is mentioned in the reports from Iran and Switzerland.

Afghanistan. The shortage is marked in secondary schools.

Australia. The shortage of teaching staff continues to be felt.

Bulgaria. The need for teachers with educational qualifications has almost completely been met.

Canada. In spite of steps taken in several provinces to complete the ranks, the demand for teachers still considerably exceeds the supply of qualified staff from training schools and faculties of education. New measures have been introduced in the provinces of Ontario and Manitoba to improve the recruitment of secondary school staff. In Ontario a teacher recruitment council has been formed.

Denmark. Commissions continue to study means of combating the shortage of primary teachers and of training school staff with a university training in science.

France. The lack of science teachers is a serious preoccupation. The need is for 2,500 to 3,000 teachers a year, whereas only about 700 are being trained. There was a 50% increase in the number of pupils admitted to primary teacher training schools. The upper age limit for entering the teaching profession has been raised.

Iran. There is shortage of teaching staff in vocational and technical schools.

Iraq. Emergency courses have been set up to help meet the need for teachers.

Israel. The shortage of qualified primary teachers is becoming increasingly acute. A campaign has been organized to attract young people to the profession; special courses have been run for adults who desire to take up teaching; special classes have been introduced in secondary schools for pupils intending to go on to teacher training schools.

Japan. The rate of teachers' resignations has decreased. Owing to financial difficulties local authorities have been increasing the number of pupils in a class to over 50.

Netherlands. It is estimated that by 1960 supply and demand will more or less balance and from then onwards there should be an increasing surplus of primary teachers. On the other hand, the shortage of qualified staff in secondary and pre-university education tends to become more acute.

New Zealand. The shortage of staff is most noticeable in nursery schools and as regards science and mathematics teachers. The general situation, however, both in primary and secondary education, shows signs of improvement.

Switzerland. The shortage of primary teachers is fairly general, but it is not felt to the same extent in all cantons. Difficulties are now being felt in finding teachers for secondary and technical education. Candidates for scientific subjects are particularly short.

Tunisia. There is at present a very serious shortage of teaching staff.

United Kingdom. England and Wales: In secondary education the increase in the number of teachers is not sufficient to cope with the rise in the number of pupils. Scotland: The shortage is particularly acute as regards science, mathematics and music teachers. Women teachers of physical education and domestic science are also hard to find.

United States. Efforts to increase the proportion of men teachers in secondary education seem to be producing good results.

TRAINING

(1) The following measures were introduced on the training of teachers in 1956-1957: one country in four (two in five last year) on the training of primary teachers; one country in seven (one in four last year) on the training of secondary school staff, and one country in eight (no change) on the training of nursery school or special school teachers, or of specialist teachers in one or more subjects. Six reports (two last year) mention the training of vocational education staff.

(2) The shortage of staff has not prevented seven countries (10 in 1955-1956 and 7 in 1954-1955) from increasing the length of studies required for one or other of the various types of teacher: Byelorussia, German Federal Republic, Honduras, Israel, Poland, Salvador, Ukraine.

(3) In two countries (five last year) entrance requirements for teacher training establishments have been revised: China and Egypt.

(4) Curricula have been modified in the following sixteen countries (10 last year): Afghanistan, Argentina, Austria, Brazil, Byelorussia, China, Egypt, Ethiopia, German Federal Republic, Luxembourg, Philippines, Portugal, Salvador, Thailand, USSR, Venezuela.

Afghanistan. Two teacher training schools were opened. More time was allocated to agriculture, technical subjects and crafts in the programme of the teacher training school.

Argentine. Courses for training special school teachers have been organized. A new provisional curriculum has been introduced at the National Institute for Secondary Teacher Training.

Australia. Arrangements were completed for a new teachers' college in South Australia.

Austria. The curricula for training schools for kindergarten teachers will now include instrumental music and domestic science.

Belgium. Full-time teacher training schools have awarded for the first time a qualifying diploma for lower secondary teaching in technical subjects.

Brazil. A complete revision of primary teacher training has been undertaken in the state of Rio Grande do Sul. The training of staff for industrial and commercial schools is receiving attention.

Bulgaria. A plan is being studied for teacher training schools whereby the number of years' study would be reduced from five to two, but the prior completion of secondary education would become an essential entrance requirement. Courses in institutes of education are to be lengthened from two to three years.

Cambodia. Upper secondary classes have been introduced in the teacher training school at Phuom-Penha in order to turn out teachers with the baccalaureate.

Canada. In Prince Edward Island an independent university has been authorized to provide courses in education which will be recognized for the award of teacher's certificates. In Saskatchewan an inquiry has been instituted into, among other things, the advantages of integrating the training college in the university faculty of education.

Ceylon. The creation of a second state training college for the training of science teachers is being planned.

China. There are plans to open a new training school. Entrance requirements and the curriculum have been revised at the secondary teacher training college.

Czechoslovakia. The closing of two-year higher training colleges is planned; teachers of grades VI, VII and VIII would receive the same university training as teachers of grades IX to XI.

Egypt. Entrance to training schools will be restricted to holders of the preparatory education certificate. Curricula have been revised. Special courses are to be provided for teachers of backward children and domestic science teachers.

Ethiopia. Two training schools for basic education teachers have been set up. The teacher training course at Harrar is now under review.

Finland. A bill has been laid before parliament on teacher training schools. A higher training college preparing holders of the baccalaureate for primary teaching has been set up.

France. Within each faculty of arts and of science, institutes for training secondary teachers have been set up.

German Federal Republic. In North Rhine-Westphalia the university course for primary school teachers has been extended from two to three years. The training of vocational school teachers is moving towards closer collaboration with universities and polytechnical schools. Curricula, syllabuses and examinations for future kindergarten teachers have been revised in Bavaria, Hesse and North Rhine-Westphalia. Intending teachers will be trained to teach children film appreciation.

Guatemala. Regulations debarring holders of the baccalaureate from appointment as primary teachers have been withdrawn.

Honduras. The new curriculum for rural teacher training extends over 4 years instead of three. A higher training college for training secondary school staff and technical and administrative personnel has been founded by decree.

Hungary. It has been decided to train primary and kindergarten teachers in teachers' colleges (a two-year course after the baccalaureate) from 1959 onwards.

India. A new programme of advanced training in science teaching has been started. It is planned to open a Hindi teacher training college in each non-Hindi speaking state.

Iran. Four agricultural training schools have been instituted.

Iraq. It is planned to set up a training college in each province. Courses in education have been introduced for future technical school teachers.

Israel. The number of hours' instruction in teacher training colleges was increased; the increase is equivalent to ten weeks' studies. A two-year training college for Arab girls who have completed an eight-year primary course was opened this year. The three-year experimental course is now part of the School of Education of the Hebrew University, leading to the degree in education.

Lebanon. An accelerated training scheme for teachers is being studied.

Luxembourg. A ministerial decree lays down new conditions for the kindergarten teacher's diploma.

Mexico. A technical and administrative organization of the higher training college is under revision; the educational reform is being examined. The training school for special education teachers (for physically, mentally and morally handicapped children) has begun its work.

Morocco. Lectures and courses have been organized for training vocational and technical school staff and men and women teachers of handicrafts.

Netherlands. A bill is being prepared which will give qualified primary teachers the right to enter for university examinations in some subjects.

Philippines. The four-year teacher training curriculum has been generally adopted. This curriculum includes a general education course and optional subjects. Special curricula for the training of teachers of exceptional children was started at the Baguio vacation teacher training school.

Poland. It has been decided to increase from 4 to 5 years the course for future nursery school teachers. The length of the course in education lycées will from now on be 5 years instead of 4.

Portugal. The education course in the teacher training school at Lisbon has been restored.

Rumania. Seven teacher training schools (a two-year course) were created in 1956-1957. Experimental teacher training schools with a six-year

course will be set up in 1957-1958, admitting those who have completed the seven-year elementary school.

Salvador. Curricula and syllabuses for teacher training are under revision. The length of the course for the subject "educational science" in the higher training college for secondary teachers has been increased from 2 to 3 years.

Saudi Arabia. A two-year course has been organized to improve teachers' scientific training.

Thailand. The new course for the education certificate was introduced in 1957. In 1956 the College of Education opened a course in educational psychology, leading to a master's degree.

Tunisia. Three new training schools were opened to which will be added two more in October, 1957.

Ukraine. The course of study at the institutes of education for teachers of grades V to X has been increased to five years. Four-year courses have been opened in these institutes for teachers of the first four grades.

USSR. New curricula and syllabuses have been introduced in higher training colleges. Plans for the training of primary teachers in these colleges are in course of completion.

Venezuela. Regulations on teacher training and examinations came into force. Curricula have been revised. Three-year courses for music teachers have been introduced.

CONDITIONS OF SERVICE

(1) Whereas last year the status of teaching staff was modified more or less fundamentally in seven countries, this year changes have been recorded in the following eight countries: Argentina, Australia, Austria, Morocco, Netherlands, New Zealand, Poland and Uruguay. In Haiti and Vietnam the proposed modifications are at the planning stage.

(2) During the previous four years salary increases were recorded in about a third of the countries. This year, the proportion is slightly smaller: the number of reports mentioning increases is 18.

(3) Improvements in pension regulations have been introduced in Manitoba (Canada), Finland, Israel, Liberia, the United Kingdom (England and Wales and Scotland) and in Switzerland.

(4) Measures have been introduced as regards working conditions in Canada (collective bargaining system in Manitoba), Iran (change in working hours), Ireland (conciliation and arbitration scheme) and in the USSR (more flexible regulations for work, increase of trade union rights and better organization of the procedure for settling labour disputes). In Finland the introduction of the sabbatical leave system is under consideration.

Argentina. A new education statute has been issued. The teaching staff were taken under official control and competitive selection was organized for the appointment of established and supply teachers.

Australia. Unnaturalized teachers employed by the New South Wales Education Department may now be transferred to the permanent staff after six months' service on condition that they apply for naturalization within six months of becoming eligible to do so. Legislation permitting the permanent appointment of married women teachers came into force in Victoria.

Austria. Salary classes of certain categories of teacher have been regrouped.

Belgium. An improvement has been made in the salary scales of teachers in primary teacher training schools who hold a university degree. The salaries of provincial inspectors have also been increased.

Brazil. Agitation for salary increases have taken place in almost all the federated states.

Bulgaria. The material position of teachers has considerably improved.

Canada. Teachers' salaries have continued to increase to a certain extent. In Saskatchewan, New Brunswick and Manitoba pension funds have been increased. In Manitoba collective bargaining between teachers and school boards has been authorized.

Finland. A law on salaries and teachers' pensions has been issued. A sabbatical leave system for primary teachers is contemplated.

France. An appreciable increase in the salaries of civil servants was implemented in stages between 1st January and 1st May, 1957.

German Federal Republic. Teachers' salaries have again been increased. New laws on salaries of teaching staff have been passed in Bremen, Hamburg and Rhineland-Palatinate.

Haiti. Proposals have been made for a professional status for primary teachers.

Hungary. Teachers' salaries will be increased by an average of 15% from 1st April, 1957; the number of years' service required for promotion has been reduced to 3-4 instead of 4-5.

India. A plan to increase teachers' salaries in primary and basic education has been accepted.

Iran. Primary teachers' hours of work have been modified.

Ireland. A conciliation and arbitration system has been introduced.

Israel. Regulations for the appointment of headmasters and of acting headmasters are being drafted. Primary teachers and training college staff will henceforth be eligible for a pension on the same basis as other government employees.

Laos. Posts of administrators, head teachers and inspectors have been reclassified for purposes of attributing certain indemnities or benefits.

Lebanon. The salaries of civil servants have increased by an average of 12%.

Liberia. A pension fund for teachers has been organized.

Morocco. Improvements in the status of teaching staff have raised the prestige of the teaching profession.

Netherlands. The maximum salary for qualified teachers has been raised by almost 10% and for the others by over 16%. The bill on primary education makes it possible for married women teachers to remain in service and become established.

New Zealand. The new system of appointment and promotion for teachers has already come into force.

Norway. Salaries of teachers in primary and continuation schools have been increased.

Poland. There is a tendency to award equivalent conditions of service and salaries to nursery school and primary school teachers. The increase in primary teachers' salaries was from 20 to 25%.

Spain. As teachers have been assimilated to other government employees, their salaries have been increased by an average of 51%; allowances have also been granted to primary teachers. New rates for teachers in private schools have been fixed.

Switzerland. Teachers' salaries have been reassessed in the cantons of Bern, Schaffhausen, Schwyz, Uri, Valais and Zurich. Five cantons modified pension provisions for retirement, invalidity and dependents.

Turkey. Primary teachers have received an increase in salary.

USSR. New working conditions leave teachers greater freedom to improve their cultural and educational qualifications. The rights of trade union committees in defending their members have been extended. The procedure for settling labour disputes has been improved.

United Kingdom. England and Wales and Scotland : salary increases and additional allowances for posts of special responsibility have been granted. The superannuation act has been approved.

Uruguay. A new statute has been drawn up for university teaching staff. Appointment and promotion conditions for secondary school teachers have been modified and their salary scales improved.

Vietnam. Steps have been taken to improve the material conditions of teachers. The status of complementary course teachers is being studied.

AFGHANISTAN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

General — Laws and Decrees on Syllabuses — New Schools — Village Schools — Primary Schools — Secondary Schools — Vocational Schools and Teacher Training Schools — Further Training of Teachers — School for Instructors — Higher Education — Higher Education for Women — Supplementary Classes and Libraries — Classes for Illiterates — School Textbooks and Equipment — New Departments in the Ministry of Public Education

General During the past year, the Afghan Ministry of Public Education has undertaken new schemes in addition to its normal current activities, as a result of the application of the first five-year plan. After a thorough examination by qualified experts, the first five-year plan came into force by the royal decree of 23rd October, 1956. It covers all activities everywhere in the kingdom. The Ministry of Education has consequently had to take certain steps which can already be classed as achievements. The pressing need for the diffusion of scientific knowledge and the training of administrators, professional and qualified technical staff, has resulted in an increase of activity.

Laws and Decrees on Syllabuses The Ministry of Education first revised the primary school curriculum and then translated it into English, so that foreign experts could examine it and give their considered opinion. Secondary and technical syllabuses have also been carefully studied. They have been printed and placed at the disposal of those interested. In their revision, recent improvements in visual aid methods have been taken particularly into account. In this field too, foreign experts and Unesco delegates have given valuable assistance.

The Ministry of Education has been aware for some years that the present syllabuses were not sufficiently practical in character. To remedy this, some changes were made during the year to the primary school syllabuses : schools in suitable areas were provided with a practical agriculture centre, for which special funds have been set aside. In the application of the five-year plan an adequate sum will be reserved for the regular development of such schemes.

Since Afghanistan is an agricultural country, manual crafts are widespread, but methods and materials are still fairly primitive. The Ministry of Education plans to devote a considerable part of the curriculum in certain schools to the local crafts, in order to teach the villagers new techniques. During the year these syllabuses have been introduced in some areas. The additional expenditure involved is guaranteed under the five-year plan.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. AKRAM, Delegate of the government of Afghanistan.

In secondary education, where the aim is similar, possible improvements are being investigated. Some changes have already taken place, from the seventh to the twelfth class, in the biology syllabus, where a larger place has been given to the teaching of hygiene, etc.

Pupils in all classes are being encouraged to take an interest in handicrafts, such as weaving and woodwork, and in artistic activities such as drawing, making trinkets, curios, etc. To this end, exhibitions are organized at which prizes and rewards are given.

Audio-visual aids have been the object of special attention and have made the school a more attractive place for the pupil. The need for such teaching had long been felt and only lack of means had prevented its introduction before. It is gratifying to be able to report the satisfactory development of these schemes this year.

Warm thanks are due to the "Asia Foundation" for placing at the authorities' disposal two cars for the touring cinema. The Ministry has provided for the acquisition of further equipment under the five-year plan.

To bring about the above-mentioned reforms, it was not enough to modify existing syllabuses; trained staff had also to be provided. Practical work in agriculture, technical subjects and crafts, has been introduced extensively in the teacher training school. Organized with the help of Unesco and ICA experts, this work has already had very encouraging results. Various groups of training school pupils have enthusiastically followed twelve-week training courses in the villages under the guidance of an expert from the above-mentioned bodies.

This new system opens up vistas of the greatest interest, emphasizing as it does the practical side of teaching. The local people greatly appreciate the scheme, and their interest is sometimes manifested with real enthusiasm.

New Schools The application and extension of the plan have greatly increased the duties of the Ministry of Education, but with government help, education has been made available to a greater number of pupils, and new schools have been opened.

Village Schools Up to this year, it has been possible to open fifty new schools of this type, but now the target is a hundred such schools a year. The necessary capital has been allocated under the plan. It is significant that this is the first time in the history of village schools that any have been set aside for teaching girls.

Primary Schools In pursuance of the application of the five-year plan, the Ministry decided to create twenty primary schools a year in the first two years of the plan, and from thirty to fifty in the last three years. Twenty-one of these have already been opened throughout the various provinces, and are distributed according to population density.

Secondary Schools In this sphere, the most serious problem is the shortage of staff. In spite of the country's needs and the desire to satisfy them by training qualified staff, progress has had to be restricted to the changing of three primary schools into middle schools (9 classes) and one middle school into a grammar school (12 classes). In order to satisfy the ever more urgent demands of the people however, the Ministry has

increased the intake of middle and grammar schools, so that a greater number of pupils may follow a full course of study.

This increase of intake has been achieved in two ways : (a) by granting additional funds for the setting up of several divisions in each class (the result has been particularly noticeable in Kabul and the larger towns where seventh-year classes sometimes have twelve or fifteen divisions); (b) by adding divisions of boarders to the existing day-pupil classes in some schools in the capital towns of the different provinces. This new arrangement has not only made it possible to accept children from the immediate area of the school, but has given a large number of pupils from distant primary schools the opportunity of receiving a secondary education. These innovations will lead in a few years' time to a greater number of qualified people in rural areas as well as in large centres.

Vocational Schools and Teacher Training Schools There has been a marked increase in this field, both in the number of establishments and the number of pupils. Two new technical schools are soon to open, one founded with the help and cooperation of Unesco, the other, already built, at the government's expense.

As the shortage of teachers was becoming more and more acute, the Ministry decided to extend vocational schools and open new teacher training schools. At the beginning of this year, two teacher training schools were set up, one in an eastern province where in general the language of the people is Pushtu, the other in the west where it is Persian. It is expected that in five or six years' time the pupils trained there will help resolve some of the present difficulties.

Further Training of Teachers The Ministry of Education does not only train new teachers, but ensures the further training of those already in the schools, realizing that the progress of science, and consequently of technology, renders these further training and refresher courses indispensable. For this reason, national experts, in close co-operation with members of the Educational Institute, Unesco delegates and staff from Columbia University, working at Kabul, have for some years been researching on new methods, both theoretical and practical, of improving the knowledge and efficiency of teachers.

Up to the present, evening classes have been organized, and reviews and periodicals published to advance the further training of teachers. A series of lectures and intensive vacation courses has also been started. The object of these courses, which are spread over eight weeks, is primarily to increase the scientific knowledge of teachers and acquaint them with new teaching methods.

The results so far obtained are most encouraging and the number of participants from all parts of the country is continually increasing.

School for Instructors After having trained several teachers, this school was closed several years ago, but it was reopened a few weeks ago because of the need to promote sport in the kingdom and therefore to increase the number of instructors. In this field too, new methods of training have been adopted. In addition to Afghans, there are also German and American teachers, who share in the planning and application of the syllabus.

Higher Education Last year the Polytechnical Institute and the Agricultural Institute were set up under the auspices of Kabul University. In these new establishments instruction has proceeded normally.

The Ministry of Education has also founded an Institute of Economics in order to train the increasingly needed specialists. It is hoped that within a relatively short time the students at present attending this Institute will be able to render great service in the realization of the five-year plan and in the economic life of the country.

Higher Education for Women In Moslem countries, co-education of the sexes is found only rarely and to a small extent. In Afghanistan it is absolutely forbidden. Attempts have therefore been made to open establishments for women parallel to those for men. A faculty of arts and a faculty of science for women had already been founded, with the main aim of training secondary school teachers. Already some of these teachers have completed their studies and entered government service. More significant and encouraging still, is the opening last March of a faculty of medicine for women.

Supplementary Classes and Libraries Some pupils have serious difficulty in benefiting adequately from their ordinary lessons. The Ministry has therefore organized free supplementary classes for these pupils, to enable them to reach a satisfactory standard in the shortest possible time. This system does away with the disadvantages of private lessons, which are in any case far too expensive for most pupils.

For the same reason, and to place means of further education and higher standards within the students' reach, the Ministry decided to increase the number of libraries, both university and public. A library has just been opened on the premises of the Ministry of Education. This new library contains both specialist and elementary works and is for the use of the public as well as students and research workers.

Classes for Illiterates The percentage of illiterates is unfortunately very high in Afghanistan. The government is trying by all means in its power to give elementary instruction to the greatest possible number of adults. Classes for illiterates grow yearly and the funds allocated for this purpose from the budget of the plan and from the normal budget are constantly increasing. Evening classes run by school teachers are becoming more numerous throughout the country.

School Textbooks and Equipment One of the main problems of the Ministry of Education is to procure the necessary books and indispensable school equipment. Free schooling in Afghanistan includes not only the teaching itself, but also the accompanying books and equipment, which are provided entirely at the government's expense from the first school year until the end of higher studies.

For some years the need for new books has been rapidly increasing as a result of the greater number of pupils and the changes in the syllabus. The printing works of the Ministry of Education, as well as other printers in the country, have not been able to cope with all these demands. Consequently agreement has been reached with the Franklin Institute in Teheran, to meet these numerous needs.

Books used in Afghanistan were awarded first prize at the recent congress in Karachi. The delegates at the congress were rightly appreciative of both contents and presentation.

**New Departments
in the Ministry
of Education**

In Afghanistan as elsewhere, not all bodies concerned with research and publication are part of the Ministry of Education, but in Afghanistan, many of such bodies, whether autonomous or attached to other ministries, wish to join with the Ministry of Education, to have the benefit of a greater number of collaborators and a larger allocation of funds. Since the beginning of this year therefore, three important cultural and research organizations have been attached to this Ministry : the Institute of Pushtu Language and Literature, the Institute of Historical Studies and the Office preparing the Afghan Encyclopedia.

ARGENTINA

EDUCATIONAL PROGRESS IN 1955-1956 ¹

FOREWORD — ADMINISTRATION AND ORGANIZATION — *Primary Education* — *Secondary Education* — *Technical Education* — *National University of Technology* — *University Education* — *National University of the South* — *National University of the North-East* — *New Courses at the University of Buenos Aires* — *Other Courses* — *Quantitative Development* — CURRICULA, SYLLABUSES — *Primary Education* — *Secondary Education* — *Technical Education* — *National Institute for Secondary Teacher Training* — *National School of Dancing* — TEACHING STAFF — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Health* — *School Canteens* — *Holiday Camps* — *School Cooperative Associations* — *Student Associations* — *National Board of Education Publications* — *Psychotechnical and Vocational Guidance Institute*

FOREWORD

The important political events that have taken place since September, 1955, have seriously affected the organization and development of education in the whole country. The principal and most urgent task which the authorities had to face was the reorganization of an educational system which for some years had been directed towards a particular orientation of young minds, based on principles opposed to the democratic traditions and love of freedom so deeply rooted in the Argentine people.

Besides this, there were other problems, such as : curricula which had at one time been adopted temporarily as an experimental measure and had since been allowed to become permanent, the lack of modern didactic material especially in vocational schools, the absence of an adequate policy for school building, the shortage of suitable numbers of efficient inspectors.

The authorities who took over education in October, 1955, had, then, to accomplish a three-fold task comprising, first, the elimination of existing defects, second, the adoption of emergency measures to ensure continuity of education, and third, the creation of a large number of commissions to draw up new regulations, syllabuses, curricula, rules for the appointment of teaching staff, etc. For all these reasons it is necessary to consider as a whole the evolution of education in the Argentine Republic from October, 1955, till December, 1956. Due to the fact that it has been impossible to accomplish all that had been scheduled, the commissions will have to continue working throughout 1957.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Raoul MIGONE, Delegate of the government of the Argentine Republic.

ADMINISTRATION AND ORGANIZATION

Primary Education Until 1949, the old National Board of Education dealt with all matters concerning primary education in the whole country, according to the regulations of law No. 1420 (26/6/1884), called the Law of Common Education, and its complementary laws No. 2737 (1/10/1890) and No. 4874 (30/9/1905). This board worked in collaboration with parents' committees so achieving decentralization and ensuring the intervention of public opinion in primary education. But law No. 13548 (24/8/1949) abrogated this system, which had given excellent results, and decreed that the board, under the name of General Directorate of Primary Education should come directly under the Ministry of Education. In order to remedy the defects of this centralization and restore the didactic, administrative and financial autonomy of the board, the law-decree No. 7977 (30/4/1956) re-established the National Board of Education which would function according to the above-mentioned law No. 1420. In this way, primary education regained its autonomy and the National Board of Education controls all primary schools (children from 7 to 14 years old), both national and private, as well as schools of elementary instruction for adults.

Secondary Education Since 1943, all secondary education, general; teacher training and special, followed the principles of a general regulation which had lost all significance, for numerous modifications of the text had destroyed its unity and reduced its efficiency. Therefore, in order to group together regulations concerning secondary education, to study new reforms and facilitate their application, the Ministry of Education and Justice, by the resolution of 22/8/1956, appointed a commission of three inspectors to draft new regulations.

Technical Education Technical education is organized through three main bodies: the General Board of Technical Education, the National Board of Vocational Apprenticeship and Guidance, and the General Department of Apprenticeship of the Ministry of Works. It is planned to amalgamate the first two of these bodies; to this end, the Ministry of Education and Justice, by the resolution of 20/10/1956, appointed a commission including the deans of the faculties of science of the national universities and the directors of the two above-mentioned bodies. This commission drafted a plan to create a National Council of Technical Education.

In the meantime, technical schools are controlled by the three existing bodies. The General Board of Technical Education covers industrial schools, vocational schools for girls, monoteknical missions and rural culture; the National Board of Vocational Apprenticeship and Guidance deals with factory schools, part-time vocational schools for workers, and the university of technology. Apprenticeship schools for port and waterway construction, roads and sanitary works, are the care of the General Department of Apprenticeship of the Ministry of Works. During the year 1956, the National Commission for Apprenticeship revised the organization of all establishments, closing some, such as those at Concordia, Bahia Blanca and Rosario, grouping others and discontinuing those courses offering no special interest. As the Commission receives a contribu-

tion of one per cent of all salaries, wages and remunerations paid by industry, it is obliged to adapt curricula and syllabuses to the need for training skilled workers. The Commission has enlisted the aid of an expert from the International Labour Organization, who is at present supervising the organization and modification of curricula, the selection of branches for specialization, etc., under the programme of Technical Assistance from the United Nations to the Argentine Republic.

The object of the Ministry of Works schools is to give apprentices a technical and social training by taking primary studies further and by adding technical courses, of four years' duration for seamen mechanics and two years for skilled workers such as carpenters, tinsmiths, etc. Some departments of the Ministry of Works point to the need of adding a course for administrative employees.

**National University
of Technology**

This university presents a different kind of problem. Created in 1948, under the name of the National Workers' University, it has given rise to much controversy because of the orientation and level of its courses and its particular form of instruction. By a resolution of 2/8/1956, a commission was appointed to define the character and purpose, appellation and management of the university. This commission has not yet reached any definite conclusion, one group of its members maintaining that the university should be retained, with modifications and improvements, another group proposing to close it and transfer its courses to the University of Buenos Aires.

The courses that can be followed at the National University of Technology are: mechanical engineering, building, reinforced concrete, sanitation works, automotors, transport and railway mechanics, aeronautical engineering, textile industries, chemical industries, ship building, rural mechanics, and telecommunications. The duration of the course is five years and the university includes six regional faculties: Buenos Aires, La Plata, Avellaneda and Bahia Blanca (province of Buenos Aires), Córdoba and Santa Fé.

University Education

In view of the state of Argentinean universities, in September, 1955, the government determined to take them under its own control. Further, by decree No. 477 of 7/10/1955, laws No. 13031 of 26/9/1947 on university government and No. 14297 of January, 1954, on university government, aims and organization, were repealed, as they imposed restrictions on the academic freedom guaranteed by the constitution. Provisionally, law No. 1597 of 25/6/1885, called the Avellaneda Law, was re-established, laying down the essential legal principles of a university government which is autonomous and individual for each university.

The law-decree No. 64303 of 23/12/1955 imposed autonomous university government, laying down regulations for the appointment of professors and lecturers, the composition of the teaching staff, and means of achieving a normal university life. Decree No. 10775 of 15/6/1956 created the University Council, composed of representatives of all the universities, to which the government has transferred the power it had hitherto held itself. The members of the Council are selected from among rectors, vice-rectors and deans, and some of its main tasks have been to approve staff appointment regulations and to draft a university statute

which would constitute a legal charter for all Argentinean universities. By decree No. 12546 of 12/7/1956, an inter-university committee was appointed to study the two above-mentioned decrees and to suggest necessary legal measures to the government.

The possibility of setting up independent universities, hitherto non-existent in the Argentine, absorbed public opinion during the last months of 1955, and the question is still much debated. According to decree No. 3218 of 25/2/1956, a commission composed of thirteen members was appointed to advise the government on the legal regulations for independent universities created by private enterprise.

**National University
of the South**

The National University of the South was set up in 1956, by decree No. 154 of 5/1/1956, at Bahia Blanca in the province of Buenos Aires. The Technological Institute of the South, created in 1948 by law No. 5051, served as a basis for this new university. The decree lays down that the university is to provide a technical, economic and humanistic training. The private economic resources of the southern part of the country were brought in to create a "Pro-University Association" to cooperate with the government in financing the university.

The special characteristics of the organization of the National University of the South constitute a didactic experiment of great interest. The university is not divided into faculties but into departments: accountancy, physics, geology and geography, arts, engineering, mathematics, agro-zootechnics. These departments are supplemented by several institutes—of arts, of edaphology and of hydrology. Attendance at courses is open to all and the traditional examinations have been replaced by practical work and aptitude tests.

**National University
of the North-East**

This new university, which controls several institutions in various cities over a very wide area, has been largely formed from decentralized schools and institutes taken from other universities: (a) the faculty of agronomy, veterinary medicine and related industries, and the school of agronomy attached to it, the medical school, the law school and the educational institute of the city of Corrientes; (b) the school of accountancy, the institute of regional medicine, the agro-technical institute, the residential and planning institute, the institute of economics, the school of humanistic studies and the university extension and amplification of studies department of the city of Resistencia.

Resistencia is the headquarters of the authorities of the new university.

**New Courses at the
University of Buenos Aires**

Psychology courses of five years' duration were introduced on 14th March, 1956, in the faculty of arts and philosophy. They will lead to the following degrees: doctor in psychology, graduate in psychology, teacher of psychology for secondary education (general, teacher training and special).

Sociology courses of five years' duration were introduced in the same faculty, also on 14th March, 1956. The following qualifications will be granted: doctor of sociology, graduate in sociology, specialist in applied sociology, teacher of sociology, certificates in this subject for graduates of other faculties.

A five-year course in educational science, based on the education courses of the faculty of arts, was introduced on the same date, and awards the titles of : doctor of educational science, graduate in educational science, teacher of educational science, certificated educational assistant.

Other Courses *Art.* By decree No. 2408 of 3/11/1955, was ordered the supervision of the art schools, the *Manuel Belgrano* preparatory school, the *Prilidiano Pueyrredon* national art school, and the *Ernesto de la Cárcova* higher school of art, as well as the National School of Ceramics. By decree No. 4211 of 29/11/1955, the National Academy of Music and Dramatic Art, and, by the resolution of 15/10/1955, the National School of Dancing, came under supervision. By a resolution of 19/12/1955, the department of artistic education, which controls the above-mentioned establishments, was declared autonomous, and became separate from the general culture department of the Ministry of Education and Justice. Another resolution, dated 28/2/1956, approved its regulations and functions.

National Institute for Secondary Teacher Training. By a decree of 17/10/1955 the supervision of this institute was ordered. It is the most important establishment for the training of secondary teachers. This step was taken because of the need to reorganize it on a new basis.

Education for the Deaf and Dumb. The desire to provide services for the rehabilitation of the deaf and dumb and to improve their education, led to the approval of a new regulation, by decree No. 7523 of 24/4/1956, for all institutes concerned in this work.

Physical Education. By a resolution of 1/8/1956, the National Board of Physical Education was authorized to organize new departments of education and application in the establishments it controls, and to reorganize the further training and research institutes and the medical department which already existed.

Courses for Special School Teachers. The need of special training for teachers of handicapped children resulted in the resolution of 7/12/1955 under which a course was organized in 1956 for this purpose. The resolution of 20/4/1956 extending this first resolution, gave a character of permanency to the course.

People's Universities. The organization which runs the people's universities is a fairly old institution, with recognized legal status. The courses are of a practical nature : manual work, courses for commercial employees, etc. The organization declares that its main object is "to spread Argentinean culture and to give practical instruction in useful subjects as well as apprenticeship courses in industrial arts and crafts". The government has undertaken the payment of the 228 teachers' salaries, and has also given a subsidy of 1,964,000 pesos. By a resolution of 25/7/1956 a commission was appointed to carry out an investigation into the activities of the people's universities, in order to ascertain their educational level, regulate their relations with the State, examine the use of the subsidy and verify the social aims of the association.

Quantitative Development The following statistics show the number of pupils and staff in the different types of school in 1954 and 1955 :

	1954		1955	
	Pupils	Staff	Pupils	Staff
<i>Ministry of Education</i>				
State schools :				
Kindergartens	39,240	1,669	39,224	1,753
Primary	1,216,190	55,784	1,240,205	58,248
Secondary	298,798	51,938	328,838	51,305
Technical	128,511		122,012	
National universities . . .	137,669	4,133	142,442	4,641
University of technology .	1,510	176	1,706	277
Private schools :				
Autonomous secondary . .	3,882	490	4,296	455
Independent secondary . .	147,403	6,256	144,245	4,278
Independent technical . .	34,830		36,911	1,351
<i>Other Ministries</i>				
Kindergartens	8	1	5	1
Primary	123	23	184	26
Secondary	8,014	518	8,808	686
Technical	5,343	611	6,752	551
<i>Provincial Authorities</i>				
Kindergartens	27,988	1,052	29,118	1,485
Primary	1,438,428	60,417	1,494,324	61,777
Secondary	62,180	1,857	66,958	5,329
Technical	41,699	3,144	38,561	2,658
Higher level	469	91	532	92
<i>Municipal Authorities</i>				
Secondary	8,712	301	10,241	322
Technical	3,312	191	4,014	261
Total	3,604,309	188,652	3,719,376	195,496

CURRICULA, SYLLABUSES

Primary Education The first step taken by the authorities was the introduction of new primary syllabuses in which all political tendencies had been suppressed. Later the National Board of Education decided to reform primary teaching in a democratic and formative direction suited to the children's intellectual development and to the needs of a full education which took into account local characteristics. On 19th December, 1956, the National Board of Education appointed a commission composed of fourteen members selected from distinguished educators and officials of the Ministry of Education. The main aims of the new syllabuses, as laid down in the commission's report, were: to stimulate in children interests suited to their age, to discover their talents and inclinations and help cultivate these, and to give the children an ideal in life. Under the plan, primary education is to be given, from the first to the fourth years, according to the unit system, "taking care to maintain a balance between the stimuli of the child's surroundings and his mental capacity". In the fifth and sixth years the curriculum is divided into subjects.

To attain these ends, the child will be helped to acquire the necessary manual skill, inspired with a liking for practical work and prepared for rural and domestic occupations. From the fifth year, girls will learn the theory and practice of child care, domestic science and interior decoration; boys will have practical courses in agriculture and cattle raising.

Secondary Education

By a resolution issued on 9/12/1955, the Ministry of Education set up a commission to review and reform the curricula of secondary, teacher training and technical education, as well as of teacher training colleges for secondary school staff. This measure was considered necessary because the educational system had been vitiated by the infiltration of political intentions into the curricula, syllabuses and textbooks. Later, by decree No. 1456 of 24/12/1956, the general department of secondary, teacher training, special and higher education was given the task of drafting a plan of curriculum reform for secondary schools.

In the meantime, the Ministry of Education proceeded to take the following emergency measures: by decree No. 4217 of 29/11/1955, the course on "national doctrine" formerly given to future teachers was abolished; a new course, called "democratic education", was created by decree No. 7625 and its syllabuses for primary, secondary, teacher training, special and technical education were approved by the Ministry of Education. The entrance examination to the secondary cycle, which had been abolished, was reintroduced, and the Ministry of Education started summer courses at which candidates for admission could revise their knowledge of the Spanish language, geometry and arithmetic. Other measures were taken concerning entrance examinations and pupils' promotion: (a) the recognition of studies carried out abroad by the children, wards or those in the care of political exiles, and who are now authorized to follow primary, secondary, teacher training, special and commercial courses in state teaching establishments; (b) the examination of the general regulation for secondary education laying down those physical infirmities which prevent entry into higher teacher training colleges, since some of these restrictions seemed too severe.

Qualifications granted by provincial education authorities at the end of secondary, teacher training and commercial courses were hitherto not valid outside each province. To remedy this, decree No. 17087 of 13/9/1956 declared the diplomas thus granted valid, providing that the curricula, syllabuses, entrance examinations, qualifications, etc., were comparable to those in national establishments. To control this, periodical inspection and other administrative measures will be undertaken.

Technical Education

The above-mentioned resolution of 9/12/1955 also includes the reform of technical education curricula.

Decree No. 3609 of 24/2/1956 removes from the training and further training courses the following subjects which had been taught since 1954 and which had an undesirable political character: Argentinean social and economic studies, economic independence and social justice, Argentinean political organization, and political sovereignty.

The resolution of 15/2/1956 removes the obligation to use the "Teaching Guide", a textbook with political tendencies, in vocational schools for women.

Other resolutions introduced new subjects such as automotors, die-casting for industry, electricity, etc.

The curricula used in the establishments of the Board of Vocational Apprenticeship and Guidance have been reorganized, and the subjects production and social welfare, trade unionism and cooperativism replaced by such subjects as Spanish language, history, geography and civic instruction. By resolution No. 803, training courses for workers and official evening courses were reorganized and the former were fixed at twenty hours weekly.

A commission is studying the new curricula which come into force in 1957.

The provisional curricula and syllabuses of the schools of the General Department of Apprenticeship of the Ministry of Works have been laid down by resolution No. 1543 of 11/5/1956.

**National Institute for
Secondary Teacher
Training**

Decree No. 1862 of 1/2/1956 established a temporary curriculum for the 1956 academic year.

**National School
of Dancing**

The new curricula introduced in 1956 for this school distinguish between modern and classical dancing on the one hand, and folk dancing on the other. The first section grants qualifying diplomas in classical dancing and in modern dancing, and also the qualifications "teacher of classical dancing" and "teacher of modern dancing"; the second section awards the diploma of "teacher of folk dancing".

TEACHING STAFF

Status One of the main reforms in the educational system of the Argentine Republic has been the approval of the teachers' statute by law-decree No. 16767 of 11/9/1956. By decree No. 4227 of 30/11/1955, the government first cancelled the previous statute. The Union of Argentine Teachers (U.D.A.) was abolished, and its assets transferred to the Ministry of Education.

In creating this new statute the government endeavoured to raise the status of the teaching profession by the following improvements: establishing the guaranteed rights and duties of teachers, drawing up scales of seniority for the various teaching categories, setting up "qualification boards" composed of five members of which three must be serving teachers, guaranteeing stability of employment, providing courses and scholarships, granting increments in respect of years of service, considering family responsibilities, etc.

A study of the examination regulations for the competitive posts of inspectors, school board secretaries and sectional inspectors, headmasters, assistant headmasters and teachers, was undertaken in December, 1956.

In order to raise the general standard and educational efficiency of teachers, the National Board of Education established, by a resolution of 15/10/1956, a further training institute for teachers.

In secondary education, candidates for the posts of inspector, rector and principal were expected to possess secondary teaching degrees and

a minimum of ten years' service; for the posts of vice-rector and assistant principal, a minimum of five years is required. For directors and assistant directors of primary demonstration classes attached to teacher training schools, the national primary teacher's diploma and a minimum of 15 and 10 years' service respectively is required.

The staffing problems faced by the technical education authorities were even more serious than in other branches of education. In order to reorganize headships and teaching staff, all kinds of measures had to be taken. Sixty per cent of the staff in the schools of the National Board of Vocational Apprenticeship and Guidance failed to meet the required conditions. An examination of degrees and qualifications on a competitive basis was ordered by resolution No. 335/56 in order to appoint inspectors, principals, vice-principals and teachers. Under resolution No. 210/56 a jury was appointed to select candidates. Other decisions were also taken, the most important being resolution No. 860, creating a board to examine the qualifications of staff, resolution No. 1315, establishing the degrees and diplomas required for headships and teaching posts, resolution No. 1605, approving regulations for sectional inspectors, and resolution No. 1606, creating the general inspectorate under the control of the General Department of Apprenticeship.

For the reasons already mentioned, the universities were also compelled to change all their teaching staff. By decree No. 478 of 7/10/1956 all teaching staff were taken under official control and superintendents were given power to appoint temporary staff. By decree No. 2538 of 14/11/1955, competitive selection was ordered in all the universities of the country for the appointment of professors and lecturers.

All the staff of the National Institute for Secondary Teacher Training were taken under official control and competitive selection was organized for the appointment of new staff.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Health The school health service, which covers the whole country, supervises the health of both primary and secondary pupils. All children starting school are submitted to a dental and clinical examination, and the report is entered in the pupil's health book which he keeps throughout his school life. This service is in charge of smallpox, diphtheria and anti-poliomyelitis vaccination. A section of this body, the health education department, is developing a teaching programme by means of a compulsory handbook. In addition, parents are reached by radio, films and lectures. Besides the general medical services which cover the whole country, there is also a department of ophthalmology and one of audio-phonology which comprises several centres for acoustic and phonetic re-education under the care of specialized teachers.

School Canteens These canteens are considerably reduced in number, as most of them were closed down in the years which preceded 1955. Their object is to provide suitable food for children of school age from needy families; these are selected on the advice of schoolteachers, headmasters and visiting health nurses. The National Board of Education is at present studying a plan to develop assistance of this kind.

Holiday Camps By the resolution of 11/12/1956 new regulations were laid down to improve conditions in these camps.

School Cooperative Associations In recent years these associations had taken over responsibilities such as school building repairs, the provision of books, furniture and equipment, food and clothes for needy children, etc. In order to relieve the cooperative associations of these obligations, so that they may extend their action according to the individual characteristics of each school, the board plans to reintroduce into its budget a subsidy of up to 40 million pesos for these associations.

Student Associations The resolution of 11/10/1955 appointed a commission to supervise student associations founded by the previous government. By the resolution of 9/12/1955 all such student associations were dissolved.

National Board of Education Publications Law-decree No. 7977 of 30/4/1956 returned to the Board the offices of the *Monitor de la Educación común* and the *Boletín de Comunicaciones*, as well as the distribution offices, printing presses and reproduction workshops of these publications. All these premises had been separated from the Board and given to the now non-existent Press and Information Office. The Board has decided to resume publication of the *Monitor de la Educación común* which had been suspended.

Psychotechnical and Vocational Guidance Institute This Institute, controlled by the National Board of Vocational Apprenticeship and Guidance, renders the following services: (a) medical aid; (b) material and moral assistance to the child and his family. It includes a department of psychotechnics and educational psychology which deals with psychotechnical testing, vocational guidance, behaviour problems, etc.

AUSTRALIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Introduction — Quantitative Development — School Building — Syllabuses — Educational Research — Teaching by Correspondence and Wireless — Teacher Training — Status of Teachers — School Health — Handicapped Children — Assistance for Church Schools — Teaching of English to New Australians — Education Museum — Effects of Television — University Developments — Technical Education — Music Conservatoria — Overseas Students

Introduction

Education in Australia is compulsory from the age of six years until the age of fourteen (fifteen in New South Wales, sixteen in Tasmania). The majority of children (77% of primary pupils, 70% of secondary pupils) receive free schooling in government schools which are controlled by the six state education departments, and which include primary, secondary and technical schools with courses up to matriculation level. Technical, agricultural and teachers' colleges are also the responsibility of the state governments, while the universities are autonomous institutions.

In all states there are numbers of non-government schools, in most cases conducted by one or other of the religious denominations, which charge fees and provide kindergarten, primary and secondary schooling.

Education in the Australian Territories is the responsibility of the Commonwealth Government. Schools for white and mixed-blood children in the Northern Territory are conducted by the South Australian Education Department on behalf of the Commonwealth while other education departments have undertaken responsibility on its behalf for the Australian Capital Territory and the small island territories of Norfolk Islands and Cocos Island. The education of aboriginal children in the Northern Territory, all public education in the Territory of Papua and New Guinea, and in Nauru is handled by the administration of the territory concerned.

Quantitative Development There were no major administrative changes during 1956. The main problems—accommodation and staff shortages, aggravated by increasing enrolments due both to the rise in the post-war birthrate and to immigration—again loomed large throughout Australia, and efforts were chiefly directed to meeting these demands.

The numbers of pupils in state and non-state schools in 1956 were as follows :

¹ From the report submitted to the XXth International Conference on Public Education by Mr. W. WOOD and Mr. W. D. NEAL, Delegates of the Australian government.

	State	Non-State	Total
New South Wales	518,374	168,804	687,178
Victoria	337,397	133,474	470,871
Queensland	202,958	58,233	261,191
Southern Australia	137,370	28,000*	165,370*
Western Australia	100,734	31,922	132,656
Tasmania	57,187	11,000*	68,187*
Total	1,354,020	431,433*	1,785,453*

* Estimated figure.

The numbers of state schools in 1956, including primary schools with post-primary classes or sections, and also all secondary schools, high, junior secondary and technical, were as follows :

	Primary	Secondary
New South Wales	2,321	138
Victoria	1,896	162
Queensland	1,538	36
Southern Australia	592	69
Western Australia	444	49
Tasmania	269	17
Total	7,060	471

School Building

During the year, the numbers of new classrooms provided by state education departments were : New South Wales, 751; Victoria (1955-1956), 798; Queensland (1955-1956), 369; Western Australia, 234. Figures were not available for South Australia or Tasmania.

In New South Wales, a number of the larger new schools opened during the year were built entirely in aluminium, timber or pre-cast concrete at a lower cost and in less time than brick schools of comparable size. Fluorescent lighting is now being used in many new schools.

Wembley Trade School, the first trade school in Western Australia, was opened during the year.

Syllabuses

In all states primary and secondary curricula are kept under review. In 1956, a committee was set up in New South Wales to revise the primary school course in social studies. In Victoria, revised courses of study were introduced in primary schools in English, music and needlework, and in secondary schools in history, geography and art. There were additions and revisions of the syllabus for consolidated schools in rural science, home management, cookery and needlework, and the Consolidated Schools Intermediate Certificate was introduced in the post-primary section of Victorian consolidated schools. A revised copy of the arithmetic notes for Western Australian primary schools was issued to accompany the existing arithmetic syllabus. Proposed syllabuses in religious instruction were issued on trial in a number of Western Australian schools.

Educational Research A revised test on readiness for school work was given to over 1,000 Western Australian school children in 1956. Further modifications resulted and after further tests in 1957 it is hoped that the test will be printed.

In recent years various studies have been made of the reasons why pupils of above average intelligence leave school before completing a secondary course. In Queensland a study made during the year of the later careers of approximately 800 students gaining the highest marks in the state-wide scholarship examination of 1951, held at the end of primary school, revealed that more than one-third of this gifted group had not completed educational courses commensurate with their ability.

In Tasmania, experiments on the teaching of handwriting and reading continued during the year. The handwriting experiment was begun at the end of 1953 with the aim of finding a more satisfactory style than the copperplate currently in use, and is based on two cursive styles introduced in selected schools. Three special reading primers based on the "whole word" approach were prepared.

Among the publications of the Australian Council for Educational Research during the year was its "Review of Education in Australia, 1948-1954". This useful work covers most aspects of education in the Australian states and territories.

**Teaching
by Correspondence
and Wireless**

In each state a correspondence school serves isolated children in outback areas, and others who are unable to attend a school. The Correspondence School of New South Wales, which is the largest of its kind in the world, had special lesson-duplicating equipment installed during the year. When further machinery is put into operation the school will be practically independent of outside printing assistance.

To supplement the education by correspondence of outback children and at the same time to enable them to participate in classroom activities denied them in the past by their isolation, "Schools of the Air" have been established. The original School of the Air has operated from Alice Springs, in the Northern Territory, since 1950, and following on its success, two similar schools commenced at the beginning of 1956, one at Broken Hill in the far west of New South Wales, the other at Ceduna, in western South Australia. Each of these schools broadcasts from the local Flying Doctor Service base and makes use of its special two-way wireless equipment.

Teacher Training Towards the end of 1956 an agreement was reached between the New South Wales Education Department and Canberra University College whereby the college would, commencing with the 1957 academic year, accept New South Wales trainee teachers for degree courses in arts, law, and economics and commerce. Similar arrangements are already in force at the three other New South Wales universities; on graduation, trainees complete their final year of professional training at Sydney, Armidale or Newcastle Teachers' College and receive the diploma in education of the University of Sydney or New England.

Arrangements were completed for a second teachers' college in South Australia, to open in 1957 with an initial intake of 300 primary teacher trainees.

Status of Teachers Unnaturalized temporary teachers employed by the New South Wales Education Department may now be transferred to the permanent staff after six months' satisfactory service. Teachers permanently appointed under this regulation must apply for naturalization within six months of becoming eligible to do so.

Legislation permitting the permanent appointment of married women teachers came into force in Victoria during the year. Women teachers who marry may now continue teaching without loss of classification.

School Health During the year the state school medical services commenced vaccination campaigns against poliomyelitis in children aged from a few months to 14 years. The Salk Vaccine used was prepared by the Commonwealth Department of Health.

Throughout Australia free milk was made available each school day to all school children under 13 years of age. The cost of the milk is borne by the Commonwealth government, while administrative expenses are shared by the Commonwealth and state governments.

Handicapped Children In all states the education departments have made provision for the education of physically and mentally handicapped children, while numbers of private organizations also have concerned themselves with their welfare and training.

Among developments in this field during the year was the opening of an oral deaf school in Queensland for children with sufficient residual hearing to profit from oral methods of instruction. Children are accepted for admission to this school after undergoing medical, psychological and audiometric tests.

In New South Wales five additional departmental classes were put into operation for severely mentally retarded children, and two more classes were opened for children with less serious mental retardation. A class for deaf children was established at Mosman Spastic Centre and the Department of Education undertook responsibility for staffing and maintaining the Darlington School for the Deaf, formerly conducted by a voluntary organization.

Assistance for Church Schools The Commonwealth government announced a plan to contribute to interest payments on loans raised by churches to build denominational secondary schools in Canberra, Australian Capital Territory. The contribution is to be to the extent of 5% per annum on loans, with a maximum contribution of £25,000 a year for a capital programme totalling £500,000.

Teaching of English to New Australians Since 1951 state education departments have been responsible for teaching English to adult new Australians, while the Commonwealth Office of Education undertakes the preparation of English lessons for the radio, correspondence lessons and class teaching materials and for the development of suitable teaching methods and the training of teachers in these methods. In December, 1956, 15,556 students were enrolled in evening continuation classes, 12,466 were taking correspondence courses, and 20,500 monthly radio booklets were being printed for distribution to new Australian listeners, and for use on board migrant ships.

The South Australian Education Department has appointed a special committee to investigate problems arising in the teaching of English to migrant children. The eight members of this committee have all had personal experience in this field.

Education Museum In September, 1956, a museum of education, unique in Australia, was opened. It consists of a timber "bee-hive" type bush school, built in the 1880's, which has been re-erected in the grounds of Armidale Teachers' College in New South Wales. One room has been fitted out as a typical classroom of the period, while the other contains examples of all types of school equipment and material in use in New South Wales in the 19th Century.

Effects of Television During the year the Australian Broadcasting Control Board instigated a cooperative research programme designed to yield information about changes in the attitudes, habits and interests of Australian children and adults following the introduction of television. Component investigations are being carried out by the Universities of Sydney and Melbourne and by the New South Wales University of Technology.

Commercial and national T.V. Channels have been in operation from both Sydney and Melbourne since late in 1956, but as yet no school programmes have been televised.

University Developments A common problem of the Australian universities in 1956 was the large increase in enrolments. The universities are planning ways of handling the further increases which it is estimated will take place over the next few years.

The University of Sydney announced new matriculation requirements to take effect in 1959. Subjects approved for matriculation purposes have been regrouped and candidates will be required to pass in English and either mathematics or a language, together with three other subjects also chosen from certain groups.

A new chemistry building, comprising laboratories, teaching and research block and lecture blocks, was begun at the University of Sydney during the year, and a nearby factory building was purchased and remodelled to accommodate the Department of Social Work. After further alterations this building will also house the Department of Tutorial Classes, the Appointments Board, and part of the Psychology Department.

In March, 1956, the University of Melbourne's new Wilson Hall was opened by the Governor of Victoria, and in August the University's centenary was celebrated. Although the centenary actually fell in 1953, its celebration had been postponed until the completion of the new Hall, which replaces the original Wilson Hall destroyed by fire in 1952.

The Beaurepaire Physical Education Centre at the University of Melbourne was practically completed by the end of the year, and overseas athletes training for the olympic games were able to make use of the gymnasium, swimming pool and running track. Other features of the centre will be a trophy hall, library and lecture rooms, as well as the offices of the University's Department of Physical Education.

A number of educational activities were centred around the olympic games, including the World Congress of Physical Education which took place in Melbourne shortly before the opening of the games. It was attended by nearly 350 registered participants from almost 30 countries.

Several Australian universities provide tuition by correspondence, the most extensive system being that of the University of Queensland, which provides correspondence courses in arts, commerce and economics, education, law and some science subjects, and serves not only the state of Queensland but northern New South Wales, the Northern Territory, Papua-New Guinea and adjacent Pacific islands. The effective enrolment in its courses in 1956, a total of 1811, showed an increase of 12.6% on the corresponding figure for 1955.

The Correspondence Scholarship Scheme inaugurated by the Australian government under the Colombo Plan in 1955, was put into operation on an experimental basis in 1956. It is planned that an annual quota of 400 South-East Asian students will be selected, approximately 80% taking technical correspondence courses provided by technical colleges in the capital cities of Australia, while the remainder will receive tuition through the University of Queensland.

Technical Education Technical college courses in Australia are constantly reviewed to keep them abreast of technological developments and the demands of industry and commerce. New courses introduced in 1956 included a printing administration diploma in Queensland and a new series of certificate courses in electronics and commerce, metallurgy and chemical engineering in New South Wales.

During the year the University of Adelaide and the South Australian School of Mines and Industries reached an agreement by which the school will provide the staff and teaching in a wide variety of technological studies. Successful candidates are to be admitted to the degree of Bachelor of Technology. These new courses will replace the former Associate Diploma courses of the School of Mines and Industries.

The New South Wales Department of Technical Education has added to its supply of filmstrips. Cameras were issued to interested teachers on the staffs of various technical colleges in New South Wales and a tutor at each college conducted a "Camera Techniques" course. Eighty teachers took the course during the year and as a result twenty filmstrips were produced on various technical subjects.

The department arranged its first exhibition of technical teaching aids in connection with the 1956 Education Week.

During 1956 the country technical schools of South Australia were reorganised and renamed adult education centres. In addition to part-time classes of a vocational nature, in trade, commercial and academic subjects, the purpose of the centres is to provide wider adult education activities such as arts and crafts, dramatic art, music, current affairs and documentary films.

Music Conservatoria The Queensland Conservatorium of Music was established during the year, and Dr. William Lovelock, of London, was appointed Director. Plans were made for an associate diploma course to commence in 1957.

Overseas Students

Increasing numbers of students, from South and South-East Asia, spend periods ranging from a few months to a number of years in Australia. While hundreds of these are sponsored by one or other of the special scholarship schemes, many more are private students. The contact between young Australians and Asians in the universities, technical colleges, hospitals and other institutions, is an important factor in the mutual understanding between Australia and the countries of South and South-East Asia.

At the end of 1956 over 4,200 overseas students, the majority from South-East Asian countries although some came from the Pacific area, were studying in Australia. This figure includes 757 Colombo Plan scholars and fellows taking a variety of courses, mainly at higher level, 16 fellows sponsored by the United Nations or by the specialized agencies, and 12 students under the South-East Asian Scholarship Scheme. Over 2,000 private students were taking university level courses and over 1,200, secondary courses, including matriculation studies.

The first wing of International House, at the University of Melbourne, was completed towards the end of 1956 and the first student residents are to move in at the beginning of the 1957 academic year. When complete, International House will accommodate 126 Asian and Australian students; it has been planned as one solution to the accommodation problems met by Asian students in Australia and as a centre for Australian-Asian friendship and cooperation. In addition to funds raised by private efforts, donations towards the cost of the house were made by the Commonwealth government and by the governments of Singapore, Malaya, Ceylon and Sarawak.

Asian students played an active part in the production of two new magazines which appeared in Australia towards the end of 1956. The first, "Asiana", was produced through the cooperative efforts of Australian and Asian students and graduates of the University of Sydney, and will appear twice a year for circulation mainly within Australia. Its aim is to acquaint Australians with Asian aspirations, viewpoints and culture, and to discuss in a frank manner problems common to both Australia and Asia.

The second magazine, "Hemisphere", is designed to interpret the Australian way of life to the Asian student. In addition to articles of general interest by well-known writers and specialists, it contains contributions from both Australian and Asian students and will form a record of Asian student activities and achievements in Australia. Produced monthly by the Commonwealth Office of Education, it is distributed to all Asian students who have studied or are now studying in Australia.

AUSTRIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Inspection* — *School Building* — *Quantitative Development* — ORGANIZATION, CURRICULA, SYLLABUSES — *New Courses* — TEACHING STAFF — *Training and Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *New Measures*

ADMINISTRATION

Inspection The number of inspectors for vocational schools was increased again this year. In two federal provinces, separate posts for vocational training inspectors, with the rank of provincial school inspectors, were created. The first woman provincial school inspector was appointed, for vocational secondary schools for girls.

School Building For general secondary schools, annexes were built and adaptation work was carried out on other buildings. In technical and industrial schools, machine halls and workshops were constructed, and in a commercial secondary school in Vienna a building was furnished as an office for the new subject "practical office work". Two residential schools for vocational training were built.

Quantitative Development The following statistics show the number of enrolments in public and private schools, amounting in all to 1,105,840 in 1955-1956, and 1,115,465 in 1956-1957 (+0.9%).

<i>Public Schools</i>	1955-1956	1956-1957	+ %
Kindergartens	42,363	43,398	+ 2.4
Primary schools	517,942	516,497	— 0.2
Higher primary schools	203,807	188,472	— 7.5
Special schools	16,788	17,763	+ 5.8
General secondary schools	69,501	69,850	+ 0.5
Teacher training schools	2,577	2,691	+ 4.4
Teacher training schools for kindergarten teachers	300	400	+33.3
Teacher training schools for needlework teachers	135	152	+12.6
Part-time vocational training schools for apprentices	125,854	146,958	+16.8

¹ From the report submitted to the XXth International Conference of Public Education by Mr. Heinrich TAUBNER, Delegate of the Austrian government.

	1955-1956	1956-1957	± %
Technical and industrial schools	12,624	13,565	+ 7.5
Vocational schools for women	5,107	4,985	— 2.4
Commercial secondary schools	2,460	2,743	+11.5
Commercial schools	2,977	3,034	+ 1.9
Universities and institutions at university level	21,093	22,850	+ 8.3
<i>Private Schools</i>			
Kindergartens	24,626	23,591	— 4.2
Primary schools	14,405	14,149	— 1.8
Higher primary schools	10,805	10,360	— 4.1
Special schools	470	552	+17.4
General secondary schools	11,069	11,814	+ 6.7
Teacher training schools	1,435	1,453	+ 1.3
Teacher training schools for kindergarten teachers	430	430	—
Teacher training schools for needlework teachers	128	146	+14.1
Technical and industrial schools	499	574	+15.0
Vocational schools for women	5,488	5,051	— 8.0
Schools for the catering industry	440	477	+ 8.4
Schools for social workers	97	100	+ 3.1
Commercial secondary schools	4,431	4,855	+ 9.6
Commercial schools	7,989	8,555	+ 7.1

The following statistics show the number of teachers in public and private schools, amounting in all to 55,173 in 1955-1956 and 54,640 in 1956-1957 (—1%).

	1955-1956	1956-1957	± %
<i>Public Schools</i>			
Pre-primary	1,768	1,775	+0.4
Primary	34,335	33,520	—2.4
General secondary	4,640	4,855	+4.6
Vocational	6,559	6,487	—1.1
Universities and institutions at university level	3,444	3,517	+2.1
<i>Private Schools</i>			
Pre-primary	1,043	990	—5.1
Primary	1,433	1,399	—2.4
General secondary *	—	—	—
Vocational	1,951	2,097	+7.5

* No data available.

ORGANIZATION, CURRICULA, SYLLABUSES

New Courses

The principles of organization as well as frame curricula for social science schools (providing training for social and family welfare workers and courses in social pedagogy for boarding school teachers) were drawn up during the year under review, but are not yet published.

A course was established to prepare students from domestic science secondary schools (*Höhere Lehranstalt für wirtschaftliche Frauenberufe*) for the matriculation examination, which they may take at a commercial college. This matriculation examination is the precondition for further study in an institution at university level.

A vocational secondary school for the textile industry, a vocational secondary school for foundry technique, both with a secondary school matriculation examination, and a two-year day course of industrial ceramics were established.

During the year under review, the curriculum for a Slovene general secondary school was drawn up, providing for Slovene as the medium of instruction, and German and one other language as modern languages. The school is to be opened at the beginning of the scholastic year 1957-1958.

The curriculum for the *Theresianische Akademie* was also drawn up. This school is to be run as a type of residential *Realgymnasium* (secondary school) offering Latin and three modern languages, and laying special emphasis on geography, psychology, sociology, and history, including the modern period. The school is to carry on its old tradition as a school for foreign pupils.

A revision of primary school curricula was prepared, the main issue being the use of teaching aids and materials. The new syllabus for needlework classes in lower and higher primary schools takes special account of actual every-day needs.

The experimental preliminary curricula of five-year technical schools leading to the matriculation examination are being systematically examined.

Rapid progress is being made in the field of part-time vocational schools as regards the change-over from classes held once a week to continuous training.

Instrumental music and domestic science as required subjects were added to the curriculum for kindergarten teachers, who now receive a three-year training.

One-week courses for higher education officers held at the Krieglach Federal Training Centre, and periodical meetings, held every two months, of provincial school inspectors and other federal Ministry of Education inspectors engaged in the supervision of vocational training, deal systematically with the organization of technical instruction and the development of teaching aids and materials.

In recognition of the importance of physical education and of the value of athletic competitions, a "federal festival of sports and games" is held every three years for secondary schools pupils throughout Austria. This year the programme comprised athletic championships for individuals

(divided into two age-groups), relay-races between schools, and games championships. Qualifying heats were held in the different provinces; 540 pupils entered the finals.

The large-scale experiment known as "First and Second Grades Combined", which was suggested at the first session of the permanent pedagogical conference in 1955 as a result of individual experience, was continued in 1956-1957. The results are now being summarized.

TEACHING STAFF

Training and Status Assistant teachers' posts were created in commercial secondary schools. Assistant teachers are recruited from students of the Vienna Institute of Commerce who have passed certain examinations.

By a new arrangement a distinction is made between needlework and domestic science teachers in primary schools and those teaching in higher primary schools.

In the field of vocational training a great number of refresher courses for teachers were held. Primary and higher primary school teachers held one-week refresher courses during the summer vacation.

The Salaries of Civil Servants Act 1956 provides for a regrouping in salary classes of teachers of practical subjects according to their training and experience. The headmasters' salaries in the more important technical schools have also been readjusted taking into account the salary group and the size of the particular school.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

New Measures A course held throughout the winter term 1956-1957 for three hours a week was intended to serve as a refresher course for school doctors. It was attended by doctors and intending doctors of the school health service.

Both the Salzburg and the Styrian provincial education authorities established central advisory boards for parents.

By way of experiment, six of the nine federal provinces of Austria have already adopted school maturity tests for six-year-olds.

The federal Ministry of Education established provincial branch offices of the department "School and Occupation" in all federal provinces. These offices take care of the psychological and vocational guidance services provided by the schools.

Aptitude tests for pupils entering vocational schools are now being extended experimentally to commercial schools also.

Several new classes for mentally handicapped children were opened, and speech correction courses provided in some rural areas. In order to further the development of special schools, a special course for teachers was established in which about a hundred men and women teachers participated. They will work in special classes for mentally handicapped children, children with speech defects, visually handicapped children, and in homes for physically handicapped, deaf, and difficult children. A group of kindergarten teachers intending to devote themselves to the care of backward children also attended the course. Specially trained teachers will give bedside instruction in special schools provided in hospitals and convalescent homes.

The youth department of the federal Ministry of Education has extended its scheme *Österreichs Jugend lernt die Bundeshauptstadt kennen* (Young Austrians Get to Know the Federal Capital). During the summer months of 1956, eight hundred young people from abroad benefited from this scheme. A European Youth Seminar for young persons from the fifteen countries of the Council of Europe was held from 1st to 10th July, 1957.

BELGIUM

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Central Administration* — *Statistics* — *Subsidies* — *Secondary Education* — *Technical Education* — *Teacher Training* — *Higher Education* — *Art Education* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Private and Communal Primary and Pre-Primary Education* — *State Primary Education* — *Secondary Education* — *Technical Education* — *Teacher Training* — *Higher Education* — *Art Education* — ORGANIZATION — *Primary Education* — *Special Education* — *Secondary Education* — *Technical Education* — *Higher Education* — CURRICULA, SYLLABUSES, METHODS — *Primary Education* — *Special Education* — *Secondary Education* — *Technical Education* — *Teacher Training* — *Higher Education* — *Art Education* — TEACHING STAFF — *Central Administration* — *Primary Education* — *Teacher Training* — *Technical Education* — *Art Education* — *Public Relations Department* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *1958 Brussels Exhibition* — *Boarding Schools and School Canteens* — *Technical Education and Insurance* — *Popular Education and Public Libraries* — *Pupils' Health* — *Handicapped Children* — *Educational Events* — *Scholarships*

ADMINISTRATION

Central Administration Extensive reforms are in preparation in central administration, concerning both the regrouping and internal organization of departments. The general structure of the administrative system is to be more closely related to new needs and methods. In this direction, a greater effort is being made to centralize and mechanize the payment of salaries department.

Statistics The statistics service has been reorganized on a national basis. The National Institute of Statistics will now collect figures from all educational establishments, both public and private. Its first yearbook is in preparation. By its figures and the commentaries to which they give rise, this book will aim at showing the various aspects of educational life in Belgium, such as the fluctuation of the school population for the different levels of instruction and specialist subjects, the importance of the teaching profession, the pupils' social background, etc.

Subsidies The subsidy scale has not been changed this year. To the law of 27th July, 1955, laying down the organization of state, provincial and communal education and the subsidy by the State of secondary schools, technical schools and teacher training schools, have been added further decrees as to its application, namely: (a) the royal decree of 9.5.1956, concerning the salary scales to be considered when calculating state subsidies for secondary schools and teacher training schools (general subjects teachers); (b) the royal decree of 17.5.1956, dealing with

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Marion COULON, Delegate of the government of Belgium.

the organization of the Higher Council of Technical Education; (c) the ministerial decree of 27.7.1956, implementing the royal decree of 25.2.1956, concerning trained supervisors in charge of school libraries; (d) the royal decree of 17.8.1956, defining schools and temporary courses for technical education; (e) the royal decree of 15.9.1956, relating to the inspection of subsidized private establishments.

Secondary Education Certain measures have been introduced concerning (a) the form of the certificate bearing the result of the preliminary tests for academic examinations (royal decree of 10.5.1956); (b) the framework of teacher training and secondary school education (royal decree of 18.6.1956 modifying that of 26.10.1951); (c) the equivalent rating of the Italian secondary school leaving certificate and the Belgian registered secondary school certificate (royal decree of 5.11.1956); (d) the detailed syllabus of the oral part of the preparatory examination laid down in clause 26 of the examinations registration board regulations (ministerial decree of 29.6.1956); (e) those posts of the Ministry of Education which carry with them the right to free accommodation (royal decree of 15.2.1957).

From September, 1956, the reciprocal arrangements for teachers, salaries, provided for under clause 11 of the Regent's decree of 30.6.1948, were introduced between Belgium and the Netherlands.

Technical Education The regulations for the inspectorate have been modified. The minimum age of entry into the service has been raised to 35, the length of teaching service required reduced to six years and the length of useful economic or social experience fixed at ten years.

Teacher Training For pedagogy and foreign languages, teacher training education has its own separate inspectors. Other subjects are supervised by inspectors covering both secondary and teacher training establishments.

Hitherto, two general inspectors coordinated activities covering the two branches taken together. Beginning with the school year 1956-1957, there are now two general inspectors for teacher training, separate from the secondary school general inspectors.

The general inspectors for teacher training, besides their functions as coordinators, continue to supervise the teaching of their own specialist subject.

Higher Education There is one small matter of detail to mention here: the granting of corporate status to the State School of Veterinary Medicine at Cureghem (royal decree of 20.11.1956).

The ordinary budget for higher education and science is constantly increasing. 1956 shows an increase of 8.2% as compared with 1955, and 1957 an increase of 17.45% as compared with 1956.

Art Education No change has been introduced in the pattern of art education since the report for 1955-1956 and no new schools have been built.

Allocations were slightly increased, from 106,434 millions to 107,332 millions.

Budget In 1955, the annual budget for public education was 9,120,396,700 Belgian francs, that is about 11% of the State's total budget; in 1956, it amounted to 9,436,228,000 Belgian francs, which is also about 11% of the State's total budget.

School Building Work on school building has continued in all fields especially that of secondary education, where the need was greatest.

Model plans using prefabricated elements, studied particularly with a view to providing urgent temporary accommodation, have been perfected, and three secondary schools, at Esneux, Bomal and Habay-la-Neuve, have been erected by this new method.

For the school year 1956, the cost of purchase and construction for these buildings was as follows :

	Belgian francs
Secondary education	565,965,863
Higher education	81,085,378
Technical education	110,869,340
Teacher training	30,504,463
Art and miscellaneous	6,967,409
Total	<u>795,392,453</u>

The development of state education continued; 179 classrooms and one porter's lodge have been brought into temporary use, and 303 classrooms, 28 administrative buildings and 2 porter's lodges into permanent use.

QUANTITATIVE DEVELOPMENT

Private and Communal Primary and Pre-Primary Education In communal and private primary and pre-primary education the number of enrolments has increased as is shown in the following table :

Number of Pupils

Pre-primary schools (children from 3 to 6 years)

	Communal	Commune Adopted	Non-adopted
1955-1956	102,614	174,503	56,694
1956-1957	<u>103,871</u>	<u>177,708</u>	<u>59,187</u>
	+1,257	+3,205	+2,493

Primary schools (6 to 12 years)

	Communa	Commune Adopted	Non-adopted
1955-1956	379,392	328,760	157,566
1956-1957	<u>379,072</u>	<u>334,276</u>	<u>161,435</u>
	- 320	+5,516	+3,869

Teaching Staff

Pre-primary schools

	Communal	Commune Adopted	Non-adopted
1955-1956	3,193	4,598	1,711
1956-1957	3,297	4,703	1,724
	+104	+ 105	+ 13

Primary schools

	Communal	Commune Adopted	Non-adopted
1955-1956	15,493	12,050	6,190
1956-1957	15,807	12,151	6,286
	+ 314	+ 101	+ 96

State Primary Education State primary education, consisting largely of the divisions preparatory to secondary education, has shown a still greater increase, namely :

		Froebel Divisions	Primary Divisions
1955-1956	Boys	4,393	33,650
	Girls	4,284	23,326
1956-1957	Boys	5,042	36,161
	Girls	4,814	25,607

Secondary Education In state secondary education, 14 new coeducational schools were opened. A bilingual secondary school for girls and also a state primary school with a pre-primary division were set up. In addition, 9 preparatory divisions and 6 Froebel divisions have been started. The State has further taken over 2 communal primary schools and one communal pre-primary school.

The newly created divisions of the lower stage (12 to 15 years) are as follows : 7 Latin divisions, 3 home economics divisions, 7 second-year home economics classes, 1 third-year commercial secondary class, 12 A3 industrial technical divisions, 2 A3 mixed technical divisions, 1 C1 technical division for girls, 1 C3 vocational division for girls. In the upper stage of secondary education (15 to 18 years) 3 Latin-science divisions have been created.

Numbers in state secondary education have increased in the following proportions :

Divisions	1955-1956		1956-1957	
	Boys	Girls	Boys	Girls
Ancient humanities	14,326	7,231	15,181	7,798
Modern humanities	21,224	11,184	21,037	11,661
Applied or technical	3,480	5,945	3,889	6,359
Total	63,390		65,925	

For communal, provincial and private secondary education, the figures are as follows :

	1955-1956		1956-1957	
	Provincial and Communal	Private	Provincial and Communal	Private
Ancient humanities	3,518	41,534	3,680	43,248
Modern humanities	2,950	42,459	3,965	45,858
Applied subjects	415	2,416	410	2,659
	<u>6,883</u>	<u>86,409</u>	<u>8,055</u>	<u>91,765</u>

Teaching staff (including bursars, principals and supervisors) : 10,127 on 30th June, 1955, and 10,894 on 30th June, 1956.

Technical Education Between 16th October, 1955, and 15th October, 1956, the State opened 15 new establishments, consisting of 12 full-time schools and 33 part-time courses. In addition, it set up 29 full-time schools and 33 part-time courses in existing establishments. It took over one communal establishment consisting of one full-time school and 4 part-time courses.

Among provincial and communal establishments, the State granted subsidies to one new establishment consisting of 2 full-time schools. It also granted subsidies to 6 full-time schools and 2 part-time courses in existing establishments.

As regards private establishments, the State granted subsidies to 5 full-time schools, and also to 2 full-time schools and one part-time course in existing establishments.

The increase in enrolments has been considerable, in spite of the fact that children of the required age (12 to 14 years) were relatively few (children born during the war, between 1942 and 1944). Progress is most marked in the enrolments of boys for full-time education, particularly at the lower secondary level. However, the study of statistics over a longer period shows that in higher secondary and higher education the general tendency to increase is proportionately even greater than at the lower secondary level.

Full-time Technical Education Enrolments

	1955-1956	1956-1957	Difference %
Higher level	14,140	14,826	+4.8
Higher secondary level . . .	27,894	28,086	+0.7
Lower secondary level . . .	107,035	113,775	+6.3
Total	<u>149,069</u>	<u>156,687</u>	<u>+5.1</u>

Part-time Technical Education Enrolments

Higher secondary level . . .	8,730	8,837	+1.2
Lower secondary level . . .	92,305	93,690	+1.5
Total	<u>101,035</u>	<u>102,527</u>	<u>+1.5</u>
Grand Total	<u>250,104</u>	<u>259,214</u>	<u>+3.6</u>

Staff of State Technical Schools

	30.6.1955	30.6.1956
Teaching staff	1,159	1,398
Administrative staff	<u>61</u>	<u>61</u>
	1,220	1,459

Teacher Training In state teacher training schools, the enrolments have increased as follows :

	1954-1955	1955-1956	1956-1957
Pre-primary	824	913	973
Primary	2,288	2,541	2,713
Lower secondary	<u>1,142</u>	<u>1,233</u>	<u>1,305</u>
Total	4,254	4,687	4,991

The all-over figures for all teacher training schools in the country (state, communal, provincial and subsidized or recognized private schools) are as follows :

	1954-1955	1955-1956	1956-1957
Pre-primary	4,255	4,246	4,131
Primary	12,404	12,710	13,062
Lower secondary	<u>2,919</u>	<u>2,949</u>	<u>3,269</u>
Total	19,578	19,905	20,462

The numbers of teachers in state teacher training schools and in the demonstration schools attached to them are as follows :

	1956	1957
Headmasters and mistresses	17	18
Teachers of general subjects	350	289
Teachers of special subjects	135	125
Teachers of religious knowledge	30	26
Directors of secondary demonstration schools	28	46
Teachers in primary demonstration schools	161	170
Teachers in pre-primary demonstration schools	22	23
Bursars	17	18
Study supervisors	<u>150</u>	<u>172</u>
Total	910	887

This decrease of 23, i.e. a little more than 2%, is due to the allocation of the weekly hours to a smaller number of teachers, as a result of the elimination of accessory, non-permanent posts.

Higher Education The total number of Belgian and foreign students registered at universities and higher institutions is constantly increasing. The figures are 23,933 for 1955-1956 and 25,169 for 1956-1957.

Art Education The following table shows numbers of pupils and teachers in 1955 and 1956 :

		15.10.55	15.10.56	Difference	%
Pupils	{ music	28,008	31,073	+3,065	+10.94
	{ art	8,704	8,441	— 263	— 3.02
Teachers	{ music	1,742	2,054	+ 312	+17.91
	{ art	669	794	+ 125	+18.68

ORGANIZATION

Primary Education The number of educational conferences has been reduced from three to two, but these conferences will be of a much more practical nature through the active participation of teachers, who will meet in groups not exceeding thirty.

The education department organized as usual its annual information week for primary teachers and inspectors. The theme was "Education and the teaching of children by active observation of their surroundings".

Special Education During the year the Commission for the Study of Special Education continued its work. The main outlines of the new department have been evolved. A provisional department has been set up to facilitate this preparatory work. The government has also created an experimental class for spastic children in five state primary teacher training schools. No class may contain more than ten pupils, so that fifty children in all are treated in these centres—twenty under six years of age and thirty from six to fourteen years. Each child admitted receives the essential treatment he requires including intellectual training, basic education and kinetic therapy. The syllabus is planned on the basis of an individual classification of the children into psycho-motory and character-disturbance groups in which the development of the paralysed child may be promoted. These classes are intended not only to provide the special educational treatment required by the cerebrally palsied, but also to serve as practical training centres for future teachers. These are specially trained in the education of handicapped children, including speech therapy. In addition the educational staff must follow courses of further training. There is also a medical and para-medical staff (kinetic therapy).

Secondary Education In September, 1956, a start was made on the change of pre-agricultural divisions (pupils from 12 to 15 years) into technical divisions at A3 level comprising a three-year course. These modified divisions are now mixed, that is, during the first two years they are semi-agricultural and semi-industrial. At the beginning of the third year of the course the pupils may choose between an agricultural class or an industrial class, this last offering a further choice between specialization in wood-work or in metalwork, as is usual in technical divisions.

Technical Education The State has opened three training centres for future workers in the pacific uses of atomic energy. In one of these centres (in Brussels), the establishment is already training nuclear engineer-

technicians, physicists and chemists. In the other two (at Mol and Turnhout) middle and lower grade workers will be trained.

In girls' technical education the change over from needlework to standard-model tailoring is proceeding satisfactorily. The production of "ready-made" clothes has shown a marked improvement and employers in the clothing trade appear to favour further development of this training.

A thorough overhaul of all nursing training has been undertaken this year. The new plan is better suited to the candidates' abilities and modern nursing requirements.

Hospital nursing studies have been raised to higher level. For some time now the recruitment of students had been impeded by the gap between the minimum age for admission (18 years) and the level of education required (lower secondary). From now on, only candidates holding higher secondary certificates, technical or general, will be admitted to nursing and midwifery schools. The course will be extended to include advanced theoretical and technical studies, so that the nurse may truly be considered the doctor's assistant.

A course of study, beginning at the end of the lower secondary stage, is to be organized for girls of 15 to 18 years intending to become nurses. Their resultant rank of "aspirant nurse" will allow them to go straight into higher technical schools for nurses' training.

The training of invalid attendants will be provided by the old invalid nursing schools; the course will be extended to two years and the certificate issued will be that of *hospitalière*.

In the same order of things, at higher level, physiotherapists are to be given recognized status; and standard regulations will be issued for the diploma awarded (three-year course).

At higher secondary level a set syllabus is to be drawn up for the child-welfare certificate (two-year course, normally three).

Higher Education University courses have been slightly modified. In the field of general higher education the following may be noted: (a) new methods of granting equivalent status to university qualifications obtained abroad (law of 2.7.1956); (b) the equivalent rating of Italian secondary school leaving certificates and Belgian registered secondary school certificates for admission to official academic examinations (royal decree of 5.11.1956); (c) the possibility, for Belgian doctors who hold a scientific diploma and practise in the Belgian Congo or in Ruanda-Urundi, of obtaining, under certain conditions, the legal recognition of their diploma (law of 27.12.1956).

The award of the scientific degree of doctor-health specialist of the State Universities of Ghent and Liège has been reorganized. Further, a faculty of applied science has been officially set up at the University of Ghent.

At the State Agronomical Institute at Gembloux a special certificate of phyto-pharmacy has been introduced (royal decree of 18.7.1956).

As regards admission to higher education, the controversy is as great as ever between opponents and supporters of the traditional legislation, which dates from 1890 and so still gives the Latin-Greek humanities students more opportunities than their fellows in other divisions. A bill

designed to extend the possibilities of modern division students upon entry into the university has been tabled in parliament.

CURRICULA, SYLLABUSES, METHODS

Primary Education The reform of the primary school curriculum, started in 1936, is now complete. The main aim was to add more precise information as to educational aims and details of what was to be taught at each stage.

Special Education The preparatory Study Commission mentioned above has set up within itself several sub-committees of specialists concerned with drawing up a set of fairly detailed regulations for each branch involved. The sub-committee for the teaching of the blind and partially-sighted has almost finished its work; a start will then be made on the teaching of the deaf and hard-of-hearing. In the field of technical instruction, the authorities are particularly concerned with the teaching of handicapped children. The State is supporting certain private efforts in this direction. One of the most recent forms of training introduced in this sphere is instruction for epileptics.

Secondary Education Instructions have been given to heads of schools that from the beginning of the school year in September, 1957, courses in ethics are to be regrouped and given for a fairly long period to teachers specially qualified for this purpose.

The average weekly time to be devoted by pupils to homework and lessons in each subject has been laid down for heads of schools as part of an attempt to combat overwork. A further aim of this reorganization was a better distribution of subjects.

The reform and modernization of secondary education, both in its aims and its methods, was begun in first-year classes in 1948-1949 and advanced progressively to the sixth year, so that the full six years of humanistic studies were covered by the school year 1953-1954. From the results obtained, a final revision is in progress which will include timetables, syllabuses and methods. It seems definitely decided to reduce pupils' weekly timetables from 36 to 30 hours, with a corresponding lightening of the syllabus. The resulting parallel reduction in teachers' timetables would be put to good use in intensifying the teacher's educational and social activities—organizing class committees, the use of class prefects, keeping educational records, introducing pupils to the technique of individual work, providing constant opportunities for contact with everyday life, extra lessons for backward or misdirected pupils, etc. At the Department of Education several committees of teachers are at present drawing up the necessary instructions. These reforms will first be introduced in experimental classes set up in six establishments. To give the best possible opportunities for the rational guidance of pupils, new organization and techniques will be applied, such as school records, cooperation with vocational guidance centres, the general course, optional subjects, etc.

Technical Education The question of guiding syllabuses for each section is still on the agenda. The setting up of a new higher council will probably lead to their eventual publication.

The draft decree fixing the curriculum in lower secondary technical education has just been approved by this council and will shortly be submitted for official sanction. It will legalize an existing situation which hitherto had no official authorization. In this way, as was provided for under the general law of 29.7.1953 on technical education, the decree defines as full-time a timetable with a minimum of 28 fifty-minute lessons a week. In actual fact, most courses consist of 40 hours a week.

Plans for courses are always to be drawn up by the school governing body at the instigation of its administrative commission and submitted for the approval of the central authority. However, the Department of Education will work out standard timetables and syllabuses. In each technical school the administrative commissions are composed of employers' and workers' delegates, and their function is to see that the instruction given conforms to regional needs.

The weekly number of lessons may not exceed 36 for first-year pupils (12 to 13 years) and 40 for others. In each of the three first years at lower secondary level a minimum of 20 lessons must be devoted to general education subjects. These are : religion or ethics and civics, the mother tongue, history, geography, mathematics, science, physical education, music and art. This last regulation has been introduced to give the pupil a basic intellectual and moral training before he has to choose the branch of technology in which to pursue his vocational training.

The same draft decree sets down the distinction between technical schools and courses (full syllabus) and vocational schools and courses (a more practical syllabus). It determines the conditions for moving from stage to stage, always taking care to provide maximum safeguards for possible transfer from one course to another during the period of study. It lays down examination regulations and, finally, gives standard models for certificates and diplomas.

Teacher Training During the past school year, efforts were mainly directed towards working out structural reform at the three levels of teacher training. These reforms were being decided when this report went to print, and will be described in detail in next year's report. Basically they are designed to remove teacher training from its former isolation and link it more closely with secondary education.

Higher Education In higher education there are in particular two measures worthy of note : (a) alterations to the entrance examination syllabus in science for those wishing to study biology, geography, veterinary medicine or pharmacy (royal decree of 10.7.1956); (b) alterations to the examination syllabus for the degree of agronomical engineer ('temperate region agronomy' and 'horticulture' sections) (royal decree of 18.5.1956).

Art Education The study commission for the reform of the training of art and handwork teachers has completed its work for teachers at the lower secondary level. Its conclusions will be submitted without delay for the authorities' approval. The position of such teachers at upper secondary level is now being studied.

TEACHING STAFF

Central Administration Hitherto, teaching staff were not admitted to senior posts in the central administration. To remedy this the government issued the royal decree of 18.8.1956 authorizing the Minister to recruit six established state scientific teaching staff with 15 years' experience in service and high educational or scientific qualifications, for senior posts in the central administration.

Primary Education The salaries of cantonal inspectors were increased as from 1st May, 1957. They have risen from 102,000/180,000 Belgian francs to 124,000/198,000 Belgian francs.

Teacher Training The range of salaries for teachers in primary teacher training schools who hold a university degree has risen from 114,000 minimum—198,000 maximum (Belgian francs) over 25 years' service, to 114,000 minimum—205,000 maximum (Belgian francs) over 25 years, that is an increase by the end of their career of 7,000 Belgian francs, or rather more than 3.5%. Salaries of other members of the teaching staff are to be raised in proportion to this typical scale.

Technical Education Practical experts recruited by establishments for vocational practical work receive the necessary additional training by means of courses in education called in Belgium "normal courses". These courses have resumed in full force since the State has given financial recognition to the possession of this qualification.

In full-time teacher training schools, a qualifying diploma for lower secondary teaching in technical subjects has been awarded this year for the first time. This diploma replaces the old certificate of proficiency in teaching and *régent* diploma.

Further, the teacher training divisions for decorative art and fashion drawing for girls will be progressively fused, and will be called "visual arts division".

Art Education The salary scales for art inspectors have been finally fixed at (a) drawing: 114,000 to 198,000 Belgian francs (over 25 years); (b) music: 102,000 to 138,000 Belgian francs. The various problems mentioned in last year's report are still under consideration.

Public Relations Department A certain amount of coordination between the Ministries of Education and of Foreign Affairs has been worked out as regards cultural matters in the international field.

The status of Belgian scientific teaching staff sent on international service has been fixed by the law of 17th December, 1956. This law allows the period of availability to be taken into account for promotion and salary as well as for pension calculations. An interim salary equal to that which would have been received in teaching service may be granted in some cases.

This new legislation is applicable to scientific teaching staff, study supervisors and bursars, of teaching or education establishments run by the State or other public bodies, as well as to the educational inspectorate of the State or other public bodies. Availability for international service

may be granted : (a) for service outside the kingdom, the Belgian Congo and Ruanda-Urundi, either on a teacher exchange, on a mission for the Belgian government or any Belgian public administration, or on a mission proposed by a foreign government, public body, teaching or educational establishment; (b) service in the kingdom or elsewhere commissioned by an international organization.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

1958 Brussels Exhibition Belgian education in all its forms will be represented at the 1958 Brussels Universal and International Exhibition. The aim will be to show the spirit inspiring each of the country's cultural and educational activities in their present state. Preparations are already very advanced.

Boarding Schools and School Canteens The tendency towards setting up state boarding schools has continued. There are at present 26 for secondary education, 28 for technical education, 17 for teacher training and 4 homes for children of parents with no fixed residence.

In addition, and within the limits of financial possibility, school restaurants have been increased, especially in secondary education, where 157 restaurants and 76 canteens are in operation, which in 1956 served 25,000 full meals and 23,000 snacks a day. In technical education, 35 restaurants and 23 canteens served 3,500 full meals and 4,500 snacks daily in 1956. A law guaranteeing a minimum of financial independence and greater assistance from the government in running costs has just been passed in parliament.

The commission for the reform of residential services has continued its work and has studied this year the equipment and residential conditions peculiar to each type of education.

Technical Education and Insurance Since 1933, technical establishments have been obliged to take out an insurance on their pupils' behalf, so that these may enjoy at least as favourable a position in this respect as workers and employees. A recent circular reminds authorities that it is not sufficient to cover accident risks; they must be eliminated altogether. Instruction in safety measures is already a part of technology and hygiene courses, and it will be progressively intensified.

Popular Education and Public Libraries The popular education department is studying amendments to the legislation concerning public libraries, in order to provide further subsidies for the improvement and enlargement of public libraries and the renewal of their equipment, to set up sections specially reserved for children, to improve the fittings and the efficiency of the reading room, and particularly to establish libraries of great importance.

Also in the field of popular education, a decentralization policy has been pursued as regards art and science, in particular by arranging tours of folk dances, concerts and exhibitions to industrial and rural centres. A special effort at diffusing scientific information has been made in the

organization of a Belgian scientific exhibition devoted to radio-astronomy, and another to the history of science (exhibition of Belgian origin).

Further, the organization with the help of Unesco of a national course in educational television (September, 1956) should be mentioned. In this field also, the popular education department is trying to encourage experimental television clubs, or societies for the communal reception of television programmes, by buying the necessary equipment for such gatherings.

Lastly may be mentioned the reorganization of the higher council for popular education by the royal decree of 15.1.1957 and the inauguration of the new council in April, 1957.

Pupils' Health

Circulars have been sent to schools and education authorities on : new preventative measures against contagious diseases, new diagnostic measures for tuberculosis, improving the appearance of school premises, beginners' courses in athletics, etc.

Handicapped Children

Information circulars have been distributed on (a) the study, treatment and results of cerebral paralysis; (b) the organization in October, 1956, of a " Week for Morally Neglected Children ".

Educational Events

Schools have taken part in various events, training courses and exhibitions, in particular : the campaign for the protection of the countryside, the memorial ceremony for the victims of the Marcinelle disaster, the essay competition on the European Movement, the " School Newspaper " exhibition (Paris Educational Museum), etc.

The Youth Home at Etterbeek has received during the school year 90 groups of Belgian and foreign schoolchildren, making a total of 9,500 nights and day's board.

Scholarships

After two years, the National Study Fund has now reached the target fixed by the 1945 legislation, thanks to the increasingly large allocations it has received.

For secondary education scholarships, steps are to be taken to standardize as far as possible the selection tests, the classification of candidates according to age and type of studies, and the amount of the scholarships available, taking into account the pupil's social and family background.

As for the section of scholarships for higher non-university studies, committees have endeavoured to obtain a selection better suited to the subject concerned, particularly in respect of art studies.

An additional financial effort is being made to help schools for training engineers and technicians, who are so urgently needed by the country.

Great progress has been made in university scholarships. During the 1956-1957 academic year, 2,800 scholarships were awarded, with a total of nearly 44 million francs. This progress will be further accelerated next year, especially for new entrants to the university. Hitherto, candidates for a first-year scholarship had to take the so-called maturity test. Because of the greatly increased number of entrants, this test had lost all selective character and had become an instrument of elimination, often very drastic, owing to the relation between the sums for distribution and the number of candidates. From the next academic year, it has

been decided to discontinue the selective test, now almost useless, and to reduce considerably the upper limit of the parents' income scale beyond which scholarships may not be awarded. This last measure extends to all three divisions of the National Study Fund.

The law of 19th March, 1954, includes a clause authorizing the executive body to extend these advantages to non-Belgian candidates studying in Belgium. From its very first year the National Study Fund has made use of this right in favour of foreign students. It was extended to refugee university students from the academic year 1956-1957 onwards and it will be further extended to include all three divisions of the National Study Fund from the next academic year.

For university studies, 145 scholarships totalling 3,500,000 Belgian francs were awarded to foreign and refugee students in 1956-1957.

The following statistics show the progress achieved in the three divisions of the Fund.

Recapitulatory table of scholarships
awarded in the last two academic years.

	1955-1956		1956-1957	
	No. of Schols.	Amount in B.Fr.	No. of Schols.	Amount in B.Fr.
Secondary studies . .	6,831	14,771,301	7,883	19,805,665
Higher non-university studies	1,420	9,241,685	1,898	13,366,932
Higher university studies	1,806	29,077,950	2,812	43,614,500
Total	10,057	53,090,936	12,593	76,787,097

BRAZIL

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Educational Research Centres* — *Basic National Education Law* — *Administrative Policy* — *Inspection of Commercial Education* — *Administrative Reorganization of Industrial Education* — *Private Firms and Primary Education* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Primary Schooling* — *Connection Between the Three Levels of Education* — *Teaching of Medicine* — *Teaching of Music* — *Automatic Promotion at Primary Level* — *Geology Courses* — *Social Research Specialists* — CURRICULA, SYLLABUSES, METHODS — *Teachers' Handbooks* — *Textbooks and Teaching Material* — *Experimental Schools* — *New Commercial Education Techniques* — TEACHING STAFF — *Training and Further Training* — *Agitation for Salary Increase* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Meals* — *Holiday Camps* — *Physical Training Centres* — *Youth Education* — *People's Education in Rural Centres* — *School Libraries* — *Backward Children* — *People's Agricultural Education* — *Documentation Service* — *Educational Broadcasting* — *Educational Cinema* — *National Congress on Science Teaching* — *Education Seminar* — *National Education Conference* — *Education Congress in the State of São Paulo* — *Primary Teachers' Seminar*

INTRODUCTION

Brazil is a federal republic composed of 20 states, 5 territories and a Federal District. Under the Brazilian constitution the states and the Federal District have their own educational systems; these federated units deal principally with primary education and teacher training and have independent administrative and technical organs. In each state the municipalities are equally autonomous as regards the maintenance and administration of their educational systems. In education the additional aid given by the government of the Union is generally speaking in proportion to local deficiencies and consists in particular in the allocation of funds, the setting up of higher and technical educational establishments, the upkeep of military academies and agricultural schools, and the supervision of standards in secondary and higher private education.

The federal government's action is carried out through the technical and administrative organs of the Ministry of Education and Culture.

ADMINISTRATION

Educational Research Centres

The Ministry of Education and Culture desired to give the National Institute of Educational Studies (I.N.E.P.), which is responsible for the improvement of primary education and teacher training, facilities for research throughout the whole of Brazil so that it could better attain its basic aims in study and

¹ From the reply sent by the Ministry of Education and Culture of Brazil.

research. To this end the Ministry instituted in December, 1955, the Brazilian Centre of Educational Research with its headquarters in Rio de Janeiro, and 5 regional research centres in the towns of Recife, Salvador, Belo Horizonte, São Paulo and Pôrto Alegre. The aims of these centres are: (a) to analyse cultural conditions in schools and the direction of development of each area as well as Brazilian society as a whole, in order to inaugurate progressively an educational policy applicable to the whole country; (b) to draw up plans and proposals for the educational reform and reconstruction of the country area by area in primary, secondary and higher education, not forgetting that of adults; (c) preparation of basic textbooks, teaching materials, special studies on educational administration, syllabuses, educational psychology, teacher training and any other measure capable of improving national teachers; (d) training and further training of education departments, educational guidance workers, specialists in education and training and primary school staff.

The Brazilian Centre and regional centres are an integral part of the National Institute of Educational Studies. They enjoy technical, administrative and financial autonomy, in accordance with the general plan of the I.N.E.P. director. The Brazilian Centre of Educational Research is working, among other things, on the following: raising the standards of the educational system in the states of São Paulo, Bahia, Sergipe, Pernambouc, Piauí, Amazonas, Pará and the Territories of Amazonia; the Brazilian primary school and its teaching; education and social mobility at São Paulo; racial relations in south Brazil; educational experiments in the primary schools of Santa Catarina; relations between the socialization process and community structure in Itapetinga, São Paulo state; notes on the educative process furnished by community studies; study of a primary school and its relations with its neighbourhood and surroundings; improving the staff and institutions which carry on educational research in Brazil; social structure of the school; social classes in Brazil; composition of a basic textbook on Brazilian civilization, studies on constant themes in Brazilian literature; the teaching of social science; an inquiry into the social and professional status of the teaching profession; the history syllabus and textbooks in Brazilian secondary schools.

**Basic National
Educational Law**

Discussions are going on in Congress on the bill on the basis of national education as laid down in the federal constitution, and on instructions for implementation.

Administrative Policy

The presidential message sent to the national Congress at the opening of the session on 15th March, 1957, has as its guiding principle in the field of education, science and culture the development of education in line with the increasing development of the country's economic structure which is at present experiencing an extremely high degree of industrialization. The President's recommendations stress the great importance of spreading technical education and at the same time reorganizing the three levels of education in order to obtain a better horizontal and vertical structure in the different branches, and especially to modify syllabuses with a view to more efficient training for technicians at secondary and higher level, as required by the era of rapid technological expansion through which Brazil is passing.

In accordance with this aim, the government is carrying out an intensive programme of innovations in national education among which should be noted: widening of the official and private school network, for which purpose 1,400 million cruzeiros will be allocated, 260 million of which is for industrial education alone; a grant of about 3,000 million cruzeiros for schools in addition to the special subsidy just mentioned; further training courses for teachers at various levels; the extension of primary schooling to 6 years, to be achieved with the cooperation of the federated authorities, who spent 100 million cruzeiros on this during the current year; the award of scholarships for the training of engineers, to meet the demands of the country's economic development in this direction.

Inspection of Commercial Education Just as secondary school inspection is becoming increasingly decentralized through the creation of regional inspectorates in the various states, so commercial education, which is supervised by the federal government, was placed from 1955 onward under the control of regional committees for technical coordination, composed of inspectors of commercial education. Every month the chairman of each regional committee reports to the Ministry of Education and Culture commercial education department.

Administrative Reorganization of Industrial Education A bill was laid before Congress by the executive authorities on the new educational and administrative organization of industrial education establishments. The guiding principle is educational decentralization which should be flexible and geared to the demand for labour and the standard of industrial development in each area. This decentralization is to be obtained by means of councils representative of the community to run each school; the members of these councils will be men from local industry, representing that sector of the community most concerned in the efficiency of the schools. The Ministry of Education and Culture industrial education committee will propose to the government the allocation of special federal funds for the upkeep of the schools and also the approval of syllabuses and general directives on their use. The department will also help and enrich in the teaching field by preparing equipment for classrooms and laboratories. It will make suggestions on courses and examinations for the measurement of output.

Private Firms and Primary Education At the end of 1955 the President of the Republic handed to the legislature a draft bill regulating the article of the Constitution which obliges industrial, commercial and agricultural firms employing more than 100 people to provide free primary education for employees and their children. The draft bill lays down the conditions with which such firms must comply and fixes a fine for those who do not conform to the legal provisions.

Budget Under the Brazilian Constitution the financial responsibility for national education is divided between the federal government, the states and the municipalities, in proportion to tax receipts. Consequently the Union never pays less than 10% each year of the income from taxes, the states, municipalities and the Federal District never less than 20%.

The following statistics of expenditure on education in the Union, the states and the Federal District and the municipalities in 1956, including expenditure on military education are expressed in millions of cruzeiros:

Union	States and Federal District	Municipalities	Total
4,557 (+1,240)	8,366 (—33)	1,142 (+351)	14,065

The proportion of expenditure on education to the total national expenditure is respectively 4.26% (Union), 13.19% (states and Federal District), 7.42% (municipalities) and 7.56% (total); the proportion of expenditure on education to income from taxes is: 7.3% (+0.4%) for the Union and 19.4% (—3.6%) for the states and Federal District.

Public expenditure on the three levels of education in 1956 were distributed as follows (expressed in millions of cruzeiros):

	Union	States and Federal District	Municipalities	Total
Primary education . . .	150	1,519	318	1,987
Secondary education . .	408	955	51	1,415
Higher education	931	260	4	1,195
Total	1,489	2,734	373	4,597

The Ministry of Education and Culture's budget covers separate entries for education and for culture. The Ministry's expenditure on education alone was as follows: for 1955, 3,798,457,750 cruzeiros; for 1956, 4,245,106,840 cruzeiros; for 1957, 6,278,393,142 cruzeiros.

Between 1956 and 1957 an increase of 50% may be noted.

The Ministry of Education and Culture is not the only body which subsidizes education. Others such as the Ministry of Agriculture and the Ministry of the Armed Forces make allocations for agricultural and military education.

School Building In addition to the action of state, Federal District and municipal governments, the Ministry of Education and Culture, through the National Institute of Educational Studies, is working out a school building plan for the development and improvement of primary schools. For this purpose it draws on 70% of the financial resources of the national primary education fund, and on allocations made to this Institute for the construction and repair of primary and teacher training schools. Subsidies are granted to states and municipalities on the basis of agreements reached with the Ministry. In 1956, 21 large teacher training schools, 86 primary school units (an average of 5 classrooms with accommodation for the headmaster) and 275 rural primary schools (a classroom, covered playground and accommodation for the teacher) were built with money from this source.

This year, 26 teacher training schools, 140 primary schools units and 367 rural schools are under construction. Between 1946 and 1956, 644 primary schools and 6,579 rural schools were built, totalling 9,983 classrooms. With capital from various sources, building, enlargement and repair work has been done in the field of secondary and higher education.

ORGANIZATION

Quantitative Development The quantitative development of Brazilian education continues in all branches of the three levels of education. The most marked progress is at secondary level, due to the rapid development of general academic secondary education, closely followed by commercial education (these are easy to maintain because more than 88% is organized privately) and primary teacher training.

Technical and agricultural education, which are more costly, are almost entirely run by public authorities. Similarly, almost the whole of primary education is the responsibility of state and municipal governments and private enterprise is almost nil in this field. In spite of considerable efforts on the part of the three branches of public authority (federal, state and municipal) to develop national primary education, the number of schools and teachers is still inadequate.

The progress of higher education continues, but is still inadequate for national requirements, especially for training the technicians needed by the country's economic development.

The main shortages are of new primary school buildings and suitable teachers for primary education, not to mention the lack of skilled technicians for intermediate posts in industry and of specialists with higher training for the economic and scientific work now required.

The following statistics show the progress of national education in the last two years:

	1955		1956	
	Pupils	Teachers	Pupils	Teachers
<i>Primary Level:</i>				
Primary education . .	4,546,800	142,264	4,941,986	151,793
<i>Secondary Level:</i>				
Secondary education .	579,781	39,504	619,019	41,601
Commercial education.	113,824	9,804	123,635	10,556
Teacher training . . .	67,217	10,753	60,851	9,116
Industrial education .	18,661	5,031	19,751	5,931
Agricultural education.	1,156	361	3,098	546
<i>Higher Level:</i>				
All branches	72,652	10,276	78,659	11,245

Figures for primary adult education, organized by state and municipal authorities in addition to the Ministry's national adult education campaign are not included in this table. The Ministry, for its part, ran 10,332 courses in 1956, attended by 63,947 pupils. Under the same campaign, 83 apprenticeship centres were maintained during 1956, at which 40,058 pupils were registered.

Primary Schooling The Ministry of Education and Culture is at present undertaking a campaign to increase the length of primary schooling to six years. In most of the federated states it is at present four years (in a few states, 5 years). The aim is to give this extra schooling a pre-vocational trend by installing in each school a workshop for the various apprenticeship branches. During the last two years of their schooling

pupils will have four hours of class work and two hours to spend in the workshops where they can do educational handwork in various local materials. Further, a meal a day, served in the school, will be provided for pupils.

The Ministry allocated 100 million cruzeiros in the 1957 financial year for the setting up of workshops in the primary schools of towns with more than 10,000 inhabitants, and for the training of staff, when agreement has been reached with state authorities.

To facilitate transition between the new primary education and the secondary school, it is proposed to let pupils pass from the sixth primary class to the third secondary class, after an examination.

Connection between the Three Levels of Education To achieve a better relation between primary, secondary and higher education and to revise syllabuses at all three levels, the Ministry of Education and Culture set up three commissions to study the general reform of Brazilian education bearing particularly in mind the President's "education for development" policy which is supported by the leading Brazilian educators, including the Brazilian Association of Education which includes in its ranks the country's most outstanding personalities in the field of education.

Teaching of Medicine A special commission appointed by the Ministry of Education and Culture has drawn up a draft reform for medical education which is now being studied by all the medical faculties in the country. This project covers: simplification of syllabuses; introduction of compulsory residence in the last year, so that students may do practical work in essential medical subjects; changes in the system of student promotion; introduction of degrees in medical special subjects; integration of graduates in the teaching courses of faculties and the creation of post-doctorate courses.

Teaching of Music The Ministry of Education and Culture has appointed a commission to study the reform of music teaching. The plan put forward proposes a four-year elementary course covering 11 subjects, three-year technical and professional courses and a four-year course in education and technical virtuosity.

Automatic Promotion at Primary Level The Ministry of Education and Culture, through the National Institute of Educational Studies, is to publish the basic data for a possible replacement of the present system of selective examinations for promotion by a system of automatic promotion. In this way, primary pupils will be enrolled chronologically according to their age, class by class, up to the age of 12 or 13 years. This measure, which abolishes the repetition of a class, aims at reducing the high proportion of early leavers and so obtaining more room for new pupils in the lower classes of existing schools.

Geology Courses On the basis of studies undertaken by a Ministry of Education and Culture commission, the government began this year to organize special four-year geology courses in the universities of Rio de Janeiro, São Paulo, Porto Alegre and Recife.

Social Research Specialists The Brazilian Centre of Educational Research is introducing in Rio de Janeiro a two-year course in social research. The course is intended to give university graduates in social science or holders of equivalent degrees further training and practical experience which will enable them to become research workers or specialists in the use of scientific methods of solving social and cultural problems.

CURRICULA, SYLLABUSES, METHODS

Teacher's Handbook Studies on teaching manuals and school textbooks continue. The aim is to give staff handbooks and textbooks specially composed for primary and secondary education. Those responsible have already published and distributed a collection of handbook-textbooks for primary language teaching, social studies, natural science, music, mathematics, children's games, general history and trigonometry. Two translated science and physics books are being printed and basic textbooks and anthologies are in preparation for secondary schools.

Textbooks and Teaching Material The Ministry of Education and Culture, through the national campaign for teaching equipment instituted in 1956, has tried to facilitate the production and distribution of school and teaching equipment at cost price. This equipment is also being standardized, which will speed up results. There are already distribution offices in Rio de Janeiro, São Paulo, Pôrto Alegre, Recife, João Pessoa, Natal, Juiz de Fora, Guaxupé, Itapetininga, Campinas, São José do Rio Prêto and Fortaleza. As part of the distribution and general book price reduction plan the campaign will open a permanent exhibition at the Ministry to show available teaching materials including projectors and laboratory outfits.

Experimental Schools In 1955 the Ministry of Education and Culture's National Institute of Educational Studies opened a demonstration school of progressive education in Rio de Janeiro aiming: (a) to give primary teachers and advisers a field of observation at further training courses; (b) to make thorough studies in the field of primary education; (c) to give the children who attend it a complete primary education suited to children and to social and human needs. This school has a psychological service and can call upon the help of advisers for the class in general and for matters such as music, recreation and work. The project method is used, with a uniform time-table of six hours a day, lunch being served in the school. Practical courses are taken in this school by primary teachers coming from the different states of Brazil. On their return home they are appointed to teach in schools of the same type. A sister school is already in existence in the state of Pernambuco.

The state of Bahia is now introducing a plan for experimental schools of two types: the "class-school", for demonstrating modern teaching methods and materials, and an industrial arts school. This is part of a plan to give the child not only the intellectual training of the "class-school" but to develop fully his artistic, physical and recreational capabilities and to inculcate a taste for work. This is achieved by means of a

series of linked establishments : the library, the auditorium, the gymnasium, and the industrial arts schools. The latter provide classes for children from 10 to 14 years in weaving, tapestry, modelling, leather work, book-binding, woodwork, wickerwork, metalwork, needlework, knitting and lacework, which are activities considered suitable for developing a love of work.

New Commercial Education Techniques Through the campaign for the improvement and expansion of commercial education, audio-visual aids are now being distributed, films on efficient methods of teaching and organization are shown and experiments are being conducted on a functional system of apprenticeship in which several subjects at each level are linked with one another. All the teachers take part in this scheme, in collaboration with a general adviser, who is responsible for the " model office " into which the classroom is transformed after an imaginary business has been chosen.

TEACHING STAFF

Training and Further Training In addition to each state's arrangements for raising the standard of primary teachers and training college staff, carried out by state administrative departments, the National Institute of Educational Studies has for some years been running an intensive further training programme for teachers and technical staff in state primary and teacher training schools by means of lectures, seminars and practical courses. These were attended by some 500 teachers in 1956.

The state of Rio Grande do Sul decreed a radical reform of primary teacher training covering the following points : (a) change over from a yearly to a semestrial system which, by beginning and ending courses twice a year, will allow registration and promotion twice instead of once; (b) introduction of subjects related to the real problems of life in the form of separate branches of study; (c) distribution of courses around common problems in sections forming the structure of teacher training in three types of school; (d) introduction of compulsory, preparatory and optional courses according to the type of school; (e) periodic revision of subjects in order to bring syllabuses up to date; (f) possibilities of transition between the three types of school.

In commercial education, the Ministry of Education and Culture is continuing its improvement and extension campaign by providing training and further training courses for staff, practical courses and seminars for co-ordinators and inspectors, guidance courses for directors and secretaries, technical and educational missions for the most backward schools.

The industrial education department, in collaboration with the Brazil-American Committee for industrial education, has taken on the further training and specialization of teaching staff by means of lectures and special practical courses at home and abroad.

For physical culture and singing, training and further training courses for official teachers were run by several states in addition to various intensive training courses organized in 1956 in several towns of Brazil by the Ministry of Education and Culture physical training department.

The secondary education department, through the improvement and extension of the secondary education campaign, runs practical courses and information and further training courses for principals, advisers, and staff, particularly in the towns of Nova Friburgo, Pôrto Alegre and São José dos Campos. Similarly the secretary for education of the state of São Paulo organized at the beginning of the year (summer holidays in Brazil) 35 vacation courses for primary and secondary teachers.

The national campaign for the further training of higher education staff was set up to improve Brazilian higher establishments in view of the country's social and economic development. It works in close collaboration with university and scientific bodies, both national and foreign. In 1956 it took the following steps: (a) It resorted to foreign staff and Brazilian assistants for teaching and research programmes in higher level or scientific investigation establishments. (b) It cooperated in the setting up of ten Brazilian post-graduate training centres at which 64 university professors and lecturers from 14 states, among other qualified staff, will follow lectures and courses, as scholarship holders. (c) It awarded scholarships or grants for the organization of courses in foreign universities and technical and scientific centres for 33 professors and lecturers from Brazilian higher level establishments. (d) It awarded 29 training scholarships and 145 scholarships for further training courses for university graduates in scientific or technological centres in the country and 94 scholarships and grants for post-graduate further training courses abroad.

Agitation for Salary Increase In almost all the Brazilian states primary and secondary teachers have been agitating for a revision of salary scales.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Meals In addition to the separate action of states and municipalities, the Ministry of Education and Culture is working intensively in collaboration with public departments and private establishments to provide or improve meal facilities in schools. The Minister is giving financial and technical aid by means of adequate agreements. In 1956, 1,260,000 children benefited under the national campaign for school meals. During the present financial year subsidies rose from 10 to 35 million cruzeiros, and a special fund was introduced which will give the scheme greater mobility in providing aid.

In 1956 twelve university restaurants were opened, in addition to the central students' restaurant in the capital, which served 800,000 meals to secondary and higher level students.

Holiday Camps Every year six states run holiday camps for primary school pupils in the mountains or at the seaside.

Physical Training Centres In 1956 the Ministry of Education and Culture, with the united efforts and financial help of federal, state and municipal governments and also private enterprise, took steps to set up physical training centres where, under supervision, sports may be practised by pupils of official secondary schools or establishments which come under

the public authorities. These measures provide for giving young people an opportunity for physical culture in suitable premises without being limited to the equipment in school, in addition the whole community may profit from these facilities.

Youth Education The federal government has given moral and financial support to the many student organizations, for the setting up of seminars, congresses and exhibitions, and the running of courses, lectures, dramatic performances and concerts for young people. The Brazil symphony orchestra received this year a subsidy of 8 million cruzeiros, and the Ministry of Education gave financial help to a total of 2 million cruzeiros to several symphony orchestras.

People's Education in Rural Centres In 1956, through the national campaign for rural education, the Ministry of Education and Culture organized practical courses for rural teachers, rural missions, centres for developing the community spirit, community social centres, guidance centres for local directors and practical centres for educators.

School Libraries Under its school library programme the National Institute of Educational Studies distributed series of teaching manuals, children's books and general culture books, making a total of 86,402 works in all.

Backward Children In addition to existing official and private institutions the Ministry of Education and Culture concluded agreements with state administration departments on the opening of new establishments.

People's Agricultural Education To spread agricultural knowledge 28 "rural weeks" were organized in 15 states of the Federation, during which 798 lessons and practical demonstrations were given for farmers. There are also 2,541 farmers' clubs in the country.

Documentation Service This organ of the Ministry of Education and Culture has published and distributed about 150,000 copies of various works.

Educational Broadcasting The Ministry's broadcasting service has put out a large range of programmes, and intends, in 1957, to build television broadcasting stations and to arrange a festival of Brazilian music.

Educational Cinema Among the many achievements of the national institute of educational cinema should be mentioned the agreements reached between this federal body and state administration departments on setting up film libraries and collections of teaching films and on providing courses for teachers and technicians from different states.

National Congress on Science Teaching Under the auspices of the Brazilian Institute of Science and Culture (IBECC) the first national congress on science teaching was held in 1956 at the medical faculty of the University of São Paulo.

Education Seminar At the centre of educational research in Rio de Janeiro, the American professor Edward Fitzpatrick presided at an education seminar run for staff, research workers and students in faculties of philosophy, in order to give them an over-all view of several present-day problems of education at all levels.

National Education Conference In Salvador, capital of the state of Bahia, the XIIth national education conference, organized by the Brazil Education Association, was held from 1st to 9th July, 1956, with the participation of the Ministry of Education and Culture, secretaries for education from several states, a large number of students, directors of several technical organs of the Ministry and representatives of Unesco and the OAS. Three general themes were discussed: (a) democratic education at various levels of education and in extra-curricular activity; (b) the school's contribution to the understanding and utilization of scientific discoveries; (c) the present-day concept of humanism. Round table discussions were held on "Secondary Education Problems" and "Planning and Research in Education".

Education Congress in the State of São Paulo In September, 1956, the first state education congress was held at Ribeirão Preto in the state of São Paulo, with the participation of more than 300 teachers and education authorities as well as numerous observers, who discussed five general themes dealing with the administration and organization of the primary school and the training of primary teachers.

Primary Teachers' Seminar A primary teachers' seminar was held under the patronage of the regional centre of educational studies at São Paulo, with the participation of teachers from the states of São Paulo, Paraná, Goiás and Mato Grosso, the area under the centre's jurisdiction.

BULGARIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Ministry of Education and Culture* — Budget — School Building — Inspection — ORGANIZATION — *Quantitative Development* — *Development of General Education* — *Experimental Schools* — CURRICULA, SYLLABUSES, METHODS — *The 1955 Plan* — *Practical Work* — *Textbooks* — *Physical Education* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Study Circles* — *Festivals and Competitions* — *Holiday Camps* — *Pupils' Social Work* — *Children's Book Week* — *School Hygiene* — CONCLUSION

INTRODUCTION

Over a thousand years ago the brothers Cyril and Methodius invented the Slav alphabet and laid the foundations of Bulgarian literature and education. Even at that time, the work of the Slav apostles found a wide echo in Bulgarian lands and the first Bulgarian schools sprang up. During the dark days of foreign domination the Bulgarians remained true to the cause of Cyril and Methodius. Continuously expanding the number of their schools they developed and enriched their culture.

A hundred years ago official expression was given to the general esteem in which the Slav apostles were held: 24th May was proclaimed Slav alphabet and education day. Every year on this day the Bulgarian people manifest their thirst for knowledge and their aspirations towards cultural progress.

This year on the hundredth anniversary of education day, the Bulgarian people look back with pride on their achievements in the field of education and culture. At the end of 1953 illiteracy had disappeared among those below the age of fifty, there is now compulsory education for all children, secondary, vocational and higher education have been considerably extended, and culture and science are now accessible to the masses.

ADMINISTRATION

Ministry of Education and Culture At the beginning of 1957, the Ministry of Education and the Ministry of Culture were merged into one Ministry of Education and Culture. In this way, general (both primary and secondary), vocational and higher education, as well as all other cultural institutes and departments, were placed under one governing body. The question of the Ministry's structure is at present under consideration, with the aim of securing more efficient school management and of giving greater autonomy and initiative to the organs of education.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Marin GUECHKOV, Delegate of the Bulgarian government.

Budget The 1957 budget for pre-primary, primary and secondary education is 5.51% higher than in 1956, while in 1956 the total expenditure on education was 13.61% higher than in 1955. The funds set aside for education are thus increasing from year to year. The last increase was effected mainly by economies in the army; these measures conform to the recommendations of the XVIIIth International Conference on Public Education.

School Building In 1956, 73 new schools were built, capable of accommodating 19,490 pupils, so that the total of new schools built during the past twelve years, up to 31st December, 1956, is 1,001. The quota for 1957 is 66 new schools. In addition, a considerable number of schools are being built by the population with the financial aid of the State. Standard blueprints for school buildings with from five to eight classrooms are now being worked out by specialists. Besides the required number of classrooms, schools are to include workshops and laboratories, and larger school buildings will have special rooms for medical and dental offices, kitchens, dining rooms, etc.

Inspection Recommendation No. 42 of the XIXth International Conference on Public Education has been studied in detail by the Ministry of Education and Culture, and almost all the principles underlying this recommendation have been introduced into Bulgarian education. The aims of inspection have been included *in toto* in the regulations for school inspectors. The system of school control corresponds to the administrative and pedagogic structure prevailing in Bulgaria. The directions given in the instructions on the work of school inspectors are inspired by Recommendation No. 42 on the duration and method of school inspections, on the work of inspectors with teachers, etc. It is now proposed to place vocational schools completely under the Ministry of Education and Culture, and thus to establish closer links between the inspectors of general education schools and those of technicums.

Inspection is to be further improved by the creation of posts for specialists in each subject in the middle and upper secondary stages.

ORGANIZATION

Quantitative Development In the 1956-1957 school year, 6,650 kindergartens, half-day, day and seasonal, accommodated 276,090 children, i.e. 50% of all children from three to seven years old. Of these, 64,660 children, in 1,847 classes, attended the 1,665 half-day kindergartens, in which children entering school the next year are accepted. Of the children admitted to the first class in September 1956, 47.58% had passed through kindergartens (40.58% at half-day and 7% at full-day kindergartens). In the 522 full-day kindergartens there were 25,610 children in 985 classes, and in the 4,107 seasonal kindergartens there were 185,432 children in 5,693 classes.

During the current school year 1,123,171 children attend school (+3.36%). The number of children of school age not attending school was reduced to 3,425 or 0.36% of the total. In other words, 99.64% of all children of school age are now attending school. This percentage is the same as in 1955-1956.

In 1956-1957, eleven new complete secondary schools and two upper secondary schools were set up, bringing the total of general secondary schools to 293. This school year 84.5% of all children who have completed their primary education are continuing their studies in general and vocational secondary schools. In 1956, the number of pupils completing a secondary school course was 16,670 as against 16,129 in 1955.

Attendance at evening schools, where adults can study while continuing to work during the day, increased from 20,963 to 21,061.

There are thirty special schools for children with physical and mental defects: 8 for the deaf and dumb, 2 for the blind, 15 for the backward and 5 for difficult children. In these special schools, which devote much time to vocational training, there were this year 2,985 children, all entirely maintained by the State.

For children predisposed to tuberculosis, there are climatic schools in mountain resorts; this year 15 such schools provided, at the State's expense, education for 1,270 children, living under a special medical and educational regime.

There are 80 orphanages, also completely supported by the State, located near schools. During the 1956-1957 school year, 6,221 orphans were accommodated in them.

For children whose parents are working, there are special study rooms where they can prepare their lessons under the supervision of trained teachers. This year there were 225 study rooms for 10,736 pupils.

The total number of teachers in all general education day schools increased this year by 2,627 or 6.08%.

As there now exists an adequate staff with proper pedagogic training, it will be possible to reorganize the teacher training schools and raise their standards. The number of these schools is the same as last year. There are now two further training establishments, which every teacher is given the opportunity of attending at five-yearly intervals so that he may become acquainted with new developments in his subject and in teaching method.

In 1956-1957, 68,593 pupils attended vocational schools (technical and factory schools), which turned out 15,000 skilled workers.

There are twenty higher level establishments in the country, i.e. the same number as last year. Enrolment during 1956-1957, including those taking correspondence courses, was 37,459 (35,501 in 1955-1956). The number of specialists graduating from higher establishments in 1956 was 5,947 or 1,958 more than in 1955. Of these 1,057 were teachers. The teaching staff of higher establishments in 1956-1957 consisted of 2,889 lecturers and professors as compared with 2,830 the previous year.

Development of General Education

In 1956 the Ministry of Education published in the press proposals for the further development of general education. The proposals were widely discussed by the education councils in all schools and universities, as well as at city, district and county conferences. Teachers and parents, heads of education offices and of state industrial concerns, workers and peasants, politicians and scientists took part in these discussions. Numerous articles were published in the press. The main problems studied related to a reduction in the number of subjects taught. Special attention was also devoted to the

problem of improving school administration and reorganizing the inspectorate. A number of proposals and recommendations were made in connection with all these problems.

The results of these discussions were reviewed by a committee composed of educators, scientists from the university and from the academy of science, doctors, etc. A draft decree was worked out to serve as a basis for a new school plan. Syllabuses and textbooks are to be revised in detail.

Experimental Schools New methods for organizing polytechnical education are to be tried out first in a certain number of experimental schools. From the 1957-1958 school year on, special courses, such as plant-cultivation and stock-breeding, mechanics and electronics, are to be introduced in these schools. The Ministry is now working out norms for the equipment of laboratories, workshops and experimental fields. Preparatory work for polytechnical education is also being done in the other schools. Parents as well as industrial firms take an increasing part in this work.

By a special ministerial decree, "workers' reserve" schools and technical schools were authorized to supply general education schools with equipment for workshops and laboratories at cost price.

CURRICULA, SYLLABUSES, METHODS

The 1955 Plan During the 1956-1957 school year the second stage of the 1955 school plan was introduced, completely in the sixth and ninth years and partially in the seventh, tenth and eleventh years. From the 1957-1958 school year on, this plan will be applied in all classes. No changes in the number of subjects or in the timetable were made during the current year. Syllabuses for all subjects have been revised on the basis of the 1955 school plan.

The requirements of Recommendation No. 43 of the XIXth International Conference on Public Education on the teaching of mathematics in secondary schools coincide with Bulgarian practice and the new school plan, which will be adopted after the solution of the issues submitted to popular discussion, will also take into consideration the place of analytical geometry in the syllabus.

Practical Work The further training institutes have been given a more practical and polytechnical character, especially as regards subjects such as biology, physics, chemistry, geography and handwork.

Textbooks In the 1956-1957 school year, a total of 120 different textbooks, 7 of which were new, were published for general education schools, and 80 textbooks, 4 of which were new, for the Turkish schools.

Physical Education The physical culture and sports research institute of the Bulgarian academy of science, the supreme council for physical culture and sports, and the Ministry of Public Health and Social Welfare, with the assistance of the Ministry of Education and Culture, this year completed the scientific tests carried out over two years on 2,850 school-children, to determine the physical capacities and characteristics of pupils

belonging to different age groups. On the basis of these tests, new syllabuses for physical education were worked out, to be applied in general education and vocational schools. These new syllabuses were introduced experimentally during the 1956-1957 school year, and, depending on the results, are to be revised and generally introduced next school year.

TEACHING STAFF

Training The course in teacher training schools was increased from four to five years in the 1955-1956 school year. The training course in the institutes of education remains at two years. A problem now under examination is the reorganization of training schools to admit for a two-year course students who have already completed their secondary education. The extension of training in institutes of education from two to three years is also under discussion.

Further Training The Ministry organized in the teacher training institutes refresher courses for teachers of physics, chemistry and biology in secondary schools, as well as for handwork teachers in primary schools. Similar courses were organized on different subjects by the municipal authorities' education departments in various parts of the country. These were sometimes held in factories or technical schools. Consultations on various problems as well as visits between teachers for sharing experiences are also practised.

Status Material conditions for teachers were substantially improved. As from 1st January, 1956, basic salaries as well as supplementary remuneration for outside work such as directing study circles, correcting homework, etc. were raised. Furthermore the interpretation of the 1952 ministerial decree ensuring teachers in rural areas free living quarters, heating and electricity was broadened.

As from 1st January, 1957, supplementary remuneration was awarded to teachers in primary schools for correcting pupils' work, tantamount to a salary increase of about 5.5%. From 1st April, 1957, monthly children's allowances were substantially increased for all workers and employees including teachers. These now amount to 12 levas for one child, 100 levas for 2 children, 190 levas for 3 children, 90 levas for the fourth and fifth child, and 100 levas for each additional child.

In addition to these advantages teachers may obtain their meals in canteens for workers, employees and their families. Customers in these public canteens pay only the wholesale price of the produce, all other expenses being borne by the State. Similar canteens for pupils have been opened in 467 schools, while most larger schools also have refreshment counters where breakfast may be obtained very cheaply.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Study Circles Extra-curricular work in schools and young pioneer homes has been considerably improved. There now exist in general education schools, 8,532 study circles catering for 138,191 pupils, and 7,725 technical circles with 122,312 pupils.

The number of technical circles has increased this year and their work has greatly progressed. Many of these study circles conduct their courses in individual plants and factories, machine-and-tractor stations and cooperative farms.

Over 209,000 pupils joined the different groups and circles for amateur art. There are 465 reading centres in the secondary schools. Over 120,000 pupils took part in athletic contests and nation-wide sports meetings. There are now 5,388 experimental plots. This year the third national contest, in which 1,732 schools, numerous young pioneer groups, etc. competed, making a total of 30,000 participants, was held for the best work done in these experimental plots.

In the young pioneer homes and the young pioneer palace, some 40,000 pupils of middle-school age attended 2,000 study circles in technology, biology, amateur art and sports. Other circles for electricity, radio, physics, chemistry, car and tractor mechanics have been set up.

A centre for over 900 young technicians was opened in Sofia during the school year. This centre possesses workshops for electricity, radio, mechanics, architecture and construction, filming and photography, aeroplane modelling, etc., under the supervision of good specialist instructors.

Festivals and Competitions

A national festival of art, technical invention and sports was held for secondary school youth. More than 30,000 took part in the preliminary district contests and 6,000 in the nation-wide festival. At the same time a national exhibition of technical and decorative arts was organized, at which over 3,000 drawings, photos, instruments and experiment books made by pupils of the general and vocational schools were displayed.

The numerous amateur art groups are now working hard in preparation for the sixth World Youth Festival to be held in Moscow this summer.

To improve creative work in the field of art, the Ministry of Education, in conjunction with the Dimitrov youth union and the painters' union, has instituted an art competition for schoolchildren. The best drawings are to be exhibited in Bulgaria and abroad.

Holiday Camps

During the past year 111,395 pupils spent their summer vacation in 511 camps in the country; another 45,000 were accommodated in 501 urban camps. In addition, professional organizations ran 70 young pioneer camps for 20,000 pupils. The cooperative farms organized 500 camps for the children of their members. Tourist centres were also visited by a large number of pupils.

As in past years, an international pioneer camp was organized at which children from 18 countries spent their holidays. This camp has already assumed a traditional character. Children of different nations, spending part of their vacation on the Black Sea coast, get to know and understand each other, which greatly helps their education in peace and international brotherhood.

Pupils' Social Work

In the summer of 1956, over 80,000 pupils completed some 2½ million working days on cooperative and state farms. These groups of pupils also performed valuable cultural work among the village population.

Children's Book Week This year too, the Ministry of Education and Culture, the Bulgarian writers' union and the Dimitrov youth union organized a children's book week, to instil reading habits into the young and acquaint them with writers.

School Hygiene A nation-wide drive to improve sanitary conditions in schools and surround them with green areas was started in 1956. To this end the Ministry of Education and Culture, the central committee of the teachers' and journalists' union, the Ministry of Public Health and Social Welfare, the Dimitrov youth union and the Bulgarian Red Cross have organized a competition at which the leading counties and districts will be awarded prizes. Industry, factories and cooperative farms have become the patrons of schools, equipping their laboratories and workshops free, and supporting their sanitation and gardening drive.

CONCLUSION

The Bulgarian people highly value their achievements in the field of education. They are firmly convinced that peace is the foremost condition for the further progress of education. They will steadfastly continue to take part in the fight for relaxation of world tension, for peace, and for the peaceful use of atomic energy. Bulgarian schools are entirely devoted to these lofty aims; they educate children in a spirit of true patriotism and international cooperation.

BYELORUSSIA

EDUCATIONAL PROGRESS IN 1956-1957¹

GENERAL — ADMINISTRATION — *Supervision* — *Finance* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *Boarding Schools* — CURRICULA, SYLLABUSES, METHODS — *New Measures* — TEACHING STAFF — *Training* — MISCELLANEOUS — *Social Work at School* — *Social Work for Pupils*

GENERAL

During the 1956-1957 school year, the general schools, trade schools and children's institutions of the Byelorussian Republic made further progress. Much attention was given to the development of secondary education, in particular to the improvement of teacher training, the extension of polytechnical education, the training of schoolchildren for practical work and increasing the number of adults taking evening classes.

Teaching staffs did their best to train cultured people with high moral standards, capable of becoming active members of a communist society.

ADMINISTRATION

Supervision In order to ensure further progress in the field of public education, the Ministry and its local bodies had to improve their control and supervision over the work of all educational establishments, to utilize local resources and enlist the services of public organizations on a wide scale.

The Ministry council, the public education councils of the regional and district public education departments and school teachers' councils met with practical workers and representatives of public organizations to discuss the most important problems.

To improve control and render greater assistance to teaching staffs, school inspectors and other Ministry officials visited schools more frequently.

School inspectors received better training in education and methodology, which helped them to improve the standard of their work.

The administrative staffs of schools proved to be more efficient in directing school work. They gave teachers better instruction in education and methodology and displayed more initiative in solving the educational tasks set by the XXth Congress of the Communist Party of the Soviet Union.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. J. ILLIUCHINE, Delegate of the government of Byelorussia.

Finance Funds for public education increased 6.5% in 1957 compared with the previous year. In 1957 the appropriations for public education totalled more than 2,000 million roubles, i.e. nearly 30% of the Republic's budget. Of the sum allocated, 20.3% was contributed by the central government and 79.7% by the local authorities.

ORGANIZATION

Quantitative Development The number of school and other educational establishments has increased. In 1956, 432 schools with a total of 2,000 classrooms were built in the Republic. At the beginning of the 1956-1957 school year the number of classrooms in general education schools increased by 1,770 compared with the previous year. General education schools now train 1,183,200 pupils. The number of secondary schools increased by 50 and the number of teachers by 3,500. There are 588 kindergartens caring for 37,707 children aged between three and seven, an increase of 4,340 compared with the previous year.

The number of young workers and peasants taking evening classes or correspondence courses has also increased. This year 2,090 more adults completed these courses than last year. This year also, secondary schools for country children were opened for the first time.

Compulsory Schooling No changes were made in the organization or duration of compulsory education. Steps are being taken to introduce universal secondary education throughout the Republic.

From 1st September, 1956, tuition fees were abolished in all secondary schools and institutions at higher level. The majority of students in secondary vocational schools and institutions at higher level receive grants, while those who take evening classes or correspondence courses are given paid leave to sit for their examinations.

Boarding Schools The 1956-1957 school year saw the setting up of boarding schools, a new type of educational establishment designed to give the pupils an all-round training. Children aged between seven and eighteen attend these schools, which provide every opportunity for general, polytechnical and physical training, inculcating high moral standards, developing aesthetic tastes and creative activity, and preparing for practical work.

At present there are twelve boarding schools in the Republic, in which about two thousand children are studying, mostly orphans, or children of invalids, or of people with large families to support.

CURRICULA, SYLLABUSES, METHODS

New Measures In the 1956-1957 school year, the curricula of the primary, middle and secondary schools were changed in order to improve polytechnical education. They were designed to raise the standard of ideological and theoretical training and give a clear-cut outline of the knowledge the pupil is expected to acquire in each subject. They include information on how to apply to production the laws discovered by science,

specify laboratory assignments, and set out the programme for practical work in the school plots and workshops.

Syllabuses have been cut by omitting material which was too difficult for children to study; to avoid repetition, the syllabuses of closely related subjects were coordinated.

The Ministry of Education decided to start the experiment of training schoolchildren in labour skills in local industries, collective farms and machine-and-tractor stations. A number of schools with sufficient training facilities and teachers included new subjects in their curricula: the fundamentals of industrial and agricultural production, and practical training. All schools do their best to acquaint their pupils with production and to combine theoretical training with practical work. During their holidays schoolchildren undergo practical training in the fields of the collective farms. This makes their studies more interesting and is a contributory factor in their practical and moral training.

Teaching staffs improved their teaching methods by adopting a more varied approach. They continued their search for the most rational ways of educating children, making wider use of laboratory equipment and visual aids.

In 1956, the Ministry of Education recommended a revised list of standard school equipment for teaching purposes. In recommending the new apparatus, models and visual aids for school workrooms, the Ministry took into account the latest achievements in science and technology.

TEACHING STAFF

Training The period of training in the teacher training colleges was extended from four to five years in order to give their graduates a greater range of knowledge and provide middle (seven-year) and secondary (ten-year) schools with more highly qualified teachers. These graduates will now be able to teach two subjects, for example history and geography, physics and mathematics, Byelorussian and a foreign language.

In order to prepare students for the introduction of polytechnical education in schools, new subjects were included in the curricula: the fundamentals of mechanics, chemical technology, technical drawing, model-construction, etc. A number of steps were taken to provide teacher training colleges with more modern equipment, and to set up new laboratories, workshops and specialized rooms for studying industry and agriculture. More time was allowed for teaching practice.

Special stress was laid on helping teachers of polytechnical subjects to gain and improve the skills necessary for giving instruction in manual work, fundamental mechanics, electrical engineering, plant cultivation and cattle rearing. Teachers specializing in these subjects can combine their ordinary work with study at a special one-year course.

MISCELLANEOUS

Social Work at School The Ministry of Education and public organizations took steps to provide better conditions for school work. In many localities the soviets supplied textbooks for pupils of the first to fourth

years free of charge. In a number of regional centres and bigger cities, special groups were organized for schoolchildren whose parents were working. The children stayed after school for four or five hours, doing their homework, playing games, working in clubs, taking part in amateur art activities or model-making, etc. Canteens were organized in the schools, where children could get a hot meal at a cheap price. These measures proved very effective in introducing universal seven-year education, preventing the children from leaving school, and improving the standard of education. Highly commendable work was carried out by schools and extra-school establishments in developing schoolchildren's amateur activities.

Children's Social Work Schoolchildren took part in planting trees and shrubs and did other useful social work in their schools and residential districts. Their active participation in various mass undertakings has made for closer unity in children's communities and enhanced the role of the young pioneer organizations. This work has assumed an especially vigorous character in connection with the forthcoming World Youth Festival.

CAMBODIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Budget — School Building — Quantitative Development — Medium of Instruction — New Faculties — Methods — Textbooks — Teacher Training

Budget The budget of the Ministry of National Education, showing an increase of 18% as compared with 1955-1956, is as follows (expressed in piastres):

	1955-1956	1956-1957	Increase
Staff.	340,808,550	413,974,400	+ 73,165,850
Equipment	<u>42,803,349</u>	<u>57,870,000</u>	+ 15,066,651
Total	383,611,899	471,844,400	+ 88,232,501

These totals are equivalent to 3,836,118,990; 4,718,444,000; and + 882,325,010 French francs respectively.

School Building A considerable effort has been realized this year in the field of school building. In fact, achievements are greater than appears from the allocations shown in the national budget, as the people have contributed by gifts and subscriptions to the building of a great many schools, particularly at the primary level.

Quantitative Development The 1956-1956 school year has witnessed great progress in the development of primary education. For the upper primary stage there were 607 schools in 1956-1957, as against 423 in 1955-1956, i.e. an increase of 184 schools; for the lower primary stage the figures were 871 schools as against 894 in 1955-1956, a decrease of 23 schools which have been converted into upper primary schools.

Traditional national education (pagoda schools for the lower primary stage) had 1,470 schools against 1,455 in 1955-1956, i.e. 15 more.

Great efforts are being made to develop secondary education. To the existing establishments (3 lycées, 1 teacher training school, 8 *collèges*), have been added, since September, 1956, the provincial secondary schools (*collèges*) of Kratié and Pursat, each with two entry classes (6th class).

Medium of Instruction There is a change in primary education: the national language is used as the medium of instruction in the first stage (infant, preparatory and elementary classes), while French is introduced only from the beginning of the second stage (middle school, first year).

New Faculties At higher level, the National Institute of Legal, Political and Economic Studies has become a faculty of law.

¹ From the report sent by the Ministry of National Education of Cambodia.

Methods The use of ideo-visual material, recommended by Unesco for basic education, is still in the planning stage.

Textbooks In secondary education, the most modern textbooks published in France have been introduced in the philosophy and experimental science classes (last year of secondary education). In primary education a special commission has undertaken the preparation of a series of textbooks in the national language.

Teacher Training Upper secondary classes have been started in the teacher training school at Phuum-Penha as from September, 1957, in order to turn out teachers with the baccalaureate, who will be appointed, under the statute, as primary school teachers.

CANADA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Innovations* — *School Inspection* — *Educational Surveys* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *Administrative Units* — *New Secondary Schools* — *Structural Changes* — *New Universities* — CURRICULA, SYLLABUSES — *Physical Education* — TEACHING STAFF — *Measures to Combat Shortage* — *Training* — *Status* — MISCELLANEOUS — *Handicapped Children* — *Education of Indians and Eskimos*

INTRODUCTION

On the whole, the year under review has been one of consolidation and extension of existing services rather than of embarkation upon new programmes. In several provinces extensive surveys are under way, with a view to revision or modernization of administration, school finances, curricula, and teacher training; the results of these surveys may have a considerable influence upon the development of education in Canada during the next few years.

ADMINISTRATION

Innovations Major reorganization of the administrative structure of the Ontario Department of Education took place during the year in order to ensure greater efficiency of operation and a more equitable distribution of the greatly increased work-load stemming from the rapid expansion of the school population. This reorganization has involved the creation of a number of new positions and a realignment of functions in others. The most important feature was the division of the office of Deputy Minister of Education into two positions, Ontario thus becoming the first Canadian province other than Quebec to have more than one such official. Another new development was the creation of the post of superintendent of curriculum; previously, the supervision of curriculum for this province was the responsibility of a committee consisting of two officials of the Department, one for primary and one for secondary education.

An entirely new department known as the Professional Development Branch has been set up to cooperate with school principals and inspectors in giving special assistance to primary teachers of limited experience and training. It may also aid in supervising summer courses and undertake research. In-service assistance to teachers has always been a function of school inspectors, but their administrative responsibilities have greatly

¹ From the report submitted to the XXth International Conference on Public Education by Mr. A. McCALLUM and Miss C. ROULEAU, Delegates of the Canadian government.

increased over the past few years, leaving them with decreased time for supervision. No new branch has so far been introduced for secondary school teachers, but a secondary education official has been named to cooperate with secondary school inspectors and principals in providing similar assistance for new teachers.

School Inspection In Ontario, the dual system of inspection of secondary schools, described in detail in the report for 1952-1953, is now in full operation, and the entire province is provided with resident district inspectors for secondary schools. There has been an increase in the number of primary school inspectors and an adjustment of inspectorial areas. In British Columbia, 59 of the 82 large administrative units have now appointed their local school inspector as executive education officer on the board (local education authority). It is expected that within the next few years each unit will have its own inspector working with it as local superintendent of schools.

Educational Surveys As was noted above, special surveys of education are being carried out in several provinces. In Manitoba, a royal commission has been appointed to survey the entire education system of the province. In Prince Edward Island, a special committee of the legislature was appointed to examine education in the province; the findings and recommendations of this committee have been laid before the legislature, but are not yet generally available. In Saskatchewan, a provincial-local government conference was held, attended by representatives of the education and municipal authorities. The purpose of the conference was to review the present situation with respect to local boundaries and finance, and steps have been taken to establish a permanent committee to study generally the problem of local government. In the same province, a comprehensive study of rural education, together with recommendations for its improvement, was published as one of the reports of a royal commission on agriculture and rural life.

Budget Education budgets continued to increase sharply during the period under review. Unfortunately, because of provincial variations in methods of financing education and calculating statistics, it is virtually impossible to provide reliable current figures. However, data recently released by the Dominion Bureau of Statistics show that, in 1953, overall expenditure on formal education in Canada totalled about \$ 625 million (including higher education and private schools, but excluding expenditure on apprenticeship, adult education, libraries, etc.). Provincial operational and capital grants to local education authorities were substantially increased in several provinces. In Manitoba, new legislation made provision for capital grants for school construction, whereby the province will contribute 20% of the principal and interest on debenture issues by school boards. Previously capital construction grants were not made; school districts issued debentures, and the provincial government paid 20% of the debenture instalment each year.

School Building In all provinces the level of activity in school building remains very high, and, although complete figures on the number of new schools constructed in 1956 are not yet available, it may safely

be assumed, on the basis of data provided by various provinces, that the total of approximately 7,100 new classrooms reported for 1955 was exceeded.

ORGANIZATION

Quantitative Development In the 1955-1956 school year (the latest for which complete figures are available) overall enrolment in publicly controlled primary and secondary schools was approximately 3,170,000, an increase of about 5.5% over 1954-1955. Much of this increase was concentrated in the middle classes of primary schools and in the secondary schools. The rate of increase in kindergarten and class I, however, declined somewhat (9,500 more than in 1954-1955, whereas between 1953-1954 and 1954-1955 the increase was 20,000).

Because of the variations between the different provinces (described in last year's report), figures for primary and secondary school enrolments can be no more than an approximation. However, primary school enrolment for 1955-1956 totalled approximately 2,690,000 (2,560,000 in 1954-1955), while secondary school enrolment rose to about 472,000 (432,000 in 1954-1955). Numbers for children with physical or mental handicaps, totalling almost 16,000 in 1955-1956, are not included in the above.

The total number of teachers in all Canadian public primary and secondary schools in 1955-1956 was 117,250.

It is estimated by the Dominion Bureau of Statistics that on December 1st, 1956, full-time enrolment in institutions of higher education (exclusive of teacher training schools other than faculties of education) was 78,100 (+9.1%).

Compulsory Schooling In Ontario, the minimum compulsory school age was lowered by a law requiring local education authorities to admit in September any child who would attain the age of six years before the end of the following December. Previously, if a child's sixth birthday fell after the first day of the school year, attendance might be deferred until the succeeding school year.

Administrative Units Steps to extend the large school administration unit system are reported from two provinces. The most common type of large school administration unit is an area in which a number of small school districts, each formerly controlled by a local school board, have been combined under a single board representing the whole area. In Manitoba, two new "secondary school areas" were formed, each embracing approximately 30 small school districts; but whereas all secondary education comes under the jurisdiction of one secondary school board, primary education continues to be the responsibility of local boards.

New Secondary Schools In Newfoundland the recently instituted system of regional (centralized) secondary schools was expanded by the opening of a new school described as the largest and most modern in the province. The provincial Department of Education has undertaken to provide half a million dollars a year for the next ten years to allow the various religious denominations to erect and equip regional secondary schools. The provincial government will also give financial assistance in transporting pupils.

Structural Changes A complete reorganization of courses of study, now practically complete in all the major centres of the province of Quebec, will have the effect of eliminating from the provincial school system the *écoles complémentaires*, roughly equivalent to the junior high school in other provinces. Under the new system the primary school comprises the first seven years and the secondary school the last five. The secondary school programme is divided into a number of separate sections or specialized courses which vary in length from two to five years, and include the newly introduced classical course, equivalent to the first four years of the complete classical college course described in the report for 1954-1955.

By contrast, in Ontario, where the school system comprises eight primary years and five years at secondary level, local education authorities in a number of urban areas are experimenting with an intermediate division. This experimental organization is taking two forms: in some centres, a 6-2-5 plan has been set up, in which the last two primary years are considered as upper primary education; other authorities have instituted a 6-3-4 scheme, similar to that in operation in several of the provinces, comprising primary school (grades I to VI) a junior high school (grades VII to IX) and a senior high school (grades X to XIII).

New Universities Two new universities have been created with the raising of two former classical colleges in Ontario and Quebec to the status of degree-granting institutions. Both are expanding existing premises and establishing new faculties.

CURRICULA, SYLLABUSES

Physical Education During the year, several provinces introduced new courses in physical education at the primary and junior high school level. In Saskatchewan, a large-scale experiment in cooperative curriculum planning, which has extended over several years, culminated in the introduction into the primary schools of a completely revised syllabus which lays greater emphasis on hygiene practices, a healthy outlook, and physical development. A new experimental course in health and physical education was introduced in grades I to III in Ontario, and in Alberta a revised course in health and personal development went into effect in the junior high schools.

TEACHING STAFF

Measures to Combat Shortage The demand for teachers still considerably exceeds the number graduating from teacher training colleges and faculties of education, and provincial education authorities are still obliged to fill the gaps in a variety of ways: emergency short courses at primary and secondary level, the encouragement of married women to return to teaching, particularly in the rural areas, and the recruitment of teachers from the United Kingdom. The attention of education authorities remains focussed upon the recruitment of suitable persons and the retention of those in service.

In Newfoundland, representatives of the Department of Education, the university, the teachers' association, school trustees, parent-teacher

associations, municipal government and the fishing industry, met at a conference to discuss the province's chronic teacher shortage and to suggest emergency and long-term measures for its improvement. A number of active steps stemming from the deliberation of this conference have already been taken. These include : (1) the setting up of an academic summer school for students wishing to enter teacher training courses, but who lack one or more subjects for matriculation; these students will be eligible for the same financial assistance as is given to teachers seeking in-service training; (2) the establishment of a loan fund to assist teachers, particularly those who are married, to complete their university studies; (3) the setting up of a fund to help local education authorities provide residences for married teachers. In addition, the Department of Education has modified the grading of teachers in favour of experienced teachers returning to the profession. In the past such teachers often found that their original certificates had lapsed, so that on returning to the profession their salary status was lower than when they left it; under the new regulations only one year will be required to reinstate them in their former position.

New moves designed to improve the supply of secondary teachers are reported from Manitoba and Ontario. In the former province, provision has been made for a three-year summer course designed to attract students who have had three or more years at the university but no professional training. The scheme provides for a twelve-week course in the first year, followed by six-week courses in each of the two succeeding years. Students successfully completing the first session will be granted authority to teach for one year in schools designated by the Department of Education. On completion of the second session, an interim teaching certificate will be awarded, permitting them to look for a post on the same basis as other teachers. Completion of the third session, followed by two years' successful teaching, will lead to a permanent certificate.

In Ontario, a teacher recruitment council has been formed, to study means of obtaining an adequate supply of secondary school teachers. The council includes representatives of the school trustees, superintendents of secondary schools, the Department of Education, and the provincial secondary teacher training college.

Training In Saskatchewan, a comprehensive survey of the content and structure of teacher training in the province is being carried out by a committee consisting of representatives of the Department of Education, the provincial university and other organizations. Among the matters under study are the implications of raising entrance requirements to teacher training institutions, the selection of candidates, the general nature and content of the curriculum and the benefits to be derived from complete or partial integration of the training college (administered by the Department of Education for the training of primary teachers) and the university faculty of education. Results of the committee's findings will be dealt with in later reports as they become available.

In Prince Edward Island, where all teacher training was formerly carried out at the provincial training school under the jurisdiction of the Department of Education, an independent university has been authorized to provide courses in education which will be recognized

for the award of a teacher's certificate. The Department of Education will grant first class certificates to graduates in arts or science who successfully complete prescribed courses in educational psychology, teaching method and practice teaching. Temporary certificates valid for one year will be granted to undergraduates after one year's university study in addition to the above courses in education; these certificates may become permanent after further university training.

Status Teachers' salaries continued to rise moderately, and in the provinces of Saskatchewan, New Brunswick and Manitoba legislation provided for substantial improvement in pension plans; in the last-mentioned province this has had the effect of practically doubling pensions. Also in Manitoba, the Public Schools Act was amended to provide for collective bargaining between teachers and school boards.

MISCELLANEOUS

Handicapped Children The education of children of severely retarded mental development (usually, I.Q. below 50) continues to receive considerable attention. Private schools for such children are now in operation in all provinces most of which have made provision for some type of financial assistance in their maintenance. Within the school systems, additional provisions are being made for the physically handicapped and for children with I.Q.'s of from 50 to 80, who are regarded as educable within certain limits. Special classes for these children, originally confined to major urban centres, are now spreading to smaller centres. Developments during the year included: in Ontario, an extension of special services to rural areas through the appointment of itinerant teachers; in Manitoba, several school districts outside the major urban centres have opened classes for slow learners; the Department of Education makes more generous grants for these classes than for regular classes; in Saskatchewan, new classes for physically handicapped children were opened in two cities, as well as classes for severely retarded children in three cities. In Nova Scotia, special summer courses for teachers of mentally and physically handicapped children have been instituted.

Education of Indians and Eskimos The education of Indians and Eskimos is the responsibility of the federal government, rather than of provincial authorities.

With the development of Canada's northern territories, an extensive programme of school construction is being carried out by the administrative branch of the Department of Northern Affairs and National Resources, which is responsible for the education of Eskimos. This group presents particular problems, since the Eskimos are largely nomadic, and permanent schools for their children must either include residential facilities or be established at points where nomadic groups remain for relatively long periods. During the year under review six new schools were constructed and additions to four others came into use. Preliminary work was done on a large school which will provide hostel facilities for some 150 students. It is anticipated that by the beginning of the forthcoming school year work will be complete on a further six schools, and a 14-room school with a 200-bed hostel will be opened. Several new schools and hostels are in the planning stage.

Vocational training facilities for Eskimos are being expanded to meet new northern employment opportunities. During the year, approximately \$ 40,000 were spent on vocational training for adult Eskimos, which included special courses in motor mechanics, woodwork and electricity, as well as nurses'aid and commercial courses.

The education of Indians is under the jurisdiction of the Indian Affairs Branch of the Department of Citizenship and Immigration. 410 Indian day-schools and 64 residential schools, employing a total of 1,059 teachers, were in operation in 1956-1957, and approximately \$ 4 million were spent on new school construction. It is the policy of the Indian Affairs Branch to integrate, wherever possible, the education of Indian and non-Indian children through the admission of Indians to provincial schools, particularly at secondary and university level (and in some cases to private schools). Grants are paid by the Indian Affairs Branch to assist these schools; during the year such grants totalled approximately one million dollars.

CEYLON

EDUCATIONAL PROGRESS IN 1956-1957 ¹

General — Technical Education — Science Teaching

General The new educational policy set out in the White Paper in 1950 and incorporated in the Education Act of 1951 was continued, together with the school system it established.

The conversion of the medium of instruction from English to Swabasha (Sinhalese and Tamil) was further extended. In 1955, Swabasha was already used in all eighth-year classes. In 1956 it was introduced into the pre-Senior School Certificate class, and in 1957 into the Senior School Certificate class, the pre-Higher School Certificate class and the Higher School Certificate class. In this way, students sitting for the university entrance examination in 1959 will be able to take the examination in the Sinhalese or Tamil medium. Provision has been made, however, for the teaching of science subjects and mathematics in English if schools find it difficult to supply the necessary teachers. At the same time, the newly established department of Swabasha has continued the production of glossaries of technical terms in science and technical subjects, and also the translation into Sinhalese and Tamil of standard English textbooks in these subjects. Progress achieved in translation work is satisfactory, although translations are not yet available in all subjects.

Technical Education In 1956-1957, a considerable amount of equipment was given, under the Colombo Plan Technical Aid Cooperation Scheme, by several countries, i.e., the United Kingdom, Australia, New Zealand and Canada, for the completion of the initial stage of the project on the development of handicraft teaching in schools. The administrative organization of the department has been reinforced with the appointment of an assistant director for this particular field. The scheme has been successfully launched, but several significant problems still call for attention. Firstly, there is the lack of appreciation in many quarters, of the place and function of handicrafts in a secondary school. It is generally recognized that it is important and worthwhile, but no such unanimity exists in relation to the ends that it should serve. With the influx of trained teachers into the school workrooms, the present attitude will, it is hoped, change in the desired direction. Further there is the absence at present of a coherent, intimate and functional link between this section of education and others, especially science, home science and health education. It is hoped that the gradual change in attitude will allow science and home science teaching to develop naturally so as to

¹ From the report sent by the Ministry of Education of Ceylon.

facilitate the growth of a healthy relationship. Problems such as these are coupled with other organizational problems relating to the distribution of appropriate material in sufficient quantity for use in the workrooms.

Science Teaching

The year 1956-1957 has been most significant in view of the attempts that are being made at reorganizing the teaching of science in the schools, in collaboration with Unesco and its advisors. The reorganization covers all aspects of science teaching: course content, teacher training, laboratory facilities and administrative organization. The scheme has been drawn up bearing in mind the aims of science teaching in the social context of Ceylon. Advisors made available by Unesco are associated with appropriate departmental officers in working out this project. No organized administrative unit for science has so far existed in the Department of Education. It is presumed that as a result of this scheme such a unit will arise.

As a necessary corollary, a science scholarship scheme at the eighth year level is being evolved for the benefit of rural students who show suitable interests and aptitudes. Five hundred such scholarships have been granted and the progress of the scheme is being watched with interest. The success of the project is intimately linked up with factors such as the medium of instruction, availability of texts and general reading material, and the organization of science teaching in the schools. No effort is being considered too great to operate this scheme successfully.

The training of science teachers is being carried on at the Maharagama government training college. An analogous unit will be established at Palaly. In all the other training colleges, general science is being studied. Unesco advisors are addressing themselves in particular to this aspect of the reorganization scheme, but it is too early to report progress.

Attempts are being made to organize intensive vacation refresher courses. One such course for general science in-service teachers will be organized in August this year at the Maharagama government training college. This will relate to the teaching of general science in a rural environment with limited facilities. The "Unesco Source Book for Science Teaching" is being used as a general guide, as are also the handbooks on the teaching of science in tropical countries. Every effort is being made to demonstrate convincingly that the schemes of work in these books are feasible. Efforts are also being made to organize a Unesco travelling exhibition in Colombo.

CHILE

EDUCATIONAL PROGRESS IN 1956-1957 ¹

School Building — Quantitative Development — New Technical Body

School Building In spite of a limited budget, the various governments endeavoured to provide a solution to the problem of the shortage of school buildings. In this, the Ministry of Education enjoyed the unreserved collaboration of representative bodies such as local councils, town councils, parents' associations, etc. whose assistance took the form of the donation of sites and materials and of financial contributions to building work. The School Building Society (*Sociedad Constructora de Establecimientos Educacionales*), which already had positive achievements to show a few years after its foundation, deserves special mention. It is a limited company set up for 30 years and aims to build or adapt premises for teaching establishments on public or private sites acquired for this purpose.

Until 1955, the budget of the Ministry of Public Works included an allocation for school building which, in that year, totalled 1,500 million pesos. The withdrawal of this subsidy is due to the passing in 1954 of law No. 11766 placing at the government's disposal funds for the building and repair of school premises, the purchase of school equipment, etc. The effectiveness of this law can be seen from the fact that last year's credits from it totalled 1,421,675,546 pesos, which, added to the balance remaining on 31st December, 1955, resulted in investments of 1,374,004,724.

Quantitative Development A strong impetus has been given to the setting up of primary, secondary, technical and higher educational institutions. In primary education 86 new schools were established, bringing the total to 5,366 schools throughout the country. These schools were attended by 741,939 pupils, a considerably higher figure than that for 1955 (598,898). The general department of secondary education has set up 8 lycées, making 119 in all; these new lycées were able to accommodate 4,200 more pupils, so that secondary school enrolments rose to 76,967. Of these 8 new lycées, 3 are evening schools; this is the first time schools of this type have been introduced in public secondary education. The general department of agricultural, commercial and technical education has also increased the number of its schools by the institution of commercial evening classes, special fifth and sixth-year courses for certificated secondary pupils and those from teacher training schools, technical courses for women at the commercial colleges in Linares and Angol, and evening classes in cooperativism as part of commercial training.

¹ From the report sent by the Chilean Ministry of Education.

In 1956, agricultural schools were opened in La Serena and Romeral in accordance with recently approved plans. Teaching establishments under the general department of agricultural, commercial and technical education are to serve, in collaboration with the Ministry of Agriculture, as experimental centres for the agricultural development projects sponsored by the government in the areas of Chillán and Linares. The agricultural schools in Quillón and Panimávida are taking a particularly important part in this work.

New Technical Body New possibilities have been opened up by the founding of the Public Education Supervisory Council (law-decree No. 104 of 3rd June, 1953) to contribute to the co-ordination of various educational services.

Among questions studied by the Council last year were : regulations for school cooperatives, regulations for private lessons given on payment of fees in schools attached to lycées, plans for a flexible curriculum in the lycées (examination of the running of these courses and new regulations), plans for modifying clause No. 68 of the general primary school regulations on the number of pupils per class, entrance regulations for the experimental art school, etc.

As regards curricula, the Council has studied : (a) curricula plans submitted by the general department of agricultural, commercial and technical education for the second stage of agricultural education, evening commercial institutes, accelerated training courses at the agricultural school in La Serena, first class industrial schools (refrigeration, heating and plumbing sections) and the professional stage and the fifth common year of industrial education; (b) a plan for collaboration between the higher teacher training college and the experimental art school in order to train specialist art teachers; (c) a general training plan for agricultural education submitted by the general department of agricultural education.

CHINA (Republic of)

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — Budget — ORGANIZATION — Quantitative Development — Duration of Compulsory Education — New Establishments and Departments — CURRICULA, SYLLABUSES, METHODS — Modifications — New Methods — TEACHING STAFF — Training Courses — Primary Teachers' Seminar — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — Education on the Air — University Evening Classes

ADMINISTRATION

Budget The following table shows the allocations for education of the central, provincial and local governments in 1956-1957 as compared with the preceding year; the sums are expressed in new Taiwan dollars :

	1955-1956	1956-1957	Increase
Central government . . .	72,869,592	99,421,420	+36.44%
Provincial government . . .	207,867,624	257,340,584	+23.80%
Local government	400,094,936	472,782,513	+18.17%

ORGANIZATION

Quantitative Development The following table shows enrolments for 1955-1956 and 1956-1957, and the increase or decrease per cent :

	1955-1956	1956-1957	+ %
Primary schools	1,244,029	1,344,432	+ 8.07%
Secondary schools	146,361	170,940	+16.79%
Vocational schools	60,397	65,903	+ 9.12%
Teacher training schools . . .	6,782	6,893	+ 2.96%
Junior colleges	3,321	4,131	+24.39%
Higher level institutes	6,586	6,207	— 5.75%
Universities	8,267	12,268	+48.40%
Supplementary education . . .	185,389	156,989	—15.32%

Duration of Compulsory Education The period of free compulsory education is now six years, but it is planned to extend the period to nine years in the course of the next four years. The serious problem at present is the shortage of secondary schools. The project for further development both in quality and quantity of lower secondary schools was first implemented in 1955. The enrolment in secondary schools of pupils from the primary schools for the academic year 1956-1957 has been raised to 50%, as compared with 39% in the previous year. It is hoped that these enrolments will reach 90% in five years' time.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. OU TSUIN-CHEN, Delegate of the government of the Republic of China.

In the first year of the five-year plan, the county of Hsin-chu has been assigned as an experimental area for the academic year 1956-1957. An investigation has shown that 51.07% (4,564 pupils) of primary school leavers intend entering the lower secondary schools in the county. To meet the need of increasing enrolments, newly established schools or new school buildings in existing schools were all completed in each of the 19 *hsiang* (districts) of the county in the year under survey.

**New University
Departments and
New Establishments**

The graduate school of nuclear science of the Tsing Hua national university was established in the autumn of 1956 for the purpose of atomic research; this institute will also serve as a training centre for specialists in nuclear physics.

To meet the needs of the community as well as of the country at large, the Ministry of Education has granted university status to the provincial college of engineering, renamed the Chen Kung provincial university of Taiwan; it comprises three faculties: arts and science, engineering, and commerce. The university has 2,132 students.

A school of pharmacy and a school of nursing have been added to the Taiwan national university.

Three new departments: political science, economics and sociology, have been added to the Tung Hai Christian university.

Two new departments: chemistry and botany, were added to the Taiwan provincial college of agriculture in the autumn of 1956.

A department of Chinese literature was added to the law school of Soochow university in the autumn of 1956.

A hydraulic engineering training department was added to the Chung Yuan polytechnical institute last autumn.

Evening classes have been started at the provincial Institute of Law and Commerce for graduates of the former college of public administration of the province of Taiwan, so that they may complete their bachelors' degree in a period of at least three years.

There are at present nine schools for the training of primary and kindergarten teachers. Because of the increasing need for teachers at primary and kindergarten level, a provincial training school at Chiayi is expected to open in August, 1957.

In order to train skilled workers for the textile industry, the Luho private vocational school for adults was established in 1956, with three divisions and 99 students.

The Shih-chieh vocational school of journalism, a private establishment for adults, has been founded to train newspaper staff.

CURRICULA, SYLLABUSES, METHODS

Modifications

Entrance requirements for the teacher training college have been revised by the Ministry of Education. The list of compulsory subjects has also been revised; they are now Chinese, English, history and geography, education, industrial education (industrial division), civic education, domestic science, hygiene and physical education, art, music, physics and chemistry, natural history, mathematics and technical education (industrial division, for training workshop staff).

The general syllabus of the engineering college has been revised by the Ministry of Education.

Since junior agricultural school leavers are too young to take up employment immediately, the three-year course in these schools has been extended to five years; the Yilan provincial agricultural school has put this into effect and the results have proved most satisfactory. For this reason five more junior agricultural schools (Chiatung, Sunfeng, Peimen, Silo and Minhsiung) have been appointed to try out the same system.

In order to improve the training in Chinese language for students of provincial teacher training colleges, a Chinese language intensive training centre was established last year so that they might have little or no difficulty in passing the examination in Chinese which they must take before graduation.

New Methods Teaching methods at primary level have much improved. The project and supervised study methods have been widely used in the first four years of primary education.

TEACHING STAFF

Training Courses To meet the inadequacy of lower secondary teachers, a special programme, leading to no particular diploma, has been introduced in the provincial teacher training college; training courses in physical education, industrial arts, and journalism for Chinese living overseas were added to the education department, courses in Chinese, English, art and music to the arts department, and a course in mathematics to the science department.

Primary Teachers' Seminar In order to improve the quality of primary teachers, the Ministry of Education, in collaboration with the provincial department of education, has sponsored a primary teachers' seminar for in-service training. At first, a pilot class was opened to 59 selected teachers for a three-week course, after which they became assistants at the seminar.

The participants at the seminar were selected from different schools in the various districts of the country. Four courses each with 120 teachers had already been held up to May, 1957. Since this training has proved very fruitful, it is expected that the seminar will continue for some time.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Education on the Air As it is most important that Chinese living overseas should be able to continue their studies, the Ministry of Education organized last October "Education on the Air" courses at university level. The courses for the first year laid emphasis on Chinese culture, namely, Chinese language, history and geography, with lectures on specific subjects. All lectures were published in the "Education on the Air Weekly", which has functioned as a link between listeners and the Ministry. Orders for the "Weekly" and response from listeners show that the programme has reached all over South-East Asia and Australia, but it is not yet known whether it has also reached North or South

America. It is hoped that the Education on the Air programme will gradually become a "university of the air".

**University
Evening Classes**

Owing to the keen interest in learning shown by adults who have had no chance to study at the university, evening classes have been organized by the national university of Taiwan since September, 1955. During the first semester only 50% of the applicants for admission could be accommodated. Since September, 1956, the Chen Kung national university, the provincial teacher training college and the provincial junior engineering school have each introduced evening classes. At the end of each semester there is a final examination. Those who pass it are given marks and classed, but there are no diplomas.

CUBA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *School Building* — *Educational Equipment Committee* — *Private Education* — ORGANIZATION — *Literacy Campaign* — *Primary and Secondary Education Seminars* — CURRICULA, SYLLABUSES, METHODS — *Upper Primary Syllabuses* — *Children's Week* — *Visits to the National Museum* — *Medical College Prize* — "*Sea Day*" — TEACHING STAFF — *Further Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pilot School Library* — *School Meals* — *School Health*

ADMINISTRATION

School Building With the completion of more than 60 school units and 600 rural establishments ends the first stage of the school building plan. All the schools now open have been equipped with the necessary furnishings and materials. The rural schools consist of one classroom with premises for practical work, while most of the urban schools comprise from 8 to 10 classrooms, kindergarten, administrative offices, work rooms, refectory, porter's lodge, cloakrooms, playgrounds, gardens, plots for cultivation, etc.

This school building plan is to continue, and the government is determined to provide all schools, primary, secondary and technical, with buildings offering the most favourable possible conditions for education.

Educational Equipment Committee A committee has been set up by ministerial decision for the acquisition of educational equipment for primary schools. It is composed of representatives of kindergartens, teachers of handwork, music, drawing, etc.

Private Education Rules have been laid down as regards attendance and instruction in private schools. These function under the same conditions as official primary schools.

ORGANIZATION

Literacy Campaign A literacy campaign has been worked out which will eliminate illiteracy throughout the country by means of the gradual introduction of an educational programme the aim of which is not only to teach adults to read and write, but also to provide them with essential basic education. Anti-illiteracy activities will be co-ordinated with regular school education by the Ministry of Education.

The headmasters' commission has thanked the press for the literacy campaign carried on in the most important national newspapers and

¹ From the reply sent by the Cuban Ministry of Education.

magazines and has appealed to teachers and inspectors to cooperate in the scheme.

At school inspectors' meetings, held annually in each province, inspectors have studied and discussed the causes of illiteracy. They were further advised to work out measures to advance the literacy campaign.

Primary and Secondary Education Seminars To make known the extent and material of last year's seminars on primary and secondary education, the work of the various commissions has been published. The volume on primary education is divided into five parts: (1) aims of primary education in Cuba; (2) curricula; (3) syllabuses; (4) educational problems from the sixth class onwards; (5) the present state of education and possible solutions. The secondary education volume deals with the following points: (1) aims of secondary education in Cuba; (2) curricula and syllabuses; (3) technical and administrative problems; (4) secondary education teaching staff. Certain points in the conclusions reached by these seminars are gradually being put into effect and the publication of the results of the work will help achieve further improvement in education.

CURRICULA, SYLLABUSES, METHODS

Upper Primary Syllabuses The work of the primary education seminar showed clearly the need to revise upper primary education syllabuses to bring them into line with present day needs. The necessary changes are now being studied.

Children's Week Children's week is considered very important. In both public and private schools cultural events began with a day devoted to the motherland, followed by a school excursions day, a child health day, a school and teachers day, a children's spiritual welfare day and a day for physical exercises and sports competitions.

Visits to the National Museum In order to bring pupils into contact with the artistic, cultural and patriotic treasures of the national museum, visits were organized, within the framework of regular primary school activities, for state school pupils of the town of Havana.

Medical College Prize The national medical college has offered a prize to be awarded annually to the three upper primary school pupils who write the best essays on the subject proposed.

"Sea Day" Teachers have been instructed to devote a whole day to the study of the sea, in order to arouse in public and private primary school pupils an appreciation of the sea and the wealth it contains.

TEACHING STAFF

Further Training Numerous further training courses for teachers in service have been organized in most of the educational districts of the Republic. The practical side of these courses has been stressed by making the participants carry out experiments of real educational value.

Scholarships for study abroad have been awarded to primary teachers. Cuba maintained students at the interamerican rural teacher training college at Rubio, Venezuela, where they are specializing in rural teaching. Students have also been sent on scholarships to the regional basic education centre at Patzcuaro, Mexico.

Status Educational legislation on the appointment, transfer and promotion of kindergarten teachers is at present under examination. The proposed changes are intended to improve present competitive examination procedure.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pilot School Library The Ministry of Education, in close cooperation with the Unesco regional centre for Latin America at Havana, has set up a pilot school library as a model for other school libraries in the country. The scheme was approved by the intergovernmental advisory committee for the extension of primary education in Latin America.

School Meals During the year the national organization for school and people's canteens extended its services by providing the most important school centres with suitable canteens. The construction of many new school buildings has provided the opportunity of installing modern refectories in schools.

School Health The department for school health has rendered great service. The campaign launched by doctors and dentists was supplemented by periodic visits and check-ups for the pupils. In rural areas, midwives and nurses have performed useful work in the rural missions run by the Ministry of Education.

CZECHOSLOVAKIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Reorganization* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES, METHODS — *Kindergartens* — *General Education Schools* — *Special Schools* — *Teacher Training Schools* — *Vocational Schools* — *Higher Education* — *School Equipment* — *Educational Films* — *Textbooks* — TEACHING STAFF — *Numbers* — *Training* — *Further Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Social Assistance* — *Youth Movements* — *Parents' Associations* — *Educational Science*

ADMINISTRATION

Reorganization The Ministry of Education, the Ministry of Culture and the State Department for Church Affairs were merged into a single Ministry of Education and Culture in 1956.

The authority of the Ministry of Education and Culture extends to schools of all grades and types, to educational and cultural organizations, enterprises with a cultural aspect such as films, radio, publishing and the book trade, the manufacture of school aids and equipment and to organizations providing popular entertainment for working people.

In principle, the Ministry of Education and Culture exercises the following three functions: (1) direction (ideological guidance, educational method, drafting clear educational concepts and prospects); (2) standard setting (for matters of basic principle); (3) control.

The setting up and closing down of schools and educational establishments, with the exception of universities, vocational schools and teacher training schools, is being carried out by regional, district and local education authorities within the framework of the state plan for the development of the national economy. These authorities ensure, on the initiative of the working people and with their participation, the material conditions for the continued development of the educational establishments under their control.

A special place in the activity of the executive organs of national committees is occupied by the co-ordination of youth work, especially since the transfer of the social and legal protection of youth from the Ministry of Justice to the Ministry of Education and Culture. The work of the former offices for the protection of youth was taken over on 1st January, 1957, by the educational and cultural departments of the district national committees.

The responsibility for educational and cultural work lies, since the decentralization measures, with the national committees, which administer 41,461 units (schools, libraries, cultural centres, clubs of cooperative

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Bohumil МУСНА, Delegate of the Czechoslovak government.

farms, child nurseries in towns and villages) of which 23,322 are now administered by local committees, 17,131 by district committees and 1,008 by regional committees.

The responsibility of central inspectors has been preserved, but at the same time the work of regional and district school inspectors has been considerably broadened. District school inspectors now carry out general supervision of all schools and educational establishments administered by the educational and cultural departments of the district national committees; regional school inspectors are charged with specialized supervision of most schools and educational establishments.

Budget Expenditure on the building and running of schools and other educational and non-school establishments administered by the Ministry of Education and Culture, this year amounted to 6,956,428,000 crowns (6.4% more than in 1956). Expenditure on staff salaries rose by 11.8% and on equipment by 5.1%.

School Building The construction of school buildings occupies a prominent place in the second five-year plan. The Ministry of Education and Culture is now preparing plans for the construction of general school buildings by modern methods: prefabricated schools, use of blocks of brick or light concrete with prefabricated parts for ceilings and roofs, etc. During 1956-1957 kindergartens, primary schools and eight and eleven-year secondary schools continued to be built by the same methods. The double-shift system in large towns and cities is being reduced by the construction of school huts. A total of 91 huts were built in Prague last year to relieve the pressure on existing schools. More university buildings are being constructed. Development projects are being drafted for higher education buildings.

The 1957 state budget provides for the construction of a considerable number of new schools and other buildings which will result in more than 42,600 new places in general education schools and 1,400 new places in kindergartens. There are also funds for the improvement of new and existing schools of all grades.

In comparison with 1956, the number of kindergartens has increased by 1.7%, the number of classes in general schools by 2.7% and the number of school canteens also by 2.7%.

ORGANIZATION

Quantitative Development A characteristic feature of the 1956-1957 school year is the continued development of all types of school and the considerable increase in the number of pupils.

On 30th September, 1956, there were 252,780 children attending kindergartens (16,526 or 7% more than last year). This increase was of 6.4% in Czech regions and 8.5% in Slovakia. There is a growing tendency to provide full-day facilities in kindergartens.

The total number of general education schools is now 12,441 (+67). It is evident that with the growing number of pupils the need for space is also growing. In 1956-1957 the number of classes increased by 2,492 from 59,517 to 62,009. Compared with the previous year, the number of pupils in the first to eighth years remained substantially the same

and the number of pupils in eleven-year secondary schools increased by 8.9%. The number leaving the highest class of the eleven-year secondary schools was 70.3% higher than in the previous year.

The number of vocational schools increased from 612 to 660 and the number of classes from 4,452 to 4,533, including an increase in the number of classes in teacher training schools (from 508 to 553).

The number of university students increased by 2,937 full-time students of Czechoslovak nationality and 3,906 students taking part-time forms of study.

Special schools, particularly schools for weak and sick children, were further developed during the year. By the end of 1956 there were 627 special schools with 2,254 classes and 32,859 pupils. This number includes all special schools for children of pre-school age (3 to 6 years), school age (6 to 14 years) and apprenticeship schools for pupils from special schools (14 to 18 years).

Classes for working people provide, without interruption of employment, the same education as in ordinary schools of all types. Students may choose from among the various methods of study (evening schools, correspondence courses, etc.), according to their ability and their working hours.

The number of pupils taking these courses increases yearly, particularly at vocational schools where, in the 1956-1957 school year, it exceeded the planned number by 150%. The total number of these part-time students at vocational schools increased from 36,964 to 50,744 (+37.2%) and at eleven-year secondary schools from 11,208 to 12,250. A great increase has been recorded at vocational schools in Slovakia, where the number of part-time students increased from 8,830 to 12,805 (+46.3%). Evening classes are being introduced in factories in order to make it even easier for working people to attend them.

CURRICULA, SYLLABUSES, METHODS

Kindergartens New handbooks on method were issued for teachers in kindergartens in order to improve their teaching. Conferences on theoretical and practical problems of pre-primary education were held in some regions.

General Education Schools Further strides were made in polytechnical education in general schools. The introduction of new technical subjects and the more systematic application of polytechnical elements in natural science lessons, mathematics and drawing helps pupils to understand and use the laws of nature in industrial and agricultural production, familiarizes them theoretically and practically with the present state of industry and teaches them how to operate simple machinery.

The following new technical subjects were introduced: first to third years, woodwork (one hour a week); sixth year, practical lessons in school workshops and on school plots (two hours a week); ninth year, practical lessons in engineering, electronics and agriculture (two hours a week).

In 1956-1957 the essential conditions were established for introducing these new subjects in other classes next year.

The introduction of new technical subjects is being carried out simultaneously with the intensification and improvement of other polytechnical elements. In natural science subjects (physics, chemistry, biology) and in mathematics, laboratory and practical work is being introduced; great attention is being paid to visiting industrial and agricultural enterprises. The activities of technical and plant study groups are being further developed.

The material conditions for polytechnical education have been considerably improved during 1957. The state allocation for laboratory equipment for natural science subjects, for the purchase of school aids and for the equipment of workshops and plots was almost doubled. Factories and associations of parents and friends of the school provide valuable assistance by donating machinery, tools, materials and even money to their schools. The government decision of February, 1957, ensures all the necessary material conditions for introducing polytechnical instruction.

Drawing was also introduced in the eighth class. Among optional subjects, conversation lessons in another modern language were introduced in the ninth, tenth and eleventh classes, music lessons in the eighth to eleventh classes and housecraft in the sixth to eighth classes.

Concrete instructions for improving the teaching of all subjects were issued. On the basis of new pilot syllabuses approved by the Ministry of Education and Culture on the recommendation of a central educational commission composed of scientific workers and teachers' representatives, work has been started on trial textbooks for all subjects in the first, second, sixth and ninth classes. These textbooks will be issued by the beginning of the next school year for experimental use in fifty schools which have asked to cooperate in this research.

Special Schools All types of special school for children of school age and apprenticeship schools for the blind, deaf and dumb and mentally retarded have new curricula and syllabuses. New curricula are being worked out for defective children of pre-primary age.

Teacher Training Schools Curricula and syllabuses of training schools for primary and kindergarten teachers were redrafted with greater emphasis on polytechnical education.

Vocational Schools Vocational school courses were mostly of four years' duration as hitherto. These courses follow on the general education course of the eight-year compulsory school.

Since more and more young people acquire their education at eleven-year secondary schools, secondary vocational courses for pupils leaving these schools have been newly introduced. These represent about one tenth of the total number of students enrolled in vocational schools. In view of the fact that they have already a better general education and are mentally more advanced this course lasts only two years instead of four. Almost exclusively vocational subjects, both theoretical and practical, are taught. The vocational qualifications of these pupils should be of the same level as those acquired after the four-year course. To begin with, those technical, economic, agricultural and health subjects have been selected in which the need for specialists is most urgent. In

future the number of pupils attending these courses and of the subjects which may be studied in this way will be increased.

Higher Education A discussion on curricula and syllabuses at university level is at present taking place. They have been amended to follow on the education provided at eleven-year secondary schools. Efforts are also being made to avoid the overworking of students. The discussions and amendments of curricula and syllabuses will be completed by 1959-1960.

School Equipment The centre for the manufacture of teaching aids has been transferred from the state educational publishers to the Institute of Vocational School Study. Over 110 prototypes of teaching aids have been prepared by this centre, including equipment for chemistry laboratories, a transformer for physics, etc. Among toys for kindergarten children is a set consisting of a tank lorry, mobile crane, tractor, power shovel, etc.

Educational Films The teaching aids centre has now been extended to include a department for films, filmstrips, epidiascope sets and gramophone records.

The number of films for instruction purposes has risen to 623. A series of colour films for lower forms on the four seasons has been completed. New films for physics and chemistry concentrate on difficult matter such as sound and its diffusion, centripetal and centrifugal force, transformation of molecules, electrolysis, etc. Films for physical training instructors and kindergarten teachers were also made. Great attention is being paid to filmstrips. Series of them, mostly in colour, are now being made for all subjects. Gramophone records for teaching the mother tongue as well as foreign languages have been made. Both full-length and medium-length films of Czechoslovak and foreign production have been chosen for showing in schools. The new Czechoslovak colour film for children, "Honzik's Journey", is particularly popular.

Textbooks As far as textbooks are concerned the important thing is to ensure a sufficient number for general education schools. By September, 1957, 7,485,000 copies of 111 textbooks for all eleven years had been published. In addition, 22,770 copies of 18 textbooks for special schools, 2 for German children (14,800 copies) and 6 for Polish schools (23,300 copies) were issued. The survey of the results of textbook experiments has been started in order to issue these in final form in 1960. The first stage includes textbooks for the first, second, sixth and ninth forms and certain textbooks for the fourth and fifth forms. A total of 31 textbooks with an edition of 68,600 copies will be issued. Literature other than textbooks is being issued according to plan and in the next school year a further 15 books will be published (430,600 copies). The quality of this edition is being substantially improved, books are well designed and provided with commentaries adapted to the pupils' age. They are very cheap so that all parents can afford them and children thus acquire a small stock of their own books.

The Ministry of Education and Culture has decided to issue textbooks and teaching aids for all special schools, particularly for blind, weak-

sighted, deaf and dumb and mentally retarded children. In all other special schools textbooks and aids approved for general schools or adapted from them are being used.

A total of 201,250 copies of 34 different textbooks will be published for use in teacher training schools.

In all, 804,650 copies of 91 books are being issued for vocational schools and in addition duplicated texts (187 titles) are being planned in copies corresponding to the number of pupils concerned, giving a total of 22 million pages.

For universities, textbooks are being published according to a long-term plan which provides for textbooks or duplicated texts to cover all subjects by 1960. In 1957, 57 textbooks with an average number of 2,000 to 3,000 copies will be published. In addition, paper and funds have been allocated for 268,910 copies of 695 duplicated texts. Collected volumes of scientific work help promote scientific activity at university level. In 1957, 16 Czechoslovak universities will publish 65 collected volumes of scientific work for which both paper and funds have been secured.

TEACHING STAFF

Numbers No substantial change in the number of teachers in kindergartens took place. In general education schools the number of teachers rose by 4,141 and in vocational schools by 903. In the universities, there were 123 additional professors and lecturers and 651 other teaching staff.

Training The training of teachers for all types of school has not notably changed. Pupils are accepted in training schools for primary and kindergarten teachers after completing the eighth class. The course takes four years and ends with a final examination. A new method of training teachers is now under review. A two-year course for pupils leaving the eleven-year secondary school will be started experimentally at primary teacher training schools in Prague in the 1957-1958 school year.

Two-year higher training colleges for teachers of classes VI to VIII and four-year training colleges for teachers of classes IX to XI and for teachers of general education subjects at vocational schools are attended by pupils from eleven-year secondary schools after they have passed their school leaving examination. It is intended in future to close down the higher training colleges so that the teachers of classes VI to VIII would also receive a full university education as do teachers of classes IX to XI at present.

Further Training The activities of institutes for the further training of teachers have been developed to help teachers in educational, professional and political work. A system of instruction on a national and regional scale has been introduced dealing mainly with the principles of teaching and taking into account the views of teachers. This activity is carried out on a district scale both by cooperation between teachers and district education centres and through educational associations and school councils. Good results have also been achieved in the training

of teachers for polytechnical instruction by means of professional courses, seminars and practical work. During 1956-1957 a general systematic study course has been started for young teachers with less than 15 years experience. About 3,500 teachers have taken part in this course.

Success has also been achieved in promoting the exchange of experience between teachers. More than 600 teachers summarized their experiences in "educational readings" and 120 of the best works have been collected for national use. Financial awards have been made by the Minister of Education and Culture for the best work.

Of great importance also are educational exhibitions organized by regional institutes and district centres. Teachers as well as the general public are able to see the concrete results of the work of good teachers. Theoretical and practical conferences are also being held at which teachers exchange ideas with specialists in education.

Education magazines published by the Ministry of Education and Culture (in Slovakia by the Commissioner for Education and Culture) enjoy a wide circulation. Seventeen education magazines are published in the Czech language and four in Slovakia. The Czechoslovak Academy of Science publishes the magazine "Pedagogika". A special magazine for Hungarian teachers is being published in Slovakia. In addition the "Teachers' Magazine" and the magazine "Family and School", for parents, are being published both in the Czech and Slovak languages. For the benefit of student hostels and apprenticeship centres the magazine "Youth Educator" is being published.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health

Medical care of schoolchildren increases yearly. It is provided at national health centres, at specialized health centres or at children's health centres. The cost of these services is fully met by the state budget.

At the beginning of 1957 physical education in Czechoslovakia was completely reorganized under one Czechoslovak Union for Physical Training. This Union also organizes extra-scholastic activity in the field of physical training and sport. In addition, physical training and sport groups are being organized in school for pupils who cannot participate in the sport activities of the Union.

More and more ski courses are being held and more classes, particularly from eight-year secondary schools, are organizing trips to the mountains on their own. The State meets expenses for about 20,000 pupils to take part in these ski courses. Great attention is being devoted to the teaching of elementary swimming on a large scale. During the past two years over 60,000 schoolchildren took part in this scheme.

Touring is being systematically encouraged among schoolchildren and students. Tourist and historical clubs for children with 48,000 members make regular outings throughout the school year. Some 200 hostels with a capacity of 32,000 beds have been made ready for summer excursions. Regional clubs for young tourists and the pioneer tourist departments promote touring as a means of getting to know the country.

Youth stadiums for children of working parents also serve health and educational purposes. Children are able to practise all kinds of sport

and games on a mass scale after school at these stadiums. They already exist in Prague, Ostrava, Pardubice and elsewhere.

Social Assistance

Pupils at certain schools and university students receive free board and lodging and also scholarships. Help with food is provided for all pupils and students who apply for it. In granting scholarships and accommodation the criterion is financial need and proficiency at school. This year, in granting university scholarships, the parents' income limit and the amount deducted for each additional member of the family have been raised. A total of 300 million crowns is being paid for scholarships to certain schools and universities. At present student hostels with a capacity of 1,000 beds are under construction and more are to be built in the immediate future.

The number of school canteens has risen from 5,151 to 5,342 and the number of pupils receiving school meals has risen from 537,718 to 598,321.

Youth Movements

Schools organize for their pupils various hobby groups outside school hours, with the aim of deepening and supplementing the knowledge acquired during lessons and widening their cultural horizons. As the promotion of polytechnical education has led to the establishment of school workshops and the provision of school gardening plots, the technical and plant study groups in schools have strikingly increased. The child art competition has encouraged many more children to take an interest in aesthetic and cultural societies. Some 5,000 groups and over 100,000 individuals took part in this year's competition.

Special associations look after children whose mothers are working. The number of these associations has increased this year from 2,003 to 2,091 and their 3,958 units are attended by 140,965 pupils.

Most schoolchildren are organized in the branches of the Czechoslovak Youth Union. In the pioneer organization (for children from 8 to 14 years) 70% are enrolled, and 95% belong to the school branches of the Union (children over 14).

Older boys and girls are this year preparing for the Sixth Festival of Youth in Moscow. These preparations culminate in local, district and regional festivals which are reviews of the year's work of groups in sport, cultural activities and in the building of the homeland.

During the summer holidays, the schools, the Youth Union and trade union organizations are running pioneer camps for pupils between the ages of 7 and 14 to receive some 120,000 children.

Parents' Associations

Propaganda among parents this year has been intensified. The numbers of lectures on education has increased and their quality improved, which was reflected in a considerable increase in attendance. These lectures are run by associations of parents and friends together with the school administration, trade unions, regional institutes for teacher training, district educational groups and the Society for the Advancement of Political and Scientific Knowledge. These courses are planned for the whole year and form "universities for parents". Exhibitions are being held in schools and in district and regional towns. The press and radio in the provinces are devoting attention to education.

The state radio is continuing its regular programme "Speaking to Parents" and some of these lectures also appear in print. The magazine "School and Family" is attracting more and more readers who send in their own contributions. "Letters to Parents", published and distributed by schools and associations of parents and friends sometimes assume the character of educational magazines. Even local newspapers often write about schools and education.

Educational Science The J. A. Comenius Educational Institute in Prague and the Department of Education at the Slovak Academy of Science in Bratislava were established in their present form on 1st January, 1957. Their task is to promote research in the theory of education, to study and publish the works of Comenius and to co-ordinate research in education throughout Czechoslovakia. Research in educational psychology is also being planned.

The Educational Research Institute in Prague with its branch in Brno comes under the Ministry of Education and Culture, and the Institute in Bratislava is now under the Commissioner of Education and Culture. These institutes help promote socialist education and teaching at general and vocational schools, kindergartens, special schools, extra-scholastic educational establishments and youth organizations. They are investigating methods of education and teaching and the processes of learning and personality development, studying the problems relating to curricula, syllabuses, textbooks and teaching aids, and analysing and summarizing the experience of outstanding teachers and educators. The results of their work are being published, pedagogical handbooks for teachers are being drawn up and proposals are being submitted to the Ministry of Education and Culture to supply scientific data for practical application. The principal lines of research in these institutes are: (a) moral, aesthetic, physical and polytechnical education, extra-scholastic education and education in the home, the role of pioneer and youth organizations; (b) methodology for the various subjects; (c) pre-school education; (d) educational psychology; (e) school hygiene. The university colleges of education in Prague, Olomouc, Bratislava and Prešov and the higher training colleges in Prague, České Budějovice, Plzeň, Ústí-on-the-Elbe, Brno, Ostrava, Bratislava, Bystřice and Prešov also carry out scientific research in education and educational psychology.

DENMARK

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Budget — School Building — Primary Schools — Folk High Schools and Agricultural Schools — Youth Schools, Evening Schools, Continuation Schools, etc. — Teacher Training Colleges — Reform Bill

Budget State grants for education during the financial year from 1st April, 1956, to 31st March, 1957, amounted to 329,782,666 kroner, distributed as follows :

	Kroner
Central administration	2,900,074
State primary schools	200,426,972
Private primary schools	6,545,200
Youth education	23,417,215
Teacher training	16,016,699
Educational research	460,559
Other educational expenses	8,928,144
Faroe Island schools	1,496,945
Secondary schools	69,590,858

The budget of the Ministry of Education also comprises grants for state institutes of higher education, libraries, archives, museums, art, etc., so that the total expenditure of the Ministry in 1956-1957 amounted to 495,277,654 kroner (9-10% of the aggregate state budget).

To state grants must be added the expenditure of local authorities, which is a similar amount, so that the aggregate expenditure for education amounted to about 900 million Danish kroner.

School Building The Ministry has endeavoured to meet the wishes of local authorities for school buildings as far as possible. The problem mentioned in last year's report concerning the educational implications of the increase in the birth rate is still acute. As a remedy, besides the implementation of the building programme, the erection of three new state and municipal secondary grammar schools, as well as the extension of a number of existing schools, is being planned.

The school building research board, appointed in 1954 for the purpose of investigating the possibility of more efficient and economical school construction, has accomplished work of great importance. In the past

¹ From the report submitted to the XXth International Conference on Public Education by Mr. V. HAMMER, Delegate of the government of Denmark.

year the board has, in particular, pointed out possible economies and has assisted in the planning of the individual type of school as well as in district planning in rural boroughs.

Primary Schools The advantages of central schools are, educationally, that the larger schools permit a better distribution in classes according to age, and economically, that gymnasias, school kitchens, handicraft rooms, etc. are only required at schools teaching children above the age of twelve. Central schools may therefore be established for these upper classes alone, while younger children are taught in local schools.

In several areas school unions have been formed in the past year, between two or more boroughs, to deal either with the education system of the united area as a whole, or with parts of that education.

The shortage of teachers in primary schools is still noticeable. The number of children of compulsory school age (7 to 14 years) has reached its peak, but the subsequent reduction in numbers will not improve the situation for some time because a not inconsiderable number of vacant posts in primary schools are at present filled with training college students.

The Commission appointed by the Ministry in 1953 to consider measures for recruiting new teachers has continued its work. It has concentrated on increasing the number of training college students in the coming years.

Experimental teaching in primary schools has been continued. The education of children unable to keep up with ordinary lessons is still progressing. A number of courses have been organized for the training of special education teachers.

Folk High Schools and Agricultural Schools In 1956-1957, there were altogether 59 state-subsidized folk high schools, with 6,061 students (5,001 between 18 and 25 years old) and also 28 agricultural schools with 2,650 students.

The number of schools and of pupils has increased, particularly in the case of men students, whose numbers have risen from 1,936 to 2,044, presumably because of the increase in grants to students. The numbers given for the folk schools comprise only those attending the regular courses, as a rule for five or six months (for girls, often only three months, in the summer) and not those who attend the short summer courses (two to four weeks). The summer courses are a new feature of folk high school education. State subsidies are given to those, largely city dwellers, who attend these courses. The number of participants this year was about 1,500.

The folk high school commission appointed by the Minister of Education has continued its work and produced comprehensive statistics on the type of students attending these schools and their purpose in doing so.

**Youth Schools,
Evening Schools,
Continuation Schools, etc.**

The following statistics give details of the youth schools, evening schools, continuation schools, etc. :

	Schools				Pupils			
	Rural	Town	Capital	Total	Rural	Town	Capital	Total
Youth schools (pupils from 14 to 18 years)	159	73	6	238	3,983	7,362	893	12,238
Evening schools	4,573	412	21	5,007	124,484	157,379	46,454	328,317
Evening folk high schools	493	129	13	635	6,738	11,286	16,486	35,510
Youth clubs	17	29		46	579	2,441		3,020
"Open" clubs	15	31	1	47	812	2,451	75	3,338
Camp schools for youth school pupils	2	10		12	28	236		264
Agricultural teaching .	185	17		202	5,010	774		5,784
Continuation schools . .				89				+6,000

The modifications of the examination requirements granted by the royal order of 19th January, 1956, to pupils taking three-year courses, mentioned in last year's report under the heading "Examination Schools", have caused a considerable development of such courses. About 40 were established in rural areas in the past year.

Teacher Training Colleges

The Act of 11th June, 1954, on the training of primary teachers, already mentioned in previous reports, came into force in August, 1955. The first teachers trained under this Act will graduate in a year's time if they had previously taken the school leaving certificate, and in two years in the case of other students.

The new Act has abolished examinations in a number of subjects, consequently instruction aims to a greater extent at independent work on the part of the students. The aim is for each teacher to have specialist training in one or two subjects, and to this end courses for teachers at training colleges have been given in the past year in drawing, arithmetical method, theoretical and practical physics and domestic science.

Under the new Act, students' councils are compulsory in all training colleges, and these councils have the right, subject to specified rules, to offer suggestions on the running of the school. Students' councils were already in existence at most training colleges before the 1954 Act was passed.

A new private teacher training college has been established.

It must also be mentioned that the still very serious problem of the shortage of university-trained science teachers is being studied by a special commission.

Reform Bill

In the autumn of 1956 a new bill was introduced providing for amendments to the Primary Education Act, as well as a bill on secondary grammar schools. A commission was set up to consider these bills. Representatives of various teachers' organizations have taken part in the discussions. It has not, however, been possible for the commission to terminate its work before the end of the parliamentary session.

EGYPT

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Primary Education Act* — *Preparatory Education Act* — *Industrial Education Act* — *Commercial Education Act* — *Agricultural Education Act* — *University Education Act* — *Budget* — *Five-Year Plan* — *School Building* — *Decentralization* — *Department of Research and Projects* — *Advisory Boards* — ORGANIZATION — *Quantitative Development* — *Syllabuses and Methods* — *Examinations* — *Foreign Schools* — TEACHING STAFF — *Training* — MISCELLANEOUS — *Adult Education* — *People's Education Institution* — *Physical and Social Education* — *Work Camps* — *Nutrition* — *Foreign Students* — *Egyptian Teachers Abroad*

ADMINISTRATION

Primary Education Act In order to remedy defects in primary education the Ministry has reconsidered act No. 210 of 1953, and had decreed a new act which comes into force on 1st October, 1957, with the exception of some aspects of the former act which will be maintained during the transitory period.

The new law states that the primary school is to be a mixed school with no exceptions except in the case of insurmountable obstacles (article 21). Primary education is compulsory for all children when they reach the age of six. Special classes should be established for those pupils, if there be enough of them, whose achievement falls below a reasonable standard (article 11).

The law has specified more accurate measures for the listing of the children within the boundaries of the compulsory law and for the effective punishment of those who evade the law (articles 7, 8, 9 and 27).

The period of compulsory study is six years (article 10). The Ministry's responsibility for a pupil's education ceases if his age exceeds fourteen before he has completed his compulsory education.

In consideration of the importance of primary education in the cultural life of the country, the Ministry set up a board of inquiry last year. This committee has just completed its work and has drawn up a series of proposals.

Compulsory education was previously divided into two stages, the primary school (4 years) and the preparatory school (2 years). The new law on primary education has unified these two stages.

Preparatory Education Act The new law on preparatory education has made a unit of three years out of the preparatory education stage. The chief objectives of the preparatory stage are to offer pupils opportunities

¹ From the report submitted to the XXth International Conference on Public Education by Mr. TAHA EL-NIMR, Delegate of the government of Egypt.

for intellectual growth and to guide them toward the type of education most suitable for them.

As some students who complete the primary stage cannot continue their education in general preparatory schools the Ministry of Education has established the practical preparatory school which provides its pupils with opportunities to acquire special skills enabling them to earn their living. The law has specified eleven years as the minimum age and fourteen years as the maximum age for sitting for the entrance examination.

Industrial Education Act The new industrial education act (No. 22 of 25.1.1956) has divided industrial education into two stages : (a) Industrial preparatory schools aim at preparing industrial labourers and discovering their ability for more advanced technical education. The conditions for admitting pupils to these schools are the same as those for entrance to the general preparatory schools with the exception of some additional vocational tests. Priority for admission is to be offered to those who pass the tests and to the younger candidates. The course of study in these schools takes three years. (b) Industrial secondary schools where the course of study is also three years is a final stage for the majority of the pupils. Gifted pupils, however, may be admitted to some colleges of the university.

Commercial Education Act A new law (No. 261 of 16.6.1956) was issued, dividing commercial education into two parts : (a) Commercial preparatory education aims at giving pupils a limited amount of education to suffice for clerical work. To this kind of education are admitted pupils who have successfully completed their primary education provided their age does not exceed 17 years (possibly 18 if rooms are available in the school). The course of study takes three years. (b) Commercial secondary education aims at preparing its pupils technically in both the theoretical and the practical aspects in order to undertake clerical and computation activities whether in commerce or financial institutions or in government departments. Students who are admitted to this stage of education should have obtained the general preparatory education certificate or the commercial preparatory certificate with certain conditions to be specified by the Ministry of Education.

Agricultural Education Act The new law on agricultural education divides it into two stages : (a) The preparatory stage aims at preparing skilled agricultural workers. Pupils admitted must have successfully completed their elementary education. Priority of admission is given to those who pass an aptitude test which discloses their ability to profit by this type of education. The age of admittance ranges from twelve to seventeen years. All the pupils in all of these schools study the same theoretical subject matter; practical experience differs however, according to local conditions. This stage takes three years. (b) The secondary stage aims at preparing youth to manage farms, to engage in agricultural enterprises, to hold technical posts in government agricultural departments, to teach agricultural subjects in schools, etc. Pupils are admitted who have obtained the general preparatory or the agricultural preparatory certificate, providing they meet additional requirements specified by the Ministry of Education. Candidates for admission are further required to pass a technical

test to disclose their ability to follow such a type of education. Priority of admission is given to the children of farmers. The course takes three years. The agricultural secondary school diploma qualifies those who distinguish themselves in their studies for admission to some university faculties.

In order to ensure that the students of both stages of agricultural education get sufficient practical experience, article 11 states that a farm should be attached to every school having an area of not less than 25 feddans (1 feddan = approx. 1 English acre) in the case of the preparatory school and 75 feddans in the case of the secondary school.

A council must be set up in every school to aid the principal. This council is to be composed of the principal, two senior teachers and three farmers.

University Education Act Law No. 345 of 18.9.1956 deals with everything related to university education : staff members, courses, entrance requirements, etc. It modifies whatever was shown to be defective in the former law (No. 508 of 1954).

Budget Egyptian laws do not allocate a set percentage of the state budget for education. The budget of education, however, usually ranges from 12% to 14% of the total and is increasing gradually. Besides the amount allocated to education from the general budget of the state, loans are drawn for financing the building projects outside the general budget.

The following table shows the distribution of the education budget in 1956-1957 as compared with that of 1955-1956 (expressed in Egyptian pounds, the pound being equivalent to \$ 2.85) :

Item	1955-1956	1956-1957
General office and education	32,534,500	35,392,400
School hygiene	298,100	371,900
Department of Archeology	299,000	408,700
Arabic language academy	24,700	31,600
General library	105,400	121,300
Archeology registration centre	92,000	96,000
Total	33,353,400	36,421,900

Five-Year Plan A five-year plan has been made for a stable educational policy so that no time will be wasted in achieving each phase of action. The following are the principles on which the five-year plan is based : (a) to make primary education a six-year stage and preparatory education a three-year stage starting from the academic year 1957-1958; (b) to fix the number of first-grade classes of the different stages of general education on the basis of 1955-1956 and in keeping with the needs of the country in technical education; (c) to fix the average number of pupils per class as follows : 40 in the primary school, 33 in the preparatory school and 31 (1st year) or 30 (2nd and 3rd years) in the secondary school.

The five-year plan dealt with the question of school building and with the instalments included in the budgets of the following five years. The instalments included in the 1956-1957 budget amounted to 1,156,500 Egyptian pounds. This amount will be gradually increased as follows :

1,156,500 Egyptian pounds for 1956-1957; 1,501,500 Egyptian pounds for 1957-1958; 1,526,500 for 1958-1959; 1,651,500 for 1959-1960 and 1960-1961.

The total budget of the Ministry of Education according to the five-year plan is as follows : 1956-1957 : 36,173,000 Egyptian pounds; 1957-1958 : 38,548,845 Egyptian pounds; 1958-1959 : 39,756,477 Egyptian pounds; 1959-1960 : 40,604,731 Egyptian pounds; 1960-1961 : 40,879,978 Egyptian pounds.

School Building The five-year plan for building primary and secondary schools provides for the construction of 17,500 classes for primary education of which 15,000 are new additions and 2,500 classrooms replace old ones. As for preparatory and secondary education (general and technical) 2,971 class-rooms including laboratories, lecture rooms and workshops are to be built; of these 839 are new additions and 2,132 replace old ones.

The budget for this project is estimated at 55 million Egyptian pounds (about 160 million dollars). The intention is to build primary schools in the centre of a circle whose diameter is two kilometers. Every school is to accommodate 600 children.

The plan aims also at establishing a separate school for each type of education, except for teacher training institutes to each of which primary schools may be attached as a field for experimental research in education.

Research is still going on to find the best economic and educational building plans for various parts of the country. The construction of wooden buildings proved to be unsuccessful from the point of view of weather and endurance. It is hoped that this research will result in economies in the cost of building and in the time consumed. Architecture reviews also contribute to the solution of the problem.

The institute for educational buildings is keen to have primary schools built according to modern designs either to replace older buildings or in places where no schools existed before. Up to April, 1956, the institute completed 495 school buildings; during the present academic year 206 additional school buildings are expected to be completed. The recommendations for the new phase of school construction are for 100 new schools and 50 schools to replace old ones.

By the end of 1956, 90 schools were handed over to the Ministry by the Council for Social Services and 114 more by the end of January, 1957. There are 46 more expected by the end of 1956-1957, to be ready for use in October, 1957.

The Ministry was also keen to establish new building for quite a number of teacher training schools for men and women. The number of these schools was 16 in 1955-1956.

As a means of encouraging girl students to join women's teacher training schools, the Ministry has built 17 dormitories.

Educational zones were given authority for local school building. The zones are responsible for deciding upon the location for new schools, the type and size of each school and needed improvements in older schools in their area. Furthermore, the new primary education act has authorized zones to utilize the funds they receive from the regional and country councils only for new constructions according to the specific needs of each zone.

Decentralization The general policy of the State is to adopt decentralized types of organization. The task of the main office will be confined merely to planning and formulating the general policy and technical guidance. Thus the huge tasks which burden the main office will be lessened and at the same time the creative spirit may find the opportunity to develop. Responsibilities will be defined and shared between the main office and the zones.

The change to the decentralized system does not mean the indiscriminate transfer of the Ministry's authority to the educational zones. It necessitates the complete reorganization of the Ministry's organs. Whatever is very general, such as planning, policy making or guidance, is assigned to the main office, whatever is specific is assigned to the zone and whatever is more specific is assigned to the school. The educational zone will be primarily responsible for improving and raising the standard of education locally, in such a way as to help attain national objectives and satisfy local needs.

Since the starting point in the implementation of any system is practical experiment, the Giza zone was selected to become a model zone for conducting the experiments. If the experiments succeed they will be universalized, if not they will be replaced by other experiments.

The zone is divided into geographical divisions in which all states of education are represented; an assistant director supervises each division and acts as local director of education and instruction in that division. The relation between this local director and the zone is parallel to the relation between the zone and the Ministry.

The educational zone should supervise its own internal affairs and enjoys maximum independence in administration and financial matters. In other words, the zone has its own independent budget and can appoint and promote teachers in the different stages of education, appoint and promote the administrative and other personnel for the zone, and transfer staff within the zone or outside in agreement with other zones. From 1953 to 1956 the Ministry issued many laws and decrees aiming at a gradual increase in the authority of the educational zones with respect to preparatory and primary education, so giving more authority to the director of the zone.

Department of Research and Projects

This department is attached to the bureau of the technical adviser to the Ministry and is responsible for planning educational research and projects in harmony with the general educational policy of the State. The department conducts this research either independently or in collaboration with other departments, and draws the conclusions. It is also responsible for following up the execution of the projects, for applying the conclusions of the research, and their evaluation. Besides, it studies the most important problems of education in collaboration with other departments, inspectors and authorities. One of its tasks is also to contact all educational and cultural societies in connection with everything related to technical research and projects conducted by the Ministry. It also documents on the organization of education in other countries and helps the Ministry to keep in close contact with all that concerns educational affairs. This department also issues circulars, memoranda and reports on the approved

educational research carried out by the Ministry, so that educators and research workers alike may benefit by them.

Advisory Boards To ensure the development of industrial education, article 37 of law No. 22 of 1956 states that a central advisory board be set up for industrial education comprising members of different departments. In line with decentralization, a local advisory board for industrial education is to be set up in each educational zone. This board selects industries appropriate for the region and determines the number of new students to be accepted at the beginning of each school year.

A similar advisory board is to be established for commercial education. The board deals with internal regulations, prepares the annual budget for and considers the general policy of commercial education.

Similarly, law No. 262 of 1956 provides for the setting up of an advisory board for agricultural education.

A higher board has been established for experimental demonstration schools to set their general technical and administrative policy, make plans for the adoption of successful experiments by other schools and determine the budget.

ORGANIZATION

Quantitative Development The following table shows statistical data on education in 1956-1957 :

Type of Education	Schools	Pupils				Teachers	
		Boys		Girls		Men	Women
Nursery schools . . .	55	4,698	(- 3,549)	2,731	(- 2,419)	3	227
Primary	7,702	1,232,494	(+57,255)	743,020	(+57,713)	36,910	15,787
Institutes for handi- capped children . . .	96	4,419	(+ 943)	6,757	(+ 1,072)	257	441
Post-primary	14	3,755	(- 2,008)	1,905	(- 873)	280	125
General preparatory . .	743	242,547	(-12,635)	75,696	(+ 2,408)	13,164	2,899
General secondary . . .	201	90,877	(+ 311)	18,276	(+ 1,230)	6,707	1,125
Technical preparatory . .	51	11,580	(+ 3,802)	1,345	(+ 905)	628	14
Technical secondary . . .	84	23,461	(+ 5,919)	5,977	(+ 1,046)	2,035	537
Rural teacher training .	4	1,628	(+ 909)	—	—	129	—
General teacher training	56	11,291	(- 631)	10,094	(+ 375)	1,115	618
Complementary teacher training	—	—	—	486	(+ 39)	—	—
Special teacher training	14	1,270	(- 815)	684	(- 88)	303	51
French teacher training	3	1,373	(- 12)	701	(- 41)	81	17
Higher institutes of education	14	2,691	(+ 7)	1,960	(+ 72)	248	228
Higher technical institutes	8	2,284	(+ 193)	436	(+ 40)	126	12
Universities	—	56,323	(+ 3,974)	7,888	(+ 675)	—	—
Al Azhar University . . .	3	34,155	(+ 1,870)	—	—	1,681	—

Syllabuses and Methods Primary education should enhance development of personality. Curricula have been changed from isolated subject courses to unit areas of study which revolve around social, economic, hygienic and recreational topics; the latter help in the development of the personality. These unit areas should cover the fundamental aspects of the Koran,

religion, language, social and natural sciences, hygiene, mathematics, singing, music, physical education, drawing and handwork. The units of study are still in the experimental stage in some schools.

All subjects taught at preparatory level have been divided into two main groups: general science and social science. Committees have been set up to write textbooks incorporating these new ideas.

The Ministry of Education made serious attempts to raise the academic and technical level of industrial education, to introduce the apprenticeship system and organize supplementary courses for former pupils of industrial preparatory schools. Article 15 of law No. 22 of 1956 states that evening courses should be organized for industrial workers who wish to obtain the industrial preparatory certificate.

Other evening classes are run for different kinds of workers. Those who attend these courses regularly are given certificates to this effect. The Ministry enlisted the cooperation of the Ministry of Social Affairs.

Article 23 of the law on agricultural education (No. 262 of 1956) stated that the Minister of Education should organize courses for former pupils of agricultural schools, and vocational training programmes for farm workers, to raise the technical standards of those involved.

Examinations Articles 15 and 16 of the law on primary education stated that any pupil may be promoted from one grade to the next provided his attendance does not fall below 75% of the days in the school year. Upon the completion of his six years of schooling he receives a report written by his school describing the standard of achievement he attained.

The Ministry has also made studies of the examinations at the preparatory and secondary stages. The minimum mark required to pass in different subjects is to be 40% with the exception of the national language where it remains at 50%. Failure in any one subject no longer blocks the pupil's progress provided the general standard is maintained.

Foreign Schools These formed intruding cultural islands whose curricula did not correspond to the national aspirations and never kept pace with the national consciousness. The Ministry was quick to remedy this. Non-religious foreign schools were placed under sequestration. It then proceeded to revise and reform their syllabuses and methods in order to integrate them in the national culture.

TEACHING STAFF

Training Entrance requirements for teacher training schools were changed. Now the candidate must have completed his preparatory education, have studied a foreign language and pass an entrance examination.

New programmes have been set up to help prospective teachers to fulfill their teaching responsibilities and to become social leaders in their community. These programmes include community study. Special attention has been given to students in the final grades. Periods allotted for physical education have been increased, and a large place has been given to first aid, music and singing. New programmes have been planned to train teachers for handicapped children and home economics teachers.

These training schools frequently use audio-visual aids in the teaching process.

The Ministry has been encouraging women students to enter women's teacher training schools. As a result of this the number of schools has increased from 25 in 1951-1952 (with 5,216 women students) to 31 in 1955-1956 (with 12,350 students). The Ministry is gradually closing the special teacher training schools for preparatory teachers and replacing them by teacher colleges for either men or women.

The Ministry has increased the number of rural teacher training schools. Two new rural schools were established this year and next year three general teacher training schools for men and two schools for women which will be converted into rural schools. The Ministry hopes that these rural schools will become experimental centres in methods of rural education. Last year an experiment was conducted in the unit method of teaching.

In 1955-1956 six new general teacher training schools were established, so that the extension classes usually held to train teachers rapidly have been cancelled this year.

The Ministry has established an industrial institute to train teachers for industrial schools. The institute draws its students from the pupils of industrial secondary schools.

The number of classes in both general and rural schools for women and men teachers totalled 708 in 1955-1956 and 719 in 1956-1957. In 1957-1958 sixty-seven classes will be closed due to the abolition of the two preparatory years, so that the number of classes will be 652. In accordance with the five-year plan, this number will remain unchanged until 1960-1961.

In view of the need for women teachers specializing in home economics, it was decided to open 4 new classes for this subject in 1958-1959 and four more in 1959-1960 bringing the total number of these classes to 30.

MISCELLANEOUS

Adult Education Since the revolution of 23rd July, 1952, the Ministry has been thoroughly studying the problem of illiteracy in order to take decisive combating measures. It has been decided to attack the problem from two angles : educating illiterate adults and also children who cannot find a place in primary schools. Efforts encompass more than merely teaching reading and writing; they aim at combating social, health, physical and vocational ignorance. The number of participants in literacy classes who have satisfactorily completed their studies is about 3 million.

People's Education Institution The objective of this institution is to spread general education among the public and to awaken its national consciousness.

This institution has educational centres in both Cairo and Alexandria and 18 centres located in the capitals of the provinces.

The number of participants last year amounted to 22,494 (11,898 men and 10,596 women).

These centres have apprenticeship schools for the various trades. They are organized in divisions : historical and political studies, literary

studies, social studies, hygiene, languages, scientific culture, crafts, agriculture, painting, sculpture, photography, music and drama. This year courses in Arabic were run for the diplomatic corps.

Physical and Social Education The Ministry is desirous of spreading physical and social services in all its schools. In 1955-1956 the Ministry introduced these services in vocational secondary schools, private schools and some primary schools.

Two new physical education institutions were recently established, each including a primary and a higher section.

The Ministry is also striving to spread the cooperative movement and to encourage schools to become centres which serve the surrounding communities.

Another area of concern to the Ministry is that of establishing close relations between youth in Egypt and in Arab and Eastern countries. It also provides housing facilities for students from other countries. Last year there were 14 houses for about 700 students, besides those who are residing in boarding sections of some schools.

Work Camps These camps give young people a chance to contribute to projects of reconstruction, reform and public services. Young people who participate in these camps also develop a sense of responsibility and learn to utilize their abilities in useful activities. These camps are either local, to serve the local community, or general, to serve a national cause. Camps are supplied with suitable libraries of which the participants can make use in their spare time, and cultural lectures are organized.

Nutrition The Ministry is undertaking a thorough study of school meals. It now offers one dry meal for non-boarding pupils in government and subsidized private primary schools, vocational schools and general teacher training schools.

An agreement has been made with the Ministry of Wakfs to establish a food production factory in order to supply Cairo and Giza schools with pastry and sandwiches. If the experiment succeeds it will be applied on a national scale.

Foreign Students Egypt is an Arabic Islamic cultural centre. The number of students from other countries in 1955-1956 was 5,028.

The number of pupils and students boarded free in public institutions was 331 in the academic year 1955-1956. In its 1956-1957 budget the Ministry appropriated 35,000 Egyptian pounds to be spent on these foreign pupils. Scholarships are awarded, pupils are exempted from school fees, etc.

The Ministry has established a social service centre for foreign students. This centre gives them the necessary orientation to Egyptian life, provides social services, organizes excursions and lectures to help them get to know Egypt better.

Egyptian Teachers Abroad To strengthen cultural relations with other countries, Egypt has been lending these countries some of its best teachers. The number of these is increasing yearly. This year there were 1,670 Egyptian teachers in 27 African and Asian countries.

ETHIOPIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Supervision* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Free Schooling* — *New Programmes* — *School for Girls* — CURRICULA, SYLLABUSES — *Syllabus Revision* — *Textbooks and Teaching Materials* — TEACHING STAFF — *Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Adult Education*

ADMINISTRATION

Supervision New posts created in the Ministry of Education during 1956-1957 have included four regional education officers, each responsible for the supervision of three provinces. These officials have all had long experience as provincial education officers, and their appointment should facilitate collaboration between the provinces and the central administration.

The provincial services have also been strengthened by the appointment of ten additional inspectors who completed a special training course in 1955-1956, while two others with the same training have been added to the Ministry's department of school administration which is responsible for the supervision of Addis Ababa schools.

Administrative responsibility for the Imperial College of Agriculture and Mechanical Arts, whose first degree class is to graduate this year, has been transferred to the Ministry of Agriculture.

Finance The budget of the Ministry of Education covers the cost of central administration, primary education in Addis Ababa, and secondary and higher education throughout the country. Education land tax income serves to maintain and develop primary education in the 12 provinces of Ethiopia.

The Ministry's budgets for 1955-1956 and 1956-1957, expressed in Ethiopian dollars, have been made up as follows (these amounts were those collected the previous year, i.e. in 1954-1955 and 1955-1956 respectively) :

	1955-1956	1956-1957	Increase
Ministry	15,000,000	16,000,000	6.6%
Education land tax	6,852,733	7,481,627	9%
Totals	21,852,733	23,481,627	7.45%

These totals also include grants to Eritrea (338,955 Ethiopian dollars in 1955-1956 and 480,694 in 1956-1957). The regular budget for Eritrea is

¹ From the report sent by the Ethiopian Ministry of Education and Fine Arts.

drawn up by the local government and is not shown here. These figures are also exclusive of grants to other educational institutions not directly dependent on the Ministry of Education or of Technical Assistance.

School Building In 1956-1957, there were, in government schools, 567 classrooms in Addis Ababa (+ 22.46% as compared with last year), 2,310 in the 12 provinces (+ 11.05%) and 705 in Eritrea (+ 10.1%). The architects' department of the Ministry of Education has continued to work closely with provincial education offices in the erection of provincial school buildings.

ORGANIZATION

Quantitative Development The following statistics show the number of inscriptions in official schools in 1956-1957 and the increase as compared with 1955-1956 :

Level	Addis Ababa 1956-1957	12 pro- vinces 1956-1957	Eritrea 1956-1957	Empire total 1956-1957	Increase
Primary (1st-4th years) . .	15,710	82,997	17,663	116,370	22.9%
Middle (5th-8th years) . .	4,286	10,232	4,754	19,272	31.6%
Post-elementary (9th-12th years)	2,967	1,174	441	4,582	33.5%
Post-secondary (13th-16th years)	309	157	—	466	35 %
Empire total	23,272	94,560	22,858	140,690	24.3%

The following statistics show the numbers of Ethiopian and foreign teachers in official schools at all levels in 1956-1957 and the increase as compared with 1955-1956 :

	1956-1957				Total	Increase
	Ethiopian		Foreign			
	M	F	M	F		
Addis Ababa	394	86	226	93	799	13.98%
12 provinces	2,019	142	121	36	2,318	13.01%
Eritrea	497	101	6	2	606	27.31%
Empire total	2,910	329	353	131	3,723	15.33%

Free Schooling During 1955-1956, the registration fee of 3 Ethiopian dollars a term formerly payable by pupils enrolling in government primary schools was abolished. Tuition is thus entirely free in all government schools, and stationery, etc., is issued without charge to pupils who are unable to pay for it.

New Programmes Ethiopian primary and secondary schooling at present covers three periods of four years each. This arrangement, however, is under careful consideration by the Ministry and the National Board of Education, and it is possible that modifications may be made to it. Proposals are under consideration for extending by one year, making four years in all, the course now offered at the Ethio-Swedish Institute of Building Technology. It may be noted that the programme of the Imperial College of Agriculture and Mechanical Arts now includes a fourth year, from which students will graduate with bachelor's degrees. A third year

has been added to the courses at the college of engineering, and with the expected addition of a fourth year students will graduate from there in 1957-1958.

Home economics has been established as a regular subject for women students at the University College of Addis Ababa. In their third year, they will have the opportunity of making it a major subject.

This year, for the first time, students will be able to graduate from the University College of Addis Ababa with a B.Sc. degree in biology. The first six graduates in this field are to pursue their studies abroad in medicine, veterinary science, public health, agronomy, bacteriology and biology.

Following the one-year course for inspectors organized in 1955-1956, a special full-time training programme is being conducted during the current year for 30 primary school directors, and a six-week vacation course for inspectors has also been arranged; in 1957-1958 a combined course for the training of inspectors and school directors will be held.

In order to prepare teachers for service in community schools for basic education, two new training institutions have been inaugurated during this year, one in collaboration with Unesco and the other with Point IV.

Regular half-day classes in public administration are being given to government officials by the United Nations technical assistance mission for public administration. The officials attending these classes, which are accommodated at the University College of Addis Ababa pending the erection of a special institute, are granted leave from their Ministry or department.

A vocational trade school has been opened, in collaboration with Point IV, to provide one-year courses in masonry, plumbing, electrical installation and carpentry. This year, pupils have been recruited from among boys completing the eighth class; in future, however, it is planned to provide instruction entirely in Amharic and to enrol pupils from lower grades.

School for Girls The Empress Menen school for girls has celebrated this year its twenty-fifth anniversary. Founded by Her Imperial Majesty in 1931, and located in Addis Ababa, the school now includes large kindergarten, primary and secondary sections. It enrolls both day and boarding pupils and has been the pioneer of modern education for girls in Ethiopia.

CURRICULA, SYLLABUSES

Syllabus Revision Active consideration is at present being given by the Ministry's department of research and curriculum development to the revision of the primary and secondary syllabuses. These syllabuses were drafted on a temporary basis several years ago and fail to reflect the current organization of the school system. Experimental syllabuses for music and for art have recently been drawn up.

Textbooks and Teaching Materials Progress has been made in the preparation and distribution of textbooks and teaching materials in Amharic (the national language) and in English. English is the medium

of instruction in the higher classes of the primary schools and at secondary and university level. Efforts are being made, however, to produce materials and textbooks in Amharic so that it may be used increasingly as the principal language of instruction.

During the year, the following textbooks in Amharic have been prepared and distributed for school use: an alphabet book for the first year, a writing manual, three readers for the first year and two for the second, three arithmetic books (one for each of the first three classes), two geography books for the third and fourth years, and a teacher's book for first and second year arithmetic.

Two magazines, one in Amharic and one in English, have been distributed to schools each month; a news-letter is also issued for teachers of English.

A committee has been set up to review manuscripts and books submitted for possible publication or adoption by the Ministry.

Continued advisory services have been received from Unesco and Point IV, including assistance in the preparation and production of textbooks.

The audio-visual film programme set up in collaboration with Point IV has been extended to reach a number of provincial schools.

A school textbook library has been set up at the Ministry. Professional libraries have been provided for provincial centres and fairly comprehensive libraries for secondary and higher level primary schools throughout the country.

As a pioneer scheme, sets of English language readers have been purchased for monthly circulation among the secondary schools in Addis Ababa. It is intended to enlarge the range of subjects and to extend the programme to primary schools. Later it is hoped that similar circulating libraries may be introduced for provincial schools.

Courses and conferences for teachers in service have been organized by the department of research with a view to the improvement of teaching methods.

TEACHING STAFF

Training The special secondary school teacher training course at the University College of Addis Ababa is now in its second year. A new class was enrolled at the beginning of the current year, drawn as before from among experienced teachers. It is intended that this course, organized in collaboration with Point IV, will eventually cover four years.

Two new training schools have been inaugurated during 1956-1957, designed to prepare personnel for service in the new community schools for basic education.

Progress has been made in the correspondence courses designed to enable teachers to improve their academic and professional standing. Plans are well advanced for mobile professional libraries in the provinces.

Vacation courses for teachers have continued to be provided. These courses include academic, professional, librarianship and handicraft courses. Teachers have again been given the opportunity of improving their status.

The teacher training course at Harar is now under review.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health Plans are being made for the extension of the school gardening and nutrition programme started with the cooperation of Unicef and FAO two years ago.

A new central clinic, replacing the former temporary accommodation, has been opened in Addis Ababa to provide medical services for school-children from Addis Ababa and the provinces.

The in-service training of school nurses and physical education teachers has continued.

Adult Education An adult education programme is planned in connection with the development of the new community schools for basic education.

FINLAND

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — Reorganization of Central Board of Schools — Inspection — SECONDARY EDUCATION — Quantitative Development — Entrance Examination — School Building — PRIMARY EDUCATION — Quantitative Development — Legislation — Compulsory Attendance — Curricula — Local Responsibilities — Financial Assistance to Pupils — Teaching Staff — Oulu Teachers' Training College — MISCELLANEOUS — Special Schools — Adult Education

Reorganization of Central Board of Schools According to the decree on the Central Board of Schools, which came into force on 1st March, 1957, the Board will comprise two departments for questions relating to secondary schools which teach in Finnish, three for folk school education in Finnish and one for schools which teach in Swedish.

Inspection Besides the existing offices for accounts and buildings, an inspector's office will be founded.

SECONDARY EDUCATION

Quantitative Development The following table shows a steady growth in the field of secondary education in 1956 :

Number of schools	1955	1956	Increase
State	113	115	2
Private	236	249	13
Total	349	364	15
Number of classes			
State schools	1,821	1,952	131
Private schools	2,144	2,331	187
Total	3,965	4,283	318
Number of pupils			
State schools	60,870	66,057	5,187
Private schools	71,401	77,682	6,281
Total	132,271	143,739	11,468

If the experimental communal middle schools which work in connection with some folk schools are taken into account, the total number of schools amounted to 397, that of classes to 4,388 with a total of 147,405 pupils on 1st September, 1956.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Nilo VISAPÄÄ, Delegate of the government of Finland.

Entrance Examination In 1956 the decree of 17th December, 1954, on the secondary school entrance examination was applied for the second time. According to this decree, a special entrance examination committee, appointed by the Ministry of Education for a term of three years, is in charge of the examination. Examination papers and rules were sent to the schools by this committee through the Central Board of Schools.

The number of children wishing to enter the secondary school shows a steady increase. In 1955 the number of pupils admitted was 31,356, and the number of pupils who passed the examination but could not be accommodated 10,658, whereas the figures at the beginning of the current school year were 36,465 and 7,117 respectively. Of the latter 6,980 wished to enter schools which teach in Finnish, 137 those which teach in Swedish. In Finland over one third of eleven-year-old children go to secondary school, but in some districts the secondary school attendance is even higher. This expansion has required the opening of new schools. At the beginning of the autumn term, 1956, 14 new private secondary schools began work and the number of State-owned schools grew owing to the fact that the State took over three private schools.

School Building The situation has improved since the autumn of 1954, owing to steps taken by the Central Board of Schools. The secondary school building committee, set up in 1954, carried on its work in 1956. Six State-owned schools were completed and 27 new buildings were started.

In order to alleviate the situation, a building loan of 100 million marks was approved for this purpose. Loans to 22 private schools were given of this sum. Some schools under construction also received loans from funds set aside for employment purposes or were given financial assistance from football pools.

PRIMARY EDUCATION

Quantitative Development Wartime growth in the birth rate appears clearly from the increase in the number of pupils and teachers. On 1st September, 1955, the number of folk school pupils was 589,836, and that of teachers 21,093. On 1st September, 1956, these figures were 604,930 and 21,924 respectively. Thus the increase in respect of pupils was 15,094 and of teachers 831.

Legislation One of the most important measures in 1956 was the passing of the act on folk schools and on remunerations and pensions for folk school teachers. The law of 1.1.1957 on the founding of the folk school teachers' training college of Oulu was also of great importance. Further, a separate act on teachers' training colleges is under preparation in parliament.

The law on folk schools mentioned above is the result of more than twenty years' work. Although based on previous legislation it contains a considerable number of new provisions. The incorporation of a stage of secondary education into folk schools and the extension of the field of compulsory education thereby, means that a new and important stage has been reached in general education.

Compulsory Attendance According to the said law, 1st August of the calendar year in which the child has reached or will reach the age of 7,

marks the date on which liability to attend school begins. Compulsory attendance continues until the end of July of the year in which the child reaches the age of 16. Thus compulsory attendance covers a period of 9 years (for deaf and blind children 10 years). Children must go to the folk school, unless they are given analogous education at some other school or at home. The child is free from compulsory attendance as soon as he has completed the folk school programme.

Each class of the folk school must work at least 200 days a year. Moreover, training in farming and gardening can be arranged for pupils during summer vacations; further, summer colonies, swimming instruction and other recreation can be arranged.

Curricula The folk school curriculum comprises religion, study of environment, mother tongue, orthography, arithmetic and geometry, history, geography, natural history, hygiene and temperance, farming and housekeeping, drawing, handicrafts, gymnastics, games and sports, and music. Moreover, instruction in two voluntary subjects can be given for four hours a week.

The compulsory education programme of folk schools with incorporated civic education shall include subjects, with practical work, which are closely related to the economic life of the district; further, religion, history of religions, sociology, the mother tongue and literature, housekeeping and child care.

Folk schools with incorporated secondary education deal with the following subjects: religion, the mother tongue and literature, history, geography, natural history, arithmetic, physics and chemistry, two foreign languages, housekeeping, drawing, hygiene and physical culture and music.

Religion is taught in conformity with the denomination of the majority of pupils. If there are at least eight pupils of a denomination which differs from that of the majority, special instruction in conformity with their denomination shall be arranged. As the population of Finland belongs to the Lutheran Church with few exceptions, instruction in other creeds is rare.

Local Responsibilities Folk schools are founded and maintained by municipalities or rural communes which also are responsible for all expenses with the aid of state subsidies. Folk schools whose work is not, as is normally the case, confined within communal boundaries are owned and maintained by the State. Authorization to found private schools is issued by the Council of State.

Each folk school is governed and controlled in the first place by a board of governors, which consists of six members elected by the communal council. The seventh member, a representative of teaching staff, is usually the principal of the school.

State control in respect of folk school education is carried out by inspectors who also act in advisory capacity.

Financial Assistance to Pupils Instruction, relevant books and other school requisites are given free of charge to pupils of communal folk schools. If the journey between home and school is dangerous (for instance, by water) or over 5 kilometers long, the commune shall give sufficient financial assistance to parents for accompanying and lodging

the children. If the number of children in need of lodging is at least 16, the commune shall set up living quarters where children are given free board and lodging.

On each working day the commune shall give children one adequate meal. Moreover, it shall provide needy children with clothing, shoes, etc. to enable them to attend school.

During the summer holidays an opportunity for recreation shall be given by the commune to children in weak health and to those whose parents cannot afford it.

Teaching Staff Under Finnish law it is the board of governors which elects teachers. The election must be submitted to the approval of the relevant folk school inspector. The elected candidate serves a two-year probation period before formal acceptance.

In classifying folk school teachers' salaries the same scale is used as for the civil service.

A folk school teacher who carries on studies that are deemed to promote his qualifications as a teacher, is entitled to full remuneration or a part of it for the duration of such studies. The "sabbatical year" system is based on this principle and means that a teacher with at least five years' teaching service shall be entitled to devote one year to studies receiving his full salary if he has a family, and two thirds if not.

The state pays the pensions of folk school teachers.

Oulu Teachers' Training College The law concerning the teachers' training college of Oulu came into force in the beginning of 1957. The college in question trains young people who hold the matriculation certificate as folk school teachers.

The question of whether folk school teachers should be trained at seminaries or teachers' training colleges continues to cause dissent. Opinions for the latter form of training seem, however, to be gaining ground.

MISCELLANEOUS

Special Schools The number of pupils in 1956-1957 at schools for the deaf and dumb was 514; the number of teachers was 68. Schools for the blind had 132 pupils and 22 teachers. In the course of 1956, a draft decree concerning schools for the deaf and dumb and the blind was worked out. Moreover, draft proposals exist for the hard of hearing.

Adult Education In 1956 one new folk school for adult education in Finnish began work and one teaching in Swedish ceased its activities. Thus by the end of 1956 the number of these educational institutes was 84 of which 19 were so-called people's academies (18 and 2 teaching in Swedish respectively) with an attendance of 5,238 at the permanent courses (719 Swedish) and 1,209 at special courses of varying length, making a total of 6,447.

In 1956 three new workers' institutes were chartered; thus the number of active institutes was 106 by the end of 1956 (of these 15 were teaching in Swedish). Total attendance was over 50,000 and the number of active students has been in steady increase.

Over 2,000 study circles received state grants. Besides a considerable amount of the work of study circles is carried on without state grants.

FRANCE

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Budget* — *School Building* — *Scholarships Reform* — *Staff Salaries* — *Other Administrative Measures* — ORGANIZATION AND REFORM — *Quantitative Development* — *Reform Plan* — *Abolition of Entrance Examination* — *Baccalaureate Exemption* — *Scientific Training and Research* — *Transfer to Science* — SYLLABUSES, METHODS — *Abolition of Home-Work* — *Abolition of Examinations* — *Lightening of Secondary School Syllabuses* — *New Subjects and Diplomas* — *Teaching Methods* — TEACHING STAFF — *Recruitment* — *Secondary Teacher Training* — *Training Courses* — MISCELLANEOUS — *School Hygiene* — *Scholarships for Mountain Holidays and Schools* — *Holiday Camps* — *Relations with Foreign Countries and the French Union Overseas* — *Short Courses* — *Algerians Resident in France* — *Cultural Conventions* — *School Links*

ADMINISTRATION

Budget

The budget of the Ministry of Education was 293,000 million francs in 1956. In 1957, it was 330,523 million francs, allocated as follows: 293,000 million francs, as for the 1956 budget; 25,320 million francs "reconducted" expenditure; 12,200 million francs, expenditure for new measures.

The 25,320 million francs "reconducted" expenditure represent about 19,500 million francs to increase salaries (326,000 employees on 31st, December 1955) and 6,500 million francs for about 21,500 new posts created in 1957.

The analysis of budgetary increase makes it possible to discern how far the ever increasing needs at the beginning of each academic year can be met :

(a) Increase in staff expenditure (6,500 million francs). This includes 21,500 new posts, most of them in teaching (12,745 in primary, 5,118 in secondary, 2,409 in technical education, 1,200 in higher education and 648 for youth and sports). A similar increase has been realized in the administrative services.

(b) Increase in material expenditure (770 million francs). This includes journeys, examinations, travel, maintenance allowances for primary teacher training school pupils. New posts are partly responsible for increased expenditure but there is also the necessity to improve the working conditions of certain employees.

(c) Increase in upkeep expenditure (413 million francs) in conjunction with recent building.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Lucien PAYE, Delegate of the French government.

(d) Grants (2,940 million francs). This part of the budget is particularly important. The universities and higher institutes have had their grants increased by 1,300 million francs, whilst scientific research has been allocated an extra 900 million francs. Furthermore, grants to technical education were increased by 360 million francs, and 209 million francs more were allocated to professional courses and to the further training of industrial and commercial workers. The grant to the National Institute of Education was increased by 122 million francs for the development of new educational methods.

(e) 2,113 million francs of new expenditure for educational and cultural activities were allocated as follows: university foreign relations department, 6 million francs; national scholarships, scholarships to universities and technical schools, 1,600 million francs; state aid for the publication of doctorate theses, 82 million francs; popular education, sports, youth groups, 60 million francs; grants to literature and the arts, 105 million francs, etc.

(f) 174 million francs of new expenditure for social services were allocated as follows: 64 million francs for students and 110 millions for holiday camps.

School Building In 1957, the Ministry of Education spent 150,000 million francs on building (30,000 million francs having been blocked) which were allocated as follows: higher education, 11,142 million francs; secondary education, 25,152 million francs; technical education, 28,159 million francs; primary education, 62,359 million francs; National Centre for Scientific Research (C.N.R.S.), 5,900 million francs; youth and sports, 6,800 million francs; school hygiene, canteens, university hostels, 2,989 million francs; other departments, about 10,000 million francs.

In the Paris area alone, for example, it was necessary to open 1,683 new classes to take 36,000 extra pupils, and in secondary education two new lycées, one for boys and another for girls, have been opened. Furthermore, there is a new project for the building or enlarging of 43 secondary schools in this area on which work has already begun.

Scholarships Reform A complete transformation of the scholarship system is being prepared, including a revision of the scale of scholarships in relation to the basic wage, and the reform of departmental commissions. Extra grants have already been made for 1957, even before the starting of the "modernization and equipment plan" which forms part of the projected reform of education. Increases have also been made in existing scholarships.

Furthermore, an additional grant has been asked for to increase the number of scholarships in the first year of higher education (6,000 extra applications in 1956-1957).

Staff Salaries Various financial measures were taken to make better use of available funds and also to increase teachers' salaries in order to help in teacher recruitment.

The above-mentioned increase in posts ensured the provision of those teachers needed by the increase of pupils.

Furthermore an improvement in civil service salaries has been carried out by stages on January 1st and on May 1st, 1957. This will be continued in November and in January, 1958, and will increase the end-of-service salary for a primary school teacher from 71,890 francs a month on December 31st, 1956, to about 86,000 francs on January 1st, 1958. In the same interval, the salary of a qualified secondary school teacher will rise from about 110,000 francs a month to 133,000 francs, that of an *agrégé* from 147,000 to 180,000 francs, and that of a university lecturer from 198,000 to about 250,000 francs.

Amongst measures taken to encourage scientific research, mention must be made of research bonuses which are to be awarded to research workers of the National Centre for Scientific Research and to staff of universities and technical colleges engaged in research (decree of March 14th, 1957). The average rate of these bonuses, which are personal and variable, has been fixed at 20% of the average salary for the category. The bonus is awarded by the Minister on the recommendation of the director of the C.N.R.S. and the director of higher education after consultation with a committee charged with the examination of results.

Another measure increases the bonus rate of technical personnel of the C.N.R.S. who have participated in scientific discoveries or inventions (decree of March 11th, 1957).

Other Administrative Measures

The decree of September 15th, 1956, defines the functions of the directorate of school, university and sports equipment. This department now manages all capital investments in school and university building and equipment as well as sports and health accommodation. It also draws up plans for building work or purchases for the different departments of education, and youth and sports associations. The need for greater efficiency has led to the centralization of building departments which were dispersed in different sectors of education. This central authority now co-ordinates the laws and regulations and simplifies procedure in connection with state aid and investments. It also supervises the spending of state subsidies in accordance with conditions to be fixed by decree.

A decree dated October 23rd, 1956, has changed the name of the National Centre of Educational Documentation to that of the National Institute of Educational Documentation and the Improvement of Teaching Aids, or simply the "National Institute of Education".

The former name no longer defines the actual functions of this body now that it has been entrusted with the management of international scholastic correspondence, correspondence courses for primary education and equipment centres for science teaching in secondary and teacher training schools.

The new name defines the triple function of the institute: informing the public and teachers, improving teaching methods and distributing teaching aids.

To the National Institute in Paris will be attached the regional centres of educational documentation and equipment whose function is to carry out on the departmental level the same programme of reception, co-ordination, study and distribution of teaching aids and equipment.

ORGANIZATION AND REFORM

Quantitative Development Now that the increase in the birth rate noted immediately after the war has begun to affect schools, each October serious problems arise. The efforts accomplished by French public education to adapt itself to present needs is, however, considerable.

In primary education, in spite of the shortage of schools and teachers, places were found for all pupils. The increase due to the rising birth rate had been provided for, but there has also been a large transfer of school population, felt particularly in industrial areas and city suburbs. The importance of this is increased by the fact that a greater proportion of children are being sent to state schools. This is noticeable at all levels of education, from the infant schools up to higher level. In 1956, primary education received an increase of more than 300,000 pupils, corresponding to 8,000 classes.

In secondary education, the increase in pupils is just as considerable. For the first time, secondary education has been affected by the rising birth rate, which will make itself felt even more in 1957. The proportion of school-age children has risen from 12% in 1938 to 14% in 1946, 16% in 1955 and 18% in 1956. The result of this is that the number of secondary school pupils rose from 466,000 to 510,000 in 1956.

In technical education, there were 300,000 pupils last year. This year there were 330,000, an increase of 30,000.

Higher education is constantly expanding, thus increasing the need for teaching staff and buildings. The main difficulty in engaging staff is to find assistants and directors of practical work, rather than lecturers and professors. A ten-year plan has been worked out which includes the creation of 4,000 new posts. The budgets of 1955-1956 and the proposed budget for 1957 provide for almost all the first three stages of the plan. University staff has increased from 6,576 in 1955-1956 to 7,747 in 1956-1957. This will increase to 9,000 in 1957-1958. Compared with the beginning of last year, the increase is more than 30%. It occurs mainly in scientific staff where the proportion is 50%.

Reform Plan

The educational reform bill, after having been approved by a large majority of the *Conseil Supérieur de l'Éducation Nationale*, has been tabled in parliament by the Minister of Education. The project includes the raising of the compulsory school age to 16 years and the founding of a middle stage of 2 years (from 11 to 13) for all normal children, without any selective entrance examination, having the same basic curriculum for all pupils plus specialized optional subjects to facilitate subsequent educational guidance. This is the part of the project most criticized, particularly by secondary education specialists. Studies have already been carried out locally as to the possibility of organizing middle schools where children in each area would be taken by bus.

In the meantime, a certain number of changes have already been carried out including changes in the entrance examination to secondary schools and the increased importance given to science subjects in the curriculum. They are all in the spirit of the education project.

Abolition of Entrance Examination

Up to now all children wishing to pursue a secondary school course had to pass an entrance examination, called the sixth class examination, which selected those children able to undertake studies beyond compulsory primary education. Taking into account the uncertainties of this examination at 11 years, its disadvantages from the point of view of the child's emotional well-being, the pressure on former studies which it sometimes exerted to the detriment of genuine culture, and above all the fact that it was a barrier for children of poorer families, it was decided to abolish it altogether.

From now on, after a study of their cumulative records by a departmental committee, pupils in state schools considered capable of secondary education will be admitted to the sixth class without examination. Pupils from private schools, or those privately educated, will continue to take an examination. Pupils from state schools who have not obtained admission from the departmental committee may also sit for it. A special session will be held in September for all pupils who, for some important reason, were unable to sit for the examination in June. The examination includes dictation, a summary of a given text and an arithmetic test.

Baccalaureate Exemption In order to democratize education and give access to higher studies to young people who were unable to undertake secondary studies at school, certain changes have been made in the conditions of entry to universities. Until now, the baccalaureate was the only means of access to higher education, with the result that a number of children who, for various reasons, had pursued a course which did not lead to it, were barred from the university whatever their abilities.

Pending the vote on the education bill, five ministerial decisions of April 5th, 1957, implement the decree of November 27th, 1956, which allows for "the exemption from the baccalaureate as a means of access to public institutions of higher education". This exemption can be granted to candidates who hold certain other diplomas, mainly technical, or who have passed an examination which can be prepared either in specialized institutions or by correspondence. Candidates for this examination must be at least 21 years old, or 25 years if they have failed to pass their baccalaureate. The upper age limit fixed for entry into certain institutions of higher education has been raised for those persons whose professional activity had prevented them from following the normal course of studies.

Scientific Training and Research

In France, as in other countries, economic expansion has increased the need for scientific and technical expansion. An inquiry of the Higher Council for Scientific Research has revealed that 53,000 engineers will be required by 1961, that is to say twice the ordinary number.

There is as serious a lack of assistant engineers and research workers, as well as of science teachers and professors. Any policy to increase the number of scientists presupposes the necessity of a sufficient number of trained teachers. In order to catch up in this field it will be necessary to find from 2,500 to 3,000 teachers a year, whereas at the moment only 700 are trained per year.

Furthermore, too many scientists are being used in commercial and administrative posts. The increasing complexity of production and the development of scientific methods have led numerous industries to employ qualified technicians as managers, agents and representatives. These technicians are usually much better paid than in public institutions. In order to supply industry with the necessary administrative executives a great effort is being made by the Minister of Education, in collaboration with the industries concerned, to develop specialized training in this branch. A proficiency certificate in industrial administration has just been founded for this purpose.

Institutions of scientific research find that many of their members are drawn by the better conditions of work and pay offered them in industry with the result that research in France is passing through a crucial period. There is no specialized body to inquire and forecast scientific needs, and such a body is vitally necessary as it takes several years to train an engineer or a research worker. The Higher Council for Scientific Research, founded in 1954, has carried out this work and has been given the task of proposing a long term policy to the general commissioner of the plan.

For the time being the following emergency measures have been taken: by a decree of June 18th, 1956, the Atomic Energy Authority founded the National Institute of Technical Nuclear Science at Saclay. The Grenoble Centre of Nuclear Studies has also been founded. A National Institute of Applied Science has been opened at Lyons (Act of March 18th, 1957) with 400 students who are being trained as engineers or technicians.

Other measures include access to science faculties without the baccalaureate, an increase in national vocational schools, and in the number of students admitted to certain engineering colleges.

New laboratories for the science faculty are being built to house about 300 research workers and technicians. A science institute has been opened at Reims, an annex to the Paris science faculty, where new subjects created by the evolution of civilization and technology, such as dietetics, introduction to chemistry, training in business and economic science, will be taught.

Transfer to Science In order to enable pupils who have done literary courses or insufficient science in secondary schools, preparatory classes for the mathematics baccalaureate have been opened in two Paris lycées, Sèvres and Carnot. These classes are for holders of either the philosophy or experimental science baccalaureate. At the end of a year they sit for those parts of the baccalaureate which are distinct from that already passed. The curriculum of these classes is composed of 12 hours mathematics per week, 7 hours of physics and chemistry and one hour of a modern language, thus enabling pupils to catch up on their fellows who have their baccalaureate in mathematics.

SYLLABUSES, METHODS

Abolition of Home-Work French teachers too are complaining of heavy syllabuses and the overwork caused to schoolchildren thereby. The above-mentioned abolition of the entrance examination to the sixth class is one of the means of improving this state of affairs, as it is now no longer necessary to overwork children during the years which precede it.

In primary schools, from the ages of 7 to 11, one hour a day has been given over to home-work. Thus all written work out of school hours has been eliminated. At the same time the reorganization of the time-table has increased the amount of time devoted to essential subjects such as French (including reading) and arithmetic. Thus home-work is abolished and is replaced by numerous exercises during school hours where study time will be spent either in learning lessons or in recreation. In this way those children who do not have suitable working conditions at home (silence, time, etc.), will no longer be handicapped.

A special section has been started at the Institute of Study and Prevention of Overwork, founded in Paris and run by professors of the faculty of medicine, to study overwork amongst schoolchildren and students.

Abolition of Examinations A ministerial regulation of May 30th, 1956, abolishes all examinations in primary schools as well as in primary classes attached to secondary schools.

Lightening of Secondary School Syllabuses The inordinate amount of work demanded of pupils having been the object of much criticism, efforts have been made to lighten the burden. These measures tend to reduce those parts of the syllabus which merely develop the memory without training the intelligence, leaving room for those exercises which train pupils in reflection and personal research, whilst continuing to give them indispensable basic knowledge. Teachers will be allowed greater freedom in preparing their courses by a loosening of the over-rigid framework and by encouraging them to base their teaching on those means of information and teaching aids which lie within their reach.

Changes have been carried out along these lines in all subjects but mainly in history. In each class three main themes are studied, one each term, and at the appropriate level. The active method is used and pupils are taught how to study history from original documents and remains. Subsidiary questions are briefly dealt with so as to maintain the development of history.

In geography, only the main outline will be memorized whilst more importance will be given to certain parts chosen by the teacher and taught by means of audio-visual aids.

Similar cuts have been made in the syllabuses of natural science, physics and mathematics.

New Subjects and Diplomas To meet the needs caused by the evolution of science, in particular technical and economic science, French education continues its efforts to adapt teaching to life. It has done so by introducing new subjects with appropriate diplomas.

(a) Higher education level: by a decree of November 9th, 1956, the National Institute of Nuclear Science and Techniques was authorized to organize courses for third-cycle doctorates in metallurgy and in accelerator physics awarded by science faculties, as well as to award the necessary certificates for the obtention of these doctorates. 42 diplomas in atomic engineering have already been granted. A ministerial decision of November 5th, 1956, institutes a course in atomic engineering, at the National Institute of Nuclear Science and Techniques, designed to

train engineers in the construction and working of nuclear reactors. This course is open to state or university doctors of science (training for scientific research), *agrégés* in science, state certificated engineers and science graduates. At the same institute, a course in radiology has been instituted for doctors and seventh-year medical students, as well as for chemists and certain science graduates. A national certificate of oenology was instituted by the ministerial decision of December 13th, 1956. It is awarded at the end of at least two years' study and includes a compulsory 4 months minimum practical course in wine cellars and laboratories approved by the dean of the science faculty or the director of the institution of higher education. On another plane, a doctorate of political science is now awarded by law faculties to holders of the diploma of higher studies in public law or in political science, after submission of a thesis. A decree of August 11th, 1956, institutes a national diploma in fine arts. It is open to holders of the certificate of proficiency in higher art studies, and to students of the National Higher School of Fine Arts and the National Higher School of Decorative Arts.

(b) Secondary level technical education : a number of new diplomas and certificates in secondary technical education have been instituted. An oil section has been opened at the Pau technical school by the department of technical education, in consultation with the *Société Nationale des Pétroles d'Aquitaine*, to meet the need for technicians in the prospecting and exploitation of oil in this region. A ministerial decision of April 12th, 1957, lays down the conditions for obtaining the certificate of industrial training for assistant physicists which consists of an examination at the end of the appropriate course in a technical school. Other new diplomas include the certificate of industrial training for assistant biochemists, the certificate of industrial training for clothing specialists, the diploma of research technician and the diploma in micro-mechanics. Changes have been made in the course for the diploma of assistant building engineer, etc.

Teaching Methods Educational experiments have been continued in secondary pilot classes at the experimental lycées of Sèvres, Montgeron, Toulouse-Bellevue and Marseilles-Veyre.

At the primary level a new half-time school, where the morning is spent in study and the afternoon in physical training, sports, handwork and art, has been opened at Montauban and has added to the positive results obtained at Vanves and Asnières.

An experimental bilingual class has been opened at Muret (Haute-Garonne). The Jean Giraudoux lycée at Chateauroux has introduced general bilingual classes under a linking scheme with an American school for children of allied armed forces stationed in France.

In order to make teaching ever more active, more real and better adapted to life, production and experiment is being continued in information and technical means such as audio-visual aids. This is the special work of the National Institute of Education and the institutes and services attached to it. Their reorganization has enabled them to continue research and distribution of information to teachers and pupils by means of publications, etc. Specialized committees offered teachers about 250 educational films and 800 gramophone records on music, literature and history.

This documentation is made accessible to teachers outside Paris though the regional documentation centres attached to the National Institute of Education. Centres have been opened at Rennes, Toulouse, Strasbourg, Aix, Bordeaux, Caen, Dijon, Lille, Lyons, Nancy and Poitiers.

TEACHING STAFF

Recruitment Parallel to the financial measures, administrative measures have been taken to increase the recruitment of teachers.

There was a 50% increase in the number of pupils admitted to primary teacher training schools, and a ministerial decision of November 20th, 1956, organized the recruitment of 800 temporary teachers in the Seine department.

Other measures include the raising of the upper age limit for entering the teaching profession and an extra session of the certificate of proficiency for secondary school teaching (CAPES).

A decree of October 16th, 1956, allows the temporary appointment of graduates as teachers in secondary schools, primary teacher training schools and technical schools. At the end of their year's appointment these teachers, after inspection, can be permanently enrolled as qualified teachers in these schools.

A number of changes have been made in the running of the regional educational centres, which were founded in order to give educational training to secondary school teachers, while allowing them to continue their studies for the *agrégation* or the diploma of higher studies.

These centres can be considered as permanent teacher training institutions. But in order to meet the growing need for teachers at the beginning of the academic year 1956-1957, a ministerial decision of May 28th, 1956, allows successful candidates to the theory examination of the certificate of proficiency for secondary school teaching to be attached to other institutions where they will have 12 hours' teaching per week. Although these students may be called upon to teach in schools far from the regional centre, they will remain attached to it, and, like other probationers, will continue to be guided by an educational adviser.

Secondary Teacher Training

A decree of February 27th, 1957, founded in each faculty of arts or science, under the Dean's authority, a training institute for secondary school teachers, run by a professor. Their aim is to train future teachers for secondary, teacher training, national vocational and technical schools.

The future teachers are recruited by a competitive examination from amongst university students and pupils having passed one year in the preparatory classes to the *grandes écoles*. Candidates must undertake to teach in public schools for ten years from their entry to the institute.

The length of study at the institute is two years up to the *licence*. It can be reduced to one year for holders of two or three certificates of higher studies including that of the first year of university studies. In exceptional cases the length of study may be extended for one year by decision of the rector. A salary is paid to all students on their admission to the institute.

Training Courses The training of teachers continues to be a most important question and during the year a number of professional courses were held and a number of professional training centres were opened.

Courses are held for primary school teachers wishing to specialize in certain types of teaching, such as classes for subnormal children, open-air classes, complementary classes, and courses in agriculture and rural domestic science. The reorganization of complementary classes in agricultural areas which was described in last year's report has been continued this year. There is also a new specialized domestic science course at Melun. Teachers of modern languages in complementary classes continue to be sent abroad as assistant French teachers, for a study year in England, Germany or Italy.

At secondary level, the International Centre of Educational Studies at Sèvres continues to organize educational meetings. The first of these was a series of courses on the subject of questioning pupils for teachers in pilot classes. This problem was proposed as the subject of study for the year and will be studied and analysed in the secondary teachers' handbooks (*Cahiers pédagogiques pour l'enseignement du second degré*). Other courses held during the year dealt with the introduction to activity methods and the use of visual arts, dramatics, music, handwork, and the cinema in education.

Several study conferences were held on such subjects as the role of modern languages in education and their relationship to other subjects, the art of reading and the organization of school libraries, the school for parents and teachers, etc. Special courses were held for administrators, headmasters, assistant-headmasters and bursars. Finally, according to a tradition now firmly established, conferences were held which brought together foreign teachers and their French colleagues to study subjects of common interest.

MISCELLANEOUS

School Hygiene With the aim of training strong and healthy children, special measures have been taken as regards medical services in schools and universities. Every primary school with ten or more classes will have a dispensary. The National Centre of Open-Air Teaching was opened at Suresnes on January 31st, 1957. At Deauville a "climatic lycée" was opened for 750 pupils from the surrounding departments, and even from Paris, whose health obliges them to work in special conditions under medical supervision.

A circular dated January 5th, 1957, describes measures taken for the treatment and education of students, pupils and other young persons suffering from tuberculosis, and lists institutions for students suffering from slight mental diseases. A lycée-sanatorium at Neufmoutiers-en-Brie, was opened this year, and also the *Centre Edouard Rist* where 115 students and adolescents of both sexes are treated during the observation period preceding their departure to a sanatorium. The *Centre Edouard Rist*, which was named by the association *Sanatorium des Etudiants de France*, is, with the lycée-sanatorium of Neufmoutiers-en-Brie, the last stage in the building programme of 12 anti-tubercular educational institutions which altogether have 1,500 beds.

The *Villa Dupré* at Sceaux was opened to treat students suffering from slight nervous or mental illness and to help in their social readjustment.

Holiday camps have been opened for diabetic students and a hostel for handicapped students has been founded by the *Ligue de l'Enseignement*.

Scholarships for Mountain Holidays and Schools The Ministry of Education awarded more than 2,000 grants to young industrial or agricultural workers of 18 to 25 years of age, enabling them to have a week's holiday in the mountains. Similar grants were made to university students. 4,000 children from 11 to 13 spent a month in the mountains at "snow schools".

Holiday Camps Every year greater efforts are made both by industry and by the Ministry in the opening and running of holiday camps.

In 1956, more than a million school children were sent to 7,400 holiday centres and 6,200 youth camps, which require an equivalent number of supervisors and from 90,000 to 100,000 youth leaders as well as 45,000 nurses, cooks and other staff. The budget is from 40 to 42,000 million francs. But in 1960 five million children must be housed.

Every year, about 15 to 16,000 children from Algeria come to holiday camps in France. This year 5,000 more children asked to come but places could be found for only 1,500 of these, in addition to the usual 15,000. These include both European and Arab children. 50 million francs were allocated to pay their expenses on arrival at Marseilles.

Relations with Foreign Countries and the French Union Overseas Foreign exchanges continue to increase amongst teachers as well as students and schoolchildren.

Efforts are being made to extend the exchanges to other categories such as young workers, civil servants, etc. The Ministry awarded 400 international holiday grants to young persons from 15 to 21 from all sections of society. Teacher exchange at all levels has continued, particularly with the United Kingdom and the United States.

In Paris, the Netherlands Institute was inaugurated. An international students' hostel is to be built on the Montagne Sainte-Geneviève, with study rooms and conference halls, reception centre, welfare office, and the university tourist office.

To facilitate technical and cultural exchanges amongst all countries, the *Institut de Hautes Etudes d'Interprétariat* was founded at the Sorbonne to train translators and interpreters. It is open to students wanting to specialize in modern languages, and technicians who wish to increase their technical knowledge. It is also open to foreign students having a good knowledge of French.

Dispensation from the baccalaureate for entry into law, arts and science faculties have been given to Vietnamese, Tunisian and Moroccan students.

A university was founded at Dakar and will open at the beginning of the 1957-1958 academic year. It is composed of the faculties of law, science and arts as well as a school of medicine and pharmacy which will now have complete courses in these two subjects. The staff of this university has been recruited on the same basis as that of other French universities.

To help young Africans to enter the mechanical, electrical and chemical industries which are being developed in French Africa, 300 young probationers have been recruited, to be trained by the Association for the Development of Commercial and Technical Education.

The *Haut Comité de la Jeunesse de France et d'Outre-Mer*, which met in March, took certain measures, in particular for the housing of workers from overseas and for exchanges of young persons between metropolitan France and the overseas territories.

Short Courses As well as the annual courses, now in their tenth year, for teachers from France going to serve in the African overseas territories and to Africans from these territories, and the three months' training courses for teachers from the Associated States which enable them to study at the International Centre of Educational Studies, the Higher Normal School of Saint-Cloud and the Institute of Phonetics, a training course for experts in technical assistance was opened in October, 1956, at the audio-visual centre at Saint-Cloud.

This study course lasts a whole academic year and trains primary, secondary and technical school teachers, as well as graduates in psychology, as specialists in basic education or in the use of audio-visual aids in under-developed countries.

This course is also open to nationals of States with whom there exists an administrative and technical cooperation convention, more particularly Morocco and Tunisia, by which France has undertaken to help train technicians whose work it will be to develop their country.

During this academic year, as well as 15 French teachers from different kinds of schools, 10 Moroccans studied at Saint-Cloud and will shortly put into practice the training they received in France.

Mention must also be made of the centre of practical studies in modern Arabic founded last year at Bikfaya near Beirut where, as well as civil servants who, by their work, are called upon to serve in Arabic speaking countries, three secondary school teachers have spent a whole academic year of study. These teachers can be called upon to occupy important posts in countries in the Middle East or in North Africa.

**Algerians Resident
in France**

The evening courses in general education given for the last ten years in primary schools have developed considerably in spite of the psychological conditions in which Algerian workers live in France. Teaching throughout France is now given by the elementary French method. Special readers and exercise books have been widely distributed in these classes.

Alongside these courses there are vocational training courses (metallurgy, building, smelting), and pre-apprenticeship courses are growing in importance both in the Paris region and in the provinces.

Finally, it was thought necessary to give civil servants of the State, departments and municipalities, who are in constant touch with these workers, the means of communicating with them in their own tongue. In Paris, Lyons and Marseilles, classes in Arabic have been opened, and will shortly be opened at Bordeaux, Toulouse, Lille and Strasbourg, where several hundred people can study the language and receive at the end of the year a certificate awarded by the University of Paris.

Cultural Conventions During the last year two cultural conventions with Laos and Morocco have been negotiated and signed.

The essential point of the convention with Laos is the guarantee given to French culture and to the teaching of all essential secondary school subjects in French, until the Laotian language has developed enough for general educational purposes. Secondly, teaching staff is almost wholly composed of French teachers placed at the disposition of the government of Laos.

With Morocco, the treaty envisages the founding of a French university and cultural mission which will run those institutions either lent or given over wholly to France.

Serious guarantees have been given to French teaching staff who serve under contract in Moroccan institutions. The important results obtained during negotiations, which were carried on in a most friendly spirit, will no doubt make it more probable that French families who were very worried about the education of their children will remain in Morocco.

School Links As part of the activities of the cultural committee and the youth sub-committee of the Western European Union, certain meetings of experts were devoted to the study of conditions in which it would be possible to increase school links which are considered a most efficient means of developing international understanding.

The participants worked out certain recommendations which were accepted by the cultural committee of the Western European Union. French authorities have attempted to put these into practice in 1957. Grants to schools have been made by the *Service Universitaire des Relations avec l'Etranger et l'Outre-Mer* to develop group travel abroad. It is now possible to pay the accompanying teacher's journey and expenses as well as an allowance varying with the length of the stay abroad.

GERMAN FEDERAL REPUBLIC

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Number of Länder* — *Pedagogical Information Service* — *Financing of Staff Employment* — *Education and the Public* — *New Administrative Department* — *Budget* — *School Building* — ORGANIZATION — *Compulsory Schooling* — *Time-Tables* — *School Year* — *Educational Autonomy* — *Further Education* — *Vocational Schools* — *Economics Secondary School* — *Repatriated Children* — CURRICULA, SYLLABUSES, METHODS — *Physical Education* — *Schools and the Cinema* — *Civic Education* — *Trial and Experiment* — TEACHING STAFF — *Teacher Training* — *Salaries* — MISCELLANEOUS — *Pupils' Newspapers* — *Pupils' Cooperation in School Life* — *School Hikes and Excursions* — *International Understanding*

ADMINISTRATION

Number of Länder Education in Germany is a *Länder* responsibility; each individual *Land* is responsible for its own educational system, and passes educational laws (including those governing universities) through its *Land* parliament. The number of *Länder* has increased by one since 1st January, 1957, as a result of the return of the Saar to the Federal Republic. At present, there are 11 *Länder* in the Federal Republic, if one includes West Berlin.

Pedagogical Information Service The Conference of Ministers of Education has now opened a pedagogical information service and a documentation service in Bonn where all documents of any importance to the administration of the German educational system in the individual *Länder* are systematically collected and constantly supplemented. This new service is in a position to impart information on any question concerning education in the various *Länder* in the Federal Republic; it is also prepared to answer questions from abroad. The basis of the documentation is formed by the material hitherto used in Wiesbaden in the Education Service Centre.

Financing Staff Employment In Schleswig-Holstein, the new school maintenance and administration law came into force on 1st April, 1957. The hitherto still valid Prussian laws are thereby superseded, whilst the administration of secondary and vocational schools is for the first time placed on a proper legal basis. The most significant innovation is the financing of personnel employment; except in very few cases, the *Land* becomes the employer of all teaching staff. Whilst hitherto the communes themselves have had to maintain their

¹ From the report submitted to the XXth International Conference on Public Education by Mr. REIMERS, Delegate of the government of the German Federal Republic.

own teachers, the new law distributes only 10% of the cost of staff amongst the communes as a whole in the form of rates which vary according to the financial ability of each commune. Quotas determine the highest permissible number of pupils and the minimum requisite number of teachers per class; where additional teachers are taken on, 85% of the additional expense is paid by those responsible for the maintenance of the schools. The responsibility for maintaining the schools generally devolves upon communal school associations; they participate in the work of education, so reinforcing the democratic foundation.

**Education
and the Public**

In all the *Länder*, endeavours are made to obtain the cooperation of the public in important questions pertaining to education. To deal with questions of principle affecting the entire educational system of a *Land*, *Land* school advisory councils are formed. These are composed of representatives from all circles concerned. Through enactment of laws and ordinances, such *Land* school advisory councils, which already exist in several *Länder*, have been set up in Baden-Württemberg and Hamburg during the last year. For questions affecting the entire educational system, Hamburg has formed one parents' committee and one teachers' committee, which are at the disposal of the school administration to give opinions and advice. In each individual school, there is a parents' council; the setting up of these councils and their terms of reference have been established in Baden-Württemberg, Schleswig-Holstein, and Hamburg, by new ordinances. Advisory councils are being formed at vocational schools in increasing measure to advise the staff. It is not, however, the parents who play the decisive part; apart from them, representatives are called in of those professions whose field is covered by the school syllabus. Berlin has passed a new ordinance on the formation of such advisory councils.

**New Administrative
Department**

The number of internal changes in administration is small, since circumstances have become more stabilized. In order to be able to put the question of junior secondary schools (six years following the fourth primary year, and leading to a certificate which qualifies for certain professional careers), the importance of which continues to increase, the Ministry of Education of Lower Saxony has formed its own department to deal with such schools.

Budget

The result of the distribution of the tax yield between the federal government and the administrative bodies of the *Länder* is that the *Länder* find themselves confronted with financial difficulties if they wish to make any particularly comprehensive improvements or extensions in the educational system. The necessity of making up for the losses and interruptions due to war still confronts the individual *Länder* with a task of tremendous magnitude, and the raising of the educational system to a level answering to present-day demands is just as difficult. Although the *Länder* are making commendable efforts, some of them find themselves compelled to postpone their plans for financial reasons. Negotiations with the federal government aim at obtaining help from federal funds. The *Länder* have therefore attempted to estimate what expenditure is necessary to rebuild what has been destroyed, to

modernize the obsolete, and to satisfy the very extensive new requirements. They have drawn up a list of requirements covering in particular the promotion of scientific research, the recruitment of young technicians, school building, vocational training and general education. The sums calculated are so formidable that they could not be raised by the *Länder* alone even if they were distributed over ten years. The continual increases in the budgets of the individual Ministries of Education go to show that efforts are nonetheless being made to achieve a lasting improvement from the *Länder's* own resources. During the year under review, for instance, the proportion of educational expenditure in the total budget amounted in Baden-Württemberg to 20.4%, whilst in Hesse it reached 26%. Bremen had an increase of DM 6.79 million, Berlin 15.7 million, the Rhineland-Palatinate 18.3 million, and North Rhine-Westphalia 65.5 million. In Hesse, there was a 20% increase in expenditure on higher education. On the other hand, the income of the *Länder* from school fees continues to decline: in Hamburg, the abolition of school fees is complete; in North Rhine-Westphalia, school fees have undergone considerable further reduction, whilst on the other hand the sum spent on maintenance for boys and girls of school age is no less than DM 58,600,000. In order to extend the training possibilities open to future technicians, the *Länder* set aside DM. 42 million in their 1955 budget for technical colleges; this sum rose to DM. 54 million in the 1956 budget, and to DM. 92 million in the 1957 budget; the number of places was continually increased during this period.

School Building

In the matter of school building, this report deals with progress made and still existing requirements; questions of principle were discussed in the reply to the International Bureau of Education's inquiry on this subject. The *Länder* have conducted a census on the present situation, and worked out precise documentation on those requirements which still have to be met. As an example of the reconstruction work done since 1945, Baden-Württemberg has built a total of 15,500 classrooms since that year, and Hesse 8,846 new rooms, 172 of them being gymnasias, while during the past year, Schleswig-Holstein has put up a total of 794 new rooms. Schooling by shifts has been systematically abolished; Bremen in particular has been able to reduce shifts to such an extent that only 10% of its schools are still working double shifts; Hamburg is not far behind. The total number of classrooms available in the Federal Republic is about 170,000; the number of classrooms still remaining to be built to reduce schools to a single shift in all cases is 31,000. In order to reduce the number of pupils per class to a suitable number, a further 15,000 classrooms will have to be built.

The Conference of Ministers of Education plans to set up a central institute to deal with questions pertaining to school building. The purpose of this institute will be to advise the *Länder* in the implementation of their school building plans. It is intended that the wealth of experience available shall benefit all the *Länder* and shall be exploited in the interests of planning. It is hoped that this will lead to rational school building and to the use of the best results as models for the other *Länder* to work upon.

ORGANIZATION

Compulsory Schooling The Permanent Conference of Ministers of Education and the individual Ministries of Education have been considering a report submitted by the German Committee on Education and Training. This report emphatically recommends the extension of compulsory primary education to 10 years. In most of the *Länder*, the obligatory period of school attendance is 8 years. In the City-States of Berlin and Hamburg and in Schleswig-Holstein, all children attend school for 9 years, and it has been resolved to introduce the nine-year period in Bremen also. In Lower Saxony, the nine-year period has been agreed upon, but not yet implemented. But in many places, even where a period of 8 years is prescribed by law, ninth-year classes have already been set up: Bavaria, the Rhineland-Palatinate and Baden-Württemberg have considerably increased the number of such possibilities. Berlin and Hamburg have resolved to set up tenth-year primary classes open to volunteer pupils. All the education authorities have resolved in principle to introduce the ninth compulsory primary school year, to take effect as soon as possible. It may be expected that the introduction of a tenth primary school year, optional for the present, will make headway. The Conference of Ministers of Education has been discussing what type of work should be done in the ninth and tenth year classes: it is considered necessary to combine general education with pre-vocational training.

Time-Tables In all schools in all the *Länder* school attendance is traditionally confined to the morning. Industrial developments have resulted in the introduction in ever-increasing measure of the five-day week, and it is already becoming evident that this development will have repercussions on the school time-table. Any reduction in the total school attendance is considered impossible in the light of the necessity for continually raising the standard of education to keep abreast of intellectual, economic, and technical developments. The strongest tendency is to extend school attendance to both morning and afternoon, where schooling has to be limited to five days. It is hoped that this re-arrangement will bring about concentration in education, and it is particularly valuable in view of the fact that many children are left to themselves when they are not in school, since their parents are out at work. Since "full-day schools" are, with very few exceptions, a new development in Germany, various *Länder* (Bavaria, Hamburg) have resolved to introduce the full-day curriculum as an experiment in certain schools.

School Year The agreement on the unification of the educational system in the *Länder* has led to considerable changes during the year under review. This agreement has now been implemented by legislative measures and edicts. In Bavaria, however, the *Land* government decided that the school year should commence in the autumn, whilst in all other *Länder* it begins on 1st April.

Educational Autonomy The Hamburg government has passed a law governing the competence and the independence of individual schools. The staff meeting of a school holds independent consultations and decides

(within the scope of the legal provisions) on measures necessary for the work of the school. Decisions reached by the staff meeting are binding not only on the teachers, but also on the headmaster. The teaching staff is enabled by law to participate in the selection of the headmaster. In Hamburg a headmaster is appointed provisionally for two years; on the expiry of this period, the teachers hold a secret ballot to decide whether there is any objection to his permanent appointment. The law proceeds on the assumption that there must be mutual confidence between a headmaster and his staff and recognizes the right of the teaching staff of a school to participate in the selection of the teacher best suited for the task of direction. However, this legal right is not applied in this form in any other *Land*.

Further Education Efforts continue to raise the standard of education after the period of compulsory schooling. In many *Länder*, advanced classes have been set up for young people already gainfully employed or in training. These classes endeavour, by exploiting vocational maturity, to improve the general education of the pupils. Generally speaking, such classes are held in the evening, but the pupils are sometimes released from work for one day a week to attend them. Various *Länder* have considerably extended these facilities, in order to enable talented primary school pupils to take higher positions in industry and engineering, and hold posts of responsibility. This training is intended at the same time to supply the higher vocational schools (technical colleges and schools of civil engineering) with the considerably increased number of talented young people required by technical developments.

Vocational Schools The number of vocational schools is continually being increased. Discussion in the Conference of Ministers of Education revealed the beginnings of a constantly spreading movement which is benefiting everybody capable of outstanding achievement in the new industrial society. For example, Baden-Württemberg and North Rhine-Westphalia have set up technical day schools and evening classes for skilled workers who are prepared for entry to higher technical schools. Hesse has taken intensive measures of a similar nature and numerous other *Länder* report that they have extended their advanced classes.

Economics The economics type of secondary school already described in an earlier report is gaining ground.
Secondary School Young people are prepared in particular for careers in commerce and in economic administration. It is intended to change the syllabuses so as to ensure that those leaving these schools are sufficiently advanced to attend a university. The *Länder* have agreed to place the curriculum of these schools on a level with that of the traditional secondary schools, except for the inclusion of economics subjects.

Repatriated Children Special types of school are being developed in the *Länder* for children repatriated from foreign countries. Most of these children speak only broken German, or none at all. They must be prepared for employment in Germany. Various *Länder* have set up

schools for these late repatriates; they are also attended by a certain number of young people no longer of school age, but unable, with their present standard of education and imperfect knowledge of the language to obtain employment. In North Rhine-Westphalia, for instance, a school of this type is attended by about 300 pupils; the work goes ahead so rapidly, however, that many of them are sufficiently advanced to enter a public primary school or to take up employment after attending this preparatory school for only one year.

CURRICULA, SYLLABUSES, METHODS

Physical Education The recommendation on intensifying physical education put forward by the Conference of Ministers of Education has to a great extent been put into effect; Berlin, Bavaria, and Hesse, for instance, have passed special ordinances raising the number of lessons per week devoted to physical education.

Films in Schools A supplementary educational task which has fallen to schools in ever-increasing measure during recent years is the preparation of their pupils for their encounter with films. Some of the *Länder* (Berlin, Lower Saxony) have followed previous examples by decreeing that it is the school's duty to teach the young film appreciation. The following methods of procedure have been recommended: (1) The showing of films for the young to whole classes followed by class discussion. (2) The formation of film groups, comprising pupils interested in the cinema. (3) The use of a fiction or documentary film in teaching (e.g. in geography, natural science, history), followed by class discussion. (4) Discussion of a film of educative value, with the aim of probing into the social and moral ideas offered by the film in question, coming to grips with characters and events and analyzing the genuineness and credibility of the presentation.

In order to prepare teachers for this task, the *Länder* are conducting special courses and seminars within their teachers' further training programmes; pupil teachers undergo a similar preparatory training. In Lower Saxony, similar training courses have been carried out in all districts.

Civic Education Measures to train people to be good citizens have been the subject of special endeavours. Seminars for teachers are conducted regularly. North Rhine-Westphalia has published suggestions, recommendations and decrees, in the form of a book for teachers. In this respect, the *Länder* regard the effects in and on vocational schools as being particularly important, since such schools are attended by young people between 15 and 19 years of age. Various training courses, participated in jointly by all the *Länder*, were devoted to working out suitable plans which should not be confined merely to imparting formal knowledge, but should make a genuine contribution to the attitude of the citizen.

Trial and Experiment The German educational system has constantly endeavoured to avoid any form of rigidity. To this end, new experiments

are constantly being made in the individual *Länder* and in the various types of schools. The new curricula published by Baden-Württemberg, Hamburg, Hesse, Lower Saxony, the Rhineland-Palatinate, and Schleswig-Holstein, are generally being introduced for a trial period. Teaching staffs are requested to criticize the plans and to put forward proposals for their improvement and supplementation; they will be declared binding only when sufficient experience has been gained. The dynamic developments of our age are forcing administrative bodies to ensure that there is plenty of scope for constant development; in this way, endeavours are made to obviate the danger of too close an adherence to tradition. Nonetheless, care is taken that really well proven foundations remain the nucleus of the changing school.

The following examples of noteworthy experiments in new methods of teaching during the year under review may be cited: (a) In Berlin, an experiment in individualizing teaching procedure began. Special working media (by Professor Kade) in arithmetic and reading are introduced into the scope of the normal lesson time-table. This enables class instruction to be relaxed in favour of group and individual work, which leads, even in the primary school, to a considerable degree of independence and self-criticism on the part of the pupils. The teachers receive special training for this task. (b) For sick children unable to attend school, a two-way telephone system is being tried out. The bedridden child is cut in on a normal class at school during a lesson; this enables him or her to take part in the common work of the class.

TEACHING STAFF

Teacher Training Longer courses of training for teachers are becoming more frequent in the Federal Republic. The three-year training course for primary school teachers (after the school leaving certificate) in teachers' training colleges at university level has now become law in North Rhine-Westphalia also. This prolongation from four to six semesters will not result in the introduction of any new subjects, but in a deeper study of the existing field. Above all, the lengthened period of study is intended to make students more familiar with educational practice, especially in country schools. At the same time, the number of lecturers engaged on teacher training courses in this *Land* has been increased by 16% and proposals have been worked out to establish closer contact between teacher training colleges and universities. Hesse has reorganized its teacher training system to fuse the training of primary school and junior secondary school teachers to a great extent; as is the case in other *Länder*, the authorities proceed on the assumption that both groups of teachers should receive considerably intensified but similar training. On the other hand, Lower Saxony is now experimenting with a newly established institute in Goettingen for training junior secondary school teachers in a different way. At this institute, primary school teachers who have already studied for six semesters at a teacher training college may take another two semesters in conjunction with the University of Goettingen to enable them to sit for the junior secondary school teacher's examination.

No final form has yet been decided on for the training of vocational teachers. The Conference of Ministers of Education has examined the questions arising in connection with this field. The many-sided commission to be fulfilled by vocational school teachers calls for complicated and extensive training facilities. Experiments are being conducted in several of the *Länder* with a view to improving training by establishing closer contact with universities and polytechnical schools.

In order to promote civic education in schools, one or two of the *Länder* (Baden-Württemberg, Schleswig-Holstein) have introduced "scientific politics" as a subject to be read at universities; appropriate ordinances have been passed to govern examinations.

The increasing number of mothers gainfully employed calls for special efforts in the training of kindergarten teachers. New ordinances passed in Bavaria, Hesse and North Rhine-Westphalia are based on guiding principles laid down by the Conference of Ministers of Education. Kindergarten teachers must possess a secondary education and work for several years as probationers before they are admitted to a training school for a two-year course. The curricula of these schools have been devised to meet the many-sided demands made by this profession.

Salaries Further increases have been made in teachers' salaries. Fresh legislation has been passed in Bremen, Hamburg and the Rhineland-Palatinate where considerable additional expenditure has been undertaken to improve the position of the teaching staff.

MISCELLANEOUS

Pupils' Newspapers The number of newspapers and magazines produced by pupils has considerably increased during the past year. In Bavaria there are fifty regular pupils' magazines and Bremen reports that it has 11 pupils' newspapers. Baden-Württemberg has offered prizes for the best magazines produced by children.

Pupils' Cooperation in School Life The cooperation of pupils in the life of their school is developing favourably in general. In various places, pupils' representatives have joined together to form working circles (Bremen, Hamburg). Curricula and syllabuses generally contain concrete proposals for the cooperation of pupils in school life, especially in the new syllabuses in force in Hesse.

School Hikes and Excursions During the past year, measures to encourage school hikes were again intensified. Nearly all the *Länder* included in their advanced teachers' training courses, courses for leaders of hiking groups; Bavaria instituted courses in map-reading, in which young secondary teachers participate; new guiding principles for pupils' outings were laid down in the Rhineland-Palatinate and in Bremen. Individual *Länder* increased the extra pay for teachers to cover their expenses on school journeys. In order to encourage contact with the youth of the German Democratic Republic, some of the *Länder* officially recommended school trips there.

Berlin has set up a school country-home for blind children.

**International
Understanding**

Special efforts in the field of education are directed towards international understanding. The Conference of Ministers of Education has enlarged its central agency for teachers' and pupils' exchanges. School links, class exchanges, school penfriendships, etc., have progressed favourably, contact was assumed with further countries. There is a special department in each Ministry of Education to promote international meetings of pupils. Still more schools in Germany have joined in the Unesco sponsored experiments to make school work a conscious contribution to international understanding. Funds have been made available from public resources to encourage teachers from abroad to visit Germany. North Rhine-Westphalia has included in its budget quite a substantial sum for this purpose.

GHANA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Administrative Departments* — *Finance* — PRIMARY AND MIDDLE SCHOOLS — *Quantitative Development* — *Middle School Leaving Certificate* — *Decentralization* — *Finance* — *Syllabuses* — SECONDARY EDUCATION — *Quantitative Development* — *School Buildings* — *Scholarships* — VOCATIONAL AND TECHNICAL EDUCATION — *Quantitative Development* — TEACHING STAFF — *Training*

ADMINISTRATION

Administrative Departments The former departments of education and technical education have been merged with the Ministry of Education. There was an improvement in the recruitment of education officers : by the end of 1956, 86 had been appointed out of an establishment of 96.

Finance In 1956, the financial year was extended from 31st March to 30th June. Recurrent expenditure for general and technical education amounted to £3.8 million in the twelve months up to 31st March, 1956 (£3.7 million in 1954-1955). Substantial payments had to be made, however, in the extra quarter April to June, 1956, in connection with an increase in salaries and the financing by the government of a further number of formerly private secondary schools. The expenditure for the fifteen-month period, April, 1955, to June, 1956, was thus £5.1 million. Expenditure on development projects was £658,274 for the fifteen-month period.

These figures do not include expenditure for the University College of Ghana and Kumasi College of Technology.

PRIMARY AND MIDDLE SCHOOLS

Quantitative Development Increases in the number of primary and middle schools, both government and private, and in enrolments are shown in the following table :

<i>Primary Schools</i>	1955	1956	Increase
Number of schools	3,394	3,478	84
Enrolments	429,518	446,702	17,184
<i>Middle Schools</i>			
Number of schools	974	990	16
Enrolments	113,889	115,612	1,723

¹ From the report sent by the Ministry of Education of Ghana.

Approximately 83% of pupils in all primary schools went on to the four-year middle course. The increases in the numbers of new schools have declined since 1955 and it appears that the period of vast expansion, started in 1952 by the accelerated development plan for education, is now coming to an end. Sufficient facilities for primary and middle education now exist, except in the municipalities, where the population is tending to increase.

Middle School Leaving Certificate The Middle School Leaving Examination was held for the second time since its reintroduction in 1955. 25,151 candidates sat for the examination, of whom 15,656 (62.2%) were successful. In 1957, the examination is to be conducted by the West African Examinations Council and modern machine techniques for marking the candidates' papers and issuing certificates will be employed.

Decentralization In September, 1956, the former government primary and middle schools were transferred to the control of local authorities.

Finance The financing of primary and middle schools is a partnership between the central government and the local authorities. The provision of school buildings was the responsibility of local authorities, though many of them were unable to meet the heavy demands for satisfactory accommodation brought about by the large number of schools opened in the last five years.

Syllabuses Revised outline syllabuses in arithmetic and language and a specimen timetable were published and distributed to primary schools. The commission appointed to inquire into the use of English as the medium of instruction in primary schools completed its work in 1956. Its main recommendation was that the use of English as the medium of instruction from the first primary class was not feasible.

SECONDARY EDUCATION

Quantitative Development There were in January, 1956, 31 recognized and subsidized secondary schools. By January, 1957, this number had increased to 38 as a result of the recognition by the government of 7 formerly private schools. The enrolment rose from 7,711 in 1955 to 8,908 in 1956 and to 9,860 in February, 1957. In January, 1957, a sixth form was opened at Mawuli School, Ho, in the Trans-Volta/Togoland Region and the first sixth form solely for girls was introduced at the Holy Child school in Cape Coast. Figures of enrolments in sixth forms are as follows: 294 in 1955, 440 in 1956 and 436 in 1957.

1,187 secondary school candidates sat for the West African School Certificate Examination in 1956 and 759 (63.9%) secured passes. Of 187 school candidates who sat for the Higher School Certificate in 1956, 145 (78%) were successful.

School Buildings No major work in school building was undertaken during the year under review, but improvements and additions

were made to existing buidings. Funds were made available to several schools for the improvement of their sports grounds and for the purchase of laboratory equipment.

Scholarships 413 scholarships and bursaries were awarded to secondary school pupils and 251 full sixth form bursaries to pupils entering sixth forms.

VOCATIONAL AND TECHNICAL EDUCATION

Quantitative Development The four government vocational schools and the four government technical institutes provided courses in the engineering and building trades and in commercial and domestic subjects.

Pupils in vocational schools in January, 1956, numbered 493, and in January, 1957, 521.

Pupils in technical institutions in January, 1956, numbered 1,311, and in January, 1957, 2,028.

TEACHING STAFF

Training The establishment of a new training college in Ashanti increased the number of colleges to 30. Enrolments increased from 3,498 in 1955 to 3,551 in 1956, and 3,873 in 1957.

Regional conferences of training college principals made progress towards agreement on a common system of certification for teachers. Hitherto, each college has set its own examination independently. Four six-week courses for untrained teachers were conducted. In addition, two-week "briefing" courses were given to new pupil teachers at the beginning and the end of 1956. It continued to be necessary to employ over 10,000 such untrained teachers in primary and middle schools in 1956.

GREECE

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Work of the Board of Education* — *Advisory Committee on Education and Art* — *School Building* — ORGANIZATION — *Primary Education* — *Secondary Education* — *Higher Education* — *Ecclesiastical Education* — *School and Community* — *Physical Training* — *Basic Education* — CURRICULA, SYLLABUSES, METHODS — *Textbooks* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Meals* — *Holiday Camps*

ADMINISTRATION

Work of the Board of Education

During 1956-1957 the Board of Education of the Ministry of Education has prepared the following studies : (1) the composition of the central staff councils which come under the jurisdiction of the Ministry of Education; (2) the procedure of promotion and transfer; (3) the setting up of 35 general inspector's offices; (4) a detailed curriculum for primary schools; (5) a detailed curriculum for evening schools. The Board of Education has also dealt with proposals for granting leave of absence for educational purposes to 50 primary and secondary teachers, the appointment of 120 secondary teachers, the establishment of 20 new state-supported secondary schools in the provinces, the authorization of 45 privately owned secondary schools and the inspection of the offices of general inspectors of secondary schools and training colleges.

Advisory Committee on Education and Art

Following a government decision, a large committee has been established consisting of university professors and other art and education specialists. This committee, which is under the chairmanship of the Minister of Education, will examine the question of education as a whole from pre-primary to higher level. The conclusions of this committee will be examined by another committee consisting of all political parties represented in parliament. The conclusions of this latter committee should provide a generally agreed educational code which shall be respected by all subsequent governments.

School Building

The need for school buildings is very great. The buildings destroyed during the war have to be repaired and new ones built. Thus out of a total of 6,268 classrooms planned for construction, 618 schools with 1,181 classrooms for primary education and 282 secondary schools have been built during the 1956-1957 school year. For these works, 20,662,000 drachmas have been spent. At the same time, 16,604,083 drachmas have been spent out of the public investment fund

¹ From the report sent by the Greek Ministry of Education and Church.

for the building requirements of the two universities, of the national polytechnical school and of the higher school of economic and commercial science, 4,656,000 drachmas for the completion of primary schools and 1,015,000 drachmas for secondary school building.

ORGANIZATION

Primary Education In primary education there were this year 4,446 schools with only one class, 2,007 with two classes, 902 with three classes, 501 with four classes, 296 with five classes and 878 with six classes, making a total of 9,030 schools. The number of posts for primary teachers is 19,918, to which should be added 204 posts in Moslem schools and 3 in the *Anavryta* school, which brings the total number of posts to 20,125. It is proposed to increase this figure by 4,586 to permit the establishment or development of schools.

The total number of pupils registered was 988,588, of whom 948,985 attended state-supported schools, and 39,603 attended private schools. The number of pupils examined was 944,000.

Secondary Education Fourteen new secondary schools have been established, including 3 mercantile marine schools. Some classes of secondary schools in Cyprus have been recognized as equal to the corresponding classes in Greece. By law No. 1267 of 17.8.1956 of the Council of Ministers, special care has been given to the appointment of educational personnel deported from Cyprus.

On 15th June, 1956, secondary teaching staff amounted to about 5,000 persons.

The number of secondary teachers receiving advanced training has been increased by 10. A decree has been issued by which the various fees and contributions of secondary pupils are unified in a single fund, and financial regulations have been drawn up to meet the multiple needs of secondary education.

Higher Education 18,000 students are registered in higher level institutions in Athens and Thessaloniki. During 1956-1957, universities and other higher level establishments applied law No. 3234 of 1955 introducing a new system of termly promotions which permits students to take examinations on all or part of the curriculum in June and October. They may be examined a third time by a committee of three members if they have failed in not more than two subjects. Results have proved satisfactory both as regards the operation of the higher education establishments and the regular attendance and better training of the students.

Grants to all higher level institutions amounted to 186 million drachmas of which 52 million came from the State's budget.

It should be mentioned in particular that under law No. 3665 of 1957 new scholarships have been offered to worker's children who make good progress in their studies at higher establishments.

Eighty temporary assistants were appointed at Athens University and another 70 at the University of Thessaloniki; 16 new professors and 80 new lecturers and assistants have also been appointed at these universities and at the national polytechnical school.

An important achievement was the expansion of the lecture rooms and laboratories at higher level institutions in Athens and Thessaloniki. At the University of Thessaloniki the construction of the four-story building for the chemistry faculty is now complete; besides numerous lecture rooms and laboratories, the new building comprises a large amphitheatre of 500 seats. An observatory has also been built, comprising among other things an amphitheatre of 120 seats. The road-building project in the area of that same university has been continued and the first two stories of the new physics and mathematics faculty building have been completed. The construction of the large new chemistry block at Athens university has continued, while the new wing of the higher school of economics and commercial science has been finished. As part of the reconstruction programme for the national polytechnical school, the hall of ceremonies and the five-story building for the mechanical and electrical engineering faculty have been finished; the latter comprises 4 large draughtsmanship rooms, 10 lecture rooms, 12 laboratories and a large room for the material-testing laboratory. Finally, plans were completed for a special building to house the new equinoxial telescope given to the national observatory by Canada.

Ecclesiastical Education The following schools for ecclesiastical education operated regularly in 1956-1957: (a) seven ecclesiastical schools of seven classes each, of which only the first four classes correspond to those in secondary schools. These schools train candidates for the Church; (b) six lower ecclesiastical seminaries with two classes, which accept students having completed the fourth year of the eight-year secondary school. These schools provide ecclesiastical education for candidates for the Church; 298 state-supported scholars have attended; (c) six higher ecclesiastical seminaries with classes which accept students who have graduated from a secondary school or a teacher training school. They train candidates for the Church and offer advanced education to ecclesiastics; 341 state-supported scholars have attended; (d) the seminary at Vella, which prepares priests and teachers mainly to serve in remote areas of the country. The course is of six years' duration. The seminary is open, after an entrance examination, to persons having completed the fourth year of the eight-year secondary school; 167 students have attended, of which 120 were state-supported scholars.

School and Community An educational programme for community development has been put into operation on an experimental basis in the township of Coropi, in order to study the feasibility of a cooperation between school and community to raise the cultural and living standards of the Greek villages in general. The Ministries of Education, Social Welfare and Agriculture, the child welfare organization, the municipality of Coropi, the Church, the schools, the agricultural and medical service of the district and other local authorities, the village population, co-operatives, farmers, women's clubs, etc. have all collaborated in this experiment. Courses in agriculture, nursing and hygiene were introduced into the curriculum of Coropi high school and a children's church choir, educational film shows, local fiestas, dance displays, exhibitions of agricultural and handicraft products, school performances, etc. were organized.

Physical Training In 1956-1957, the following sums were made available for physical training : 5,764,000 drachmas for national gymnasia and stadia, 65,000 drachmas for teacher training college gymnasia, 1,961,000 drachmas for secondary school gymnasia and 899,500 drachmas for primary school gymnasia. At the same time, atheletic and gymnastic equipment to a value of 1,178,000 drachmas has been distributed to the above gymnasia for teaching and for games, gymnastic and other displays.

The national academy of physical training, where future physical education teachers are trained for three years, has been subsidized to the extent of 200,000 drachmas.

Teachers of physical training during 1956-1957 numbered 630 (454 men and 176 women).

Basic Education In 1956-1957, 1,432 evening schools for illiterate adults operated with a total of 1,325 teachers and 42,214 participants (19,727 men and 22,487 women). At the same time 24 centres were established to train teachers for educating illiterate adults.

CURRICULA, SYLLABUSES, METHODS

Textbooks The textbook division of the Ministry of Education has organized a Greek stand at the permanent International Exhibition of Public Education in Geneva. It has also represented Greece at the exhibition for children in Melbourne. It has made available to state schools : 45,507 high school books, 100,000 primary readers, 15,378 books on general knowledge, 5,459 auxiliary textbooks for primary schools and 220 maps of Greece. It has distributed free of charge to needy pupils 17,516 high school books and 1,783 primary school books as well as other school equipment; it has also sent free of charge to the schools of Greek communities abroad : 11,009 high school books, 22,645 primary school books, 70 books on general knowledge and 1,910 auxiliary textbooks.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Meals Supplementary meals consisting of milk, cheese and butter (calorific content of 750 units) were given to 600,000 pupils throughout the country. These supplies were made available by the United States, while transport costs and the purchase of sugar amounting to 6,500,000 drachmas were paid by the Greek government. The programme was very successful and the results were most beneficial both as regards the pupils' health and their efficiency at school.

Holiday Camps During the summer of 1956, 135 school holiday camps were organized; 52,000 secondary school pupils were selected for participation on the basis of various hygienic and social factors. A sum of 26 million drachmas was made available for these camps from the state budget. During the period 1st March, 1956, to 30th April, 1957, the permanent works of 9 camps were carried out at the expense of the State. Another two camps are planned at a cost of 950,000 drachmas.

GUATEMALA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Legislation* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Adult Education* — *Pre-Primary Education* — *Secondary Education and Teacher Training* — *Vocational and Technical Education* — *University Education*

ADMINISTRATION

Legislation Among Ministry of Education decrees figure the following: No. 66 the organic law concerning sport, No. 68 founding the pre-vocational institute for girls at Jalapa, No. 74 the organic law on national education, No. 177 founding pre-vocational institutes at Escuintla, Suchitepequez, El Peten and Zacapa, No. 194 founding a school for education for the home in Guatemala City and laying down its curriculum, No. 41 of February, 1951, ordaining that henceforth degrees and diplomas must be signed by the director of the establishment concerned and by the director of the corresponding technico-administrative department of the Ministry of Education, No. 286 modifying examination regulations for post-primary establishments, No. 294 setting up the "15th September" library of popular Guatemalan culture which consists of books by national writers, No. 384 repealing regulation No. 180 of August, 1953, which debarred holders of the baccalaureate from appointment as primary teachers.

Budget The public education budget for the 1956-1957 financial year amounted to 11,633,316 quetzals, including 7,331,064 quetzals for salaries, 1,916,053 for ordinary expenditure and 2,386,199 for extraordinary expenditure. The budget for the preceding year was 10,099,859 quetzals, so that this year's figure shows an increase of 1,553,457 quetzals (16%) over last year's.

School Building During 1956, the school building department of the Ministry of Education completed considerable building and repair work. The "Republic of Mexico" national school was built, and six classrooms were added to the *Dario Gonzalez* national school. In the capital 12 new schools were provided: 7 for girls and 5 for boys. Two evening schools have been opened: "Republic of Honduras" and *Barrio San Antonio*. Thirteen secondary schools, 5 official and 8 private, were also opened.

¹ From the report sent by Mr. A. DUPONT-WILLEMEN, Delegate of the government of Guatemala.

ORGANIZATION

Quantitative Development The total number of schools operating in 1956-1957 was 3,900, an increase of almost 1%. This total was made up as follows :

	Boys		Girls		Mixed		Totals		Total
	Pub-lic	Pri-vate	Pub-lic	Pri-vate	Pub-lic	Pri-vate	Pub-lic	Pri-vate	
Infant schools	—	—	—	—	49	4	49	4	53
Urban primary schools	331	28	328	26	80	104	739	158	897
Rural primary schools	136	6	135	6	1,672	718	1,943	730	2,673
Evening schools	77	4	—	2	28	—	105	6	111
Industrial classes in primary schools	10	—	8	—	2	—	20	—	20
Secondary education and teacher training	8	19	7	15	13	21	28	55	83
Vocational and technical education	2	1	2	18	16	24	20	43	63
Totals	564	58	480	67	1,860	871	2,904	996	3,900

The total number of pupils was 276,259 as compared with 264,165 the preceding year (increase approximately 4.6%).

Adult Education The social services promote the development and welfare of the people by adult education, and their activity extends over 172 rural communities (109,473 inhabitants).

Efforts have been made to supply farmers with high quality seed as well as to give technical aid. Chemicals were distributed and farmers were shown how to use them. Five model farms, run and maintained by the inhabitants, were constructed.

In collaboration with the general department of public works and the department of public health, extensive public hygiene work has been carried on in which local communities have taken part. Wide-spread campaigns against malaria and tuberculosis have been launched and general sanitation has been improved with the help of the hygiene services in the various localities.

As regards general culture, few systematic programmes could be introduced. Schools for the illiterate were opened in more than 20 places.

Sports clubs were organized in more than a hundred centres; musical and dramatic societies were also formed.

Pre-Primary Education Under government decree No. 100 of 13.4.1956, a department of pre-primary education was set up, to provide training and further training for infant teachers.

Secondary Education and Teacher Training The department of secondary education and teacher training set up by decree No. 558 of 25.2.1956 has aimed at standardizing and improving criteria for evaluating subjects in the pre-vocational curriculum.

Vocational and Technical Education In April, 1957, the former vocational and technical branch was raised to the rank of a department of vocational education.

University Education The national university continues to enjoy the autonomy granted it in 1944, but as the university had insufficient financial resources this independence was restricted to purely administrative matters. Its small income was derived from a percentage on the fabrication and sale of brandy. The government decided to grant the university 2% of the State's income. Further, by decree No. 397, it issued treasury bonds to the value of 2 million quetzals for the construction and equipment of university buildings.

HAITI

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Finance — Compulsory Schooling — Number of Schools — Future Prospects

Finance Official primary education is entirely financed by the State. Private primary education, sometimes subsidized by the State, is financed by parents. The over-all education budget amounts to 16,653,955 gourdes, i.e. 3,330,791 dollars. A sum of 832,055 dollars is allotted to urban and rural primary education and is distributed approximately as follows: staff salaries 93%, rent for school buildings 6%, furniture and equipment less than 1%.

Compulsory Schooling The period of compulsory schooling for children from 7 to 14 years of age covers only the lower primary stage. For the last five years, the need for education has been strongly felt by all, but generally it is schools which are lacking. In spite of all efforts, the State has not yet been able to supply isolated districts with sufficient schools, especially in mountain areas. Furthermore, the precarious economic situation is at the moment an obstacle to the extension of compulsory schooling, as the country's economic evolution is not proportionate to its population increase (41.29% increase in 5 years).

Number of Schools Secular national schools for boys and for girls are public establishments run by the State and staffed with secular teachers of both sexes. There are 191 such schools (68 for girls, 84 for boys and 39 mixed).

Half-time and evening courses are run in 32 centres attached to some of the official schools. They are intended primarily for young people at work.

National public primary schools run by religious congregations (*écoles congréganistes*) at present number 81 (47 for girls, 27 for boys and 7 mixed).

Private schools, both secular and religious, charging fees and liable in principle to state supervision, are 275 in number.

There are 429 national rural schools which, since 1945, come under the Department of Education.

Rural schools run by Catholic priests or Protestant ministers, with a state subsidy, had reached the figure of 281 in 1954-1955.

The number of teachers is 1,775.

¹ From the report sent by the Department of National Education of Haiti.

Future Prospects In spite of very real efforts on the part of the Department of Education, the situation in urban education stands in need of improvement.

For the immediate future the competent authorities propose : (a) to regularize the number of pupils in all infant classes (maximum of 40); (b) to standardize the application of the syllabus and the supervision of teachers' work; (c) to work for a better qualified teaching staff by organizing frequent meetings, educational conferences and periodical practical courses; (d) to give teachers a regular status; (e) to set up a commission to draw up a model record form for teachers; (f) to set an examination for candidates without educational qualifications; (g) to draw up a plan for the building of schools, to be erected at the rate of two a year; (h) to try to improve premises and furniture with the help of pupils and parents by introducing a school fund to be supervised by an inspector; school cooperatives would be organized for the same purpose; (i) to give vocational schools the task of manufacturing intuitive materials for infant classes.

HONDURAS

EDUCATIONAL PROGRESS IN 1956-1957¹

PRIMARY EDUCATION — *Quantitative Development — Pilot Schools — Inspection — Reorganization of Primary Education* — SECONDARY EDUCATION — *Quantitative Development — Secondary Education Conference — Rural Teacher Training Education — Inspection — Interamerican Rural Teacher Training School — Rural Teacher Training School by Correspondence* — UNIVERSITY EDUCATION — *Quantitative Development — New Courses — University Reorganization — Higher Teacher Training College* — MISCELLANEOUS — *Interamerican Cooperative Service for Education — School Building — Publications*

PRIMARY EDUCATION

Quantitative Development In 1956, there were 36 kindergartens with 2,519 pupils, 2,341 primary schools, of which 437 were in towns and 1,866 in the country, with a total of 133,519 pupils and 4,438 teachers, of whom 2,059 are certificated teachers.

Education is compulsory and free, but there are still 200,000 children who do not attend school, for lack of a school in each isolated village or for some other reason.

The Board of National Education has set up a ten-year plan for the purpose of extending primary education. This plan includes the development of teacher training, the erection of school buildings and the organization of new primary schools.

Pilot Schools Reorganization of pilot schools was undertaken and included a specialization course of 5 weeks for the teachers. These pilot schools are run by the government, have their own particular organization and are used for teacher training.

Inspection The special courses for school inspectors organized in January, 1957, in Tegucigalpa, have studied the general principles of didactics, school organization and administration and the position of education in Honduras. These courses were given by the staff of the Unesco technical assistance board and by members of the teaching profession in Honduras.

Reorganization of Primary Education A special committee, composed of the general director of primary education, the general director of secondary education, a representative of the Ministry of Economy and Finance, a representative of the executive board of the Honduras teachers' federation and the chief and the technician for primary education from the Unesco technical assistance board, studied the reform of primary education.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Guillermo MAYES HUETE, Delegate of the government of Honduras.

SECONDARY EDUCATION

Quantitative Development In 1956, 11,272 pupils were distributed between the various sections for the baccalaureate, teacher training studies, commerce, fine arts, vocational guidance, and commercial secretaryship.

1,139 pupils obtained diplomas, among which were 220 baccalaureates, 365 town and 77 country teacher's certificates, 335 commercial diplomas, 135 commercial secretary's certificates, and 7 domestic science diplomas.

In 1957 there were 12,355 pupils. Eight new grammar schools have been established.

Secondary Education Conference The second educational conference was held in January, 1957, and was attended by the directors of grammar and teacher training schools, teachers of social studies (history, geography, civic education), Spanish, physics and physical training. The conference was addressed by members of the Unesco technical assistance board and by several Hondurian teachers.

Rural Teacher Training Education The new scheme provides for the extension of the training to 4 years instead of 3, and new courses including audio-visual methods. The scheme and syllabuses have been studied by the technical staff of the general directorate of secondary education, of the Interamerican Cooperative Service for Education and by the teaching staff of rural teacher training schools.

Inspection The general directorate of secondary education has been deeply concerned with improving this service and has organized many visits, interviews and gatherings of directors and teachers, distributed didactic material, technical circulars, books, etc. The reorganization and development of inspection was conducted by Professor Ruth Lerner de Almea, the co-ordinator of the inspection programme, with the collaboration of several other secondary professors.

The major obstacle to an efficient inspection programme lies in the fact that inspectors, in addition to their own specific functions, have always had to give lessons as well.

Interamerican Rural Teacher Training School In December 1955, seven scholarship holders of the Panamerican Union and the Interamerican Affairs Institute came back from the interamerican rural teacher training school at Rubio (Tachira, Venezuela). Five of them are now teaching at the rural teacher training school for boys in Comayagua, and the other two at the rural teacher training school for girls in Villa Ahumada, near Danli.

Rural Teacher Training School by Correspondence This school is intended for country teachers without diplomas; it has 259 pupils, and offers a three-year course. The development and improvement of its programme are now being studied.

UNIVERSITY EDUCATION

Quantitative Development In 1956, the University of Honduras had 1,137 students divided among seven faculties comprising 169 staff.

New Courses The school for laboratory technicians founded by decree No. 192 of 23rd January, 1956, belongs to the faculty of chemistry and pharmacy. The courses are open to students holding a baccalaureate or having completed teacher training school studies. They extend over 3 years and include much practical work.

University Reorganization University reform is being studied by a committee composed of a representative of the Board of National Education, the rector of the university, the deans of the faculties, a representative of the students' federation and a specialist.

The reform covers the administrative, technical and economical aspects of the question, within the framework of university autonomy.

Higher Teacher Training College This college, founded by decree No. 24 of 15th December, 1956, provides training for secondary teaching staff and for technical and administrative staff.

The school has three departments: teaching, professional training and an educational psychology laboratory. The teaching department includes the fields of physics and mathematics, literature, social science and educational science.

The school is well equipped, the students hold state scholarships and the staff are national or foreign specialists.

MISCELLANEOUS

Interamerican Cooperative Service for Education The S.C.I.D.E. cooperated in the education programme for rural primary education, rural teacher training schools, the arts and crafts school, the industrial arts school, and in the farm-school. It is also cooperating in the building of the rural teacher training school in San Francisco (Atlantida).

School Building The school building programme includes 77 projects, for a total cost of 756,077 lempiras (1 lempira = $\frac{1}{2}$ dollar). Other buildings are planned for the rest of 1957. All these projects are inspired by modern principles of school building. The subsidies are granted mainly by the government, but sometimes also by the towns.

Publications The Ministry has just started the publication of three book series: the Ramón Rosa Collection, of an educational character; the Rómulo E. Durán Collection, in the geographical, historical and social fields; and the Juan Ramón Molina collection for literature. There are also two educational publications: the Bulletin of the National Education Secretariat and the Primary Education Review.

HUNGARY

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Amalgamation of Ministries* — *Budget* — *Inspection* — ORGANIZATION — *Quantitative Development* — *Length of University Courses* — *New Subjects* — CURRICULA, SYLLABUSES, METHODS — *Primary Schools* — *Secondary Schools* — *Technical and Vocational Schools* — *Universities* — TEACHING STAFF — *Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Special Education* — *Child Welfare* — *Youth Movements*

INTRODUCTION

The 1956-1957 school year began under very favourable circumstances. During the first year of the second five-year plan the schools were to get a considerable number of new classrooms and much additional equipment. In the first four grades of the eight-year general schools, teaching began according to new modern time-tables and curricula, and new schedules and curricula for grades V to VIII were to be tried out in experimental schools. In a good many schools significant steps were taken to introduce poly-technical instruction.

The events in October had an adverse effect on the school year which had started under such favourable auspices. In the smaller towns and villages there was hardly any interruption in instruction, but in Budapest and the larger provincial towns classes had to be suspended for several weeks because of transport difficulties and fuel shortage. A number of school buildings and considerable school equipment suffered damage, mainly in Budapest. After the resumption of classes discipline seemed laxer in some of the schools.

The second half of the school year had to be spent in reconstruction and repair. The last months passed undisturbed. Since the teachers worked hard and took on further responsibility, a small prolongation of the school year was enough to enable pupils to complete the essentials of the year's syllabus and go on to the next year's work normally.

ADMINISTRATION

Amalgamation of Ministries The Ministry of Education and the Ministry of People's Culture have merged. The resulting Ministry of Culture deals with the instruction and cultural education of young people and the adult population.

Budget The budget for 1957 is 13% higher than for 1956. Because of the damage caused by the October events, however, this increase

¹ From the report submitted to the XXth International Conference on Public Education by Mrs. Magda JÓBORÚ, Delegate of the Hungarian government.

caters only for the larger number of pupils without providing this year for the qualitative improvement planned earlier.

Inspection In this extraordinary school year inspectors did a great deal to help in the resumption of classes after the involuntary suspension and in ensuring conditions conducive to unhampered instruction. Where this was necessary, they helped to abridge the material to be taught, etc.

ORGANIZATION

Quantitative Development Because of the events, the statistical survey usually made in December had to be omitted, and therefore data for 1956 on nursery schools cannot be supplied.

In general schools 1,255,001 pupils were enrolled (in 1955, 1,226,000). The number of general school classes increased from 38,404 in 1955 to 39,597, and of teachers, from 50,250 in 1955, to 52,210. Thus the average number of pupils per teacher fell from 24.4 to 24.1.

In the secondary schools the enrolment figure rose from 11,106 in 1955 to 125,501. This increase was caused by the larger number of pupils admitted to the first forms of the general academic secondary schools. The total number of pupils in these schools rose from 68,000 to 77,400. In the vocational secondary schools the falling trend, first indicated last year, is still continuing, for in the past few years more pupils were admitted to some technical schools than the national economy demanded.

At the universities and colleges the number of students fell from 30,665 in 1955 to 28,885. The decrease was due to the causes mentioned last year, mainly the desire to raise the standard of instruction.

Approximately 35,000 students were enrolled in the evening and correspondence courses of the general schools. Forty thousand were enrolled in the evening sessions and correspondence divisions of the secondary schools. Thirteen thousand people were taking advantage of the evening and correspondence schools at university level.

Length of University Courses Beginning with the 1957-1958 school year, the academic universities and technical universities are increasing the length of a full course from the present four years to five, in order to ensure higher level training and more thorough instruction.

New Subjects Until now teachers specializing in foreign languages were trained only at the *Lóránd Eötvös* University in Budapest. Now, departments of classical philology, German and Romance languages are being organized at the provincial universities as well.

CURRICULA, SYLLABUSES, METHODS

Primary Schools In grades I to IV of the eight-year school, instruction was based on new schedules, curricula and textbooks. Both teachers and parents are very pleased with the innovations. Children prefer the new books in which material is more systematically arranged and which prepare better for the higher grades; being more interesting and lively, they are closer to children's mentality.

In the course of the school year the curricula and textbooks for the higher grades of the general school were tried out experimentally. Though the interrupted school year could not provide fully reliable results, the new curricula and textbooks can probably be introduced by the autumn of 1958. A large number of teachers have been invited to participate in drafting the new curricula.

In the eight-year schools compulsory instruction is given in one foreign language only. Because of the geographical location, social system and availability of specialized teachers, this language is Russian. One modern western language was offered as an optional subject in the top four grades, but until now parents had to pay for the cost of such instruction. Beginning in the autumn of 1957, the study of this optional language will be made free, to enable more pupils to benefit. At the same time, teachers will be given the opportunity through correspondence courses to qualify for the teaching of one of the optional foreign languages offered in general schools.

Secondary Schools

The introduction of polytechnical instruction was a central objective this year. Laboratory classes to supplement theoretical studies were instituted in physics, chemistry and biology. Teachers were supplied with the necessary manuals. In a few lycées two hours of different kinds of manual work were introduced experimentally.

From 1957-1958 onwards, both in the arts and science divisions, the study of two foreign languages will be required. The history of art will also become a separate subject. In one third of the total number of lycées the teaching of logic and psychology will be introduced as an experiment.

Academic standards in lycées may be measured every year by the results of the national competitive examinations. This year these examinations were held in mathematics alone. Over 3,000 pupils participated and 300 went on to the finals. The problems were more difficult than those given last year. Several pupils produced outstanding results.

Technical and Vocational Schools

The industrial and agricultural secondary schools, to which students are admitted upon completion of the eight-year general school, train technicians and lower-grade agricultural staff. Last year extensive debates were launched on the proper relationship between the training of medium-grade experts in the secondary schools, the training of skilled workers, and higher level professional training. It is still a matter of dispute whether or not the training of technicians should follow on from the completion of secondary education. As a result of the discussion a reform is soon to be worked out for technical schools. Consequently no basic changes were effected in the textbooks and curricula last year. Slight changes were made in a few subjects where technical advance made this imperative. Several smaller changes were made to reduce syllabuses to lift some of the burden on pupils.

Universities

The raising of the length of a full course at the universities from four to five years necessitated the elaboration of new curricula. At the technical universities the new curricula make possible a more thorough grounding and enable future graduates to keep more closely abreast with the rapid technical advances.

TEACHING STAFF

Training During the school year a decision was made on taking teacher training out of the secondary schools and training elementary (first four grades of the general school) teachers at two-year colleges following secondary school matriculation. This measure is expected to improve considerably the general culture and professional qualifications of future teachers and kindergarten staff.

These colleges will have curricula which, building on the general culture acquired in the lycée, give a thorough grounding in education and psychology, train students to teach singing, drawing and physical training, and provide instruction in methods of teaching grades I to IV, with plenty of practice teaching.

Status In the second half of the 1956-1957 school year the effort to improve the financial status of teachers was continued. After the 22% rise in salaries which became effective on 1st September, 1955, one and a half years later, as from 1st April, 1957, teachers' salaries were increased by an additional 16% per cent on the average. The salaries of teachers with university degrees were more sharply raised. Similarly, larger than average increases were granted to teachers working with problem children and those whose jobs call for more time than usual (teachers of backward children and educator-counsellors in children's homes). Promotions from one category to the next are now more rapid: every 3 or 4 years instead of every 4 or 5. Considerable increases were also given to other, non-teaching, educational staff.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Special Education In 1956-1957 six new institutions of special education were established, with 900 places, partly for mental defectives and partly for deaf and dumb children. The number of special classes and speech-correction courses operating in general schools was also increased. In the larger towns child guidance centres were set up where a staff of doctors, psychologists, educationists and specialists examine children with serious educational and behaviour problems and advise parents.

A new curriculum for mental defectives has been drawn up and is now under discussion.

Every year manuals are published for teachers of backward children. "The Role of Sign Language in the Life of the Deaf and Hearing" is one of the publications issued this year.

Child Welfare Seven new children's homes were established in 1956-1957. Plans are being drawn up for the setting up of a modern children's town. Several books on child welfare were published, for instance: "Collective Education in Children's Institutions", "Prevention of Juvenile Delinquency", etc.

Youth Movements During the October events the pioneer movement active in general schools suffered considerably, but the children, teachers and parents came to the rescue of the movement, which they had come to like during the last ten years.

The rejuvenated pioneer movement has made efforts to get rid of earlier defects. In its methods it is paying greater attention to the psychological requirements of the different age groups and stresses the role of imagination in play. Care is taken to differentiate activity within the movement from school work; for instance, more time is now devoted to excursions, camping, etc., and more emphasis is laid on the acquisition of different skills at a level commensurate with the age of the pioneer.

In the secondary schools teachers and youth leaders discussed how to improve the work of the Union of Working Youth, what demands should be made on young people from 14 to 18 in youth organizations, how their activity can be made richer and more attractive, etc. These discussions were interrupted in October and November, and in the second half of the school year, the movement was reorganized under the name of the Communist Youth League. Membership of the League is voluntary. The organization is active in the political, cultural and sport spheres, emphasizing the patriotic education of young people and the teaching of respect and affection for other peoples. A large number of young people participate in educational tours, cultural programmes, etc. organized by the League, which also runs a wide range of summer activities (tours, camping, exchange with foreign students, etc.).

INDIA

EDUCATIONAL PROGRESS IN 1956-1957¹

General — Budget — Basic and Social Education — Audio-Visual Education — Secondary Education — University Education — Rural Education — Technical Education — Development of Hindi — Scholarships — Relations with Unesco — Youth Movements — Publications — Statistics

General There has been increased activity and expansion in all fields of education and culture during 1956-1957. This was the first year of the second five-year plan of educational development. The Ministry of Education and Scientific Research has worked out the details of several projects designed to improve the quality and standard of education and to expand educational facilities.

Budget A sum of Rs. 425,400,000 was sanctioned for the Ministry's budget (including scientific research) for 1957-1958 as against Rs. 284,800,000 for 1956-1957, an increase of Rs. 140,600,000.

Basic and Social Education The Education Ministers of the federated states considered the report of the basic education assessment committee, and, reaffirming the acceptance of basic education as the national pattern of primary education, suggested certain measures to carry out educational reconstruction on these lines. The National Institute of Basic Education has started its work, which consists mainly of research and the advanced training of senior workers such as inspectors, administrators, etc., in the field of basic education.

A scheme for improving the salary scales of teachers in primary and junior basic schools to be implemented by state governments has been approved. Central assistance has been made available to state governments participating in this scheme at the rate of 50% of the additional expenditure involved during 1956-1957.

The schemes of pre-primary, primary and basic education included in the state governments' educational development programme for 1956-1957 were considered by the central government of India, who sanctioned the following financial assistance: for pre-primary education, 66% of the non-recurring expenditure and 60% of recurring expenditure; for primary non-basic education, 50% of the total expenditure; for basic education, 60% of the total expenditure.

The Ministry's work in producing literature for children and adults made substantial progress.

The national book trust and the national fundamental education centre set up during the current year will start functioning regularly in 1957-1958.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. J. SINGH, Delegate of the government of India.

The Ministry sponsored research in social education during the current year and will intensify this research in the field during 1957-1958. The advisory committee for libraries will start work early next year and the Library Institute will start its first training course for district librarians.

Audio-Visual Education The Ministry of Information and Broadcasting released during the year seven educational films. An all-India teachers' conference on audio-visual education, and a film seminar on the educational use of films were organized at Delhi. A sum of Rs. 360,000 was paid as the first part of central assistance to state governments for the implementation of various audio-visual schemes under the second five-year plan. During the year under review 1,068 films, 158 filmstrips, and some equipment were added to the central film library; 8,122 films and filmstrips were issued to member institutions.

Secondary Education Under the scheme for the reconstruction of secondary education during the first five-year plan, a total amount of Rs. 52 million was sanctioned as the central government's allocation to various state governments for the conversion of 480 secondary schools into multipurpose schools with 941 diversified courses, and for other ancillary schemes such as improving the teaching of science and other core subjects, developing libraries, etc. In the first year of the second five-year plan, central assistance is being given to state governments for most secondary education schemes included in their plans. The central government's share in these schemes for 1956-1957 has been worked out at Rs. 23 million, of which more than half has already been paid to the state governments.

In order to raise the standard of secondary education in the country, to revise the examination system and to meet the needs of pupils whose parents have to move from one state to another, the central board of secondary education at Ajmer has been reconstituted. It will conduct an all-India higher secondary school examination which may be taken by candidates from the Union territories or any other states that wish to take advantage of it.

The all-India council for secondary education has continued its work of extension services in 23 training colleges, has held useful seminars and workshops in various states and has given general technical help and guidance in the reconstruction of secondary education.

The Ministry has started a new project in collaboration with the Ford Foundation, the United States Educational Foundation in India, the British Council and the Canadian High Commission, for providing advanced training in science teaching. Under this "Science Teachers' Project", 40 selected science teachers from training colleges and secondary schools have been sent to the United Kingdom, the United States and Canada for one or two years' study-cum-practical training.

Under the second five-year plan, a provision of Rs. 50 million has been included for the improvement and development of affiliated colleges. The Committee appointed to work out the estimates of expenditure on the introduction of a three-year degree course and to consider other allied schemes is expected to submit its report shortly.

A sum of Rs. 20 million has been provided under the second plan for loans for the construction of hostels. The scheme applies to high schools, higher secondary schools, teacher training institutions, basic and social education institutions and also to colleges affiliated to statutory universities, including constituent colleges but excluding those that come within the purview of the University Grants Commission. During 1956-1957, loans amounting to Rs. 384,100,000 have so far been paid to affiliated colleges in the states of Bombay, Kerala, Madras, and Uttar Pradesh.

University Education The University Grants Commission Act, 1956 (No. 3 of 1956), came into force with effect from 5th November, 1956, and the Commission was constituted as a statutory body under the aforesaid Act. Its purpose is to bring about co-ordinated development of university education, particularly at post-graduate and research level. Funds have been placed at its disposal for the provision of development schemes and improving university libraries and laboratories, as well as the salary scales of teachers.

Rural Education Among the schemes to be implemented by the Ministry of Education in collaboration with the Ford Foundation is one for the training of key personnel in the field of rural education, for which the Foundation has provided a sum of \$25,000. Under this scheme, scholars from the ten rural institutes selected are sent on a study tour of Denmark, the United Kingdom and the United States to see rural education at work in those countries.

Technical Education Progress in technical education was fully maintained. During the second plan, it is proposed to convert 19 engineering colleges and 46 polytechnics into larger units so as to yield about 2,540 additional places for degree courses and 4,225 places for diploma courses. In addition, the establishment of three new colleges and 27 new polytechnics with 520 places for degree courses and 4,630 places for diploma courses is under consideration.

It is proposed to start mining engineering courses at degree level in some engineering colleges and to expand such facilities at the College of Mining and Metallurgy, the Banaras Hindu University and the Indian School of Mining and Applied Geology at Dhanbad. Steps are also being taken to expand training facilities and improve the standard of courses in pharmacy.

At the Indian Institute of Science at Bangalore, post-graduate courses in automobile engineering, electrical engineering, foundry engineering, radio and telecommunications, soil mechanics and foundation engineering were started from 1956-1957.

The total number of students at the Indian Institute of Technology, Kharagpur, has risen to 1,374. This institute has been decreed an institution of national importance.

The government of Bombay has handed over to the central government a site of about 500 acres for the Western Higher Technological Institute. Under the auspices of the Unesco Technical Assistance Programme, an agreement has been reached for technical assistance from the Soviet Union. This assistance will be in the form of equipment, specialists in certain selected subjects and training facilities for Indian personnel

in the Soviet Union. The Institute is expected to start functioning in July, 1958.

Development of Hindi In order to develop Hindi, various schemes have been formulated by the central and state governments and voluntary agencies, and the central government has given grants to such organizations for the propagation and enrichment of the language. The non-Hindi speaking states have so far received grants totalling about Rs. 184,000 for the promotion of Hindi in their respective areas.

The English version of the basic grammar of Hindi and 12 bilingual lists of words common to Hindi and other major Indian languages have been prepared and are now being printed. With a view to helping people in non-Hindi speaking areas to learn Hindi, a scheme has been drawn up for the preparation of bilingual alphabet charts in Hindi and in 12 other regional languages. A standard keyboard for the Hindi typewriter has been worked out.

The research wing of the Hindi division evolved over 75,000 technical terms in Hindi up to 31st December, 1956. Final lists of terms up to secondary level in physics, chemistry, mathematics, botany, social science and agriculture have been published. Provisional lists of terms for a number of subjects were circulated to various Ministries, state governments, universities, etc. for comment. Two lists of basic Hindi words have been prepared, one consisting of 2,000 words which are to be used in preparing Hindi readers for people of non-Hindi speaking areas, the other of 500 words which constitute the minimum standard of literacy in Hindi.

The programme for the year 1957-1958 includes a number of new schemes, such as the opening of a Hindi teacher training college in each non-Hindi speaking state, sending university debating teams from Hindi speaking states to non-Hindi speaking states and vice-versa, and holding an exhibition of scientific and technical literature in Hindi.

Scholarships The various schemes for the award of scholarships for studies abroad and in India were continued during the year 1956-1957. Two new schemes, one for the award of 20 full scholarships for overseas studies to gifted young people and the second for the award of 400 post-matriculation scholarships to meritorious students for studies in India, were initiated. Scholarships were also awarded to 23 Bhutanese and six Sikkimese students.

There was further expansion in the scheduled castes, scheduled tribes and other backward classes scholarships scheme. The total number of scholarships awarded under the scheme for studies in India during the year was over 39,000. The number of scholarships under the general cultural scholarships scheme, reciprocal scholarships scheme, central overseas scholarships scheme and scholarships for higher studies in Hindi was considerably increased.

Relations with Unesco The ninth session of the General Conference of Unesco, held at New Delhi from 5th November to 5th December, 1956, is an important event. It was the first time that such a large international conference was held in this country and it evoked much interest and enthusiasm, not only amongst intellectuals and educationists but also

amongst the common people. The Conference gave delegates from countries all over the world the opportunity of seeing something of Indian life and culture as well as of developments since independence. Delegates showed deep interest in, and appreciation of India's achievements in the field of education, culture and science as well as in general national development. Among other important international conferences held abroad under the auspices of Unesco in which the government of India participated, mention should be made of the XIXth International Conference on Public Education held at Geneva in 1956, to discuss problems connected with school inspection and the teaching of mathematics in secondary schools.

Youth Movements

During the year under report, two youth leadership camps were organized at Darjeeling and Hyderabad to impart short-term training to selected members of university staffs in the techniques of youth leadership and effective organization of extra-curricular activities in educational institutions. In order to enable students to visit places of historical importance, cultural interest, and scenic beauty, a sum of about Rs. 150,000 has been granted to nearly 200 institutions.

The third annual inter-university youth festival was organized in October, 1956, and included competitions in various cultural activities such as dance, drama and music. The object of these festivals is to minister to the cultural and emotional needs of Indian youth. Nearly Rs. 40,000 were also granted to 11 universities to cover 50% of the expenditure incurred by them for their respective inter-collegiate youth festivals.

Publications

The publications department of the Ministry has continued to expand both in publications and sales. During the year, as many as 87 educational publications were brought out. "The Education Quarterly", the Ministry's most important periodical, entered its ninth year of publication. A special Unesco Conference number of the Quarterly was published in November, 1956, and was distributed among delegates to the Conference with other publications of the Ministry specially brought out for delegates, namely, "Child Writing", "Social Education in India", "Indian Universities" and "Technological Education in India".

The Ministry is now publishing a quarterly journal on audio-visual education and the inaugural issue of this journal has appeared. It is proposed to bring out a quarterly journal on youth welfare, sports and physical education very shortly.

Statistics

During the year 1956-1957, the annual collection of statistics on various aspects of education was continued, and officials of the Ministry were sent to many states to reconcile discrepancies in educational statistics on the spot. Twenty-four states sent their nominees with statistics. Most statistical discrepancies were reconciled. Five regional in-service training courses in statistics were conducted in Bihar, Madhya Pradesh, Madhya Bharat, Madras and Orissa. Ten statistical publications including a set of nine educational wall charts in colour were brought out.

Statistics on the quantitative development of education in India in 1955-1956 and the increases as compared with 1954-1955 are given below :

Type of school	Schools		Pupils		Staff	
Pre-primary schools . . .	631	+118	45,828	+8,778	1,880	+344
Primary schools . . .	277,973	+14,347	22,909,445	+713,285	692,147	+16,346
Special education schools	50,922	+3,388	1,483,552	+194,733	20,525	+2,500
Technical and vocational schools . . .	3,066	+314	262,133	+27,820	16,508	+1,943
Secondary schools . . .	32,559	+5,041	8,523,432	+1,630,546	339,081	+51,346
Special education colleges	112	+ 6	13,287	+1,388	1,261	+71
Teacher training schools	921	+61	87,862	+11,156	6,318	+624
Teacher training colleges	107	+30	14,442	+5,891	—	—
Professional colleges . . .	346	+55	93,993	+9,542	8,683	+1,207
Arts and science colleges	746	+56	552,052	+46,898	24,242	+1,655
Universities	32	+ 1	49,235	+4,547	3,467	+347

INDONESIA

EDUCATIONAL PROGRESS IN 1956-1957¹

Quantitative Development The following statistics show the numbers of schools, teachers and pupils. Pupils are classified according to categories of schools as follows: (a) state schools, (b) private schools, (c) other schools.

Type of School	Schools	Teachers	Pupils			Total
			(a)	(b)	(c)	
Preparatory (kindergartens) . . .	511	1 002	596	6 523	27 314	34 433
Primary	33 112	143 864	6 401 354	507 614	428 396	7 337 364
Junior secondary	2 254	13 162	114 526	67 005	90 564	272 095
Senior secondary	414	6 614	26 258	15 445	703	42 406
Junior technical	196	3 277	40 661	941	188	41 790
Senior technical	18	578	3 056	84	27 032	30 172
Junior commercial	176	1 593	18 603	1 152	3 630	23 335
Senior commercial	57	582	4 855	787	140	5 782
Domestic science	252	1 790	13 931	5 444	3 334	22 709
Social workers	3	63	339	104	2 861	3 304
Teacher training for pre-primary schools	32	279	749	120	574	1 443
Four-year teacher training . . .	645	8 274	149 428	12 399	3 828	165 655
Type A teacher training	130	1 722	9 724	5 201	1 552	16 477
Teacher training for junior high schools	20	237	617	—	—	617
B I courses for secondary school teachers	98	694	3 890	—	—	3 890
B II courses for secondary school teachers	6	32	70	—	—	70
Domestic science teacher training	17	200	1 278	—	—	1 278
Physical education teacher training	5	178	1 208	—	—	1 208
Technical education teacher training	6	84	348	—	—	348
Special school teacher training .	1	20	32	—	—	32
Higher education	62	2 197	22 494	860	2 033	25 387
Conservatory	1	29	109	—	—	109
Academy of Indonesian Art . . .	1	47	199	439	—	638
Other academies	14	221	218	448	329	995

¹ From the report sent by the Indonesian Ministry of Education.

IRAN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Administrative Structure* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *Reorganization of Curricula* — *Textbooks* — TEACHING STAFF — *Further Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Hygiene* — *Physical Education* — *School Psychology and the Mentally Deficient* — *Basic Education* — *Children of Nomad Tribes* — *Literacy Campaign* — *Work for Young People* — *International Cooperation*

ADMINISTRATION

Administrative Structure During 1956-1957, the Ministry of Education has pursued its objective in avoiding administrative over-centralization. Measures aim above all at making education easier, developing it, improving administration and removing the existing obstacles and difficulties. To achieve this, the powers of the Ministry's administrative services in the provinces have been extended, both in financial and other domains. Even the schools, which form small unities, have been granted special powers. In the city of Teheran, the services which up to now were directly subordinate to the Ministry have obtained a wider autonomy. In future, they will be administrated by a director general and will be granted a budget and special credits. In this way, the central services of the Ministry will no longer have to intervene in the financial and educational matters of schools in Teheran.

Budget The Ministry of Education budget, including that of the University of Teheran and the provincial faculties, amounts to 4,613 million rials for the Iranian calendar year 1336 (March 21st, 1956, to March 20th, 1957), an increase of 495 million rials as compared with the preceding year. This represents, as for last year, 20% of the total budget of the Iranian State. To this amount should be added 515 million rials outside the state budget, derived from the Plan Administration, for reconstruction and production in connection with education.

School Building As the number of schoolchildren and students is increasing considerably, the Ministry is doing all in its power to face the need for buildings. In this respect, it has undertaken the following measures: (1) 53 primary schools have been built, 8 of them with the aid of charitable organizations, the others being financed by the Ministry or by the Plan Administration; (2) 28 other schools have been built with the aid of municipal taxes (25% of revenue). This work was directed by

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Ali DJAMALZADEH, Delegate of the government of Iran.

commissions consisting of representatives from the Ministry and local personalities. In addition, 4 houses and 26 more schools have been bought with credits derived from the same source; (3) 2 schools have been built in villages by the reconstruction committees. Private persons have donated to the Ministry 7 houses as well as 21 building plots; (4) The administration of state lands (*Khalesseh*) has put at the disposal of the Ministry 34 plots of land. The municipalities on their side have put 17 more plots at the Ministry's disposal. The Ministry has also been authorized to build schools on 20 plots of land belonging to charitable institutions; (5) 61 unfinished school buildings have now been completed with credits granted by the Plan Administration. The work has been completed under the direction of Ministry representatives and the supervision of engineer committees of the Plan Administration. These schools will be inaugurated at the beginning of the school year; (6) Out of 57 workheps where building was in progress, 20 have been completed. The rest will also be gradually finished by the beginning of the school year; (7) A well-equipped building has been completed in Teheran to serve as a training centre for teachers. The Ministry possesses other buildings of this kind in various parts of the country.

ORGANIZATION

Quantitative Development During the year under review, the following have been opened: 26 kindergartens, 2,818 new primary classes, 585 secondary classes and 16 new courses in the faculties.

The figures below show the increase in the number of pupils and students during 1956-1957:

	Pupils	Increase
Kindergartens	9,105	2,950
Primary schools.	884,466	60,483
Secondary schools	161,506	19,393
Vocational and agricultural schools and other special classes	110,557	40,965
Higher education	11,481	572
Total	1,177,115	124,363

These figures do not include adult students in special courses, to be mentioned later.

Here are the figures for teachers:

	Staff	Increase
Kindergartens	673	270
Primary schools (governmental and national)	33,825	1,056
Secondary schools (governmental and national)	7,177	540
University staff	1,044	120
Total	42,719	1,986

Compulsory Schooling There has been no change in compulsory primary schooling. Under the existing law, this begins at the age of six and lasts until the age of 12 years. As the law has been taking effect gradually in all parts of the country, during the year under review primary teaching was extended to 19 new areas. It consists at present of only 4 classes.

New Courses In girls' secondary schools a special domestic science class has been added to the already existing literature, mathematics and science classes. Domestic science classes for girls at higher level have been started; classes in physical education for teachers in training have also been started in higher education.

Special efforts have been made towards the development of vocational and agricultural teaching. The relevant administration has been entrusted to an Under-Secretary of State to the Ministry. A hundred new schools have been equipped with the necessary technical instruments and apparatus, intended to encourage and guide children in handicrafts and bring to light their aptitudes. At present there are 185 vocational and technical schools. Two new vocational schools and an Institute of Technology, divided into 15 different branches, have been inaugurated during the year under review. The Institute trains technicians and teachers. A vocational and technical education centre has been set up in Teheran for 2,000 pupils.

Four new agricultural teacher training schools have been set up. A certain number of village schools have been converted into agricultural schools. The Ministry intends to set up shortly a centre of agricultural training for 600 persons in the village of Karadj near Teheran. In view of the country's urgent need for technical and professional staff (workmen, foremen, teachers and technicians), the creation of these vocational and technical centres takes on a particular importance. These centres will also contribute to the guidance of pupils and students in secondary schools and in higher education. The great handicap in this domain is the shortage of teaching staff and suitable premises.

During the year under review, the dental and pharmaceutical departments have been separated from each other, each one now forming a special faculty.

Twenty-three new chairs have been created in the different faculties of the University of Teheran.

Chairs of Persian language and literature and for historical research concerning Iran have been created in Beirut and Columbia Universities, in cooperation with the University of Teheran.

A second year has been added to the course for the degree of doctor of law or theology in the University of Teheran. In the law faculty of Teheran University an Institute of Administrative Studies has been set up, and in the arts faculty optional foreign language classes and a course of journalism have been introduced. A faculty for the training of pharmacists has been founded at Ispahan. Plans have been drawn up for the establishment of commercial and administrative courses for the training of company secretaries, book-keepers and archivists, either for public administration or for private concerns.

CURRICULA, SYLLABUSES, METHODS

Reorganization of Curricula To take into consideration the needs and special requirements of pupils according to their age, certain modifications have been introduced into curricula. Social science classes have been started at the second stage of secondary education. In this way, pupils will have the opportunity of acquiring a better know-

ledge of the social conditions of their country and of the big international institutions. Classes have also been established in the agricultural teacher training schools, so that teachers may acquire information on social or reconstruction activities in rural areas. The mathematics syllabus has been lightened so far as theory is concerned. On the other hand, greater importance has been given to practical teaching. The geography syllabus has also been slightly modified to enable pupils to acquire a better knowledge of the geographical situation of other countries, and in particular of neighbouring countries and those maintaining wider contacts with Iran. In the teaching of physics, chemistry and natural sciences, greater emphasis is given to practical and laboratory work.

Thirteen audio-visual centres have been established in the provinces and equipped with the necessary apparatus.

Textbooks Books for the first four primary classes have undergone complete revision. The new books will be published shortly and will be distributed free of charge in the next academic year.

A special ruling has been made as regards the preparation of books for secondary education. These books have to conform to regulations adopted by the higher committee of education.

TEACHING STAFF

Further Training Special courses have been organized to prepare primary teachers for the better use of syllabuses. The Ministry considers the organization of these courses as one of its most important tasks. It plans to extend them to all parts of the country and to organize them regularly in the future. Changes have been made in teachers' hours of work.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Hygiene Ten health departments equipped with dispensaries have been established in ten different districts. They will take care of children's health and provide them with free medical supplies. Charitable associations, known as associations of Queen Sorayah, have been founded in girls' secondary schools, and branches of the Red Sun in many other schools, to look after pupils' health and provide social services. The Ministry, in cooperation with the association for the protection of children, has started distributing hot milk and cod liver oil to a certain number of pupils in kindergartens and primary schools.

Physical Education Effective measures have been taken to develop the physical, moral and social education of pupils and instil healthy thinking. Several stadiums have been built and both national and international sports meetings have been organized. Camps have been run at which a great number of primary and secondary teachers have been able to compete in sporting contests. A congress attended by teachers of physical culture from the different provinces obtained most satisfactory results. Boy scouts and girl guides have been able to get in touch with their fellow-members abroad and establish cordial relations of an international character. The Ministry will continue to develop activities in this field.

School Psychology and the Mentally Deficient An experimental school for mentally deficient children has been founded. Specialists are at present making studies according to the most appropriate methods. Courses have been started to enable older pupils to follow the school syllabus. These pupils, in view of their age, can follow the school syllabus and carry out manual and vocational work at the same time. The Ministry has already prepared plans for a primary and a secondary school equipped for giving a suitable education to mentally deficient children whose presence in a normal class might upset other pupils.

Basic Education Basic education has been introduced in 103 villages by means of audio-visual aids in order to teach peasants to read and write, give them the basis of a healthy, rustic life, and the principles of individual and collective hygiene. This education has given both useful and encouraging results.

Children of Nomad Tribes There are at present 80 itinerant classes in the country. They give an appropriate education to children of nomad tribes and try to guide them towards a civilized way of living both in the country's interest and in their own.

Literacy Campaign The campaign against illiteracy is constantly expanding. The population has welcomed it with real enthusiasm. The number of persons, men and women, attending courses in this connection, is 232,000. To this number should be added some 100,000 soldiers and police who are also learning to read and write. Special books for pupils and teachers have been prepared which have made reading and teaching much easier than previously. Special credits have been voted for this work. The King and Queen are encouraging this campaign and have visited many of the classes and encouraged teachers and pupils.

Work for Young People All kinds of steps have been taken to ensure the teaching of ethics to the young and to give them an education based on sound religious principles. Radio Teheran broadcasts special programmes for young people, prepared by the Ministry. A special review is published giving teachers and young people of both sexes rules of conduct liable to strengthen their moral and civic qualities. Special books have been prepared or translated from foreign languages and distributed to young people. The opening of libraries in schools, cooperative societies and provident societies also contribute to the moral and civic training of young people. At the suggestion of His Majesty the Shah, a higher committee for the education of young people has been set up. A great number of eminent personalities belong to it and contribute effectively to the objects of this association which already has operational centres in all the provinces and in 84 towns.

International Cooperation Lastly, it should be mentioned that during the year under review the Ministry has closely cooperated with international institutions. Experts and technicians were sent by Unesco. Iranian scholarship holders were sent to various institutions to perfect their knowledge. Financial help from American institutions and the agreements and recommendations adopted by the International Bureau of Education or by Unesco, have all contributed to the attainment of the Ministry's aims.

IRAQ

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Primary Education — Secondary Education — Vocational and Technical Education — Teacher Training

Primary Education Under the general education law of 1940, it was provided that primary education should be free, that the age of admission to the primary school should not be less than six and that the course of study should be six years. It was also stated that primary education should be compulsory in any district where the necessary facilities are available.

Until recently, educational administration had been highly centralized, with the Ministry of Education controlling and supervising the most minute details both of curricula and expenditure. It remained so until 1951 when primary education was made a function of local administration. This experiment has proved very successful.

Public primary education regulations provide for free primary education for children of all creeds and races who are between the ages of six and fourteen, as well as secondary and higher education. Boys are usually separated from girls throughout primary and secondary schooling except in some primary schools in the towns and cities. Co-education is also tolerated in rural areas where no girls' schools are yet open or only incomplete ones exist.

Iraq has made considerable progress in the direction of compulsory education. Shortly after the passing of the general education law of 1940, an attempt was made to apply compulsory primary education in areas where adequate facilities exist.

Cooperation between local authorities and the Ministry of Education in relation to the progress of primary education has brought fruitful and encouraging results especially on the financial side. New school buildings are being established and were supplied with all necessary equipment. One hundred new schools were built in 1952-1953 by the Development Board and by local authorities. The Ministry of Education has also, with local authorities, planned to distribute books, clothes and meals free of charge to primary school pupils and pupils at other stages. A quarter of a million pupils in primary schools are being offered free meals this year and it is expected that the number will reach half a million next year. Board, lodging, textbooks and medical care are also provided free of charge.

Eighty-four new primary classes were opened last year for both boys and girls, and another hundred in 1956-1957, making a total of nearly 2,000 schools.

¹ From the report sent by the Ministry of Education of Iraq.

The following figures show the increase in the number of primary schools, teachers and enrolments :

	Schools	Staff		Pupils	
		Total	Women	Total	Girls
1955-1956	1,826	11,082	3,472	353,304	86,749
1956-1957	1,844	11,295	3,519	367,274	89,711

Secondary Education On leaving the primary school, pupils may chose to enter the secondary school, which has two stages : a three-year intermediate school and a two-year preparatory school. Basic requirements for entrance are the primary school certificate and good health. Boys are separated from girls in the secondary school.

After completing their intermediate education, pupils may continue their schooling at the preparatory stage where they may join a literary, scientific or commercial course.

Public secondary schools are still being controlled by the central office but the trend is towards decentralization. The provincial directors of education share the responsibility of staffing, equipping and conducting secondary schools. The Central Office of Education also controls the distribution, appointment and transfer of secondary school teachers as well as designing curricula and sponsoring public examinations at terminal stages.

The policy of the Ministry is to expand secondary education. New schools for boys and girls in different parts of the country are being established to meet the needs of these parts. Some of the existing intermediate schools have also been expanded to become complete secondary schools.

The following table shows increases in the number of secondary schools, teachers and enrolments :

	Schools	Staff		Pupils	
		Total	Women	Total	Girls
1955-1956	152	2,138	699	44,598	10,558
1956-1957	155	2,176	744	46,998	11,196

Vocational and Technical Education

Vocational schools are of five kinds : technical schools, trade schools, commercial schools, agricultural schools and the industrial engineering school. The technical and constructional progress of the country resulting from increased revenue in later years, the wide spread of technical projects, the establishment of various factories and workshops, and the building of highways, bridges, dams, etc., prompted the authorities concerned at the Ministry of Education to reconsider the general position of the technical schools and the necessity of guiding them in view of the need for skilled technical staff. Special regulations for technical and vocational education were prepared according to which vocational education is composed of : (a) trade schools, in which the period of study is three years after primary education; (b) technical schools, in which the period of study is five years after primary education.

In 1956-1957 special programmes were conducted in the technical and vocational schools. The Ministry of Education thinks it wiser not to

rush the confirmation of these programmes before witnessing the results of their application this year and considering the opinions advanced by teachers at the end of 1957.

Considering the fact that the vocational schools are in need of staff and the necessity of filling the vacancies urgently, the Ministry of Education has started a training course for the best pupils leaving the technical schools, with a view to appointing them later in vocational schools. This course will be continued in the coming years to prepare other staff for the vocational schools which are to be opened in future.

In addition to the technical secondary school in Baghdad, four other technical secondary schools were established in Mosul, Kirkuk, Basra, and Sulaimaniya. Besides, three other trade schools were started in Najaf, Ana, and Samawa. In 1956-1957 the total number of pupils in these schools was 1,218.

A proposal has been introduced to establish technical workshops in Kerbela, Ramadi, and Diwaniya. They are to be joined to the secondary schools there. The Ministry of Development has already been asked to allocate £ 338,000 for the buildings, machines and equipment of those workshops.

In commercial schools enrolments totalled 917 in 1956-1957. A new commercial school was opened in Basra and classes following the same lines as those at Baghdad and Basra commercial schools have recently been set up at Mosul, Sulaimaniya, Kerbela and Najaf, as new sections in existing secondary schools as an alternative to the usual literary and scientific sections. The placing of pupils leaving commercial schools has been much easier in recent years by reason of public events. The exodus of Jews from Iraq has created a demand for young persons with commercial training to take their place.

In the field of vocational agricultural education, three intermediate schools connected to the Ministry of Education were started in 1956-1957 in Mosul, Ramadi, and Baquba. The Ministry feels that vocational agricultural education has much to offer the best students as well as those who have difficulty with academic subjects.

The number of pupils enrolled in first-year classes of vocational agricultural schools is 100 in all.

There are, besides, certain trade schools connected to the local administration but under the supervision of the Ministry of Education. These schools offer instruction in the following fields: printing, secretaryship, business, sewing and modelling and home economics. Students enrolled in these courses wish only to learn a profession or a trade. These schools are ten in number (8 for girls and 2 for boys), with an enrolment of 700 girls and 200 boys.

In addition, there are other trade schools connected to the Ministry of Development which train pupils in vocational and technical fields and provide jobs for them after the training. These schools offer one-year courses and enrolments are several hundreds, most of whom are beyond primary school level.

Schools of domestic science are considered vocational. The Ministry of Education has recently decided to open new intermediate schools of domestic science with a three-year course after the primary school. Pupils leaving these schools and the academic intermediate schools are

accepted in the fourth year of the secondary schools of domestic science if they want to continue their studies. The fifth year is devoted wholly to students wishing to specialize in one of the following subjects : needle-work, cookery or secretaryship.

There were 902 pupils in secondary domestic science schools in 1956-1957.

The Institute of Fine Arts is also considered as a vocational education establishment. Enrolments for 1956-1957 were 98 in the day section and 248 in the evening section, making a total of 346.

Teacher Training Primary school teachers are trained at the primary teachers' college for men and women, during a three-year course beyond the intermediate school.

New plans are set to establish a primary teachers' college in every province (*liwa*). Twenty-three new primary teachers' colleges were opened in the autumn of 1956-1957 making the total number now 26. Enrolments for the year 1956-1957 as compared with the previous year are as follows :

	Boys	Girls	Total
1955-1956	743	336	1,079
1956-1957	2,656	941	3,597

To relieve the crisis arising from the shortage of teachers, special educational programmes known as one-year courses have recently been organized, wherein holders of a secondary school certificate are trained for one academic year. Entrance requirements are the same as those for other teachers' colleges. The number of students enrolled in these courses in 1954-1955 was 608 (407 boys and 201 girls). In 1955-1956, the figure was 465 (316 boys and 149 girls). The pupils taking the 15 courses organized in 1956-1957 number 1,066 in all, of which 855 are boys and 211 girls.

IRELAND

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Budget* — *School Building* — ORGANIZATION —
Quantitative Development — TEACHING STAFF — *Status*

ADMINISTRATION

Budget The public education budget for 1957-1958 is £14,600,121 as compared with £14,414,436 for 1956-1957, an increase of £185,685 (1.29%).

These figures do not include the provision made for universities and colleges for which the relevant figures are : for 1956-1957, £762,154; and for 1957-1958, £766,314, i.e. an increase of £4,160 or .55%.

School Building During the financial year ended 31st March, 1957, state grants amounting to £1,408,500 were expended on meeting the need for increased and improved primary school accommodation. Fifty new primary schools were built and twenty-two existing schools were enlarged. The expenditure of state grants was the highest in any year to date. Approval was given during the year for the provision of ten new vocational schools and for extensions to three existing schools. The total capital expenditure involved amounted to £165,200.

ORGANIZATION

Quantitative Development The following tables show the number of pupils and teachers in the primary, secondary and vocational schools. The pupil increase is particularly noticeable in the case of secondary (grammar) schools, although the population remains more or less static. In the present school year, 1956-1957, there are 481 recognised secondary schools with a total of 61,974 pupils, as compared with 474 recognised schools and 59,306 pupils in 1955-1956.

Primary Education (1955-1956)

Pupils on rolls on 30.6.56	500,894	(+5,731 or 1.16%)
Teachers serving on 30.6.56	13,262	(+13 or 0.1%)

Secondary Education (1956-1957)

Pupils	61,974	(+2,668 or 4.5%)
Teachers	4,739	(+175 or 3.84%)

¹ From the report submitted to the XXth International Conference on Public Education by Mr. L. J. CLOSE, Delegate of the government of Ireland.

Vocational Education (1955-1956)

Whole-time post-primary pupils	20,780	(+181	or 2.4%)
Whole-time technical pupils	556	(-40	or 6.7%)
Day-release apprentices	2,527	(+117	or 4.9%)
Other part-time day pupils	6,234	(+931	or 18%)
Evening apprentices and other pupils	64,409	(+2,240	or 3.6%)
Teacher-training pupils	217	(-37	or 14%)
Whole-time teachers	1,427	(+64	or 4.7%)
Part-time teachers	1,192	(+7	or 0.6%)

TEACHING STAFF

Status A permanent scheme of conciliation and arbitration for vocational teachers was introduced during the year.

ISRAEL

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Legislation* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Types of Course* — CURRICULA, SYLLABUSES, METHODS — *Teaching of French* — *Time-Tables* — *Syllabus Reform* — *Teaching Methods* — *New Textbooks* — TEACHING STAFF — *Shortage* — *Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Handicapped Children* — *Youth Movements*

ADMINISTRATION

Legislation A considerable number of changes were introduced in school administration this year by means of changes in existing regulations and by the publication of new ones, all intended for the better administration of education and of state ² and other schools.

The commission on secondary education appointed last year has submitted an interim report recommending that secondary schooling be made more generally available and that expenses be borne jointly, though not equally, by the parents (fees), the central government (taxes) and the local authorities (rates). Instructions have been issued setting up local public committees to assess the fees to be paid by individual parents.

The commission on higher education has submitted a report recommending the introduction of a law on education at this level, and the appointment, by the President of the State, on the recommendation of the Cabinet, of a board of higher education, headed by the Minister of Education and Culture. The board would recommend the recognition of institutions of higher education in the country and the right of such institutions to grant academic degrees. Each institution of higher studies would retain full academic freedom. A suitable draft law has already been prepared by the Ministry for submission to the Cabinet.

A commission was appointed to study and report on physical education. The report published made a number of recommendations on the strength of which the Ministry has already introduced a number of administrative reforms. Further reforms are being studied.

Draft regulations for school sites and buildings have been circulated to a number of government departments, public bodies and private persons. Numerous criticisms and suggestions have been received and these are now being considered.

The education secretariat appointed last year has been reinforced and its rights and duties more precisely defined. It has proved itself a useful body and has succeeded in grappling with practical problems of school administration, teaching methods, etc.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. M. AVIDOR, Delegate of the government of Israel.

² In this report "state schools" refers to both state schools and state religious schools, unless otherwise stated.

Regulations for the appointment of headmasters and of acting headmasters are being drafted.

Various chapters and sections of what will eventually be a code of school administration have been published.

Scholarships given to secondary school pupils have, in deserving cases, been increased to cover travel expenses from home to school.

A study is being made of the problem of pupils who leave the primary school before completing the course. This study is under way and a report may be expected next year.

Budget

The following table is a comparison between the budgets of the Ministry of Education and Culture for the financial years 1955-1956 and 1956-1957, expressed in Israeli pounds :

	1955-1956	1956-1957	Increase %
Pre-primary (kindergartens)	1,173,500	3,128,300	+16.6%
Primary	23,285,200	28,836,300	+24 %
Secondary	1,415,200	1,764,200	+25 %
Adult	841,200	1,408,200 ¹	+67 %
Nutrition	1,621,250	1,909,600	+18 %
Teacher training	864,650	1,184,100	+37 %
Higher and university	3,457,700	4,254,800	+23 %
Physical education	79,300	132,800	+67 %
Youth and recreation	180,600	197,300	+ 9 %
Science, culture and art	408,400	528,900	+29 %
Antiquities	271,000	296,400	+ 9 %
General administration	1,317,000	1,610,100	+22 %
Reserve for primary and higher education . .	1,250,000	1,312,000	+53 %
Totals	36,165,000	47,163,000	+30 %

The Ministries of Labour and Agriculture provided in their 1956-1957 budgets for vocational and agricultural education respectively, as follows : vocational education 1,915,500 Israeli pounds (1,350,000 in 1955-1956); agricultural education 1,210,500 Israeli pounds (1,086,000 in 1955-1956).

Teachers' salaries in state primary schools are paid by the Ministry of Education and Culture but, in addition, local authorities spend considerable sums on maintaining pre-primary and primary schools and in some cases their secondary and vocational schools. Most vocational schools and many agricultural schools belong to and are maintained by voluntary bodies. No exact figures are known for this extra-government expenditure on education.

The total ordinary budgets of the government of Israel for the last two years, compared with the parts allocated to education are as follows (sums expressed in Israeli pounds) :

¹ Includes the Civic Education and Information Office, which transferred in 1956-1957 to the Ministry of Education and Culture from the Prime Minister's Office.

	Expenditure		%	Percentage of the Total Budget	
	1955-1956	1956-1957		1955-1956	1956-1957
Total budget	631,100,000	775,300,000	(+23%)	—	—
Ministry of Education and Culture	36,165,000	47,163,000	(+30%)	5.7%	6.1%
Ministry of Labour	1,350,000	1,915,500	(+42%)	0.2%	0.2%
Ministry of Agriculture	1,086,000	1,210,500	(+11%)	0.2%	0.2%
Total of the 3 Ministries	38,601,000	50,289,000	(+30%)	6.1%	6.5%

School Building The sums allocated for school building during the last two years are : in 1955-1956, 5,336,000 Israeli pounds; in 1956-1957, 6,000,000 Israeli pounds. The building project for 1957-1958 contemplates an expenditure of well over 7,000,000 Israeli pounds.

The breakdown of the total expenditure on school buildings in 1955-1956 was as follows : government funds 3,336,000, hospital lottery 1,000,000, Jewish Agency funds 500,000, local authorities 500,000, making a total of 5,336,000 Israeli pounds.

The shortage of accommodation, even without immigration, was serious enough. The recent increased rate of immigration makes the situation worse. During the 1956-1957 school year, 817 classrooms had to be used twice a day in two shifts. In this way room was made for 22,059 pupils. The number of inadequate rooms was 365, with another 1,983 condemned rooms, mostly in rented buildings. The number of new rooms estimated necessary to make good the existing shortage is 817 to abolish the double shift system and 2,348 to replace the inadequate and condemned rooms, altogether 3,165 rooms. An additional 719 classrooms a year for the next 5 years are required at the present rate of natural increase, not including immigration.

ORGANIZATION

Quantitative Development Statistical data for the two years 1955-1956 and 1956-1957 are given below. The figures for kindergartens are still not as accurate as the others, though progress has been made towards accuracy. Though only one kindergarten year, age 5-6, is compulsory, it is normal for children of 4 or even 3 years old to begin attending. Therefore the total shown for kindergartens does not mean that the whole number will be ready for promotion to grade 1 at the end of the year.

The substantial increases in most grades are due not only to natural increase in population but also to immigration.

Instead of showing the number of teachers, the number of teaching posts is given. This is because in Israel the teacher's post is fixed at 30 teaching periods a week in the primary school and 24 in the secondary school, while the number of teaching periods received by the children varies with the grade attended : it is smaller than a teacher's post in the primary school and greater at the secondary level. Therefore the number of posts does not coincide with the number of teachers.

	1955-1956		1956-1957			
	Pupils	Teaching posts	Pupils		Teaching posts	
			Number	% Inc.	Number	% Inc.
Kindergartens (Jewish and Arab)	72,757	2,435	1	—	1	—
Primary schools (Jewish and Arab)	279,067	11,784	310,455	+11.2	13,178	+11
Schools for working youth	10,819	817	11,361 ²	+ 5	901 ²	+10.3
Special schools for handicapped children	4,556	426	4,783	+ 5	486	+14.1
Secondary schools (Jewish and Arab)	15,413	1,207	16,741	+ 2.1	1,287	+ 6.6
Secondary evening schools	2,614	253	2,766	+ 5.8	271	+ 7.1
Secondary schools in Kibbutzim	4,967	728	5,792	+16.6	855	+17.4
Vocational schools	6,056	493	6,311	+ 4.2	525	+ 6.5
Agricultural schools	5,866	506	5,963	+ 1.7	531	+ 4.9
Teacher training colleges	3,595	525	4,215 ²	+17.2	573 ²	+ 9.1
Higher education	6,500	—	7,100	+ 9.2	—	—
Miscellaneous	31,100	—	18,500	-40.5	—	—
Totals	443,310	—	—	—	—	—

¹ No final numbers are available for pupils and teaching posts in kindergartens. A rough estimate would be 78,000 pupils and 2,600 posts; i.e. an increase of 7.2%.

² Includes Arab schools which were opened in 1956-1957.

New Types of Course A number of new grade IX classes (normally the lowest in the secondary cycle) with a pedagogical bias have been opened. They are intended to lead the pupil through to the teacher training college.

CURRICULA, SYLLABUSES, METHODS

Teaching of French French was added as a possible main foreign language in secondary schools. Hitherto only English could be taken as a main foreign language.

Time-Tables The number of hours' instruction in teacher training colleges was increased as follows: from 32 to 35 hours a week in the first year, and from 30 to 35 in the second year; an additional ten days were taken from holidays. Thus the school year was lengthened by the equivalent of ten weeks.

Syllabus Reform The history syllabus for primary schools was rewritten and has been published.

Suggested syllabuses in all secondary school subjects were published during the year. These provide for the following trends: humanities (with or without a second foreign language), social sciences, mathematics and physics, oriental studies, agriculture and biology.

Teaching Methods Two pamphlets were published by the Ministry on preparing children for the religious holidays of Passover and Pentecost.

Suggestions were published regarding pupils' home-work and independent study.

New Textbooks With the publication of the new syllabus for primary schools in 1955, the Ministry of Education and Culture asked

publishers and authors to submit textbooks for approval. Some of the books were approved with some slight changes, others were approved subject to fundamental changes and others still were disallowed. During 1956-1957 the Ministry examined about 400 textbooks and manuscripts of which some 380 were tentatively approved while about 20 were rejected or returned for rewriting.

TEACHING STAFF

Shortage In view of the chronic shortage of qualified teachers, rendered more acute by large scale immigration, a campaign has been launched to attract young men and women to teacher training colleges. In addition, special one-year courses have been introduced for adults who wish to join the teaching profession. A special aspect of this campaign has been the opening of classes in secondary schools for intending training college candidates. Scholarships and loans have been made available.

Training The three-year experimental course has been completely separated from the Beit Ha-Kerem training college and is now part of the School of Education of the Hebrew University, leading to the degree in education.

A two-year training college for Arab girls who have completed an eight-year primary course was opened this year. It is intended to prepare teachers for village kindergartens and lower grades. It has a boarding hostel.

In-service training courses were held for unqualified teachers to prepare them for qualifying examinations. It is estimated that 2,500 teachers attended such courses.

Following on the reform made last year whereby teachers' salaries depend on their qualifications regardless of where they teach, the Ministry has, in conjunction with the Hebrew University, worked out details of in-service courses to prepare teachers for examinations leading to qualifications equivalent, for purposes of pay, to the required degree.

Special training courses were held for teachers in the pre-vocational classes in primary schools.

It was decided to allow students in training colleges over 24 years old to offer an essay, instead of an examination, in one or two subjects, one of which must be a professional subject, i.e. theory and practice of education, psychology, etc.

Status Last year it was reported that a reform had been introduced into the salary scales of teachers, making the pay depend not on the post occupied but on the teacher's qualifications. This reform was well received and it has so far worked smoothly. This year the conditions of service for teachers have been changed. Teachers had not hitherto been fully recognized as government employees and they maintained a self-contributing pension fund. From April, 1957, the government decided that teachers in state primary schools and in teacher training colleges will henceforth be eligible for a pension on the same basis as other government employees, i.e. on a budgetary and not on a self-contributing basis. The teachers' pension fund will therefore be liquidated and contributions will be discontinued.

The category of teacher-instructor introduced three years ago has been further strengthened by making many of these staff full-time instructors, thus departing from the original project whereby they would remain part-time teachers.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health The administration of school health has been slightly reorganized with a view to strengthening it.

The public commission on physical education has reported on shortcomings in physical training and sport in schools. Measures are being considered to improve matters.

The school meals service covering lunches and/or a glass of milk (or cocoa) has been considerably expanded to meet immigration, but it is still lagging behind the real requirements.

Handicapped Children The increase in the education of handicapped children is due mainly to the increase in the population. A survey is being made of blindness among children of school age. It should be mentioned that one of the Arab students of the Hebrew University graduating this year is blind.

Youth Movements There have been some developments in the field of youth movements. The girls' branch of the Hebrew Scouts has gained recognition by The World Association of Girl Guides and Girl Scouts, and is being reorganized. The Israel Scout Federation has continued to strengthen its position. The "Youth for Youth" movement, for pupils in secondary schools who volunteer to help less fortunate children in slum areas, by personal visits, organizing games, etc., has spread from Tel Aviv to other localities.

The School Safety Societies movement has been strengthened. The members of these societies, themselves schoolchildren, undertake to guide and help their school mates to avoid possible sources of danger, such as road traffic, etc. Its rules were published in 1957.

ITALY

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — Budget — School Building — ORGANIZATION — Quantitative Development — Experimental Schools — Reorganization Scheme — CURRICULA, SYLLABUSES, METHODS — Nursery Schools — Primary and Middle Schools — Technical Education — Higher Education — TEACHING STAFF — Further Training — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — Social Assistance — Audio-Visual Aids — School Medical Services — Remedial Gymnastics — National Education Centres — Comparative Education Studies — Cultural Exchanges

ADMINISTRATION

Budget The sums appropriated for education for 1957-1958 were considerably increased compared with those for 1956-1957, as can be seen in the following table (expressed in millions of lire):

	1956-1957	%	1957-1958	%
General expenses	1,920	0.63	2,184	0.58
Fixed expenses	27,582	9.01	34,040	8.97
Primary education	153,622	50.16	189,617	49.94
Secondary education	25,439	8.31	32,155	8.47
Classical education	17,088	5.58	22,702	5.98
Physical training	5,213	1.7	6,458	1.7
Teacher training colleges	763	0.25	894	0.24
Special schools	244	0.08	274	0.07
Technical and vocational education	44,354	14.48	54,949	14.47
Universities	15,618	5.1	19,444	5.12
Academies and libraries	1,724	0.56	1,714	0.45
Antiquity and fine arts	8,380	2.74	9,855	2.6
Miscellaneous	1,652	0.54	2,099	0.55
Adult education	2,474	0.81	2,977	0.78
Assistance	156	0.05	280	0.08
Total	306,229	100	379,642	100

School Building In the field of school building and equipment, the activity of the central department of the Ministry of Education in the fiscal year 1956-1957 may be summarized as follows: under act No. 645 of 9th August, 1954 (which provides special appropriations for carrying out a ten-year plan of school building), in accordance with the Ministry of Public Works, a state contribution varying from 4 to 6% was allocated for a period of 35 years to those municipalities and provinces charged with the construction and equipment of school buildings which

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Giovanni CALÒ, Delegate of the Italian government.

had requested it. The total amount of this contribution during 1956-1957 was 1,500 million lire, concerning an expenditure of about 30,000 million lire. This sum will permit the construction of nearly 3,000 buildings, corresponding to about 8,500 classrooms.

Classrooms built in 1956 numbered about 5,000.

New regulations were issued for the building of primary and nursery schools. These regulations were worked out in accordance with the Ministry of Public Works and approved by presidential decree No. 1688. They were published in the Official Gazette No. 102, 19th April, 1957.

An up-to-date reprint of a handbook on putting into practice act No. 645 of 9th August, 1954, was produced. This handbook offers necessary explanations on how to obtain the state contribution. In the appendix appears the text of the new regulations to be complied with in the drawing up of schemes.

Last April a national congress on school building took place. It was attended by all school inspectors, regional superintendents of public works, correspondents of the educational press, engineers and architects and editors of architectural reviews.

The study centre issued a fourth booklet, with a number of photographs and tables, on the buildings constructed in Salerno according to the new schemes and proposals laid down in the new regulations.

The study centre organized two exhibitions to illustrate the development of new Italian school architecture according to the most up-to-date educational criteria. The exhibitions took place in Rotterdam and in Salerno during the national congress on school building.

Agreement was reached by the Ministry of Education with: (a) the Ministry of Finance, for a prompt allocation of the loans to the municipalities entitled to a state contribution; (b) with the Ministry of Public Works, on the supervision and control of the work entrusted to it; (c) with the Ministry of Labour, on the utilization of workshops for school building; (d) with the Ministry of Agriculture, for school buildings in areas where drainage or land reform organizations operate; (e) with the *Cassa del Mezzogiorno*, on financial assistance to municipalities in under-developed areas and the carrying out of a financial plan for nursery schools in these municipalities.

ORGANIZATION

Quantitative Development As compared with 1955-1956, the number of schools, classrooms and pupils has greatly increased, especially in the field of primary education and technical and vocational education. 3,054 primary schools were established, mostly in rural areas, to duplicate the overcrowded classes, so that more efficient teaching could be given. In general, the new classes concern higher primary education. During the 1956-1957 school year the number of pupils increased considerably to total 592,095, distributed as follows: middle schools (*scuola media*) 366,185, classical lycées 113,363, scientific lycées 38,577, teacher training schools 73,970. The increase imposed the establishment of 723 new classes, of which 560 are in middle schools, 75 in classical lycées, 32 in scientific lycées and 56 in teacher training schools. Consequently, the number of schools and institutes administered by the general department for

secondary education amounts to 1,810. As for the teaching staff, regular and temporary teachers in secondary, classical, scientific and teacher training schools amounted last year to 21,315, as against 25,653 non-established teachers. At the beginning of this year, 5,725 regular teachers were appointed and next year it is planned to appoint 3,000 more. Competitive selection for principals of classical and scientific lycées and teacher training schools was concluded and the 84 selected candidates were appointed at the beginning of the current school year.

In the field of technical and vocational education, development is systematic and rapid, parallel to the increasing industrial development of the country and the corresponding demand for highly qualified technical staff. As for the pre-vocational schools (*avviamento professionale*), in 1956-1957 there were 69 courses in new schools, new courses authorized in existing schools numbered 915 and additional classes 539. In technical institutes there was an increase of 432 collateral classes, distributed as follows: agricultural institutes 12, industrial institutes 78, commercial and surveyors' institutes 330, nautical institutes 12.

Under act No. 14 of 31st January, 1957, 25 new posts for regular assistant lecturers in the universities and higher institutes were established. Other regulations were issued concerning the institution of new faculties, colleges and post-graduate courses.

Schools for prisoners and those for military personnel were transferred to the central department for people's education. This has led to a unity of aim and policy in the field of adult education. The following are the figures for the activity of the department during 1956-1957: ordinary people's education courses 11,409, refresher courses 3,874, reading centres 3,957, schools for prisoners 881, schools for military personnel 1,139, summer schools 279, Sunday courses 214, adult education courses 1,019. The activity of the special courses for illiterates was extended to many more provinces. Courses for families were increased to 852, area courses to 622, itinerant courses to 106 and courses for apprentices to 52.

Under art education should be mentioned the establishment of the art colleges in Turin, for fashion drawing and illustration, and in Trieste, for naval equipment. They include four sections: pictorial decoration, wood and metal work and textiles. In Salerno a school for ceramics was established. An extensive plan is under discussion for setting up new schools and colleges of art in regions where they are particularly called for.

For the first time, the general department of fine arts laid down regulations for the teaching of dancing as a separate subject in private schools. A special committee has nearly concluded the examination of the diplomas and documents presented as qualifications for teaching dancing.

Experimental Schools The ministerial committee charged with the study of educational problems for the ages 11 to 14, taking into account the current provisions for secondary and vocational education and the present experiment with post-primary courses, proposed the establishment of a new type of middle school, lasting three years, with the following curriculum: (a) basic subjects compulsory for all pupils (religious education, civic education, Italian, history and geography, mathematics and

scientific observation, drawing and singing, handicrafts, physical training); (b) a subject to be chosen from a group of optional ones (modern languages, Latin, specialized artistic activities); (c) additional optional activities to be chosen according to the pupil's interests and constituting a development of some of the basic subjects. In general the choice is to be made after the first year, on the advice of the teachers, but it will not be considered decisive.

For the time being, the new organization is to be carried out experimentally in some classes called observation classes. Last year there were 30 of them. The experiment, which is being followed by the Ministry with great attention, is carried out under agreement between the general department for classical education, the general department for technical education and the educational centre for secondary schools. At the end of the current school year, according to the results obtained, the possibility of extending the experiment to other classes will be examined.

Reorganization Scheme The general department for classical education planned a reorganization scheme for classical and scientific lycées and the teacher training schools. This project is not yet in force and will be put into effect with the new school regulations at present being elaborated in Italy, as in nearly every country, in order to meet new requirements and the increase in the number of pupils.

CURRICULA, SYLLABUSES, METHODS

Nursery Schools A special committee drew up new instructions on reorganizing the educational activity of nursery schools. A new bill was also drafted on this subject.

Primary and Middle Schools Presidential decree No. 1608 of 23rd December, 1956, introduced new syllabuses for admission to middle schools to achieve a more effective connection between the new primary school courses and those for admission to middle schools.

Technical Education Syllabuses and time-tables for technical institutes for girls and those for other special courses are being approved. New rules on selection and changes of textbooks have been introduced limiting changes to special urgent cases, in order to reduce the financial burden on families.

Higher Education With a view to revising the regulations for higher study, authorities are at present examining whether failure in examinations may not be due to overburdened courses. Ways of achieving greater co-ordination between university education and the needs of industry and technology are also being studied.

TEACHING STAFF

Further Training Measures for the further training of teachers showed special development. In the "pilot provinces", which are included in the improvement plan for primary schools, more than 300 meetings and debates were held during 1955-1956. The plan is gradually being extended to other groups of provinces, priority being given to underdeveloped areas.

Very many meetings, congresses, etc., were held, attended by teachers in classical secondary schools (philosophy congress, "School and Family" congress, conferences of foreign language teachers, domestic science teachers, etc.). Important scientific exhibitions and demonstration lessons in physics were held at the National Museum of Science and Technology in Milan. Further training courses for foreign language teachers take place every year in the country concerned (France, Great Britain, Germany and Spain). Expenses are paid by the relevant general department. About thirty teachers take advantage of these courses.

The general department for technical education organized several refresher courses for teachers: a course in accountancy and commerce in Florence, one in financial and actuarial mathematics, another in physics experiments at the Museum of Science and Technology in Milan, a meeting of principals of industrial schools at Foligno, etc.

In adult education each teacher attended at least three congresses, during which he exchanged experiences and received suggestions and advice. Special attention was given to the reading centres. The delicate task involved and the means to perform it were explained to the staff of these libraries.

A large number of physical training courses for teachers of different types took place in 1956-1957.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Social Assistance Measures taken by the improvement plan for primary schools, especially in the field of social assistance, greatly helped the general implementation of compulsory education. In the first six provinces covered by the plan (the "pilot provinces" of Benevento, Catanzaro, Foggia, Matera, Rieti and Sassari), the number of pupils assisted with books, clothing and shoes showed an increase of more than 30,000 (98,776 as against 68,736 in the previous year). School meals served increased from 39,500 to 51,217, requiring the establishment of new refectories in numerous municipalities which previously had none.

The general department for classical education, as in previous years, is transforming into State-recognized organizations existing school treasury offices which fulfil the necessary conditions.

This year 3,864 scholarships were granted to pupils of the *scuola media*, 2,326 to pupils of classical secondary schools, 4,818 to pupils of vocational schools and 1,548 to pupils of technical institutes. A total of 12,556 candidates received scholarships, out of 47,361 applicants. Many other deserving pupils of limited means were granted free places in the National Colleges (*convitti nazionali*); recently, 586 more boys were assisted in this way, bringing the total number to 1,200.

The student organization (*Opera Universitaria*) co-ordinates and promotes the different forms of material, moral and scholastic assistance for students. This activity was considerably increased by act No. 1551 of 18th December, 1951, which, besides the state subsidy, allocates to the organization 15% of the tuition fees and other contributions. Concrete forms of assistance are: student hostels, existing in nearly every university, meal and lodging coupons, the refund of or exemption from tuition fees, subsidies for buying books, etc.

Audio-Visual Aids Act No. 1212 of 12th October, 1956, transformed the autonomous film library into a national centre for audio-visual aids, an autonomous body under the supervision of the Ministry of Education. This centre has acquired 80 new films. At the same time, several privately produced films have been bought up for the 92 provincial centres.

Cultural exchanges with foreign countries were intensified. To the previous agreements and exchanges with Denmark, Belgium, France, Sweden, Norway, Luxembourg, Portugal, Spain and Poland must now be added those with Yugoslavia and the Soviet Union.

The central office organized in Rome from 30th November to 1st December, 1956, a national congress for the directors of audio-visual centres which discussed mainly questions of organization and laid the foundations of the activity of regional centres.

The said office organized, in collaboration with the Institute of Education, the annual course in filmology, attended by more than 280 students and teachers. At the Rome Fair the centre organized a stand showing audio-visual aids.

School Medical Services According to data supplied by the school authorities, 207 school medical departments were established, of which 173 are in the secondary schools of the principal towns and 34 in the provinces.

Remedial Gymnastics Sixty inspection areas were authorized to organize courses in remedial gymnastics (237 in the principal towns and 75 in the provinces). These courses take place in middle schools, commercial schools and art schools.

National Education Centres To the seven national education centres so far in existence, has been added, under the interministerial decree of 20th November, 1956, the national education centre for physical training and sport. It carries out the following activities: (a) the promotion of national interest, especially that of educators, in physical training and sport; (b) the collection, arrangement and spreading of documentation about national and foreign experience in the field of physical training and sport; (c) the development through studies, publications and meetings, of relations between Italian and foreign experts and the co-ordination of studies and experience; (d) the promotion and organization of refresher courses, educational travel and exchanges of teachers and experts; (e) the encouragement of new teaching methods, aids and equipment for physical training and sport; (f) fostering the diffusion of sport as a means of employing leisure time for educational purposes; (g) the improvement of the professional training of directors, technical and auxiliary staff supervising youth activities (temporary and permanent holiday camps, post-school courses, recreation rooms, camping, open-air schools, etc.).

Among the activities carried out by the various national education centres should be mentioned the national study meeting on the teaching of Latin organized by the national centre for secondary education; the national course of study on history and geography teaching methods in primary schools organized by the national centre for primary education; courses organized in agreement with industrial concerns by the national centre for technical education; a training course for newly appointed

principals, organized by the same centre. To these should be added all the other normal activities of the centres.

In the field of international cooperation, the national centre of study and documentation in Florence was entrusted with the organization of a congress on extra-scholastic art education. It was attended by the member countries of the Western European Union.

Lastly should be mentioned the initiative of the national education centre in the current school year concerning the relations between school and family. Thirty schools for parents were established, mainly for parents of secondary school pupils. The same centre established courses for parents, of a general informative character, in cooperation with the central department of adult education.

Comparative Education Studies

The Ministry of Education office of studies, documentation and comparative school legislation continued its useful activity. Besides the index of Italian school legislation, a general index of foreign school regulations is being drafted. This will deal particularly with basic principles, fundamental criteria, etc., the knowledge of which should be very useful for those who wish to examine certain aspects of the scholastic activity of each country.

The office has just finished drawing up six instalments (published as supplements to the review of comparative school legislation) of a dictionary of comparative educational terminology concerning France. It has also issued one instalment on England.

A small publication called "Examination Regulations for the Secondary School Certificate" has been published each year since 1954, in order to place at the disposal of the board of examiners the regulations issued on this examination at different times. Two other volumes will soon be published: "University Students and Art Studies in Italy", a guide for foreign students, and "Italian Schools". Abridged editions will be issued in the principal foreign languages.

Cultural Exchanges

Last year further development was given to the exchange of university professors for lectures, to art exhibitions and in general to all international cultural manifestations.

Special attention was paid to the value of using foreign assistants for language teaching in secondary schools. The exchange of English assistants was added to that of French assistants which has already been running for several years.

Among activities of the general department for cultural exchanges and frontier areas should be mentioned participation in the "European School Day" and in the work of the international committee for this manifestation. The national committee for the "School Day" comes under the general department for cultural exchanges and is entrusted with the organization of the manifestation in Italy, the revision of the compositions coming in from every province and the awarding of the prizes. This year more pupils took part in the "European School Day" and the following figures may be quoted: all 92 inspection areas participated, with 2,200 schools and 72,297 pupils. The competition (which is entirely voluntary) is restricted to the third class of lower secondary and the last class of upper secondary schools.

In the field of frontier areas, the activity of the department was devoted particularly to the problems of schools for minority groups, in the first place the supervisory and teaching staff of these schools. To this end, two competitive examinations were introduced, one for the appointment of headmasters in German language primary schools and one for those of the Ladin valleys in the province of Bolzano.

Moreover, the department drew up several bills, now submitted to parliament, concerning the first settlement of principals, headmasters and teachers in German language secondary schools in the province of Bolzano, the status of the Italian teachers of Trieste and the establishment of Slav language primary and secondary schools in the provinces of Gorizia and Trieste.

As far as schools for minority groups are concerned, the spirit inspiring the new syllabus issued last year by the Ministry, should be noted. These syllabuses, for German and Slav language primary and secondary schools in the provinces of Bolzano, Gorizia and Trieste, give a new pace and direction to school activities in minority areas in so far as they do not seek only to preserve ethnical-linguistic traditions, but broaden horizons and give what could be called a European perspective.

JAPAN

EDUCATIONAL PROGRESS IN 1956-1957¹

ADMINISTRATION — *Reform of Local and Regional Educational Administration — Central Educational Administration — Supervision — Other Administrative Measures — Consolidation of Schools — Finance — School Building — ORGANIZATION — Quantitative Development — School Legislation — CURRICULA, SYLLABUSES, METHODS — Syllabus Reform — TEACHING STAFF — Training — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — School Meals — Student Aid — Education of Young Workers — Physical Training — Harmful Films — Student Exchanges*

ADMINISTRATION

Reform of Local and Regional Educational Administration

Pursuant to the discussions at the preceding Diet, the law concerning the organization and function of local educational administration was promulgated on 10th October, 1956. The purpose of this law is to ensure the democratic character of the organization and management of local educational administration by : (1) co-ordinating educational administration and general administration in local public bodies; (2) establishing a system of educational administration which will facilitate efficient co-operation between the national government, prefectures and municipalities; (3) securing the political neutrality of education and the stability of educational administration. On the basis of this law, the following reforms were introduced :

(1) Members of the boards of education will no longer be elected, but appointed by the head of the local public body concerned, with the approval of its council. Under the law, members of prefectural boards of education are to be five in number instead of seven; in the case of local boards, the number remains at five as before. It will also be possible to constitute town or village boards of education with three members.

(2) Prefectural boards of education and those of large cities will continue to have their own full-time superintendent, while in other cases, (city, town and village boards) the superintendent is to be appointed from among the members of the board concerned. The power of appointing the superintendent continues to lie in the hands of the boards themselves, but in this case, the appointment of the superintendent of a prefectural board must be made with the approval of the Minister of Education, and that of the superintendent of city, town and village boards with the approval of the prefectural board concerned.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Yukio KOBAYASHI, Delegate of the government of Japan.

(3) Major points of difference in the duties of boards of education under the new law are as follows : (a) The power of purchasing and disposing of educational property has been transferred to the head of a local public body, the board of education being responsible only for the administration of such property. (b) Under the former law, a board of education could draft its own budget and regulations, independently of the chief of the local public body concerned. The new law gives that power solely to the chief of the local body, provided that he consults the board of education concerned.

(4) Under the former law, the power of appointing teaching staff for compulsory education schools (primary and lower secondary education, education for the blind and the deaf, part-time upper secondary education) rested upon the municipal board of education. Under the new system, such power is vested in the prefectural board and is exercised on the basis of the reports submitted by the municipal board.

(5) Under the former law, the intervention of the Minister of Education in decisions of prefectural and municipal boards of education and that of prefectural boards in the work of municipal boards was limited to technical and professional guidance and advice. Under the present law, the Minister of Education and prefectural boards are now able to give positive guidance to prefectural and municipal boards respectively. Furthermore, where the chief of a local public body or a local board of education violates the regulations or fails to ensure the effective administration of educational affairs, the Minister of Education can require him to take remedial measures.

The number of prefectural boards of education remains unchanged, but the number of municipal boards has been continuing to decrease rapidly every year since 1953 with the progress of the consolidation of towns. According to the survey conducted as of June 1st, 1956, the number was 5,040. On October 10th, 1956, immediately after the promulgation of the new education law, the number was reduced to 4,306, which is 60% less than in 1953.

Central Educational Administration

The draft of a law on textbooks has been submitted to the Diet with a view to obtaining higher quality textbooks, achieving appropriate choice, secure publication and supply, and alleviating the economic burden on parents. The draft for this new textbook law was left for future deliberation, but some of the major points could be put into execution immediately by means of administrative measures taken by the Ministry of Education as follows : (1) the function of the textbook authorization council was extended, by establishing a staff of 20 full-time researchers in the Ministry of Education; (2) the textbook exhibition formerly held every year by prefectural boards of education has been replaced by permanent exhibitions organized by the Ministry of Education; (3) the price of textbooks has been reduced by an average of 10% for primary and lower secondary schools, and an average of 6.3% for upper secondary schools.

Supervision

During the 1956-1957 academic year, the staff of Ministry of Education inspectors for primary and secondary education was increased from 2 to 8. The Ministry of Education has been able,

for the first time since the war, to hold a meeting of principals of the national, public and private primary, lower and upper secondary and special schools. The 1,600 participants discussed the adjustment of school administration, the renovation of curricula, the intensification of moral education, etc.

Other Administrative Measures Apart from the law on the organization and function of local educational administration, six other important measures were passed during 1956-1957: a) the law concerning the promotion of education in public special schools for handicapped children; (b) an amendment to the law for the encouragement of attendance in special schools; (c) the law concerning school meals in part-time upper secondary schools; (d) an amendment to the law concerning national subsidies for the free distribution of textbooks to pupils of limited means; (e) an amendment to the law for the promotion of science education; (f) the law governing national subsidies for research facilities in private universities.

Consolidation of Schools As Japan is very densely populated, the proportion of small schools is comparatively low. However, the proportion of one-class schools amounts to 10% for primary schools, and about 5% for lower secondary schools. Since the application in 1953 of the law on the reorganization of municipalities, the consolidation of schools has been taken up as one of the major objectives. In 1956-1957, the Ministry of Education drafted a budget of 300 million yen for the construction of 53 school buildings necessitated by consolidation. Furthermore, the Minister of Education has consulted the Central Council for Education on establishing fundamental principles for the consolidation of small schools. The Council's answer may be summarized as follows: (a) the national government and local public bodies shall encourage the consolidation of schools; (b) for both primary and lower secondary schools, the standard size shall generally be from 12 to 18 classes; (c) the maximum distance to school from home shall be 4 km. for primary pupils and 6 Km. for lower secondary school children. Schools shall be encouraged to run bus or boat services for pupils.

Finance The budget of the Ministry of Education in 1956-1957 was 130,548 million yen, about 13% of the total national budget. In 1955-1956, the budget of the Ministry of Education was 126,065 million yen, including the supplementary items. The increase of the budget this year is therefore 4,470 million yen, or 3.5%. According to the survey conducted by the Ministry of Education, the total amount of local education expenditure during the 1955-1956 academic year was 337,970 million yen, an increase of only 1.4% over 1954-1955. If compared to the preceding year's increase (12.3%) it is noticeable that the total expenditure of municipalities is smaller than in the preceding year, a fact which reflects the difficulties in local finance.

School Building According to the survey of 1st May, 1956, the total area of school building for primary education has increased by 2.8%, and for lower secondary education by 5.4%, over the preceding year. In addition to the general expansion and rebuilding of schools,

the above-mentioned special government aid for the construction of consolidated schools is being given from the 1956-1957 school year on.

ORGANIZATION

Quantitative Development Pupils enrolled in kindergartens, primary and secondary schools increased in number in comparison with the preceding year, as can be seen from the following figures, based on the survey conducted on 1st May, 1956.

Kindergarten children are 651,235 in number (+1.1%). The increase of the last few years has become less marked because of the lower birth rate.

Primary school pupils number 12,610,000 (+2.9%); there are 5,960,000 lower secondary school pupils (+1.3%) and 2,700,000 upper secondary school pupils (+4%). In 1955-1956, full-time upper secondary school pupils increased in number, whereas part-time upper secondary pupils decreased. In 1956-1957, however, the pupils of both upper secondary courses increased in number.

Pupils in special schools increased by 29,575 (+5.2%). It was in schools for the deaf and the blind that the number of pupils increased most rapidly. Compulsory education for the deaf and blind is now complete up to the third year of the lower secondary school.

From the kindergarten to the upper secondary school, teachers have increased since the preceding year. The number of kindergarten teachers has increased by 7.9%, of primary teachers by 1.4%, of lower secondary teachers by 0.9%, and of upper secondary teachers by 2.6%. Teachers in special schools have increased in number by 3.7%.

The number of kindergartens continues to increase. Main schools have increased by 697 (13%) and branch schools by 18 (16%). In the case of primary and lower secondary schools, the consolidation of schools has led to an increase of main schools and a corresponding decrease of branch schools. As for upper secondary schools, full-time schools have increased and part-time schools decreased.

Students enrolled in higher education institutes number 629,839, a 3% increase over the preceding year. Out of this, students of universities and colleges with four-year courses (547,253) have increased by 5% over the preceding year, and students of junior colleges (77,114) have decreased by 1%. Students enrolled in the regular courses of universities and colleges have increased by 4%. They are distributed as follows: law, literature and economics, 55%, agriculture, technology and science, 20%, teacher training, 13%, medicine, dentistry and pharmacology, 7%, others, 5%.

Full-time university staff number 44,976 (+3%) and part-time staff 22,048 (+7.6%). The number of universities and colleges remains at 228. In fact, there is one provincial university less and one private university more. Junior colleges number 268 (+4).

School Legislation Minimum standards for the establishment of kindergartens and universities, and the regulations for miscellaneous schools have recently been laid down in ministerial decrees. The regulations for correspondence education at upper secondary level have been amended.

There have often been requests from the industrial field for reform of the junior college system. The Minister of Education, therefore, in October, 1955, referred the matter to the Central Council for Education, the main points of whose report are as follows: (1) The junior college shall be a higher educational institution with a definite purpose, distinct from that of the four-year university course. (2) The junior college shall be a complete educational institution, providing mainly professional and vocational education. (3) The course in the junior college shall be of 2 or 3 years' duration.

CURRICULA, SYLLABUSES, METHODS

Syllabus Reform Last year, the standard of kindergarten education, the domestic science syllabus in primary schools, and upper secondary school syllabuses for both general education subjects and the various special branches were revised. The regulations for correspondence education at upper secondary level were also revised in December, 1956, and enforced immediately. From last year on, the range of subjects offered has been expanded so that students may qualify for the upper secondary school certificate exclusively through correspondence courses. Five more subjects were added in the current year. Following the revision of upper secondary school curricula, revision of those in primary and lower secondary schools has been undertaken.

With a view to evaluating the fruits of education under the new post-war system and obtaining reliable information for future guidance, an achievement test was conducted by the Ministry of Education on a nation-wide scale. This year's test covered language and mathematics for primary and secondary (lower and upper) pupils. The Minister of Education submitted questions on the improvement of lower secondary school curricula to the curriculum council in March, 1956. The council previously studied problems of primary school curricula, such as the progressive introduction of Chinese characters class by class, basic scholastic attainment and moral education. The problem of vocational training at lower secondary level was also examined by the council.

TEACHING STAFF

Training In March, 1956, the number of graduates from university faculties of education was 139,000, 73.3% of whom are now employed in the schools. This percentage indicates a marked decline since the preceding year (90.9%). The proportion of two-year course graduates was much lower than that of four-year course graduates. This is partially due to a remarkable decline in resignations of compulsory education school teachers (3.4% in 1954-1955). It was also due to financial difficulties, for local authorities were curtailing the number of teachers by augmenting the number of schoolchildren per class to over 50. Such being the situation, the number of students admitted to the two-year course was reduced to 7,950 (2,340 less than the preceding year), while the intake for the four-year course was increased by 1,170 to total 13,310 students. These measures will improve the quality of newly trained teachers. Furthermore, refresher courses are systematically under way for in-service teachers.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Meals In compliance with the revision of the law on school meals, state subsidies were increased to allow this service, hitherto only for primary schools and primary departments of special schools, to be extended to include lower secondary schools. The Ministry's survey of 30th September, 1956, shows that lunch has been served in 10,608 compulsory education schools to 7,783,330 children, an increase of 7.5% over the preceding year. These schools form 26% of compulsory education schools (56.9% primary and 6% lower secondary). Subsidies to the amount of 50 million yen are to be made from the national budget for schoolchildren from needy families.

A special grant of 20 million yen was made to assist school meal services in the frost-stricken Hokkaido area. This permitted the free distribution of 621 tons of Unicef-administered powdered milk to 150,000 children. Wheat flour and powdered milk to the value of \$ 15 million were donated by the United States government. Coupled with a decline in cost prices, it allowed a reduction of 5% in the price charged to parents for children's lunches.

The law on school meals for upper secondary school evening class pupils has been passed this year. Budgetary measures have been taken to bring this into full practice.

Student Aid The amount of loans made by the Japan Scholarship Society to pupils in upper secondary schools and to university students, both undergraduate and graduate, was 4,423 million yen, an increase of 4.7% over the preceding year. The number of recipients was 21,646.

The Student Aid Association finds part-time employment for students and supplies accommodation for students in major Japanese cities. Annual state subsidies are granted, which this year amounted to 40 million yen.

Hostels for 1,000 students have been built in large cities by provincial associations. In addition, 13 foundations have built hostels accommodating as many as 780 students.

Education of Young Workers Recently, great importance has been attached to the education of young workers who continue their studies after the completion of their compulsory education. With a view to conducting an over-all study of this question, a special committee for the education of young workers was established as an organ of the central council on youth problems attached to the cabinet.

Educational means available to young workers are part-time upper secondary schools, university evening classes and correspondence courses at upper secondary and university level. In the field of social education a youth class is run in almost all municipal localities. The statistics of 15th September, 1955, give an attendance of 191,734. The Ministry has so far shared only the financial burden of establishing and running these youth classes. This year it has undertaken to take part in compiling youth class curricula. The Ministry has also given guidance and advice for the encouragement of official correspondence courses, training camps for adolescents, travelling libraries, educational films and recordings,

performances of music, drama and films. Assistance has also been given for the development of various youth organizations.

Physical Training A concrete project, drafted in 1956 and enforced from the beginning of 1957, aimed at placing some 20,000 physical training officials throughout municipal localities. In 1956, the eleventh grand national athletics meeting was held in Hyogo prefecture with 12,000 young participants. In addition, various sports meetings, headed by the tenth all-Japan games, were held one after another. Many champions were sent to various international contests including the olympic games at Melbourne. The construction of a national stadium in Tokyo was launched under a two-year plan in order to provide for the Asian olympic games of 1958 and to be able to invite the world olympic games to Tokyo in the near future. A sports promotion council was established in the cabinet in March, 1957, to carry out an over-all policy of physical training for adolescents.

Harmful Films This year, counter measures were considered for the exclusion of films which exert a harmful influence over adolescents. The central council on youth problems appealed to the film industry on one hand, and submitted suggestions on the adoption of legal measures on the other.

Student Exchanges The Central Council for Education submitted its findings on international relations in education, science and culture to the Minister of Education. It recommends the establishment of a central body to arrange exchanges of students and scientists, and to promote cooperation in the field of education, science and culture in South-East Asian countries.

The national foreign students' scholarship scheme, originated in 1954, has evolved smoothly. Students invited during 1956-1957 were 30 in number, 17 from South-East Asia and 13 from other countries. A subsidy of 248 million yen has been made for the building of a hostel for these foreign students. The Japan International Education Association has been established this year to run the above-mentioned establishment and to look after the students' needs.

KOREA (Republic of)

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *New Instructions* — *Educational Autonomy* — *Accrediting of Colleges* — *Budget* — *Rehabilitation of Technical Schools* — *School Building* — ORGANIZATION — *Quantitative Development* — *Free Schooling* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *New Objectives* — TEACHING STAFF — *Further Training of Teachers* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Measures against Illiteracy* — *Fundamental Education* — *Popular Education* — *Handicapped Children*

ADMINISTRATION

New Instructions Instructions were sent to all the school foundations of private secondary (middle and high) schools, which account for a large part of the country's secondary schools, to strengthen their material position and secure sufficient income for the maintenance of their schools. The main points of the instructions were: (1) sufficient sources of income should be secured by the end of 1958 to cover the annual running expenditure of the schools; (2) standard campus area, buildings, gymnasiums, etc., should be provided by the end of 1958; (3) the standard annual running expenditure for each school should be planned in advance.

Educational Autonomy In October 1956 a school board was established in the Special City of Seoul which was the last city in the Republic of Korea to be without one.

Accrediting of Colleges On 4th August, 1955, an ordinance for the accrediting of colleges was promulgated. This ordinance requested the existing colleges to come up to standard in five years, by providing a teaching staff, facilities, income and expenditure of the required level.

Budget The budget of the Ministry of Education for the years 1955 (15 months from April 1954 to June 1955) and 1956 (18 months from July 1955 to December 1956), expressed in units of 1,000 Hwan, was as follows:

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Soo YOUNG LEE, Delegate of the government of the Republic of Korea.

	1955	1956
Administration	58,107	231,001
Primary education	3,828,466	19,590,628
Secondary education	430,123	1,230,097
College education	1,089,550	2,301,754
Teacher training	204,421	498,161
Adult education	76,205	161,804
Educational subsidies	125,921	205,187
Cultural subsidies	159,505	439,620
Total	5,972,298	24,658,252

Rehabilitation of Technical Schools In 1956, the rehabilitation of Pusan and Taejon Engineering High Schools and Seoul Electric High School was continued, and in the same year, rehabilitation work was started on Kwangju, Kyonggi and Mokpo Engineering High Schools and Yosu Fisheries High School. UNKRA (United Nations Korean Reconstruction Agency) allocated \$1,773,000 for this purpose.

School Building The number of new classrooms allocated to primary schools was 5,168 in 1955 and 2,958 in 1956. The number allocated to secondary schools was 238 in 1955 and 533 in 1956. The total number of classrooms for both primary and secondary schools built and repaired with the aid of UNKRA, totalled 4,776 by the end of 1956. At the end of 1956 also, the number of classrooms short was 26,526 for primary schools, 1,855 for middle schools and 1,280 for high schools.

ORGANIZATION

Quantitative Development Although in 1956 more emphasis was given to qualitative development, quantitative development was also considerable, as is shown in the following table :

Type of School	Number of Schools			Enrolments		
	1955	1956	Inc. or Dec.	1955	1956	Inc. or Dec.
Kindergartens	173	153	-12%	11,161	8,152	-26%
Primary Schools	4,740	4,919	+ 3%	3,291,272	3,590,504	+9%
Middle Schools	949	999	+ 5%	475,342	458,905	-3%
High Schools	332	339	+ 2%	141,302	153,680	+9%
Vocational High Schools	252	263	+ 4%	117,586	118,881	+1%
Normal Schools	18	18	—	13,230	13,413	+1.4%
Normal Colleges	8	8	—	6,353	8,725	+37.3%
Attached Schools	39	39	—	26,315	27,789	+1%
Colleges	43	47	+ 8%	72,687	75,430	+6.5%
Trade Schools	53	66	+26%	7,170	9,130	+27%
Higher Trade Schools	64	62	- 3%	9,270	7,533	-19%
Citizen Schools	2,532	2,844	+12%	224,213	211,578	-6%
Higher Citizen Schools	561	384	-32%	68,086	45,372	-34%

Free Schooling Article 16 of the Constitution provides for free primary education, but in effect Parent-Teacher Association fees had been charged in all schools to supplement shortage of running expenses. It was decided to abolish PTA fees in all schools in rural areas, but to retain them in 26 cities.

New Courses A course in librarianship was established in Yonsei University.

It was planned to make Pyongtaek High School a coeducational comprehensive high school to teach vocational as well as academic subjects. For the first years \$75,000 were allocated from the ICA (International Cooperative Alliance) fund, and some of the buildings were completed. This is a new experiment in Korea.

CURRICULA, SYLLABUSES, METHODS

New Objectives The objectives of education specially emphasized in 1956 were moral education, education for production and health education. The students were guided to form habits of living in the spirit of democracy. Further, to train the students for a scientific and productive life, laboratory equipment for science education and material for vocational training were increased.

TEACHING STAFF

Further Training of Teachers In-service training was given to 35,516 teachers, a figure which covers 1,884 principals, 3,448 vice-principals and 30,184 teachers. Of these 25,475 taught in primary schools, 6,357 in middle schools and 3,684 in high schools.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health Unicef donated approximately 30 million pounds of powdered milk, which was distributed to about 760,000 undernourished children.

Special emphasis was given to health education. Instructions were sent to all schools to give greater attention to health and to train the children to form habits of healthy living. The schools were directed to give their pupils a regular physical examination.

Measures against Illiteracy Whereas there were 7,980,902 illiterates in 1945, this figure decreased to 811,992 at the end of 1956. Greater efforts than ever before were made in 1956 to remove illiteracy.

Fundamental Education The Fundamental Education Centre in Suwon was opened in November 1956. This project, based upon the report of the Unesco-Unkra Educational Planning Mission, aims at training rural leaders and is a new experiment in Korea. The fund of \$300,000 for the construction of buildings and for international staff was provided by Unkra. The staff includes a director (provided by Unesco), six teachers from abroad and six Korean staff members.

Popular Education 337 popular lectures and 3,084 film shows were given in rural areas. Books were collected in cities for distribution to rural libraries.

Handicapped Children In Seoul School for the Blind preparation was made to print Braille textbooks.

LAOS

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Administration — Finance — Foreign Aid — Quantitative Development of Primary Education — Quantitative Development of Secondary Education — Quantitative Development of Technical Education — Teaching Staff — Study Abroad — Future Plans

Administration The organization of the Ministry of Education laid down by the presidential decree No. 308/PC of 11.9.1954 no longer answered to present needs : the Ministry's field of activity had increased considerably since then by the creation of a youth and sports department, the expansion of rural education and the increase in school population. The central administration was overburdened; a reform of the internal organization of the Ministry was therefore studied, proposed and accepted by the government.

Its aim is to centralize under one head all similar functions. When the re-arrangement is complete therefore, there will be one department for budgeting, one for equipment, one for staff—whether Laotian or foreign—and one for accounts. This will lead, very shortly, to greater efficiency in the use of staff and closer control over the executive.

The existing education departments (primary education, secondary education) and those planned for the more or less immediate future (teacher training, higher education, etc.) will be concerned solely with the technical aspect of the work, i.e. the supervision of staff and pupils from the educational and disciplinary point of view. The director general supervises all functions of the education departments and the "related activities" (youth and sports, literary commission and, later, national centre for educational documentation, national research institute, etc.), as well as the general administration of all the Ministry's departments.

The reform, as summarized above, is already being implemented. It is authorized by presidential decree No. 350/PC of 21.12.1956.

In the administrative services of the kingdom, posts conferring certain indemnities or benefits have been divided into three classes (royal ordinance No. 34 of 18.2.1957). For the national education services, these are : (a) in category A1, directors of education departments and departmental heads of the "related activities", the head of the cabinet, the principal of the lycée; (b) in category A2, assistant directors and assistant departmental heads, provincial inspectors, secondary school headmasters, heads of primary school units in provincial chief towns; (c) in category B, office chiefs at the Ministry, the Minister's private secretary, heads of primary school units.

¹ From the report sent by the Ministry of National Education of Laos.

Finance

The education budget is constantly increasing. In 1954 it totalled 89,277,875 kips, in 1955 92,966,085 kips and in 1956 134,253,220 kips (1 kip=10 French francs). The total budget for Laos is 1,169,155,470 kips; the proportion allocated to education is therefore 11.4%.

These figures do not include expenditure on the upkeep and equipment of school premises, amounting to 5,090,000 kips, which comes under the budget of the Ministry of Public Works.

The 1956 estimate also included grants for construction work (roads, school buildings, accommodation for teachers), but this expenditure was to have been covered by a loan which was not realized. Consequently, it has not been possible to commence any new construction except the apprenticeship centre at Savannakhet, undertaken by means of American, Australian and French aid.

Foreign Aid

American aid has paid the salaries of 155 staff in rural education centres and has supplied school and office equipment.

French aid covers, directly or indirectly, the salaries of secondary school staff from metropolitan France on service in Laos; it supplied school books and met directly a part of the upkeep costs of the Franco-Laotian lycée in Vientiane.

Aid granted under the Colombo Plan consists of the supply of machinery and tools for technical education; it also allowed the appointment of staff for the teaching of English.

Unesco has undertaken to finance the mission of experts studying the reorganization of the educational system.

Finally, scholarships for students have been offered by different countries or international organizations.

Quantitative Development of Primary Education

The following shows the quantitative development of primary education from 1954-1955 to February 1957 :

	1954-1955	1955-1956	February 1957	
	Schools	Schools	Schools	Pupils
Primary school units.	77	83	85	24,576
Lower primary schools	608	706	767	30,081
Infant classes	—	7	4	331
Pagoda schools	183	167	191	2,637
Rural education centres	97	152	150	6,487
Private schools	—	—	26	2,461
The " petit lycée " in Vientiane	1	1	1	311

The total number of pupils was 48,798 in 1954-1955, 64,261 in 1955-1956 and 66,884 in February 1957.

The proportion of girls was 25% in 1955-1956 and 27% in 1956-1957.

The admission of primary pupils to secondary education depends on a competitive examination. At the beginning of the 1956-1957 school year, 505 candidates out of 1,867 (28%) were successful.

Quantitative Development of Secondary Education

The following figures show enrolments in secondary schools in 1956-1957 :

	Classes							Total	Girls
	6th	5th	4th	3rd	2nd	1st	Term.		
Lycée	128	142	112	77	76	63	33	631	19%
Teacher training school	84	59	31	25				199	31%
Luang-Prabang	85	46	34	24				189	39%
Xiengkhouang	56	39						95	21.7%
Thakhek	59	20	17	20				116	15.4%
Savannakhet	104	71	38	43				258	10.5%
Paksé	93	41	48	21				203	19%
Totals	609	418	280	210	76	63	33	1,689	

The numbers decrease from year to year and drop sharply at the beginning of the upper stage, which exists only in the lycée, in the capital. As can be seen, the proportion of girls is smaller than in primary education : 21% as compared with 27% on an average.

Quantitative Development of Technical Education

There were 39 pupils in 1955-1956 and 61 in 1956-1957 in the apprenticeship centre in Vientiane, and 61 and 68 respectively in the one at Savannakhet.

There were 40 pupils, in 1956-1957, in the trial secondary technical class, parallel to the first secondary classical year in the ordinary schools. Another solution will probably be sought, as the experiment has not met with the success hoped for.

Teaching Staff

The following figures give the number of national teachers in 1955-1956 and 1956-1957 (excluding private school staff) :

	1955-1956	1956-1957
Graduate teachers	2	2
Primary inspectors	2	2
Assistant inspectors	6	11
Primary teachers	140	154
Auxiliary primary teachers	941	972
Temporary teachers	220	220
Village schoolmasters	224	187
Temporary village schoolmasters	191	191
Teachers in rural education centres	155	175
Teacher priests (Buddhist)	216	216
Total	2,097	2,130

French staff were as follows : (a) French cultural mission, 27 primary and secondary teachers at the beginning of the 1956-1957 school year; (b) staff seconded to service with the Laotian government, 28 in 1954-1955, 45 in 1955-1956 and 74 at the beginning on the 1956-1957 school year.

The Colombo Plan and Unesco provided two teachers of English each.

Study Abroad Thirteen teachers were sent on courses from one week to six months to Thailand, the Philippines, France and the United States. In addition, 7 primary teachers and 2 probationary secondary teachers are at present studying for a long period in Thailand, Belgium and France.

Laotian students abroad are distributed geographically as follows :

	1955-1956	1956-1957
Thailand	15	26
Cambodia	33	27
Vietnam	4	4
Canada	—	6
England	1	1
France	61	66
United States	4	4
Total	118	134

A cultural department attached to the Embassy in Paris represents the Ministry for young Laotian students in France.

Future Plans The following plans are under way :

(a) An important annex to the Vientiane lycée will be ready to receive new classes at the beginning of the 1957-1958 school year. It is practically complete and has been built with French aid.

(b) Work has started on the national teacher training centre, with American aid.

(c) A new convention was signed on 13th April, 1957, between France and Laos, showing the concern of both parties to draw up plans for a fruitful and friendly collaboration in the cultural sphere.

(d) The reorganization of the educational system is now being examined. Unesco sent a mission of four experts, from February to June 1957, to study the present system and work out desirable reforms. The mission is now arriving at its conclusions. Its work has been carried out in close collaboration with both Laotian and foreign specialists, and it seems that a move in the direction of unity in all branches of teaching, the extension of the schooling period and an integration of classical, modern and technical studies is now being made for the benefit of the future.

LEBANON

EDUCATIONAL DEVELOPMENTS IN 1956-1957¹

ADMINISTRATION — *Reorganization* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES, METHODS — *Teaching Reform* — TEACHING STAFF — *Training and Further Training* — *Salaries* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Health* — *Physical Education*

ADMINISTRATION

Reorganization The administrative reorganization already planned in 1955-1956 and started at that time came into effect in 1956-1957. In primary education, there is nothing of note in the administrative sphere. Nevertheless the plan for reorganizing school administration mentioned in the previous report underwent many changes. New plans to decentralize primary administration by creating inspectoral committees in each of the five "mouhafazats" are being studied. The branches provided for under the old organization remain unchanged.

In secondary education, the secondary education department, established in 1955-1956, is now in full development. If the number of inspectors has not increased this year, inspection itself is being reorganized to comprise two branches, one for administrative inspection and the other for teaching inspection. Moreover the department suggests the creation of two further branches, one for official schools and the other for private schools, and also a scholarships branch.

Budget The budget of the Ministry of Education and the Arts for 1956 and 1957 expressed in Lebanese pounds, was distributed as follows :

	1956	1957
Central administration	1,959,270	2,533,337
Lebanese University	495,050	553,130
Primary and complementary education . . .	12,590,563	15,861,203
Technical education	1,076,150	1,223,821
Secondary education	897,735	1,365,612
Teacher training	337,475	466,295
Sports and scouting	473,570	454,385
Department of Antiquities	1,000,430	1,321,252
Music Conservatory	414,150	388,724
National Library	141,429	157,540
Total	19,385,822	24,325,299

¹ From the report submitted to the XXth International Conference on Public Education by Mr. C. NASSR, Delegate of the Lebanese government.

An important increase can be seen in nearly all the global distributions. The percentage of this increase for 1956 as compared with the preceding year is 25.47%. This is explained by a general wage increase (average, 12%) for state officials, by the increased number of teachers and by the general increase in funds allocated for technical realizations.

School Building The budget of the Independent Fund, for buying and constructing school buildings, amounts this year to a little over a million Lebanese pounds. Moreover, every secondary school pupil is supposed to pay a registration fee varying from 15 to 25 Lebanese pounds, which is destined for school building. In this way a certain number of schools have been constructed, in particular a secondary school in Saida and a teacher training school in Beirut.

A general plan for the investment of funds allocated for school building has been prepared in the course of the year by the administrative council of the Independent Fund. Regional lists of the number of schools to be built have been submitted to a rigorous study so that an order of priority may be instituted. This plan is now under execution.

A notable effort is also being made for the renewal of school equipment in accordance with technical progress. The schools are being increasingly provided with audio-visual material and equipped for concrete and practical instruction.

ORGANIZATION

Quantitative Development In 1954-1955 the number of primary, upper primary and secondary schools was 1,769 of which 1,031 were official schools and 738 private schools. In 1955-1956, the figure rose to 2,024 (1,107 official and 917 private). The percentage increase for official schools is 6.4% and for private schools 24.25%.

The distribution of schools according to the different levels is as follows: in 1954-1955, 967 official primary schools and 64 official upper primary and secondary schools, 711 private primary schools and 120 private upper primary and secondary schools; in 1955-1956, 1,047 official primary schools and 60 official upper primary and secondary schools, 911 private primary schools and 117 private upper primary and secondary schools.

The following statistics give figures for pupils and teachers in primary, upper primary and secondary education during 1955-1956 as compared with 1954-1955:

<i>Official schools</i>	Pupils			Teachers		
	1954-55	1955-56	Difference	1954-55	1955-56	Difference
Primary	105,677	96,301	- 8.88%	3,333	3,472	+4.17%
Upper primary and secondary	6,594	6,437	- 2.4 %			
<i>Private schools</i>						
Primary	113,024	126,589	+12 %	5,644	5,545	-1.76%
Upper primary and secondary	19,911	23,525	+18.15%			
Total . .	245,206	252,852		8,977	9,017	

This decrease in the number of pupils in official schools is due to the recent promulgation of a law providing financial assistance to private free primary establishments. This financial aid has induced certain communities

to open new primary schools and so absorb a good number of the pupils who frequented official schools. The decrease in the number of teachers is due to the increasingly frequent discharge of unqualified teachers.

In higher education, information so far received by the Ministry denotes an increase in the number of staff and students in private universities, national as well as foreign. In the Lebanese University, which is an official institution, the number of staff for 1956-1957 is 7 regular professors and 45 lecturers. The number of students is 233 (207 for 1955-1956).

In the primary and complementary teacher training schools, there were 35 teachers in both 1955-1956 and 1956-1957. The number of pupils in these schools shows an increase from 212 in 1955-1956 to 248 in 1956-1957.

In the four government technical and vocational schools, there were 96 teachers and 748 pupils in 1956-1957.

CURRICULA, SYLLABUSES, METHODS

Teaching Reform The establishment of a psycho-pedagogical research and studies centre, with a department of vocational and educational guidance and a department of educational psychology, will, in the near future, permit the study of a complete educational reform, particularly as regards curricula and syllabuses.

TEACHING STAFF

Training and Further Training As for the training of primary and upper primary teaching staff, there are no notable modifications. At secondary level, candidates must have obtained the education diploma of the higher teacher training college (Lebanese University) and the certificate of pedagogical aptitude which is awarded after teaching practice and a special examination.

Regional education conferences are organized each year for primary and complementary teachers and constitute a course of further training which is always well attended. A plan for accelerated training is under consideration. It consists in sending teachers who have received no professional training into regional schools where primary education inspectors will train and guide them with the help of specialized teachers already at work. Lastly should be mentioned the forthcoming publication of an educational review edited by the Ministry and comprising an educational information bulletin and original articles on the main problems of teaching and education.

Salaries Teachers have recently benefited from the rise in the salaries of all state officials.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Health The protection of pupils' health is ensured by the Ministry of Public Health in collaboration with the Lebanese Red Cross. Medical inspection is compulsory in all schools at least once every three months.

Five medical practitioners have been appointed by the Ministry and allocated each to a "mouhafazat". These doctors are responsible for school hygiene. The appointment of five more medical practitioners is planned.

Physical Education Substantial reforms have been made in physical education. An increasingly large place is being given to competitive sports, and an appeal to foreign instructors has given very satisfactory results. Similarly the department of sports and scouting has made particular efforts as regards the organization of inter-school sports championships, the setting up of a medico-sports centre and the hiring of playing fields and stadia for official schools.

The teacher training college for physical education, founded in 1953, turned out 14 teachers in 1955, 9 in 1956 and 15 in 1957. Thirty candidates admitted in 1956 will obtain their diploma in 1958.

A further training course lasting 2½ months was organized in 1956 for women teachers of physical education, who were acquainted with folk dances and eurythmics, which are increasingly common in girls' schools.

Moreover, the department of sports plans to found a women's training school for physical education teachers and to award, in October 1957, scholarships for specialization and further training abroad.

LIBERIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Introduction — Pre-Primary Education — Primary Education — Secondary Education — Vocational and Technical Education — Higher Education — Further Training for Teachers — Professional Library — Scholarships Abroad — Joint Unesco-Liberia Education Project

Introduction During the year under review, the Department of Public Instruction promulgated an Act providing a pension scheme for teachers in order to improve their status. The problem of school buildings and equipment, particularly in the counties and provinces, has also claimed the attention of the Department of Public Instruction due to the response of the people to the extension of free compulsory education, a policy which has caused the school enrolment in the country to rise from 12,000 in 1944 to 50,000 in 1956.

Pre-Primary Education As a result of the increasing interest of the public in pre-primary education, enrolments in kindergartens throughout the country rose during this period from 1,334 to 2,763. To relieve the resultant overcrowded situation, it has become necessary to operate morning and afternoon shifts. Some of the teachers who were given the opportunity of studying abroad have returned and are now helping to improve the kindergarten system.

Primary Education Efforts are being made to improve the primary school system. To this end, studies were made last year and the following projects are under way: (1) improvement of administrative supervisory services; (2) community education, teacher training and curriculum development; (3) vocational and technical education; (4) scholarships and further education.

Under project (1), another team has been selected from among administrative and supervisory personnel in the field for further training abroad.

Arrangements are being made for the free distribution of textbooks in government primary schools for the year 1958.

The rural primary school development scheme has made rapid improvements since last year. A new rural demonstration school was completed and opened this year in the Salala district. Another rural community demonstration primary school was established in the Sanni-quellie area in the Central Province and nine two-room primary schools are under construction in the villages in this area. Five of these schools are expected to be finished shortly. The buildings will accommodate

¹ From the report submitted to the XXth International Conference on Public Education by Mr. N. V. MASSAQUOI, Delegate of the government of Liberia.

more than one thousand pupils of the first four classes. Responsibility for constructing these village schools has been shared by the government and the United States administration with the aid of local resources.

During this period, 8 rural area study courses in which 240 teachers participated were conducted in the Central Province in order to demonstrate improved methods of teaching.

Secondary Education Since last year the number of secondary schools has increased from 16 to 20. Twelve of these schools are operated by foreign religious groups and the other eight are government secondary schools. Scholarships have been awarded to deserving secondary school teachers for study abroad.

Vocational and Technical education Arts and crafts courses are being offered in selected primary and secondary schools in Monrovia and in five schools in the other counties. The general purpose of the course is to provide manipulative skill which will complete the children's education by training the hands as well as the mind.

In secondary schools the course is intended to supply pupils with fundamental knowledge in mathematics, mechanical drawing and other subjects, which will lay the foundation for efficient practical work, instill proper attitudes toward manual labour and pave the way for vocational and professional education.

A sound vocational education programme has been established at the Booker Washington Institute. In the 1956 budget, \$125,000 was appropriated for this programme.

Higher Education There are three institutions of higher learning in Liberia: Maryland College of Our Lady of Fatima, Cuttington College and Divinity School and the University of Liberia. Maryland College of Our Lady of Fatima was established in 1953 to fill a great need in teacher training. The first ten students graduated in 1955. This college continues to grow and to maintain a high standard of achievement. Cuttington College and Divinity School, in Suacoco, Central Province, is operated by the Protestant Episcopal Church. Since its opening in 1949, Cuttington has turned out a steady stream of men and women who have gone out to serve as teachers and ministers of the Gospel. The University of Liberia is composed of the following schools: the College of Liberal Arts and Science, the William V. S. Tubman Teacher Training College and the Lewis Arthur Grimes School of Law and Government, which award degrees, and the B. J. K. Anderson School of Business and Commerce, the People's College and Laboratory High School and the Mary Ann Cheeseman School of Home Arts, which do not award degrees.

Final approval has been given for the erection of a building to house 40 or more students. The opening of the hostel will greatly ease the housing problem for students and will inaugurate a residential system at university level which should stimulate a healthy student social life under the direct supervision of the university authorities.

Many distinguished alumni of the university, friends of Liberian education and government authorities have joined forces and finances to erect the law school building to be opened in 1957.

Further Training for Teachers The in-service training programme for teachers launched in 1955 as a pilot programme comprises 5 centres in different parts of the country. Requests for similar benefits have since come in from other parts of the country.

In 1956, new centres were opened up in six other places. The increasing enrolment in these new centres seems to justify the expenditure made in this direction.

Professional Library A centre has been established by Unesco experts which contains library services and audio-visual aids materials and provides lecture services and general in-service training facilities for teachers in the area.

Scholarships Abroad Fifty-two students went abroad for further study during this year and an amount of \$477,370 was appropriated for this purpose.

Joint Unesco-Liberia Education Project The joint Unesco-Liberia education project continues to offer technical assistance in science teaching and teacher training at the University of Liberia, and fundamental education at the national fundamental education centre in Klay. The centre has been turned over to the government of Liberia and it is now being operated by a Liberian director. The third batch of trainees, 40 in number, received their certificates in July, 1957, after one year's intensive training in agriculture, literacy, handicrafts, health education and general community development.

LUXEMBOURG

EDUCATIONAL PROGRESS IN 1956-1957 ¹

PRIMARY EDUCATION — *Budget — Quantitative Development — Teacher Training — Extension of Compulsory Schooling* — SECONDARY EDUCATION — *Budget — School Building — Quantitative Development — Reform Plan — Syllabuses — Teaching Staff — School Health* — VOCATIONAL EDUCATION — *Budget — Quantitative Development — Organization and Structure* — HIGHER EDUCATION — *Foreign Degrees — International Centre*

PRIMARY EDUCATION

Budget In 1957 the primary education budget amounted to 163.5 million francs as compared with 157 million in 1956. The increase is due to larger allocations for salaries, the educational film office, transport of pupils, the organization of fourth stage education, art education at primary level and subsidies for intending teachers in training.

Quantitative Development The school population has remained stationary : 27,800 pupils from 6 to 14 years, at primary level, in 1,034 schools. There are 1,066 teachers.

Teacher Training In order to avoid a shortage of teaching staff, a competitive examination was held for extraordinary entrance into the upper classes of teacher training schools, so supplementing their numbers. This measure, which has been in force for several years, has opened up the teaching profession to young people holding the secondary school leaving certificate.

A ministerial decree lays down new conditions for obtaining the kindergarten teacher's diploma. Candidates must have successfully completed the first three classes of a girls' lycée or equivalent course, and have taken special courses for two further years before sitting for the preparatory examination. The final examination, which is theoretical and practical, is taken after a third year of study.

Extension of Compulsory Schooling A bill is in preparation to extend compulsory schooling to 9 years and to introduce complementary courses. These courses will cover the seventh, eighth and ninth years of primary education. The course, which includes non-specialized handicrafts, aims at supplementing knowledge acquired at the elementary stage and preparing pupils for life in society and for the choice of a profession. A provisional syllabus is being tried out in several schools of this type set up by municipalities with government support.

¹ From the report sent by the Ministry of National Education of Luxembourg.

Next year some of these schools will bring together pupils from several neighbouring villages, who will go home at the end of the morning by special bus.

SECONDARY EDUCATION

Budget The secondary education budget, including only running expenses and not building repairs, comprised 72 million francs in 1957 as compared with 66 million in 1956. In addition to increases necessitated by the greater numbers of pupils, allocations for aid to pupils (repayable loans, scholarships, subsidies to student organizations, etc.) have been particularly raised.

School Building Work on enlarging the boys' lycées at Luxembourg and Esch-sur-Alzette (new science wing) was begun.

A bill on the construction of a new *athénée* in Luxembourg has recently been debated in parliament.

The government has put forward to the municipalities concerned a new method of financing the building and upkeep of secondary schools. Hitherto the municipalities' share in this expenditure varied from one building to another. Under the government's bill, the distribution of expenditure would be uniform throughout the country: two thirds to be borne by the State and one third by the municipalities having the establishments.

Quantitative Development Since 1956, the number of teachers in secondary education establishments has risen from 270 to about 300, and the number of pupils from 3,900 to 4,100, of which 3,050 are boys (2,900 in 1956).

Reform Plan The plan for a general education reform which is now being worked out provides in secondary education for a year of guidance and selection, without Latin. The division into specialized departments would be postponed to the final year, when specialization would be more pronounced. Numerous bridges from one course to another would be available.

Syllabuses A special commission has undertaken the complete revision of the mathematics syllabus for the industrial section of modern education. According to present estimates this syllabus will be available for experimental introduction from the beginning of the 1957-1958 school year. A proposed textbook for singing, adapted to national requirements, has been submitted to the specialists concerned.

Teaching Staff The Ministry of National Education has submitted to the Council of State a draft grand-ducal decree to increase the fees of members of committees for the professional examination of intending secondary teachers.

School Health To ensure a more efficient and better organized medical examination for pupils, a full-time nurse has been made available for the relevant department of the Ministry of Public Health. In addition to her technical duties this nurse also gets into touch with the parents of children found to be sick or deficient.

VOCATIONAL EDUCATION

Budget The vocational education budget rose from 29 to 31 million francs. The increase is for the improvement of workshop equipment and the introduction of special craftsmanship courses.

Quantitative Development The number of pupils in vocational education in 1957 was 2,859 as compared with 2,935 in 1956. The following detailed figures show the distribution of the total in the various trades : catering 154, hotel trade 67, clothing and hairdressing 306, printing and commercial art 103, building and furniture 658, metallurgy 329, automobile 222, farming 18, industry 303, technicians 113, commerce 525, railways 61.

Organization and Structure A law setting up a vocational and technical institute has just been passed by parliament. This institute consists of two schools : (a) the trade school, which aims at training craftsmen and includes : an arts department with divisions of carpentry and cabinet making, wrought iron work, ceramics, painting and decoration, sculpture, and a technical department with divisions of mechanics, the building trades, electro-technology and machine tools; (b) the technical school, for training technicians and engineer-technicians, which comprises departments of civil engineering, mechanics and electro-technology.

At the end of the trade school course a final certificate equivalent to the certificate of professional proficiency is awarded to pupils passing the final examination. The technical school has a one-year preparatory department followed by a three-year technical course. The technicians diploma is awarded to pupils who pass a special examination after two years of the technical course. Those who pass the final examination after the third technical year receive the diploma of engineer-technician.

By its decision of 1.6.1957 the interministerial commission on vocational training reorganized the apprenticeship course for commercial and office apprentices. From 1957-1958 onwards commercial apprentices must take, on the basis of an apprenticeship book registered with the Chamber of Commerce, compulsory full-time commercial courses for two years and continue their training by at least a year's practical apprenticeship in a commercial firm. The final examination for these apprentices is organized as follows : (1) the general theory and professional examinations will be held immediately after the two-year full-time course; (2) the practical examination will take place immediately after the third year of practical apprenticeship. These two examinations will be conducted by the final apprenticeship examination committees, on which will sit : (a) for the general and professional theory examination, expert assessors nominated by the professional chambers concerned; (b) for the practical professional examination, expert assessors nominated by vocational education authorities.

Practical courses for apprentices run by schools in collaboration with the Chamber of Trades and the Chamber of Labour, further training courses for holders of the certificate of professional proficiency or the *brevet de maîtrise*, courses on running industrial concerns for candidates preparing the *maîtrise* and for master craftsmen, and courses in work education and TWI education for candidates for the *maîtrise* and for

employers, to teach them how to educate and train apprentices, have all been continued, extended and adapted to new conditions of professional life. These courses are outside the ordinary education system.

HIGHER EDUCATION

Foreign Degrees The commission for the reform of examinations in medicine (see International Yearbook of Education, Vol. XVIII, 1956, p. 256) terminated its work and recommended to the government that foreign university examinations and degrees should replace those of the State of Luxembourg. A bill for this purpose is in preparation.

A bill aiming to protect higher teaching qualifications has been passed on to the Council of State.

International Centre An association called the International Centre of University Studies has been founded in Luxembourg as of 11th April, 1957. The aims of the association are: (1) to contribute to scientific progress by appropriate university education; (2) to bring together scientists and specialists of all nations; (3) to give students of every nationality a suitable scientific training; (4) to publish studies and book reviews and all scientific work in general; (5) to institute scientific research of all kinds and help such research to the limit of its possibilities; (6) to organize international scientific discussions and congresses; (7) to cooperate on the intellectual level in the unity of nations.

The administrative council decided to set up at once a faculty of comparative law and one of comparative economics, at which courses will begin, according to present estimates, in the second half of 1958.

MALAYA (FEDERATION OF)

EDUCATIONAL PROGRESS IN 1956 ¹

Educational Reorganization — School Buildings and Equipment — Quantitative Development — Syllabuses — Teacher Training — School Inspection

Educational Reorganization The report of the education committee, 1956 (popularly known as the Razak report), was published on 8th May and subsequently approved in principle by the federal legislative council.

The report included the following proposals : (a) education policy in general to be directed by the Minister, who will also be responsible for secondary education, teacher training, etc.; (b) local education authorities to be established and to be responsible for primary and vocational education; (c) the establishment of an independent inspectorate; (d) the radical reorganization of the teaching profession; (e) boards of governors for all schools; (f) two kinds of schools only—independent or assisted primary schools and independent or direct grant secondary schools; all assisted and direct grant schools to be treated alike as regards grants; (g) the conversion of existing primary schools to standard schools (Malay medium) and standard-type schools (Chinese, Tamil or English medium) all with teachers similarly trained; continuance of non-standard primary schools to be permitted with government assistance as at present during the transitional period; (h) Malay and English to be compulsory subjects in all primary and secondary schools; instruction in other languages to be made available in primary schools when needed; (i) the establishment of one type of national secondary school open to all races by competitive selection; these schools would use the same syllabuses and have a flexible curriculum permitting the study of all Malayan languages and cultures, and diversity in the media of instruction; (j) the introduction of the Lower Certificate of Education and the Federation of Malaya Certificate of Education, to be taken by candidates from all secondary schools; (k) provision for post-secondary, further and part-time education; (l) the reorganization and development of technical education; (m) the control of school premises and the gradual solution of the problem of over-aged children; (n) the reorganization and expansion of arrangements for the training of teachers; (o) the orientation of all schools to a Malayan outlook by the introduction of common syllabuses and time-tables; (p) measures for fostering the development of the national language and promoting a better knowledge of it among all who live in the Federation; (q) the repeal of the Education Ordinance of 1952, and the introduction of new legislation.

¹ From the report sent by the Department of Education of the Federation of Malaya.

Work began immediately on the drafting of the legislation recommended by the report, and, on the assumption that the draft legislation would become law early in 1957 if not by the end of 1956, detailed planning was undertaken by the Director of Education and his staff and by Chief Education Officers and their regional offices with a view to arranging for the most expeditious possible implementation of the recommendations. A number of special conferences in Kuala Lumpur served to co-ordinate their efforts.

In its report the Committee sought to "ensure that by 1960 every child between 6 and 7 who wishes to enter a primary school will be able to do so". In order to discover what numbers were involved the Department of Education carried out in August-September the voluntary registration of all children born in the years 1949-1952. This registration, popularly known as Operation Torch, excited considerable interest and produced facts and figures which enabled the officers of the Department to plan with more exact knowledge of the problems to be solved.

School Buildings and Equipment	Buildings completed in 1956 with funds from all sources are as follows :			
	English Schools	Malay Schools	Chinese Schools	Indian Schools
Classrooms and special subject rooms	772	1,362	2,107	36
Workshops	13	7	5	—
Laboratories	46	—	24	—
Domestic science rooms . . .	6	8	3	—
Halls and gymnasia	19	—	31	—
Libraries (separate)	16	—	9	—
Teachers' accommodation . . .	170	115	1,310	27

The number of science laboratories has increased considerably. Special rooms and equipment for the teaching of geography, history, art and domestic science were provided in a number of schools, and considerable additions were made to school libraries and reading rooms.

Quantitative Development In September, 1956, there were 4,878 schools with a total enrolment of 972,665 pupils. This showed an increase over the previous year of 11½%. There were a number of new schools : 38 English, 36 Malay, 49 Chinese and 4 Indian schools. These additions are attributable in some cases to the separation of secondary from primary English or Chinese schools, and sometimes to the creation of separate girls' schools where the number of girls in a mixed Malay school warranted it and the parents had asked for the separate school. Eleven more non-aided English schools were also set up.

A breakdown of the figures for total enrolment is shown in the following table :

Medium of Instruction	Government and Aided Schools	Non-aided Schools	Total
Malay	397,861	551	398,412
Chinese (Kuo Yu)	274,524	45,644	320,168
Indian languages (mostly Tamil)	47,717	805	48,522
English	142,851	62,712	205,563
Total	862,953	109,712	972,665

There is still a grave shortage of highly qualified secondary teachers, especially in mathematics and science.

Syllabuses A general syllabus committee began work during the year on the production of syllabuses to comply with the Razak report recommendations for a common content in the syllabuses of all schools.

A suggested syllabus for the teaching of English in Malayan primary schools in which the medium of instruction is a language other than English had already been issued early in 1956.

Teacher Training The recommendations of the Education Committee involved considerable reorganization of the teacher training programme, and the first steps were taken immediately. The most urgent need was for the early provision of premises and trained lecturers for the proposed day training centres. By the end of the year sites had been found and work was in hand on the design and erection or adaptation of buildings at ten centres. Some qualified teachers who had undergone a year's special training at Kirkby and Brinsford Lodge training colleges in England were already available. A further 40 such teachers were selected for a similar course at Brinsford Lodge, and special one-year courses were arranged at the University of Malaya for 40 more.

Detailed planning of the curricula and staffing of the training colleges was undertaken.

School Inspection The independent inspectorate recommended in the report was established in October, 1956, with the appointment of an acting chief inspector and the secondment of a number of specialist officers.

MEXICO

EDUCATIONAL PROGRESS IN 1956-1957 ¹

PRE-PRIMARY EDUCATION — *Syllabus Revision* — *Inspection* — *Further Training for Teachers* — *Parents and Teachers* — PRIMARY EDUCATION — *Staff Regulations* — *Educational Cooperation Centres* — *Budget* — *Quantitative Development* — SECONDARY EDUCATION — *Curriculum* — *Syllabuses* — *Regulations* — *Enrolment* — *New Schools* — *New Classes* — *Study Group Work* — *Sport Competitions* — *Publications* — *Advisory Technical Committee* — *Budget* — *Staff Shortage* — *School Building* — *Quantitative Development* — VOCATIONAL EDUCATION — *Reorganization* — *Quantitative Development* — HIGHER EDUCATION — *Higher Teacher Training College* — *Special Teacher Training College* — *Preparatory Schools* — MISCELLANEOUS — *National Institute of Education* — *Educational Museum* — *Educational Statistics* — *Unesco Activities*

PRE-PRIMARY EDUCATION

Syllabus Revision Improved syllabuses are being worked out to take into account progress in the science of child study. The syllabuses are to be adapted to the pre-primary teaching techniques used in the kindergartens.

Inspection Inspectors' meetings have been organized to draw up a plan for the year in all matters concerning enrolment, parents' associations and the broad outlines of the work. In order to facilitate inspection the 18 inspection areas of the Federal District have been reorganized to correspond as closely as possible to geographical features.

Further Training for Teachers The necessity of improving qualifications and of guiding teaching staff in service, particularly in the provinces, has led to the introduction of a summer and an autumn course for type B and A kindergarten teachers, with the collaboration of the staff of certain kindergartens in the Federal District; 257 teachers (from federal, state or private schools) teaching in kindergartens in the states or in the Federal District attended the first course, and 650 the second.

In the states, in order to broaden and improve kindergarten work, "educational cooperation centres" have been set up at which ideas and experience are exchanged.

Classes in rhythmical dancing given by a specialized teacher have been introduced for Federal District kindergarten teachers.

The general director and one of the specialists (both women) of the technical department have undertaken guidance and demonstrations during the special course run for teachers of the state of Sonora, which was also attended by staff from federal schools.

¹ From the report sent by the Mexican Ministry of Education.

The same people will help in the annual functions of the education department of the University of Nuevo-Leon summer school and will instruct state teachers and federal teachers from this state and neighbouring federal states.

Parents and Teachers Parents' associations have been organized or reorganized, and with their collaboration many problems arising in kindergartens have been studied, such as the provision of equipment for school activities, the acquisition of furniture, and repairs, improvements and modifications to the buildings housing the kindergartens.

Kindergarten staff have intensified guidance and training work with pupils' mothers, organizing in the afternoon various activities according to need, concerning diet, making clothes, running the home, nursing care and knowing and understanding children.

PRIMARY EDUCATION

Staff Regulations Draft regulations for employees of the general department of primary education and inspection in the states or territories are being studied.

Educational Cooperation Centres Fifteen regional educational cooperation centres have been set up, with the participation of the advisory technical committee of the general department. These centres received an average of 6,000 teachers and more than 220,000 people. Twenty-seven area centres were set up, also with the participation of members of the technical committee, and were attended by an average of 2,025 teachers and 148,500 people. In addition 39 area centres were set up without the participation of the advisory technical committee, and these were attended by an average of 2,730 teachers and 175,000 people.

Experiments made in these centres lead to the following conclusions : (a) the centres provide the opportunity for a thorough exchange of ideas and educational experiences between teachers and so help them improve their teaching and general educative work; (b) they provide a direct link between the Ministry of Education and the teaching profession, especially as regards the interpretation and application of educational policy; (c) at social functions and end-of-year celebrations, each centre delivers an authentically Mexican message, and so assumes a civic role. The celebrations organized are practical means of inducing teachers to preserve what is best in traditional folk art and to elevate aesthetic expression in all fields.

Budget The primary education budget in 1956 was 215,096,078 pesos, and in 1957, 223,944,278 pesos, an increase of 8,848,200 pesos.

Quantitative Development The number of schools in 1956 was 18,493 and in 1957, 19,751, an increase of 1,258.

The number of pupils in 1956 was 1,774,410 and in 1957, 1,971,717, an increase of 197,307.

SECONDARY EDUCATION

Curriculum Only one modification has been made in the curriculum now in force: the third year Mexican geography course has been extended from two hours a week to three. The desire to give pupils the greatest possible knowledge of their own country goes hand in hand with the consolidation of ideas of democracy, social service and international friendship. In order to promote these ideas, teachers have been recommended to give a new impetus to civic and social activities by means of school clubs.

The Ministry of Education, through the general department of secondary education, endeavours to preserve the unity of the secondary education system throughout the country. To this end state schools have been instructed to keep to the organic education law on this point. It has been seen to that federal establishments do the same, and all official aid is given under the condition of strict adherence to the curricula in force.

Syllabuses Syllabuses are subjected to constant study and revision, to keep them up to date and in tune with present-day needs and local characteristics. Experiments have been carried out in all first-year subjects with groups totalling 1,000 pupils, under the guidance of teachers of proved ability and training.

Regulations The Ministry of Education regulation No. 5466 of 1.4.1957 introduced new measures in some aspects of secondary education. The main points dealt with are: (a) teaching and apprenticeship techniques considered as being in close relationship and as needing continual renewal; (b) elements and characteristics of teaching material; (c) rules for school work; (d) evaluation of results; (e) monthly marks on pupils' progress, based on the average of points gained; (f) the abolition of the proficiency examination and its replacement by an extraordinary annual examination in certain cases of failure; (g) the scale of marks from 4 to 10; (h) authorizing evening secondary school pupils to take courses in half the subjects taught in any class of the secondary school.

Enrolment In order to reduce the number of pupils whose entrance application was unsuccessful, new secondary schools were opened, classes were added to existing schools and advantage was taken of facilities in subsidized private schools. In spite of these measures, 3,909 pupils could not be accommodated.

New Schools Between 1st July, 1956, and 30th June, 1957, the following schools were opened: 4 day schools in the Federal District; 3 evening schools; 4 schools in the federated states. Two schools were founded in collaboration; 30 private schools were incorporated.

New Classes Recently opened schools comprise 26 classes and 48 classes were added to existing federal schools.

Study Group Work The head of the evening secondary schools office summoned class and head teachers to study as a group the technical and educational problems which interest them.

Sport Competitions In September, 1956, were held the second sport competitions for day secondary schools and the first for evening secondary schools. In the provinces inter-school competitions for state secondary schools have already been held and have aroused increasing enthusiasm.

Publications The general department of secondary education is continuing the series of publications by means of which, through the technical office, it brings work of interest to teachers to their notice. During 1956-1957 appeared numbers 1 and 2 of the review "Tribune" and numbers 5 and 6 of the series of publications already begun. The titles are: "How to Run a Secondary School" and "The Role of the Secondary School in Personality and Character Training". A number on vocational guidance and a history of day and evening secondary schools in Mexico are in preparation.

Advisory Technical Committee The Ministry of Education decided, as from 9th May, to organize an advisory technical committee for secondary education composed as follows: director general, vice-director, head of the technical office, one general inspector, 3 headmasters, 2 assistant heads, 4 teachers and one representative of the parents. The committee began work on 20th May, 1957.

Budget The general department of secondary education has at present a net budget of 38,445,654 pesos (+4,639,800 pesos) for 7,642 teaching departments and 1,055 administrative and auxiliary departments.

In this budget are included the sums of 339,360 and 163,020 pesos for increasing the teaching time-table of 512 day and 209 evening secondary school teachers respectively to 6 hours a week. In this way the general department has put into effect the proposals of the tripartite committee, i.e. to increase the minimum teaching service for all teachers to 6 hours a week.

Staff Shortage To remedy the shortage of staff arising from the setting up of new schools, the cooperation of the general department of primary education for the Federal District was necessary. It supplied the secondary education department with a certain number of teachers who, although appointed in primary schools, had attended the higher training college. They now hold posts as teachers of mathematics, English, Spanish language and literature, geography, physics and chemistry.

School Building In the Federal District the building for secondary school No. 20 is complete; those for Moctezuma Colony and the Basilio Badillo school are approaching completion; one establishment in Balbuena Colony and another in El Molina de las Rosas are under construction. The construction of new premises for secondary schools Nos. 17, 25 and 28 has been authorized. Secondary schools Nos. 35, 36, 37 and 38 had to be accommodated in houses, which were adapted to their new functions with the economic cooperation of parents and authorities.

New buildings for the provincial secondary schools at Acayucan and Altotonga, Tecamachalco, Santa Barbara and Zacualtipan were inaugurated; those at Tuxtepec, Tacambaro, La Piedad, Paracho, Ciudad Delicias, Ciudad Jimenez, Ciudad Mier, Valle Hermoso, Iguala, Acapulco,

Apizaco, Mixquiahuala, Xilitla, Parras, Durango and Ahualulco are under construction.

Important repairs were carried out in a dozen secondary school buildings in the Federal District.

Quantitative Development The number of day secondary schools in the Federal District is 38, of which 11 are for boys, 8 for girls and 19 co-educational. They contain 402 classes (162 first-year, 129 second-year and 111 third-year). In these establishments are enrolled 20,810 pupils (12,546 boys and 8,264 girls). In 1957 there were therefore 4 schools, 35 classes and 1,845 pupils more than in 1956 in day secondary schools of the Federal District. In 1956, 3,615 pupils completed the secondary course.

The number of evening secondary schools is 66, of which 25 are in the Federal District; 328 classes accommodate 17,706 pupils (13,637 boys and 4,069 girls). The increase in 1957 is 3 schools, 23 classes and 1,380 pupils, and 1,086 pupils completed the secondary school course.

In provincial secondary schools 23,127 pupils are enrolled: 10,464 first-year, 7,443 second-year and 5,220 third-year pupils. There are 558 classes in 147 schools, representing an increase of 5 schools, 15 classes and 663 pupils as compared with 1956; 3,531 pupils completed the secondary school course in 1956.

The number of incorporated private secondary schools increased by 30, containing 145 classes with 5,498 pupils. There are now 362 establishments of this type, with 1,180 classes and 41,650 pupils. The number of pupils leaving these establishments with a secondary education certificate is 7,466.

VOCATIONAL EDUCATION

Reorganization The structure of the vocational education system is at present undergoing a period of reorganization and revision which will inevitably lead to an important increase in the budget and consequently to a wider development of this branch of education.

Quantitative Development The following statistics show the number of establishments and pupils:

	No. of Schools		No. of Pupils	
	1956	1957	1956	1957
Official schools	33	36	16,923	18,191
Incorporated private schools	153	198	13,133	15,959
Total	186	234	30,056	34,150

HIGHER EDUCATION

Higher Teacher Training College The revision of the technical and administrative structure of the higher teacher training college has been undertaken to re-establish the principle of staff authority, create a disciplined atmosphere and raise the standard of students' work. As a result of these steps the work of the college proceeded normally and

efficient teaching was possible. For next winter's courses it is proposed to send students study guides and bibliographical references so that they may study the subject in advance. This will have the advantage of enabling more questions to be dealt with during the course and of obtaining better results. The technical committee has undertaken the pedagogical reform of the college on the lines of a proposal put forward by the staff.

Special Teacher Training College The special teacher training college opened its doors to all Mexican teachers and a group of teachers from Latin America. The courses deal with the following subjects: mentally retarded educable children, handicapped children and young delinquents, blind, deaf and crippled children.

The work of the special training college has aroused great interest in all Latin American countries many of which have sent visitors with a view to organizing similar institutions at home, as for example the Republic of Panama.

Last May the second Latin American congress on child neuropsychiatry was held at Monterrey and many students from the special training college attended under the auspices of the Ministry of Education.

Preparatory Schools The university education office has undertaken a technical study of the official validity of studies in the so-called "preparatory" schools (second stage of the baccalaureate), namely, the "Benavente" school at Puebla, "La Luz" at Torreon, "La Salle" at Leon, "Americana" at Merida and the "Cristobal Colon" college in Mexico. The opening of an evening federal preparatory school in Monterrey has been authorized.

A new curriculum for the united baccalaureate has been brought into force in type A preparatory schools.

MISCELLANEOUS

National Institute of Education The National Institute of Education has undertaken, among other things, the statistical analysis and the drawing up of conclusions for research carried out at primary school M 69 "La Prensa". This research had been requested by the general department of primary education for the Federal District in order to discover the causes of the unsatisfactory output of this establishment.

Further, the Institute carried out a classification of the intellectual level of 40 pupils in the "Estado de Hidalgo" school and an analytical study of the national language and arithmetic syllabuses in order to work out educational tests.

The social educational laboratory drew up a new social and economic test card for the Ministry of Education which will be tried out in the families of primary and secondary pupils in the capital. Studies are also being made of the social and economic background of pupils at the speech clinic in order to discover factors influencing speech difficulties in children.

The publicizing and exchange department has distributed: 55,000 mental tests for educational classification in primary schools which had requested it; 20,000 tests for vocational guidance work in various secondary schools of the Federal District; 10,000 for educational classification in state primary schools, which have also been sent tests for vocational guidance work.

Educational Museum The educational museum has collected data for a detailed study of the various objectives of national education throughout its history. It completed work on the exhibition "A Hundred Years of Constitutional Education in Mexico".

Educational Statistics The educational statistics office began a quantitative study of various educational activities, covering official and private schools of all levels and categories, and other branches of the cultural development of the Mexican people, such as libraries, museums, theatres, radio stations, etc.

Unesco Activities Mexico takes an active part in the No. 1 main project of Unesco, which aims at extending primary education in Latin America and stepping up teacher training. As a result of the first meeting of the government advisory committee (composed of representatives of 12 countries), held at Havana from 18th to 22nd February, 1957, the Ministry of Education awarded four scholarships, to give an impetus to this main project.

The Latin American institute of educational cinematography, assisted by the Mexican government and by Unesco, has set up its offices and annexes in the national auditorium. Its advisory committee has been formed and has already started on active work.

MONACO

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Budget — School Building — Admission to Secondary Education — Teaching of Science — Lightening Syllabuses — Teaching Materials — Teaching of Mathematics — Teaching Staff — Auxiliary and Extra-Scholastic Services

Budget Education, which was, as hitherto, financed entirely by the State, required a total budget of about 124 million francs. This sum covers all expenditure on teaching and supervisory staff, the running of a secondary school with elementary classes attached (the lycée), two complementary courses preparing pupils for the lower secondary certificate, and six primary schools, one of which also provides, beyond the primary education certificate, technical instruction for girls (domestic science, needlework, etc.).

These allocations remain roughly equivalent to those for the 1955-1956 school year which totalled about 110 million francs.

School Building The work on heightening and refitting the interior of the secondary school premises, which will result primarily in a rearrangement of the laboratories, science and practical work rooms, is nearly finished.

Admission to Secondary Education Although there is no striking reform to report in general educational organization, it is perhaps interesting to note the new regulations, introduced last year as an experiment, on admission to the lowest class of the lycée (*sixième*) and to the complementary courses.

As hitherto, pupils admitted must be not less than 11 and not more than 12 years old on the 31st December of the current year, except in exceptional cases restricted to a year either way, but, on the other hand, they are no longer required to take an entrance examination. A committee composed of representatives of the different educational branches concerned studies each pupil's record, which includes remarks on the various results of past work, and draws up a list of children with the average required for admission without examination. Those declared unsuitable may then, however, take the entrance examination, which has been somewhat modified.

Teaching of Science At secondary level, there is a definite tendency for pupils studying for the second part of the baccalaureate to take science and mathematics in greater numbers, since with this training they are

¹ From the report sent by the Ministry of State of the Principality of Monaco.

certain to find an opening in scientific careers of all kinds, from the lowest to the highest.

In the same connection, a new section M' (natural science) has been introduced in the top classes.

Lightening Syllabuses First steps towards lightening syllabuses have been made in recent instructions whereby teachers, especially mathematics, science, history and geography teachers, are given greater freedom in planning the continuity and framework of their subject, so that they can base their teaching on available material.

Teaching Materials The policy of increasing the use of teaching materials in physics, natural science, music and general subjects continues in all types of school and encourages a more concrete approach to education.

Teaching of Mathematics As regards the teaching of mathematics in secondary schools, the text of Recommendation No. 43 adopted on 17th July, 1956, by the International Conference on Public Education has been distributed to the relevant members of the teaching profession, who received it with great satisfaction, particularly those parts which are the subject of their main preoccupations, such as clause 3 on mathematics as an unbiased instrument of general culture, and the fourth section on recommended methods.

Teaching Staff As last year, facilities for attending meetings and courses organized by the international study centre at Sèvres (arts courses) and educational day-courses on natural science at Clermont-Ferrand were given to teaching staff, especially at secondary level. Two teachers also took part in a study course on teaching about the United Nations held in Florence from 8th to 19th April under the auspices of Unesco.

Auxiliary and Extra-Scholastic Services At the lycée a permanent information service has been set up to advise children and parents in difficulty who require precise information on any question.

An exhibition of documents on guidance facilities from the *sixième* to the baccalaureate was held for a week last March and was open to all pupils and their families. In addition to general preliminary information, it dealt with the following points: possible alternatives during the lower secondary stage and at the end of each of the last three classes; local and regional facilities; how to obtain guidance and information.

In addition to the increasing amount of regular correspondence between pupils at various levels and those in similar schools abroad, children have also joined the junior branch of the International Red Cross and taken part in a "coal campaign" for the poor, in health education day-courses (with an exhibition, lectures and films) organized by the International Union for the Health Education of the Public, and in public debates, held particularly for those desiring to practise this art.

Lastly, a stamp exhibition run by and for schoolchildren and students, including those of the French university at Aix-en-Provence, was held in May, 1957.

MOROCCO

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Educational Policy* — *Franco-Moroccan Cultural Convention* — *Budget* — MOHAMMEDAN PRIMARY EDUCATION — *Extension of Schooling* — *Educational Reforms* — EUROPEAN AND JEWISH PRIMARY EDUCATION — *Numbers* — *Changes* — MOHAMMEDAN SECONDARY EDUCATION — *Extension* — *Provincial Lycées* — *Boys' Secondary Schools* — *Girls' Secondary Schools* — *Lower Secondary Schools* — *Numbers* — *Education and Instruction* — *Inspection* — *Teachers of Arabic* — *School Building* — EUROPEAN SECONDARY EDUCATION — *Staff Changes* — *Numbers* — *Further Training of Staff* — *Status of Staff* — TECHNICAL EDUCATION — *Achievements* — *Numbers* — MOHAMMEDAN PRIVATE EDUCATION — *Numbers* — *Aid to Private Schools* — ISLAMIC HIGHER EDUCATION — *Institutions* — *Karaouiyyine University at Fez* — *Ben Youssef University at Marrakesh* — *Institutes of Islamic Studies* — *Aid to Students* — *Teaching Staff* — *Koranic Education* — MODERN HIGHER EDUCATION — *Institutions* — *Institute of Higher Moroccan Studies* — *Centres of Legal Studies* — *Centre of Higher Scientific Studies* — *Scholarships* — TEACHING STAFF — *Status* — MISCELLANEOUS — *Literacy Campaign* — *Basic Education*

ADMINISTRATION

Educational Policy In the past school year, the Ministry of National Education of the young Moroccan State finished drawing up an educational policy in keeping with the country's new political status and with the national interest, and capable of solving in the best possible way the enormous problem of educating young Moroccans and meeting the country's immediate need for leaders in all spheres.

To this end the Ministry of National Education started up the educational reform at the very beginning of the year by instituting a higher commission for educational reform which began work immediately.

Parallel negotiations were carried on with France which culminated last May in the signing of the Franco-Moroccan cultural convention defining the forms of cultural and educational cooperation between France and Morocco.

Further, the Minister of National Education succeeded in convincing the State of the need to increase the national education budget for 1957 and to increase the prestige of the teaching profession by improving the status of teachers.

The commission working on the broad outline reforms made the following main points :

(1) Courses in all primary schools must be unified, taking into account the particular situation of Jewish schools as regards religious instruction.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Mohammed EL FASI, Delegate of the Moroccan government.

(2) The experimental attempts undertaken this year by the Ministry to give an Arabic education in the primary schools must be continued, without, however, involving a lowering of educational standards. To this end efforts to give new teachers the training needed for teaching arithmetic in Arabic must be intensified and should also be continued in the field of secondary education. Where there is a shortage of qualified teachers for science and mathematics in the Arab tongue, however, it is quite permissible to wait for the necessary staff to be trained while at the same time giving a large place in the curricula to Arab literature.

(3) The length of the secondary course should not exceed six years, the first four being terminated by a secondary education certificate and the last two by the baccalaureate.

(4) There should be four divisions for the baccalaureate, one of which should cover the work of the Islamic centres and award a baccalaureate giving the same rights as the other baccalaureates.

(5) Although it is difficult to arabize technical subjects, the teaching of Arabic should be intensified while maintaining a foreign language for specifically technical branches.

(6) The three centres of higher studies at present open in Rabat should be grouped in one university and become proper faculties of law, arts and science. Similarly, a school of medicine should be set up to prepare students for the first examinations, which are more theoretical than practical.

(7) The upper stages of the Universities of Karaouiyine and Ben Youssef should be made into faculties of Islamic law and of arts. These two faculties would include divisions for specialization in the various branches of law and secondary teacher training.

The two sub-committees dealing respectively with primary and secondary education reforms have completed their work which was submitted to plenary approval. It is expected that their conclusions will begin to be implemented with the opening of the next school year.

Based on the adopted principles the primary education reform provides for (1) the unifying of curricula in all Moroccan primary schools, and (2) the progressive arabization of education in order to give it a national character built on a firm Islamic foundation. The reform would involve in particular : (a) reserving an adequate time in the curriculum for Islamic subjects and civic instruction, to stress the moral and religious aspect of these studies; (b) enabling all children to read and write Arabic fluently; (c) giving handwork the place it deserves in the curriculum; (d) giving substantial time to physical and artistic education; (e) stressing particularly the training of the child's mind.

Pupils would not receive more than 30 hours instruction a week including 10 hours French or Spanish in all classes except the preparatory courses where instruction would be given entirely in Arabic. The teaching of a foreign language at primary level should enable pupils to begin the study of technical subjects later without difficulty (as these subjects cannot be taught in Arabic at present) or to take up higher studies in Western universities after completing their secondary education. The curriculum would comprise : civic and religious instruction, Arabic,

arithmetic and general knowledge, history and geography, French and Spanish, drawing, handwork and physical culture. A preface to the curriculum would stress the following essential educational principles: (a) the desirability of producing well trained rather than well filled minds; (b) the need for teachers to adapt instruction to the pupils' intellectual level and local conditions; (c) the need for centres of interest which can stimulate lively and efficient teaching.

The discussions of the secondary education sub-committee resulted in the conviction that the reform of this type of education should restore to Arabic its role as a national language and as the normal medium of intercourse. This requires the opening of a teacher training school to provide qualified staff capable of teaching all subjects in the national language. To bring about the uniformity of education throughout Morocco, Arab civilization and the history and geography of Morocco would be particularly stressed. Secondary education would cover six years consisting of two three-year stages, specialization to begin only after the third year. The second stage would be divided into four sections: A, classical; B, modern (with a second modern foreign language and the elements of sociology and political economics); C, experimental science and mathematics with the emphasis on experimental science; D, mathematics and experimental science with the emphasis on mathematics. A fifth section is planned for technical education.

Pupils would take a secondary education examination (written and oral) after the three-year stage, and a final examination (baccalaureate) also written and oral, after the second three years.

Provisionally, all specialized subjects (history, geography, science, mathematics, physics, etc.) will be taught in French or Spanish according to the circumstances. The study of French or Spanish as a language is compulsory in all secondary classes.

The reform of secondary education should lead to the training of a Moroccan élite from which to recruit the administrative and technical staff which are indispensable to the country.

Franco-Moroccan Cultural Convention

On 30th May, 1957, the Franco-Moroccan cultural convention was signed. It accords to each of the two governments the freedom to provide, in the territory of the other, for the education for whoever desires to receive its instruction. The convention also lays down the conditions of collaboration between the two States in cultural and educational matters. Each of the two States undertakes to use in its own establishments parallel syllabuses, time-tables and educational methods to those in use in the establishments of the other State.

The French government may freely open on Moroccan soil establishments where instruction based on French syllabuses is given. To encourage the beginnings of the scheme, the Moroccan government has agreed to place temporarily at the French government's disposal certain school premises listed by a protocol attached to the cultural convention. The premises so placed at the French government's disposal comprise no less than 1,015 primary classrooms and seven secondary establishments including one technical school. The time for returning these different establishments varies from two to six years.

On the other hand, the Moroccan government may open on French soil establishments where instruction is given according to its own syllabuses.

To assist the regular functioning of Moroccan educational establishments the French government undertakes to provide the Moroccan government, as far as possible, with qualified staff from France.

To the cultural convention was annexed a special protocol on the position of French university and school staff serving in Moroccan establishments. This protocol guarantees French teaching staff the advantages and privileges granted to this category of civil servants, and specifies conditions of recruitment and remuneration for such staff.

There is no need to point out the importance of cultural links between Morocco and France. Mr. Balafrej, the Minister for Foreign Affairs, states beneath the signature of the convention: "It is undoubtedly in the cultural sphere that collaboration between the two countries will be most fruitful; for although we are attached to Arab and Islamic culture, which played such a valuable part in the dissemination of Greek thought at one time in history, we realize the importance of permanent contact with French cultural values and of enrichment by our respective differences in the development of our own culture and personality".

Budget The national education budget for the 1957 financial year amounted to 14,347,896,000 francs for staff, i.e. an increase of 1,897,751,000 francs over the 1956 budget which totalled 12,450,145,000 francs.

Allocations for equipment reached 3,373,669 francs, with an increase of 225,246,000 francs over the previous year when the total was 3,148,423,000 francs.

The increase in this expenditure is due partly to the recruitment of 2,200 more teachers and *mouderrès* (Arabic primary teachers) and 1,000 student-teachers instructed in regional schools or accelerated training courses during the summer holidays, and partly to the intensive implementation of primary education which enabled more than 100,000 new pupils to be accepted in October, 1956.

As compared with the general budget, which reached 110,761,406,000 francs, the proportion allotted to the Ministry of National Education was 16% whereas in 1956 it was only 14.06%. A comparison of these two figures shows the remarkable effort of the Moroccan State in favour of school-age children and illiterate adults.

Lastly, investments were fixed at 3,200 million francs as compared with 3,240 million in 1956.

MOHAMMEDAN PRIMARY EDUCATION

Extension of Schooling The average increase in the numbers of young Moroccans attending school during the last ten years of the French protectorate in Morocco was about 15,000 pupils a year. In the course of this year, however, the number of pupils at school has increased by 136,129.

This considerable increase has created serious problems for the Ministry of National Education:

(1) One of the main preoccupations of those responsible for Mohammedan primary education was to recruit 6,500 new teachers. They were

able to receive training through the introduction of : (a) numerous practical courses in teaching run during the year or the holidays, the latter being the case largely for secondary school pupils who intend to become teachers; (b) a regional teachers' school in Tangiers.

To ensure the efficient running of the educational service in spite of this enormous increase in teaching staff, the Ministry of National Education appointed 20 new inspectors of Arabic and assistant inspectors. The problem is, however, far from being solved, owing to the uninterrupted extension of schooling; the Ministry of National Education is therefore planning the construction of five new regional teachers' schools.

(2) The existing premises having clearly proved inadequate, extensive building was undertaken by : (a) the Ministry of National Education which put into service 600 new classrooms in school units; (b) the tribes, who undertook the erection of 1,000 classrooms on their own initiative; (c) the Ministry of National Education with the co-operation of rural communities, which led to the construction of 300 additional classrooms.

However, 20% of the classes are running half-time only, largely in preparatory courses and certain elementary courses in urban centres. This is only a make-shift solution allowing the immediate implementation of fairly extensive schooling. The Ministry of National Education is endeavouring to speed up building already commenced and is studying a plan to set up regional school building committees for this purpose.

Educational Reforms The desire to adapt teaching more closely to the needs of young people led to a plan of educational reform which has already been partially implemented.

The change over to Arabic, already complete in the preparatory classes has been achieved only half-time in the elementary classes. As a result of this new teaching, new syllabuses for French are being worked out and official instructions will be issued.

The books at present in use are not all of the best and the setting up of a committee is contemplated to examine existing textbooks and to encourage publication of educational works by specialists.

Other organizations of value to education, such as school Funds, will be extended to all centres, particularly to the worst placed schools where their work would increase educational efficiency.

EUROPEAN AND JEWISH PRIMARY EDUCATION

Numbers On 10th November, 1956, European and Jewish primary education comprised 97,440 pupils distributed as follows : (1) in European schools, taking a majority of French and foreign children but open to Moroccan, Jewish and Mohammedan pupils : 46,700 French children, 6,700 Mohammedan Moroccans, 3,700 Jewish Moroccans and 8,500 foreign children, making a total of 65,600 pupils, in 1,860 classes; (2) in Franco-Jewish schools, which in principle are for Jewish Moroccan children : 2,500 Jewish Moroccans, 100 Mohammedan Moroccans, 60 French and 130 foreign children, making a total of 3,300 pupils, in 80 classes; (3) in the schools of the World Jewish Alliance, which in principle

are for Jewish Moroccans : 27,800 Jewish Moroccan children, 100 Mohammedan Moroccans, 250 French and 360 foreign children, making a total of 28,510 pupils, in 690 classes.

A study of these figures shows a slight decrease in the number of French pupils, amounting to 2,725 children since November, 1955. This decrease is partially compensated by an increase in the number of Mohammedan Moroccans (1,818 pupils).

Changes Since the changes made have been in different directions and at different speeds, they have involved apparently contradictory measures : (a) the abolition of some classes at the end of the 1955-1956 school year and the beginning of the following school year, and again during 1956-1957; (b) the creation of new classes in areas where the European population continued to increase (9 classes) and where the end of the Algerian strike brought many children back to school (8 classes at Oudjda); (c) the opening of several " initiation classes " for Moroccan children who want to be taught in French but do not yet know enough of the language to join European classes (this solution has been particularly welcomed by parents); (d) in some places classrooms vacated through a reduction in numbers have been handed over for Mohammedan primary education.

MOHAMMEDAN SECONDARY EDUCATION

Extension On 1st October, 1955, Mohammedan secondary education consisted of only seven schools for the whole of Morocco and two of these prepared for the first part of the baccalaureate only. Since independence great efforts have been made in this direction, and on 1st October, 1957, there were 25 schools, comprising 5 provincial lycées, 5 secondary schools for boys, 2 for girls and 13 lower secondary schools.

Provincial Lycées These establishments will have the top class, boarding accommodation, a science block, playing fields, etc.

There will be a principal in charge of each of these schools who will have directly under him a supervisor of studies, a bursar to deal with the school's affairs and two general supervisors responsible for discipline, one for day pupils and one for boarders. The principals of these establishments will represent the Minister of National Education in their provincial area. In particular they will be responsible for supervising the lower secondary schools.

Each provincial lycée has well equipped boarding accommodation.

Boys' Secondary Schools These schools give a complete secondary education, both lower and upper. They are administered by a headmaster aided by a general supervisor and an assistant bursar. In the schools which take boarders a *répétiteur* acting as a general supervisor may assist the general supervisor, with general responsibility for the boarding school.

Girls' Secondary Schools The Ministry of National Education is well aware of the role women should play in the life of the nation and has given particular thought to all problems concerning the evolution of Moroccan women.

Two large schools, the Oumm-El-Banine College at Fez and the Princess Nouzha College at Rabat will be able to provide the complete secondary course from the beginning of the school year in October, 1957.

The lower secondary schools set up at Casablanca, Khouribga, Oudjda and Marrakesh will be able to take a greater number of Moroccan girls.

These schools have technical courses where needlework, domestic science and child care are taught. Preliminary training for various careers in social work is also given. In addition, at the Oumm-El-Banine College in Fez a division of pupils intending to teach Arabic in primary schools is running very successfully.

Lower Secondary Schools One of the innovations in secondary education will be the opening in October, 1957, of lower secondary schools. This step is necessary for the following reasons : (a) the desire to extend secondary education and to bring it within reach of all the social strata of the Moroccan people; (b) the fact that it is difficult if not impossible for large schools to give a thorough moral education or intellectual training; (c) the desire to eliminate daily travel, often difficult, for pupils living on the outskirts of large urban centres by setting up lower secondary schools in the suburbs.

These lower secondary schools will be run by a headmaster (a graduate teacher or complementary course teacher), sometimes assisted by a bursar or economic affairs assistant.

The time-table of these establishments will be the same as in lycées and full secondary schools for graduate staff and assistant teachers. For teachers, the time-table will consist of 20 hours a week. The heads of lower secondary schools may be required to teach in the school.

Numbers Enrolments in Mohammedan secondary education on 10th February, 1956, were 5,739 boys and 420 girls (total 6,159), and on 20th March, 1957, 12,368 boys and 1,006 girls (total 13,374). From these figures can be clearly seen the striking increase in secondary education enrolments during the 1956-1957 school year. In particular there is a remarkable increase in the number of girls in secondary schools. As with the boys the numbers have more than doubled—an encouraging result for the future of secondary education for girls, which so far has developed much more slowly than that for boys.

Education and Instruction One of the basic concerns of Mohammedan secondary education is the problem of educating young people. Between theoretical instruction and the realities of life there is a positive discrepancy. Further, in schools a certain number of children remain idle and are left to themselves outside class and study hours. To remedy this, it was thought necessary to introduce into the schools pupils' societies which would work out and put into action a programme of cultural activities.

In addition to these recreational activities, it was considered desirable to develop the pupils' personality by giving them a spirit of initiative, a sense of responsibility and of life in society. To this end, the running of pupils' hostels has been placed in the hands of the children themselves. They also contribute in a practical way to the material life of the boarding school: boarders' committees are set up to create fruitful cooperation and greater comprehension between pupils and authority.

Inspection From the beginning of 1956-1957 the department for the inspection of Arab teaching was subjected to a thorough reorganization. An experienced teacher was appointed to the secondary education department specially to deal with the inspection of Arab secondary teachers (*oustades*, formerly called secondary *mouderrès*), to work out a competitive scheme to recruit them and to study their professional training. In this way nearly all the *oustades* of Moroccan lycées and secondary schools and many of the primary and secondary staff teaching Arabic in Mohammedan complementary courses have been inspected and have been given valuable advice.

Teachers of Arabic In order to retain qualified *oustades*, who are greatly needed in the country, and to increase their numbers, it was decided to raise their salaries and reorganize the recruitment examinations.

A text recently laid before the Minister concerned provides for their forthcoming assimilation to secondary staff giving courses in Arabic.

Another document recently signed by the Minister of National Education lays down the new conditions for the recruitment examinations for *oustades* which will take place in September, 1957. It states the questions and authors that candidates must study. This examination, open in principle to young people holding the final diploma of higher Islamic studies (El Alimya), should attract to the teaching profession the best elements of Moroccan youth educated in the country's Islamic institutes.

School Building Within the limits of budgetary allocations, a remarkable building effort was made during the 1956-1957 school year by the secondary education department. Numerous buildings are under construction or approaching completion in various Moroccan centres. A total of 67 classrooms will be made available for use in October, 1957, and will enable large numbers of pupils to receive secondary education.

To these should be added various annexes intended to encourage study by giving pupils the best possible and most hygienic working conditions.

A very modern scientific block provided with up-to-date installations and equipment has been built at the Moulay-Abdallah school in Casablanca. The construction of a boarding hostel at Taroudant and the enlargement of the one at Fez are also under way. Convenient and comfortable sanitary installations (showers, etc.) have been included.

In addition, about 15 houses for teachers are approaching completion.

The building effort, without neglecting the large urban centres, has largely been concerned with the medium-sized towns, hitherto at a disadvantage. In this way a more equitable balance can be achieved in the educational facilities provided.

EUROPEAN SECONDARY EDUCATION

The 1956-1957 school year was organized adequately in all European secondary education establishments. It passed without cause for discontent and the general impression left is on the whole satisfactory.

Staff Changes These were particularly important as regards administrative staff: the posts of 4 heads of schools and 5 supervisors had to be filled on the departure of their former holders. Applications

from local teachers who had already been working in Morocco for some years and who showed sufficient aptitude for administrative work were numerous enough for the posts to be filled on the spot. The new principals and supervisors (in their new posts since 20th September) have taken their work seriously and adapted themselves very rapidly. After solving to the best of their ability the various more or less difficult organizational problems set by the new school year, they have continued to perform their duties satisfactorily throughout the year.

As for the teaching staff, 210 metropolitan staff asked to return to France if possible, for the beginning of the 1956-1957 school year, but 100 of these cancelled their request during the holidays and resumed service in Morocco. The replacement of those who did return was largely effected by a substantial intake of staff: 3 *agrégés* recruited in France, 39 graduates (24 recruited in France and 15 in Morocco) and 7 assistants (recruited in Morocco). The remaining vacant posts were given to selected primary teachers (or supervisors) considered fit to do this teaching.

On the whole, all urgent staff needs were met in all the schools, and after the inevitable initial confusion, the various branches could be organized adequately, without over-large classes or excessively burdened teachers.

Numbers The 15th October census gave a total of 16,661 pupils which by 10th November was fixed at about 16,691, showing a slight decrease of pupils in schools in Casablanca.

Further Training of Staff To reduce the mistakes in method common among new teachers, 30 teachers of literary subjects underwent practical teaching courses under the guidance of experienced advisers.

For science teachers, the inspector of science teaching himself gave conferences in every town and organized courses at Fez and Rabat. This action was continued and supervised during the year by Ministry of National Education inspectors and general inspectors who came in particularly large numbers this year for the oral examinations of the Moroccan session of the CAPES (secondary teacher's diploma). A general inspector for literature, one for English, one for Spanish, one for natural science and one for physical training inspected the staff who teach these different subjects. Their criticisms, which were largely of details and due to the lack of experience of the young teachers, were accompanied by precise directives and advice willingly followed. The impression left by these visits is on the whole satisfactory and encouraging.

Status of Staff Committees for the establishment and promotion of the various categories of staff met as usual at the Ministry of National Education at the beginning of the second term. After examining the proposals put forward on behalf of the teachers, lists for establishment and promotion were drawn up for submission to higher authority.

TECHNICAL EDUCATION

Achievements The following achievements can be recorded for 1956-1957: (1) The Fouazat school of agriculture and agricultural machinery was opened on 1st October, 1956. (2) Ten rural training

centres were set up. (3) The number of workshops at the Casablanca technical school was doubled. (4) A technical division for training technical staff for the different Ministries was introduced at the *Collège des Orangers* in Rabat. (5) A special public works division for the rapid training of public works technical assistants was introduced at the Casablanca industrial and commercial school. (6) Courses in education were organized for young teachers of commercial subjects and of industrial design. (7) Two education courses were run for supply teachers of handwork in the various technical colleges in the country. (8) Six education courses were instituted to train women handicraft teachers.

At the same time the technical education department finished off several schemes for improvement, extension or new creations, the principal of which are : (1) the opening of a technical division at Moulay-Abdallah school in Casablanca for the 1st October, 1957; (2) the opening of boarding accommodation at the Marrakesh technical school; (3) the opening of the vocational school of building at Meknès; (4) the transfer of the Rabat school of building and the installation of a women's apprenticeship centre in its premises; (5) the introduction in October, 1957, of a special division for handwork teachers at the Casablanca industrial and commercial school to give a one-year training to handwork teachers for primary vocational schools and to prepare for entry to the teacher training division for secondary school teachers; (6) the admission in October, 1957, of special grade teachers to the specialization course at the industrial and commercial school (hitherto limited to general grade teachers) which trains teachers for theoretical technical instruction in primary vocational schools; (7) the opening in October, 1957, of a training division for women handicraft teachers at the Mers-Sultan school at Casablanca to include domestic science, needlework and tailoring, commerce and accountancy (this division is reserved for Moroccan girls); (8) the setting up in October, 1957, of a mixed (European and Mohammedan) domestic and commercial centre at Bournazel (Casablanca); (9) the institution in October, 1957, of the Palmier women's apprenticeship centre at Casablanca (social work, commercial, accountancy, dressmaking, tailoring and needlework, hairdressing divisions, etc.); (10) the opening in October, 1957, of a social work division at the Lalla Nouzha girls' secondary school at Rabat.

Numbers The following are the numbers of pupils in technical education in 1956-1957:

Primary : 9,943 Moroccans, 1,532 French, 151 Algerians, 351 foreigners; total 11,978.

Secondary : 1,862 Moroccans, 5,000 French, 37 Algerians, 720 foreigners; total 7,619.

Grand total 19,596 pupils.

MOHAMMEDAN PRIVATE EDUCATION

Numbers At primary level enrolments surpassed all expectations. Whereas the total number of private pupils was formerly only 21,000 to 22,000, last March primary enrolments alone exceeded 50,000.

At secondary level, the Mohammed V school at Rabat, which has more than 1,500 pupils, has been presenting candidates for the baccalaureate in Arabic since last year. Several secondary classes are run as complementary courses in the principal centres; at Salé and Khenifra in particular, several fifth-year (secondary) classes have already been formed and these two courses, which for four years have been preparing pupils for the primary education certificate, are gradually becoming secondary schools.

Aid to Private Schools In 1955, 80 million francs were allotted to private education. This year subsidies for this purpose reached 250 million francs. The committee which distributes this aid takes into account the suitability of the school premises, the quality of teachers and the results obtained in each school.

For the further improvement of private education the Minister of National Education, Youth and Sports decided to appoint established primary and secondary staff whenever the importance of private education required. These official teachers, although working in private schools, continue to enjoy all previous advantages; they are merely seconded to this branch.

Further, competent private school teachers are authorized to take all professional examinations such as the French and Arab primary teacher's diploma. Private school teachers who pass this examination are immediately given establishment and considered as seconded staff. This measure offers favourable prospects to Mohammedan private education whose staff have been making sacrifices for some years and devoting themselves to the spread of the Arabic tongue and Islamic traditions in town as well as country.

ISLAMIC HIGHER EDUCATION

Institutions The activity of the Islamic higher education department covers the University of Fez, the Ben Youssef University at Marrakesh and the four institutes of Islamic studies at Meknès, Oudjda, Taroudant and Tangiers.

Karaouiyyine University at Fez Various administrative and teaching reforms were made in this university at the beginning of the academic year. The management of the establishment was reorganized and about 20 new courses started in a former hospital. The total number of students in the three branches of education given at Karaouiyyine was 3,863 on 10th November, 1956. At the same time the women's department was completed by the addition of a final year, which enabled women for the first time to take, at the June session, the *Alimates*, a final examination hitherto limited to men.

Ben Youssef University at Marrakesh Teaching was improved by the institution of 5 new chairs in various subjects, and the appointment of qualified staff.

At the same time the course at the Ben Youssef women's department was extended by the addition of a higher department to enable preparation

for the *El Alimya* examination to begin earlier. The numbers at Ben Youssef were 1,470 men and women students on 10th November, 1956.

Institutes of Islamic Studies This year the institute at Meknès had 835 students and provided the first and second stages of Islamic studies. The Oudjda institute, opened on 1st October, 1956, so far caters only for the first stage but already has 600 students. The institute at Taroudant opened at the beginning of the year also covers one stage, and has 500 students. The Tangiers institute continued to function with a first stage comprising 120 students only, but improvements now being studied are to be made there.

Aid to Students In Fez, Marrakesh, Meknès, Oudjda and Tangiers, many private houses were rented in order to provide suitable lodgings for students, while the administrative authorities also gave up buildings for this purpose. At the same time the purchase of other blocks is being actively pursued. The Ministry also awarded 307 scholarships at the beginning of the year to students in the final stage of higher Islamic studies who had not held one previously.

At the beginning of June, His Majesty Mohammed V laid the first stone of the Islamic University City.

Teaching Staff From the beginning of the school year the Ministry has been endeavouring to improve conditions for Islamic higher education staff by carrying through a draft decree, signed on 24th April, 1957, which integrates these teachers in the normal ranks of Ministry employees. Consequently, an examination was held for the appointment of 40 staff who would benefit from these new conditions.

Koranic Education The department of Islamic higher education is responsible for the inspection of Koranic schools. The number of these schools rose this year to 2,513, providing practical religious education for 35,017 pupils.

MODERN HIGHER EDUCATION

Institutions Modern higher education is provided by the Institute of Higher Moroccan Studies, the centres of legal studies and the centre of higher scientific studies.

Institute of Higher Moroccan Studies In addition to its various research activities in the sphere of social science, this institute provides Shereefian courses on the one hand, and, on the other, prepares for higher examinations. The total number of students is 1,723.

Courses were given in Rabat for the diploma in classical and dialectal Arabic and for the certificate of Moroccan culture, and in Rabat and regional centres for the diploma and certificate in classical Arabic.

Centres of Legal Studies In 1956-1957 as in preceding years, the centres of legal studies in Morocco prepared their students for degree and proficiency certificates in law, and for the diploma in Moroccan legal and administrative studies.

The number of students, which for some years has varied around 1,000, has been decreasing slightly for the last 2 years. Enrolments at the beginning of the year totalled 824. The small decrease in European students was compensated by the proportion of Moroccans, which shows a marked tendency to increase.

The new regulations for the law degree, which now takes four years instead of three, have brought about a considerable decrease in the number of students in all faculties, reaching even 50% of the total. This reform was introduced into the first year in November, 1955, which is precisely the same year that the Moroccan centres of legal studies first experienced a decrease in their numbers.

Whereas until 1952 these centres had only one *agrégé* of the law faculties on the staff, the number was 6 in 1955-1956 and 8 in 1956-1957.

The year 1957 was marked particularly by the installation of the centres in new premises. At Rabat the centre took over on 3rd June the building erected for it in the woods of Agdal. Although the original programme had to be cut down for financial reasons, this beautifully situated building is well adapted to meet present-day requirements. It will enable students to work in calm, hygienic conditions which are available in few university towns.

Centre of Higher Scientific Studies In 1956-1957 the centre of higher scientific studies prepared students for the following certificates : the preparatory certificate for medical studies, P.C.B. (physics, chemistry, biology); general mathematics; M. P. C. (mathematics, physics, chemistry); S.P.C.N. (physical, chemical and natural science); differential and integral calculus; rational mechanics; general chemistry; zoology; geology; first year dental surgery.

The number of students registered for these various certificates is 423, including 89 Moroccan, 317 French and 17 foreign students.

Scholarships Holders of Ministry of National Education scholarships are as follows : (a) in Morocco : 238 in modern education, 114 being French or foreign; 307 in Islamic higher education, all Moroccan; b) in France : 494, of which 362 are French or foreign; (c) in England, Switzerland, Germany and the United States : 14, all Moroccan; (d) in Egypt : 67, of which 21 are at secondary level; (e) in Syria : 92, of which 39 are at secondary level; (f) in Iraq : 16, of which 7 are at secondary level.

TEACHING STAFF

Status Since October, 1956, the Ministry of National Education has made various improvements in the status of the different categories of teaching staff. The main points are as follows :

A decree of 13.12.1956 allows *mouderrès* teaching in primary classes to take over the direction of Mohammedan primary schools under the same conditions as teachers in normal grades and special grades fulfilling a similar post.

Another decree of 13.12.1956 concerns Mohammedan secondary education. It provides that teachers who give courses in Arabic, taking into account the diplomas they hold, may from now on act as principals, headmasters, headmistresses and supervisors in Mohammedan schools.

Two documents make reforms in Arabic inspection. The first (decree of 19.12.1956) modifies the classification of inspectors of Arabic teaching, bringing their position into line with that of primary education inspectors by giving them the advantage of the terminal classification index 525; the second (decree of 22.12.1956) created a section of assistant inspectors for Arabic teaching whose statute is determined with reference to that of assistant inspectors for Mohammedan primary education.

Two decrees of 24.1.1957 laid down the statute of the staff for Islamic higher education. The first provides that recruitment, salaries and allowances for members of Islamic higher education staff shall from now on be comparable in every way to those for equivalent staff in other educational establishments. Similarly, the second decree renders applicable to auxiliary and supply staff of Islamic higher education the regulations for the staff of corresponding ranks.

There are two documents on allowances : a decree of 5.2.1957 provides for an increase in the rate of allowances for supplementary service, taking into account the general increase in salaries; a decree of 25.3.1957 provides for the raising of the rates for vocational courses, taking into account salary increases.

MISCELLANEOUS

Literacy Campaign The first large-scale national campaign was launched from the 16th April to 28th June, 1956, during which time 250,000 Moroccan men and women registered. For those who could not follow the classes regularly, a revision campaign was organized from 7th November to 22nd December, 1956, covering about 30,000 people. A second large-scale national campaign was launched from 8th April to the end of May, 1957. Between the two first periods of the literacy drive, a weekly journal was specially drawn up for the newly literate in very simple classical Arabic, entirely vocalized. From 6th May to 6th July, 1956, two lorry-workshops, one for men and one for women, were sent to the little douar of Oulad-Youssef near Mechra-Bel-Ksiri to spread elementary knowledge of housecraft, child care, needlework, handwork and repairing agricultural implements, and of course in order to fight illiteracy. More than 1,000 people were reached by this method within a radius of 3 kilometres.

Public educational film shows were given to as many as 500 to 700 people at a time.

Basic Education In view of the successful results of the cinema at Oulad-Youssef, a first group of six young Moroccans, two of which were girls, was sent in July, 1956, to the audio-visual centre of the higher training college at St. Cloud to follow an accelerated course in audio-visual aids applied to basic education.

In November, 1956, a second group of nine young Moroccans went to St. Cloud for an eight-month course. On their return these young people who will be the first specialists in audio-visual aids applied to basic education will either be appointed to regional inspection areas to organize their province in this field, or will run pilot experiments at the tribe or douar level to perfect basic audio-visual education methods for the country.

A radio department, which will support their work, has just been set up.

The basic education department will equip centres made available by the villages and will radiate to the neighbouring douars by means of branches or feelers according to the importance of the population. The whole organization of centres, branches and feelers will provide permanent basic education on the spot in all spheres. Eight centres for men and four for women have already been fitted up according to the new system; the men and women teachers in charge of them had first taken a three-month course in Rabat.

NETHERLANDS

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Education Council* — *Higher Education Regulations* — *Inspection* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Types of Education* — CURRICULA, SYLLABUSES, METHODS — *Syllabus Changes* — *Educational Experiment* — *Primary Technical Education* — TEACHING STAFF — *Shortage of Teachers* — *Training* — *Conditions of Service* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *State Aid to Students*

ADMINISTRATION

Education Council On 29th December, 1956, a bill was submitted to the States-General to amend the education council act. The bill fixes an age limit of 75 years for members of the council including the chairman and deputy chairman. Several other technical amendments are proposed.

Higher Education Regulations By the ministerial decree of 11th December, 1956, a commission was set up to revise law No. 2597 on university education. In setting up this committee the Minister was guided by the consideration that by the coming into force of the law of 7th June, 1956, (see report on educational progress for 1955-1956) amending the university education act as regards higher technical education, law No. 2597 needs to be revised. Attention should also be paid to the new views that are being developed at home and abroad and account taken of the experience gained in the higher technical colleges since the law of 7th June, 1956.

By the ministerial decree of 4th March, 1957, the same commission was also requested to examine the desirability and the practicability of including higher agricultural education under the university education act.

Inspection The number of women inspectors in domestic science schools has been raised from 7 to 10 and infant school inspectors from 8 to 18. The latter branch of inspection now employs 1 chief inspector (a woman), 15 women inspectors and 2 male inspectors.

Finance Amounts allotted to education have again been higher than in the previous years. The total national budget for the Ministry of Education, Arts and Science for the financial year 1957 amounted to 923.5 million florins, an increase of 21 % over the 1956 budget. Final figures are likely to be considerably higher still. This increase was caused mainly by the increased number of teachers' salaries in consequence of the pupil increase in the various branches of education.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. J. BROEKMAN, Delegate of the Netherlands government.

The expansion and modernization of schools is also an important item. In this connection it should be noted that the municipalities also furnish large amounts that do not come under the national budget. These sums amount to a quarter or a third of state expenditure.

The total sum earmarked for scholarships in 1956-1957 amounted to 14,110,836 florins (+37.5%).

A bill to modify state subsidies for municipal schools for preparatory and secondary education will shortly be submitted to the States-General.

School Building On 11th December, 1956, the Minister of Education, Arts and Science submitted a first note to the States-General concerning school buildings, in which he stated that for 1957, 150 million florins may be spent on school buildings (115 million in 1956). The principal amounts are for post-primary, technical, preparatory and secondary and university education. For primary and infant schools an amount of 32 million florins has been allocated. Moreover, the note presents a survey of school building requirements over the next ten years. The great influx of pupils to be expected in the next three years in advanced education obliges the State to invest large sums in classrooms. In many cases emergency measures such as huts will have to be resorted to.

In September, 1956, an information centre for school building was set up in connection with the Rotterdam building centre. It provides information and documentation on school building projects which are educationally, hygienically and architecturally sound. It comes under a study council under the chairmanship of the director-general of education. Experts in education, hygiene, medicine and architecture are also represented on this council.

ORGANIZATION

Quantitative Development The following table shows statistics of teachers and pupils for 1956 :

	Date	Pupils		Teachers	
		Number	± %	Number	± %
Infant schools	1.1.56	370,222	-0.3%	10,052	+5.5%
Elementary and continued elementary education	16.1.56	1,490,774	+2.7 %	42,287	+3 %
Special education	1.1.56	43,532	+7.7 %	3,019	
Upper primary education	16.1.56	169,507	+10 %	6,142	+7 %
Preparatory and secondary day schools	15.9.56	119,747	-0.25%	9,274	+8.4%
Commercial evening schools	15.9.56	19,236	+8.5 %	1,660	
Technical and domestic science schools	1.1.56	321,641	+2.3 %	16,000	
Agricultural and horticultural education	1.1.56	61,568	+2.3 %	3,000	
Teacher training schools	16.9.56	14,140	+5 %	1,700	
Teacher training for technical and domestic science schools	1.1.56	2,978	+19 %		

The number of students in universities and higher education establishments on 1st April, 1956, was 39,790 (+4.7%), including 5,489 women; the number of professors, lecturers and other teaching staff in 1956 was 1,367; scientific staff 2,571.

New Types of Education On 9th May, 1957, a report published by the commission for economic and administrative training was submitted to the Minister.

So far there has been no separate training for economic and administrative posts, though in the framework of general secondary education there are commercial day schools and commercial evening schools. In addition, subjects are included in the curricula of upper primary schools which may be useful in training lower economic and administrative employees, and in the A section of the secondary schools economic science is taught.

In his second note on education, the Minister gave as his opinion that, in addition to technical and agricultural training, economic and administrative training should also be introduced into the scheme of vocational training, in three categories: primary, secondary and higher, preparing respectively for lower, intermediate and higher posts (except those for which a university training is required). For each of these categories suggestions are made concerning the syllabuses, admission and possibilities of further study for those who have completed the course successfully. It is also proposed to introduce an apprentice scheme for lower economic and administrative posts.

On 1st February, 1957, a committee set up on 13th December, 1956, by ministerial decree, submitted its report on the institution of a university course for notaries. This report, to which is appended a draft bill for amending the university education act, is in favour of an exclusively university training for notaries. To this end a notary's course should be created in the law faculty, and to be appointed a notary, the candidate must have obtained his degree in this new university branch.

A second school of higher technical education will open in September, 1957, at Eindhoven.

CURRICULA, SYLLABUSES, METHODS

Syllabus Changes On 6th March, 1957, a bill was submitted to the States-General for amending the 1920 elementary education act, and proposing, amongst other things, that an elementary knowledge of municipal, provincial and state structure should be included in the national history syllabus, that traffic regulations be taught under geography, elementary hygiene under natural history and musical education under singing. If this bill is passed, the teaching of traffic regulations will become compulsory in primary schools.

Educational Experiment A bill is being prepared to render possible on a legal basis experiments with new types of school and methods of education, to reduce difficulties for new organization (comprehensive schools) and to introduce more differentiation in syllabuses.

Primary Technical Education In December, 1956, the so-called Faber-Hennequin commission's report on the development of primary technical education was published. This report explains in detail, on the basis of results and experiments, how primary technical education should be administered in order to help pupils pass from school to life in society.

TEACHING STAFF

Shortage of Teachers Further to the memoranda presented by the Minister to the States-General on the need for teachers, a fourth memorandum was submitted on 30th November, 1956, containing an estimate of future requirements. In it, the Minister concludes that as a consequence of measures taken the demand and the supply of teachers in 1957, 1958 and 1959 will more or less balance, and that as from 1st January, 1960, an increasing potential surplus may be envisaged. In the calculations it has been assumed that the pupil-teacher ratio will remain constant and that the period of compulsory education will not be extended. Thus it seems possible to start to diminish the number of pupils per class gradually as from 1st January, 1960. Yet it appears unlikely that the reduction from 45 to the proposed 35 pupils per class will materialize before 1967.

Meanwhile a bill has been completed to make it possible to decrease the pupil-teacher ratio gradually and this will shortly be submitted to the States-General.

On the other hand, the lack of qualified teachers in preparatory and secondary education continues. This is due to the increasing population and to the growing demand for this type of education. As stated in the report for 1955-1956, the interim report of the advisory committee for preparatory and secondary education estimated that the pupil index on 15th September, 1956, would be 116 (on the basis of 100 in 1954). In actual fact the index was 119 on that date. It is to be expected that this increase will continue and a further revision of estimates will therefore be undertaken. The above-mentioned committee is examining ways of remedying the situation.

Training As the result of the Minister's conclusions on the teacher training scheme (see last year's report) recommending the concentration of students in fairly large training schools, one state teacher training school has been closed. In the field of private education, the boards of two training schools decided to close down as the schools were too small.

A bill is being prepared whereby holders of a teacher's certificate will be entitled to sit for university examinations in certain branches of study. At present teachers without the secondary school leaving certificate may not sit for university examinations.

It had been noted that in the primary classes of industrial schools for girls (aged 12 to 14 years) there were intelligent girls who could be admitted, after a three-year preliminary training, to training courses for teachers in girls' industrial education. Generally preliminary training is at upper primary level, followed by special training classes. A commission which examined whether different preliminary training would give sufficient guarantees carried out an experiment in 6 schools and recommended as a result that this preliminary training should be adopted on a wider scale.

Conditions of Service On 16th April, 1957, after lengthy discussion, the "commission of organized consultations" reached agreement on teachers' salaries in primary education. The salaries of fully qualified

primary teachers were raised by a little under 10%, and of the others by over 16%. Head teachers' salaries were also raised considerably.

The bill amending the 1920 elementary education act submitted to the States-General on 6th March, 1957, makes it possible for married women teachers to remain in service and become established.

One of the royal decrees for the application of the pre-school education act was concerned with the legal position of teaching staff.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

State Aid to Students An important fact in this field is the publication of a report in November, 1956, of the advisory committee for state aid to students (Rutten Committee). A summary of the committee's conclusions is given below :

(1) The system of allocations should not result in parents' failure to realize that they themselves should bear the cost of their children's education as far as possible.

(2) The parents' responsibility with regard to their children's education should be borne in mind, even though this may imply financial sacrifices for their university training.

(3) In general, financial circumstances should not bar from studying children who have proved that they possess the ability for university training, or of whom this may in all probability be expected.

(4) The university should realize that it is also responsible for the spiritual and physical welfare of its students. The atmosphere of the university should be conducive to study and to the formation of a personality befitting a university educated person.

(5) The student's own sense of responsibility should be stimulated as far as possible, among other things by educational methods directed to this end and by letting older students act as leaders of working groups for newcomers. Moreover, students should take part in the organization of collective aid.

(6) The system of financial allowances should not be used to regulate the intake of students to certain branches of study.

(7) Provisions for students by the State should not infringe on personal initiative.

(8) Too much State interference in student life should be guarded against.

(9) In principle, admission to universities should not be restricted in numbers; this should only be resorted to under compelling circumstances in any one university or higher establishment.

(10) Generally, state financial assistance is granted preferably as direct assistance to individual students on the grounds of their suitability and lack of financial means. Indirect assistance, aimed at lowering the cost of study for all students without discrimination, should be limited.

The report also deals with scholarships and interest-free loans, the working student, the student's rôle in the university community, medical care, nutrition, housing, physical training and sport, spiritual care, bureaux for various student interests, etc.

NEW ZEALAND

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Budget* — *School Building* — *Primary School Administration* — ORGANIZATION — *Quantitative Development* — *Pre-Primary Education* — *Post-Primary Education* — *Technical Education* — *Higher Education* — CURRICULA, SYLLABUSES, METHODS — *Syllabus Revision* — TEACHING STAFF — *Shortage* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Handicapped Children*

ADMINISTRATION

Budget The total expenditure on public education during the financial year ended 31.3.1957 was £ 31,826,068, an increase of £ 3,105,002 or 10.8%.

School Building Expenditure on school building, included in the above-mentioned budget, was £ 6,981,214. The corresponding figure for 1955-1956 was £ 6,065,358. During 1956, 861 new classrooms were built, the highest number on record for any one year (807 in 1955); 95 houses were built, also a record figure; 10 new post-primary schools were established during the financial year.

Primary School Administration In July, 1955, the Minister of Education set up a joint committee on the administration of the primary school system under the chairmanship of the Director of Education "to explore the desirability of making changes in the divisions of functions and powers between the various organs concerned with the administration of the primary school system, to examine the conditions under which such changes could profitably be made, and to make recommendations on any changes that seem to be desirable". The committee's report and recommendations were accepted by the government and by the New Zealand Education Boards' Association in February, 1957 (for an account of the joint committee's work, see "Report of the Minister of Education, 1956").

ORGANIZATION

Quantitative Development The following figures show the number of pupils at the various levels (revised primary and post-primary figures by inclusion of private schools):

Type of School	Pupils		Increase	
	1955	1956	Figure	%
Kindergarten	11,596	12,810	1,214	10.4%
Primary	382,799	399,466	16,667	4.3%
Post-primary	82,168	85,774	3,606	4.4%
University	10,851	11,077	266	2.1%
Teachers' Colleges	2,741	2,923	182	6.6%

¹ From the report sent by the New Zealand Ministry of Education.

The number of full-time teachers in state schools in 1955 was 14,314 (7,567 men and 6,747 women) and in 1956, 14,762 (7,828 men and 6,934 women). The increase was therefore 261 or 3.5% for men, and 187 or 2.8% for women.

Pre-Primary Education Thirty-four new kindergartens were completed and occupied during the year and there were 18 more under construction. As a result of the continuing and increasing demand for pre-primary education, a shortage of staff has created great difficulty, and the number of new kindergartens and of the voluntary associations who control them is presenting some administrative problems. The effect of the increased financial assistance available to the associations since 1955 has been good, and the movement is making an important contribution to parent education and family life. Ten new nursery centres were recognized, but the tendency is to consolidate existing services.

Post-Primary Education The number of pupils presenting themselves for the School Certificate Examination continues to grow rapidly, and in 1956 reached 17,394. The introduction of Hollerith machine processing has made for increased efficiency in the administration of the examination, but the increasing number of examinees continues to present problems.

There were 5,375 candidates for the university entrance examination in 1956 and of these 2,890 (54%) were granted exemption on the recommendation of their schools without taking a written examination. Altogether, 3,382 candidates were successful.

Technical Education Discussions were held which resulted in the first steps being taken towards the separation of the senior work of one of the larger technical colleges from its day school activities. This may be expected to lead eventually to the development of a system of senior technical institutions primarily adapted to the training of technicians and tradesmen. The New Zealand certificates in engineering introduced in 1955 continued to gain acceptance.

Higher Education Although progress was made in the building programme, the most pressing need in higher education continues to be that for more buildings. A new scheme of university bursaries came into operation at the beginning of 1956.

CURRICULA, SYLLABUSES, METHODS

Syllabus Revision No subjects were added to or removed from the curriculum during the year. A revision of the needlework and sewing syllabuses was begun.

A group of teachers and departmental officers met during the year under the chairmanship of the Director of the New Zealand Council for Educational Research to review the post-primary curriculum and the School Certificate Examination with special reference to the position of Latin and to the effect on this subject of the scaling of examination marks. The report produced by the group expressed general approval of the methods now in use, and made several specific recommendations to the Minister of Education.

TEACHING STAFF

Shortage The shortage of teachers continued, but a steady improvement in the situation in both primary and secondary schools is taking place. The shortage continues to be felt most in science and mathematics. The scheme of post-primary teacher studentships has proved highly successful.

Status Preliminary work on the appointments and promotion scheme mentioned in the 1955 report was intensified, since the scheme was due to come into operation in February, 1957. The work took the form of the inspection and assessment of a large group of teachers under the new plan. Further groups of teachers will be brought into the plan in 1958, and the new arrangements will be completely in force in 1959.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Handicapped Children A good deal of progress was made with special education (for handicapped children). Several new classes were opened in improved surroundings and with better equipment. A new cerebral palsy school was opened and the building of a new school for the deaf begun. In addition, improvements were made in a number of existing schools and occupation centres. Increased attention was given to the after-care of children who have attended special classes, and the problem is being studied in cooperation with the New Zealand Educational Institute and local after-care associations. Greatly increased attention has also been given to the question of the education of pre-primary handicapped children, particularly those who are deaf.

NORWAY

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Length of Courses* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *New Measures* — TEACHING STAFF — *Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Handicapped Children*

ADMINISTRATION

Finance Below are shown the state grants for education from the national budget, expressed in millions of kroner :

	1956-1957	1957-1958	
Primary schools	129.2	159	+ 29.8
Continuation schools	18.1	21.6	+ 3.5
Special schools	16.3	17.8	+ 1.5
Folk high schools	6.4	7.5	+ 1.1
Secondary schools	27.8	35.7	+ 7.9
Teacher training colleges	10.5	10.8	+ 0.3
Vocational schools	25.6	29.2	+ 3.6
	233.9	281.6	+ 47.7

Grants for scholarships and social welfare work among school-children and university and higher level students for the school year 1957-1958 are to be increased by about 1.2 million kroner, i.e. from 8.7 million to 9.9 million kroner. Total expenditure amounts to 287.9 million kroner. The corresponding grants for the tax year 1956-1957 were 239 million kroner, making an increase of 48.9 million kroner (20%).

The increase in grants shown is due to the increase in the number of pupils and in teachers' salaries.

School Building The erection of school buildings and boarding schools is not yet unrestricted. Building licences are given by the municipal authorities, both for schools and other buildings. The figures concerning the erection of schools in 1956 are not yet available. In 1955, building licences for a floor-space of 12,578 m² were issued for secondary schools, and in 1956 licences were granted for a somewhat larger surface. Twelve new secondary schools have been inaugurated and 60 new classrooms have been taken into service, in addition to rooms for special purposes, gymnasia, etc. The shortage of classrooms in secondary schools is becoming more and more acute, owing to the greater

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Johan DUE, Delegate of the government of Norway.

number of pupils, and the building of secondary schools will therefore be accelerated for the next few years.

New buildings are being erected at Kristiansand teacher training college. The building, which will also accommodate a school for practical teaching, has a total surface of 6,000 m² and will cost about 6.4 million kroner. The building of new vocational schools and the development and modernization of existing schools continue according to schedule. At present, 17 new vocational schools are in course of erection.

ORGANIZATION

Quantitative Development The number of permanent, full-time teachers in primary and continuation schools during the 1956-1957 school year is estimated at approximately 16,500. The corresponding figures for 1955-1956 were about 15,900, an increase of 600 (4%). The number of pupils in the primary schools is still growing, and the figures for 1956-1957 are estimated at about 435,000, compared with about 421,000 in 1955-1956. This shows an increase of about 14,000 (3%). Continuation schools had, in 1956-1957, well over 25,000 pupils in rural districts and 6,800 in the towns.

In 1956-1957, secondary schools had a total of 53,089 pupils, compared with 49,138 the year before. On the 1st January, 1957, there were 3,300 secondary school teachers, compared with 3,175 in 1955-1956.

On the 1st August, 1956, the folk high schools had the same number of teachers as during the preceding year, i.e. 345. During the 1956-1957 school year, there were 4,264 pupils, compared with 3,464 in 1955-1956 (+16.5%).

Teacher training colleges and schools for special training had 323 teachers on the 1st August, 1956, compared with 296 the year before (9%). The number of students in 1956-1957 was 2,636 compared with 2,467 the year before (+6.85%).

During the 1956-1957 school year the special schools had a total of 285 teachers, full-time teachers and others, for 1,782 pupils. The corresponding figures for 1955-1956 are 281 and 1,762.

Vocational schools for trade, industry, etc. were, in 1956-1957, attended by approximately 21,800 pupils, a slight increase compared with the 1955/1956 figures. This includes pupils attending extraordinary vocational courses of various kinds, organized by the various branches of industry.

Length of Courses There have been no changes in the primary education act which provides for 7 years' compulsory schooling. In many districts, they are now making a one-year continuation school compulsory for pupils who do not continue their schooling beyond the primary stage. Under the supervision of the educational research council experiments have been made in the *realskole* with the ultimate aim of increasing the period of compulsory education.

New Courses The national budget for 1957-1958 includes grants for the opening, in the autumn of 1957, of a section for metallurgy at Trondheim technical school.

CURRICULA, SYLLABUSES, METHODS

New Measures Suggestions for a curriculum for the domestic science schools for men have been made. Examination regulations for domestic science schools for women have been laid down. It has been decided to use the same examination papers and the same examiners for certain subjects at all technical schools. This arrangement will take effect as soon as the teaching methods at these schools have been co-ordinated. To this effect an examiners' board for technical schools has been appointed.

Efforts are now being made to introduce audio-visual aids more widely in the various categories of schools. A committee has discussed the question of introducing the study of traffic regulations into the primary schools, and its proposals are now being considered by the Ministry.

Revised editions of a certain number of textbooks have been published.

TEACHING STAFF

Training During the 1956-1957 school year training courses for logopedists and teachers for special schools for mentally defective children have been held.

Status A proposal from a committee appointed to study the conditions of service of teachers in primary and continuation schools has resulted in a general increase of salaries.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Handicapped Children A new special school for aphasiac children was started in December, 1956. There are at present about 20 pupils at this school.

PAKISTAN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Reorganization* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — CURRICULA, SYLLABUSES, METHODS — *Modernization* — *Teaching of English* — *New Trends* — TEACHING STAFF — *Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Handicapped Children* — *Adult Education* — *Recreational Activities* — MISCELLANEOUS — *Other Activities of the Ministry*

INTRODUCTION

During 1956-1957 the extension and improvement of educational facilities maintained a steady pace despite natural calamities such as floods in both wings of Pakistan, the adverse food situation, etc. Considerable sums of money were sanctioned by the central government to help rehabilitate educational institutions which had suffered damage from floods. Careful planning and wise utilisation of available internal resources and foreign technical aid in the form of training facilities, equipment and expert advisory services made it possible to maintain the programme of educational development.

ADMINISTRATION

Reorganization Mention was made in last year's report of the reorganization of the educational system in West Pakistan, due to the merging of the various provinces and states in that region into one unit and having one directorate of education instead of several. It was pointed out that only three education directorates, one for West Pakistan, one for East Pakistan and one for the centrally administered area of Karachi were now in operation. As expected, the amalgamation of the directorates of education of the former provinces of Punjab, Sind, the North West Frontier Region and Baluchistan raised inevitable administrative problems which engaged the attention of the West Pakistan government during the period under review. Having overcome the initial problems arising out of the unification, the education department of West Pakistan is emerging as a streamlined and well-organized unit contributing towards efficiency and economy.

Finance The national education budget showed an increase this year also. A total of Rs. 143,059,000 was provided for by central and provincial governments in 1955-1956. During 1956-1957 the provision was increased to Rs. 160,186,000, an increase of about 12% over last year's figure.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. ZAHIRUDDIN, Delegate of the government of Pakistan.

School Building Though exact figures regarding the amount spent on the construction of new school buildings throughout the country are not available, the steady pace in building new schools and renovating old school buildings was maintained as in the previous years. Considerable progress was also made by the universities in their projects of building well-planned campuses with modern lecture-rooms, auditoriums, laboratories, libraries, hostels and other recreational facilities. Three out of the six universities of Pakistan are building new campuses outside the towns.

ORGANIZATION

Quantitative Development The following tables indicating the number of institutions and enrolments in 1956 will bring out the progress made since the preceding year.

Number of Schools in 1956

	Boys		Girls		Total	
Primary	40,496	+1,446	5,209	+280	45,705	+1,726
Secondary	4,971	+ 95	625	+ 6	5,596	+ 101
Technical schools	15	—	—	—	15	—
Colleges	115	+ 1	25	+ 3	140	+ 4
Professional colleges	37	+ 3	5	+ 2	42	+ 5
Universities	—	—	—	—	6	—

Number of Pupils in 1956

	Boys		Girls		Total	
Primary	3,283,760	+102,272	826,199	—46,557	4,109,959	+55,715
Secondary	1,132,085	+ 67,941	132,020	—19,261	1,264,105	+48,680
Technical	4,070	+ 462	—	—	4,070	+ 462
Colleges	65,000	+ 3,922	7,635	558	72,635	+ 4,480
Professional colleges	8,350	+ 382	980	244	9,330	+ 626
Universities	—	—	—	—	5,600	+ 547

Figures for pre-primary schools are not available. However, the number of such schools, particularly in the larger towns, is on the increase. These nursery and kindergarten schools are run by private organizations and because of their high fees are generally patronized by the children of well-to-do people.

It has not been possible to collect reliable figures of the number of teachers at various levels for recent years. In 1954, however, there were 67,489 trained and 39,189 untrained primary school teachers. The number of trained and untrained secondary school teachers for the same year was 21,973 and 23,311 respectively. With the increase in the number of schools and enrolments during the following years, the number of teachers has certainly increased and the percentage of trained teachers in primary and secondary schools has improved owing to the increased output of training schools and colleges.

Compulsory Schooling There was no change in the length and stages of primary and secondary schooling. The programme of gradual extension of areas of compulsory education proceeded satisfactorily within the limitations imposed by human and material resources.

CURRICULA, SYLLABUSES, METHODS

Modernization By and large, the curricula, syllabuses and methods of teaching remained the same as in the previous year. However, there has been greater use of audio-visual aids including radio, and study-projects and other modern teaching techniques are being introduced in the schools. The directorates of education continue their efforts towards publication of new textbooks, prepared on sound educational principles and printed more attractively.

Teaching of English The position of English in the curriculum remains the same, i.e. it is taught as a compulsory second language from the third year onwards. With the exception of one or two colleges experimenting in using Urdu as a medium of instruction, English is still the medium of instruction in colleges and universities. During the period under review a number of primary and secondary schools were opened which use English as the medium of instruction. This is in recognition of the growing contacts of Pakistan with the English-speaking world.

New Trends The trend towards an increasing utilitarian bias in curriculum development, touched upon in the last year's report, continued to be felt this year also.

TEACHING STAFF

Training Though facilities for the professional training of teachers largely remained the same, provision for their further training definitely improved. The number of teachers going abroad this year for advanced studies and training under various foreign aid programmes and government schemes more than doubled as compared with last year. Local training institutions continue to be overcrowded. Also, an increased number of women teachers were trained and employed.

Status The economic status of teachers would appear to have been the same as in the previous years, but it should be mentioned that in eastern countries the teacher has traditionally enjoyed a position in society which is much higher than his salary would imply.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health The school health service and the school meals service mentioned in last year's report were established on a sounder and wider footing. Considerable improvement has been reported, particularly from the east wing of the country. The CARE organization continues to support the school meals programme.

Handicapped Children School psychology services are still non-existent and the education of handicapped children has not made much headway, but it can be reported that the problem has begun to attract wider and keener attention. A private organization has started building a school for the blind in Karachi.

Adult Education The fundamental education scheme, which was successfully launched in East and West Pakistan some years ago, continues to make satisfactory progress. A number of adult education centres were also opened in the Karachi Federal Area.

Recreational Activities Extra-curricular and recreational activities such as scouting, girl guides, camping, dramatization, debating, games and athletics continued to be popular with pupils and fostered by the educational authorities.

MISCELLANEOUS

Other Activities of the Ministry Last year's report indicated some activities of the Ministry of Education, all of which continued during the period under review. The scheme for the award of scholarships to the children of low-paid employees and to scheduled caste pupils belonging to the Hindu minority, worked successfully. The teaching projects sponsored by Unesco developed greatly. A number of liberal grants were given to learned societies and scientific bodies. Many fellowships in various disciplines and technical subjects were offered by Unesco and other technical assistance programmes. The documentation project mentioned in the previous report progressed very well. More books were added to the Liaquat National Library and the central secretariat library, making a total of about 50,000. Realizing the great need for reliable and up-to-date educational data and statistics for planning purposes, two experts were secured from Unesco to advise on the establishment of educational information bureaux at the provincial headquarters, and on the reorganization of the office of the central Ministry of Education. The recommendations of these experts have been taken up for implementation. This project is receiving high priority from provincial and central governments.

PANAMA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

New Personnel Department — Budget — School Building — Increase in Numbers — Syllabus Revision — Textbooks — Promotion of Pupils — Evaluation of Output — Handicapped Children

New Personnel Department As the need for modern methods of staff selection had been felt for some years, the executive committee created a personnel management department at the Ministry of Education by law No. 12 of 7.2.1956. This department consists of the general personnel manager, his supporting staff and the personnel committee. The personnel committee has three members: the personnel manager himself, who is the chairman, one of the primary school staff and a professor, to represent educationists. Its role is to approve the grading of the teaching and administrative staff in the primary and secondary schools of the Republic. The personnel manager also proposes candidates for vacant posts in primary and secondary education. The rights and prerogatives of the personnel department are fixed by law.

Under law No. 12 of 7.2.1956, clause 11, regulations for the personnel department have been worked out. The proposals were studied by a group of teachers and submitted to primary and secondary teachers' representatives before the personnel committee. Decree No. 15 of 9.9.1957 ratifies the regulations for the Ministry's personnel department. These regulations are intended to govern the internal running of the personnel department, the methods of selection and the grading of primary and secondary school teachers. Its aim is to ensure smooth running, promote further training for in-service teachers and generally stimulate educational work.

Decree No. 100 of 14.2.1957 lays down the duties of the general department of education, the primary, secondary and private education offices, general inspectors for secondary education, primary inspectors, headmasters of primary and secondary schools and primary and secondary school teachers.

Budget In 1956, the national budget rose to 47,594,761 balboas of which 10,692,050 (22.4%) were allocated to the Ministry of Education. In 1957, the national budget reached 51,657,501 balboas and the education budget 11,461,148 balboas (22.9%).

School Building Law No. 24 of 31.1.1957 authorizes the executive committee to take out a loan of 200,000 balboas for the construction of educational establishments in the district of Panama at an interest rate of 6% per annum. In addition, the municipal education fund contributes 100,000 balboas a year.

¹ From the report sent by the Ministry of Education of Panama.

Increase in Numbers The school population increases daily, as is shown by the figures quoted below. Many children cannot be enrolled for lack of accommodation in the schools. There are several reasons for this and the Ministry has made a thorough survey of the distribution of primary schools in order to avoid these difficulties. In this way, primary education may be extended to a greater number of children.

Type of Education	Number of Pupils		
	1955-1956	1956-1957	Inc./Dec.
Pre-primary	3,316	3,266	— 50
Primary	137,729	141,331	+3,602
Post-primary	26,550	28,917	+2,367
(a) Secondary	15,717	18,132	+2,415
(b) Teacher Training	1,554	1,609	+ 55
(c) Commercial	4,339	4,084	— 255
(d) Industrial	794	1,016	+ 222
(e) Vocational	4,146	4,076	— 70
University	1,992	2,340	+ 348
Artistic	1,187	1,322	+ 135
Special	203	204	+ 1

Syllabus Revision The new syllabuses take into account modern educational trends. Efforts have been made to avoid syllabus revision's being based on the work of only one group. Previous experience has also been taken into account; corrections, further points and certain explanations have been added to the original text. In its final form the syllabus is a table divided into four sections : (1) specific aims; (2) minimum standards; (3) recommended activities; (4) sources of information for staff and pupils. This structure renders the syllabus clear and precise and guides the teacher without restricting his initiative. It should be mentioned that as regards the philosophy of education the syllabus is basically unchanged.

Textbooks Under resolution No. 568 of November, 1955, a competition was opened for the selection of textbooks for use over a period of four years both in primary and secondary (upper and lower) education. A large number of national writers entered for the competition and their work was submitted to a jury composed according to the subject treated and the level of education. The competition was based on rules laid down by the Ministry of Education.

The Ministry summoned the authors of the successful books to discuss publication. As a result, the writers of the secondary school books agreed to cooperate with the Ministry by having their work published themselves by private publishing firms. For primary education, the Ministry undertook to publish the textbooks itself, in accordance with clause 78 of the Constitution which lays on the State the responsibility of providing facilities for education.

The Ministry distributed 260,000 textbooks in the official schools of the Republic.

Promotion of Pupils Resolution No. 33 of 16.1.1957 modified the resolution of 31.12.1953 (No. 580) as regards the system of promotion.

Pupils will be promoted class by class and their progress will be examined by tests, compositions and interrogations. A pupil who has fallen behind by reason of illness or frequent absence will repeat the first year if he has not reached the required standard. In the second year pupils must reach the required average in the ten subjects in the curriculum (or at least those taught in their school). The minimum mark required is 3. In certain cases exceptions may be made.

Evaluation of Output The Ministry has been endeavouring to introduce a system of evaluation for the work accomplished each year by teaching and administrative staff in state secondary schools (circular No. 1 of January, 1956). Recently the Minister worked out a new method of appreciation which reveals fitness for posts of responsibility and administrative ability.

Handicapped Children The Panamanian Institute of Special Education was established by law No. 53 of 30.11.1951, but its organization has had to be adapted according to the sums allocated to it in the budget. The establishment comprises a school for the deaf and dumb, a school for the blind and a school for backward children.

PHILIPPINES

EDUCATIONAL PROGRESS IN 1956-1957¹

ADMINISTRATION — *Change in Administrative Services* — Finance — *School Buildings* — ORGANIZATION — *Quantitative Development* — *School Attendance* — *Free Compulsory Schooling* — *Organization of Courses* — *One-Teacher Schools* — *Pre-Primary Education* — CURRICULA, SYLLABUSES, METHODS — *Remodelling of Curricula* — *Changes in Syllabuses* — *New Textbooks* — TEACHING STAFF — *Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Educational Guidance* — *Handicapped Children* — *Publication and Information Service* — *Pupils' Health*

Changes in Administrative Services During the school year 1956-1957, few marked changes were instituted in these services. One change, however, is the separation of the school plant management and the property management, which until last year were jointly operated. Worthy of mention, also, is the increased participation of teachers and supervisors in the preparation of readers and other teaching materials for primary classes. Curriculum development has become a cooperative enterprise of the central office and the teaching staff in the field.

Supervision has been affected somewhat by meagre travel allowances for supervisors, but the need for supervision is becoming less and less urgent because of increased in-service training of teachers in the form of vacation classes, regional workshops, and other conferences on school problems.

During the year under review, a new concept was developed: that supervision is a form of consultant service. This service, while in a sense promotional, is essentially collaborative and stimulative. Under this concept, General Office supervisors were made available either as consultants or as specialists at teachers' workshops or conferences in the school divisions requesting such service. The assistance given consisted of efforts on the part of General Office supervisors to solve with, not for, the staff the latter's teaching problems.

Finance The total budget of the Bureau of Public Schools for the fiscal year 1956-1957 amounted to 199,556,070 pesos. This sum represents more than 95% of all government expenditure on public education.

Compared with the budget of the previous fiscal year, the present budget shows a general increase, except for: (1) the appropriations for secondary education which show no increase; (2) those for training in home industries which are lower by 10.09%; (3) those for the planning,

¹ From the report submitted to the XXth International Conference on Public Education by Mr. B. ALDANA, Delegate of the government of the Philippines.

guiding, and supervisory staff services, reduced by 5.66%; (4) those for the Baguio teachers' camp showing a decrease of 11.49%. The total increase of the present budget of the Bureau over that of the preceding fiscal year is 4.39%.

School Buildings Even before the last world war school accommodation was inadequate, and the situation was much more acute after the liberation, inasmuch as 85% of the school buildings existing in 1941 were destroyed during the war.

Up to the fiscal year 1955-1956, public works grants were provided for the construction, repair, or improvement of school buildings. Unfortunately, some of the buildings were destroyed by typhoons and the problem again became acute. With the approval, however, of Republic Act No. 1411 in 1955, an appropriation of 28,433,950 pesos was provided for 7,556 school building projects. Also during that year, the sum of five million pesos was allocated for prefabricated buildings. By November 15th, 1956, 3,356 prefabricated units had been shipped to provinces and cities. Of this number, 1,412 were completed, 181 were 55-75% completed, and the rest had not yet been erected, or were still in transit.

Through Republic Act No. 836, which set aside 20 million pesos yearly for five years for the construction of school buildings, it was possible to construct 31,955 school buildings during the 1955-1956 school year. This figure shows an increase of about 10% over that for 1954-1955. Of these 31,955 school buildings, 28,271 are in the provinces, 2,292 in the cities and 392 are vocational schools.

ORGANIZATION

Quantitative Development Post-war primary school enrolment reached its highest level during the school year 1949-1950 at 3,960,375 pupils. This figure was about two and a half times as large as the pre-war (1940-1941) enrolment of 1,605,785. In 1955-1956 primary school enrolment went down to 3,354,913. Up to the school year 1949-1950, the primary schools had been gradually expanding because of set-backs during the war, when many of the schools were closed. By the end of that school year, the leeway had been made up and there followed a decline in enrolment during the period from 1950 to 1954. However, in 1955-1956 enrolment began to increase again owing to the natural increase in the school-age population.

In the secondary schools, enrolment continued to grow from the liberation until 1954-1955, when the figure was 220,832. Only in 1950-1951 was the enrolment smaller than the previous year. Since 1954-1955, however, there has been a steady decrease in secondary school enrolment. The figure for 1955-1956 was about 10,000 smaller than for 1954-1955, which means that the primary school war set-back, which moved up and so caused the secondary school peak in 1954-1955 has now been taken care of. It may be expected that during the next four years secondary school enrolment will decrease slightly each year.

In the case of regional technical schools, agricultural schools, and teacher training schools, the peak was also reached in 1949-1950, when the figure (6,682) was one and a half times as large as the pre-war enrolment. Since 1949-1950, the figure has remained steady except for a slight

increase in 1955-1956. The relative stability may be due to the separation of the Philippine College of Commerce from the Bureau of Public Schools in 1952-1953. Considering only the collegiate schools under the Bureau, it may be said that there has been an upward trend since 1949-1950. With additional equipment provided for the regional trade schools in recent years, it is expected that the enrolment in these schools will show a definite upward trend in the next few years.

In spite of decreasing enrolment, the teaching staff increased by more than ten thousand between 1950-1951 and 1953-1954. This increase is due to efforts to eliminate the double shift system, to decrease the teacher-pupil ratio and to reduce the size of classes.

School Attendance In October-December, 1954, teachers conducted a census of all children and young people. Included in the survey were 10,484,801 children, whose ages ranged from below one year to over 17 years. Of this number, 2,978,727 (28.41%), were of primary school age (7 to 12 years), 1,692,905 (16.14%) of secondary school age (13 to 16 years), 1,961,161 (13.72%) of college age (17 years and over), and 3,852,008 (36.73%) of pre-primary age.

Of the children of primary age, 2,174,504 (73%) were in school; at secondary level, 873,624 (51.61%) were in school; of the children of pre-primary age, 107,315 (2.79%) went to school.

Of the primary age children not at school, 365,823 (45.49%) had had some schooling, while the remaining 438,400 (54.51%) had had no schooling at all. Among secondary age children not at school, 744,786 (90.91%) had had some education, while the remaining 74,495 (9.09%) had never gone to school. Of the children of college age, 1,392,178 (91.53%) had gone to school and 128,895 (8.47%) had had no schooling.

The above findings show that of every 10 children of primary age, 7 were in school, and of every 10 children of primary age not at school, 4 had had some schooling and 6 no schooling.

Free Compulsory Schooling Whereas, heretofore, free public education was confined to the completion of the first four classes of the primary stage, Republic Act No. 896 of 20.6.1953 revised Commonwealth Act No. 586 by extending the range of free compulsory education to the completion of the whole primary course from grade I to grade VII inclusive. Implementation of Republic Act No. 896, however, was only partially effected in 1956-1957, when the Department of Education issued order No. 4 of 25.5.1956, entitled "Experimental Scheme for Compulsory Education", which required the conducting of an experiment on compulsory education in one municipality of each provincial school division and one district in each city division.

Organization of Courses Republic Act No. 896 of 20.6.1953 (section 3) provides that "the primary course shall be composed of four grades (I to IV) and the intermediate course of three grades (V to VII)". This Act was intended to restore grade VII, which Commonwealth Act No. 586 eliminated in 1941. However, the Board of National Education promulgated in 1956-1957 a decision to defer indefinitely the restoration of grade VII. Hence, the Philippine primary curriculum still consists of only six grades.

In all teacher training schools, the four-year collegiate curriculum has been adopted. In previous years, the two-year teacher training curriculum was offered in two schools, the Zamboanga and the Bukidnon teacher training schools. A number of national agricultural and trade schools have started offering two-year and four-year technical and vocational courses at college level.

One-Teacher Schools During the year under review, in some provinces of the Philippines experimental multi-grade classes were introduced where a group of pupils belonging to three or more grades is taught by one teacher. This system is resorted to in sparsely populated rural communities which do not have enough children of different levels. The division of Camarines Norte alone had 28 such classes, not to mention a few in each of the divisions of Bataan, Isabela, Zamboanga City, Mountain Province, and others.

Pre-Primary Education Pre-primary education has received due attention during the year in a few teacher training institutions of the Philippines, such as the Pangasinan, Albay, Cebu and Zamboanga teacher training schools. Child study centres have been organized in these schools except at Zamboanga, while kindergarten classes have been started in such divisions as Pangasinan, Camarines Norte, Bulacan, and a few others.

CURRICULA, SYLLABUSES, METHODS

Remodelling of Curricula During the past school year the Board of National Education approved a marked revision of the primary and general secondary curricula to take effect at the beginning of the 1956-1957 school year. The most outstanding feature of the revision is the increased time for teaching the various subjects.

All subjects in primary classes were given larger time allotments, as can be seen from the following comparison between the old and the revised curricula :

Grades	Number of Minutes Daily		
	Emergency Programme	Double-Shift Programme	Revised Programme
I & II	230	160	310
III & IV	230	160	340
V & VI	240	285	400

In general secondary schools, the number of 40-minute lessons for mathematics was increased from $1\frac{1}{2}$ to 4, and for science from 3 to 6. Social studies lessons were reduced from $4\frac{1}{2}$ to 4 and vocational education and home economics lessons from 8 to 4.

Of the subjects in the vocational curriculum, the number of 40-minute lessons was increased for mathematics (from $1\frac{1}{2}$ to 4), science (from 3 to 4), and vocational education and home economics (from 8 to 12). However, in the same curriculum, English lessons were decreased from 6 to 4, Filipino language from 4 to 3, social studies from $4\frac{1}{2}$ to 4 and health, physical education and preparatory military training from 4 to 3.

Changes in Syllabuses At primary level, modifications in content have necessitated a revision of syllabuses in the following subjects: reading (grades I and II), health and elementary science (all grades) and language (grades V and VI). The syllabuses for the following subjects in general secondary schools were likewise revised: English, social studies, science and mathematics for the first, second and third years, and English, social studies and science for the fourth year.

New Textbooks No new textbooks were issued during the past year. Experimental copies of pre-primers and primers in the native languages, Bikol, Cebuano, Hiligaynon, and Pampango, were sent to some schools in the regions concerned. The textbooks board approved "My Picture Book", with a teacher's guide, for grade I. The printing of the Philippine Language Series, books V and VI, was finished. For the secondary schools, several textbooks were approved by the textbooks board in 1956.

TEACHING STAFF

Training The following modifications were carried out during the past school year in the professional training of teachers for primary grades: (1) The revised four-year general primary teacher training curriculum for community school teachers was generally adopted. This curriculum provides a better defined general education programme dealing with communicative skills, humanities, general psychology, social sciences, basic science and mathematics, health and physical education, ethics, home economics, and practical arts. These courses total 71 hours per semester. (2) In addition to general education, future teachers take education foundation courses. These are compulsory courses for all primary school teachers, pre-primary community school teachers, audio-visual education specialists, teachers of art or music, special teachers for exceptional education, curriculum laboratory coordinators and teachers in opportunity classes. These education foundation courses are: Philippine rural sociology, organization and administration of community schools, understanding the learner, fundamental teaching-learning principles, and fundamental and adult education. (3) In addition to the above requirements, 6 semester hours of work in optional subjects are required. The four-year primary teacher training curriculum constitutes a total of 149 semester hours. Of this total, the general education courses constitute a little over 49%. (4) To meet the expanding needs and responsibilities of the Bureau of Public Schools, special curricula for the preparation of teachers for exceptional children and for pre-primary school children, teachers of music or art, audio-visual education specialists, curriculum laboratory coordinators, adult education teachers, teachers of developmental reading and teachers of multi-grades, were started at the 1957 Baguio vacation teacher training school.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Educational Guidance Guidance and counselling in the schools is receiving greater emphasis. Many of the secondary schools, in particular, have established a counselling department in charge of a teacher who

has had special training for this work. In secondary schools which do not have full or part-time guidance counsellors, the counselling service is carried on through the class teacher.

Handicapped Children There is only one special school for the deaf and the blind in the Philippines, located in Pasay City, in the suburbs of Manila. However, 15 special classes were recently organized for the deaf in the following divisions: Manila, Rizal, Tarlac, Pampanga, Leyte, and Albay. The teachers of these classes took special training in the school for the deaf and the blind in the summer of 1956.

A recent national survey of handicapped children of school age shows that all over the country there are about 62,000 of these children, only 395 of whom are in school. To give educational opportunity to more of these children, it is planned to integrate the blind children into classes for normal children and to organize more special classes for the deaf in all school divisions.

Publication and Information Service

The annual report of the Director of Public Schools, published by the publications division of the General Office, gives a comprehensive picture of the accomplishments and problems of the education system and makes recommendations to solve those problems and achieve further gains.

The School News Review, a newspaper for grades IV, V and VI, is also published by the above-mentioned publications division. Approximately half a million copies of this publication are printed and distributed to pupils in the upper grades twice a month during the school year. It provides teaching materials for nearly all subjects and often makes up for the lack of textbooks in many schools.

The Bureau of Public Schools publishes other periodicals that contain informative and teaching materials for teachers and students, as well as for the general public. Notable among these periodicals are The BPS Newsletter, The Curriculum Quarterly and the Community School Bulletin.

Pupils' Health

The free milk given to undernourished children under the Unicef feeding programme has helped to improve the general standard of health among schoolchildren.

The home economics division of the Bureau is promoting the establishment of lunch counters in schools to serve nutritious meals at cost price and help correct defective food habits.

POLAND

EDUCATIONAL PROGRESS IN 1956-1957¹

Introduction — Budget — Nursery Schools — Primary Schools — General Secondary Schools — Vocational Schools — Special Schools — Schools for Children of Minority Groups — Adult Education — Youth Organizations — Teacher Training — Salaries — Educational Congress

Introduction The year 1956-1957 saw fundamental changes in the organization of school administration. Nearly all vocational schools were transferred to the Ministry of Education, except agricultural, mining art and health service schools.

Changes were made in the syllabus of certain subjects aiming at a better adjustment to the needs of the school and to the pupils' age and abilities, and at the elimination of existing defects.

In the current school year special syllabus and textbook departments were organized in the Ministry of Education to work out new syllabuses and textbooks for general education schools and vocational schools.

In the year 1956-1957 there were animated discussions in the press and at conferences on the development of education and the reform of the educational system. The results of discussions held by teachers and educationists were put forward by delegates from different voivodships and districts at an all-Poland educational congress convened in Warsaw from 2nd to 5th May, 1957, by the Union of Polish Teachers.

Budget Financial outlay for education increased by 19.1% as compared with 1956.

Nursery Schools Until recently children in towns were admitted to nursery schools at the age of 3 or 4 and stayed at school for 9 or 10 hours a day. The present tendency is to limit the number of 3 and 4 year-olds, whose need is rather for family care, and to increase the number of 5 to 6 year-olds for whom the school will provide some preparation for the primary school. The reduction of the time spent at the nursery school to 5 hours a day is also contemplated.

From September, 1957, the duration of studies in training schools for nursery school teachers is to be increased from 4 to 5 years after the 7 years' primary education. There is a tendency to place nursery school staff on an equal footing with primary school teachers, in respect of conditions of service and salary.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Franciszek BIELECKI, Delegate of the Polish government.

Primary Schools In 1956-1957 the number of primary schools increased to 23,726 (+ 503). The number of pupils in these schools amounted to 3,654,604 (+ 268,173), an increase of 7.9% over the previous year.

The number of seven-year schools amounted to 15,498 (+ 776), an increase mainly due to the raising of the status of rural primary schools. The number of pupils in seven-year schools increased to 3,310,512 (+ 267,360), an increase of 8.8% as compared with the previous year. The percentage of pupils attending seven-year schools in 1956-1957 amounted to 90.6%.

At present the revision of the network of primary schools is going on, in particular in the rural regions, to ensure better transport facilities for the children, so enabling pupils to complete the seven-year school in the normal way.

There is only one teacher in schools in the mountains, forests and isolated areas in general, where the number of pupils does not exceed 40. Two teachers, as a rule, work in a school with an average number of from 40 to 70 children, but to provide the sixth or seventh class in these schools one more teacher may be employed.

The decree of March 23rd, 1956, spreads the time for compulsory education over nine years, i.e., up to 16 years of age for children who do not complete the seven-year course in due time. After the age of 14 years pupils either complete their education in the primary school, or in the school for adults if working as trade apprentices.

The introduction of secondary entrance examinations to the eighth class of the general secondary school has allowed the primary school leaving examination at the end of the VIIth class to be abolished.

In 1956-1957 new curricula were drawn up for classes V to VII (in the previous year new curricula had been drawn up for classes I to IV).

It is planned to create the post of assistant headmaster in primary schools of more than 300 pupils, in order to relieve the headmaster.

General Secondary Schools Seventeen new secondary schools for general education were opened in 1956-1957, making a total of 816 such schools with 202,713 pupils (+ 1,292).

The number of pupils admitted to grade VIII amounts to 25.3% of those completing the seventh primary year (+ 3%).

In the school year 1956-1957 the division into separate primary and secondary schools of the eleven-year schools began. These are the so-called "giants" having frequently more than 20 classes. The trend is at present to divide the eleven-year schools wherever conditions allow, because the system has not proved practical. It results in too great a disparity of age, educational difficulties, difficult work for the headmaster, etc.

In 1956-1957 a few changes were made in the admission of pupils to grade VIII of the general secondary school and in the regulations for the leaving examination of these schools. Previously there were no entrance examinations, but now the pupils are admitted to the eighth grade only after an examination in Polish and mathematics, and, in schools for minority groups, in the mother tongue also. The examinations are both written and oral.

In future, vacancies for headmasters' posts are to be filled by competition. Candidates must be fully qualified to teach in schools of the type

concerned, must have had considerable teaching experience and at least eight years in the type of secondary school for which they apply. They must also distinguish themselves in their work.

For heads of nursery schools 3 years' experience are required and 5 years' teaching and one year of additional pedagogical studies for headmasters of primary schools.

Vocational Schools Reorganization of vocational education began in 1956-1957. Research was undertaken on the organization, planning and administration of these schools, with the aim of ensuring better adaptation of such education to the tasks and needs of the country's economy and to the training and education of young technicians. To this end 4,500 questionnaires were sent to work establishments to examine the efficiency of former vocational school pupils. The questionnaires concerned pupils from basic vocational schools and technical schools for the years 1953, 1954 and 1955. The questionnaires were worked out on the basis of interviews with these pupils and their superiors. More than 200 professions were thus examined and the results were as follows: (a) the duration of studies in vocational schools is too short; (b) pupils in vocational schools are overworked, in particular with home-work; (c) syllabuses contain much useless material and are in general too heavy; (d) vocational schools give an inadequate general education, in particular as regards Polish, mathematics, physics and chemistry; it is also necessary to introduce a second foreign West European language; (e) there are too many special subjects.

As a result of the questionnaires the number of subjects taught in basic vocational schools and technical schools was cut by half.

It was decided to increase the duration of studies in basic vocational schools from two to three years, and in some cases even to four, and in technical schools of all types to five years.

Vocational schools are residential to a great extent: 60% of the pupils are boarders, and in some schools, for instance in mining, metallurgical, transport and agricultural schools, 100% of the pupils are resident.

The percentage of vocational school pupils receiving scholarships is about 60% (in some schools 100%).

At present new types of schools are being set up: vocational continuation schools, schools for elementary agricultural training, schools in work establishments, and one to three-year technicums following on from the eleven-year school.

Sixty-two schools for agricultural training have so far been set up in rural districts and the opening of 600 such schools for approximately 100,000 pupils is planned for the current school year. These schools aim at the extension of vocational education to those leaving seven-year primary schools. The duration of the course of these schools is 2 or 3 years, and lasts from October to March, followed by practical work on farms. The curriculum includes: plant cultivation, animal husbandry, farming, economic geography, Polish and mathematics. In the third year pupils specialize in animal husbandry, horticulture, fruit farming, etc. Courses are also organized on the construction and operation of agricultural machinery. Schools for agricultural training are set up by primary or vocational schools in rural districts. The basic agricultural schools in

principle teach pupils from 14 to 16 years of age, and sometimes even 18.

The difficulties in vocational education as well as in general education are due mainly to the shortage of school buildings, the unsatisfactory supply of educational and scientific materials, machines and adequate laboratory and workshop equipment. Some workshop facilities are obsolete. Consequently, this problem is the object of careful attention.

Special Schools The number of different types of special schools increased by 3 to 5% in 1956-1957, and the number of defective children cared for by the State showed a parallel increase.

A considerable expansion of special schools is expected in the coming years, in particular the network of schools for difficult and morally endangered adolescents from 10 to 18 years of age. In the current year 3 such schools were set up.

Curricula for special education are being revised and adjusted to the needs of schools.

The question of method in special schools is under animated discussion and the method based on "centres of work", recommended by the Institute of Special Education in Warsaw for the lower classes (the three lowest classes of the special school), has been introduced this year. This method is characterized by the free grouping of lesson units by the teacher and not dividing the material into separate subjects. This method counteracts verbalism, develops the child's active attitude and his sense of responsibility, and trains him in team work.

The Institute of Special Education runs a two-year course for the training of special school teachers. Tutors and teachers in service with two years' teaching experience are admitted to these studies and are entitled to two years' leave on full pay, for the duration of their studies. They obtain the special school teacher's diploma after they have finished their course at the Institute and written their diploma work during a third year. About 50 teachers qualify yearly at the Institute of Special Education.

Recently handbooks for special school teachers for different types of schools and sections were worked out.

Schools for Children of Minority Groups In 1956-1957 a considerable expansion of Ukrainian schools took place with the opening of first-year classes in general and pedagogical secondary schools. The network of lycées and teachers' courses for other language groups is also to increase considerably. The Byelorussian teachers' course is already running and organization of teachers' courses for German and Slovak is already well under way.

The number of compulsory lessons for history has been increased in order to stress the national character of the subject by introducing the national history of the minority group.

Byelorussian, Ukrainian and Slovak philology studies were organized in the universities side by side with the existing philology courses.

Adult Education The number of schools for adults and the number of pupils attending these schools have not shown any considerable change. However, foreign language courses: English, French, Italian and others have considerably increased.

In 1956 was also noted an increase of activity on the part of social institutions engaged in education and the popularization of science. Non-school forms of adult education have developed.

An International Seminar on Adult Education will be held in Warsaw with the collaboration of Unesco, in September, 1957. The programme includes the following questions : (1) organization and methods of popularizing the natural and social sciences ; (2) schools for adults, people's universities and educational group work ; (3) school forms of adult education. Delegates from 20 countries will take part.

There is a special bimonthly magazine on adult education, which helps to exchange experiences and views, to discuss teaching methods, etc.

Youth Organizations After numerous discussions at conferences and in the press fundamental changes occurred in youth organizations.

The existing pioneer scout organization has been extended. Formerly only children of primary age were allowed to join the Union of Polish Scouts, but now even secondary pupils up to 18 years old may belong.

Many traditional forms of scouting, unjustly eliminated in the post-war period, were reintroduced.

The reorganization of scouting in Poland requires new regulations and new forms of work. Posts for paid instructors, were abolished and this work now has a social character. Secondary school pupils may now belong to youth organizations outside school, such as the Union of Socialist Youth and the Union of Rural Youth.

Teacher Training During the year teacher training was thoroughly discussed in all training establishments, trade union organizations and at vacation courses. The following are the results of this discussion : (a) the training of teachers should be based on the general secondary school ; (b) primary and nursery school teachers should be trained in three-year institutes after obtaining the baccalaureate ; (c) secondary school teachers should take a five-year course at the university or at the higher training college ; (d) practical examinations after two years' teaching should be reintroduced.

The implementation of these principles will take some years. Meanwhile the course in education lycées has been increased from 4 to 5 years.

In the higher training colleges the different forms of further training for teachers are organized by way of correspondence courses. At present 3,000 teachers take correspondence courses at the state higher training colleges, and more than 7,000 study with the teachers' courses.

The rise in teachers' salaries and the reduction of staff going on in administration services has made the teaching profession more attractive.

Salaries In 1956 salaries of all categories of teachers, tutors in children's homes and educational establishments, special schools and nursery schools were increased by 20 to 25%.

Education Congress The Education Congress, organized by the Polish Teachers' Union in Warsaw, from 2nd to 5th May, 1957, was an important event in the development of education in Poland. More than 500 outstanding teachers and pedagogues from all over the country took part in it. Also foreign guests from France, Yugoslavia, the German Democratic Republic, Hungary, England and Italy took part in the Congress. Among

them was the well known psychologist, Professor Jean Piaget, Director of the International Bureau of Education in Geneva.

The aim of the Congress, which aroused great interest, was the evaluation of the existing situation in education and the setting out of chief tasks for the future. For two days, theses and motions, which were put forward on the closing day of the Congress, were worked out by 13 committees (curricula and methods, structure and organization, teacher training, economic problems, physical education and hygiene, educational science, administration, educational and youth problems, etc.)

The discussion was based on the papers delivered at the plenary session of the Congress. These concerned the following questions: "Evaluation of the present situation and prospects of development in the Polish educational system", "Problems of independent ethics", "Development of socialist education", "Hygiene and physical education at school". The materials prepared by the Congress will be used in the work of the Ministry of Education and will serve as guiding principles for the Education Congress of 1959 which will be of a scientific character.

The new educational system was discussed with special interest. Different suggestions were put forward: the seven-year primary school with the five-year lycée, which means an increase of one year in the general education lycée; the division of the lycée into two cycles (3+2 or 2+3) in order to allow specialization in the higher grades; the projects of 8+4 and 10+2 were also put forward. In present conditions the project of 7+5 seems to be the most practical.

Much criticism was also made of existing syllabuses and textbooks. The syllabus section made the following main proposals: (1) There is an urgent need to relieve the pupils of overwork by means of cuts in the number of subjects and the reduction of the weekly number of working hours to 30-32 hours a week. (2) The balance between the humanities, mathematics and science, the arts and technical subjects should be maintained. (3) The number of hours given over to such subjects as drawing, manual work, singing and physical education should be increased. (4) The number of hours devoted to foreign languages and Latin should be increased.

An interesting and exhaustive discussion took place in the education section centred around the problem of bringing up children in the spirit of mutual respect among nations, and in conformity with the ideas of socialism, and how to adapt methods of work to the children's intellectual and psychological capacities. In the education section much time was also devoted to the discussion on developing the capacity of pupils for independent and critical thinking.

In general the Education Congress contributed greatly to the information of public opinion on the condition and the needs of education; it contributed also to the working out of new concepts and projects for the further expansion of education in Poland. The Congress being organized by the Polish Teachers' Union, and the delegates to the Congress being prominent teachers and educators, it may be considered as some kind of an educational parliament which passed professional judgment on the educational policy of the school authorities and put forward future tasks in the field of education. That is why the resolutions and motions of the Congress will constitute the basis of work for the Ministry of Education in the following years.

PORTUGAL

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Budget* — *Laboratory Re-equipment* — PRIMARY EDUCATION — *Budget* — *School Building* — *Administrative Reforms* — *Quantitative Development* — *Attendance* — *Teaching Staff* — *Canteens and School Funds* — *Rural Libraries* — *Circulating Libraries* — *Publications* — VOCATIONAL AND TECHNICAL TRAINING — *Statutory Changes* — *Budget* — *School Building* — *New Schools* — *Enrolments* — *Teaching Staff* — *Curriculum Changes* — SECONDARY EDUCATION — *Budget* — *Enrolments* — *Teaching Staff* — *Teacher Training* — HIGHER EDUCATION AND FINE ARTS — *Budget* — *Reforms* — *Higher School of Veterinary Medicine* — *Law Faculty* — *Buildings* — *Social Aid to Students* — *Music, Painting and Sculpture* — MISCELLANEOUS — *Training for Social Workers* — *Presence of Minors at Public Entertainments* — *Education in Overseas Provinces*

INTRODUCTION

During the school year 1956-1957 the Portuguese government has persevered in its efforts to improve the efficiency of the various spheres of education. One of its first concerns has been the raising of the cultural level of the people. New schools have been established, many school buildings have been completed and others are under construction. Important reforms in teaching have been decreed. A commission charged with preparing a new plan for school construction was constituted at the Ministry of National Education (law decree No. 40898 of 12th December, 1956). Meanwhile institutes and centres of scientific research have been set up. The adult education campaign steadily progressed and compulsory education was intensified. Overseas territories have also benefited considerably from this educational and scientific evolution.

ADMINISTRATION

Budget The Ministry of Education had the sum of 704,942,196 escudos allocated to it in the state budget for 1957; this represents an increase of 46,567,699 escudos over the 1956 budget.

Laboratory Re-Equipment Besides the usual subsidies, a sum of 30 million escudos has been included in the state budget for re-equipment in teaching materials and of laboratories in secondary schools (law No. 2087 of 21st December, 1956). A commission was charged with the drawing up of plans for the utilisation of this allocation under the supervision of an administrative council (law-decree No. 41114 of 16th May, 1957).

¹ From the report submitted to the XXth International Conference on Public Education by Mrs. Irene LEITE DA COSTA, Delegate of the Portuguese government.

PRIMARY EDUCATION

Budget In the state budget for 1957, 306,069,888 escudos were allocated for primary education, representing 11,837,738 escudos more than the amount for 1956.

School Building In 1956, 293 school buildings were completed, with 520 classrooms. At the beginning of 1957 the construction of 570 schools with 1,047 classrooms had been started. The construction of new primary schools entails an annual state expenditure in the neighbourhood of 70 million escudos. Extensive inquiry has made it possible to draw up a new plan for the distribution of primary schools according to the school-age population.

Administrative Reforms The general administration departments for primary education have undergone a considerable amount of reorganization, and the number of inspectors has been increased (law-decree No. 40762 of 7th September, 1956). There are now two bureaux, one for administrative questions and staff changes, the other for professorial and disciplinary guidance, the popularizing of education, statistics and enrolment.

Quantitative Development There were 21,201 official primary schools in March 1957. The number of pupils enrolled in 1957 reached the figure of 840,961, representing an increase of 9,474 as compared with the previous year.

Attendance Measures making primary education compulsory have yielded very good results. The number of children not attending school does not exceed 1% of children of school age.

Teaching Staff There were 15,029 teachers, to which must be added 6,138 one-teacher school monitors (31st March, 1956). In the same year there were 2,480 pupils in training colleges.

Canteens and School Funds There were 1,074 canteens serving 76,748 pupils in March. School funds providing assistance for 509,192 pupils numbered 12,452.

Rural Libraries At the end of 1956, there were 1,180 rural libraries working in conjunction with primary schools. Many more have since been opened.

Circulating Libraries Besides the rural libraries, the Ministry of National Education maintains circulating libraries which, at the beginning of 1957, numbered 300. There are three types—one for rural populations, one for industrial areas, and one for those whose cultural development has reached a certain level. In view of the excellent results achieved, further circulating libraries have been decided upon.

Publications The Ministry of National Education has just brought out a collection of educational books. Over 60 volumes have already appeared.

VOCATIONAL AND TECHNICAL TRAINING

Statutory Changes Modifications were introduced by decree No. 40714 of 1st August, 1956, into the statute concerning industrial and commercial training.

Budget The budget provides 103,312,081 escudos for vocational technical training, which represents an increase of 5,827,272 escudos over 1956.

School Building As provided under the plan, there are at present some 20 buildings under construction which will cost the State during the course of this year over 50 million escudos.

New Schools Four new technical training schools have been created: the industrial and commercial schools at Espinho, Vila Nova de Famalicao, Guarda and Santarem. In the city of Grandola a foundation has been created to subsidize an agricultural and industrial school now being organized and to help needy students in the area (law-decree No. 40761 of 7th September, 1956).

Enrolments The number of pupils attending official vocational training centres has now reached 47,971. In 1955-1956, there were 41,486. There is therefore an increase of 6,485. In private training schools there are 3,348 pupils as against 2,975 in 1955-1956.

Teaching Staff Men and women teachers in official technical training schools number 1,889.

Curriculum Changes Several modifications have been introduced in the curriculum of vocational, industrial and commercial training schools (ministerial decree No. 16198 of 8th March, 1957).

SECONDARY EDUCATION

Budget The state budget allocated 67,024,294 escudos for secondary education, representing 2,307,318 escudos more than in 1956.

Enrolments There are 33,935 pupils attending official secondary schools, and 33,554 in private schools. In 1956, the figures were 30,199 and 31,529 respectively. The number of pupils enrolled for the first year in the lycées was 8,632, or 1,193 more than in 1955-1956.

Teaching Staff There are 1,145 teachers in secondary schools (lycées), of whom 796 are *agregados* and 349 graduates.

Teacher Training Law-decree No. 40800 of 15th October, 1956, restores the education course in the teacher training school at Lisbon. For the last few years, Coimbra was the only place where it was given. The entrance requirements for this course have been laid down and the number of scholarships for probationers increased.

HIGHER EDUCATION AND FINE ARTS

Budget A sum of over 129,007,888 escudos has been provided in the state budget for higher education, an increase of 5,835,180 escudos over last year.

Reforms Reforms have been decreed in the curricula of a number of higher level establishments. The principle underlying these reforms is that the university must give a sound general training in the branch chosen, whilst bearing in mind the necessity for specialization to complete such training. Scientific research, whether in pure or applied science, is considered inseparable from the university.

Higher School of Veterinary Medicine The syllabus for higher veterinary studies has been revised and modernized (decree No. 40844 of 5th November, 1956). The readjustment is now complete in all establishments under the Technical University of Lisbon. The reform just decreed takes into account the need to give a veterinary surgeon the basic training which will permit him to act as doctor and hygienist as well as zoo-technician and technologist. The period of training covers five years, with five branches a year among which is rural sociology, which aims at teaching young rural graduates the social facts of the environment in which they are to live. To obtain his degree in veterinary medicine, a candidate must pass in all subjects and must then take a practical course under the guidance of a committee of professors of the establishment. The courses in tropical veterinary medicine have also been reorganized. They are devised to give veterinary students suitable training for work in overseas territories. With this in mind, the organization of a refresher course in specialized subjects or in up-to-date knowledge as well as of research centres has been provided for.

Law Faculty Examinations in general courses of law faculties have also been modified (decree 41116 of 17th May, 1956) and have been brought into line with the other faculties.

Buildings The new buildings for the law faculty and arts school in Lisbon as well as for the central services (rectorate) are almost complete. The law faculty building will be inaugurated on 15th October, 1957.

Social Aid to Students Parallel with the curriculum reform, one of the government's chief concerns is the student's social environment, i.e. lodgings, food, social life, physical education, health, general culture, choice of a profession, employment.

Law-decree No. 40900 of 12th December, 1956, has set up a commission of staff and students to study the question.

The same law-decree defines the regulations to which all associations and organizations of higher education students under the Ministry of National Education must submit.

Music, Painting and Sculpture Students of music and art attending private establishments outside Lisbon and Oporto may from now on sit for examinations in these establishments. The examining

board consists of staff from the art schools (law-decree No. 40825 of 25th October, 1956 and law-decree No. 41102 of 8th May, 1957).

MISCELLANEOUS

Training for Social Workers

Law-decree No. 40678 of 20th July, 1956, authorizes private establishments to provide training for social workers, family welfare officers and family educators. In setting up these classes account will be taken of the need for specialized technical staff, either from official services or from private institutions. Three private schools of this kind have already been started. The certificate for social workers requires four years' training (social service course). The courses for family educators (general family education) and family welfare officers (higher family education) take two years.

Applicants for enrolment for the social service course and family educators course must have reached the age of 17 and have either the third cycle diploma of the lyc e or its equivalent, or the primary teacher's diploma. Any student desiring to take the course in higher family education must have the general family education diploma. Courses in technical specialization are also contemplated. The curricula and syllabuses of these courses have been approved by ministerial order No. 15972 of 18th September, 1956.

Presence of Minors at Public Entertainments

The presence of minors is not allowed at any public entertainment and is the subject of a new ruling (law-decree No. 41051 of 1st April, 1957) drawn up in the light of experience. Children under the age of 4 may not attend any public entertainment. Minors from 4 to 6 years of age may only attend children's theatres. Minors from 6 to 12 years of age may only attend entertainments classified "for children" or "for the general public".

Entertainments classified as "for adults" are prohibited for minors under 17 years of age. Entertainments "for children" must close at 8.30 p.m. at the latest. The ruling prescribed other conditions for the admission of children to entertainments and for classification. An entertainment commission and a literature and entertainment commission for children are to be set up.

Education in Overseas Provinces

Two new lyc es have been opened in the province of Angola (law-decree No. 40713 of 1st August, 1956), one at Benguela and the other at Nova Lisboa. At the same time, the teaching staff and other personnel has been strengthened. Ministerial order No. 16003 of 15th October, 1956, decides on the application in this province of the regulations concerning intermediate agricultural education (decree No. 38026 of 2nd November, 1950), but with modifications. In this province, too, various methods of agricultural training have been instituted (law-decree No. 40799 of 13th October, 1956): either elementary training in practical agriculture, training of *feitores* or intermediate agricultural training. Two schools of practical agriculture are about to be set up, one in the north, the other in the south of the province. Training for intermediate agriculture will be given at the Dr. Francisco Machado school for agricultural overseers set up in Tchivinguira (Lubango Huila).

The staff for vocational, industrial and commercial training have been strengthened (law-decree No. 41065 of 11th April, 1957).

At Quelimane, in Mozambique, an industrial and commercial school has been opened to replace the elementary technical school set up in 1954 (law-decree No. 40590 of 3rd May, 1956).

The regulations of the institutes of scientific research at Angola and Mozambique, set up in 1955, have been approved and published (decree No. 41029 of 15th March, 1957). The activities of these institutions will be directed particularly towards the fields of biology, geology, geography and ethnology.

By ministerial order No. 16157 of 6th February, 1957, an overseas centre of scientific documentation was set up under the *Junta de Investigação do Ultramar*. In addition, on the proposal of this same institution, a mission for the study of "associative movements" in Africa (ministerial order No. 16158 of 6th February, 1957), a mission for the study of ethnical minorities in overseas Portugal (ministerial order No. 16159 of 6th February, 1957) and a mission charged with the study of the attraction of great cities and rural welfare in overseas Portugal (ministerial order No. 16160 of 6th February, 1957) were appointed.

RUMANIA

EDUCATIONAL PROGRESS IN 1956-1957¹

INTRODUCTION — ADMINISTRATION — *School Building* — ORGANIZATION — *Pre-School Education* — *Four-Year Elementary Schools* — *Seven-Year Elementary Schools* — *Secondary Education* — *Special Schools* — *Children's Homes* — *Teacher Training Schools* — *Vocational Schools for Apprentices* — *Technical Schools* — *Schools for Foremen* — *Higher Education* — *Evening and Correspondence Courses* — *Education for Minority Groups* — CURRICULA, SYLLABUSES — *General Education* — *Vocational Education* — *Technical Education* — *Higher Education* — *Textbooks* — *Libraries* — *Audio-Visual Aids* — *Teaching Material* — TEACHING STAFF — *Numbers* — *Further Training* — MISCELLANEOUS — *Extra-Curricular Activities* — *Social Assistance for Students*

INTRODUCTION

In recent years, education in the Rumanian People's Republic has been greatly developed and essentially transformed in organization as well as content.

Broad possibilities have been created for development at every level, constantly improving conditions being provided for instruction and education.

The aim of education is the many-sided theoretical and practical development of youth.

In view of this aim, steps have been taken during the 1956-1957 school year to improve polytechnical education in schools.

ADMINISTRATION

School Building The improvement of the material basis of education at every level has been an outstanding concern of the State. From the state budget, the funds needed for the construction of new schools and for the equipment and keeping in repair of those already existing have been provided.

Besides the funds allocated within the state budget, the people's councils have largely contributed with materials and sums out of their own income to which must be added the contribution of the local population who are interested in having schools. In 1956, 351 buildings for elementary schools were erected and made available and equipped with the necessary furniture, apparatus and instruments. Besides these new constructions, 378 elementary school buildings have been repaired and equipped. As regards the other levels of education (pre-school, secondary, vocational and higher), they have the necessary floor space, so that in 1956 the construction of new school buildings has not been an urgent problem.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Gh. PLOESTEANU, Delegate of the Rumanian government.

Accommodation for pupils in general education and vocational schools has been largely ensured in 1956 through numerous repairs and enlargements carried out in the existing buildings. But it has been necessary to build new hostels for higher education, aiming at the same time at improving the students' conditions of work and rest through the construction of smaller dormitories accommodating 4 persons at most. The number of students accommodated in old and new hostels has been increased by 4,200 in the following towns: Iasi, Cluj, Stalintown, Timișoara, Galați, and Bucharest.

School buildings are erected in the Rumanian People's Republic in accordance with standard model plans. Study and experiment with these plans are mainly concerned with functional floor space, educational requirements, materials and building systems.

At the end of the experimental period (in 1960), the necessary improvements will be made in these model plans on the basis of this study and of the practical results obtained.

ORGANIZATION

Pre-School Education During the 1956-1957 school year, special attention has been paid by the State to pre-school education. The number of kindergartens has increased to 6,527, the number of children from 275,403 to 276,673. The kindergartens have been equipped with adequate furniture and varied teaching material.

Four-Year Elementary Schools All children of school age are now enrolled in the elementary classes I to IV (in 1938-1939, only 72%). In 1956-1957, the number of schools comprising grades I to IV was 15,920, with 1,296,074 pupils.

Seven-Year Elementary Schools In view of a better organization of seven-year elementary education, the network of schools has been rationalized, strong school units being set up with large classes and even parallel forms in a great number of schools. In comparison with the preceding school year, the percentage of pupils passing from the fourth grade into the fifth increased by 9.6%.

The number of schools comprising forms V to VII is 4,603 with 407,382 pupils.

Secondary Education In 1956-1957, the number of secondary schools for general culture (grades I to XI) increased by 33 (from 309 in 1955-1956 to 342), most of them in districts and centres where there had been none so far. Likewise, the number of pupils entering grade VIII rose by 6,499 (33,107 against 26,608 in 1955-1956). Into grade VIII are admitted, after an entrance examination, pupils who have terminated the seven-year elementary school.

As from 1956-1957, the duration of secondary education was extended from 10 to 11 years. In grade X, secondary education bifurcates into the arts and science sections. Pupils who complete the secondary school course and pass the examination receive a matriculation diploma which gives them the right to continue their studies in higher or technical education establishments.

Special Schools In comparison with last year, the number of special schools rose from 22 to 25 and the number of pupils from 2,224 to 3,443.

Children's Homes Orphans or children whose parents cannot bring them up are taken into educational institutions called children's homes. Children aged 3 to 14 are accommodated there and their education is secured in the nearest institutions and schools.

In 1956-1957, 103 children's homes were functioning, comprising about 10,000 children.

Teacher Training Schools In order to ensure a thorough training for future teachers and produce cultured men, with a wide knowledge in the technical and agro-technical field, in art, music, etc., 7 teacher training schools providing a two-year course were created in 1956-1957. Secondary school leavers holding the matriculation diploma are admitted to these institutions after an entrance examination.

Experimental teacher training schools with a six-year course will be set up in 1957-1958, admitting those who have completed the seven-year elementary school.

Vocational Schools for Apprentices The number of these schools increased to 408, with 94,115 apprentices. Into these schools are admitted pupils holding the seven-year elementary school certificate. The number of trades taught has increased from 156 to 196, so that most of the qualified workers necessary to the national economy are trained in these schools.

Technical Schools In 1956-1957, the number of technical schools rose to 110, with about 14,500 pupils taking 90 different subjects.

Technical schools for technical personnel admit pupils who hold the general secondary school certificate while technical schools for skilled workers train pupils who hold the seven-year school certificate.

Schools for Foremen The number of technical schools for foremen rose from 95 to 100 and the number of pupils in day schools, to 6,655 in comparison with last year's 5,455.

Higher Education The network and structure of higher educational institutions has improved. There are now 41 such establishments including universities, teacher training institutes, polytechnical institutes, technical industrial institutes, agronomic institutes, higher medical institutes, dramatic institutes, institutes for fine arts, a higher institute for economics and an institute for physical culture and sports. The number of students attending day courses in higher educational institutes during the academic year 1956-1957 was 56,170.

Evening and Correspondence Courses Evening and correspondence courses give the working people the opportunity of completing their studies without having to leave their posts. During the 1956-1957 school year there were 248 evening schools and sections attached to general culture schools for young workers in factories and in the country, that is 40 more than last year. The number of pupils attending these courses increased to 40,700. Evening and correspondence courses have enrolled 34,416 persons this year.

Evening and correspondence courses are also attached to foremen's technical schools. During the 1956-1957 school year, over 4,000 foremen attended such courses without having to leave their work.

Evening courses at higher educational institutes were attended by 521 students and 24,515 have taken correspondence courses.

Education for Minority Groups Tuition in the languages of the national minorities is constantly expanding. There are four-year elementary schools in every village inhabited by national minorities and the network of seven-year elementary, secondary, vocational and technical schools has greatly increased. Where the required number of children for setting up a complete school does not exist, special sections in which the pupils can study in their mother tongue have been attached to schools where tuition is given in Rumanian.

In 1956-1957 schools for minority groups were as follows: 1,083 kindergartens; 1,343 four-year elementary schools and 261 sections attached to Rumanian language schools; 615 seven-year elementary schools with 62 sections attached to Rumanian language schools; 58 secondary schools and 16 sections attached to Rumanian language schools. All these schools have been attended by 266,130 pupils. The number of schools for national minorities is included in the total number of schools given above.

Of great importance for the cultural and social development of the Hungarian minority in the Rumanian People's Republic are the higher educational establishments in which tuition is given in Hungarian and which have been set up and developed since 1944: the "Bolyai" university in Cluj and the medical and pharmaceutical institute in Tîrgu-Mures, the "Szentgyörgyi Istvan" dramatic institute in Tîrgu-Mures and the Hungarian sections of the agronomic institute in Cluj, of the "I. Andreescu" institute of fine arts and of the "Gheorghe Dima" academy of music in the same town. These institutes are financed from the state budget.

CURRICULA, SYLLABUSES

General Education In the 1956-1957 school year the first steps were taken in the gradual and organized introduction of polytechnical elements into general education. For this purpose, 89 syllabuses have been worked out for the 1956-1957 school year in order to achieve ever closer links between school and life, practice, and productive work. The experiment begun last year by introducing handwork into 8 schools has been extended this year to over 100 more schools which have been provided with the necessary apparatus and tools. Farming has been introduced into grades V to VII in all the seven-year and secondary schools which have experimental plots.

Vocational Education In the 1956-1957 school year the number of days assigned for theoretical training has considerably increased. The average number of hours' theoretical training represents about 35% of the total number of hours in vocational schools, and about 40% in training schools for technical foremen, rising to 60% for some branches.

To avoid overwork, the total number of hours for practical training in the curriculum has been reduced as follows : 6 and even 4 hours daily in some difficult trades for apprentices in the 1st and 2nd years, and 8 or 6 hours daily, for the last term of the course (second year for two-year training and third year for three-year training). In order not to lower the standard of apprentices' practical training, however, special attention has been paid to the harmonious blending of theoretical and practical work, as well as to the careful organization of practice in industry.

In the 1956-1957 school year, the training period in school workshops was raised to a whole year (1st year) for trades with a three-year training and from 3 to 6 months, for those with a two-year training.

Technical Education The new technical school curriculum for skilled workers to which holders of the seven-year elementary school certificate are admitted includes (besides special subjects) general culture subjects such as mathematics, physics, etc. In technical schools which admit holders of the secondary school certificate, as well as in schools for the training of technical foremen, the syllabus is mostly made up of special subjects.

New curricula and syllabuses have been worked out with the help of a great number of specialists, members of the education council of the Ministry of Culture and Education. The syllabuses have been considerably improved since last year. They are now being revised according to the number of hours provided for in the new curriculum, in order to eliminate overlapping and to include the latest technical and scientific discoveries.

Higher Education The re-examination of higher education courses and syllabuses was continued with the aim of improving the students' special training by linking the contents of the course with industry, agriculture, arts, etc.

The present syllabuses were completed by the introduction of the most recent conquests of science and technology. The revision is being carried out by commissions of specialists with wide teaching experience.

Students' practical courses in industry and other practical work have been more thoroughly supervised under the close control of teachers and specialists in production.

The scientific activity of the teaching staff in higher education has considerably developed in consequence of the important support the State is granting to this domain. The plan of scientific research in higher education comprises about 4,000 theoretical subjects as well as subjects concerning the solution of certain scientific and technical problems of industry and agriculture. Scientific sessions, organized yearly by every higher educational establishment, have become a tradition and form one of the means of making known and of thoroughly discussing the scientific achievements of specialists.

The development of scientific research work in the Rumanian People's Republic has rendered possible the organization in the country of the congress of mathematicians in 1956, the medical congress in 1957, and other national scientific congresses in which numerous scientists from other countries participated and to which the teaching staff of higher educational establishments largely contributed. Likewise, numerous

scientists working in higher educational institutes participated in various international congresses held abroad.

In the 1956-1957 school year the number of scientific bulletins published by universities and higher technical institutes increased and the exchange of similar higher education publications with other countries grew more intense.

Of outstanding importance for the scientific training of students and for the training of future research workers is the evergrowing action of students' scientific circles which are functioning at the faculties. During the present academic year, there were more than 700 such circles having about 13,000 members and studying over 3,500 themes.

In April, 1957, the second national conference of students' scientific circles took place. Over 230 of the students' most outstanding works were read and discussed.

Textbooks In the 1956-1957 school year the number of textbooks published constantly increased. The state educational publishing house brought out 283 textbooks for general education in an edition of 10,097,000 copies. The contents of the textbooks for general education were considerably improved. The publishing plan for the 1957-1958 school year includes 360 textbooks for general culture to be printed in an edition of 12,472,000 copies. The new textbooks will be drawn up by competition.

In 1956, 48 textbooks for vocational apprentices' schools and 42 for technical foremen's schools were published.

An important number of textbooks are now being printed for the 1957-1958 school year.

The 1956-1957 publishing plan for higher education contains over 500 titles.

Libraries The number of volumes in school libraries and higher education libraries increased considerably. In general education schools the number of volumes rose from 3,700,628 in 1952-1953 to 6,326,509 in 1955-1956, an increase of 71%.

The libraries of higher establishments increased their number of volumes to 5,880,332 by the end of 1956.

The sums allocated during the 1956-1957 academic year for central university libraries and libraries of higher establishments exceeded 3,300,000 lei.

The number of readers has also considerably increased in 1955-1956, both in school and in higher education libraries. In 1955-1956 four million readers (1,203,316 in 1951-1952) consulted 5,658,867 volumes (1,597,487 in 1951-1952).

Audio-Visual Aids The Ministry of Education and Culture has paid considerable attention to the use of films and transparencies in education. A great number of elementary, secondary and vocational schools have been equipped with projection apparatus for films and transparencies. The cinema caravan of the Ministry of Education and Culture has given about 500 shows, attended by over 250,000 schoolchildren in schools that have no projection apparatus of their own. The Ministry of Education and Culture possesses 500 educational films of 35 mm and 16 mm.

Further, 337 educational and scientific transparencies in 200,000 copies have been produced and are at the disposal of general culture, vocational and technical schools.

Intense activity is being carried on in the production of transparencies and scientific and technical films by laboratories set up in the higher educational institutes. In 1955-1956, these laboratories have produced 49 educational films of 16 mm., 52 transparencies and 27 sets of slides.

All higher educational institutes now possess projection apparatus which enable the students to view scientific, documentary, and educational films every week.

Teaching Material The production of graphic teaching material (plates, pictures, maps, history and geography atlases) apparatus and implements has been intensified as compared with 1955-1956. The bulk of material produced is 1.5 times larger than in 1955-1956. Other departments and cooperative units have shared in equipping schools with teaching materials. Simple teaching material for elementary schools and kindergartens is also made in the numerous workshops attached to schools, in order to accustom the pupils to the handling of simple tools. New apparatus is being produced (models of industrial and agricultural machines) for the study of machines within the framework of the new polytechnical syllabuses for general culture schools.

The Ministry of Education and Culture allocated considerable funds for equipping vocational and technical schools with implements and machines.

Workshops of vocational schools produce tools, instruments and even implements made by pupils and foremen-instructors. Some of these are used as teaching material in vocational and technical schools and in higher educational institutes. Thus, the vocational schools for apprentices belonging to the Ministry of Education and Culture have in their plan of production implements, apparatus and even complex machines for the equipment of laboratories and higher educational institutes (e.g. School No. 2 Bucharest). According to a decision of the Ministry of Education and Culture, in 1957-1958 the production of teaching material required by schools at every level will be assigned to a certain number of vocational schools for apprentices.

Some apparatus necessary for higher education imported in recent years, is now being made by the teaching material workshop of the Ministry.

In the present school year, new laboratories have been set up in higher establishments, and the equipping of the existing ones with modern apparatus has been carried on.

TEACHING STAFF

Numbers In 1956-1957, general culture establishments had the following teaching staff: 10,201 kindergarten teachers; 48,252 teachers for grades I to IV and 40,576 for grades V to XI, teacher training and special schools.

Further Training For the further training of teaching staff in pre-school, elementary and secondary education there are four inter-

regional further training institutes. Highly qualified specialists are directing this training.

Further training is organized in such a manner that all teachers have to attend a course every 5 years. Thus the teaching staff can be periodically informed about the latest achievements of science in their field of activity, as well as in pedagogy. There are also other ways of improving the training of the teaching staff. Educational circles divided into different subjects meet monthly, and teachers debate various problems of their subject and the best methods of tuition.

Of outstanding importance for improving the training of the teaching staff are the district consultations which are held in every district twice a year (in August and January). At these conferences, teachers discuss the methods used during the preceding term or year, compare their experience and take decisions regarding the improvement of the educational activity in the following period.

As regards the teachers, foremen-instructors and headmasters of vocational, technical and technical foremen's schools, special care is being taken to draw the best specialists in the various branches of production into this field of education. Thus, in the vocational schools of big enterprises, building sites, state farms, etc., engineers and foremen with great experience in production and with aptitude for teaching are appointed as teachers.

In order to improve methods of tuition, a special course for 63 foremen-instructors from the metallurgical, electro-technical and agricultural sectors was organized in 1956-1957. Likewise, 60 teachers of general culture subjects working in vocational and technical schools attend courses organized by the Bucharest institute for the further training of teaching staff.

MISCELLANEOUS

Extra-Curricular Activities The different forms of extra-curricular activity have contributed considerably towards the education of young people. These activities are organized and carried on under the guidance of the teaching staff and the youth organizations.

The young pioneers' palace in Bucharest and the 99 pioneers' houses all over the country (there were 80 pioneers' houses in 1955-1956) helped to guide the teaching staff and the youth organizations in organizing extra-curricular activity.

The station for young naturalists in Timișoara has helped the teaching staff considerably in guiding young naturalists' activities in schools. At the same time it creates and fosters among the schoolchildren of this town a great love of nature and interest in agricultural productive work; it also increases their knowledge in the field of natural science.

Both in general education and in pedagogical and vocational schools a great number of artistic and dramatic teams, orchestras, etc., are carrying out a rich cultural activity. In higher education, an important contribution towards the education of students is being made by the students' associations, which are professional organizations. They are concerned with raising students' professional level and drawing them into research activity in scientific circles. They organize the students' cultural and sport activity and support their social work.

Higher education centres now have students' cultural houses which enable the students to widen their cultural and artistic horizons and to develop their creative abilities.

Social Assistance for Students

At the beginning of the 1956-1957 school year students' scholarships were raised in order to offer the students not only better living conditions but also the means of meeting the expenses incurred by their cultural interests.

The State has also provided the necessary funds for students' scientific excursions. The students are offered free medical assistance and admittance into hospitals. A hospital and a dietary canteen for students have been set up in Bucharest and the canteens in higher educational centres have dietary sections.

SALVADOR

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *New Administrative Departments* — *Supervision* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Part-Time Primary Schools* — *Technical Education* — *Rural Education* — *People's Education* — CURRICULA, SYLLABUSES, METHODS — *Syllabus Revision* — TEACHING STAFF — *Training* — *Status*

INTRODUCTION

The education and culture six-year plan consists of 47 points of which the following have already been put into effect: (1) the setting up of a national board of education; (2) the setting up of a general department of teacher training; (3) the systematic development of the following permanent aspects of education: (a) the strict application of the articles of the Constitution on education and culture; (b) the philosophical and social thinking of the citizens of Salvador within the limits of the democratic ideal; (c) the importance of the teacher in the professional, economic and social fields; (d) increased lower and upper elementary primary education facilities; (e) playing fields, to be constructed according to the general department of physical education's plan; (f) planning for the various educational stages; (g) intensified moral education; (h) school meals; (i) supplies of essential school furniture and equipment; (j) practical work in agriculture and cattle rearing; (k) the publication of the works of national authors and the continued publication of cultural magazines; (l) scholarships for teachers and gifted young people; (m) technical reorganization of the general departments of education; (n) wider aesthetic education; (o) the preservation and purity of the language; (p) the publication of school newspapers; (q) the building of schools and accommodation for teachers; (r) the basic education and literacy campaign.

ADMINISTRATION

New Administrative Departments

The national board of education was set up by decree No. 24 of 15.3.1957. It includes a representative from each of the following fields: (a) university education, (b) primary education, (c) lower secondary education and baccalaureate courses, (d) teacher training, (e) technical education, (f) agriculture and cattle rearing, (g) physical education, (h) art education (i) commercial education, (j) the press. The national board of education was established as an advisory body of the Ministry of Culture, and its function is to "co-ordinate the various branches and levels of education and to guide the educational evolution of the nation".

¹ From the report sent by the Ministry of Culture of Salvador.

Decree No. 25 of 20.12.1956 created the general department of teacher training, which comprises a director general and two departmental and administrative staff heads. Its aim is to unify educational philosophy, to provide scientific and professional training for the country's teaching staff and to co-ordinate the work of the training schools from the technical angle.

The general department of secondary education has been reorganized to extend its sphere of activity; it is now called the general department of intermediate education (decree No. 81 of 12.9.1956). The aims of the general department are: (1) to complete the education begun in the primary school; (2) to favour the development of personality through personal aptitudes; (3) to train citizens to contribute to the progress of the community and of the nation; (4) to prepare for higher education and to open up technical careers.

Supervision The appointment of school inspectors and members of the general inspectorate, according to a new arrangement, is now made by means of a competitive examination.

Budget This year, out of a total budget of 175 million colons (70 million dollars), 28,632,136 (about 12 million dollars) were allocated to education; this represents 16% of the national expenditure.

School Building Work on the new buildings for the university city, to house the faculties of dentistry and engineering (at a cost of 214,590 colons) is being speeded up. The base-ball ground has been completed. The national gymnasium will be finished this year at a total cost of 600,000 colons. A sum of 250,000 colons has been allocated to the construction of rural schools under the direction of the institute for rural colonization.

ORGANIZATION

Quantitative Development The following statistics show the number of schools, teachers and pupils in 1956 and 1957 (official, semi-official, local and private schools):

	Schools		Increase %	Pupils		Increase %
	1956	1957		1956	1957	
Kindergartens	108	119	10	13,379	13,713	2
Primary schools	2,119	2,161	2	236,086	254,290	8
Technical schools	2	2	0	283	284	0.4
Commercial and agricultural schools	60	108	80	7,153	8,092	13
Teacher training schools	12	13	8	1,416	1,618	14
Secondary schools	144	189	31	14,016	16,605	19
University	1	1	0	—	1,694	—

	Staff		Increase %
	1956	1957	
Kindergartens	359	387	8
Primary schools	7,056	7,668	9
Technical schools	—	48	—
Commercial and agricultural schools	—	747	—
Teacher training schools	222	222	0
Secondary schools	—	1,493	—
University	—	253	—

Part-Time Primary Schools This year emergency schools were set up for children of the first three classes who could not be accommodated in ordinary schools.

The main object of this measure is to intensify the fight against illiteracy, according to the obligation laid down in the 200th article of the Constitution. In addition, these schools are a means of extending the advantages of elementary education to all the children of Salvador at a low cost and as quickly as possible.

In his note on the work of 1956 and 1957, the Minister of Culture said: "Under this new system, each teacher, in the same room and with the same furniture and equipment, deals separately with two groups of 40 pupils each (i.e. 80 pupils in all), and receives, in addition to his basic salary, an additional allowance of 50 colons a month; he does not work on Saturday".

Technical Education The institute of technical education opened with 160 pupils on the rolls.

Rural Education A plan for helping rural communities has been studied, with a view to providing them with the minimum of culture at present lacking.

People's Education The foundation of a people's university is under consideration, in order to extend the advantages of education to the majority of citizens with small incomes.

CURRICULA, SYLLABUSES, METHODS

Syllabus Revision New curricula and syllabuses have been introduced for primary education. To ensure their correct use, teachers have been given information in meetings presided by local education authorities.

In these new programmes, great importance has been given to agriculture, practical hygiene, practical ethics and civic education, in accordance with the official desire to launch a campaign to develop pupils' moral and civic conscience.

The curricula and syllabuses for teacher training and secondary education are at present under revision in order to co-ordinate these two branches of education.

TEACHING STAFF

Training The training of primary and secondary teachers is carried out at the higher training college in San Salvador. The course in educational science has been extended from 4 semesters (2 years) to 6 (3 years).

Status The Ministry has twice modified the law on assistance to teaching staff. As a result, teachers suffering from mental disorders (reform of 15.10.1956) or total blindness (reform of 16.7.1957) will also benefit from the aid provided under the law, which originally applied only to tuberculosis, and subsequently to cancer.

SAUDI ARABIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Supervision* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Educational Structure* — CURRICULA, SYLLABUSES, METHODS — *Progress Made* — TEACHING STAFF — *Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Health* — *Extra-Curricular Activities*

INTRODUCTION

The plan followed by the Ministry of Education in its educational policy is to develop the spiritual, cultural, social, health and literary standards of the people. It aims at rendering education common to everybody, by opening schools in the urban and rural areas. Three years ago, there were only 142 primary schools in the country. The number grew rapidly, as 502 primary schools were opened in 1956, having 57,841 pupils taught by 2,236 teachers. The secondary schools, three years ago, were only five in number. In 1956, they became 23, providing schooling for 2,394 pupils with 226 teachers. In 1956-1957, the number of secondary schools reached 32, with 3,828 pupils and 383 teachers.

ADMINISTRATION

Supervision The number of supervisors and assistants was increased in proportion to the increase in the number of pupils. The Ministry of Education brought experts from outside to advise on administration, and their experience was valuable in organizing the administrative side of the school system. The Ministry brought in a number of division inspectors with good background experience, who cooperated with headmasters in providing better arrangements. The effects of this scheme have become clearly felt in primary and secondary education.

Budget The increasingly large expenses entailed by the expansion of education have been the major concern of the government, reflected in the increased budget of the Ministry of Education, as is shown by the following figures :

	Primary classes	Primary teachers	Budget (In Saudi Riyals)
1953-1954	1,457	1,652	20,000,000
1954-1955	2,070	1,998	48,000,000
1955-1956	2,382	2,236	78,000,000
1956-1957	2,659	2,707	78,000,000

¹ From the report sent by the Saudi Arabian Ministry of Education.

School Building The Ministry of Education had to establish a building policy to be able to meet the continual expansion in education. They have made a point of erecting buildings by the most up-to-date system. To solve the space problem for schools, His Majesty the King gave many of his palaces in several towns for schools. Quite recently His Majesty gave two royal palaces in the capital to the Ministry of Education and ordered the building of fifty primary schools on his private account. However, educational progress is greater than this to the extent that the Ministry had to rent accommodation, while getting ahead in erecting the buildings already planned.

ORGANIZATION

Quantitative Development Until recently the education movement was slow. Today it is normal to see villagers and Bedouins flooding the offices of the Ministry of Education, demanding the opening of schools in their villages. Illiteracy is disappearing gradually and the days are past when villagers had to go to big towns to find a person who could read or write their letters for them.

In addition, educational progress was not the privilege of children alone. People of advanced age have started attending evening schools, which the Ministry is establishing in increasing numbers. Often, father and son could be seen sitting side by side for the final primary school examination.

The government is paying special attention to the staff of primary schools. Last year several institutions were opened for technical and pedagogical training. For in-service teachers, the Ministry has opened evening classes in the different regions, at which they can complete their training and follow up new developments in education. Summer courses are also provided for them.

The following statistics show the quantitative development of education in 1955-1956 :

	1955-1956					
	Schools	Increase	Pupils	Increase	Teachers	Increase
<i>Government Schools</i>						
Primary schools	505	39	57,841	5,767	2,236	778
Secondary schools	23	10	2,394	989	226	76
Teachers' institutions	5	2	252	113	18	6
Secondary industrial schools	3	1	293	119	33	17
Colleges	2	0	212	115	17	30
Evening schools for illiterates	11	9	1,374	1,124	65	55
Evening teachers' institutions	8	5	241	39	17	9
English language evening schools	9	3	1,230	211	52	4
Secondary evening schools .	2	2	70	70	15	15
<i>Private Schools</i>						
Primary Schools	16	7	3,339	922	117	20
Secondary Schools	3	0	527	0	36	0
Teachers' institutions	3	1	152	27	18	4
Evening schools for illiterates	3	2	447	546	27	18

Educational Structure Owing to local, social, economic and geographic circumstances primary education is not compulsory. Primary education covers a period of six years.

The Ministry of Education has reduced to three years instead of six the teaching period for illiterates, to provide the biggest possible number of the population with the necessary fundamentals of reading, writing, elementary mathematics and general education.

Apart from that, no change took place in the length of schooling beyond the normal expansion in the number of new classes being progressively opened in schools not finally completed.

CURRICULA, SYLLABUSES, METHODS

Progress Made No change worth mentioning has taken place since last year, but an effort was made to reduce the number of teaching hours to enable teachers to take part in the various school activities.

Teaching methods have markedly improved, and teachers have been using more means of explanation, technical educational equipment, catalogues of various kinds, the most modern books, school and class libraries.

TEACHING STAFF

Training Last summer a professional training course was started to provide wider education with a scientific background based on the most modern systems of education. This course has two periods, each for one year.

The employment of teachers is based on a system that follows the relative mental and educational standards of candidates. Those who are appointed in primary schools are graduates of primary teachers' institutions. People of higher educational qualifications are also appointed at such schools. In addition, teachers with high qualifications from abroad are sometimes assigned to those schools.

For secondary education, graduates from colleges of Saudi Arabia and Saudi Arabian graduates from foreign universities are appointed. Staff from abroad are also employed to cover the need for secondary teachers.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Health There is, in the Ministry of Education, a general department for school health having eleven units in the different parts of the kingdom. The effect of their efforts has been marked in the treatment and protection of pupils from disease, especially epidemics such as smallpox.

School meals are served to boarding pupils; those who are not boarders are paid cash compensation to cover the cost of their dinners. These compensations and donations amounted to 2,390,000 riyals this year.

As to the psychological side of school life, it is well taken care of by the social and sports' department of the Ministry of Education. It has specialized supervisors who study emergency cases and treat them. This department has three branches in the kingdom.

**Extra-curricular
Activities**

Activities have developed quickly in all branches of school life, covering science, literature, journalism and dramatic art in most of the primary schools and in all secondary schools and institutes. Educational school trips, scouting and sports competitions are an essential part of these activities.

SINGAPORE

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Educational Policy — Finance — School Building — Enrolments — Technical Education — Teacher Training — University Education — Education Overseas

Educational Policy In May, 1955, the government appointed an all-party committee to make recommendations for the improvement of Chinese education in the colony. This committee presented its report in February, 1956. Many of its recommendations were accepted by the government and incorporated in a White Paper on educational policy which was published in April, 1956.

This paper promised equal aid to all schools which satisfied the same basic conditions, and the salaries of teachers in these schools were to be determined only by their basic qualifications, experience and merit, whatever the language used as the medium of instruction. Nearly all schools have already applied for full aid under these conditions and most of the applications have been approved. The alternative for a school which does not satisfy the required conditions or which prefers to remain independent is to be a private school drawing its income from fees and donations.

A new education bill and grant-in-aid regulations were drafted towards the end of the year and are expected to come into force in the very near future. The bill provides for the registration of all schools, for smaller committees of management with more clearly defined responsibilities, and for a more flexible procedure for the registration of teachers. The director will have wide powers, but they will be subject to appeal either to an appeal board or, where public security is affected, to the Minister.

Since one of the main aims of the education policy is to develop a common loyalty to Singapore, it is necessary that the syllabuses provided in the different kinds of school should have a common content, though the languages used for teaching may be different. A general syllabuses and textbooks committee with separate sub-committees for each subject was formed. One of the most successful of the sub-committees has been that concerned with the teaching of ethics or religion.

A further aim of the education policy is to raise the minimum educational level for admission to the teaching profession. That for teachers in English schools is already high. With the rapid development of courses in the Chinese medium and with the opening of courses in Malay in 1957, it is hoped that the general level of teaching in these two languages will be raised.

The government's Malay education policy was criticized by a body calling itself the Malay Education Council which claimed to represent the interests of over 50 different Malay community organizations. The present

¹ From the report sent by the Ministry of Education of Singapore.

policy provides for primary education for the first three years in Malay with a change-over to English for the next four years, after which pupils can compete for admission to English medium secondary schools, where Malay is taught as a subject. The Malay Education Council demanded : (a) that all education in Malay primary schools should be in Malay, with English taught as a subject only ; (b) that Malay secondary schools should be provided at once ; (c) that Malay higher colleges for teachers and journalists and a separate Malay University should be set up in the near future. Many of these demands were quite impracticable but despite a most serious shortage of teachers the government agreed to revise the primary system to provide more instruction in Malay and to build a Malay secondary school to be opened in 1957.

The demand for education in English showed no signs of lessening. For those pupils who, on completing the primary course, failed to gain admission to secondary schools the government opened post-primary evening classes in English, arithmetic, commercial geography, mathematics and book-keeping, leading to the examinations of the Royal Society of Arts. Over 400 pupils were enrolled in 12 classes.

Finance The cost of education for 1956 (including new school buildings, equipment and furniture) was \$46,242,800 (Straits \$ = 2s. 4d. sterling). The corresponding figures for 1954 and 1955 were \$29,465,100 and \$40,041,500. The government provides the salaries of the officers and teachers employed by the education department, and the cost of buildings, furniture and equipment for government schools. It also provides financial aid, mainly in the form of grants to cover the running costs (including teachers' salaries), to many other schools. The total amount paid by the government in the form of grants-in-aid rose from \$11,870,100 in 1955 to \$14,554,200 in 1956. The figures in the table given below show that the amount received in fees from school pupils and evening class students amounted to less than one fortieth of the total cost of education for the year. Education in the primary classes of all schools is provided free for children who are locally born and of the correct age for the class they are in. For others, tuition fees are charged at the rate of \$2.50 per month. In secondary classes, the fees are \$4 per month for boys and \$3 for girls. There is an extensive scheme for scholarships for deserving pupils. The government's contribution to the cost of education is supplemented by a contribution from city council and rural board rates, which amounted in 1956 to \$1,571,400.

The following statistics show expenditure for 1956, expressed in Straits dollars :

Receipts		Expenditure	
Fees paid by students	1,044,500	Capital and non-recurrent expenditure on government schools	8,341,900
City council and rural board education rate	1,571,400	Capital and non-recurrent expenditure on aided schools . . .	739,800
Miscellaneous	2,800	Salaries of departmental staff and government school teachers .	17,048,200
Balance of costs borne by public revenue	43,624,100	Grants-in-aid :	
		English schools	6,919,000
		Chinese schools	7,511,700
		Indian schools	123,500
		Other annual expenditure . . .	5,558,700
	<u>46,242,800</u>		<u>46,242,800</u>

School Building During 1956, 25 primary school buildings and 2 secondary technical schools were completed. In addition, work was in progress during the year on 26 more primary schools and 4 secondary schools. The standard type of primary school now being built by the Public Works Department is a three-storey building providing accommodation for some 1,200 pupils in two sessions daily. It is still difficult to find school sites, especially in the more densely populated city areas where the demand for places is greatest. As a result, many children have to travel further to school than one would wish. There can be no quick or easy solution to this problem, but it is clear that in these areas there must be some relaxation of the normal standards of playing field accommodation.

Enrolments Enrolments in Singapore schools increased from 204,154 in 1955 to 234,852 in 1956. This increase of roughly 30,000 was almost equally divided between the Chinese and the English medium schools. The distribution of these enrolments between primary and secondary classes was as follows :

	Primary classes	Secondary classes
English schools :		
Government	63,552	7,027
Aided	21,599	8,839
Private	9,447	2,111
Chinese schools :		
Government	492	926
Aided	88,268	11,796
Private	7,008	—
Malay schools :		
Government	12,365	—
Aided	166	—
Tamil schools :		
Aided	1,256	—
Total	204,153	30,699

The greater part of the increase in enrolment was in the primary classes. These should, properly, be providing accommodation for children from 7 to 12 years, of whom it is estimated that there were 183,400 in the year 1956. There are over 20,000 places more than are needed to accommodate all children in the primary age group. Although there are many children in this age group who are not in school, many places are filled by children outside the age group. It can be said for the first time that all seven year-old children who applied for admission to government primary schools were found places.

A competitive examination for pupils completing the primary course in government schools is held annually to select those who are to be admitted to secondary schools. At the examination held in November, 1956, 4,705 pupils entered and 2,942 were awarded places, some 360 of them in the new secondary technical schools.

The following statistics show numbers of schools, pupils and teachers in 1956 (these figures do not include students in the university, the teachers' training college, classes run by the Adult Education Council or the nautical school) :

	Schools	Pupils		Teachers	
		Girls	Total	Women	Total
Government schools :					
English	142	24,921	70,137	1,059	3,206
Malay	64	5,387	12,365	92	332
Chinese	5	385	1,418	18	109
Junior technical	1	—	178	—	18
Secondary technical	2	—	264	—	12
Total	214	30,693	84,362	1,169	3,497
Government aided schools :					
English	52	15,145	30,225	710	1,101
Chinese	235	38,236	100,064	1,488	3,030
Tamil	18	772	1,256	27	49
Malay	1	86	166	1	5
Junior technical	1	—	213	—	16
Total	307	54,239	131,924	2,226	4,201
Non-aided schools :					
English	71	4,525	11,558	199	336
Chinese	51	2,821	7,008	111	185
Total	122	7,346	18,566	310	521
Other registered institutions	59	3,848	9,959	47	200
Schools not yet registered :					
Chinese	2	57	164	1	5
Grand total	704	96,183	244,975	3,753	8,424

Technical Education Two new technical schools were completed and these classes, temporarily accommodated in other premises, moved into the new buildings in September.

Good progress is being made on the polytechnic school. Classes opened early in 1957 in temporary premises made available by the government. In December, 1956, the Minister attended the consultative committee meeting of the Colombo Plan in Wellington, and was promised help in money, equipment and training facilities by the governments of Canada, Australia and New Zealand.

Teacher Training To cope with the increased enrolments, an energetic programme for the recruitment and training of teachers has been carried out. The teachers' training college continues to provide both full-time and part-time training courses for teachers in English and Chinese schools. The two-year course is a full-time course leading to the Certificate of Education, the three-year course a part-time course of in-service training. During the year, 587 new students were enrolled for training as teachers in the English course and 70 in the Chinese. Teachers trained in these courses are usually found employment in government or in aided schools. Teachers for Malay schools are trained either in full-time courses provided at training colleges in the Federation of Malaya or in part-time courses given locally. Graduate teachers take a one-year post-graduate

course of training at the University of Malaya leading to the Diploma in Education.

University Education The method of financing the University of Malaya was described in last year's report. It should be added that there is a programme of capital development totalling \$ 23 million, of which \$ 13 million is to come from Colonial Development and Welfare Funds, \$ 7 million from the governments of Singapore and the Federation, and the remaining \$ 3 million from endowments.

The university is at present organized in three faculties : arts, science and medicine. There is also a department of engineering which is not part of any of the faculties. An appointment has recently been made to a new chair of law, and teaching is expected to begin in September, 1957. Other new departments added in 1956 include departments of Indian studies, geology, and social studies. A new degree course in pharmacy is also under consideration.

On the proposal of the Malayan examinations board, the university, the Cambridge local examinations syndicate and the local governments have agreed to use the Cambridge Higher School Certificate as the basis for admission to the university.

The distribution of students at the university is as follows : Federation of Malaya 974 (62%), Singapore 539 (34%), Sarawak and North Borneo 19 (1%), others 42 (3%), making a total of 1,574.

Education Overseas Large numbers of students from Singapore seek higher education abroad, most of them in the United Kingdom, Australia and the United States. Many are assisted by government scholarships and fellowships which are normally reserved for courses of study not provided locally. Scholarships and assistance grants are also provided under the Colombo Plan, from the Colonial Development and Welfare Fund, the World Health Organization and the International Labour Office. Besides these students, there are many others who go overseas to study at their own expense.

SPAIN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *University Education* — *Technical Education* — *Secondary Education* — *Primary Education* — *School Welfare Service* — *Cultural Expansion* — *National Education Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Free Schooling* — *New Types of Establishment* — CURRICULA, SYLLABUSES, METHODS — *Secondary Education* — *Commercial Training* — *Vocational Training* — *Primary Education* — *Teacher Training* — *Psychology* — *Music* — TEACHING STAFF — *Training and Further Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Nutrition Programme* — *School Meals and Clothing* — *Holiday Camps*

ADMINISTRATION

University Education Many and varied have been the measures dictated on the organization, regulations and function of university teaching. Thus, by a ministerial order of 30th June, 1956, the curriculum and appointment of staff of the Madrid University school of statistics was approved. In this centre, students at higher and intermediate levels may read two branches of the subject: mathematical statistics and general statistics, as well as specialized courses in certain fields of applied or pure statistics.

The function of higher university colleges (residences for students) as fundamental organs in the activities of the university, is laid down in the decree of 26th October, 1956. They are to be a means toward completing the student's formation until he is able to play a fuller part in the professional field, both from the social and scientific points of view.

The regulations governing Madrid University school of psychology and psychotechnics have been approved by the decree of 10th November, 1956.

By the decree of 13th November, 1956, the regulations governing the chair of nuclear physics of Madrid University and those of the Institute of Technical Nuclear Research and Application were approved. The basic aim of this chair is to develop the teaching of the subject by the organization of special post-graduate courses with the object of turning out specialists in these new sciences. The Institute of Research is in charge of scientific research and of guiding both public and private initiative in all practical applications of nuclear science.

Technical Education During the last few years the need to modify essentially the organization of higher technical studies has been increasingly felt in order to bring them into line with the exigencies of modern life.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Joaquín TENA, Delegate of the government of Spain.

The system obtaining in specialized schools of architecture and engineering, with its restrictions on the number of students admitted, is no longer considered suitable to meet the demand for technicians made by the increasingly rapid industrial expansion.

After a thorough investigation, the draft of a law to set in order technical teaching, already passed by the National Council of Education, is at the moment being studied by the parliamentary education commission. The principal characteristics of the new law, which introduces a notable change in the aims and structure of the present organization, are: (a) abolition of the entrance examination, to be replaced by two selective courses; (b) liaison with the university by means of a selective course which will serve as a qualification for entry both to the higher schools and the university faculties; (c) the establishment of an engineering course which will be given exclusively in higher technical schools; (d) liaison with vocational training, allowing graduates of industrial schools to take part in the entrance examinations for secondary technical schools; (e) the definition of the specialized subjects; (f) the possibility of following courses of technical study in private centres.

Secondary Education Attention should be drawn to the achievement of the Ministry of Education in this field, through the general directorate of secondary education, enabling secondary studies to be undertaken by workers and employees during suitable hours. For this purpose twenty-eight new sections, affiliated to secondary establishments, have been set up by the ministerial order of 15th November, 1956. Three of these sections are reserved for girls. The elementary baccalaureat course is followed, supplemented by professional training of two years' duration. In this way the worker is fitted for his professional life. In the next academic year eighteen new sections will be set up.

Primary Education The most striking aspect of the administration of primary teaching is the fresh impetus given to school inspection services. Although Spain has been putting into practice almost all the recommendations relating to inspection directed to the Ministries of Education by the XIXth International Conference convened by Unesco and the IBE in Geneva in 1956, the Spanish Ministry of National Education has laid special emphasis on this aspect of education. It was with this in mind that the order of 23rd January, 1957, was proclaimed containing the regulations for inspection. On each of his visits, the inspector should call a meeting of the municipal board of education to study the educational problems of the municipality and adopt the necessary means for the improvement of teaching. The inspector is required during the course of each academic year, to visit every one of the schools within his zone and submit to the central services of the Ministry a monthly report on the visits made, the problems brought up and the solutions proposed or adopted.

In the same ministerial order, provision has been made for the establishment of "collaboration centres" in accessible positions in order to bring together all the teachers of a zone, so that, independently of the advice given to each teacher by his inspector questions of general interest may be studied conjointly and discussions held on new teaching techniques.

Also in agreement with Recommendation No. 27 of the International Conference on Public Education, primary teaching inspectors are responsible for all extra-curricular activities, including the school meals service, the organization of school holiday camps, etc.

School Welfare Service The order of 13th June, 1957, constitutes a new advance in the policy of school welfare. All secondary teaching centres which are not controlled by the State must admit a percentage of non-paying pupils varying between 12% and 15% of the total. Furthermore, fathers of large families have the right to free education for all their children.

During 1956 and the beginning of 1957, the school welfare service has been reorganized, and at the moment the possibility of securing an increase in its subsidy is being studied.

In June, 1957, the Minister of Education opened to competition scholarships to the total value of 35,021,450 pesetas. The value of the scholarships varies between 2,250 and 12,000 pesetas annually.

Cultural Expansion The cultural expansion commission, created in 1954, achieved much during the academic year 1956-1957. It has two essential missions: the perfecting of educational methods common to the various branches of teaching and helping backward rural zones and cultural progress in urban areas.

To achieve these two ends, the educational cinema service, school broadcasting, the educational press and popular culture publications were introduced. Furthermore, the commission has educational missions at its disposal.

National Education Budget In Spain budgets are biennial, so that the 1956 budget was also in force in 1957, with the indispensable changes. The expenses of the Ministry of Education for 1957 were 2,856,163,733 pesetas, or 9.8% of the total budget of the State. The increase on the 1956 budget was 437,711,983 pesetas.

This, of course, does not include the extraordinary credits and credit supplements, nor allocations of other Ministries to education at different levels. Neither is the first annual amount of 300 million pesetas for payment towards the 2,500 million peseta debt for school buildings, passed by the law of 17th July, 1956, taken into account.

School Building Statistical estimates made by the Ministry's technical services put at 25,000 the number of classrooms that it would be necessary to build if all children of compulsory school age (6 to 12 years old) are to receive appropriate teaching in modern and agreeable premises.

The State is making an unprecedented effort to solve the problem. The law of 17th July, 1956, which authorizes the incurring of a public debt for as much as 2,500 million pesetas to finance primary school buildings, is a decisive step in this direction. The contributions made by town councils, associations and private individuals bring this figure up to 4,500 million pesetas, which will provide for the building of the 25,000 more classrooms with the corresponding accommodation for teachers.

The building programme calls for the use of model plans for rural schools in order to build as economically as possible. With this in mind, the order of 3rd October, 1956, set up a competition among architects in order to choose plans of schools for rural centres, taking into account modern tendencies and the adaptation of structure to functional needs and the geographical and climatic characteristics of each zone. To this end, Spanish provinces have been grouped in seven large areas. On the closing of the competition in February, 1957, the selected plans were made available and are now being used in numerous constructions planned for this year. The application of these plans makes for considerable economy in the cost of the construction of each school, since it results in improved building methods and the utilization of the characteristic materials of the area, which are more economical and more in harmony with the local climate and appearance.

During April, 1957, a second competition, restricted to school architects of the Ministry of National Education and the winners of the first competition, was arranged in order to select model plans for schools in urban centres. It is hoped that solutions may be found which will be applicable in wet and hot climates, for buildings of six or twelve classrooms. The selected plans will be available in October, 1957.

The financing of primary school building (with accommodation for teachers) will be effected in the following ways: (a) State subsidy to the authority responsible for building. If it is a town council, the ministerial subsidy will be 60,000 pesetas per school and 40,000 per house. If it is an association or private person, the subsidy may not exceed 35% of the total budget and in no case 60,000 and 40,000 pesetas per school and house respectively. (b) Contribution from the town council in proportion to the size of the population, varying from 5% for populations between 1,000 and 2,000 inhabitants to 60% for populations above 100,000 inhabitants. (c) Agreement subscribed to by the town councils of provincial capitals or others having a population greater than 50,000 inhabitants. In these cases, the State will pay 50% of the total cost of the work, excluding the value of the site. (d) Entire cost paid by the Ministry (except for the site) in places of less than 1,000 inhabitants or declared poor.

In the period 1956-1961, the State intends to put another 500 million pesetas into the construction of new teacher training schools to replace those which at present are installed in inadequate buildings, and to repair and extend a large part of the training schools in use.

At other levels of education, the task of renovating school buildings will be continued. During 1956-1957, the building of the new faculty of law in the University City of Madrid was opened. Other university buildings have been opened in various provinces as well as buildings for secondary education.

In the field of vocational training the application of the law of July, 1955, has given rise to the creation of six new training centres for industrial craftsmanship.

As well as these, 25 new secondary vocational education centres have been created (farming-livestock, industry-mining, navigation-fishing sections).

In October, 1956, four large "workers' universities" were inaugurated in Seville, Córdoba, Tarragona and Gijón, which will be able to house

20,000 pupils in all, residential or semi-residential. Their aim is the vocational training of the children of Spanish workmen.

ORGANIZATION

Quantitative Development Here are some statistics concerning public education in 1954-1955 (schools, teachers and pupils) :

	No. of Estab- lishments	No. of Staff	No. of Pupils	
			Total	Boys
Primary education	63,783 (classes)	63,783	2,575,240	1,316,975
Secondary education	119	4,072	292,503	183,804
Primary teacher training schools . .	106	1,348	25,213	8,099
Vocational training	173	3,463	48,252	38,702
Commercial training	39	1,229	50,593	40,056
Industrial training	36	1,003	13,562	13,522
Agricultural training	6	127	746	701
Nautical training	10	108	495	435
Sanitation	30	78	5,255	2,263
Higher technical education	13	586	3,573	3,567
University education	56 (faculties)	4,368	58,196	48,665

Free Schooling It has been mentioned that private secondary schools are obliged to admit pupils free up to 12% to 15% of their capacity. Besides this, the school welfare commission of the Ministry of Education allocated 50 million pesetas for scholarships. Large sums are also allocated by other bodies such as trade unions and private organizations.

New Types of Establishment The creation of an educational guidance centre in the field of secondary education must be mentioned. The centre has 12 departments (methodology, teaching material, applied psychology, statistics, etc.). During the 1956-1957 school year, 45 study meetings were held for teachers and specialists in the different subjects. The meetings were attended by 981 secondary school inspectors and teachers from state and private schools. This centre publishes a journal called "Secondary Education", and it is under the auspices of the centre that the international commission for the study and improvement of the teaching of mathematics held its 11th meeting in Madrid.

In the field of university education, 50 new chairs have been created at different universities and a chair of modern humanities has been introduced in the history department of the faculty of philosophy of the University of Saragossa.

CURRICULA, SYLLABUSES, METHODS

Secondary Education The decree of 31st May, 1957, reduces the number of subjects in the baccalaureate course. The aim is to lighten theoretical instruction and avoid abuse of the cyclical method. There is a tendency to reduce home-work.

Commercial Training The elementary or technical baccalaureate is required for entering the technical stage of commercial studies which

leads to a commercial diploma after three years' study and a commercial teacher's diploma after another three. Higher commercial courses are provided at the faculties of political, economic and commercial science (economics and commerce departments) of the Universities of Madrid, Barcelona and Bilbao.

Vocational Training A special commission is now finishing the final drafting of the ministerial decree to introduce the new vocational curricula for industrial studies by 1957-1958.

The complete course for the elementary technical baccalaureate (5 years) is divided into two branches: common studies and special studies. Common studies comprise: mathematics, languages, geography and history. Besides these subjects there are also religion, civics and physical training. In schools where the industry-mining and navigation-fishing branches are taught, English is compulsory, and for farming-livestock French is compulsory.

After obtaining the elementary technical baccalaureate, pupils can pass on to the higher technical baccalaureate (2 more years). Common subjects include religion, Spanish, a modern language, geography, mathematics, physics and chemistry, etc. In addition, there are the specific subjects according to the type of course taken.

Primary Education The National Education Council is studying the decree and ministerial order on the primary education certificate.

Teacher Training The decree of 19th February, 1957, gives regulations and publishes the different physical and mental disabilities which preclude admission to a teacher training school and the practice of teaching in a state primary school. There is a strict list of qualifications for those who want to become teachers, but the limits are less severe for those who want to obtain the diploma only to improve their general culture and do not intend to take up teaching.

Psychology The first set of school psychologists and vocational guidance specialists graduated this year from the University of Madrid school of psychology.

Music The ministerial decree of 21st June, 1956, established a new curriculum for the music conservatories. The entrance examination is replaced by the primary education certificate. General education is included in the course and examinations are taken at the entrance to and the end of the higher stage.

TEACHING STAFF

Training and Further Training There have been no essential changes in the training of teachers. Further training courses for teachers at the trade schools and state vocational training schools have been organized. It is intended to enlarge these courses in the future.

Status Posts for primary teachers have increased continuously. By the end of 1957, there will be 70,791 posts, at a total budgetary cost of 1,525,154,600 pesetas.

In December, 1956, the government raised the salaries of all civil servants retroactively from 1st June, 1956. The average increase for state primary teachers was 51 %, a total budgetary increase of 536,061,160 pesetas.

Various decrees have granted better salary conditions to primary school staff. For example the housing allowance has been increased and extended to masters in special schools, such as remedial schools for the deaf and for the mentally retarded.

The decree of 25th October, 1956, fixed the salaries of teachers in private schools. Salary increases meant a rise in the budget for primary school inspection from 8,068,200 pesetas in 1956 to 11,146,320 pesetas in 1957, and those for teacher training school staff meant an increase from 11,580,800 pesetas to 16,002,600.

The decree of 28th January, 1957, equates teachers to other civil servants, so that they can benefit from the decree of 15th July, 1957.

Spanish school teachers who were employed in the former Spanish protectorate of Morocco have been given posts in Spain.

Another decree establishes special conditions for teachers in the army completing their military service.

Social assistance for primary teachers has been considerably extended. To the death benefit, the rise in retirement pensions, economic help to those who have retired through ill health, the care and education of orphans, and advances and loans, has been added this year a complete medical and clinical assistance service.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Nutrition Programme During the 1956-1957 school year, the school meals service has been extended to include practically all Spain. At present 2,270,000 primary school pupils benefit from "supplementary feeding".

Two plants for manufacturing powdered milk for schools are being set up, one in Granada and the other in Malaga, besides two others in Madrid for obtaining pasteurized milk. The installation of another nine similar plants is contemplated.

School Meals and Clothing During the last few months, the number of children receiving school meals was increased. The Ministry of Education has allocated a sum of 25 million pesetas for this assistance, to which must be added other large sums allocated by provincial and local bodies, *Auxilio Social*, other Ministries and official and private bodies.

Many schools have recently established canteens for pupils of limited means. The meals are partially or totally paid for by the pupils' parents, but the food received is the same for all pupils.

20,000 children receive help with clothing at a total budgetary cost of two million pesetas.

Holiday Camps The number of children attending school holiday camps is to be greatly increased, both for those organized by the State and those run by provincial, local and private bodies. For the former the yearly budget is 3,560,000 pesetas. During the first stage the aim is to get all children from large city schools to go to these colonies.

SUDAN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

*Administration — Finance — School Building — Quantitative Development
— Free Compulsory Schooling — Private Schools*

Administration There has been a tendency over the past few years towards the association of local government councils with the administration of primary schools. The central government pays the councils the full cost of running the schools. The functions delegated are of purely administrative nature and do not include staff matters and the conducting of examinations. The work is carried out under the close supervision of the provincial education officer aided by a council education officer who is a Ministry official seconded to the council until it is seen that the council is capable of running the schools on its own. This agency scheme is then replaced by a full responsibility scheme by which the council will be allowed to include the schools in its budget and become eligible for the Ministry of Education grant. The number of councils which have been affected by this scheme are 9 with full responsibility and 30 working on an agency basis. They administer a total of 450 boys' primary schools.

Finance The Ministry of Education's budget has risen from 5,162,267 Sudanese pounds in 1955-1956 to 6,438,806 Sudanese pounds in 1956-1957. In the same year the local governments councils' expenditure on education reached 338,950 Sudanese pounds, the non-government agencies' 35,850 Sudanese pounds.

School Building One of the bottlenecks in educational expansion is the difficulty of providing school buildings both because of high costs and the speed with which they can be erected. All government buildings are constructed by the Ministry of Public Works; however, recent experiments by local councils and national school boards in the field of junior primary and national intermediate schools respectively has greatly helped in discovering reasonable and low cost standards which are becoming acceptable to the government with slight modifications.

Quantitative Development The general tendency is for expansion of all types of schools and at all levels. The demand is greater than can be met by the resources of the country and the demand for more schools continues to increase. So far, primary education, representing as it does a basic need, has received more attention. A recent study of the situation tended to favour the opening of intermediate and secondary schools.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. ZIADA ARBAB, Delegate of the Sudanese government.

Girls' education is becoming increasingly popular and, as it had been lagging behind instruction for boys, great effort and much expenditure is needed to correct the balance.

The following table shows the development which has taken place in the various aspects of the service :

	Schools		Teachers		Pupils	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
Junior primary	1,230	1,320	3,000	3,300	73,800	80,907
Primary (boys)	502	556	1,681	2,229	97,850	108,650
Primary (girls)	212	250	712	831	31,581	35,710
Intermediate (boys)	81	85	496	608	16,520	17,160
Intermediate (girls)	10	16	59	93	1,309	3,264
Secondary (boys)	13	15	173	248	4,720	5,120
Secondary (girls)	3	3	17	22	380	440
Teacher Training (primary)	3	4	157	181		
Teacher Training (intermediate)	1	1	19			
Teacher Training (girls' primary)	2	2	50	74		
Technical intermediate	7	8	52	52	1,059	1,130
Technical secondary	1	1	19	20	300	300
Technical institute	1	1	119	117	536	510
Higher education					792	802

Free Compulsory Schooling

No compulsory education exists. Lack of funds is still the major obstacle and in fact the demand, even at primary level, is greater than the places available. Primary education has always been free in country places and the fees paid in town schools had been very low. This year a ruling has been issued that inability to pay fees should not debar any child from continuing his studies at any level of schooling, though it has not been possible to make education free for all except at primary level.

Private Schools

A development of great significance in this country is that the government has adopted a policy of bringing government-aided private schools under the direct control of the Ministry of Education. This has already been applied to 1 secondary school, 36 intermediate schools, 51 primary schools, 6 centres for training junior schoolmasters and over 400 other schools, and more will follow. Previously these schools belonged to national boards and missionary societies.

SWEDEN

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Supervision* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Comprehensive Schools* — CURRICULA, SYLLABUSES, METHODS — *Curriculum Revision* — TEACHING STAFF — *Training* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Psychological Services* — *Handicapped Children* — *Adult Education* — *Youth Movements*

ADMINISTRATION

Supervision Regulations have been issued that as from 1st July, 1958, there is to be a state district school committee in each area. The district school committee will include district inspectors and school inspectors. To begin with, each inspector will, as hitherto, have a limited area within the district. The intention, however, is gradually to end this division of inspection areas, so that the inspectors will be distributed within the district according to the type of school.

Parliament has decided that as from 1st July, 1958, there is to be a school board in charge of all the schools in each municipality, with the exception of technical secondary schools, central trade schools (*central verkstadsskola*), and teacher training colleges. In every municipality there will also be a director of schools who will supervise every school in the municipality.

Budget The figures for the education budget (expressed in millions of crowns) for the years 1955-1956 and 1956-1957 are as follows :

	1955-1956	1956-1957
Primary education	648	685
Secondary education	191	211
Vocational education	69	78
Higher education	82.5	100
Various (Administration, Academies, Museums, Publications, etc.)	74.5	111
Total	1,065	1,185

The total state budget for 1956-1957 was 9,342 million crowns, an increase of 1,020 million crowns as compared with the preceding year. Thus about 12.7% of state expenditure is for educational purposes (about 12.8% in 1955-1956).

The state grant for school transport in remote areas was, in 1956-1957, 30 million crowns (27 million in 1955-1956). The state grant for the board and lodging of pupils in these areas remains between 2 and 3 million crowns.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Mauritz HULTEBERG, Delegate of the Swedish government.

Grants for educational experiments, according to the Education Act of 1950, increased to approximately one million crowns.

School Building The fixed yearly allocation for the construction and repair of school buildings is 152 million crowns for primary schools and 24 million crowns for secondary schools. This amount has remained the same since 1953.

Quantitative Development The following table gives statistics of the number of pupils and teachers in 1955-1956 and 1956-1957, with the percentage increase or decrease over the previous year:

	Staff 1955-1956		Pupils 1956-1957	
	Primary schools	34,500	+2.4%	833,000	+1.8%
Secondary schools	8,500	+4.9%	190,000	+7.3%
Vocational			126,100	+6%
Universities and specialized higher establishments . . .	1,200	+2.8%	23,900	+6.2%
	1956-1957			
Teacher training colleges . . .	320	-9.3%	4,250	-14.4%
Folk high schools	1,060	+11.6%	8,300	+5.1%

Comprehensive Schools In 1956-1957, 71 (59 in 1955-1956) of the 1,034 school districts tried out a comprehensive plan. About 110,500 pupils, i.e. 13% of the total school population of 7 to 14 years of age, are enrolled in comprehensive schools. So far, however, the plan of a complete comprehensive school until the age of 16 has been carried through in only 38 local districts.

Parliament has decided that the experimental period for the nine-year comprehensive school will end in 1962-1963, after which transfer to obligatory comprehensive schools will commence. Since this transfer is to be carried out in stages, beginning with classes I and V, nine-year school attendance will not be fully accomplished until 1972-1973.

CURRICULA, SYLLABUSES, METHODS

Curriculum Revision Experiments continue to be made with different curricula for teaching classes VII to IX in comprehensive schools.

Suggestions have been put forward for curricula and time-tables for a three-year secondary school, and also for changes in the curricula and time-tables of the four and five-year secondary school.

Sex instruction has been made obligatory in all schools under the direction of the Board of Education. New instructions for teachers of this subject have been formulated for all types of schools.

TEACHING STAFF

Training Investigations are being made as to the need for a new category of teachers in the highest forms of the comprehensive school (classes VII to IX). Besides the special subject teachers there should be teachers who are competent to cover a wider educational field.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Psychological Services Since 1st July, 1956, a wider system of school psychology has been introduced by the Board of Education which means that the central management of the school psychology organization will henceforth have two psychologists. Local school psychology work is at present being carried on in only 20 of the 1,034 school districts. It is planned to extend this service.

Handicapped Children Regulations have been issued for special teaching for certain pupils in primary schools: (a) children who, although they have reached primary school age, are found to be incapable of normal school behaviour and therefore cannot take part in a normal beginner's class; (b) the mentally retarded; (c) children who have the normal potentialities but are handicapped by hearing, sight, speech, reading or writing disabilities. For pupils in these categories special classes are organized or individual instruction in conjunction with ordinary classes is provided. However, pupils incapable of normal school behaviour, will receive instruction only in special classes.

Adult Education Proposals for an increase in state support to folk high schools were laid before parliament in 1957.

Youth Movement The state-supported youth organizations have expanded considerably. For example, the "leisure groups" which receive state assistance have increased in number from approximately 20,000 in 1955-1956 to 35,000 in 1956-1957.

SWITZERLAND

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION AND LEGISLATION — *Public Education Act* — *Primary Education Act* — *Secondary Education Act* — *Inspection* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — *Free Education and Equipment* — *New Types of Schools* — *Cantonal Secondary Schools* — *Technical Schools* — CURRICULA, SYLLABUSES — *Backward Children* — *Reform of the Last Primary and First Secondary Classes* — *Primary and Secondary School Syllabuses* — TEACHING STAFF — *Shortage of Teachers* — *Further Training* — *Salaries and Retirement Pensions* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Medical and Dental Services* — *Child Guidance Service* — *Handicapped Children* — *Sick Children* — *Child Welfare* — *Scholarships and Subsidies*

ADMINISTRATION AND LEGISLATION

Public Education Act One canton, Ticino, has established a new act reorganizing its entire educational system. The communication of the Council of State to the Grand Council is dated 9th January, 1957. Education is compulsory from the age of 6 to 15 and covers 9 months or 38 to 40 weeks a year. A child who develops slowly may commence school at the age of 7, but during its period of schooling, the inspector may require the child to complete 2 grades in one year in order to catch up. Preliminary attendance at the state-controlled nursery school is encouraged. After the primary stage, education is continued at the *scuola maggiore*, an essential preparation for secondary and vocational schools, such as the *ginnasio*, commercial and administrative schools, technical schools, preparatory vocational training schools (*avviamento*) and full vocational schools. The preparatory vocational schools have been created for the numerous pupils who, having applied for admission to the *ginnasio*, do not have the ability for an academic secondary education. In this way the *ginnasio* can be restored to its true function, that of preparing pupils for the upper secondary school. The course of study in the *ginnasio*, reduced to 4 years in 1942, has now been raised again to 5. From the second year onwards, these schools are divided into arts and science sections.

The courses at the commercial school have likewise been raised by a year, i.e. 5 years instead of 4. One of its sections, the administrative school, covers two years of study.

The technical school course lasts 4 years, during which there are two periods of practical training. It has a building and a civil engineering section.

Vocational training has been completely transformed. It includes compulsory apprenticeship courses (arts and crafts, commerce, sales), arts and crafts schools with school workshops (mechanics, decorative arts,

¹ From the report submitted to the XXth International Conference on Public Education by Mr. GRANDJEAN, Delegate of the Swiss government.

building), local vocational training schools (commerce and domestic science).

The lycée, which offers a three-year course, consists of two sections : philosophy and science. Its syllabus has been drawn up with a view to the two cultural trends of Ticino : the Italian (hence the attention given to philosophy and art history) and the Swiss (hence the importance attached to the other national languages, German and French, to mathematics and to science).

The teacher training school is divided into three sections : a three-year course for primary teachers, a two-year course for infant teachers and one entirely new section for domestic science teachers.

The act provides for the creation or development of a number of special courses : a popular course of general culture for adults and young people who have terminated their period of compulsory education, travelling courses in domestic science and women's arts and crafts, post-academic courses and special drawing classes in connection with arts and crafts. There are also Italian classes for adults whose mother-tongue is not Italian. This justifiable care to preserve the *italianità* of the canton is further manifested in another compulsory measure imposed on private schools, namely, that lessons for pupils of school age must be given in Italian. In the public primary schools, special Italian classes have been introduced for pupils who do not speak it at home.

Local authorities are in charge of appointing the teachers; their functions have recently become more extensive in this field.

The rights and duties of school inspectors have been more precisely defined. They may be given some assistance in matters of administration, so that they will be able to devote more time to educational problems.

Cantonal subsidies to the different communes are fixed, even those for extra-curricular institutions, such as canteens, which the State may declare compulsory.

Primary Education Act The canton of Solothurn has, in 1956-1957, modified its primary education act of 27th April, 1873. The main object of this modification was the reform of the upper stage of the primary school, in order to improve the education of children who cannot attend a secondary school. A new school, the *oberschule* has been created. From now on, throughout the canton, the last years of compulsory education can be completed in the following different types of school : (1) the district school, which prepares pupils for entrance to high schools as well as for different professions; (2) the secondary school, either local or jointly local. If a commune does not wish to open such a school, it must at least separate the seventh and eighth classes, which are compulsory, from the ninth, which is optional. This secondary school provides a more practical education than the district school. It prepares its pupils only for professional life. French and handicrafts are amongst the compulsory subjects; (3) the *oberschule*, which is intended for pupils who are intellectually less gifted than those who attend the secondary school.

The act also provides for the creation of special classes for backward children. The teachers in these classes are specially trained and receive a higher salary than ordinary primary school teachers. Two or three inspectors are in charge of this branch of education.

Secondary Education Act On 3rd March, 1957, the canton of Bern adopted a law on secondary schools, which are to be divided into three types: the secondary school, the *progymnasium* and the *gymnasium*. All these, with the exception of one cantonal school, situated in the Jura, are under the commune. The communes cannot set up or close down these schools or modify the number of classes, without the authorization of the cantonal government, which subsidizes them. These schools must be neutral with regard to religion.

The secondary school covers the last five years of compulsory education, which numbers nine years in all. Its curriculum includes two national languages and a third language, which is either Italian or English, at the discretion of the school commission. This commission may also introduce a fourth modern language, Latin, Greek, additional mathematics, instrumental music, gardening and fruit-growing, handicrafts, swimming and cadets or youth brigades. Teachers in the secondary school must hold the Bern secondary teacher's diploma. All pupils leaving the primary school are admitted to the secondary school for a probation period of three months, or six months in case of doubt.

The *gymnasium* is a continuation of the secondary school. Its courses cover a period of 3½ years after the end of compulsory education. One year, called the "adjustment" year, may be introduced, which brings the course of study at the *gymnasium* to 4½ years. Its aim (the act defines the aim of each type of school) is "to promote the harmonious development of the intellectual, moral and physical qualities of gifted young people from all walks of life. It prepares them for independent intellectual work by a thorough education. Thus, the *gymnasium* prepares its pupils for the university, the Institute of Technology and other higher institutions. It should teach them to lead an active cultural life, to respect God and to have a sense of responsibility towards their fellow-men. Particular importance is to be attached to the pupils' civic education.

Teachers in the *gymnasium* must hold the Bern higher teaching diploma.

The staff of these different schools are appointed for a six-year period. Their rights and duties are determined by law. They are not allowed to hold any public office or take up any additional occupation that might be harmful to their reputation or to the discipline of their class. Sanctions have been provided for. All teachers participate in an insurance scheme. The age limit for service is 70.

The act determines which authorities are competent to deal with matters of secondary education. These are, first of all, the Council of State of the canton of Bern and in particular the cantonal Department of Education, and two or three inspectors, whose authority also extends to private schools, appointed by the cantonal authorities. Then there are the local authorities, who have direct control of the school and who appoint a school commission of men and women citizens, elected by the people for a period of six years. Finally there is the head teacher and the staff assembly.

The act introduces a new measure, stating that the secondary school is free and that "essential school equipment" is distributed free of charge either permanently or on loan.

A number of clauses are devoted to the question of scholarships, medical and dental services, insurance and educational guidance.

Inspection

The education acts mentioned above are also concerned with questions of school inspection.

In Bern, the regulation of 7th December, 1956, determines the functions of the primary school commissions, which, as already stated, are elected by the citizens. These commissions act as administrative and supervisory authorities of public primary schools and general further education schools, they are also responsible for the development of these schools. Sometimes these commissions also supervise rural further education schools. Their functions are extremely wide. They inspect school buildings, gymnasia, furniture and textbooks. They see that the commune fulfils its obligations towards the school and the teaching staff. They visit classes, but the inspectors are in charge of professional supervision. The school commissions further fix the division of classes and appoint the teachers for each of these classes. They decide on the dates for the beginning of term, holidays, examinations and school excursions. They even decide on the promotion of pupils from one class to another and are responsible for sending a pupil to a special class. They control school attendance and also exercise a disciplinary function over the teaching staff in that they see the teachers do not hold public office or an additional occupation, and they deal with complaints from parents or third parties against the teachers. They deal with the proper clothing and feeding of pupils in need.

In Bâle-City, the education act of 4th April, 1929, was modified on 26th April, 1956, with regard to school inspection and direction. Fifteen inspection commissions have been formed, some with 14, others with 6 members, plus a chairman. School direction committees are 14 in number.

Finance

The rise in the number of classes, teachers, school buildings and scholarships, and the ever growing need for better laboratory equipment, involve a constant increase in expenditure. The Swiss federal system divides the educational expenses of the country between the cantons, the communes and, in a considerably smaller proportion, the Confederation. This makes it difficult to establish the total amount spent on education.

The communes are more and more in need of cantonal assistance in order to meet the expenses required for schools and staff salaries. Consequently, several cantons have this year, as in previous years, modified their regulations concerning subsidies to communes. The canton of Outer Appenzell Rhodes, for example, on 29th November, 1956, adopted new regulations on the distribution of its subsidies and the division of federal subsidies to primary schools. The latter are reserved for school building, new teachers' posts, teachers' superannuation, special classes and the education of abnormal children, the introduction of handicrafts and the upkeep of small schools in isolated regions. This enumeration shows how the cantonal authorities are directing their efforts in educational matters.

On 14th November, 1956, the canton of Bern adopted a new decree on subsidies to secondary schools. This state will share in expenses incurred for the teaching of optional subjects (a list of which is included in the act) as well as in administrative expenses.

Two examples taken from cantonal budgets will illustrate the rise in expenditure. In the Valais, an Alpine canton, state expenses on public education have increased from 8,905,825 Swiss francs in 1955 to 9,788,532

in 1956. In Schwyz, a small canton of 71,000 inhabitants, state expenses (not including those of the communes) amounted to 1,044,000 Swiss francs in 1956; the 1957 budget provides a sum of 1,937,000 Swiss francs for education, which is almost double last year's amount.

School Building The cantons and communes are far from being at the end of their troubles and expenses for the construction of new buildings and for the expansion and renovation of existing schools. Each annual report mentions what has been completed and what still remains to be built. The canton of Vaud opened 10 new schools in 1956, and the Valais 25 schools during the period 1954-1957. In the latter canton, the budget of cantonal subsidies for school building during the same period increased from 600,000 to 2 million Swiss francs. Since 1950, the canton of Nidwald (20,000 inhabitants) has spent 6 million Swiss francs on the building of schools and more credits have been provided for the year 1957. The canton of Obwald (22,000 inhabitants) has opened two new schools, Zug three schools and Outer Appenzell Rhodes also three. The canton of Zurich (777,000 inhabitants), in the course of 1956, examined 218 applications for subsidies and granted an amount of 6,200,410 Swiss francs for the construction of 11 new schools and the expansion of 4 existing ones. Further, an amount of 9,800,000 Swiss francs has been spent on 105 renovations. Another 78 projects have been accepted but not yet carried out.

New credits for construction purposes have been voted by the people. On 26th May, 1957, electors in the canton of Uri approved the expenditure of 606,000 Swiss francs for the construction of a school of rural and alpine economy. On 19th July, 1956, the canton of Zug granted a sum of 580,000 Swiss Francs for the agricultural school building and 2,600,000 for a vocational training school. In Zurich the citizens granted on 13th May, 1956, a sum of 12½ million Swiss francs for a new institute of dentistry and on 8th July of the same year 4½ million for a new institute of physics.

ORGANIZATION

Quantitative Development The Swiss federal, cantonal and municipal authorities are faced with some difficult problems due to the country's population trends.

The crisis between the two world wars resulted in a fall of the birth rate. Economists and statisticians pointed out the dangers resulting from an ageing population and a fall in the number of active persons. The total number of primary school pupils decreased from 559,390 for 1915-1916 to 430,720 in 1947-1948, which has enabled schools to reduce the number of pupils per class from 43 to 31¹.

The Swiss Statistical Yearbook, 1955, pp. 26 to 28, gives the results of the census of the resident population taken in 1950, dividing the entire population into age groups of five years. The smallest groups were the 10 to 14 age group, which numbered only 306,543 children, and the 15 to 19 years group (327,806), whereas, in 1920, the 10-14 years group numbered

¹ V.a. *La pénurie de personnel enseignant dans l'enseignement primaire en Suisse*, by Councillor of State Pierre Oguey, in the *Archiv für das schweizerische Unterrichtswesen*, 42nd year, 1956, published by the Swiss Conference of the Heads of Cantonal Education Departments.

390,365. In 1957, these groups had reached the age of 17 to 21 and 22 to 26 years respectively, which means that they had reached the age of starting work, studies or an apprenticeship. Consequently, there are only a very limited number of available recruits, while in our present period of high economic activity, the need for man-power in every branch is most urgent. This situation is causing great anxiety in all circles. Yet, the actual cause of the trouble, that is, the fall in the birth rate, is only too often ignored. Public and private administrative authorities, businessmen, industrialists and intellectuals, are all much concerned about the problem. There is already a shortage of teachers at all levels, engineers, technicians and skilled workers. Efforts are being made to promote the recruitment and training of the indispensable candidates for careers in education, scientific research and the economic and industrial development of the country. An attempt is being made to attract young people towards higher and technical studies, by extending free secondary education and vocational training and by increasing grants and scholarships. However, this can be done only at the expense of those economic activities which require unskilled labour.

This situation is only temporary. During the second world war, a period of high birth rate began. The population of Switzerland, which numbered 4,200,000 inhabitants in 1939 reached 5 million in 1957. The total number of primary school pupils rose from 431,208 in 1945-1946 to 553,475 in 1955-1956. This increase has been unequally divided among the different cantons. In Geneva, where it has been most marked, it rose by 49%, in Zurich by 46.5%, in Bâle-Country by 45.6%, in Bâle-City by 43.1%, in Neuchâtel by 39.2%, in the canton of Vaud by 30.4% and in Bern by 27.3%, while in Schwyz and Fribourg there was only an 8.3% and 1.5% increase respectively. One canton, Inner Appenzell Rhodes, recorded a decrease of 10.7%. New primary classes have been set up. In 1938-1939, there were altogether 12,886 primary classes in all the cantons (excluding the Grisons, for which no statistics are available), while in 1955-1956 there were 15,592. The present year, 1956, is the most critical for primary schools, with 654,000 children aged 7 to 14 years old. The birth rate will tend to fall to 74 or 75,000 between now and 1960, as the persons born in the age group with the lowest birth rate will have reached marriageable age. Nevertheless, it seems probable that the situation will remain acute in towns, due to the shift of the rural population towards urban centres.

Although the primary schools will maintain a more or less stable total of pupils, secondary and technical schools will have to provide instruction for the greatly increased number of pupils, who have already started to crowd the secondary classes. From now on, problems of increased numbers, more classes, school building, the recruitment and training of teachers, as well as in the training of industrial and commercial apprentices lie at secondary level.

The statistics give proof of the definite success achieved by the campaign for vocational training. At the end of December, 1955, the number of apprentices attending compulsory further education courses was 81,675 against 69,172 at the end of December, 1946, i.e. an increase of 12,503 in ten years, in spite of the fact that they have been recruited from the age group with the lowest birth rate.

The low birth rate of the age group now attending universities, does not affect the number of students in higher educational institutions, as this has been compensated for by the fact that an ever growing proportion of young people has started to take up university studies. In Switzerland, as in other western countries, "academization" has developed less rapidly in comparison with new States, where universities have only quite recently been established (See the article of Mr. Eduard Fueter, *Die Akademisierung der Welt*, in the *Revue universitaire suisse*, No. 1, 1957, Ed. Leeman, Zurich). At the beginning of the century, the number of Swiss matriculated students was 2,747. During the first semester of 1956, universities numbered 15,539 regular students (including 2,326 women) of which 11,321 were Swiss and 4,218 foreign, and 3,078 non-examination students (1,294 women). While the population rose from 3,315,000 inhabitants to 5 million, the number of students in Switzerland increased fourfold.

Compulsory Schooling No important changes have been made in the length of compulsory schooling. It would be difficult to prolong this at the moment, as the cantons are already faced with the problem of building schools and opening new classes to receive all the pupils of the various levels. Nevertheless, the canton of Zurich is considering the possibility of extending it to 9 years, either throughout the canton or by the decision of individual communes.

On the other hand, it is much easier to modify the length of the school year. In the Valais, the prolongation of the school year is being continued; 16 communes put it into effect last year. In Ticino, domestic science courses used to cover a period of 5 months; after experiment in two schools, it has been decided to prolong these courses to 9 months a year.

Free Education and Equipment The federal Constitution states that primary education shall be free. Textbooks, stationery and other equipment have for a long time past been either given or lent to pupils free of charge. In secondary schools, however, free education is far from being general. As stated above, the canton of Bern has recently decreed that both education and equipment in these schools shall be free of charge. In Geneva, apprentices following a vocational further education course are also provided with free textbooks, whereas previously, only the other equipment was supplied. In Geneva too, a Grand Council commission has approved a project for the free provision of textbooks, exercise books and drawing materials.

New Types of Schools The education act of the canton of Solothurn (see above) created a new kind of school, the *oberschule*, covering the last two years of compulsory education and sometimes an additional year.

In the canton of Fribourg, two upper primary schools for agricultural education have been opened.

The Valais has started to introduce regional intermediate schools, as the primary school is considered to provide insufficient training for skilled workers. In the same canton, the results obtained from the new post-school agricultural courses, started in 1955-1956, proved satisfactory and have therefore been extended to five other regions.

In Geneva, a new type of commercial class has been created to train shorthand-typist secretaries in one year; this experiment will be continued for another year.

Cantonal Secondary Schools

Three cantons have passed laws on the organization of secondary schools.

Under the decree of 31st August, 1956, the secondary school in the Grisons is to include the following divisions: the *gymnasium*, with classical and Latin sections, and a non-classical high school with the emphasis on science, all three branches awarding the "maturity" certificate after a seven-year course; the commercial school, divided into two sections, one leading to a diploma after a six-year secondary course and the other to the "maturity" certificate after 7 years; the four-year teacher training school, the last year of which corresponds to the "maturity" classes and which offers in addition a fifth supplementary year.

In the canton of Zurich, a decree of 1st October, 1956, lays down the structure of the cantonal school at Winterthur, which includes three sections: the *gymnasium*, the non-classical high school and a teacher training school. The girls' school of the town of Winterthur is attached to it and is subject to the same rules and regulations as regards admissions, promotions and subjects taught.

In Thurgau, the law on the cantonal school was approved on 3rd March, 1957. Like the other schools just mentioned, it includes a classical and Latin *gymnasium*, a non-classical high school and a commercial school. A new section, the girls' school, will be added and for the moment the boys' secondary school is also attached to it. The commercial school could, if necessary, be reorganized to include a "maturity" class. The girls' school is divided into two sections: domestic science, and education and science. This institution will relieve the commercial school of those pupils who do not intend to take up a commercial career, but who followed these classes for lack of a really suitable course of study.

Technical Schools

These upper secondary institutions, generally called "technicums" in Switzerland, prepare specialized engineers and assistant engineers with a polytechnical training. There are seven of these schools in Switzerland, each of them being subdivided into different sections: architecture, mechanical, electrotechnical (high and low currents) and civil engineering, and sometimes watchmaking and chemistry.

For reasons already mentioned, a shortage of technicians has occurred. The authorities have turned their attention to this question, as it may have serious consequences on the development of the country's industry. The Federal Office of Industry, Arts and Crafts and Labour convened a conference in July, 1956, to study the possibilities of training more technicians.¹ Certain schools, such as the technical high school in Geneva, could admit a greater number of pupils if the neighbouring cantons would conclude agreements and develop their scholarship policy in this field. In other regions, new technicums have to be created. It has been decided to establish one in Lucerne for central Switzerland and one in the canton of St. Gallen for eastern Switzerland. Bern, Bâle-City and Aargau are considering opening such schools. In the canton of Vaud, certain industrial circles would like to create a technical school, but the cantonal authorities for the time being prefer an agreement with Geneva.

¹ V.a. *Die Techniken der Schweiz und unser Bedarf an Technikern* by Councillor of State A. Roemer, in the *Archiv für das schweizerische Unterrichtswesen*, 1956.

CURRICULA, SYLLABUSES

Backward Children In many cantons there are a great number of pupils who cannot follow lessons regularly and have to spend two years in one class.

In Geneva, repeated investigations have shown that many pupils are one or two years behind. As a result, they either stay a few years longer at school in order to complete the entire course of study, or, which is more regrettable, they leave school without having reached the last classes and thus without completing the course.

In Ticino, an inquiry made last year shows that only 48.43% of primary school pupils reach the last year of compulsory education at a normal age, while 51.5% are behind (30.65% one year, 14.4% two years, 6.5% three years or more). For secondary pupils the percentage of those who are behind is slightly smaller (28.11% one year and 2.93% two years), which is only normal, as the *gymnasium* only admits pupils who are capable of taking a secondary course.

How can this situation be improved? Some think that the best solution would be to revise and reduce syllabuses and to transfer subjects prematurely taught to pupils who are too young for them to the syllabus of a higher class. Others, including most secondary school teachers, think that standards for admission and promotion should be raised, and especially that examinations should be reintroduced where they have been abolished. Others again, consider this problem one of proper guidance. Finally, some think that a complete reform of the school system is necessary, for the schools, the different sections and the methods of teaching. All these suggestions are being taken into consideration, sometimes in conjunction with each other.

**Reform of the Last
Primary and First
Secondary Classes**

Many problems connected with the structure of schools are encountered in the final period of compulsory education, i.e. the last classes of the primary and the parallel first classes of the secondary school. The division of pupils aged 12 to 15 or 16 into the different types of course most suited to their abilities and best future training, is under careful and complex discussion.

The canton of Zurich has been examining this question for many years. Experimental primary classes with workshops are being started in an increasing number of communes. The project has taken shape in accordance with these experiments. Plans have been drawn up for three types of classes or schools, which will follow on from the sixth primary school year. The so-called secondary classes will be reserved for the best pupils, new non-classical classes and *classes-ateliers* (experimental classes) will take pupils who are intellectually less gifted. In the secondary classes, the syllabus will include the mother tongue and arithmetic (to which special attention will be given), French, geometry, natural science, history, geography and handicrafts. Preliminary vocational training in collaboration with the vocational guidance service will be included amongst the optional subjects. The method of centres of interest is to be used.

At the same time, the Zurich education council has in principle accepted a reform of its secondary education system. Several consultations have taken place and a special commission has been appointed.

In the canton of Geneva, a similar problem prevails. A modification of the education of pupils aged 12 to 15 years is now being reviewed. A common core of studies to combine all seventh-year classes, both primary and secondary, has been suggested. The last classes before the end of compulsory education would also be considered as secondary. A headmaster has been released from office to make a general study of the question as a whole. Experimental guidance classes have been set up.

Primary and Secondary School Syllabuses In Geneva, a draft curriculum was introduced in 1942 as an experiment. In it, an attempt was made to take into account the time actually available both for teachers and pupils, the syllabus of each year was divided into three terms and an introduction laid down the spirit and method of teaching each subject. Different experiments were carried out on classes of the same level, tests were effected by the experimental education laboratory, an inquiry was made into backwardness in schools and questionnaires sent to all teachers. Commissions for separate subjects and different years were formed and a special commission studied means of correlating primary and secondary school syllabuses. The curriculum, which will be put into effect from the beginning of 1957-1958 school year, is based on the results of these inquiries.

At Fribourg, the conference of inspectors has worked out a new syllabus and a guide to method for each subject.

In the Valais a commission is studying possible changes in the general curriculum.

In connection with the adoption of the new act on public education in Ticino, commissions are preparing curricula for all secondary schools, where the duration of courses has been modified. At the same time the principle of annual examinations has been adopted everywhere, and it was decided that a pupil may not be re-examined the same year if he has failed in more than three subjects.

In addition to the general curricula, a great number of special modifications have been made. They are too numerous to be mentioned separately.

The teaching of domestic science and handicrafts in schools is becoming more general. In German-speaking Switzerland, French has also been introduced in primary classes. In 1952, the Swiss National Unesco Commission appointed a committee to examine all history textbooks and syllabuses in primary and secondary schools. The reports have recently been published and widely distributed. This committee has also studied a first report on the place devoted to Asia in history and geography syllabuses.

TEACHING STAFF

Shortage of Teachers The section of this report dealing with population trends has shown the main cause of the shortage. The situation is not the same everywhere in the country but all the cantons suffer from it and have been obliged to take special measures.

Retired teachers have remained at their posts. Married women teachers, who in many cantons are obliged to give up their work after marriage, have taken up teaching again. More or less trained substitutes are placed in charge of a class. Training school students have had to

shorten their studies and begin teaching prematurely. Some cantons have resorted to employing teachers from elsewhere. This has created difficulties for cantons where salaries are low, as their staff has left to teach in other cantons. Women teachers are in charge of classes that are normally reserved for men. Infant school teachers have been trained to teach the first primary class. A shortened concentrated training course is given to persons of sufficient education. Finally and above all, the supply of candidates to training schools has been increased. New classes had to be opened, sometimes by enlarging the building. This measure, the only one which produces qualified staff, can only have its full effect after a few years. Nevertheless, candidates admitted to the training colleges must be carefully selected and the rise in numbers must not lead to lower standards.

In secondary and vocational training schools also, a shortage of teachers is beginning to make itself felt. Candidates for science and technical subjects are less numerous, as these are attracted by industry with its higher salaries and better prospects.

Further Training Most cantons organize further training courses for different types of teachers.

In connection with the reform of upper primary education, primary teachers in the canton of Zurich have attended a training course in the experimental classes in Geneva and Neuchâtel.

The Zurich secondary school teachers' conference has organized a French language course at the University of Dijon and an English course in Zurich. A "French Week" was organized in the same town from 22nd to 29th October, 1956, under the patronage of the French Embassy in Switzerland and the Department of Education. Many secondary school teachers took part in these meetings and attended lectures given by different personalities.

Primary school inspectors in the canton of Valais have attended a further training course in Lausanne and Neuchâtel on the rôle of the inspector and ways of fulfilling it.

Examination regulations for candidates for the teaching profession in intermediate and high schools in the canton of Bâle-City were modified on 13th April, 1956. Training in education and teaching method has been developed and the test lessons are now compulsory.

Under the auspices of the European Centre of Culture, whose main office is in Geneva, a pilot experiment was carried out at Fribourg, under the direction of two inspectors. This experiment served as a source of information for teachers and as an inquiry into pupils' knowledge of and attitude towards Europe ¹.

Salaries and Retirement Pensions

In order to attract candidates to teaching and to compensate for the rise in the cost of living, many cantons have reassessed teachers' salaries. These are Bern, Schaffhausen, Schwyz, Solothurn, Uri, Valais and Zurich.

The canton of Bern, by decree of the Grand Council dated 25th February, 1957, improved salary and superannuation conditions for infant school teachers. Under the decree, the infant schools must be

¹ See *L'Europe et l'Ecole*, European Centre of Culture, Geneva, April, 1957.

accessible to all children without distinction and the number of pupils may not exceed 35 per class. The condition of the premises are taken into consideration, and methods of teaching are to be adapted to the children. Finally, salaries should not be below a certain level. A long service allowance is granted to infant school teachers who have had an adequate training.

Five cantons have modified pension provisions for retirement, invalidity and dependents. In St. Gallen, married women and infant school teachers are now to be admitted to the superannuation fund.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Medical and Dental Services These services are constantly developing. In many cantons, children and young people have been vaccinated against infantile paralysis.

In Ticino, doctors and physical education teachers have started examinations in all schools to discover which pupils should follow courses in remedial gymnastics.

Child Guidance Service This service has been completely reorganized in Geneva. Each case can be subjected to a paediatric, neuro-psychiatric, psychological, logopaedic and pedagogical examination. This reorganization has given rise to a number of new posts : an ear specialist, assisted by a technician and an audiometric operator, an oculist, an epileptologist, a logopaedic specialist and three teachers specialized in speech defects, and an educational psychologist for secondary schools. A class for backward readers has been created and a second will be set up.

In Zurich a new specialized institution has been opened and the establishment of a school with a kindergarten attached is now under consideration. Courses in speech-correction given by visiting teachers have been introduced in many communes and partly extended to the kindergarten.

Handicapped Children By a decree of 28th December, 1956, the State and communes of the canton of Solothurn must contribute to the education of school-age children who cannot attend ordinary schools.

On 24th May, 1956, the canton of Zug completed its public education act. The canton and communes are to be responsible for the education of children who suffer from physical or mental defects and defects of character.

In Zurich the representatives of the State and communes have met to study the possibility of forming special classes for pupils who are unable to follow regular classes.

In St. Gallen, a commission has been appointed to study, in experimental classes, the best methods of educating backward pupils.

Sick Children A full-time teacher has been appointed for the Geneva children's hospital. St. Gallen has also introduced teaching in the city hospital.

Child Welfare In Geneva the age at which children are admitted to certain films in cinemas has been raised from 16 to 18. In addition, an identity card is required at the entrance. The Swiss National Unesco

Commission is preparing a bibliography of studies, and commune, canton and federal regulations concerning the relations of children and young people with the press, cinema, broadcasting and television services.

Scholarships and Subsidies The amount of credits devoted to scholarships and the number of scholarships is higher every year. In 1956, the National Fund for Scientific Research alone spent a total of 8,327,580 Swiss francs, part of which has been granted to young research workers.

SYRIA

EDUCATIONAL PROGRESS IN 1956-1957¹

General — Budget — School Building — Primary and Rural Education — Secondary Education — Vocational Education — University Education — Study Abroad — Arab Cultural Unity Agreement

General The evolution of education in Syria during the scholastic year 1956-1957 shows constant interest in primary and vocational education in response to the directives laid down in the Constitution, an increase of school buildings, great attention to extra-curricular activities and the extension of youth organizations to include all secondary school pupils. It is also marked by an increase in the number of scholarships for study abroad, the creation of a school of commerce attached to the law school, and the increase of the engineering school budget.

The great increase in the number of pupils of all grades and the marked rise in the education budget's figures, give a clear picture of the constant development and progress made in this field of national activity.

In 1945-1946, the year of the evacuation of foreign forces from the country, the number of pupils was 165,157, including university students, out of a total population of 2,949,815, making a proportion of 5.59%. In 1955-1956, the number of pupils, including university students, was 418,118 out of a population of 3,905,898, a proportion of 10.7%.

This gives a good picture of the great demand for education, but also indicates the heavy financial load falling on the State in meeting the people's needs in this phase of the national evolution.

Moreover, this scholastic year has been distinguished by the development of educational and cultural relations between the Arab states and the signing of a cultural agreement between Syria, Egypt and Jordan.

Budget The Ministry's budget for 1956 attained 52,678,000 Syrian pounds, constituting 16.25% of the government's total budget, which was 324,054,000 Syrian pounds. In 1946, the education budget totalled 14,127,388 Syrian pounds, i.e. 10.89% of the total budget of 129,704,000 Syrian pounds.

School Building The growth of education in Syria during the last few years is also distinguished by the expansion of school building. In accordance with statutes No. 226 of 16/1/1946 and No. 222 of 31/3/1956, expenditure on primary and rural school buildings is a public responsibility.

The Ministry of Finance imposes a certain additional percentage for school building on the general and municipal taxes, and the Ministry of Public Works specifies certain sums in the yearly budget for vocational and secondary schools.

¹ From the report sent by the Syrian Ministry of Education.

The new schools are built according to modern hygienic principles. A special division of the Ministry of Education, composed of engineers and specialists, administers and supervises all school construction, in cooperation with the Ministries of Public Works and Finance, and with the municipalities.

During 1956 the construction of 42 primary schools was completed, 12 of which are in the principal cities and 30 in the towns and villages. The number of primary and rural school buildings erected until now totals 1,104 containing 4,015 classrooms. The number of secondary schools totals 52 (1,051 classrooms).

Primary and Rural Education

The Ministry continued to take an interest in increasing the number of classes in the primary schools, so decreasing the number of pupils per class. It continued to devote attention to the needs of the border regions, raising the number of schools specially adapted to the needs of these regions, increasing travelling schools for Bedouin children and the scholarships given to them in primary and secondary boarding schools. The subjects taught in these tribal boarding schools are similar to those taught in the first three years of the regular primary schools, whereas the subjects taught in the fourth and fifth years are specially adapted to life in the rural and desert regions.

The Ministry continued to admit large numbers of applicants to the teacher training schools, and to open new schools for them. As a result, in 1955-1956, the number of teacher training schools grew to six (4 for women and 2 for men) and the number of pupils in these schools to 1,233. In-service teachers who have no teaching diplomas are encouraged to take certain training school courses.

In 1949, the Ministry of Education nationalized primary and secondary school textbooks and is now able to supply them free to children of needy parents and at a very small fee to other pupils.

School health inspection and yearly health examinations are organized and supervised by a school health service, whose central office is at the Ministry of Education and whose branch offices are located at the various district departments of education.

During the last few years, the Ministry has given great attention to the extension of rural education to all rural districts. The rural schools concentrate on agricultural activities, handicrafts, health and social instruction. To each rural school a piece of land is attached for agricultural demonstration and practical work, which is done by both teachers and pupils.

At the end of the primary rural school course a general examination is given, as a result of which a primary rural school certificate is awarded.

The number of rural schools has been growing yearly with the opening of new schools and the conversion of regular primary schools into rural schools. Their number this year is 187 (an increase of 24). The area of the agricultural plots attached to these rural schools has attained 2,321,644 square metres. There are at present in Syria two teacher training schools for rural school staff. A third school is under construction and will be ready for the 1958-1959 school year.

The duration of the rural school course is at present five years but it is being raised to six from the beginning of next year. Primary education is free and in principle compulsory for all Syrian girls and boys.

The Ministry usually applies the compulsory education regulations strictly in those places where it is able to ensure all the necessary provisions for regular schooling.

The budget for primary rural education for 1957 was set at 29,189,000 Syrian pounds, an increase of 1,880,000 Syrian pounds over last year's budget.

The number of children in primary schools was 150,250 in 1945-1946. In 1955-1956 it had increased to 345,367.

The following statistics show the numerical development of primary and rural education during the last two years :

	Schools		Pupils		Teachers	
	1954-1955	1955-1956	1954-1955	1955-1956	1954-1955	1955-1956
Public schools . .	2,235	2,300	260,130	264,247	7,210	7,674
Private schools . .	401	417	76,091	81,120	2,779	2,690
Total . . .	2,636	2,717	336,221	345,367	9,989	10,364

Secondary Education According to the Constitution, secondary education is free but not compulsory and consists of two stages, the middle stage, covering four years, and the preparatory stage, a three-year course, at the end of which a secondary school diploma is awarded on the results of a general examination. There is a great demand for secondary education everywhere, including the rural districts, and as a result new secondary and vocational schools are opened continuously in the *Akdieh* or sub-districts.

The number of secondary schools has risen to 267 in 1955-1956, and the number of pupils to 63,435, whereas in 1945-1946 the number of secondary schools was 73 and the number of pupils 12,261.

The Ministry has created a youth organization for all secondary school boys and girls. Its aim is physical and civic education, laying emphasis on the Arab virtues of courage and fortitude. All members will have the opportunity of spending a couple of weeks at its training camps during the summer vacation. Membership has not so far been made compulsory. Scouting is reserved for middle secondary school pupils and the top two classes of the primary schools.

The progress of secondary education in rural districts led to an increase of students from rural communities in colleges and universities, thus a new young social group has come to participate in the national life by taking up government administrative posts and entering the liberal professions.

In view of the growing demand for secondary education and the State's great interest in ensuring primary education for all and extending vocational training, the Ministry continues to support existing private schools and to facilitate the opening of new ones. The Ministry grants these schools yearly subsidies and provides a certain number of teachers.

The secondary education budget for the year 1956-1957 is 11,969,000 Syrian pounds, an increase of 1,987,000 Syrian pounds over last year's budget.

The following table gives a picture of secondary education during the last two years :

	Schools		Pupils		Teachers	
	1954-1955	1955-1956	1954-1955	1955-1956	1954-1955	1955-1956
Public schools . .	70	82	32,348	33,743	1,406	1,543
Private schools .	154	185	28,318	29,692	2,638	2,399
Total . . .	224	267	60,666	63,435	4,044	3,942

Vocational Education This type of education is given during the two secondary school stages, the middle and the preparatory. During 1945-1946, there were only five technical schools, whereas in 1955-1956 there were thirteen. These include commercial schools as well as trade and industrial schools. Schools of agriculture are attached to the Ministry of Agriculture and are six in number, including the veterinary school. The number of vocational schools is still too small to cover the country's growing needs and the Ministry is making a great effort to open new ones in all the districts (*Mouhafazat*). A number of vocational teachers are sent abroad for further study and practical training, while quite a few of the pupils from these schools obtain fellowships to study the various branches of engineering at foreign colleges and universities with a view to becoming teachers.

The budget for vocational education in 1957 is 1,852,000 Syrian pounds, an increase of 388,000 Syrian pounds over last year.

The following are the statistics for vocational education during the last two years :

	Schools		Pupils		Teachers	
	1954-1955	1955-1956	1954-1955	1955-1956	1954-1955	1955-1956
Public schools . .	10	10	1,944	2,427	217	211
Private schools .	3	3	246	308	52	51
Total . . .	13	13	2,190	2,735	269	262

University Education There are no privately endowed universities in Syria. Syrian higher education consists of the following schools and colleges : the schools of medicine, dentistry, pharmacy, midwifery and nursing, law and jurisprudence, arts and science, engineering, educational science, French and English language and literature. All give a four-year course with the exception of the school of medicine which has a seven-year course. The schools admit only holders of the state secondary school diploma or its equivalent, except for the school of midwifery and nursing which has specific entrance regulations. The University of Syria has quite a large enrolment of students from neighbouring Arab countries and a few from Moslem and Oriental lands.

The university has continued its efforts to build up a well equipped school of engineering and has designated special funds for it.

A new higher school of commerce has been opened this year with 146 students.

A new large library building, started two years ago, will be ready for students' use this year. The new budget has allocated enough funds for two new buildings. A new Arabic institute for the teaching of Arabic to foreigners has been opened.

State aid to the university for 1956-1957, including the amount specified for the two new buildings, has attained the sum of 5,798,000 Syrian pounds, an increase of 800,000 Syrian pounds over last year's grant. The total number of students reached 6,501, an increase of 1,153. The total student population in 1945-1946 was 1,058.

Study Abroad National educational activity during the last few years is also distinguished by the large number of students and professors sent abroad for further study with the financial aid of the government. There were 224 in 1956 and 170 in 1957, all selected by competitive examinations.

While the sum set aside for this purpose in 1955 was 650,000 Syrian pounds, it attained the figure of 1,556,000 Syrian pounds in 1957. The sums spent on teachers, instructors or administrators sent abroad for further study are drawn from the Ministry's general budget.

There are also about 1,000 students studying abroad at their own expense.

If the Ministry continued to send out such large numbers for study abroad, the different governmental departments and offices would be sufficiently staffed with specialists and technicians within a few years.

**Arab Cultural
Unity Agreement**

The most outstanding event of the year in the evolution of education in Syria has been the signing of an Arab cultural unity agreement between Syria, Egypt and Jordan, aiming at the realization of unity in thought, culture and national aspirations among the Arab peoples, who are all invited to join it. It stipulates the promotion of cooperation between the Arab states in the field of education, science and culture, the deepening of the foundation of their common heritage, and the broadening of their rich cultural contribution to their specific civilization and to human civilization at large. It calls for an exchange of knowledge and the results of scientific and technical research, the exchange of teachers and students, the holding of conferences, seminars and meetings, the co-ordination of all phases of social, educational and recreational activities and of all endeavours to promote physical training and art. The agreement has effected a standardization of educational structure as follows : six years' primary education, a three-year preparatory stage and three years' secondary education.

The agreement brought unity to the essentials of the curriculum for every class, it set common standards for all examinations and gave equality to the certificates and diplomas of every signatory State. It has strongly recommended the efficient training of teachers for all levels, and has laid great emphasis on the teaching of Arabic, civic education and physical training, the promotion of art and technical work, the unification of school regulations, educational systems and methods, and the organization of a common body to coordinate the application of the agreement. The formation of this body, its special duties and prerogatives have been defined. The agreement has abolished the general primary examination, each school now setting its own examination. Each of the signatory States will set a general competitive examination for preparatory school entrance, in Arabic, mathematics and general knowledge, based on the six-year course of study. Government preparatory schools select as many students as there are vacancies.

This agreement was signed in Damascus on 25th March, 1957, by the Ministers of Education of Egypt, Syria and Jordan. It will come into force at the beginning of the coming school year; a three-year transitional stage has been allowed for carrying it into full effect.

THAILAND

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *New Measures* — *Budget* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES, METHODS — *Syllabus and Curricula Revision* — *Tests* — *New Teaching Methods* — *Discussions* — *Textbooks* — TEACHING STAFF — *Further Training* — *Rural Teacher Training* — *University Degrees in Education* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Scholarships* — *Child Study* — *Community Development* — *School Broadcasting*

ADMINISTRATION

New Measures An act on administrative procedures was passed by the house of representatives giving each *changwad* or province a wider scope of authority in local administration, effective as from 1956. Each *changwad* or province is responsible for its own educational system, including the local education budget. The Ministry of Education is responsible only for seeing that each *changwad* operates according to the national policy.

Budget Although the former procedure had been maintained of making budgetary allocations in the form of a lump sum to the Ministry of Education for distribution to the various *changwads*, the government divided the 1957 budget for education into that of metropolitan and provincial areas.

The 1956 budget for education was 268,719,768 bahts (not including the additional living allowances for officials, which amounted to about 500 million bahts). This was 17,740,497 bahts more than that allotted for 1955 (a 7.7% increase). Besides this regular budget, the Ministry of Education has another income from the stamp surcharge for the promotion of education and public health, which in 1956 was 82,652,713 bahts. These, together with another 10,251,760 bahts of supplementary funds, composed the 1956 budget for education, i.e. 361,624,241 bahts. With the addition of the additional living allowances for government officials, the budget totalled 861,624,241 bahts.

ORGANIZATION

Quantitative Development During the year under review, the number of schools of various types increased as follows: 2 kindergartens, 262 public schools, 15 secondary schools, 319 primary extension schools, 2 secondary vocational schools, 1 technical college, 169 private schools.

Moreover, a pre-university course was opened in one secondary school and one private school, the primary, secondary and higher vocational courses were opened in 15, 18 and 16 vocational schools respectively and

¹ From the report submitted to the XXth International Conference on Public Education by Mr. SANAN SUMITRA, Delegate of the government of Thailand.

branches of the College of Education were opened at Bangsaen in Choburi Province and at Patumwan in Bangkok.

The following figures show the number of teachers and pupils in 1955 and 1956 :

Type of School	Teachers			Pupils		
	1955	1956	± %	1955	1956	± %
Kindergarten	850	625	-36	16 327	16 200	- 0.77
Pre-primary	86 365	87 017	+ 0.75	12 967	14 885	+14.97
Primary				2 962 718	3 057 381	+ 3.54
Primary extension				19 552	34 945	+78.72
Secondary	9 728	11 117	+14.28	283 041	325 634	+15.04
Pre-university	509	627	+23.18	7 297	9 426	+ 2.91
Home economics	17	20	+17.65	654	695	+ 6.26
Teacher training	658	668	+ 1.52	5 132	8 386	+ 6.34
Vocational education	2 330	2 595	+11.37	44 919	47 701	+ 6.19
Adult education	1 385	532	-16.03	34 184	11 063	-67.63
Evening schools	460	379	-21.37	8 364	4 808	- 4.25
Professional courses	152	166	+ 9.21	5 597	4 968	- 1.12
Religious courses	138	140	+ 1.45	2 775	2 270	- 1.18
Total	103 357	105 525		3 393 527	3 538 362	

CURRICULA, SYLLABUSES, METHODS

Curriculum Revision

A review was made of secondary and higher vocational curricula to allow for more optional subjects. The primary school curriculum has also been revised. The pre-university course and that for the education certificate, both of which were introduced in 1955, were considered incomplete and required further improvement. The new certificate course in education is being drawn up and is expected to be put into use in 1957.

Tests

A new system of testing and measurement of pupils' achievement was also considered. Instead of measuring only academic achievements at the end of each academic year, other developments were also taken into consideration by dividing the total marks into general development, the year's work and final examination results.

New Teaching Methods

During 1955-1956, there was more in-service training for teachers and for district and provincial education officers than in the years before. This was for the purpose of guiding teachers at all levels in methods of teaching, educational measurement and school modernization, and to acquaint education officers of modern trends in education, teacher training, school administration and supervision, so that they might advise teachers in accordance with the policy of the Ministry of Education.

Discussions

Another activity initiated during the year was discussion between those who had returned from abroad and principals of government schools in the metropolitan area. The topics for discussion included primary, vocational, secondary and higher education, school administration, teacher training and physical education. The ideas derived from these discussions were published and sent to various schools throughout the country.

Textbooks The Department of Educational Technique has produced additional textbooks in the Thai language. Handbooks for secondary and pre-university teachers were also issued as a teaching guide. Furthermore, sample educational equipment especially for the teaching of the Thai language in primary classes were made for the benefit of teachers. New and up-to-date books were published in a great variety, permitting the schools to select for their use those appropriate to their local interests. The following systems were adopted for textbook production: competitions in textbook writing were organized, experts in each field were authorized to write on their particular subjects and private authors were requested to submit their work to the Ministry of Education for approval to be used in schools.

TEACHING STAFF

Further Training The Ministry of Education organizes annually a promotion examination for teachers. Although special courses have been opened in Bangkok and a few provinces through the united efforts of the Ministry and the Teachers' Council, the number of teachers passing the examination is still very low. Consequently, a summer course for teachers is conducted lasting for 6 weeks and dealing particularly with science, mathematics and handicrafts. At the end of the course, there is an examination and the subjects passed are exempted in the next promotion examination. The Ministry also selects teachers for further training in colleges and universities within the country in the same manner as those sent abroad for the same purpose. In 1956, the number of teachers so selected was 250. They were allowed to retain their full salary while in training.

Rural Teacher Training As a part of the community development programme, the Ministry has initiated, with Unesco's cooperation, a rural teacher training project known as the Thailand-Unesco Rural Teacher Training Project or TURTEP. This is carried out as a parallel project to the Thailand-Unesco Fundamental Education Centre or TUFEC in Ubol, which aims at training fundamental education organizers.

University Degrees in Education In 1956, the College of Education opened for the first time a course in educational psychology, leading to a master's degree. The course takes two years after the bachelor's degree in education (either from Chulalongkorn University or from the College of Education). The College of Education also conducts an evening course and a summer course for the benefit of teachers who wish to work for the bachelor's degree in education.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Scholarships The scholarships given in 1956 by the Ministry of Education to various categories of students were as follows: 2,486 scholarships for secondary education; 120 scholarships at pre-university level; 24 scholarships for higher education; 5,874 scholarships for teacher training; 13,642 scholarships for vocational education. The scholarships and fellowships usually offered to foreign students were also given in 1956.

Child Study The International Institute for Child Study carried out comparative studies in child development. The Department of Educational Technique, with cooperation from others who were interested in intelligence testing, held a conference on the planning of a system of group intelligence tests.

Community Development Fifty-eight graduates from the Thailand-Unesco Fundamental Education Centre at Ubol returned to their ten home towns to start working in community improvement and development.

School Broadcasting The Thailand school broadcasting station, started on January 1st, 1954, and operated by the Ministry of Education, continues to broadcast daily. In 1957 the Ministry extended this service by giving direct broadcasts to schools, more or less similar to school broadcasts in other countries. The activity is still in the experimental stage. Two officials have been sent to England, U.S.A. and Australia to observe and gain more experience in the field.

TUNISIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *Administrative Measures* — *Budget* — *School Building* — PRIMARY EDUCATION — *Numbers* — *Teaching Staff* — *Syllabuses* — *Methods* — *Social Assistance* — SECONDARY EDUCATION — *Unification* — *Numbers* — *Syllabuses* — TECHNICAL AND VOCATIONAL EDUCATION — *Development* — HIGHER EDUCATION — *Numbers* — TEACHING STAFF — *Shortage* — *Training and Further Training* — ADULT EDUCATION — *Basic Education* — *Literacy Campaign*

ADMINISTRATION

Administrative Measures The following major administrative measures were taken during the 1956-1957 school year: (a) A general secretary's post was created at the Ministry of National Education (decrees of 7/6/1956). (b) Primary education districts and inspection were reorganized (12 primary school inspectors, district heads, and 9 inspectors for French language primary education). (c) A translation and publishing department was set up (Finance decree of 1/7/1956). (d) A technical department for school building was established (Finance decree of 1/7/1956).

Budget The Ministry of National Education budget for 1956-1957 totalled 7,584 million francs; the decrease of 578 million is due to the fact that the French Embassy has taken over those educational establishments transferred to the French cultural and university mission in Tunisia.

School Building Between 1st April, 1956, and 31st March, 1957, 113 classrooms and accommodation for 44 teachers were built (not including work on 3 secondary schools now under construction). Since 1st April, 1957, 134 classrooms and 65 teachers' houses are under way (not including work on 4 secondary schools, 2 technical schools and 2 primary boarding schools).

PRIMARY EDUCATION

Numbers During the 1956-1957 school year, 19 new schools were opened and 558 classes set up.

Primary school numbers have risen from 211,700 in 1955-1956 to the present figure of 226,736. In October, 1956, 48,361 new pupils were enrolled in primary schools.

Teaching Staff The increased number of classes required competitive recruitment of 507 teachers who took a 45 days' accelerated educational training course.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Lamine CHABBI, Delegate of the Tunisian government.

Furthermore, 500 new teachers were recruited in the same way in January, 1957, to follow a professional training course in the schools until the end of the school year.

At the same time, three divisions of first-year pupil-teachers have been set up in Sousse, Sfax and Monastir, as the beginning of three new teacher training schools.

Primary school inspectors have been instructed to see that classes do not exceed the maximum of 50 pupils.

The time-table of complementary course teachers has been reduced from 27 to 22 hours a week.

Syllabuses Since the beginning of the 1956 school year, first-year primary pupils (boys) have been receiving instruction exclusively in Arabic. Next year, the second year will be treated in the same way. A committee has been appointed to work out syllabuses and the committee's plan is now being examined.

Furthermore, 213 modern Koranic schools with 1,038 classes were nationalized as from 1st October, 1956 (decree of 22/11/1956). Since this date these schools use state school syllabuses and their staff has been incorporated into the civil service.

Methods A school was opened in Tunisia in October, 1956, specially to try out modern teaching methods.

Sixteen sound film projectors (16 mm.) and an important collection of educational and teaching films have been ordered and will be distributed in various important centres of the kingdom.

Social Assistance A considerable effort has been made in this field : (a) 453 new canteens have been opened in primary schools since 1st November, 1956, which brings the total to 745, distributing 80,279 allocations of food a day. (b) 56,886 supplementary nutrition rations are distributed daily in primary schools. (c) The Ministry of National Education received an allocation of 40 million francs to buy school equipment for poor and needy children. (d) 50 million francs were allotted from the Children's Fund to set up a clothing centre.

SECONDARY EDUCATION

Unification The unification begun in 1955-1956 by linking the former annexes of the Ez-Zituna University (which provide lower and upper secondary education) to the secondary education branch, has been finally complete (decree of 26/4/1956).

Numbers The number of pupils in the 2 lycées and 26 secondary schools for Zeitunian education is 11,341. In the other schools the total number of pupils in lycées, secondary schools, teacher training schools and complementary courses rose from 10,791 to 11,238 pupils, taking into account the departure of 922 Europeans and the admission of 1,369 new Tunisian pupils.

Syllabuses There will be one last session of the elementary Arab certificate in June, 1958. It will be replaced from then onwards by

the elementary secondary education certificate (decree and order of 17/4/1957), the first session of which was held in June, 1957. There were 1,967 candidates of whom 347 (17.6%) were successful.

The secondary leaving certificate of Sadiki College was also abolished. A Tunisian baccalaureate (secondary education baccalaureate, first and second parts—decree and order of 17/4/1957) was introduced from the May-June 1957 session onwards; 1,777 candidates took the examination, of whom 605 (34.05%) passed.

TECHNICAL AND VOCATIONAL EDUCATION

Development Technical education must play a great part in the future development of Tunisian economy in its present process of industrialization. This problem has been particularly evident in the 1956-1957 school year owing to the sudden pressure of the extensive needs of both private industry and public or semi-public bodies.

To offset these difficulties, parallel development of vocational and technical education was possible and these branches were adapted to local requirements.

Vocational education, given in vocational training centres and industrial schools, caters for 6,666 apprentices (2,811 boys and 3,855 girls). Technical education is given to 4,194 pupils, mostly boys.

The development of vocational education has been mainly in the fields of engineering and electricity, which form the basis of instruction in all the specialized branches of modern technology.

Furthermore, it was considered desirable for some of the vocational training centres to be specialized, in order to give them a more marked individual character. Consequently the following establishments were set up: the modern building centre, the mining school at Le Kef, the school for book production, the technical school for women and the short-hand-typist secretary department for women.

It was also held desirable to introduce in some centres special short apprenticeship courses which are primarily manual. These are intended to bring together all those apprentices who, because of their age or their intellectual level, cannot profit from the ordinary courses leading to the vocational proficiency certificate.

In the field of technical education, this year efforts have been directed chiefly towards the development of constructional engineering and industrial design, and the setting up of a special radio-electronics department.

A preparatory department for the higher school of technical education has also been introduced, with a view to the training of future technical education staff. This preparatory department is parallel to the preparatory department for the competitive entrance examinations of the national trade schools and the Public Works engineering school at Maison-Carrée. Twelve Tunisian students have already applied for entry to these various schools.

Three decrees of 22/3/1957 have laid down requirements for the recruitment of assistant technical staff, men and women instructors, and men and women teachers of technical subjects.

HIGHER EDUCATION

Numbers The Higher Training College, which gives a three-year training to secondary school staff, is attended by 46 students in four departments : arts (Arabic), mathematics, history and geography.

The Higher School of Law, which offers a three-year course leading to a first degree in law, is attended by 80 students.

There are 37 students at the School of Economics which leads in the lower department (two-year course) to a diploma in economic science, and in the upper department to a final diploma.

These three establishments were opened in October, 1956.

At the Ez-Zituna University, the number of students in arts and juridical and religious science is 574. From now on, students must take a complete examination at the end of each of the three years leading to the final diploma (*El Alimya*). Courses have been completely reorganized and modernized by the introduction of dead and living languages and new branches of study, and by a new arrangement of certain subjects.

At the Institute of Higher Studies there are 1,290 students in three departments : law, arts and science. An economics course (in the third year of the law degree course) and three new certificates (physical mechanics, modern and contemporary history, ethics and sociology) have been introduced.

At the College of Art there are 86 students in the 4 years of both departments (decorative arts and architecture).

TEACHING STAFF

Shortage The extension of education with its additional requirements, and the non-acceptance by several hundred French teachers of the protocol on their position in Tunisia have caused a very grave shortage of teaching staff. The Ministry of National Education is trying to relieve it by setting up new primary and higher teacher training schools, but the expected results will not take effect for some years. It is certain that in this field education in Tunisia will continue to experience great difficulties for several years to come.

Training and Further Training

To the 2 training schools in Tunis have been added 3 in Sousse, Sfax and Monastir, and 2 more in Le Kef and Bizerta, which will open their doors in October, 1957.

In addition the following were instituted : (a) further training courses in education for temporary staff, given once a week in the most important centres by primary school inspectors; (b) an accelerated training course, in the summer of 1956, for 507 candidates for primary teaching; (c) a course lasting throughout the school year for 500 Arabic speaking teachers who will be appointed as primary teachers next October. Ten student-inspectors will take a training course in France in 1957-1958, to fit them for duty as primary education inspectors.

ADULT EDUCATION

Basic Education The travelling cinema made a circular tour throughout the country giving one film show each evening. It uses 26 Tunisian films on hygiene and agriculture and 12 Unesco film strips. A Unesco expert in audio-visual aids and an expert on illiteracy are to begin work in Tunisia in 1957.

Literacy Campaign There are at present 250 courses for illiterates attended by about 15,000 people.

TURKEY

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Introduction — Budget — Primary Education — Secondary Education — Vocational and Technical Education — Private Education — Higher Education — Libraries — Youth Movements — Educational Publications — Parent-Teacher Associations — Special Education — Gifted Children — Adult Education — Education Conference — Nutrition Programme — Educational Psychology — Cultural Relations — Scholarships and Students Abroad — Unesco Activities — Conclusion

Introduction Turkish education has made rapid progress, both quantitatively and qualitatively, in recent years. New schools and other educational institutions have been opened and more and better facilities have been provided for more and more children, young people and adults in schools of various types and at different levels. Turkish educational institutions up to university level had a combined enrolment of approximately 2,500,000 in the 1956-1957 school year.

Budget In 1956 the Ministry of Education budget totalled 385 million Turkish pounds. The 1957 budget reached 508 million Turkish pounds.

Primary Education Great efforts have been made to provide educational opportunity for all children from 6 to 12 years of age, the compulsory school age period. There is, however, still much to be done before opportunity for primary education is available to all children throughout the country. In 1956, 268 million Turkish pounds or nearly 70% of the budget of the Ministry of Education was allocated to primary education. In the 1957 budget 321 million Turkish pounds of the total was allocated to primary education and an additional 30 million was contributed for this purpose by the provinces. Nearly 20,000 (19,777) primary schools enrolled 2,131,148 children in the 1956-1957 school year; 572 new primary schools were opened but there were still approximately one million primary school age children for whom educational opportunity was not available.

The total primary teaching staff amounted to 47,905 teachers in the 1956-1957 school year. To supply additional teachers for the expanding primary school system, 18,000 students were enrolled in training schools, which have already provided 3,500 teachers. A recent adjustment in primary teachers' salaries brought increased income to 25,000 teachers.

Seminars and refresher courses, with special emphasis on improvement in the teaching of music and art, are provided by the provincial Directorates of Education. At the close of each school year educational conferences devoted to the study of local problems and needs are held in each province

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Emin HEKİMGİL, Delegate of the Turkish government.

to achieve better adaptation of the schools to the needs of pupils and of the country. Six experimental schools are actively engaged in the development of new syllabuses, methods and materials before their general adoption. Special attention is being focused upon the improvement of instruction in one-teacher village schools.

Secondary Education The aim of secondary education in Turkey is to bring those who have completed the primary school to such a cultural level that they will be able to enter the various higher educational institutions which cater for the cultural and economic needs of the country. There were 464 middle schools (junior high schools) and 94 lycées (senior high schools) with a total of 191,240 students and 6,426 regular teachers plus 1,000 qualified substitute teachers.

Steps have been taken by the experimental secondary schools to examine the standard curricula and to experiment with more flexible types of course including optional subjects. The number of English language schools was increased to six by the opening of a new school in Eastern Turkey. English is now taught in practically all secondary schools.

For the current year, 496 teachers specializing in different fields participated in seminars and refresher courses and 80 were sent abroad to broaden their acquaintance with new educational practices in other countries.

Vocational and Technical Education In response to the rapid industrial development the network of vocational and technical schools and colleges expanded in accordance with the needs of the country. Technical and vocational education is aimed at the training of specialized skilled and semi-skilled workers. The figures for technical and vocational schools in 1956-1957 are 122,625 pupils and 4,053 teachers, with an additional 1,030 travelling teachers in urban centres and small towns. Trade institutes for boys following on the completion of primary education offer five-year courses. Those who have completed the middle school are also accepted into the trade institutes. The number of these schools in 1956-1957 was 82 with an enrolment of 36,422 pupils.

The number of domestic science schools increased to 72 with 12,616 pupils. Domestic science evening courses for women and young girls totalled 134 courses with 31,748 pupils. The number of commercial schools increased to 22 with 8,344 pupils. There were two colleges of commerce and economics and a new one, a secretarial school, was added in Ankara.

Travelling courses are organized in the villages to train village men to repair and make needed equipment in iron and wood. They offer instruction mainly in blacksmith work and carpentry. Building courses are offered in carpentry and masonry to train villagers to repair and make new houses and public buildings in the village. Travelling courses for village women last seven months and are aimed at teaching village women how to improve their homes, how to take better care of their children and to make clothes. The number of these travelling courses in 1956-1957 was 834, with a total attendance of 20,000 of which 5,000 were men and 15,000 were women.

Private Education There are 77 Turkish, 144 minority, and 58 foreign private schools in Turkey. The total enrolment in Turkish private schools in 1956-1957 was 13,485, in minority schools 18,108, and in foreign schools 9,540, making a total of approximately 41,000 in all private schools.

The Ministry of Education encourages the establishment and operation of private schools.

Higher Education Turkish universities are being enlarged and new universities are being established. Several new departments, institutes and research centres have been added. In the 1956-1957 academic year Istanbul University, Istanbul Technical University, Ankara University and Ege University were all in full operation (32,207 students of which 5,398 were women).

The Middle East Technical University was established in Ankara with 50 students in architecture in November, 1956, and with 25 students in mechanical engineering in March, 1957. It will undertake a construction programme of 60 million Turkish pounds over the next three years. A site of 45 million square metres is being acquired for the campus. This university will embark on a large-scale expansion programme designed to meet the needs of the entire Middle East area. A faculty of administration with departments of industrial engineering, business administration and public administration is being planned for early inauguration, as is also a department of civil engineering. Committees are also making plans for the development of departments in petroleum and mining engineering, agriculture, and education.

The establishment of Atatürk University in Erzurum in eastern Turkey was approved by the Grand National Assembly in May, 1957. This University will be modelled on the land-grant type colleges of the United States with the cooperation of the United States International Cooperation Administration through the University of Nebraska. A faculty of agriculture and a faculty of arts and science will be established first. The university will carry on research on the problems of the area and will develop an extension service.

Libraries Fifteen new public libraries were opened during the year making a total of 149. Existing libraries have been improved. Children's libraries have been increased by 8 to total 70.

Youth Movements Progress in organizing wolf cubs and brownies in primary schools is well under way. At present there are 5,000 pupils in these organizations. In the middle schools there are 16,740 boy scouts and 6,193 girl guides. Sports clubs are active in middle schools and lycées, technical and vocational schools, and teacher training schools. This year for the first time contests between schools in different sports and games were organized on a nation-wide basis.

Educational Publications In the 1956-1957 school year the Ministry of Education printed 7,875,000 copies of 586 different books for use in the schools. Large numbers of copies of 271 different textbooks on several subjects including 55 on teacher education were bought for public and school libraries.

Parent-Teacher Associations Parent-teacher associations were active during the school year in almost all schools. In this way co-ordination of the school and the parents on problems concerning the community, the school and the family became more effective. Many parent-teacher associations provided educational material for the schools.

Special Education Several institutions have been established in different areas of Turkey to educate socially handicapped and orphan children. There are 41 special institutions which educate and train children for professions and trades. In addition, there are four schools for the deaf and dumb and two schools for the blind. At the end of 1956 there were 4,334 boarders and 283 instructors and teachers in these schools. In 1957, three more institutions were opened in three provinces for socially handicapped children and three new institutions will be added in the coming year. The law was amended in May, 1957, to provide more facilities for the education of homeless children.

Gifted Children Children talented in music and drawing are given special consideration by law. The relevant law was applied in the case of four more children this year : one child highly talented in painting and three children gifted for music were sent to France. Two highly musical children had been sent earlier to Europe. The law provides every facility for the education of gifted children and parents' expenses are also covered by the Ministry.

Adult Education There is not yet a law on adult education, but several steps have already been taken by different governmental, semi-official and non-official institutions and associations. Last year the Ministry of Education sent questionnaires and began to re-arrange activities. Lectures, courses, play and films were arranged in 25 adult education centres. Societies for people's education are encouraged.

Education Conference The sixth education conference was held in Ankara from 18th to 23rd March, 1957. According to the law this conference is held every three years. The following topics were discussed and subsequent recommendations were made : technical and vocational education, apprenticeship, qualifications and training for engineers, trade schools and institutes for boys and girls, the domestic science school, curricula, regulations, present needs and changes, the introduction of home management, business education curricula and instruction and their adaptation to actual needs, and adult education. It was the decision of the conference that the draft law on people's education prepared by the Ministry should be presented to the Grand National Assembly without delay. The 552 participants in the sixth education conference not only included the official representatives of the profession but about 50% were from industry, business and non-governmental institutions.

Nutrition Programme An agreement was signed with Unicef on the school nutrition programme in May, 1956, and the programme was put into operation at the beginning of the 1956-1957 school year. According to the project in four provinces, school feeding and nutrition education have been extended to over 100,000 primary school pupils. Next year the programme will be extended. A survey of 3,900 children was prepared by an FAO expert and nutrition deficiency was found in some provinces. Primary school teachers and supervisors took part in several workshops and conferences where school feeding was discussed.

Educational Psychology A bureau was set up and attached to the Council of Education by the Ministry in order to prepare educational and psycho-

logical tests, to train personnel and carry out research. Intelligence, aptitude and achievement tests are being prepared by this bureau. Thirteen tests have been prepared for use in primary schools. For secondary schools seven different tests have been prepared and tried out for experimental purposes. Besides these, two handbooks were printed to inform teachers on tests and measurements and a glossary of terminology has been prepared.

Cultural Relations Turkey has cultural agreements with Iraq, Greece, India, Italy, France, Pakistan and England. During the current year cultural agreements have been signed with Spain, the Republic of China and Federal Germany, and the Fulbright agreement was renewed with the United States.

Scholarships and Students Abroad Cultural agreements aim at the exchange of students, teachers, visiting professors and lecturers. Full scholarships are awarded to foreigners, upon the recommendation of their respective governments, for language and cultural study. The Ministry of Education gave 129 full scholarships in 1956-1957. These covered tuition fees and other scholastic expenses, medical care, a suit of clothes and an overcoat every two years, and a book allowance, plus 200 to 250 Turkish pounds per month for general living expenses. There are 1,400 students from 20 countries attending the universities and higher institutions of education in Turkey.

There are six educational offices which supervise Turkish students who are studying abroad. These offices are located in New York City, London, Paris, Bonn, Bern and Baghdad. Each is under the direction of an educational attaché who has supervisory responsibility for Turkish students. In January, 1957, the number of Turkish students abroad was 2,950 of which 132 were state scholars.

Unesco Activities The National Commission for Unesco, sponsored by the Ministry of Education, organized an international youth camp in Istanbul from 5th to 24th July, to which 26 countries were invited to send one man and one woman representative. The National Commission also arranged a seminar on sociological research during the summer for sociology and philosophy teachers in lycées and teacher training schools.

The study of Unesco, the United Nations and its specialized agencies is provided for in the curriculum of Turkish schools at every level. Emphasis is given to special days, such as United Nations Day, Human Rights Day, Nato Day and Council of Europe Day.

Conclusion In the 1956-1957 school year many shortages of long standing were still being felt. There were not enough school buildings to house the school population. The supply of teachers was not sufficient to meet the demand and many teachers did not have adequate training. There was a shortage of teaching aids, particularly in the field of audio-visual education. Methods of teaching and textbooks still need improvement. Guidance, which was recently introduced, needs better trained staff. Experiment launched by the Ministry needs to be further extended and developed. But all these deficiencies are being overcome by the efforts of the Turkish people with the advice and assistance of foreign experts. Turkey is on the march in education as well as in all other fields of development. The dynamism of the recent year is speedily spreading throughout the educational system.

UKRAINE

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Supervision* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Free Schooling* — *Boarding Schools* — *Supervised Activities after School* — *Preparation for Life* — CURRICULA, SYLLABUSES, METHODS — *Polytechnical Education* — *Art Education* — *Syllabus Revision* — *Equipment* — *Textbooks* — *Books on Teaching* — *Children's Books* — TEACHING STAFF — *Training* — *Further Training* — EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Handicapped Children* — *Extra-Scholastic Activities*

INTRODUCTION

During the 1956-1957 school year further progress was attained in the development of public education. The network of secondary schools and educational institutions was expanded; the number of pupils increased; the quality of instruction and education was improved in general academic, higher and secondary specialized establishments.

The Ministry of Education and the public education boards directed their efforts towards the implementation of the decisions of the XXth Congress of the Communist Party of the Soviet Union on achieving universal secondary education in the course of the sixth five-year plan (1956-1960), on developing polytechnical instruction and vocational training and on overcoming the separation of school studies from practical life.

ADMINISTRATION

Supervision During the current year efforts were made to achieve improvement in the methods of directing all educational establishments. The principle of collective decision in the administration of public education was extended and stress was laid on the personal responsibility of each administrative worker.

Efforts were made to increase the staff of school administrators and public education boards; 402 persons, chosen from among the most experienced teachers and administrators, were appointed as school inspectors, and 145 were promoted to positions of directors of district and municipal school boards.

Budget The budget of the Ukrainian SSR for expenditure on social and cultural needs during 1957 amounted to 20,200 million roubles, an increase of 17.2% over the preceding year. A sum of 10,000 million roubles will be spent directly on public education, as against 9,400 million expended in 1956. The sum allocated in 1957 for maintaining

¹ From the report submitted to the XXth International Conference on Public Education by Mr. I. BELODED, Delegate of the Ukrainian government.

establishments directly controlled by the Ministry of Education was 6,387 million roubles, as against 5,936 million in 1956.

A sum of 139.6 million roubles was assigned in 1957 (87.3 million in 1956) for the development of technical instruction and for acquiring implements and equipment, as well as for organizing the necessary laboratories and workshops.

In accordance with the plan, schools acquired in 1956, at government expense, 795 wood and metal work lathes, 520 electric motors, 200 film projectors, etc. In addition, 449 new laboratories for physics, biology, chemistry and other subjects were equipped. The Ukrainian school system now possesses 19,479 work-rooms, over 14,000 laboratories and over 2,500 rooms for technical instruction.

Recommendation No. 40 on the financing of education, adopted by the XVIIIth International Conference on Public Education, has been carried out in the main by the Ukrainian SSR. Expenditure on public education increased by 600 million roubles and constituted approximately 12% of the state budget.

School Building In 1956, 211 school buildings, accommodating 66,300 pupils, were erected in the Ukraine, 122 of them in rural districts. Attention was chiefly concentrated on the construction of secondary school buildings.

The collective farms of the republic took a great part in school building. In 1956, collective farms, aided by local organizations, erected 87 school buildings and over 1,000 classrooms, study-rooms and workshops.

The construction of school buildings is being carried out in accordance with modern standard designs and technical documentation drawn up by specialized organizations. With the aim of improving quality and speeding up building, standard designs are drawn up with a view to utilizing as much as possible pre-fabricated wooden and reinforced concrete constructions manufactured by local enterprises.

ORGANIZATION

Quantitative Development The following statistics give details for 1955-1956 and 1956-1957:

Type of School	Pupils	
	1955-1956	1956-1957
Secondary	3,160,693	3,185,811
Seven-year and primary	2,364,061	2,263,091
Factory and vocational	155,411	165,225
Evening and correspondence schools for industrial and rural working youth . . .	357,212	372,590
Specialized secondary	374,700	368,300
Higher education	324,978	344,000

A great deal has been accomplished to extend general secondary education. The number of secondary schools increased by 299 during the 1956-1957 school year. The number of seven-year schools decreased by 310 in proportion with the increase in secondary schools. In 1957 the number of pupils completing the course of the general academic secondary school increased by 11,672 as compared with the preceding year.

The higher and secondary specialized institutions turned out over 151,000 young specialists in 1956. The number of students at evening and correspondence higher and secondary specialized institutions showed an increase of 12% over the 1955 figures.

The network of kindergartens is expanding yearly. In 1956-1957 there were 3,956 kindergartens, educating 236,000 children. In 1956 alone the kindergarten network was supplemented by 243 new schools with provision for 20,279 children.

Education and instruction in kindergartens is carried on in the children's native language: Ukrainian, Russian, Magyar or Moldavian. Kindergartens without fixed hours have been organized in order to serve the interests of working mothers. Special buildings are being erected in accordance with standard designs for kindergartens.

Under the Ministry of Education there is a permanent exhibition of children's toys and a commission for the art and technique of toy-making. The exhibition has a collection of over 2,000 educationally valuable and artistically executed children's games and toys. The best models are approved for mass production.

Free Schooling From the 1956-1957 school year onwards, there will be no tuition fees in the senior classes of secondary schools and in higher and secondary specialized educational institutions. In addition, students at institutions of higher learning and technical schools receive state grants.

Boarding Schools In accordance with the decisions of the XXth Congress of the Communist Party, 50 boarding schools were opened in the country. These are academic institutions of a new type, and are now educating 10,123 pupils. These boarding schools will make it possible to give the pupils a complete mental, moral, physical and aesthetic education.

In the boarding schools children are brought up at government expense throughout the ten years of study. The schools admit chiefly orphans, children of disabled veterans, and children whose parents are unable to take proper care of them because of their work. First results indicate the great opportunities of this new type of institution. The organization of boarding schools was warmly welcomed by public opinion. The boarding school network will be considerably extended by the beginning of the 1957-1958 school year.

Supervised Activities after School To secure supervision of children whose parents are working after school hours, organization was begun in 1956 of a prolonged school day for pupils of grades I-IV. Under the guidance of a tutor, the pupils prepare their homework, visit the cinema and theatre, engage in sport, go for walks and excursions or play games. The children receive meals at school. There are at present 860 such groups with 21,000 pupils.

Preparation for Life The training of secondary school leavers for practical activity in the various branches of industry and agriculture has improved. Teachers of physics, chemistry, mathematics and biology have begun to give the pupils a more profound conception of the application of the laws of science to the national economy, thus arming them with a knowledge of the elements of production. The study of elementary

science has been brought closer to practical life. Pupils have begun to participate more widely in socially useful labour. The vocational training of pupils has helped to raise the level of instruction. The children have begun to display a greater interest in their studies, their progress has been more rapid and discipline has improved. In 1956 alone 130,400 secondary school leavers began work in various branches of the national economy. Over 7,000 young men and girls holding the secondary school certificate have gone to work on the virgin fields and the construction sites of the sixth five-year plan.

CURRICULA, SYLLABUSES, METHODS

Polytechnical Education With the object of intensifying polytechnical training, the curricula adopted for the 1956-1957 school year provided for an increased number of hours per week for manual training in the third and fourth grades, and for practical studies in the school workshops and experimental plots for grades V-VII. Practical studies in mechanical engineering, agriculture and electrical engineering were introduced in grades VIII-X, two hours a week being devoted to these subjects in each grade. During their practical studies pupils become acquainted with the structure and operation of machines and motors, acquire skill and ability to work machinery, and to do simple electrical jobs. In some of the schools, grade VIII-X pupils take theoretical and practical courses in various industrial and agricultural specialities.

Art Education Courses in singing and music were introduced in grades VII-X to improve the aesthetic education of the pupils.

Syllabus Revision The syllabuses for the 1956-1957 school year were revised and the subject matter was somewhat reduced. Greater attention was paid to linking theory with practice, to practical studies, laboratory work and excursions. The Ministry of Education has published over thirty syllabuses for extra-curricular work in schools and non-academic institutions.

Equipment Much attention is being paid to measures for reinforcing school equipment funds. A great deal has been accomplished in this respect by teachers and principals and by the pupils themselves. In many schools the pupils, under the guidance of teachers, produce original apparatus and teaching appliances for the study of physics, chemistry, geography, etc. This activity enjoys the whole-hearted support of the public education boards. The Ministry of Education awards certificates of honour and prizes to school workers who display ability in the production of original teaching aids. Regional exhibitions of the pupils' work are organized annually. Over a thousand pieces of equipment and apparatus were shown at the 1956 exhibition.

A research and technical council to review and approve new teaching aids has been organized under the Ministry of Education. The Institute of Educational Research has established a teaching aid department with an experimental workshop, the function of which is to create new teaching appliances, test existing ones and help schools and teachers in the production of their own apparatus.

Textbooks Textbooks for schools giving instruction in the Ukrainian, Russian, Hungarian, Moldavian and Polish languages were revised by the beginning of the 1956-1957 school year. Over 45 million textbooks were distributed.

Among 16 new textbooks received by the schools this year there were 4 for primary schools, 3 for foreign languages, 6 for science and mathematics, and 3 for the humanities. Most of these were issued in mass editions by the Ministry of Education.

In connection with the development of polytechnical education, the Ministry also issued 21 books on the elements of industrial and agricultural production.

During the 1957-1958 school year, Ukrainian schools will receive about 50 million copies of textbooks, including 20 new publications on general academic subjects and 16 on the study of elements of modern industrial and agricultural production, for example: "Elements of Mechanization and Electrification of Agriculture", "Plant Growing", "Elements of Electrical Engineering", "Internal Combustion Engines", "General Course for Fitters with Elements of Material Study", "Elements of Radio Engineering", etc.

Twenty-eight books on popular science are to be published for schools in 1957.

Twenty new visual aids were issued for language study, mathematics, natural history, history, physical culture, agriculture and machine study.

Books on Teaching In 1956 the Ministry of Education published 156 books for teachers dealing with methods of teaching various subjects, moral instruction and extra-curricular work. The publication of 166 such books for teachers, in over a million copies, is planned for 1957.

Children's Books Books in English, German and French for children and adolescents have been published for private reading as in previous years.

TEACHING STAFF

Training With the aim of improving the professional and polytechnical training of teachers for grades V-X of general schools, the course of study at the institutes of education in the Ukraine has been increased to five years, as from the 1956-1957 school year. In connection with this change, the curricula of all departments of the institutes have been revised, with the exception of the physical education department, at which the course has remained the same (4 years).

The list of subjects to be taught is practically unchanged in the new curricula, but the subjects devoted to the polytechnical instruction of the future teachers, and those giving training in specialized subjects, can receive greater attention because of the prolongation.

Besides increasing the number of hours for technical subjects (mechanical engineering, heat engineering with practical studies in automobile transport, industrial design, practical work, etc.), students of physics and mathematics will be given a course of 3 or 4 weeks in factories.

In natural history departments, the number of hours on chemical technology has been increased. A number of agricultural subjects have

been added, field practice in agricultural production has been increased and practical work in chemical industry plants has been introduced.

Students in philology departments of five institutes of education will receive training to teach singing in secondary schools; students of physics and mathematics will be trained to teach technical drawing.

The length of teaching practice has been extended from 12 to 18 weeks and every senior student-teacher will teach in a school full-time for two months.

An experiment was conducted during the 1956-1957 school year at five institutes of education by opening a four-year course for intending primary school teachers who have received a higher education.

The training of teachers and principals of kindergartens is carried out in the pre-primary departments of training schools and of the Kiev and Kharkov institutes of education.

Further Training Systematic efforts are being made to raise the qualifications of teachers, principals and workers on public education boards, as well as to propagate and introduce into the schools advanced educational methods.

In 1956, 1,944 headmasters and administrative staff improved their professional qualifications at the central extension institute for administrative workers in public education. Twenty-five thousand teachers took courses at the regional extension institutes for teaching staff.

EXTRA-SCHOLASTIC SERVICES

Pupils' Health All kindergarten children are given the opportunity of improving their health annually. Kindergartens move to the country, forests, seaside or rivers every summer.

During the spring and summer, seasonal children's establishments are widely organized on collective farms. In 1956, these establishments took care of 1,051,500 children.

During the summer of 1956, health institutions provided for over 1,200,000 children. The most popular establishments for children aged 9 to 14 are the pioneer camps opened up each summer by the public education boards, collective farms and trade unions. Over 2,500 pioneer camps functioned during the summer of 1956, and about a million pioneers and schoolchildren spent the summer in them. There are holiday camps, and special camps for young mountaineers, tourists, young technicians and naturalists, athletes, etc. Children from orphan homes, special schools and boarding schools are transferred to pioneer camps during the summer.

City pioneer camps are organized in schools, parks, pioneer palaces, etc., for children who do not go to the country during the summer.

Handicapped Children The total number of special schools for handicapped children remained unchanged. There were 152 schools for the handicapped (16 schools for the blind and weak-sighted, 55 schools for the deaf and dumb and the hard of hearing, 81 auxiliary schools). Seventeen thousand children are being educated in these schools. In addition there are 22 schools for children suffering from tuberculosis, located chiefly in wooded country places and therefore called "forest

schools". At present 39 speech therapy centres are functioning at people's secondary schools, and 81 at auxiliary schools.

The network of schools for young deaf and dumb and blind workers has been considerably extended.

Education and instruction and the medical service have improved in the special schools. These schools have been provided with the required textbooks, teaching guides and teaching aids. Workshops have been equipped at all the schools, and senior pupils do practical work in industry.

Extra-Scholastic Activities There are over 760 various non-academic educational establishments functioning in the Ukraine: pioneer palaces, stations for young technicians and naturalists, children's excursion and tourist centres, sports schools, children's stadiums and parks. Over 175,000 children take part in the activities of these establishments.

The experimental and practical work done by the children in these institutions promotes polytechnical training and instills love of work. The results of the children's work are displayed annually at district, municipal and regional art exhibitions, amateur theatrical competitions, assemblies and competitions for young naturalists and technicians, model aeroplane clubs, etc. Extensive mass reviews of children's amateur theatricals and art are conducted annually in the capital during the summer vacation.

In 1956, about 3,500 children participated in the Ukrainian review of amateur theatricals. The young singers and dancers had at their disposal the stages of the capital's best theatres. The best work of children in the fields of painting, sculpture, applied art and model building was displayed at the Ukrainian exhibition of children's art in which 4,500 children, who presented 3,800 works, took part. The XIth Ukrainian games for schoolchildren were held in Kiev in 1956. Over one and a half million athletes took part in the interschool and district competitions and 20,000 athletes were entered in the regional tournaments.

UNION OF BURMA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Introduction — School Buildings and Equipment — Quantitative Development — Primary Education — Secondary Education — Language Policy in Secondary Schools — Teaching of English — Vocational Education — Practical Subjects — Curricula — Textbooks — Audio-Visual Education — Physical Education — Libraries — Scholarships and Stipends

Introduction The end of this academic year coincides with the completion of the first four-year education plan. The administration and organization of schools, the curricula, teaching techniques and extra-curricular activities are all directed towards speedy realization of the five fundamental aims set out in the plan, namely : (1) to ensure that all citizens of the Union of Burma shall have a basic education; (2) to train the urgently required technicians and engineers; (3) to equip young men and women so that they can perform their various duties as citizens; (4) to eradicate illiteracy and produce more men and women imbued with the " Five Strengths " (*Bala Ngadan*); (5) to perpetuate democracy within the Union.

School Buildings and Equipment The damage and destruction caused to school buildings during the war and the expansion of education required under the new education plan have demanded an exceptionally extensive programme of school building and equipment. The value of such work amounted to approximately 40 million kyats.

To accelerate progress in building, a separate school building engineer was appointed under the Ministry of Education. He is responsible for erecting new school buildings in places approved by the government.

While the State assumes direct responsibility for secondary school building, the local Pyidawtha committees (Local Education Authorities) share the responsibility for primary schools. The number of schools built under this programme has been greater than expected and augurs well for the future. The public has contributed in the form of donations.

The problem of furniture and equipment receives due attention. Nearly eight million kyats have been expended on this account alone during the past four years.

Quantitative Development There has been an unprecedented expansion in the provision of educational facilities in all grades of school. In general education the situation in 1956 was as follows :

¹ From the report sent by the Ministry of Education of the Union of Burma.

<i>State schools</i>	Schools	Pupils	Increase in 4 years	
			Schools	Pupils
Primary schools . . .	10,226	1,534,192	6,891	1,065,756
Middle schools . . .	415	167,370	343	124,493
High schools	220	69,036	112	49,630
<i>Private schools</i>				
Primary schools . . .	200	17,975		
Middle schools . . .	204	31,412		
High schools	210	66,759		

Primary Education The increase in the number of primary schools and pupils is an encouraging sign for the realization of the most important aim, the eradication of illiteracy. It is the aim of the government to provide one primary school in each village. There are 11,293 village-tracts (each consisting of one or more smaller villages) in which 10,226 primary schools had been opened by the end of the 1955-1956 school year. Approximately 8% of the total population of Burma are now attending primary schools, i.e. one child in every twelve persons is now receiving primary instruction, without any statutory compulsion. The teaching of the "three R's", although fundamental, is not the sole aim of primary education. The curriculum has been so designed as to give it a practical bias by the inclusion, for example, of practical agriculture in rural schools and handicrafts in urban schools.

Special care is taken to make children gain command of their mother tongue and acquire the fundamental social attitudes and skills.

There is no doubt that the introduction of compulsory education is becoming increasingly necessary. However, the enforcement of a law in this matter would obviously be premature until there were sufficient school places and an adequate teaching staff. Meanwhile the pilot project on compulsory primary education is still being carried out with eleven primary schools in Insein township and one primary school in Syriam township. The findings of this experiment will throw light on the future extended operation of the Education Act.

Secondary Education The slogans "equal educational opportunities", "secondary education for all" are not mere words; the secondary school statistics for both private and state schools will testify as to achievements.

The total number of pupils attending secondary classes is 334,577, i.e. one pupil to 60 persons. As a newly independent nation, just nine years old, this achievement is a credit to the government, the administrators and the teachers. It is a solid foundation for further advance and development.

The implications of such an expanded provision of secondary education and the danger of maintaining only the traditional academic stream in secondary schools, with its single-tract outlet to the university, are fully realized. The secondary school curriculum has therefore been so drawn up as to provide such diversified courses as will suit the varying abilities of the pupils and the needs of the country.

Thus art, domestic science (for girls), agriculture (including gardening), animal husbandry, commercial subjects (type-writing, stenography,

elementary accountancy, business correspondence), industrial arts, etc., are included in the secondary school curriculum. These facilities assist teachers to find out the aptitudes of their pupils, and pupils can discover their true abilities, which would otherwise remain latent.

Opportunities are also afforded in the higher classes of secondary schools, to those pupils who are inclined and intellectually able, for studying medicine and surgery. There are special pre-medical classes attached to state high schools at Rangoon, Bassein, Mandalay, Kyaukpyu and Moulmein. This scheme started in 1952 with two hundred stipendiary pupils each year.

As industry develops, the demand for skilled workmen, technicians and technologists will grow. To meet this need, diversification at the secondary level will have to be effective. Realizing this, the government constituted, in April, 1954, a technical, agricultural and vocational education committee under the chairmanship of Sithu U Kaung, director of education. This committee was charged with the task of preparing comprehensive long-term plans on technical, agricultural and vocational education in accordance with the aims of the new education plan. The report, which was submitted to the government in August, 1955, is now under active consideration by the government.

Language Policy in Secondary Schools

A considerable measure of success has been achieved in the use of Burmese as the medium of instruction up to the secondary school stage. Before independence, English was the medium of instruction in anglo-vernacular and English schools. From the 1957 Middle School Examination, Burmese will become the medium of examination in all school subjects except English, which still remains as the second compulsory language in the secondary school curriculum. The only problem remaining to be solved is the provision of a continuous flow of suitable textbooks and reference books in Burmese, covering all the subjects in the secondary school curriculum. The director of textbook production, in collaboration with the Burma Translation Society, has been implementing a sound scheme to meet this need, and several teams of specialists are already at work.

Teaching of English

When the policy was adopted of teaching English from the beginning of the fifth school year only, i.e. when the pupil has acquired sufficient command of Burmese, there were some severe criticisms from certain quarters. A booklet both in English and Burmese has been published to clarify the position and to point out the advantages, from the national, psychological, educational and social standpoints, of the later teaching of English as a foreign language.

Vocational Education

The expansion of secondary education requires the provision of varied courses of instruction to suit the different abilities, interests and needs of secondary school pupils. To achieve this objective, 35 industrial arts teachers have been appointed to teach in the middle school of 33 state high schools. In eleven high schools and in ten middle schools, teachers have been giving instruction in agriculture and animal husbandry. In two high schools, in Mandalay and Rangoon, there are business training classes taught by ten senior instructors.

It is intended to expand these vocational courses in the next four-year education plan.

Junior vocational schools have been opened at Mandalay and Rangoon. Other vocational schools, such as the agricultural farm schools attached to government agricultural farms, receive pupils who have successfully completed the primary school course and who wish to earn their living on the land.

Practical Subjects Art education receives the attention it deserves. There are now 223 art teachers in state secondary schools. During the year, 57,000 kyats' worth of art materials were distributed to schools.

The education of girls continues to receive proper attention. Under domestic science are included home economics, home nursing, cooking, knitting, sewing and dress-making. At present there are 42 state high schools where domestic science is taught by specialist teachers. During the year under review, 100 sewing machines, at a total cost of 42,798 kyats, and 18,595 kyats' worth of teaching materials for domestic subjects were distributed.

During the year also, a total of 122,226 kyats was spent on chemicals, science room furniture, apparatus and science charts.

Curricula Teachers' curriculum groups are being formed throughout the country to keep in touch with the curriculum development officer.

Syllabuses in all subjects for all grades of school have been put into effect since the beginning of the 1954-1955 academic year. *Ad hoc* curriculum sub-committees for each subject have been formed and entrusted with the task of bringing about the effective application of the new syllabuses.

Textbooks Two agencies have been set up to combat the shortage of textbooks, one to produce suitable textbooks, and the other to distribute them. During the year under review, 113 kinds of books were issued at a total cost of 3,108,049 kyats. Atlases in Burmese were distributed to schools to a total value of 1,662,336 kyats.

Audio-visual Education School broadcasts are regularly given by the audio-visual education division of the directorate of education through the Burma Broadcasting Service at Rangoon. Up to the time of report, 534 radio sets have been distributed to state secondary schools. School broadcast programmes are drawn up and distributed to schools in advance.

Physical Education For effective organization two different branches, boys and girls, have been formed. During the year, 180,000 kyats' worth of athletic equipment was issued to state schools including primary schools.

Inter-school matches for football, volley-ball and basket-ball were organized. Annual school sports were held and pupils take a very keen interest in these competitions.

Libraries During the year under review, 4,902 kyats were spent on the purchase of reference books for school inspectors. The

secondary schools received 906,532 kyats and the primary schools 350,739 kyats in books for their libraries. These books include reference books as well as books for boys and girls, both in Burmese and in English.

Scholarships and Stipends During the year there were 186 state scholars in the United States, and 143 in the United Kingdom. In August, 1956, a new batch of fifty state scholars was selected.

In addition, 1,495 pupils are now receiving stipends and 1,925 pupils hold scholarships. The total amount spent on this during the year was 2,640,193 kyats.

UNION OF SOVIET SOCIALIST REPUBLICS

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Administrative Measures* — *Inspection* — *Industrialization and Education* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Boarding Schools* — *Education in Rural Zones* — CURRICULA, SYLLABUSES, METHODS — *School and Life* — *Secondary Education* — *Polytechnical Education* — *Textbooks* — *Moral Education* — *Art Education* — TEACHING STAFF — *Training* — *Further Training* — *Status* — EXTRA-SCHOLASTIC ACTIVITIES — *Pupils' Health* — *Children's Literature* — *Youth Movements* — MISCELLANEOUS — *International Cooperation*

INTRODUCTION

The 1956-1957 school year is the first of the sixth five-year plan (1956-1960). The work of the Ministries of Education of the constituent republics of the USSR was directed during this school year towards furthering the implementation of the tasks set by the XXth Congress of the Communist Party of the Soviet Union in the field of public education. This year the Soviet people will celebrate the fortieth anniversary of the October socialist revolution. Preparations are marked by the working people of the USSR with new successes in the field of economic and cultural development, public learning and the communist education of the rising generations.

ADMINISTRATION

Administrative Measures During the 1956-1957 school year further measures have been carried out to extend the work of local public education departments, to improve the administration of schools and other public education establishments and to strengthen the contacts of the Ministries of Education and public education departments with schools and teachers.

Inspection To improve the quality of inspection in schools and other educational establishments, measures were taken to free inspectors from office work, and provide them with more opportunities to visit the schools. At the same time efforts to improve the qualifications of inspectors were intensified. In 1956 in the Russian Federation special courses organized under the auspices of the Central Institute for the Advancement of Public Education Officials were attended by approximately a thousand school inspectors and other public education officials, while courses at territorial, regional and city further training institutes during the second half of 1956 alone were attended by over 3,000 educators.

¹ From the report submitted to the XXth International Conference on Public Education by Mrs. L. V. DOUBROVINA, Delegate of the government of the USSR.

In addition regional and interregional conferences and seminars were held for school inspectors to exchange experience. To give an example, mention may be made of the five-day seminar on the inspection of poly-technical education, held in Sverdlovsk in February, 1957, and attended by 240 school inspectors from Sverdlovsk, Molotov and Chelyabinsk regions and from the city of Sverdlovsk.

Industrialization and Education

The law on improving the management of industry and building recently adopted by the session of the Supreme Soviet of the USSR will undoubtedly play a large role in improving administration in the field of public education in the USSR, and will involve the school even more closely in the solution of the Soviet people's problems in the construction of a communist society.

Budget

The Soviet State is constantly raising the material and cultural level of the people, as is shown by the incessant rise in allocations for social and cultural needs from the state budget: in 1956, 163,700 million roubles, and in 1957, 188,400 million, an increase of 24,700 million roubles, or 15%. Out of this sum 79,000 million roubles were allocated for education as against 73,600 million in 1956 (+8%).

The funds envisaged in the 1957 budget for education and culture ensure the implementation of universal education, the education of workers and peasants by correspondence, the training of engineers, technicians, agronomists and other specialists, the further development of science and the carrying out of measures to raise the cultural and political level of the people.

One of the sources of increasing allocations for social and cultural needs is the reduction in the USSR of military expenditure, which under the USSR budget for 1957 is set at 96,700 million roubles as against 102,500 million in 1956.

School Building

In accordance with the sixth five-year plan envisaging a further considerable increase in the construction of schools and other educational institutions, state capital investments in the construction of general education schools, kindergartens, pioneer camps and other cultural institutions in 1956 exceeded the 1955 level by 18%. A considerable number of schools, kindergartens and other cultural institutions were built in 1956 on the initiative of collective farms utilizing their own facilities.

In 1956 in the Russian Federation alone 1,180 schools were built for 308,500 pupils, out of which 340 schools (34,800 pupils) were built by collective farms. In comparison with 1955 the number of schools built in the Russian Federation increased by 24% and the number of places by 12.8%. Altogether, in 1956 the USSR built and commissioned 2,300 schools for 575,000 pupils.

ORGANIZATION

Quantitative Development

Kindergartens and summer playgrounds for children under school age are organized in the Soviet Union by the education departments, industrial firms, collective farms, cooperative organizations and state institutions. There are no private kindergartens

in the USSR. The number of kindergartens and children's summer playgrounds and the number of children they cater for is growing every year. By 1st January, 1957, kindergartens catered for 1,870,000 children as against 1,731,000 in 1955 (+8%). The pre-school social education system covers children from 3 to 7 years of age.

The total number of persons receiving tuition in the USSR today (all types of education) is 50 million. This means that every fourth citizen is studying. In the 1956-1957 school year the USSR had 213,353 general education schools of all types with 30,122,300 pupils (30,070,200 in 1955-1956) and 1,810,700 teachers.

The number of secondary schools in the USSR during the 1956-1957 school year increased, as compared with the preceding year, by 9% and amounted to 36,564. The number of secondary school leavers in 1956 increased by 17% as compared with 1955.

The continuously developing national economy demands ever increasing numbers of workers capable of handling modern technical appliances and advancing technical methods. In 1956 the number of young skilled workers leaving technical, industrial, railway and mining colleges, factory schools, construction schools and agricultural mechanization colleges was over 650,000. In addition 7.5 million industrial and office workers improved their qualifications by means of individual and team training in courses and schools organized directly at industrial firms.

In 1956 higher education establishments (including correspondence courses) in the USSR had a student body of 2 million while technical and other specialized secondary schools (including correspondence courses) numbered almost 2 million more.

The rate of the development of higher education and secondary vocational training in the Soviet Union during 1956 can be judged by the figures for the Russian Federation: in 1956 the Federation's higher education establishments (including correspondence courses) had a student body of 1,200,000, an increase of 50,000 as compared with 1955, while the specialized secondary schools also had 1,200,000 and registered an increase of 19,000 over the year before. The higher education establishments and specialized secondary schools of the Russian Federation comprised in 1956 students of over 40 different nationalities.

The higher education establishments and specialized secondary schools of the Soviet Union turned out in 1956 over 760,000 young specialists (+126,000).

Together with ensuring an increase in the number of students in higher establishments and specialized secondary schools, steps were taken to achieve a more correct location of these establishments, especially in the regions of the Urals, Siberia, the Soviet Far East, Kazakhstan and other constituent republics.

Today over 6 million specialists with higher and specialized secondary education are employed in the national economy of the USSR.

The ranks of scholars and scientists also grew in 1956. They now total 239,000, out of which 95,000 hold the university degree of Doctor or Bachelor of Science.

The cultural level of women has risen considerably, since 53% of the specialists with higher education in the USSR are women (480,000

women engineers and technicians, 265,000 doctors, 1,164,000 teachers and instructors). Over 86,000 women work in various branches of science.

In conformity with the sixth five-year plan envisaging the further development of secondary (general and specialized) and higher education, the number of persons studying in evening classes and correspondence schools at higher education establishments and specialized secondary schools, at schools for young workers and rural youth, and at schools for adults was 3,400,000 (3,000,000 in 1955).

Of great importance was the decree passed in 1956 by the Council of Ministers of the USSR on the abolition of the small fee formerly payable by pupils in the senior classes of secondary schools and by students in specialized secondary schools and higher establishments. Beginning from the 1956-1957 school year education in the USSR in all teaching establishments is completely free of charge.

The decree of the Union government on the introduction of a six-hour working day for young workers of between 16 and 18 years of age and a four-hour day for those between 15 and 16 opens up additional opportunities for study.

Boarding Schools In 1956 the Soviet State began setting up boarding schools, a new type of establishment called upon to improve the bringing up of young people as all-round, broadly educated builders of communist society. At the beginning of the 1956-1957 school year over 56,000 children were being educated in boarding schools. In the following years the network of boarding schools will increase still further.

The setting up of boarding schools signifies a further increase in the aid rendered by the State to the family, giving an integral and allround social education from an early age up to maturity and the beginning of an independent life. Children are enrolled in boarding schools only if the parents so desire. The opening of these schools was received by the population with satisfaction and gratitude.

Education in Rural Zones The education of working people in rural localities also underwent a considerable change in recent years. Prior to 1955-1956 schools in rural localities of the USSR provided only seven-year education. From 1955 onwards, secondary schools for rural youth were introduced, primarily in the areas where virgin and fallow lands are being brought under cultivation.

CURRICULA, SYLLABUSES, METHODS

School and Life The constant development of economy and culture in the Soviet Union has confronted schools with new tasks. The most serious shortcoming in the work of the school today is the existence of a gap between school and life and the insufficient preparation of secondary school pupils for practical activities. To overcome this deficiency measures were undertaken to further the development of polytechnical training, to acquaint pupils with the main branches of modern industry and agriculture, to effect a closer co-ordination of teaching with socially useful labour and to cultivate among the rising generation a communist attitude towards labour.

Secondary Education In conformity with the decision of the XXth Party Congress, steps have been taken by the Ministry of Education together with the Academy of Educational Science, based on the experience of the more advanced schools in the field of polytechnical training, to improve the secondary school curriculum and labour education syllabuses. This new curriculum and the new syllabuses were introduced experimentally during the 1956-1957 school year in over 500 secondary schools of the Russian Federation.

In this curriculum for grades VIII to X, practical work in mechanical engineering, electrical engineering and agriculture have been replaced by a new and more comprehensive course in the fundamentals of industrial and agricultural production; a practical training course in industry and on collective and state farms is also being provided. In order to give pupils of grades VIII to X a greater degree of industrial specialization, two hours a week have been set aside for practical training courses chosen by the pupils in accordance with their preferences and the needs of the national economy. These courses provide instruction in machine maintenance, lathe and milling machine operation, electrical and radio engineering, various aspects of construction and railway transport, cars, tractors and other agricultural machinery, gardening, agriculture, poultry farming, housekeeping, etc.

Work on perfecting the secondary school curricula and syllabuses was carried out during the 1956-1957 school year in all the other republics as well. Of special interest is the experiment of the Ukrainian SSR in organizing industrial education.

Polytechnical Education Polytechnical education and labour training during the 1956-1957 school year was based on the following principles: (a) pupils are given information on the scientific principles of modern production and are acquainted with the main branches of industry and agriculture, primarily in the course of studying physics, chemistry and biology, and by excursions; (b) pupils acquire knowledge of the techniques and technology of production as well as practical skill during handwork lessons (grades I to IV), practical training in school workshops and on experimental plots (grades V to VII) and in the course of studying the fundamentals of mechanical engineering, electrical engineering and agriculture (grades VIII to X); (c) practical training courses for senior pupils in industry, construction, transport and agriculture are being organized on an increasing scale, thus linking education with the productive labour of the pupils and preparing them for their future practical activities; (d) schoolchildren are encouraged to join various technical and agricultural circles as well as to attend the optional practical courses which enable them to increase their knowledge and skill in those types of work which interest them; (e) while devoting attention to the implementation of polytechnical education, headmasters and teachers are taking care that the pupils in their charge acquire a sound knowledge of the fundamentals of science and the humanities.

Textbooks Simultaneously with the improvement of secondary school curricula and syllabuses, work continued on the revision of existing textbooks for secondary schools. In 1956 the Ministry of Education of the Russian Federation together with its educational publishing house

produced large editions of 18 new or radically revised textbooks; at present another 12 new textbooks now being printed will be published by the beginning of the 1957-1958 school year. Attention was paid to improving content and presentation. Altogether in the Soviet Union in 1956, 1,657 textbooks in 88 languages of the peoples of the USSR were published in a total edition of 198,737,000 copies. Out of this number 136,900,000 copies were printed by the educational publishing house of the Russian Federation. In 1957 it is planned to publish over 225 million copies.

Moral Education

From the first days of its existence the Soviet school educated, and continues to educate, in a spirit of devotion to the great Soviet people and the socialist motherland, in a spirit of high morality, peace and friendship between nations, and international solidarity.

A feature of the 1956-1957 school year is the greater participation of schoolchildren in socially useful work and growing attention to the labour education of schoolchildren. Schoolchildren of many rural seven-year and secondary schools under the guidance of their biology teachers carry out on their experimental plots interesting work on the cultivation of various plants to find the most productive species for their local conditions, which are subsequently introduced on the collective farms. Schoolchildren have organized brigades and teams within collective farm brigades and Komsomol youth camps.

A number of urban secondary schools have achieved successes in the participation of pupils in industrial production. Senior pupils, in accordance with a detailed syllabus, take a practical course in industry where they themselves manufacture certain separate parts. Some factories have set up special training shops for schoolchildren.

Many schoolchildren have in recent times shown an interest in construction. Senior pupils of a number of secondary schools in certain of the larger cities are actively participating in the building of school workshops, gymnasia and in the laying out of playing fields, etc.

Practical experience shows that the participation of schoolchildren in productive labour not only gives them good training for their future practical activities but is also of great educational value. Work cultivates in them a spirit of comradeship and of responsibility for the task assigned to them, and develops talents for organization and resourcefulness.

Art Education

In view of the serious shortcomings in the field of art education a number of measures have recently been undertaken for its improvement.

Drawing lessons in school are compulsory in grades I to VI and in grades VII to X mechanical drawing is a compulsory subject. Many schoolchildren join art clubs (drawing, painting, sculpture) organized in schools and auxiliary institutions. Every year shows an increase in the number of visits of schoolchildren to museums, art galleries and local architectural monuments as well as outings to picturesque places in the countryside.

Exhibitions of children's drawings and other art work are held systematically in schools, cities, regions and territories and on a nation-wide basis. Moscow holds a nation-wide children's art exhibition annually to display the best children's work selected from exhibitions in each

of the constituent republics. Exhibitions of Soviet children's art were held during the 1956-1957 school year in a number of countries, such as India, Japan, etc.

Steps have been taken to improve music teaching in Soviet schools. This work is well organized in the Baltic republics of the Soviet Union (Latvia, Lithuania and Estonia). In the Ukrainian Republic optional singing lessons were introduced in grades VII to X; in the 1957-1958 school year such lessons are also to be introduced in schools of the Russian Federation. Great attention is devoted to organizing school choirs, to furthering extra-curricular individual teaching of singing and music, to publishing popular literature for schoolchildren on composers and their works as well as to the production of gramophone records acquainting children and young people with classical Russian and Soviet music.

TEACHING STAFF

Training In the 40 years since the October revolution there has been created in the USSR a large network of secondary and higher teacher training establishments. Special attention was devoted to recruiting teachers for training from amongst the different peoples in the country.

From 1928 to 1955 higher education establishments in the Soviet Union (universities, institutes of education, teacher training colleges, etc.) turned out 1,336,200 teachers for seven-year and secondary schools and other specialists in the field of education, while the teacher training schools provided 1,309,100 teachers for primary schools.

In recent times the teacher training system has undergone considerable changes. In view of the decision of the Soviet government by which only teachers with a complete higher education may teach in general education schools from grade V onwards, the two-year teacher training colleges have been closed down and some of them reorganized into institutes of education.

In conformity with the decree of the Council of Ministers passed on 18th August, 1956, on improving the standards of teacher training for general education schools, new curricula and syllabuses for institutes of education were drafted and introduced in the 1956-1957 school year. These provide for increasing the course of study from four to five years.

In the 1957-1958 school year a number of institutes of education in the country will provide facilities for training teachers for the primary school (grades I to IV).

Further Training In 1956-1957 as in previous years the further training centres and district and city teachers' consultation centres systematically arranged various lectures, talks, excursions, consultations, seminars, practical teaching sessions, etc.

Of considerable importance are the "education readings" which in recent years have been arranged not only by the Academy of Educational Science in Moscow but also locally by city, regional and territorial public education boards and by the Ministries of Education of the autonomous and constituent republics.

To aid teachers, school administrators and public education workers, special literature dealing with syllabuses and teaching methods is published.

In 1956 the educational publishing house of the Russian Federation published 373 such works in a total edition of 18,988,000 copies.

Of great importance in advancing ideological and theoretical standards and teaching qualifications are the educational journals published in each constituent republic of the USSR. In the Russian Federation, for example, 16 educational journals were published. Two of them, "Polytechnical Education" and "The Russian Language in National Schools", started publication on 1st January, 1957.

Status

During the 1956-1957 school year the rules on schedules for school workers were revised to improve the distribution of teachers' time and give them the opportunity of devoting more time to raising their general cultural level and professional qualifications.

On 31st January, 1957, a decree of the Presidium of the Supreme Soviet of the USSR approved the new regulations on the consideration of labour disputes, which gives considerably broader rights to local trade union committees with regard to the protection of members' rights and at the same time improves the procedure for settling labour disputes.

EXTRA-SCHOLASTIC ACTIVITIES

Pupils' Health

In 1957 were held a plenum of the Council of Sanitary Education of the Ministry of Health of the USSR and a nationwide conference on measures to improve children's health.

The 1956-1957 school year saw a further growth in school physical training groups, in sports circles and sections in schools and auxiliary institutions. School, district, city, regional, territorial and republican sports tournaments were held and were highly successful. The number of schoolchildren taking part in sports competitions is growing from year to year.

In 1956 was held the third USSR school tournament. The first place in this tournament was awarded to the schoolchildren of Moscow; second was a team picked from schools in the regions, territories and autonomous republics of the Russian Federation; third place went to the team of the Ukrainian republic.

In order to safeguard the health of schoolchildren widespread mass health protection measures are undertaken annually in the USSR. In the summer of 1956 some 6 million children and adolescents spent their holidays at pioneer camps, children's sanatoria and tourist excursion centres or went into the country with kindergartens and children's homes. At the same time there was an increase in the number of children's playgrounds organized in cities, and, in rural localities, in the number of collective farm pioneer camps. Great popularity was enjoyed in 1956 by Komsomol youth camps where senior pupils spend their holidays and simultaneously render aid to the collective and state farms in the performance of their agricultural work.

In 1957 the second round of the nation-wide excursion for schoolchildren, started last year in honour of the 40th anniversary of the October revolution, will take place.

The network of forest schools for children with weak health continued to develop. In the 1956-1957 school year these schools catered for some 40,000 schoolchildren in the Russian Federation.

Steps were undertaken to improve conditions and standards in special schools for physically deficient (hard of hearing, deaf, weak-sighted and blind) and mentally deficient children.

Children's Literature

Great attention is devoted in the USSR to the publication of literature for children and young people. The state publishing house for children's literature alone published in the post-war years (from 1946 to 1956) 4,700 books in a total edition of 600,600,000, of which 550, in an edition of 103,700,000 copies, were published in 1956.

Literature of foreign countries is published in large editions in the USSR, including books by both classical and contemporary writers. The state publishing house for children's literature, for example, published in 1956 the works of Shakespeare, Dickens, Goethe, Heine, Beecher Stowe, Twain, Longfellow, Daudet, Hemingway, Rodari, Mikic, Grabovsky, Bosev, Chandar, Gao Ui-bao, Fung Kuan, Muis and others.

There are also a large number of newspapers and magazines published for children and young people. Today 168 newspapers and magazines are published in Russian and the other languages of the USSR, with a total circulation of some 14 million copies.

Youth Movements

The Communist Youth League (Komsomol) plays an active part in the building up of the Soviet school. A role of great importance in the communist education of the rising generation belongs also to the Lenin Pioneer Organization which this year celebrated its 35th anniversary. The work of the Komsomol and pioneer organizations is an integral part of educational work carried out by the school and is aimed at the ideological-political education of children and young people and at helping teachers to cultivate in their pupils sound knowledge and conscious discipline.

In recent years the Komsomol and pioneer organizations have begun to devote more attention to cultivating love of education and physical labour and to recruiting children in socially useful activities.

The methods of Komsomol and pioneer work have been broadened by the development of the activities and initiative of children and young people with the active support of teachers and parents.

MISCELLANEOUS**International Cooperation**

The Soviet Union is steadily pursuing the Leninist policy of peaceful co-existence of states irrespective of their social and economic systems. The cultural and educational ties of the Soviet Union with other countries are growing accordingly. In 1956 agreements were concluded on the cultural cooperation of the USSR with the countries of people's democracies and certain other countries. In the field of education these agreements envisage mutual exchange of delegations, exhibitions, textbooks, visual aids and literature on educational questions as well as an exchange of teaching experience.

Implementing these agreements, in 1956 the Ministry of Education of the Russian Federation received 15 delegations and in its turn sent 6 delegations which visited the Chinese People's Republic, the German

Democratic Republic, the Rumanian People's Republic and the Republic of Czechoslovakia.

Relations with other countries also continued to develop. A delegation was received from Great Britain and two Soviet delegations of educators went to that country. A delegation of French teachers was also received.

Of significance for the development and consolidation of cultural ties was the visit to the USSR of Mr. L. Collard, the Belgian Minister of Education, and Mr. I. Virolainen, the Minister of Education of Finland.

Cultural ties have also been broadened with India, Indonesia, Burma and Afghanistan. In 1956 delegations of educators were received from India, Burma and Afghanistan. In September, 1956, an exhibition on "Public Education in the USSR" was sent to India.

In 1956 there was a considerable increase in exchanges of groups of students and schoolchildren between the USSR and other countries.

The Soviet Union took part in the IXth Session of the Unesco General Conference, other conferences and seminars sponsored by Unesco, and in the work of the International Bureau of Education.

The USSR will continue to do its utmost to develop and consolidate ties with other countries in the field of public education.

UNITED KINGDOM

England and Wales

EDUCATIONAL PROGRESS IN 1956-1957¹

ADMINISTRATION — *Finance* — *School Building* — *Independent Schools*
— ORGANIZATION — *Numbers* — *Further Education* — CURRICULA, SYLLA-
BUSES, METHODS — *Publications* — TEACHING STAFF — *Training and Supply*
— *Status* — AUXILIARY SERVICES — *Handicapped Children* — *School Meals*
and Milk — *School Health Service* — *Grants for University Students* — *Youth*
Organizations — *Adult Education*

ADMINISTRATION

Finance The Ministry's net expenditure for 1956-1957 was about £322 million compared with £276 million in 1955-1956. The increase was due to the continued growth in the school population and in the buildings and the number of trained teachers provided to meet it, to the higher rates of pay for teachers which came into effect on 1st October, 1956, and the second instalment of equal pay for women, and to general increases in costs and services.

The total gross expenditure of local education authorities was estimated at £494 million of which about £312 million was due to be met from Ministry grants and £182 million from local taxes.

The University Grants Committee expected to spend over £34 million.

School Building In school building, the emphasis on secondary rather than on primary schools, noted last year, became yet more marked in 1956-1957. In the year ended 31st October, 1956, nearly 120,600 new places for secondary pupils were brought into use compared with 92,000 the year before, and the number of new places for secondary pupils planned for the 1956-1957 building programme was over 290,000. Figures for primary schools were nearly 105,000 places brought into use compared with about 117,000 the year before, and 94,600 new places planned. 407 new schools were opened during this period.

As part of the government's drive to develop technical education, the building programme for technical colleges was expanded and plans to the value of about £7 million were put into execution. Programmes of about £15 million were announced for each of the years 1957-1958 and 1958-1959. The cost of major projects for further education completed during the twelve months ended 31st October, 1956, amounted to £5 million.

The total value of school building started during 1956 was £80.7 million.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. W. D. PILE, Delegate of the United Kingdom government.

During the year the number of children in all-age schools fell to about 183,000 equivalent to 9.7% of all children aged 13 in maintained schools, compared with 11.5% the year before.

The Ministry's Development Group continued its work on the construction of a junior school, on plans for a grammar school with a technical side and on a technical institute.

A new number of the "Building Bulletin" was published during the year and a second edition of an earlier one was issued.

Independent Schools During the year preparations continued for the registration of all independent schools. From September, 1957, all independent schools will have to be registered with the Ministry under Part III of the Education Act, 1944. The number of independent schools continued to fluctuate owing to closures and new openings, but the total number of such schools remains at nearly 5,000 of which 1,384 are recognised as efficient by the Ministry.

ORGANIZATION

Numbers The number of children in maintained and assisted primary and secondary schools (excluding nursery and special schools) in January, 1956, was 6,649,000, an increase of 133,000 over the previous year. Pressure on infant departments was again considerably relieved but there was no diminution in the total numbers in primary schools as a whole. The numbers of seniors grew by 130,000, the second instalment in the series of increases which are expected to total 800,000 by 1961. This number included a further increase in the number of children staying at school beyond the statutory school leaving age.

Further education students studying full-time during 1955-1956 numbered 67,800, which was 4,000 more than the previous year. Part-time day students numbered 434,000 compared with 402,000 the year before, and of these 384,000 were day-release students against a previous 355,000. Evening students totalled 2,007,000 compared with 1,900,000 the year before.

Further Education The government's White Paper on the expansion of technical education reported last year was followed by great activity; a Ministry circular announced the reorganization of the network of technical colleges throughout the country to provide a coordinated educational pattern at varied levels of study. Conferences and discussions at a national level considered both how best to use local initiative and regional coordination and how the financial aspects of exchanges of students between authorities could be improved.

Eight colleges were designated as colleges of advanced technology; two more are to be chosen later.

The National Council for Technological Awards announced the standards they will require for courses leading to the new diploma in technology. By the end of March, 1957, 45 courses had been approved by the Council and the first candidates are expected to take the examination in 1958.

A committee was appointed to consider the staffing needs for the expanded technical training programme and its report was expected in the second quarter of 1957.

Advanced courses ranking for the special 75% grant from the Ministry increased in number from 616 to 684. The cost of these courses in 1955-1956 was over £1,500,000.

CURRICULUM, SYLLABUSES, METHODS

Publications In England and Wales the Ministry does not control the curricula, methods or textbooks used in schools; these are matters for the local education authorities and the teachers themselves. The Ministry does, however, issue pamphlets and booklets giving advice and guidance on educational matters. During the year two such publications were issued, one on the teaching of modern languages and another surveying the educational provision made for handicapped pupils over the ten years since 1946.

The question of examinations for children at secondary modern schools continued to be one of active interest and discussion.

The Central Advisory Council for Wales published a report on art and crafts in Welsh schools.

TEACHING STAFF

Training and Supply The supply of recruits for training showed a marked increase, the extra numbers being accommodated by stretching college facilities beyond normal capacity. There was also a welcome increase in the number of university graduates coming forward for training as teachers. The total number of graduates in training in all subjects was 2,737 in 1956-1957.

To increase the supply of specialist teachers for secondary schools the programme of supplementary one-year courses for qualified teachers was again expanded and the number of short local courses was also increased.

The number of teachers in maintained primary and secondary schools (including nursery but excluding special schools) increased during 1956 by about 6,000, bringing the total number to just over 254,000.

A further reduction was achieved in the number of over-large classes in primary schools but in secondary schools, although the number of teachers increased, they were not enough to match the increase in the numbers of children. The abnormally large number of children born in the immediate post-war years are now moving from the primary into the secondary schools and the pressure thus caused is augmented by a welcome tendency for more children to stay at school after the minimum school leaving age of 15.

There was increasing evidence of a poor distribution of teachers over the various parts of the country. As part of the urgent consideration of this problem the Minister convened a large-scale conference with representatives of teachers and local education authorities. Afterwards, he issued a circular indicating to each authority its fair share of the total available teaching force, urging them to keep within these limits and to cooperate in helping the hard-pressed areas.

Status During the year higher salary scales and new arrangements for increased allowances for posts of responsibility were drawn up by the Burnham Committee, the statutory negotiating body for teachers' salaries. These scales and arrangements were approved by the Minister and came into force on 1st October, 1956.

The Teachers' Superannuation Act, 1956, received the royal assent in July. The effect of this was to increase the rate of contribution to the superannuation fund from 10% of a teacher's salary to 12% (the teacher and the employer continuing to pay half each). Certain improved retirement benefits for teachers were also incorporated in the Act and provision was made to safeguard the teachers against the effects of any future deficiency in the fund.

AUXILIARY SERVICES

Handicapped Children The number of pupils in special schools for handicapped children in 1956 was 59,000. Many less seriously handicapped children were attending ordinary schools (sometimes in special classes) since it is thought preferable that they should lead as normal a life as possible.

Twenty-six new special schools (sixteen day and ten boarding) were provided during 1956. Increased emphasis continued to be placed on the building of new day special schools where the children can benefit from living at home. The most serious shortage of special school places is still for children who are educationally subnormal.

The Minister accepted the main recommendations of the report (mentioned last year) of the committee set up to consider the educational and social problems of maladjusted children. The Minister further indicated that the rate of implementation would depend on the staff and financial resources available.

School Meals and Milk In October, 1956, over 3 million day pupils were taking school dinners, 47.9% of the total numbers in attendance. The number of schools without meal facilities fell from 605 to 574.

The proportion of children taking milk showed little change, being about 84% of the total.

School Health Service In December, 1956, the Chief Medical Officer's report on the health of the schoolchild in 1954 and 1955 was published.

During the year the Ministry of Health started a scheme for vaccinating schoolchildren against poliomyelitis and arrangements for BCG antitubercular vaccination of children were increased.

Grants for University Students Some 21,300 students were admitted to universities in England and Wales at the beginning of the academic year 1956-1957, of whom over 17,000 were receiving help from public funds; about 3,400 held state scholarships and the rest received local education authority awards.

A change was made in the arrangement for grants for postgraduate study whereby the Ministry will award state studentships in arts subjects while responsibility for awards in science and technology will be taken by the Department of Scientific and Industrial Research.

Youth Organizations Grants to national voluntary youth organizations remained at about the same level as in 1955, but capital grants to local organizations rose from £106,500 to £151,000. The number of subsidized playing field schemes rose to 192.

Adult Education The revised methods of assessing grants to bodies providing adult education, reported last year, worked smoothly on the whole in their first full year of operation. Some additional grants were given to cover increased expenditure on full-time teachers' salaries and to provide for a limited expansion of work and courses.

Northern Ireland

EDUCATIONAL PROGRESS IN 1956-1957¹

Finance — School Building — Special Education — Teaching Staff — Raising of the School Leaving Age — Independent Schools

Finance The Ministry's expenditure on educational services reached about £10 million in the financial year ended 21st March, 1957, as compared with about £8.6 million in the preceding year. This increase reflects the continued expansion of educational services, increased salaries for teachers and general increases in costs.

School Building Between 1st August, 1956, and 31st July, 1957, it is estimated that 44 new schools (25 primary, 15 intermediate, 1 grammar and 3 special) will have been completed at a cost of £2,865,000. New schools in course of erection on 31st March, 1957, will cost nearly £9 million. It is hoped that most of the new schools required to complete the reorganization of secondary education will be built by 1960.

Special Education A day special school for educationally subnormal pupils was opened at the beginning of the year and more recently a small special school for children suffering from cerebral palsy was put into operation. A residential special school for young deaf children of nursery school age was opened.

Teaching Staff About 9,000 teachers are serving in recognized schools in Northern Ireland, of whom about two-thirds are working in primary schools. More than 500 students were admitted to teacher training colleges in 1956, and the colleges had total enrolments of about 1,600 students.

Raising of the School Leaving Age The most important event of the year was the raising to 15 of the upper limit of compulsory school attendance, as from 1st April, 1957. This step brought Northern Ireland into conformity with the rest of the United Kingdom. It had been made possible by the progress of the school building and teacher training programmes.

¹ From the report sent by the Ministry of Education of Northern Ireland.

Independent Schools The government announced its decision to bring Part II of the Education Act (N.I.), 1947, into force at the end of 1958. This part of the Act provides for the registration of independent schools by the Ministry.

Scotland

EDUCATIONAL PROGRESS IN 1956-1957 ¹

ADMINISTRATION — *General Administration* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Educational Structure* — CURRICULA, SYLLABUSES, METHODS — *New Measures* — *Modern Teaching Methods* — *Secondary Education* — *Technical Education* — TEACHING STAFF — *Status and Supply* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Health* — *Physical Education* — *School Meals* — *Psychological Services* — *Handicapped Children* — *Youth Service*

ADMINISTRATION

General Administration There have been no changes in the structure of public education during the year 1956-1957. A revised schools code came into force at the beginning of the school year.

Finance Expenditure on education has continued to rise. The most recent increase, from about £56.3 million in 1955-1956 to about £64.7 million in 1956-1957, reflects the continued development of the educational service. Part of it is also due to further increases in teachers' salaries, including the second instalment of equal pay for women teachers which is being implemented gradually over a period of seven years.

The number of bursaries awarded to students by education authorities rose from 26,200 in 1954-1955 to 27,767 in 1955-1956; the relative expenditure rose from £1.7 million to £2 million.

School Building The value of work done, amounting to £8.9 million, showed an increase of 22% over the previous year's figure of £7.3 million. The value of new work started in 1956 was £9.5 million. The number of school places provided during the year (35,700) was the highest yet attained in any one year.

The most urgent problems continued to arise from the need to provide new primary and secondary schools in new housing areas and accommodation for the increasing number of children who will begin to enter the secondary schools this year, and to develop additional facilities for technical education.

In 1956, 346 new projects were started including 36 primary, 12 secondary and 3 special schools, providing in all about 28,000 new places. In addition, 92 extensions to existing schools, providing approximately 15,000 places, were started, together with 190 minor alterations and improvements to existing schools. At the end of the year 137 new schools

¹ From the report submitted to the XXth International Conference on Public Education by Mr. DAVIDSON, Delegate of the United Kingdom government.

and 79 major extensions, with a total capacity of 109,000 pupil places, were under construction.

The School Building Development Team, set up by the Secretary of State in 1953, has completed two handbooks, one on equipping school kitchens and the other on planning the new secondary school at Hamilton which was designed by the Team to demonstrate new methods of educational construction. This school has now been completed. The Team is at present engaged, in collaboration with the authority's architects, in the construction of a number of schools for Kirkcudbright Education Authority. The first project, a primary school, has been completed, and work is in progress on two secondary schools, which will be completed by 1958. The Team has also been invited to design and supervise the construction of a new technical college. The invitation has been accepted as offering the Team an opportunity of obtaining first-hand knowledge of the educational and architectural problems of further education projects.

ORGANIZATION

Quantitative Development The number of public and grant-aided schools in 1956 was 3,229, as compared with 3,209 in 1955. Of these, 76 were nursery schools, 2,255 primary schools, 803 secondary schools and 95 special schools for handicapped pupils. The average number of pupils in these schools rose from 853,022 to 860,590. The largest age groups resulting from the sharp rise in the birth rate in the years 1946-1948 were in the schools by 1956 but the numbers entering the lowest primary classes still exceeded the number transferring to secondary departments and there were 4,451 more pupils in primary departments as a whole.

21,523 pupils, 2.4% of the total number receiving education, attended independent schools outside the public educational system.

Educational Structure Education is organized in two main sections—primary and secondary. Compulsory schooling starts at or soon after the child's fifth birthday, and primary education extends over seven years. At about the age of 12, pupils normally transfer to secondary schools, where they embark on a wide variety of courses. They may leave school at the age of 15, but secondary education extends over five or six years and ends at age 17 or 18. A transfer procedure has been evolved which seeks to ensure that each child will take the type of course from which he appears most likely to profit. This procedure varies very much between one education authority and another, and experiments with differing procedures are being undertaken in some areas. In all areas, however, decisions are taken by the education authority, but the parent has a right of appeal to the Secretary of State.

In some parts of the country there are "comprehensive" secondary schools, providing courses for all the pupils in their neighbourhood. In other parts, pupils taking courses which will normally end at the age of 15 are accommodated in junior secondary schools, while those taking five or six-year courses attend senior secondary schools. There is no general examination at the end of the junior secondary course. Courses in the senior secondary schools, however, lead to the Scottish School

Leaving Certificate, which is awarded on the results of an examination conducted by the Scottish Education Department.

CURRICULA, SYLLABUSES, METHODS

New Measures The new schools code gave head teachers greater freedom in planning the work of their schools. Previously they had been required to submit detailed schemes of work to the inspector for approval. They are now required to seek his approval only of a broad outline curriculum and are free to prepare and adjust detailed programmes of work as they think fit.

Modern Teaching Methods Primary school teachers are showing an increasing awareness of modern developments and a growing appreciation that the solution of many of the problems confronting them requires a more flexible approach. Although there are some areas where teachers still cling to the old methods of class teaching, group teaching and other less formal methods are generally coming to be accepted, and the books and equipment essential to their successful application are being more widely introduced. The suggestions contained in the Department's memorandum, "The Primary School in Scotland", which are gradually being adopted in the schools, have also contributed to the changing outlook.

Secondary Education The majority of secondary school pupils are enrolled in junior secondary courses. Most of these pupils are of the non-academic type and the problem of devising means of stimulating their interest, of adapting the instruction to their capabilities, and, while ensuring a thorough basic training, of preparing them for the duties of citizenship, has exercised the minds of teachers and administrators alike. Progress has been made in framing suitable courses and there has been, in some schools, a welcome widening of courses and a readiness to experiment with new teaching methods. Much remains to be done, however, before it can be claimed that an altogether satisfactory education is being given to the less able pupils who constitute about 20-25% of the secondary school population. The Department's memorandum on junior secondary education was published in 1955 after thorough study of the organization and curriculum in junior secondary courses. There are already signs that it has stimulated much thought among teachers and that it will lead to many developments in the education of the less bookish pupils. A film entitled "Learning for Living" was also produced to illustrate the progressive ideas and methods already in use in a number of schools in various parts of the country. This film has aroused much interest and has provoked much thought and discussion.

A survey was undertaken some time ago of the reasons why many able pupils in senior secondary courses leave school as soon as they reach the age of 15. This showed that the reasons are more often economic and social than educational; many young people are attracted by the prospect of obtaining employment at relatively high wages, and desire to experience the sense of freedom which this appears to them to offer.

The evidence obtained from the survey made clear also, however, that the education provided for the abler pupils is not always entirely suited to their needs. Modification of the senior secondary school curriculum and the Scottish School Leaving Certificate examination to which it leads are therefore also being considered. The arrangements for the organization of the examination have already been reviewed; important changes have been made in the conditions for the award of the certificate, and others, which are more far-reaching in scope, are being discussed at present with the various educational bodies. If these are adopted, they will lead to a new flexibility of organization in the senior secondary schools which should enable headmasters to provide courses really suited to the abilities and the needs of all their pupils. An effort has been made to relieve inspectors of some of their routine tasks, in order that they may find more time for guiding and advising the teachers in the schools. A pamphlet setting out the advantages to be gained by older pupils remaining at school until they obtain the School Leaving Certificate is being circulated annually to the parents of children in the third year of a senior secondary course.

Technical Education Good progress is being made with the programme for the expansion of facilities for technical education outlined in the White Paper on technical education issued by the government in 1956. Agreement has been reached on the accommodation to be provided in nine new local technical colleges to be erected at Glasgow (5), Falkirk, Ayr, Inverness and Caithness, and discussions are in progress regarding new technical colleges to be erected in Aberdeen, Dundee, Edinburgh and Clydebank. In addition it is proposed to undertake large extensions at several existing technical colleges and central institutions.

In 1956 the total number of students in courses of all kinds showed an increase of some 10,000, of whom about 3,000 were additional students released by their employers to take part-time technical and general education courses.

TEACHING STAFF

Status and Supply There have been no changes in the professional training of teachers or the method of their appointment. The appointment and promotion of teachers are the responsibility of education authorities. Normally, all teachers are expected to be certificated in terms of the regulations for the training of teachers. Only teachers so certificated are eligible for permanent appointments. To obtain certification a teacher must undergo a period of professional training in a teacher training college. All men teachers, except teachers of such subjects as music, art or physical training, must be graduates. Women teachers are not required to take a university degree, although many of them do. Only honours graduates are eligible to teach academic subjects at all secondary stages and the teachers of these subjects in the lower classes of secondary schools must hold at least an ordinary pass degree of a university.

At the beginning of October, 1956, the latest date for which full returns are available, 36,013 persons were employed as teachers, an increase of 424 over the previous year. Of these, 34,699 were certificated teachers

and 1,314 were persons who, whatever their other qualifications, were not recognized as certificated teachers. Of the 34,026 certificated teachers other than retired teachers, 15,356 were graduates, including 4,219 First and Second Class Honours graduates. There were 22,708 women and 11,318 men teachers.

Despite the increase in the total number employed, the demand continues to be in excess of the supply because of the increased number of pupils and of the expansion of the education service. The most serious shortages are of mathematics and science specialists, music teachers, and women teachers of physical education and homecraft.

A number of measures were taken during the year to increase the supply of teachers: visits to the universities by special teams of graduate teachers were continued; teams of teachers in further education establishments visited certain central institutions to address interested students; a new Superannuation Act came into force, which is expected to encourage retired teachers to return to service; the triennial review of teacher's salaries took place and new regulations came into operation on 1st November, 1956, prescribing increases in basic salary scales and responsibility allowances; the Advisory Council on Education was reconstituted and charged with the consideration of measures to meet the increasing demand for secondary school teachers.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Health There are no major innovations to report in the health services. The school health service, working in conjunction with the national health service, provides for routine and special examinations of all schoolchildren and for treatment of all defects, medical, visual and dental, which may be found. A number of mobile dental units are in operation in rural areas. As part of the campaign against tuberculosis, many thousands of children have been examined by X-ray. Recommendations have also been made for similar examination of teachers and all persons whose work brings them into close contact with children. Local health authorities may now decide, after consultation with the education authority, whether to offer BCG vaccination to children aged 13 and over. So far 53 of the 55 authorities have offered vaccination to children approaching school-leaving age. Some 300,000 children were registered under the voluntary scheme of vaccination against poliomyelitis and are being dealt with as vaccine becomes available. The ground work done in this field may have established a pattern for the years to come.

Physical Education The draft physical education syllabus for primary schools, which is in use in almost every primary school in Scotland, is shortly to be issued in its final form, and a memorandum for secondary schools is also being prepared.

School Meals Despite the restriction of building, it has been possible to allow the provision of kitchens and dining rooms in new schools, schools in rural areas where children are unable to travel home for a mid-day meal, and in 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, 1956, showed that, at that time, there were 39,692 children receiving free meals and 235,781 receiving meals on payment.

Free milk is available to almost all pupils and about 87% of them take it.

Psychological Services There are now 29 full-time child guidance clinics including two with residential accommodation, and 24 part-time clinics. 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 these clinics.

Handicapped Children Seven more special schools for handicapped children have been established, making the present number of these schools 95. The chief shortages are of schools for mentally handicapped and maladjusted children.

Youth Service The youth service continues to be beset by financial difficulties and by a shortage of suitable leaders. However, the service has maintained its vitality and responded well to the challenges and opportunities confronting it. In recent years there has been a considerable increase of interest in outdoor activities of all kinds. This interest received fresh stimulus from the introduction of the Duke of Edinburgh's Award, which encourages the improvement of personal standards of achievement. A number of authorities and voluntary organizations in Scotland are taking part in the experimental stages of the scheme.

UNITED STATES

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Federal Budget — Local Budgets — Higher Education Budget — School Buildings and Equipment — Transport of Pupils — Standardization of Records* — ORGANIZATION — *Compulsory Education — Enrolments — Student Aid — The Junior College — Adult Education — Extended School Services — Education of Indian Children — Desegregation* — CURRICULA, SYLLABUSES, METHODS — *Primary Education — Secondary Education — Higher Education — Vocational Education — Audio-Visual Education* — TEACHING STAFF — *Supply — Shortage of Teachers — Training — Salaries — Teachers' Organizations* — AUXILIARY SERVICES — *Special Categories of Children — School Health — School Meals — Libraries* — RESEARCH — *Work Undertaken — Committee on Higher Education* — INTERNATIONAL EDUCATION — *Promoting International Understanding* — CONCLUSION

INTRODUCTION

Education in the United States of America is based on three fundamental concepts : (1) the responsibility for education rests on the states except as specific legislation assigns responsibility to the federal government; (2) every individual has an equal right to education; (3) education is essential to freedom and human welfare. Its primary purpose then is to provide for the full development of the individual and the achievement of the maximum welfare of society through the cooperative efforts of individuals and groups.

There is no department in the United States government comparable to national Ministries of Education, which in many countries exercise direct control over education. There is, however, a federal Office of Education through which the government expresses its profound concern with education and exercises its responsibility for service and leadership. The Office, now a constituent unit of the Department of Health, Education, and Welfare, was established in 1867 to serve the cause of education. It is directed by the United States Commissioner of Education, the chief education officer in the federal government.

In carrying out its programmes, the Office of Education cooperates with other government agencies, states and territories, professional groups and institutions, citizen groups and individuals, and international agencies. Liaison is achieved through various means : staff members serve as members of educational organizations; committees composed of representative professional and lay persons advise on Office programmes; executive committees of major educational associations meet with Office staff to discuss additional services which might be provided by the Office.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Finis E. ENGLEMAN, Delegate of the United States government.

During the year there was evidence of increased public interest in education and increased participation in educational activities. At the national level, the committee for the White House Conference presented its report to the President, a conference on physical fitness was held and a committee on education beyond the high school was appointed. At the state level a great volume of legislation was enacted, dealing primarily with school finance, teacher welfare, and school construction. At the local level there was strong support for legislation to improve the schools as well as increased cooperation between individuals and groups on educational matters. Parent-teacher associations enrolled nearly 11 million members.

Since education is the legal responsibility of the states, each state organizes and controls its educational system; however, each state delegates a large degree of control to local school districts for public primary and secondary education and to special boards for higher education. These school districts are established by state legislatures and governed by local boards of education. The states have granted almost complete freedom to private schools and colleges.

Even though there is no centralized control over education, there is widespread similarity among syllabuses. This similarity results from extensive use of the same textbooks and from cooperation between educational leaders, local, regional and national boards and associations, and professional organizations.

ADMINISTRATION

Federal Budget Although the public schools of the United States are the direct responsibility of the states, the federal government does contribute to the support of some educational programmes. In 1954-1955 the government spent \$1,600 million for 81 educational programmes relating to primary and secondary schools, colleges and universities, research work, fellowships, services to foreign nationals, training for defense activities, etc. The total, which was approximately 2.5% of the estimated tax revenue of the federal government, was distributed as follows:

	Million \$
Veterans administration	710
Department of Health, Education, and Welfare . .	442
Department of Agriculture	246
Department of the Interior	77
Department of Defense	48
Department of State	42
Other federal offices	52
Total	<u>1,617</u>

Local Budgets In general, primary and secondary schools in the United States have been financed locally. The Founding Fathers believed that schools would be supported more satisfactorily if contributions for their support were made by people nearest to the schools. This financing plan has been responsible for the tremendous growth of the public school system in America. For many years, however, state legislatures have allocated supplementary funds to the schools, and the federal government has also provided some funds.

In 1956-1957, expenditure amounted to approximately \$400 per pupil, which is almost equivalent to the amount earned in five weeks by the average worker in the manufacturing industries. Public school funds are obtained through taxation, with local property taxes providing about 58%. Approximately 38% is provided through state taxes on income, sales, and other forms of business activity. The remaining 4% is provided by the federal government.

Higher Education Budget Higher education is supported by funds from two sources: public or governmental agencies, and private individuals, groups and agencies. A publicly supported institution is financed in large part from tax revenue; a privately supported institution, in addition to student fees, is financed mainly by individuals or by ecclesiastic, philanthropic, or other non-governmental organizations. The 1956 budgets for both types of institution, including educational and general expenditure but excluding auxiliary services, student aid and plant expansion, totalled \$2,600 million. Of this, students paid \$630 million in tuition fees, while earnings on endowment funds provided \$140 million. In 1956 about 55% of college and university students attended public institutions and 45% attended private institutions.

The value of higher educational plant, including land, buildings and equipment, is more than \$9,000 million. Expenditure for new facilities and for renovation of older ones totals about \$700 million annually.

School Buildings and Equipment

Public primary and secondary school construction continued at the annual rate of 65,000 to 70,000 classrooms, as schools made an effort to catch up with the ever-increasing demands resulting from high birth rates, population mobility, extension of public education, both downward and upward, and expansion of the curriculum. Although most of the school construction funds came from local sources, there was a trend toward increase in financial aid from the states.

There was continued emphasis on cooperative planning by educators, architects, manufacturers and lay citizens. The trend was toward single-story buildings, large sites and large classrooms.

Transport of Pupils

Transport of pupils has continued to expand rapidly. From 8,906,000 primary and secondary pupils transported at public expense in 1953-1954, the number increased to 9,510,000 in 1954-1955. More than 154,000 vehicles were used for this transport and the total expenditure of public funds for it exceeded \$329 million. Almost 100,000 of the vehicles used were owned and operated by school systems, and the remainder were operated by private owners under contract with school systems.

Standardization of Records

During the year a handbook was published to aid school systems in standardizing their financial accounts. The handbook provides the basis for the accurate recording and interpreting of comparable financial information among schools. A similar study in school property accounting is being conducted cooperatively by national associations representing the teaching profession, the school boards and the Office of Education.

ORGANIZATION

Compulsory Education Forty-five of the states enforce compulsory attendance (from 6 to 18 years of age in some states but from 7 to 17 years in the majority).

In all states, laws provide for public schools and permit pupils to attend at various ages, ranging from 2 years to adulthood. The 8 states which provide nursery schools permit attendance from 2 to 6 years old and the 45 states which provide kindergartens permit attendance from 3 to 8 years. In 20 states primary education laws permit children between 6 and 21 years old to attend, and in 7 others laws permit children who have reached 5 years of age to attend. Fifteen states have not established maximum age limits.

Enrolments Of the total population of 35,189,000 persons between 6 and 17 years old in October, 1956, 96% were enrolled in school: 99.3% of the seven to thirteen-year-old group, about 94% of the boys and 94% of the girls in the five to thirteen-year-old group and 89.1% of the boys and 87.3% of the girls in the fourteen to seventeen-year-old group. In urban areas 99.1% and in rural areas 98.5% of the seven to fifteen-year-old group were enrolled in school.

The following table shows enrolments in the continental United States for 1956-1957 and 1955-1956 according to United States Office of Education estimates ¹:

	1956-57	1955-56
<i>Kindergarten and primary up to grade 8</i>		
Public schools	25,478,000	24,588,000
Private and parochial schools	3,985,500	3,768,000
Residential schools for exceptional children	73,600	71,500
Model and practice schools in teacher training institutions	39,500	38,500
Federal schools for Indians	26,400	32,200
Federal schools at military posts	21,000	16,000
Total	29,624,000	28,514,200
<i>Grades 9 to 12</i>		
Public schools	7,175,000	6,860,000
Private and parochial schools	870,600	823,200
Residential schools for exceptional children	12,600	12,200
Model and practice schools in teacher training institutions and preparatory departments of colleges	42,000	41,000
Federal schools for Indians	10,400	9,800
Federal schools at military posts	1,000	900
Total	8,111,600	7,747,100
<i>Higher education</i>		
Universities, colleges, professional schools, including junior colleges and teacher training schools	3,232,000	2,996,000
Total	3,232,000	2,996,000
<i>Other schools</i>		
Private commercial schools (day and evening)	500,000	450,000
Nurses' training schools (not affiliated to colleges and universities)	91,400	91,400
Total	591,400	541,400
Grand total	41,559,000	39,798,700

¹ These estimates include enrolments for the entire school year and are not restricted to September enrolments alone. The total estimated population of the continental United States (excluding armed forces overseas) on 1st June, 1955, was 166,943,000. Total estimated school enrolments represent 24.9% of this population.

Enrolments at all levels have increased every year for 12 consecutive years. Between 1950 and 1957 enrolments in public and private primary and secondary schools increased by 31%, and forecasts indicate that they will increase by an additional 26% between 1957 and 1965.

Approximately 4,856,100 pupils were enrolled in private primary and secondary schools in 1956-1957, as compared with 4,591,200 in 1955-1956, an increase of 5%. In recent years, private school enrolment has increased at about twice the rate of public school enrolment.

The percentage of children of primary school age (5 to 13 years old) enrolled in school has increased only slightly during the past 6 years, mainly because nearly all children in this age group have been enrolled for a number of years. Enrolment increase for this age group (from 92.8% in 1950-1951 to 94% in 1956-1957) can be attributed primarily to the increase in kindergarten enrolment of five and six-year-olds.

The enrolment rate of pupils in the 14 to 17 years age group increased from 83.3% in 1950-1951 to 88.2% in 1956-1957.

Of the 1,300,000 pupils leaving the high school in 1954-1955, 53.7% entered college the following year, 44.5% on a full-time basis and 9.2% part-time.

High schools continued to hold a large number of their pupils until graduation. For every 10 who entered the fifth grade in 1946-1947, 5.5 completed the high school course (as compared with 2.9 in 1936-1937) and 2.8 entered college (1.2 in 1936-1937). The greatest number of drop-outs occur in the tenth grade partly because pupils without much interest in school have by then reached the age at which compulsory attendance laws permit them to leave.

During the 1956-1957 school year the 1,852 colleges and universities enrolled more than 3¼ million students, an increase of 8% over the 1955-1956 enrolment, and a 40% increase over 1951-1952.

In 1955-1956 the degree-granting colleges and universities conferred 379,500 earned degrees, of which 82% were bachelor's, 15.7% master's, and 2.3% doctor's degrees.

Today higher institutions are studying ways of expanding their staff and facilities by about 50%, to provide for the estimated 5 million students who will be qualified to be in college by 1965. Now, 72% of all enrolments are in primary schools, 20% in secondary schools, and 8% in colleges and universities. By 1965 the corresponding percentages will probably be 67%, 24% and 9%.

Student Aid

A substantial number of students receive financial aid, and the number continued to increase in 1956, as many business and professional groups identified their own interest with better education. The National Merit Scholarship Corporation, the largest privately supported scholarship organization of its type in America, initiated its programme by granting 556 scholarships to high school pupils in their last year. The stipends ranged from \$100 to \$2,200.

Philanthropic foundations, interested in developing the talents of the country's ablest individuals, contributed approximately \$550 million to higher education in 1956.

The Junior College The junior college, a two-year institution designed to offer a comprehensive educational programme immediately beyond the high school level, is currently attracting much attention in American education. Almost every state is studying the advantages these institutions offer for meeting enrolment increases and the ways in which the junior college system can be expanded or strengthened.

Adult Education Three important phases of adult education were among those emphasized during the year : (1) education for aging, resulting from the increased numbers and proportion of older people in the population; (2) occupational retraining, made necessary by technological advances; (3) preparation for citizenship, in terms of the shrinking world and the United States' expanding concept of responsibility.

Extended School Services

Reports from large city school systems showed that increasing attention was given to community services for children and youth in addition to the regular school programme. Based on the belief that play is a powerful force in building healthy and happy boys and girls and in preventing juvenile delinquency, these programmes, operated by schools, are an important link between the schools and youth movements in the community.

Nursery schools and kindergartens, frequently promoted by groups of parents and run by individuals, have continued to grow. Several states have enacted new legislation to bring these schools into closer relationship with state departments of education and appointed state committees to develop standards and to report state-wide organizations established to give professional leadership.

Education of Indian Children

The majority of Indian children attend local public schools with other children. Indian parents residing in public school districts participate with other citizens in the management and control of local schools; they may vote in school elections and serve officially on school boards.

In the absence of public schools, especially in areas outside organized school districts, the federal government provides free education for Indian children. Because it is generally believed that Indian children who attend public schools become better adapted to living with other people in a community, the federal government is transferring the operation of federal schools to local districts as rapidly as possible. In 1956, the government operated in the United States and the Territory of Alaska 321 schools, which enrolled 41,655 pupils (365 schools with 43,616 pupils in 1955).

Federal schools maintain standards equal to those of other schools, and graduates of federal high schools are accepted in colleges on the same basis as others. Indians occupy places of distinction in all occupations—in the professions, in industry, and in government.

Desegregation

Progress was made during the year in implementing the 1954 and 1955 decisions of the U. S. Supreme Court that segregation of public school pupils because of race was unconstitutional. Because control of the public school system is not centralized, the court placed upon local school systems and local communities responsibility

for acting in good faith, and allowed flexibility of method and time to resolve difficulties and to work toward solutions. By September, 1956, 723 formerly segregated school districts and school units had been desegregated (186 more than the previous year). It is estimated that approximately 300,000 negro pupils were integrated in the public school system in 1956-1957 (45,000 more than in 1955-1956).

Decisions by the federal courts have consistently upheld the principle of desegregation.

When the general situation among negroes is considered, it will be found that they are continuing to make great progress, in keeping with the ideals and principles upon which the nation was founded and which motivate its public policy.

In 1955, approximately 95% of negro children of 5 to 13 years of age and 93% of those from 14 to 17 were in public schools. It is estimated that 5% of the total negro population of 18 to 24 years of age enrolled in colleges in 1955.

The employment of negroes in the federal government is another indication of their progress. On March 31st, 1956, negroes constituted 23.4% of federal employees in five major cities, whereas they represent approximately only 9% of the national population.

CURRICULA, SYLLABUSES, METHODS

Primary Education Study of subjects is frequently developed by work on such problems as nutrition, conservation of resources, or transport. Teachers help pupils use all possible sources of accurate information such as textbooks, reference books, encyclopedias, television, recordings, school trips, maps, charts, etc. In approximately one-half of the 48 states textbooks are provided by the state. In many places they are provided with local funds. In still others, parents must buy them.

With the increase in enrolments and the shortage of qualified teachers, inspectors work with the principal in the training of in-service teachers. Hundreds of "workshops", lasting for several days or weeks or held once a month during the school year, are organized throughout the United States. In this way, teachers observe and demonstrate the best ways of teaching arithmetic, reading, and writing and of using other teaching techniques.

For the same reason, more teachers than ever before are responsible for carrying out the total programme of a class with some advice and consultant help from experts in some subjects, such as music, art and physical education. In the past many schools had special teachers in these fields.

Secondary Education The typical secondary school curriculum consists of a variety of general and specialized courses, including "the constants" required of all students, "the variables" required of certain students, and optional subjects. A student's time-table consists of the constants plus the variables required for the field of specialization he has selected, such as college preparatory, general or vocational. In addition, some schools have honours courses for gifted pupils and basic courses for pupils of lower than average ability.

In selecting his optional courses the secondary pupil is assisted by counsellors and teachers. To aid him in planning his future they interpret information which they have accumulated. Parents and other school officials also assist him in this choice.

Local boards of education usually provide funds for the purchase of textbooks, reference books and necessary education supplies used by high school pupils in the classroom. Such materials are supplied free or at a small rental fee. In addition, most high schools maintain libraries for reference and study purposes. Classroom and library facilities include filmstrips, films and projectors, tape and wire recorders, photographs, and models.

At the President's conference on the fitness of American youth held in June, 1956, at Annapolis (Maryland), 150 representative citizens considered means of improving physical culture. As a result of the conference, the President established a cabinet-level council of youth fitness and a citizens' advisory committee. Many states, local communities and professional organizations held follow-up conferences.

Higher Education In higher education much emphasis was placed on the training of scientists and engineers during the school year. For several years engineering enrolment has increased faster proportionately than general college enrolment, but demand has also expanded, and shortages are expected to continue. The American Society for Engineering Education urges scientifically oriented curricula with increased emphasis on basic and engineering sciences and on humanistic and social studies.

In 1956-1957, cooperative programmes, consisting of alternate periods of study and related industrial experience, were conducted in engineering and other fields by 43 colleges.

Vocational Education Technological advances have created new demands for employment in technical posts, in agriculture and in house-craft. The consequences of this may be seen in vocational education courses and enrolments. In 1956-1957 more than 3½ million persons were enrolled, the largest number ever reported. New vocational courses were set up in rural communities to provide training needed by persons living on farms who want to enter occupations other than farming, and also for non-skilled workers who want to improve their occupational status.

Some states established area vocational schools which offered a wider range of courses.

Audio-Visual Education The use of audio-visual materials continued to expand during the year, the schools emphasizing closer integration of these materials with various areas of instruction. Of particular note was a second annual conference of specialists in audio-visual education sponsored by the State University of Iowa and the National Education Association.

The number of 16 mm. film libraries increased from 2,660 in 1953-1954 to 3,300. Some schools experimented in using audio-visual materials, particularly sound motion pictures, to alleviate the shortage of fully qualified teachers.

The 170 radio-education stations are supplemented by 25 television stations, 12 more than last year, owned by universities, public school systems and communities, and operated on a non-profit basis. More than 100 institutions are equipped to teach by closed circuit television. In 1956 educational television received increased support from commercially owned stations: the National Broadcasting Company extended its educational service at no cost to all educational television stations; the television programmes *Omnibus*, *You Are There*, *See It Now* and *The Search* released 16 mm. films for classroom use.

TEACHING STAFF

Supply The total teaching staff in public and private primary and secondary schools at the beginning of the school year 1956-1957 numbered approximately 1,316,000, an increase of 50,100 over 1955-1956.

Approximately 88% of the primary school teachers and 55% of secondary school teachers in the United States are women. Efforts to increase the percentage of men teachers appear to be meeting with some success in the secondary schools.

Shortage of Teachers The current number of primary and secondary school teachers who do not possess standard qualifications is approximately 120,700. Efforts to reduce the shortage include: (1) nation-wide endeavours by groups of citizens to increase teachers' salaries; (2) special training programmes for recent graduates of 4-year colleges, and for housewives who have aptitude for teaching but lack formal professional training; (3) recruitment of former teachers; (4) provision of special scholarships for the professional education of potential teachers; (5) granting of temporary teaching certificates to persons who do not possess standard qualifications; (6) use of teachers' assistants or aides, who are not professionally trained, to relieve regular teachers of many routine or clerical duties; (7) use of audio-visual aids, including television, to supplement classroom teaching and to extend the service of teachers with master's degrees.

Training Under the impetus of a strong professional standards movement, the discernible trend is to require the bachelor's degree for the initial teaching certificate, and a fifth year of higher education for a standard or permanent certificate for both primary and secondary school teachers.

Because of the shortage of trained scientific staff, many agencies and institutions have recently been engaged in programmes to improve the teaching of science and mathematics in the secondary schools and colleges.

During the summer of 1956, 20 courses for science and mathematics teachers were sponsored by the federal government's National Science Foundation and 22 others by industry. More than 2,000 teachers attended. Two year-long courses were also held. The National Science Foundation will also sponsor 95 summer schools in 1957 and 16 courses in the school year 1957-1958. Industry will support 11 or more similar courses. A total of approximately 5,000 teachers will be enrolled.

Salaries In the public primary and secondary schools, it is estimated that the average annual salary of the teaching staff has risen from \$3,010 in 1950 to \$4,330 in 1957, an increase of 44%.

Teachers' Organizations An outstanding characteristic of the teaching profession in the United States is the large number and the variety of professional organizations. The National Education Association, the largest organization of educators in the United States, has a membership of over 650,000. The American Federation of Teachers, affiliated with the AFL-CIO trade union, has a membership of approximately 60,000, mostly in the larger cities.

The professional organizations create essential unity of objectives among teachers from diverse fields of specialization, widely separated areas and different types of institutions. They also publish valuable reports and materials for the profession and many publish professional journals.

AUXILIARY SERVICES

Special Categories of Children Lay and professional groups have recently shown unprecedented interest in the education of special categories of children. Their interest has focused mainly on the need for trained staff to teach these children, to direct and supervise this type of education in state and local school systems and to train teachers for it in colleges and universities. During the year the Office of Education issued a number of publications, prepared cooperatively, many by leaders in special education, on the qualifications needed by teachers of such children.

About 40 research projects on various aspects of the education of mentally retarded children are now under way. The projects include studies on educable children, age groups ranging from pre-school to adolescence, and day-school and residential-school education.

School Health School, public health and medical authorities, private groups, parents and other citizens cooperated in a poliomyelitis immunization campaign in which about 40 million children and young people received one or more doses of the 3-shot Salk vaccine series. Altogether 81.6 million inoculations were given. The campaign was financed by the Congress, public and private agencies, and individuals. Among those who received all three doses there was not a single confirmed case of paralytic poliomyelitis in 1956.

School Meals In 1956-1957 the National School Lunch Programme provided lunches for schoolchildren. This programme was supported by congressional appropriations administered by the Department of Agriculture (\$100 million in 1956-1957) who also donated surplus foods. In addition \$75 million were available for increasing the milk consumption of children participating in the special milk programme. About 17 million schoolchildren participated in the two programmes.

Libraries During the year the Congress established a federal grant-in-aid programme to assist the states in extending public library services to rural areas where such services are inadequate or non-

existent. The Library Services Act authorizes an annual appropriation of \$7.5 million for 5 years to be allotted by the U.S. Commissioner of Education to the states and territories whose plans for rural library extension he approves.

RESEARCH

Work Undertaken Extensive research on the learning process, on the character and extent of individual differences, and on other aspects of teaching, the curriculum and school practice, is carried on in public agencies such as state and local school systems and in private agencies such as colleges, universities, and foundations. Some research is also done by large voluntary organizations like the National Education Association and the many professional associations interested in a specific subject. The research carried on in state departments of education and local school systems is directed primarily at solving local problems, and the findings of such research are frequently reported in state education journals and other professional publications. The research carried on in colleges and universities is directed generally at major problems in education. It includes the individual projects undertaken by graduates, members of staff and full-time research staff in the research institutes or departments of many institutions of higher education.

The Office of Education conducts two types of research: research within the Office by staff specialists, and cooperative research with colleges, universities and educational agencies in the states.

Since 1867, the Office has collected basic statistical information, much of it biennially but some of it annually, about public education in the United States at all levels: information on enrolment, graduates, staff, income and expenditure, etc. The Office also conducts surveys designed to illuminate specific problems relating to the administration, organization, supervision, curricula and practice of education.

The Cooperative Research Programme authorized by law No. 531 (83rd Congress) authorized the Commissioner of Education to "enter into contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys and demonstrations in the field of education".

In this programme the Office is supporting research on many important problems, such as education of the mentally retarded, development of special abilities, education of juvenile delinquents, various aspects of the teaching career, the problems of school construction, etc. Expenditure by the Office of Education for this research amounted to approximately one million dollars in the 1957 tax year.

Committee on Higher Education

In April, 1956, President Eisenhower appointed a committee of distinguished educators and lay citizens "to lay before us all the problems of education beyond the high school", "to encourage active and systematic attack" on those problems, and "to develop, through studies and conferences, proposals in this educational field". The 36-member committee submitted its first interim report in November, 1956. Regional and state conferences on education beyond the high school are planned for 1957, and the final report of the President's committee is due on December 31st, 1957.

INTERNATIONAL EDUCATION

Promoting International Understanding In American classrooms from kindergarten to university, the cultivation of world understanding received constantly greater attention throughout 1956-1957. Many children, in addition to what they learned through books, newspapers, radio and television programmes and the cinema, learned from their classmates who had accompanied their parents on business travel overseas.

Many young men and women, encouraged by student and teacher exchange programmes, scholarships for study and travel, and by the ease and speed of modern transport, sought opportunities for foreign experience. At the same time, the presence of many foreign students in the United States stimulated young Americans to learn about other lands.

American educators are aware that young people need a thorough knowledge of the world, of the human beings who compose it, and of the machinery charged with the regulation of international life. Thus in 1956-1957 increasing emphasis was placed by the schools on international affairs: appreciation of different cultures, understanding world problems, and the study of ways in which international bodies such as the United Nations seek their solution.

While this emphasis is most evident at the university level, the growing international spirit is due in a large measure to the attitudes nurtured in primary and secondary school years. The following activities in 1956-1957 were illustrative of this trend: the increasing number of Americans going abroad to study and teach; the increasing establishment of working relationships between privately supported American universities and universities abroad; the increasing number of tuition-free summer schools for primary and secondary teachers on world affairs and cultures of other lands; the increasing number and variety of foreign civilizations and languages studied in colleges and universities; and the increasing efforts made to ensure adequate and objective treatment of other countries in American textbooks and courses.

CONCLUSION

Throughout the country and at all levels, the schools made progress in 1956-1967 in solving their major problems and in providing better education for the children. In their efforts the schools were strongly supported by parents, other citizens, and lay and professional organizations. Interest in better education was reflected in greater participation by citizens in local school activities, in increased state financial aid for school construction, increased expenditure per pupil, increased financial aid to students and increased services for pupils and teachers.

URUGUAY

EDUCATIONAL PROGRESS IN 1956-1957¹

UNIVERSITY EDUCATION — *Budget — Quantitative Development — Organization — Courses — Teaching Staff — Auxiliary Services* — TECHNICAL EDUCATION — *Budget — New Posts — School Building — Quantitative Development — New Courses* — SECONDARY EDUCATION — *Budget — New Establishments — School Building — Teaching Staff* — PRIMARY EDUCATION — *Budget — New Posts — Quantitative Development — Teaching Staff — Curricula and Syllabuses*

UNIVERSITY EDUCATION

Budget The university is allocated by law a lump sum which it divides as it thinks fit. The present budget shows a net increase of 16,404,183 pesos, rising from 16,947,567 to 33,351,750 pesos.

Quantitative Development The number of students is approximately 14,000. There has been an increase in numbers of students in all branches.

Organization A social welfare school has been created within the university.

Courses Preparatory courses for the bar, for notaries and for pharmaceutical and industrial chemistry have been modified. The modifications come into force next year.

Teaching Staff More further training courses were made available to teaching staff and new conditions of service have been drawn up.

Auxiliary Services Aid to students covers economic aid scholarships (of which more than 100 have been awarded), the purchase of land for the first students' hostel and preparations for the first university restaurant.

The first official university sports day and the setting up of a permanent committee to study the introduction of vocational guidance services should also be mentioned.

TECHNICAL EDUCATION

Budget The 1956 budget reached 7,286,740 pesos, distributed as follows: teaching staff salaries, 4,735,800 pesos; administrative and auxiliary staff salaries, 1,472,740; other expenses, 1,078,200 pesos. The budget approved by law No. 12376 of 31.1.1957 totalled 12,182,453 pesos, but the reduction imposed by clause 19 of the same law brought the total down to 10,882,453 pesos, distributed as follows: teaching staff salaries, 6,470,813 pesos; administrative and auxiliary staff salaries, 2,048,040 pesos, other expenses, 2,363,600 pesos. For 1958

¹ From the report sent by the Ministry of Education and Social Welfare of Uruguay.

the budget will reach the previously mentioned figure of 12,182,453 pesos distributed as follows : teaching staff salaries, 7,097,413 pesos, administrative and auxiliary staff salaries, 2,256,040 pesos; other expenditure, 2,829,000 pesos. To summarize, the increase for 1957 is 3,595,713 pesos, and for 1958 it will be 4,895,715 pesos.

New Posts In the budget approved by the governing council for 1957, the following education departments were introduced : teacher training, with a director and secretary (the teaching staff had already been in existence for some years); a photograph and cinema department, with a technical head. The inspectorate was supplemented by the appointment of 4 advisers on handwork, and the medical and educational examination and guidance department by that of 4 assistants for bio-typology and 3 for psycho-technics. The administrative departments have been modestly enlarged by the creation of a technical building office attached to the building school, and of a statistics office attached to the technical office of education. For the photograph and cinema department, the post of technical assistant (photographer-operator) has been created. The salary scale for administrative staff has been increased. All modifications, both educational and administrative, have been made within the restricted framework of the allocations voted by law No. 12376 of 31.1.1957, the manifest inadequacy of which has been pointed out by the authorities of the *Universidad del Trabajo*.

School Building Under subsidies approved by the council are the following : purchase of property (35,400 pesos for the 1958 financial year) and building and improvements (406,800 pesos for the 1957 financial year and 552,000 pesos for 1958). These sums are for the purchase of buildings and for the construction and repair of schools respectively.

Independently of these, other subsidies have been granted from the public works plan, and are intended to cover the most urgent needs.

Quantitative Development The following statistics show the number of schools in Montevideo and in the provinces in 1956 :

Montevideo	
Monotechnical industrial schools	5,069
Polytechnical industrial schools	1,586
Total	7,195
Provinces	
Industrial schools	6,882
Agricultural schools	59
General agricultural schools	515
Total	7,456
Grand total	14,651

New Courses Courses vary from one to two years in length at the pre-vocational stage, from one to three years at the first vocational stage and from one to two years in the more advanced technical and specialization stages which are found in the schools of Montevideo.

The possibility of introducing new courses is under consideration, but they have not yet been instituted for lack of funds.

In the new curricula, changes deal mainly with the arrangement of subject matter, few new branches having been introduced. The new time-tables generally provide for 18 hours a week in the workshops and from 10 to 18 hours theoretical instruction according to the industrial course chosen.

The curricula of the building school have been drawn up and approved by the governing council; they contain new plans for pre-apprenticeship, apprenticeship, specialization for workers and technical courses.

The governing council is now studying the curricula and syllabuses worked out by the special commission for courses at the school of electro-technical mechanics; the plan includes pre-vocational and vocational training in three stages.

The new curricula and syllabuses for the school of women's crafts, which may also be used in women's courses inland, may be considered complete; they include a pre-vocational stage for domestic training and two stages of vocational training.

The curricula and syllabuses of courses for boys in industrial schools inland are now being worked out; new experimental courses of two years' duration are already in existence.

Other curricula and syllabuses will be studied. Modern methods of practical and theoretical instruction have been adopted. Competitions will be held for the selection of textbooks for the new syllabuses.

SECONDARY EDUCATION

Budget The law of 31.1.1957 increased the secondary education budget from 17,656,432 to 28,690,413 pesos, and recently the law of 29.11.1957 raised it further by 4,514,710 pesos, making a total of 33,205,123 pesos.

New Establishments The law of 31.1.1957 made official seven inland lycées, set up an experimental evening school inland and a day lycée and an evening lycée in the capital.

The law allows for a classification (from the economic angle) of lycées and institutes according to the services they provide.

The latest increase in the budget will allow four more inland lycées to become official and others to be set up in the capital.

School Building The law of 29.11.1957 increased by 9 million the 18 million pesos allocated by the 1950 law for the purchase of land, the construction of new buildings for lycées and the adaptation and enlargement of existing schools.

Teaching Staff Entrance to the teaching profession and the promotion of staff has been modified in several ways, of which the following may be mentioned:

The percentage of free time reserved by law for distribution by competitive examination to graduates of the former *agregación* department or of the teachers' institute has been increased from 5-7½% to 20%; 50% of the free time remaining after all other distributions have been made has also been reserved for this category of staff.

The 10-15% of free time distributed by open competition has been reduced to 10% only, to which must be added, as in the last case, 50% of the time remaining after all distributions have been made.

The allocation of temporary supply posts has been regulated according to the following order of preference: (1) established teachers who come short of the minimum hours of service; (2) established teachers who come short of the maximum hours of service; (3) assistants from the former *agregación* department or graduates of the "Artigas" teachers' institute; (4) students in their last year at the teachers' institute; (5) persons who already hold a supply post in secondary education; (6) candidates for the teaching profession.

Salaries of teachers at the "Artigas" teachers' institute have been modified by the budget law of 31.1.1957. The hourly payments which were uniform for all teachers whatever their minimum of teaching hours (200 pesos a month for each group of 3 weekly hours) was modified as follows: for one hour's teaching a week, 150 pesos a month; for each additional hour's teaching a week, an increase of 75 pesos a month is made, up to 15 hours a week, when the sum reaches 1,200 pesos per month.

The teachers' salary scale has been modified by the law of 31.1.1957 as follows:

Grade	Before 31.1.1957		After 31.1.1957	
	No. of Hours	Hourly Payment	No. of Hours	Hourly Payment
1st	8 to 10	25 pesos	10 to 15	32 pesos
2nd	10 to 12	27 pesos	15 to 18	34 pesos
3rd	12 to 15	28 pesos	18 to 21	35 pesos
4th	12 to 15	31 pesos	18 to 21	39 pesos
5th	10 to 12	39 pesos	15 to 18	48 pesos
6th	—	56 pesos	12 to 15	71 pesos

For heads of secondary schools a scale has been drawn up on the basis of the category of the establishment and the length of service of the teacher; the salary varies from 887 to 1,453 pesos. For inspectors it is fixed at 1,470 pesos a month.

PRIMARY EDUCATION

Budget The 1957 budget totalled 56,717,051 pesos and that of the previous year 44,770,593.

New Posts The increase in the budget made possible the creation of 9 inspector's posts, 168 head teacher's posts (first stage, second stage, special schools), 840 teacher's posts and 72 specialized teacher's posts.

Quantitative Development The following statistics show numbers of teachers and pupils in 1956:

Staff: rural, 1,852; urban, 5,143; total, 7,005.

Pupils: kindergartens, 9,603; rural primary schools, 57,393; urban primary schools, 186,253; total, 243,646.

Students in adult education courses, 6,520; in teacher training establishments, 797.

Teaching Staff There are now further training courses for kindergarten teachers and specialist teachers of children with psychological and behaviour problems.

Curricula and Syllabuses The distribution of the various subjects was modified and syllabus content in urban schools was completely revised. Rural school syllabuses have not changed.

VENEZUELA

EDUCATIONAL PROGRESS IN 1956-1957¹

ADMINISTRATION — *Legislation* — *Technical Council of Education* — *Supervision* — *Statistics Office* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *New University Courses* — CURRICULA, SYLLABUSES, METHODS — *University Education* — *Other Branches of Education* — *Textbooks* — TEACHING STAFF — *Training and Further Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *School Refectories* — *School Cooperatives* — MISCELLANEOUS — *Scholarships* — *Textbook Competition* — *Educational Documentation and Information Centre* — *Decorations*

ADMINISTRATION

Legislation

As a result of the new education law promulgated on 25th July, 1955, of which the principal innovations have already been mentioned in the previous report, the following regulations have been put into effect for the school year 1956-1957: general regulations under the education law (decree No. 438 of 20th October, 1956); regulations for teacher training (decree No. 439 of 20th October, 1956); regulations for pre-primary and primary education (decree No. 440 of 20th October, 1956); regulations for secondary and technical education (decree No. 441 of 20th October, 1956); regulations for the equivalence of studies and the validity of certificates and official decrees (decree No. 442 of 20th October, 1956); regulations for peri-scholastic institutions (decree No. 443 of 20th October, 1956); regulations of the Technical Council of Education (decree No. 446 of 5th November, 1956); regulations for the Institute of Further Professional Training for Teachers (decree No. 482 of 25th January, 1957); regulations for the medical services of the Institute of Social Welfare for Teachers, Professors and Employees of the Ministry of Education, as established by the executive council of the institution on 26th October, 1956; regulations for artistic education (decree No. 530 of 18th May, 1957); regulations for physical education (decree No. 531 of 18th May, 1957); regulations for examinations in primary, secondary and technical education and in teacher training (decree No. 358 of 1st June, 1956) which have been revised in accordance with decree No. 528 of 18th May, 1957.

The national universities have established regulations for the different faculties, as well as those which concern registration, fees, examinations and students' social welfare.

Technical Council of Education

The Technical Council of Education has been reorganized in accordance with new regulations contained in decree No. 446 of 5th November, 1956. This body

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Francisco M. CORDIDO, Delegate of the government of Venezuela.

is a technical organization which advises the Ministry on all educational matters, with the exception of those relating to the university. By means of the above-mentioned reorganization, the fundamental character of the council is confirmed and it is given a structure in conformity with the present needs of the educational programme.

Supervision Until last year, the country was divided into six big zones called "superintendences". Now, the national territory has been divided into 70 educational districts, each of which is placed under a supervisor who is in charge not only of pre-primary and primary education, but also of the teacher training schools and schools for adults which operate in his district. These supervisors, whose responsibilities are specifically determined by the general education law, are under the primary education and teacher training department which itself has seven national supervisors at its disposal. These supervisors, although they do not have direct authority over the district supervisors, are auxiliaries of the director of primary education and teacher training.

Statistics Office A statistics office has been created in order to centralize all educational statistics and to unify both theory and practice in the compilation and analysis of data, on which all educational planning may be based.

Budget From the general budget for the fiscal year 1956-1957, the Ministry of Education was allocated the amount of 168,947,647 bolivars. The distribution of the budget (expressed in bolivars) is as follows :

Ministry	3,517,344
Primary education and teacher training	70,158,247
Adult education	1,713,888
Secondary education	18,786,868
Higher education	1,349,112
Special education	8,195,637
Culture and fine arts	1,172,148
Institutes, scientific and cultural development services	2,248,708
Books and publications	542,208
Physical education	1,781,033
Staff expenditure	4,192,055
Purchases	4,665,000
Other expenditure	9,927,151
Additional expenditure	840,000
Social welfare	9,703,341
Autonomous institutions	30,052,017
Balance of previous budgets	102,889

This budget represents, in relation to that of the previous year, an increase of 5,706,441 bolivars. The budget specified above refers only to that allocated to the Ministry of Education. Other Ministries as well as the federated states and the municipalities, have included in their respective budgets sufficient amounts to cover educational services placed under their jurisdiction. For example, the Ministry of Public

Works has allocated the sum of 49,504,791 bolivars for school building and the Ministries of Finance, Labour, Development, Health and Social Welfare, Justice, Agriculture and Communications included amounts to a total of 27,856,896 bolivars to cover the educational institutions which they administer. The federated states allocated a total of 49,963,948 bolivars and the municipal authorities, 17,471,161 bolivars for education expenses. To this should be added also the sum of 32,228,220 bolivars invested in the continuation of the construction plan for the university city.

These figures total 345,972,664 bolivars allocated by official agencies to the education programme in the fiscal year 1956-1957.

School Building The Ministry of Education and the Ministry of Public Works have given the necessary technical assistance to other Ministries, federated states governments, municipalities and private institutions and persons, regarding the school buildings which they are constructing.

During 1956-1957, 12 primary schools with a capacity for 8,300 pupils were opened.

Buildings for the "Miguel José Sanz" teacher training school in Barquisimeto have been completed, and the second stage of the buildings being constructed in the "Miguel Antonio Caro" training school in Los Dos Caminos, State of Miranda, has been terminated.

New classrooms, a gymnasium and an amphitheatre have been constructed for the "Francisco Antonio Rísquez" lycée in La Asunción.

ORGANIZATION

Quantitative Development During 1955-1956, 17,440 pupils were enrolled in the kindergartens sponsored by the Ministry or subject to its control, with an average attendance of 13,701. There were 633 classes with an equal number of teachers. These figures, compared with those of the year before, represent the following increases: registration, 2,629; average attendance, 2,406; number of classes and teachers, 132.

In the primary schools 646,795 pupils were registered and the average attendance reached 518,865. These pupils attended 7,100 schools, both state and private, and were instructed by 18,995 teachers. The increases as compared with the previous year are as follows: registration, 23,712 pupils; average attendance, 22,307; teachers, 997; schools, 144. It must be pointed out that the increase in this branch cannot be measured by the number of schools, as the creation of multi-grade schools frequently implies the elimination of small primary schools with only one teacher or of schools which were too close together.

There were 854 centres for adult education, with a total of 62,045 registered pupils.

Registration in secondary education reached a total of 44,433 pupils, an increase of 5,514 compared with the previous year. There were 3,359 teachers in 266 institutions. There has been an increase of 42 schools.

The number of registrations in teacher training schools reached a figure of 6,280, an amount which exceeds that of the previous year by 1,514. There were 53 schools for teacher training, an increase of 11 over the previous year.

In the training centres for non-graduate teachers, 4,077 teachers attended and 427 terminated their respective courses.

In the institute of education there were 339 students and 70 staff.

In the institutions belonging to the various branches of technical education, 13,798 students were registered, an increase of 2,303 over the previous year. In the universities there were 7,325 students and 1,377 staff.

New University Courses The following modifications have been introduced in the organization of the Zulia University :

The school of chemistry, previously attached to the faculty of pharmacy, has been reorganized and attached to the faculty of engineering. The school of biology has also been reorganized, and a school of physics and mathematics has been created. These three schools will be incorporated into the faculty of science, the creation of which is under consideration at the moment.

In the faculty of arts and education, departments of geography and psychology have been established, while courses on filing techniques have been opened in the librarians' school in the same faculty.

The former administrators' school has been completely reorganized in structure and courses and has now become the school of administration and accountancy, attached to the faculty of economics.

In the faculty of agronomy, institutes of agricultural biology, agricultural engineering and plant cultivation have been created, in the faculty of medicine, the institute of forensic medicine, and in the faculty of veterinary medicine, that of zootechnics and artificial insemination.

Furthermore, the institute of experimental surgery and medicine has been created in the faculty of veterinary medicine, a post-graduate course in industrial medicine has been entrusted to the chair of the traumatological clinic in the faculty of medicine as well as a post-graduate course on neurological and psychiatric clinical methods.

In the faculty of pharmacy, at the University of Los Andes, an institute of chemical investigation has been set up.

CURRICULA, SYLLABUSES, METHODS

University Education In university education, the courses in several faculties and schools have been revised with the following aims; (1) to give tuition on two continuous levels, the professional and the academic; (2) to give tuition over a sufficient period of time to enable the student to acquire the necessary depth and basis of knowledge in his chosen profession; (3) to direct tuition in each faculty towards the training of the technicians, scientists, etc., which are needed in the country today; (4) to choose an appropriate number of selected subjects for study and distribute them suitably over each academic year.

In the faculty of law, instruction will be given over a period of six years instead of five; in the faculties of dentistry and pharmacy, and in the chemistry school, five years instead of four. The departments of sociology and anthropology, statistical and actuarial science and international studies have been raised to the level of schools, and professional instruction will be given over a period of five years instead of four. In

the school of bio-analysis, formerly the clinical laboratory school, instruction will be given for three years instead of two.

**Other Branches
of Education**

As a result of the enforcement of the new law, curricula have been modified in the field of secondary education, teacher training and art education. In teacher training, in addition to the reform of the course for the training of primary teachers, reforms have also been made in the training of teachers for pre-primary education.

The Ministry has paid special attention to the drawing up, revision and adjustment of syllabuses. Revised syllabuses for the first stage of secondary and commercial education have already been officially published. These new syllabuses are the result of experience gained during the last few years.

Textbooks

The new general regulations of the education law have encouraged authors, editors and authorized persons to send to the Ministry books already approved and which have been in use in schools, or those not yet officially approved. This task of revision and adjustment to the new requirements covered 60 books.

TEACHING STAFF

**Training and Further
Training**

The new regulations for art education are widening the field of vocational training by setting up in the schools of music a three-year course on teaching techniques for students who have obtained the second stage examination of the above mentioned schools, and who wish to teach music.

By decree No. 482 of 25th January, 1957, the new regulations of the Institute of Further Professional Training for Teachers lay down that in order to attend the courses on professional techniques, candidates must be non-graduate teachers who are actually teaching, must possess a primary education certificate and have more than four years' teaching experience in the primary schools. The further training courses will help teachers and supervisors to raise their intellectual and professional standards. The central office of the institute, located in Caracas, is headed by a director, and there are several auxiliary centres in the interior of the country.

Status

The work achieved by the Institute of Social Welfare during the year, reflects the highest efficiency index since its foundation as regards income and loans to its members.

In the 19 medical-dental service units, 225,138 cases were dealt with. Contributions for obstetrics, surgery, hospital fees, optical and dental treatment reached the sum of 3,339,325 bolivars.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

School Refectories

During the year, six new refectories were opened and thirteen were transferred to modern premises constructed especially for this purpose. The number of pupils served in the refectories reached an average of 50,631 daily, and 9,037,264 lunches were served.

School Cooperatives Under the regulations for peri-scholastic institutions, promulgated on 20th October, 1956, school cooperatives are to be compulsory on educational premises and will be subject to the law on societies and cooperatives.

MISCELLANEOUS

Scholarships Under the provisions established in the relevant regulations the Ministry awarded 944 scholarships to students at an annual cost of 1,243,893 bolivars.

Textbook Competition With the aim of encouraging national and foreign writers to present works to be used as textbooks, on 28th November, 1956, three prizes, to be awarded annually, one of 8,000 and two of 6,000 bolivars, were offered for the three best school books. The Ministry of Education will publish the prize-winning works.

Educational Documentation and Information Centre Resolution No. 1 of 16.1.1956, by which the educational documentation and information centre was created, has made possible the continuation and amplification of such activities as investigation, collection and filing of documents, exchange of information and publications, etc.

Decorations The decoration of the Order of Andrés Bello was awarded to distinguished personalities for their contribution to education, scientific research, literature and the arts. The law of 14.5.1957 has created the Order of 27th June, to recompense exceptional merit in the teaching profession.

VIETNAM

EDUCATIONAL PROGRESS IN 1956-1957 ¹

INTRODUCTION — ADMINISTRATION — *Centralization* — *Administrative Posts* — *Inspection* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Popular Education* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *Revision* — *Secondary Education* — *Primary Education* — *Basic Education* — *Methods* — *Publications* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY AND EXTRA-SCHOLASTIC SERVICES — *Pupils' Health* — *Nutrition* — *Social Assistance* — *Handicapped Children* — CONCLUSION

INTRODUCTION

For the National Education Department the 1956-1957 school year was marked by great efforts so co-ordinated as to enable it to participate effectively in the work of national rehabilitation. The numerous reforms effected to adapt Vietnamese schools to the principles of democracy and the needs of the nation satisfied, to a great extent, the wishes of the people.

Regarding administration, the centralization begun in 1955-1956, placing all education organizations under the authority of the Education Department become even more remarkable.

The recasting of the secondary level programme has now been completed. This work has produced a general lightening of the programme without prejudicing the value of the baccalaureate, the pivot of higher education.

Order No. 57/4 of 23.10.1956, established the status of private education, the programmes of which have been harmonized with those of government educational establishments.

Thanks to the anti-illiteracy campaign launched on 23rd July, 1956, ignorance now tends to disappear from the most out-of-the-way hamlets. The incessant growth of school attendance at every level and the increasing number of schools attest the great concern of the government as to educational problems. A qualitative development has always been in keeping with this quantitative development. This is due to the increasing competence of the teaching body. Steps have been taken to improve teachers' material condition and to perfect their intellectual and professional training.

ADMINISTRATION

Centralization The centralization of various educational bodies under the Department of Education, a reform following the political

¹ From the report submitted to the XXth International Conference on Public Education by Mr. NGUYỄN-BA-CUONG, Delegate of the Vietnamese government.

reform carried out by the Republic of Vietnam was in full swing during the school year 1956-1957. In order to perfect this reform, the dissolution of regional education departments has been contemplated and will soon be achieved.

Administrative Posts New posts have been created in the Department of Education during the school year 1956-1957; a director of school building in charge of the construction of new schools; a head of the educational statistics department; a head of the youth department responsible for youth organizations and physical culture in the schools; a director of the basic education centre in Tân-An in charge of the special training of teachers for community schools.

Inspection The post of inspector of public schools was created at the end of 1956 to speed up the anti-illiteracy campaign. At the different levels of national education, up to the second secondary stage, the supervisory staff is now suffering from a shortage, however, the Department of Education has been to some extent satisfied to see its attempts successful in bringing about an improvement of the technique of inspection, the increase of the indemnity rates granted to inspectors and better transport facilities.

The statute for primary and secondary education inspectors will soon be promulgated, as will that of complementary education teachers. Measures have been introduced to encourage capable persons who show aptitude for posts of seniority.

Budget The total budget devoted to education by the government reached the amount of 423,335,900 piastres in 1956, i.e. 20,423,800 more than in 1955, excluding sums allocated by municipal, provincial or communal budgets and by foreign aid. An increase of about 5% may thus be seen. Primary education enjoys a large share, with 159,931,000 piastres, or 38%. Secondary and higher education take next place with 112,090,100 piastres (27%). Technical education has received 25,961,600 piastres or 6%.

In the distribution of the budget according to the needs of the various regions, South Vietnam has the greater part with 182,066,800 piastres. Vietnam Central takes second place with 92,276,400 (22%) and the sparsely populated area of the High Plateaux received 6,236,000 piastres (1.5%).

Scholarships granted to students for study abroad amounted to 4,736,400 piastres and those allocated to home students totalled 20,006,900 piastres.

School Building At the beginning of the 1956-1957 school year, 7 new secondary schools in South Vietnam and 275 primary schools, 2 of which are for the minority groups of Vietnam Central, were inaugurated.

On the other hand, the four big buildings of the technical centre of Phu-Tho, which house the maritime navigation, radio and electricity, public works and medical technology schools, are now complete. A national school for industrial arts engineers, a college of arts and a national library are now being built and are almost finished.

In spite of considerable sacrifice by the government and the commendable endeavours of the population, the schools at the various

educational levels cannot fully meet the needs of all the young people eager for culture. While waiting for better times, the government is granting facilities to 12 semi-public schools (with 1,697 pupils) and 69 private schools (with 16,287 pupils) which cooperate with the government in the heavy task of education.

ORGANIZATION

Quantitative Development At the beginning of the 1956-1957 school year, the number of children in various types and at different levels of education reflected a general increase of about 20% in comparison with the preceding year. This increase, which goes beyond the most optimistic forecast, is shown in the following figures :

(a) In general primary education (public) there were 571,019 pupils as compared with 461,362 in 1955-1956, making an increase of about 23%.

(b) In general secondary education (public) there were 32,977 pupils against 28,127 in 1955-1956, an increase of about 16%, and 1,392 secondary school teachers against 860 in 1955-1956, an increase of about 61%.

(c) In higher education, there were 3,823 students against 2,841 in 1955-1956, an increase of about 34%, and 165 staff against 125 in 1955-1956, an increase of about 32%.

(d) In technical education (public) at all three levels, there were 4,512 students against 3,358 in 1955-1956, an increase of about 34%, and 345 teachers and lecturers against 232 in 1955-1956, an increase of about 48%.

This encouraging progress is due to the combined efforts of the government and the people.

Besides the development of public education there is also a development in private education. In all, the year 1956-1957 can be credited with (for public and private education): (a) 719,298 pupils and 14,727 teachers in general primary education; (b) 72,020 pupils and 3,220 teachers in general secondary education; (c) 7,319 pupils and students and 455 teachers and professors in technical education at the three levels (primary, secondary and higher).

To complete the picture one must mention the 9,043 children and adolescents of both sexes attending French schools fully operating in Saigon, Dalat, Tourane and Nhatrang and thousands more students taking training courses or studying in France, the United States, Australia, Canada, the Philippines and Japan. In fact, many Vietnamese students go abroad for some time, either at their parents' expense or with scholarships offered by friendly nations. This exodus of students, carefully directed and encouraged by the government, opens new vistas for the improvement of culture and national technology.

Popular Education In the field of popular education, statistics have shown that there are about two million illiterates, that is to say, 20% of the population. The Department of Education launched, in July, 1956, a national campaign against illiteracy. Committees have been set up in every province; accelerated training courses have been

set up to train a sufficient number of instructors in addition to the body of teachers and volunteers. With improvised means and despite all kinds of difficulties, the Department of Education has obtained remarkable results. At the beginning of 1957 investigations gave the following numbers: 10,263 popular classes, 16,886 instructors, paid or voluntary, 399,624 attendants of both sexes from 13 to 50 years old. This success gives hope that illiteracy may be liquidated throughout the territory of free Vietnam before 1960.

In spite of its struggle against illiteracy, the Department of National Education nevertheless gives a great deal of thought to the problem of adult education the aim of which is to provide the masses with a better knowledge of their rights and duties, of the elements of history and geography of their country, and to improve their living conditions.

Besides, in order to give a chance to those who are obliged to give up their studies to improve themselves and raise their social status, and at the same time to supply the country with the craftsmen it needs, the Department of National Education fosters the setting up of adult education classes at different levels. These classes are organized in Saigon, Quang-Ngai, Tourane and Huê. Adult education classes are held every day from 7 to 9 p.m. under qualified teachers and technicians who give their services free.

New Courses

Among courses introduced during 1956-1957 figure the following:

The modern language school set up by the presidential decree of 17.10.1956, much desired by students wishing to study abroad and by officials wishing to improve their knowledge of foreign languages, now has 150 students. Every evening from 6 p.m. to 8 p.m. advanced courses in French and English language and civilization, and elementary intermediate and advanced courses in German, Japanese, Italian, Spanish and Chinese are held at the teachers' training college. The school also runs a course in the Vietnamese language for foreigners. The duration of the course is two years.

The national school for industrial arts engineers set up by the presidential decree of 22.3.1957 is a cradle of the future technicians needed by the industrialization of the country. The students are selected by competitive examination among pupils leaving general or technical secondary schools. The course includes one preparatory year and three further years. The curriculum follows that of French trade schools.

The university in Huê established by the presidential decree of 1.3.1957 will be inaugurated in October, 1957. It will include the following departments: arts, law, science, education and fine arts.

The intensive training of teachers for community schools is one of the main objectives of the basic education centre in Tân-An which receives active aid from a Unesco mission of experts. Inaugurated on 28th February, 1957, the centre selected by competitive examination 40 student teachers whose training is entrusted to qualified instructors who were themselves trained in overseas basic education centres. Besides training community teachers, the Tân-An centre deals with audio-visual aids, reading material, experimental projects in child care, the literacy campaign and agricultural instruction.

Finally one must take into account the schools which are attached to the Department of Health and the Department of Agriculture, such as the school for medical technicians, now having 177 students, the nursing school with 108 students, and the agricultural school at Blao with 100 pupils.

CURRICULA, SYLLABUSES, METHODS

Revision In the educational and cultural sphere, national reconstruction aims at the revision of curricula and syllabuses, the improvement of teaching methods and the writing of new textbooks.

In the course of the 1956-1957 school year, the revision of curricula for different levels consisted in the introduction of new subjects and the removal of others, with a view to adapting the schools to the democratic principles and the actual needs of the new republic. This modification involved changes in the amount of time allotted to each subject according to its importance.

Secondary Education In secondary education, following on the big modification brought about in the syllabus of moral and civic instruction by decree No. 162-GD/ND of 26.5.1955, other subjects are also under constant review. In the field of modern languages, there are two compulsory languages of which pupils are free to select either French or English as their first foreign language, while the following: French, English, Chinese, German, Italian, Japanese, Spanish and Khmer are optional. The decree of 25.6.1956 and that of 29.6.1956 introduce serious modifications into foreign language syllabuses, in spirit as well as in the work itself. For English, Chinese and Khmer, 4 hours a week instead of 3 are devoted to the study of the languages. According to the instructions from the Department of Education learning foreign languages must aim only at purely practical purposes.

On the other hand history and geography syllabuses have been reduced. To the philosophy syllabus, on the contrary, notions of Oriental philosophy, which are considered as basic knowledge which all Vietnamese high school pupils should acquire, are added.

As regards academic subjects (mathematics, physics, chemistry, natural science), according to the decree of 12.4.1957 the revision of the syllabus aims at leaving out minor sections which are not imperatively required. It is worth mentioning at this juncture that the background knowledge in science subjects of students taught in the vernacular is not lower than that of high school pupils in other countries.

Again, the syllabuses of music, drawing, home economics and child care have been modified to meet actual needs and to suit the local environment. These syllabuses are now in force in all Vietnamese secondary schools.

Primary Education In primary education, the new curriculum, which was already in use at the beginning of 1956-1957, was mostly welcomed by parents who are free to send their children later to high schools or to vocational schools. Efforts have been made to change primary schools into community schools of which 8 are already in existence.

Basic Education Wonderful results have been obtained at Tân-An since 1954. The first encouraging successes made the Thu-Thua basic education centre a real nursery for the training of community school instructors. The first training session of this type was solemnly inaugurated by the Secretary of State for Education on 28th February, 1957. The number of students enrolled was forty.

Methods With the revision of curricula and syllabuses, new teaching methods have been introduced. In the course of recent years teachers' workshops have proved the most effective means of informing teachers of new approaches and techniques.

Publications Special care is being given to the publication of textbooks and documents by the Department of Education which produced, in the course of 1956-1957: 8 issues of the monthly magazine on secondary education (1,000 copies), 3,000 road maps of Vietnam and 99,000 textbooks for 16 different subjects, all for secondary schools, and for primary schools, 9 issues of the monthly magazine on primary education (3,000 copies) and 120,000 textbooks for 6 different subjects.

TEACHING STAFF

Training The faculties of science and arts have largely contributed to the training of teachers for the different forms of secondary education. To the cultural formation of these teachers is added the professional training given during probationary periods either at the higher teachers' training college or in the various secondary schools of the capital.

The teachers' training college has two scientific and literacy sections, each of which is divided into two sub-sections for more advanced specialization. This year 103 candidates took the entrance examination, as compared with 93 candidates last year.

Furthermore, a certain number of students who graduated abroad have come back to the country to serve the cause of national education.

In the field of primary education, the national teacher training school in Saigon has the mission of training in three years the teachers for complementary courses. In addition, to meet the pressing needs of primary and elementary schools, the Department has organized rapid one-year courses, distributed in the centres of Saigon, Huê, Qui-Nhon and Nha-Trang.

To the training of teachers for general primary education may be added that of teachers of agricultural education and teachers for community schools (Tân-An).

For the time being, technical education is restricted to the existing quota of engineers and workshop chiefs who conscientiously carry on their job in spite of limited means.

Further Training The Department of National Education is much concerned with the improvement of teachers. To this effect, during summer holidays, workshops have been created for secondary education teachers in Saigon, My-Tho, Càn-Tho, Huê, Nha-Trang and in the chief

town of every province for primary teachers. English teachers have had the opportunity of improving their English in two seminars instituted in Saigon and Nha-Trang. The duration of improvement courses varies from 2 to 4 weeks, according to financial possibilities and local needs.

Status The final regulations for teaching staffs in the primary and secondary schools were promulgated in the course of 1955-1956. Those for teachers in complementary courses, and for inspectors at primary and secondary level are being considered and will soon be promulgated.

AUXILIARY AND EXTRA-SCHOLASTIC SERVICES

Pupils' Health Health protection is assured, in some schools, by regular medical visits. Large boarding schools have fairly well equipped infirmaries. Even in the provinces, schools have at their disposal more and more medical resources in case of urgent need.

Physical training is compulsory in all public schools for 2 hours a week for senior and junior pupils, and for 2 to 3 hours for younger children. Physical training instructors, both male and female, are appointed in high schools. Extra marks are given in the examination to candidates having obtained a certificate for physical training.

Nutrition For pupils who cannot get home at noon, a light meal at a low price has been supplied at lunch stalls specially organized in provincial or rural schools. The report submitted by the office of education in South Vietnam mentions the existence of 23 lunch stalls catering for 832 pupils and providing 10,770 meals.

Social Assistance School cooperative stores, where pupils may buy school equipment cheaply, have undergone great expansion. The 191 existing stores have 26,942 members and 22,900 piastres capital.

School organizations which help poor children and give them opportunities for healthy recreation have also expanded considerably. From 71 in May, 1956, they have now increased to 199, comprising 59,183 members and having 294,887 piastres capital. In addition, there are 127 parents' associations as compared with 78 in May, 1956.

Handicapped Children The education of delinquent youth is one of the government's most important preoccupations. The Thu-Duc guidance centre, set up in 1947, educates 408 children. Among them are under-age prisoners and young vagabonds. There, children are given either a general education, including the elements of applied science, or a vocational education to help them earn their living at the end of their period of detention.

CONCLUSION

It may be seen from the foregoing account of education in Vietnam for 1956-1957 that the education of the Vietnamese youth underwent a twofold extension, i.e. both in quantity and quality.

In quantity, the following points should be noted: the increase in school attendance and the number of schools; the development of basic education by Unesco methods; the extension of further education and subsidized private schools and lastly, the foundation of a new national university at Huê, in Vietnam Central.

With regard to quality, attention should be drawn to: the amelioration carried out in the primary and secondary curricula; the readjustment of professional and technical education with a view to training technical staff; the general co-ordination of the private and public sections of national education.

All these points represent efforts at reorganization made at times under very difficult conditions, for, as in all other spheres of national activity, Vietnam has had to harmonize almost irreconcilable contradictions: on the one hand, lack of means and qualified teaching staff and on the other the urgency of countless pressing demands.

All these considerations show that, for years to come, in the field of national education Vietnam will remain an immense workshop for the men responsible for the future of the younger generations.

YUGOSLAVIA

EDUCATIONAL PROGRESS IN 1956-1957 ¹

Work on School Reform — Unesco Technical Assistance — Administration Changes — Physical Culture Commission — Funds for the Promotion of Technical Training — School Building — Child Welfare — Quantitative Development — Adult Education — Teaching Staff

Work on School Reform The commission on school reform, appointed by the Federal People's Assembly on 16th December, 1954, recently completed its work and submitted to the Assembly its proposals for a new system of education in Yugoslavia. At the same time, the commission opened its proposals to public discussion to enable educational workers, citizens and competent social and professional organizations to put forward their opinions and suggestions.

The commission had to consider the inherited school system in the light of the deep social, material, technical and cultural changes which took place in Yugoslavia and in the world in the post-war period, and to propose to the Assembly a new system which would become an integral part of the process of social change and an active factor in socialist development.

The commission submitted to the Assembly a proposal for a new system of education and a draft law on the fundamental principles of education.

The proposed new system contains fundamental directions for the development of schools and adult education and consists of the following parts :

Introduction : (1) social roots of school reform in Yugoslavia; (2) character of school reform and aims of the new system of education; (3) fundamental characteristics of the inherited school system and attitudes towards it; (4) contemporary tendencies in Yugoslav school life, their impact and influence on the inherited school and education system.

Part I : Proposal for a new school and education system and a system of adult education. Introduction : unity of the school system; aims of education in Yugoslavia; (1) pre-primary education; (2) primary (compulsory) education; (3) secondary education (technical and general education schools); (4) higher education (universities and colleges); (5) special schools; (6) adult education system; (7) teachers' training colleges.

Part II : School educational system : (1) fundamental principles of work and life in school; (2) school and vocational guidance services; (3) care for the healthy development of schoolchildren.

¹ From the report submitted to the XXth International Conference on Public Education by Mr. Josip LUKATELA, Delegate of the government of Yugoslavia.

Part III : School, education and commune : (1) social management of schools; (2) links between school and community through regular instruction and free activities; (3) school and family, children's, youth, and social organizations; (4) role and organization of inspection; (5) institutions for the study and improvement of education.

The proposal for the organization of the new system and the reviews of other problems, seek to make it possible to achieve the aims of education which are :

(1) to educate and train young people to contribute by their work, based on the contemporary achievements of science and technology, to the development of socially productive forces, to the increase of the material and cultural progress of the community as a whole, and of the personal happiness and well-being of the individual; to train the young citizen as a producer or worker in other fields of social endeavour so that he may tackle in a creative way the problems of his profession, improve his abilities and keep step with progress.

(2) to prepare young generations to become enlightened citizens with a sense of responsibility towards the community capable of contributing to the further development of socialist democracy.

(3) to form men and women with independent, critical and creative minds and a rich inner life who will be able to harmonize their relations with society.

(4) to teach young generations the history and achievements of their own people and of the entire world in various spheres of material, scientific, technological, cultural and artistic life and creation and to enable them to create wealth, culture and civilization, and institute social relations worthy of man.

(5) to educate the young in the spirit of brotherhood, unity and equality of the peoples of Yugoslavia, in the spirit of loyalty to their socialist homeland, and of mutual assistance among nations in the interests of peace and prosperity in the world, and to make them advocates of human rights and liberties.

(6) to raise physically healthy men with a healthy and happy life, in order to produce greater working ability and vitality of the community as a whole.

The new system is based on the belief that the realization of these aims is possible only through joint coordinated action by the school, family and different social forces, institutions and organizations. The school is a very significant and responsible institution, but not the only one working towards the realization of this aim.

As mentioned above, the commission has also prepared a draft law on the fundamental principles of education.

When these documents are approved by the People's Assembly, they will serve as a guide for the work in the field of education in each federated Republic in accord with its specific conditions.

The commission on school reform consisted of 18 members who are prominent pedagogues and educational workers, members of parliament and men of different professions. During its work, the commission

consulted scores of experts, and conducted extensive discussions on all the matters of principle it was called upon to consider.

The final discussion of the proposed new system of schools and education and of the law on the fundamental principles of education, which is to take place before 1st October, 1957, will make it possible to hear once again public opinions and proposals before the Assembly begins to debate any draft legislation on the matter.

Unesco Technical Assistance As stated in the report for the 1955-1956 school year, under the Unesco technical assistance programme, Yugoslavia sent 69 educational experts in 1955 and 16 in 1956 on tours of Austria, Belgium, Denmark, Finland, France, Holland, Italy, Germany, Switzerland and Sweden.

In cooperation with the Unesco technical assistance administration Yugoslavia was in 1956 visited by a number of Unesco experts who during their visit exchanged views on current problems with educational workers of Yugoslavia, thus making a contribution to the preparation of the school reform in Yugoslavia.

In 1956 Yugoslavia received technical assistance to the amount of 75,000 dollars. This assistance was used to finance 16 scholarships (13,500 dollars), tours of ten foreign experts in the country (40,000 dollars), and the purchase of equipment for three eight-year schools, one secondary general education school and one teachers' training college (21,500 dollars).

The programme of technical assistance for 1957 (33,250 dollars), provides for eight scholarships. As in previous years, these will be granted for the study of problems concerning the reform and improvement of Yugoslav schools. Yugoslav experts will study the following problems: work in co-educational schools; technical instruction in general education schools; economic and commercial schools; schools for administrative staff; the study of needs in technical personnel; the network of technical schools; schools of metallurgy; work on educational research.

The other part of technical assistance for 1957 is to be used for purchases of equipment for secondary technical and special schools.

Administrative Changes In districts and People's Republics the councils for education and culture, were split last year. Now, each district and People's Republic has two councils, one for education and the other for culture.

Physical Culture Commission In order to promote in a more systematic way the physical education of the people, a federal commission for physical culture was formed. Commissions for physical culture also work in the People's Republics and in districts. The task of these commissions is to promote physical fitness, to construct and maintain playing fields, athletic tracks and gymnasia, to improve the training of instructors, and to prepare laws and regulations, etc. The federal commission is responsible for Yugoslavia's cooperation with other countries in the field of physical culture. Members of the commission are representatives of the relevant state organs (education, public health) and social organizations (trade unions, youth organizations, sports and athletic societies). Physical training in schools remains the concern of the competent organs for education.

Funds for the Promotion of Technical Training In order to improve the work and expand the capacity of technical schools, a special federal fund, as well as Republican and district funds were formed. Technical schools continue to be run by district and Republican organs, and these new funds are used to finance the purchase of equipment and teaching aids for these schools, for the expansion of their capacity and for the construction of new school buildings.

The federal fund was created to improve the training of personnel for industries in all parts of the country, to assist the Republics in the construction and expansion of technical schools, workshops and hostels, and to assist institutions and organizations which work on the improvement of technical education throughout the country.

The Republican funds are used to finance measures for the training of technicians required by industries in more than one district or in the Republic as a whole.

The district funds are for the most part used to construct and expand technical schools, their workshops, and hostels.

These funds are replenished by contributions for the training of personnel for economy, by subsidies from political-territorial units, by economic and social organizations, by interest on the parts of the funds deposited in banks, by legacies, donations and gifts. They are administered by managing boards composed of delegates of the district people's committees, the federated republics' executive councils, and representatives named by interested economic organizations, professional associations and the councils of education.

In 1957 these funds will amount to about 10,000 million dinars. This, in comparison with the funds that were available for the purpose in the previous years, is a considerable increase.

School Building Intensive work on the construction of schools begun in 1945, when in only two years 760 new schools were built. From 1946 to 1951, 2,518 new schools were built (2,008 primary and eight-year schools).

Architects, doctors and educators work together on finding the best possible solutions in the construction of schools. For the same purpose, the Association of Architects of Yugoslavia organized an extensive consultation in Zagreb in April, 1957. During this consultation, the construction of schools in the past was reviewed and the problem of buildings for eight-year schools discussed. It was then decided to improve cooperation between architects, doctors and educators in this field, and to take into account the experience gained so far. The Federal Institute for the Construction of Teaching Aids will also undertake extensive studies to help the solving of problems in the construction of economical school buildings.

Child Welfare The social organizations for child welfare formed consultation centres through which they extend considerable assistance to parents in the correct upbringing of children. The council of societies for child welfare and the boards of the associations in the federated Republics organized a series of consultation days devoted to children's journals and films, the family, etc.

Quantitative Development In the 1955-1956 school year, there were two basic types of compulsory school: primary schools and eight-year or lower secondary general education schools. In the 1954-1955 school year there were 16,072 compulsory schools with 1,918,225 pupils, and in 1955-1956 the number of these schools rose to 16,222 and the number of pupils to 2,054,501, an increase of 150 schools and 136,276 pupils. In 1955 there were in the country 2,441,000 children between 7 and 14 years of age, and 1,918,225 or 78.6% of them were attending compulsory schools. One year later, in 1956, the number of children in this age group rose to 2,485,500 and the number of pupils to 2,054,501 (82.7%), an increase of 4.1% over the previous year.

According to statistical data, there were 1,065 secondary schools with 120,440 pupils in 1938-1939. By 1955-1956 the number of these schools had risen to 1,473 (+38%) and the number of pupils to 271,210 (+125%). It should be noted that since pupils from secondary technical schools may now enroll in universities, the secondary general education school has ceased to be the only preparatory school for higher studies.

The numbers for technical schools has increased considerably. In 1954-1955 there were 170 such schools with 34,743 pupils, and in 1955-1956 their number rose to 195 and the number of pupils to 41,942. The number of pupils who wish to continue their education in technical schools is much larger than the technical schools can receive, and measures are therefore now being taken to expand these schools.

In 1954-1955 there were 614 apprentice schools with 79,362 pupils; in 1955-1956 the number rose to 640 schools attended by 88,328 pupils.

The number of lower technical schools rose from 278 in 1954-1955 to 291 in 1955-1956, while the number of pupils remained almost the same (32,292 in 1954-1955 and 32,207 in 1955-1956).

In 1938-1939 there were only two higher schools (intermediate establishments between the secondary school and the university) with 259 students. By 1955-1956 the number had increased to 25 schools attended by 7,605 students. In the last few years, many new kinds of higher school have been opened, especially in the field of public health and social welfare (higher hygiene and nursing schools, schools for social workers) and in the field of education (higher schools for technical teaching staff, for domestic science for physical training, etc.). In 1956-1957 higher administration and economic schools were opened in all the federated Republics to meet the demand for administrative personnel and executives in industry.

Adult Education The term adult education is used to signify the system of educational, technical and cultural institutions which are intended to promote the general and technical education of all sections of the population: illiterate people, agricultural workers, industrial workers, employees of all categories, housewives, etc. Adult education, general and technical, is advanced partially through schools which impart general culture and complementary educational training. The system of adult education is constantly being expanded and adapted to the requirements of industry and other branches of economy. The number of schools for adult education increased from 17 in 1950-1951 to 699 in 1954-1955. The number of people attending increased from 10,272 in 1951-1952 to 37,807 in 1954-1955.

In addition to regular schooling for adults, different seminars and courses of study are organized by the trade unions and cultural societies. So far, different courses organized by 677 workers' universities have been attended by 2,043,000 people.

Teaching Staff In eight-year schools there were 14,407 teachers in 1954-1955 and 16,483 in 1955-1956. This means that in primary and eight-year schools there were altogether 52,701 teachers and instructors in 1954-1955 and 57,107 (+5,406) in 1955-1956. In other schools, too, the number of teachers increased in proportion to the number of pupils.

Owing to the progress of science, technology and the arts, it has become necessary to make it possible for teachers to advance in their branches of learning. For this purpose, education centres have been formed in the Republics, where teachers and instructors attend courses of lectures on didactics and on advances made in their fields of study.

LEADING OFFICIALS IN THE MINISTRIES OF EDUCATION

AFGHANISTAN

ROYAL MINISTRY OF EDUCATION

Minister : Ali Ahmad POPAL; Deputy Ministers : Mohammad ANAS, Abdul Ahmad ATAYE; Advisers to the Ministry of Education : Mir Najmuddin ANSARY, Goya ETEMADI; President, Department of Compilation and Translation : Hamidulla E. SERADJ; President, Vocational Education : Mohammad HAIDER; President, Secondary Education : Mohammad AKRAM; President, Primary Education : Mohammad Asif MAEL; President, Inspection Department : Mohammad AZIZ; Director, Foreign Relations and Unesco : Tooryalay ETEMADI; Director-General, Sports : Abdul Waheed ETEMADI; Director, Statistical Bureau : Abdul ALI.

ARGENTINA

MINISTERIO DE EDUCACIÓN Y JUSTICIA, BUENOS AIRES

Minister of Education and Justice : Acdeel Jorge SALAS; Under-Secretary for Education : Pablo C. ESPINOSA; Under-Secretary for Justice : Miguel Blas SZELAGOWSKI; General Secretary : Felix Alberto TRIGO REPRESA; Chief of the General Office of the Under-Secretariat for Education : Antonio José LASCANO GONZÁLEZ; Director-General of the Archives Department : Ciro Rolando RAMÍREZ JUAREZ; Director-General of Secondary, Special and Higher Education and Teacher Training : Florencio DASIO JAIME; Director-General of Technical Education : Enrique Santiago PICCALUGA; Director-General of Administration : Pablo C. GIUNTOLI; Director-General of Culture : Julio César GANCEDO; Director of Cultural Development : Carlos V. FRIAS; Director of Cultural Action : Roberto PAINE; Director-General of School Hygiene : Raul CHEVALIER; Director-General of Staff : Alberto JOST; Director-General of Legal Questions : Jorge RODRÍGUEZ AIME; Directress of Art Education : Delia L. ISOLA; Director of Libraries and Educational Information : Jorge F. BELINGHER; Director of Social Activities : Juan Carlos BESO; Director of School Broadcasting and Films : Jaime POTENZE.

AUSTRALIA

New South Wales : Deputy 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 PRITZKY; 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 : William HEGNEY; Director of Education : Thomas Logan ROBERTSON; *Tasmania* : Premier and Minister for Education : Robert COSGROVE; Director of Education : Donald Hamilton TRIBOLET; *Commonwealth Office of Education* : 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 of Higher Education and Scientific Institutes : Adalbert MEZNIK; General Directorate of Fine Arts : Josef MUSIL; General Directorate of Legal, Economic and Administrative Questions relative to Education, and Questions relative to Staff and School Buildings : Nikolaus FRCEK; General Directorate of Extra-Scholastic Activities : Nikolaus FRCEK; General Directorate of Secondary and Primary Education : Johann VOGELSANG; General Directorate of Technical Education : Franz CECH; Office for Religious Affairs : Josef RIEGER.

BELGIUM

MINISTÈRE DE L'INSTRUCTION PUBLIQUE, BRUSSELS

Minister : Leo COLLARD; Minister Plenipotentiary, responsible for International Cultural Relations : Julien KUYPERS; General Secretary : Ed. P. SEELDRAYERS; Director-General, linguistic assistant to General Secretary : Octave VAN MULDER; Director-General of Administration of Studies : André MOLITOR; Director-General of Pre-primary, Primary and Special Education : Jules DELOT; Director-General of Secondary Education and Teacher Training : Henri LEVARLET; Director-General of Technical Education : Jean GRAULS; Director-General of Fine Arts and Literature and of Popular Education : Emile LANGUI; Director-General of Educational Services : François VANDENBORRE; Director-General of General Services : Maurice KNAEPEN.

BOLIVIA

MINISTERIO DE EDUCACIÓN Y BELLAS ARTES, LA PAZ

Minister of Education and Fine Arts : Fernando Díez DE MEDINA; Under-Secretary of State for Education : José ROCHA BOLAÑOS; Director-General of Education : Julio LAIRANA SANDOVAL; Director of Pre-Primary and Primary Education : Arturo VALENCIA VALLE; Director of Secondary Education : Ciro M. APARACIO; Director of Teacher Training : Carlos CARRASCO A.; Director of Technical, Vocational and Workers' Education : Arturo SALGUEIRO; Director of Musical Education : Luis 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 Luis 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 : Celso TEIXEIRA BRANT; 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: Valko TCHERVENKOV; Deputy Ministers: Guéro GROSEV, Ivan BACHEV, Gantcho GANEV, Marin GUBCHKOV, Assen KISSÉLINTCHEV.

BYELORUSSIA

MINISTERSTVO PROSVECHTCHENIIA BIELOROUSSKOÏ SSR, MINSK

Minister of Education: I. M. ILIOUCHINE; Deputy Ministers: F. N. KAZAKOV, S. A. Oumreiko; Chief of the Primary and Secondary Directorates: M. P. DOROFIENKO; Chief of the Educational Establishments Section: V. A. JOUTCHKIEVITCH.

CAMBODIA

MINISTRY OF NATIONAL EDUCATION, PHNOM-PENH

Minister: Say MAU; Under-Secretary of State for National Education: Peng Cheng PUNG; Director of Education: Uom CHEA; Principal Private Secretary: Pheng PHAY; Director of Offices: Yisinn YEIM; National Director of Fundamental Education: Chhum MEN; Chief Inspector of Primary Education: Peng Cheng PUNG; Director-General of Sports and Youth: Tuy TIM.

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: W. C. MILLER; *Ontario*: Minister of Education: W. J. DUNLOP; *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: Keir CLARK; *Newfoundland*: Minister of Education: F. W. ROWE.

CEYLON

MINISTRY OF EDUCATION, COLOMBO

Minister of Education: Wijayananda DAHANAYAKE; Parliamentary Secretary: Punchi Banda Aloysius WEERAKOON; Permanent Secretary: Hettiarachchige JINADASA; Director of Education: Stephen Frederick de SILVA; Director of Ceylon Technical College: Sri Luxman de SILVA; Commissioner of Examinations: Lekamwasam Liyanage Kanakaratne GUNATUNGA; Secretary, Educational Publications Advisory Board: Nambukara Tantrige Karunaratne Gunapala SENADHEERA.

CHILE

MINISTERIO DE EDUCACIÓN PÚBLICA, SANTIAGO

Minister of Public Education: Diego BARROS ORTIZ; Under-Secretary: René DEL VILLAR LAZZERINI; Superintendent of Education: Enrique MARSHALL HENRÍQUEZ; Director-General of Primary Education: Luis GÓMEZ CATALÁN; Director-General of Secondary Education: Miguel Angel VEGA MORALES; Director-General of Agricultural, Commercial and Technical Education: Hernán PARDO FREIRE.

CHINA (Republic of)

MINISTRY OF EDUCATION, TAIPEI

Minister : Chi-yun CHANG; Deputy Minister for Political Affairs : Tsuinchchen OU; Deputy Minister for Administrative Affairs : Hsin KAO; Chief Secretary : Fan OU-YANG; Chief Counsellor : Yin-shih LIU; Director of Higher Education : Chien-sheng SHIH; Director of Secondary Education : Yah-chuan WANG (Miss); Director of Primary Education : Chu-sheng YEH (Miss); Director of Social Education : Shing-chow WANG; Director of General Affairs : Lang HSU; Director of International Educational and Cultural Relations : Nai-wei CHANG; Chief Comptroller : Tseng-yung LEE; Chief of Personnel : Tsé-ou TSÉAN; Chief of Educational Documentation : Chien-sien SHIH.

COLOMBIA

MINISTERIO DE EDUCACIÓN NACIONAL, BOGOTÁ

Minister of National Education : Próspero CARBONELL; Technical Cultural Under-Secretary responsible for the General Secretariat : Aníbal FERNÁNDEZ DE SOTO; Administrative Under-Secretary : Vasco VEJARANO; Director of the University Co-ordination Division : Rodrigo RAMÍREZ CARDONA; Director of the Baccalaureate Division : Jorge Octavio DÍAZ; Directress of the Girls' Education Division : Sara NORIEGA; Director of the Teacher Training and Primary Education Division : Ernesto VILLAMIZAR DAZA; Director of the Industrial and Commercial Education Division : Marco Aurelio BERNAL; Director of the Rural Education Division : Alejandro REY REY.

COSTA RICA

MINISTERIO DE EDUCACIÓN PÚBLICA, SAN JOSÉ

Minister of Public Education : Uladislao GÁMEZ SOLANO; General Administrator of Public Education : Fernando CHAVES ALFARO; Chief of Research and Planning Department : Gamaliel CABEZAS ALPÍZAR; Chief of Personnel and Administrative Services : Zabulón BOLAÑOS ELIZONDO; Chief of Finance Department : José María CHAVERRI PICADO; Chief of the Cultural Extension and Cooperative Programmes Department : Eduardo TREJOS DITTEL; Chief of Primary Education General Inspection : Gonzalo SOTO RODRÍGUEZ; Chief of Secondary Education General Inspection : Marco Tulio PACHECO ALFARO; Technical Adviser to the Ministry of Public Education : Hernán Vera LAMPHEREFN.

CUBA

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Minister of Education : Jorge GARCÍA MONTES; Administrative Under-Secretary : Arsenio GONZÁLEZ; Technical Under-Secretary : Eduardo BORRELL NAVARRO; Director-General of Higher and Secondary Education : Antolín GONZÁLEZ DEL VALLE; Director-General responsible for the Inspection of School Buildings : Alfredo LEDÓN LUQUE-ROMERO; Director-General of the National Institute of Culture : Guillermo de ZÉNDEGUI; Director-General of Bookkeeping and the Budget : Miguel F. BACALLAO; Director-General of Sports : Roberto FERNÁNDEZ MIRANDA, Directress-General of Physical Education : María Luisa BONAFONTE; Director-General of the Military Civic Institute : Gustavo Adolfo BOCK JORGE; General Superintendent of Secondary Education : Ernesto GARCÍA TUDURÍ; General Superintendent of Schools : Evelio Pentón MARTINEZ.

CZECHOSLOVAKIA

MINISTRY OF EDUCATION AND CULTURE, PRAGUE

Minister of Education and Culture : František KAHUDA; First Deputy Minister responsible for General Education Schools, Vocational Education, Extra-Scholastic Educational Establishments and Popularization : Bohumil MUCHA; First Deputy Minister responsible for the Arts and Publications : Karol BEDRNA; Deputy Minister responsible for Higher Education : Josef TRNKA; Deputy Minister responsible for International Relations and Internal Administration : Yaroslav HAVELKA; Deputy Minister responsible for Planning, Building and Financial Affairs : 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 Secondary Education : Hans I. HANSEN; Director-General of Higher Education : A. C. HØJBERG CHRISTENSEN; Inspectors of Vocational Education (Ministry of Trade) : Osvald LARSEN and Werner RASMUSSEN.

DOMINICAN REPUBLIC

SECRETARÍA DE EDUCACIÓN Y BELLAS ARTES, CIUDAD TRUJILLO

Secretary of State for Education and Fine Arts : Augusto PEIGNAND CESTERO; Under-Secretary of State for Cultural Relations : Prosper RUIZ COÉN; Under-Secretary of State for Administrative Affairs : Antonio PAREDES MENA; Under-Secretary of State for the Literacy Campaign : José Manuel RAMOS; Technical Director for Intermediate and Secondary Education : Colombino HENRÍQUEZ; Assistant Director, General Supervisor of the Technical Service : Malaquías GIL ARANTEGUI; Rector of the University : José María GUERRERO.

ECUADOR

MINISTERIO DE EDUCACIÓN PÚBLICA, QUITO

Minister of Public Education : José M. BAQUERIZO M.; Under-Secretary : Gerardo MARTÍNEZ E.; Director-General of Education : Rosendo MADRIDUEÑA; Director of Primary Education : Manuel ALTAMIRANO; Director of Secondary Education : Alfonso ARROYO; Director of Technical and Vocational Education : Jacinto BASTIDAS; Responsible for International Relations : Gustavo A. PAEZ T.

EGYPT

MINISTRY OF EDUCATION, CAIRO

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FINLAND

MINISTRY OF EDUCATION, HELSINKI

Minister : Reino Henrik OITTINEN; General Secretary and Director of Higher Education : Arvo Ilmari SALMINEN; Director of Primary Education : Yrjö Ilmari SALOSAARI; 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 : Niilo Vihtori KALLIO; 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

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GERMAN FEDERAL REPUBLIC

Baden-Württemberg : Minister of Religion : Wilhelm SIMPFENDÖRFER; *Bayern* : Minister of State : Theodor MANNZ; *Berlin* : Senator : Joachim TIBURTIUS; *Bremen* : Senator : Willi DEHNKAMP; *Hamburg* : Senator : Heinrich LANDAHL; *Hessen* : Minister of Religion : Arno HENNIG; *Niedersachsen* : Minister : Richard LANGEHEINE; *Nordrhein-Westfalen* : Minister of Religion : Paul LUCHTENBERG; *Rheinland-Plafz* : Minister of Religion : Eduard ORTH; *Schleswig-Holstein* : Minister of Religion : Edo OSTERLOH; *Saarland* : Minister of Religion : RÖDER.

GHANA

MINISTRY OF EDUCATION, ACCRA

Minister of Education : Clarkson Thomas NYLANDER; Ministerial Secretary : William Atia AMORO; Permanent Secretary : Casely Manasseh Obuobisa MATÉ; Principal Assistant Secretary : Euan Beresford Seaton ALTON; Chief Education Officer : Bernard Eric CARMAN; Chief Technical Education Officer : Lawrence Kodzo APALOO.

GREECE

MINISTRY OF EDUCATION AND RELIGION, ATHENS

Minister: Achilles YEROCOSTOPOULOS; General Secretary: Marinos KALLIGAS; President of the Higher Council of Education: Nikolaos MICHALOPOULOS; Technical Adviser: Mrs. Niki DENDRINOY-ANTONAKAKI; Director-General of Religions: Vassilios IOANNIDIS; Director of the Central Service of the Ministry: Constantin KYRIAKOPOULOS; Director of the Council of Education Bureaux: Constantin SVORONOS; Director of Higher Education: Constantin PAPANANOS; Director of Secondary Education: Lambros KARASMANIS; Director of Primary Education: Theodoros PHOTINOPOULOS; Director of Private Education: Athanasios BARCAS; Director of Physical Education: Evaghelos KALFARENTZOS; Director of School Hygiene: Vassilios LIBERIS; Director of Antiquities: Spiros MARINATOS; Director of the Restoration of Historical Monuments: Anastasios ORLANDOS; Director of Technical Services: Georges PANZARIS; Director of Literature, Theatres and Cinemas: Georges KOURNOUTOS; Director of Fine Arts: Georges KOURNOUTOS (provisionally); Director of Teaching Equipment: 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: Julio BONILLA GONZÁLEZ; Under-Secretary: Alberto ARREAGA; Director-General of Rural Education: Hector Antonio GUERRA MARTÍNEZ; Director-General of Fine Arts and Cultural Extension: Mario ALVARADO RUBIO; Director of Pre-Primary and Urban Primary Education: Salvador ESPINOZA; Director of Secondary Education and Teacher Training: David ARROYO SANTIZO; Director of Vocational and Technical Education: Francisco GULARTE C.; Director of Physical Education and School Hygiene: Manuel Angel PONCE; Director of Adult Education: Alfredo CARRILLO RAMÍREZ; President of the Technical Council of National Education: Oscar GONZÁLEZ RECINOS; Chief of Relations with International Organizations: Alberto ARREAGA.

HAITI

DÉPARTEMENT DE L'ÉDUCATION NATIONALE, PORT-AU-PRINCE

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HONDURAS

MINISTERIO DE EDUCACIÓN PÚBLICA, TEGUCIGALPA

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HUNGARY

MUVELOEDESUEGYI MINISZTÉRIUM, BUDAPEST

Minister of Culture: Gyula KALLAI; First Deputy Minister: Jozsef SZIGETI;
Deputy Ministers: Gyoergy ACZEL, Mrs. Magda JÓBORÚ, Ernoe MIHALYFFY

ICELAND

MINISTRY OF EDUCATION, REYKJAVIK

Minister of Education: Gylfi Th. GÍSLASON; Secretary General: Birgir THORLACIUS; Chief of Division: Asgeir PÉTURSSON; Secretaries: Knútur HALLSSON, Sigurdur J. BRIEM.

INDIA

MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH, NEW DELHI

Minister-in-charge: Maulana Abul Kalam AZAD; Minister of State: K. L. SHRIMALI; Deputy Minister: M. M. DAS; Secretary and Educational Adviser: K. G. SAIYIDIAN; Joint Educational Adviser and *ex-officio* Joint Secretary: P. N. KRIPAL; Joint Educational Adviser: A. M. D'ROZARIO; Adviser, National Discipline Scheme: J. K. BHONSLE; Deputy Secretaries: Mrs. E. B. JOSHI, Nizamuddin AHMED, G. F. LAKHANI; Deputy Educational Advisers: R. K. BHAN, P. D. SHUKLA, R. K. KAPUR, N. S. JUNANKAR; Private Secretary to Minister of Education: M. N. MASUD.

INDONESIA

MINISTRY OF EDUCATION, INSTRUCTION AND CULTURE, DJAKARTA

Minister of Education, Instruction and Culture: Professor PRIJONO; General Secretary: M. HUTASOIT; General Director of General Education: Ali MARSABAN; General Director of Vocational Education: X. S. M. ONDANG; Head of the Bureau of Co-ordination of Higher Education: Sutisno D. PUSPONEGORO; General Director of Cultural Activities: JOEDAKOESOEEMAH; General Director of Mass Education: M. Soetarman KARTOSOE BROTO; Head of the Bureau of International Relations and Unesco Affairs: R. Soemitro REKSODIPOETRO.

IRAN

VÉZARATE FARHANGUE, TEHERAN

Minister of National Education: Mahmoud MEHRAN; Under-Secretary of State and Director of Fine Arts: Mehrdad PAHLBOD; Under-Secretary of State: Mohammad YAZDANFAR; Under-Secretary of State for Technical Education: Habibollah NAFICI; Under-Secretary of State for Administrative Affairs: Réza MOZAYENNI; Directors-General: of the General Secretariat: Mohammad Hossein MACHAYEKH FARIDANI, of Religious Property: Nosratollah MECHKATI, of Education: Karim FATEMI, of Inspection: Nématollah DABIRSIAGHI, of Publications and Statistics: Aboutorab RAZANI, of the National Library: Mehdi BAYANI, of the Teheran Department: Mohammad Abdollah GORDJI, of Archeology: Mohammad Taghi MOSTAFAVI, of Cultural Affairs in connection with the Organization of the Plan and Realisation of Projects: Ahmad ROUSTAÏAN; Directors: of Higher Education and Cultural Relations: Djalal KASSAI, of Teacher Training: Mohammad MoËZZI, of Staff: Sadegh EDALAT, of Education in the Provinces: Réza Chamsolmaali MAARAFAT, of Accounts: Gholam Réza BARZEGAR; of Buildings: Kazem-Sadat AFDJEÏ, of Archeology: Sadegh SAMIMI, of Physical Education and School Youth: Hossein BANAI, of School Health: Manoutchehr HEDAYAT,

of Fundamental and Tribal Education : Mehdi MALEK AFZALI, of Domestic Science : Mrs. Nahid FAKHRAI, of Nursery-Infant Schools : Fazlollah JAHAN ARA, of Agricultural and Rural Education : Zinolabéddine LASCHGARI, of Technical and Vocational Education : Abbas SCHEYKH, of Adult Education : Sayed Fakhréddine NABAVI, of Compulsory Education : Ali Naghi BAHMANYAR, of Curricula and Research : Mohammad MACHAYEKHI, of Cultural Collaboration : Mehdi MACHAYEKHI, of the Budget : Bagher NAHVI, of Students Abroad : Rabi BADIÍ.

IRAQ

MINISTRY OF EDUCATION, BAGHDAD

Minister of Education : Abdul Hamid KADHIM; Inspector General of Education and Acting Director-General of Education : Aboud ZELZELA; President of University of Baghdad : Matta AKRAWI; President of the Iraqi Academy : Muneer AL-KADHI; Director-General of Antiquities : Naji EL-ASEEL; Assistant Director-General for Technical Affairs : Abdul Aziz EL-BASSAM; Assistant Director-General for Educational Affairs : Abdul Rasaul NAJIM; Assistant Inspector General of Education : Jamil RAOUF; Director of Cultural Relations : Abdul Razzak AL-JALILI; Acting Director of Secondary Education : Ahmed Abdul Sattar EL-JAWARI; Acting Director of Agricultural Education : Jaafar KHYATT; Director of Primary Education : Hamoudi Abdul MAJEED; Director of Teacher Training : Abdul Majeed HASSAN; Director of Technical Education : Jassim HAYANI; Director of Missions : Sadiq EL-ATROUCHI; Director of Curricula and Textbooks : Nuri EL-HAFIDH.

IRELAND

AN ROINN OIDEACHAIS, DUBLIN

Minister for Education : Sean Ó LOINSIGH; Secretary : Tarlach Ó RAIFEARTAIGH; Assistant Secretary for Post-Primary Education : Máirtín Ó FLATHARTAIGH; Assistant Secretary for Primary Education : Seán MAC GEARAILT.

ISRAEL

MINISTRY OF EDUCATION AND CULTURE, JERUSALEM

Minister : Zalman ARANNE; Deputy Ministers : Moshe UNA, Ami ASSAF; Director-General : Moshe AVIDOR; Deputy Director-General : Yaakov SARID; Assistant Directors-General : Juda Leib BENOR, Eliyahu KATZENELLENBOGEN, Abraham BARTANA, Avner ISRAELI; Head of Division of Religious Education : Joseph GOLDSCHMIDT; Head of Educational Secretariat : Yehoshua PRAVER; Full-time Members of Educational Secretariat : Yaakov Niv, Yosef SHOHA, Shraga ADIEL.

ITALY

MINISTERIO DELLA PUBBLICA ISTRUZIONE, ROME

Minister of Education : Aldo MORO; Under-Secretaries of State : Giovanni Battista SCAGLIA, Maria JERVOLINO; Director-General of Primary Education : Attilio FRAJESE; Director-General of Classical and Scientific Education and Teacher Training : Emilio PRISINZANO; Director-General of Technical Education : Mario PANTALEO; 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 : Aleardo SACCHETTO; Director-General of General Affairs and Personnel : Giovanni PIAZZA; Central Service for Popular Education : Nazareno PADELLARO.

JAPAN

MOMBU-SHO, TOKYO

Minister of Education : Toh MATSUNAGA; Deputy-Minister : Seisuke INADA; Director of Elementary and Secondary Education Bureau : Takasaburo NAITO; Director of Higher Education and Science Bureau : Shinsuke OGATA; Director of Social Education Bureau : Shigeru FUKUDA; 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 : Ahmad TARAWNEH; Under-Secretary : Mustafa DABBAGH; Assistant for Administration : Ibraheem SNOBAR; Assistant for Cultural Affairs : Khalil SALIM; Principal Men's Training College : Abdul Hamid YASIN; Principal Khadoorie Agricultural School : Ali RAOUF; Principal Trade School : Burhan KAMAL; Principal Rural Teachers' Training Centre at Beit Hanina : Thoukan HINDAWI; Principal Women's Training College : Olgha WAHBEH.

KOREA (Republic of)

MINISTRY OF EDUCATION, SEOUL

Minister of Education : Chai Yu CHOI; Vice-Minister of Education : Sheon Gi GIM; Director of Higher Education Bureau : Sang Bong HAHN; Director of Technical Education Bureau : Chull Chai PARK; Director of Common Education Bureau : Ui Taik CHUNG; Director of Cultural Bureau : Sang Pil KIM; Director of Textbook Bureau : Yong Baik AHN; Chief Supervisor : Tae Jin SHIM; Chief of General Affairs Section : Dong Kul LEE.

LAOS

MINISTRY OF NATIONAL EDUCATION, VIENTIANE

Minister : Thao Nhouy ABHAY; Director-General of Education : Tay KEOLOUANGKHOT; Director-General of Secondary and Higher Education : Charles DELEPINE; Director of Primary Education : Khamsi SIRIMANOTHAM; President of the Literary Committee : Pierre Somchinn NGINN.

LEBANON

MINISTRY OF NATIONAL EDUCATION AND FINE ARTS, BEIRUT

Minister : Farid COZMA; Director-General : Fouad SAWAYA; President of the Lebanese University : Fouad BOUSTANY; Director of Technical Education : Mohamed RAAD; General Curator of Antiquities : Maurice CHEHAB; Librarian of the National Library : Wassef BAROUDY; Principal Private Secretary : Fouad RIDA; Director of Primary Education : Cesar NASR; Director of the Educational Studies Centre : Toufic SABBAGH; Acting Chief of the Teacher Training Department : Fouad SAWAYA; Chief of the Secondary Education Department : Ahmad MAKKI; Chief of the Sports and Scout Movement Department : Hilmi NAWAL; Chief of the Cultural Relations Service : Ikram HAFFAR; Director of the Conservatory of Music : Anis FULEIHAN.

LIBYA

MINISTRY OF EDUCATION, BENGHAZI

Ministry of Education: Minister of Education: Abu Baker Abu NAAMA; Acting Director-General: Ibrahim MAHDAWI; *Cyrenaica Province*: Nazir of Education: Hamed Al ABEIDI; Director of Education: Hamed SHWEIHDI; *Tripolitania Province*: Nazir of Education: Aly Joma MOZWAGI; Director of Education: Mohamed Tawfig HAMUDA; *Fezzan Province*: Nazir of Education: Hasan Dafer BURKAN; Director of Education: Mohamed FAYAD.

LUXEMBOURG

MINISTÈRE DE L'ÉDUCATION NATIONALE, LUXEMBOURG

Minister: Pierre FRIEDEN; 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; Secretary to the Ministry of Education: T. Eames HUGHES; Chief Education Adviser: J. N. DAVIES.

MEXICO

SECRETARÍA DE EDUCACIÓN PÚBLICA, MEXICO

Secretary of State: José Angel CENICEROS; Under-Secretaries of State: Manuel SANDOVAL VALLARTA; Secretary General: Luis ECHEVERRÍA ALVAREZ; Director-General of Primary Education: Eliseo BANDALA; Director-General of Secondary Education: Mariano MIRANDA FONSECA; Director-General of Higher Education: José ROMANO MUÑOZ; Director-General of Teacher Training: José Guadalupe NAJERA; Director-General of Technical Education: Alejo PERALTA; Directress-General of Social Work: Mrs. Guadalupe ZÚÑIGA DE GONZÁLEZ; Director-General of Administration: Manuel R. CORTÉS; Director-General of the Literacy Campaign: Enrique CORONA MORFÍN; Director-General of Legal Affairs: Javier PIÑA PALACIOS; Director-General of Physical Education: Antonio ESTOPIER ESTOPIER; Directress-General of Pre-School Education: Miss Luz María SERRADEL ROMERO; Director-General of School Health and Medical Services: Manuel AVELEYRA ARROYO DE ANDA; Director-General of the Federal Institute for Teacher Training: Luis ALVAREZ BARRET; Director-General of the National Institute for Youth: Antonio MENA BRITO; Director-General of the Primary Education Boarding Schools: Jesús CASTRO AGÚNDEZ.

MONACO

MINISTÈRE D'ÉTAT

Minister of State and President of the Education Committee: Henry SOUM; Government Adviser for Home Affairs, responsible for National Education: Pierre BLANCHY.

MOROCCO

MINISTRY OF NATIONAL EDUCATION, YOUTH AND SPORTS, RABAT

Minister : Mohammed EL FASI; Director of Departmental Staff : Nacer EL FASSI; Assistant Director : Mohammed ALAOU; Chief of the Moslem Secondary Education Service : Ahmed SALMI; Chief of the Moslem Primary Education Service : Mohammed Mohiedine MECHRAFI; Chief of the Islamic Higher Education Service : Hadj Ahmed BENCHEKROUN; Chief of the Private Education Service : Hoceine BEKKARI; Chief of the Fundamental Education Service and Literacy Campaign : Ahmed LAKDAR; Chief of the European Education Service : Jacques LEMEUR; Acting Chief of the Technical Education Service : Marcel LESNE; Director of the Youth and Sports Division : Omar MEZZOUR; Chief of Popular and of Supervised Education : Taieb BEN ZIDANE.

NEPAL

DEPARTMENT OF EDUCATION, KATMANDU

Secretary of the Department of Education : KAISER BAHADUR KHATRI CHETTRI; Deputy Secretaries : LOK MAN SINGH, CHUDA NANDA VAIDYA; Assistant Secretaries : NETRA BAHADUR THAPA, AYODHAYA PRASAD PRADHAN; Director of Public Instruction : SARADA PRASAD UPADHAYAY.

NETHERLANDS

MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN, THE HAGUE

Minister of Education, Arts and Science : J. M. L. Th. CALS; Secretary of State : R. G. A. HÖPPENER; General Secretary : J. H. WESSELINGS; Director-General of Arts and 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 : J. B. DREWES; Director of Higher Education : A. J. PICKAAR.

NEW ZEALAND

DEPARTMENT OF EDUCATION, WELLINGTON

Minister of Education : P. O. S. SKOGLUND; Director of Education : C. E. BEEBY; Assistant Director of Education : G. V. WILD; Assistant Director of Education (Administrative) : C. G. S. ELLIS; Chief Inspector of Primary Schools : A. E. CAMPBELL; 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; Officer for Higher Education : A. B. THOMPSON.

NICARAGUA

MINISTERIO DE EDUCACIÓN PÚBLICA, MANAGUA

Minister of Public Education : René SCHICK GUTIERREZ; Deputy Minister Pedro J. QUINTANILLA JARQUIN; General Secretary : Fernando VALLE QUINTERO; General Inspector of Primary Education : Enrique CASTILLO MASIS; General Inspector of Secondary Education and Teacher Training : Násere HABED LÓPEZ; General Inspector of Commercial Education : Alberto GARCÍA MORENO; Director of the Technical Council : Gilberto BARRIOS DUARTE; Chief of the National Literacy Campaign : Abraham ROCHA TERCERO.

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) : Einar Theiste BOYESEN; Director-General of the Department of Arts and Sciences (Higher Education, Universities, Colleges, etc.); Leif J. WILHELMSEN.

PAKISTAN

MINISTRY OF EDUCATION, KARACHI

Minister : Kamni Kumar DATTA; Educational Adviser and *ex-officio* Joint Secretary : Itrat Husain ZUBERI; Deputy Educational Adviser : Syed Ghulam KHALIQ; Deputy Secretary : Dilawar HASSAN.

PANAMA

MINISTERIO DE EDUCACIÓN, PANAMA

Minister of Education : Víctor N. JULIAO; Deputy Minister : Ismael OLIVARES H.; Director-General of Education : Ovidio A. de LEÓN S.; Director of Secondary Education : Luís O. MIRANDA G.; Director of Primary Education : Víctor GÓMEZ; Director of Private Education : Alfredo CANTÓN; Chief of Staff : Miguel MEJÍA DUTARY.

PARAGUAY

MINISTERIO DE EDUCACIÓN Y CULTO, ASUNCIÓN

Minister of Education and Religion : Raúl PEÑA; General Secretary and Acting Director of Secondary and Vocational Education : Francisco María BARREIRO MAFFIODO; Director of Primary Education and Acting Director of Teacher Training : Porfirio CHAMORRO; Director of Higher Education and Cultural Diffusion : Jorge BÁEZ; Director of the School Building Department : D. Carmelo LATERRA; Director of the Administrative Department : Víctor CENTURIÓN; Director of the Educational Statistics Department : Dimitriy PERSIANOW; Director of the Psycho-Educational Research Department : Trifilo A. SALINAS; Chief of the Fundamental Education Department : Anastasia MORAES; Director of the National Department of Physical Education : Sindulfo AVEIRO STARK.

PERU

MINISTERIO DE EDUCACIÓN PÚBLICA, LIMA

Minister of Public Education : Jorge BASADRE; General Secretary : M. Gerardo ALIAGA; Director of Primary Education : Leopoldo ASTETE MARAVÍ; Director of Secondary Education : José Ignacio VIGIL; Director of Teacher Training : Delfín A. LUDEÑA; Director of Technical Education : Antonio MONSALVE; Director of Physical Education, Sports and School Leisure Activities : Alfredo NARVAEZ; Director of Rural Education and Literacy Campaign : Luís A. LÓPEZ GALARRETA; Director of School Supplies : José Rubio ROLANDO; Director of Finance : César VALDEZ FRANCK; Director of School Materials : Otto GASTELUMENDI; Director of Staff and of Statistics : Edmundo AMES GONZÁLEZ; Director of Culture, Archeology and History : Manuel VEGAS CASTILLO; Legal Adviser : Ernesto Moreno FIGUEROA.

PHILIPPINES

DEPARTMENT OF EDUCATION, MANILA

Secretary of Education : Manuel LIM; Under-Secretary of Education : Martín AGUILAR, Jr.; Director of Public Schools : Benigno ALDANA; Director of Private Schools : Daniel SALCEDO; Officer-in-Charge of Public Libraries : Ernesto R. RODRÍGUEZ, Jr.; Director of National Museum : Eduardo QUISUMBING; Director of Institute of National Language : José V. PAÑGANIBAN.

POLAND

MINISTRY OF EDUCATION, WARSAW

Minister : Wladyslaw BIENKOWSKI; Under-Secretaries of State : Zofia DEMBINSKA, Michal GODLEWSKI; Directors-General : Franciszek BIELECKI, Wojciech POKORA, Antoni TATON.

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 Secondary Education : Francisco FERNANDES PRIETO; Director-General of Higher Education : João Alexandre FERREIRA DE ALMEIDA; Director-General of Vocational Education : António Carlos PROENÇA DE FIGUEIREDO; Director-General of Sports, Physical Education and School Health Service : João do SACRAMENTO MONTEIRO; Principal Private Secretary : José GOMES BRANCO.

RUMANIA

MINISTRY OF EDUCATION AND CULTURE, BUCHAREST

Minister : Athanase JOJA; Deputy Ministers : Stefan BĂLAN, Constanta CRĂCIUM, Constantin PRISNEA; General Secretary : Mihai ALEXANDRU; Director-General of Higher Education : Constantin IONESCU-BUJOR; Director-General of General, Vocational and Technical Education : Miron CONSTANTINESCU; Director-General of Theatres, Music and Art Institutes : George IVAZCU; Director-General of Cinematography : George MACOVESCU; Director-General of the Education of National Minorities : Ladislau BANYAI; Director-General of Polygraphic Works : Josif CHIZINLOSCHI.

SALVADOR

MINISTERIO DE CULTURA, SAN SALVADOR

Minister of Culture : Mauricio GUZMÁN; Under-Secretary : Jorge LARDE LARIN; Director-General of Primary Education : Daniel Raúl VILLAMARIONA; Director-General of Secondary Education : Francisco MORÁN; Director-General of Teacher Training : Luís Samuel CÁCERES.

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

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 : NASR EL HAG ALI; Deputy Director : EL SHEIKH MUSTAFA; Assistant Director (Provinces and Councils) : MOHD. HASSAN ABDULLA; 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, Bakh Er Ruda Institute of Education : OSMAN MAHGOUB; Principal, Khartoum Technical Institute : ALI HUSSNI.

SWEDEN

KUNGL. ECKLESIASTIKDEPARTEMENTET, STOCKHOLM

Minister of Education and Ecclesiastical Affairs : RAGNAR EDENMAN; Under-Secretary of State : HANS LOWBEER; Director-General and Chief of the Royal Board of Education : NILS GUSTAV ROSÉN; Chancellor of the Universities : ARTHUR THOMSON; Chief of the Royal Board of Vocational Training : BIRGER ÖHMAN.

SWITZERLAND

HEADS OF CANTONAL EDUCATION DEPARTMENTS

Zürich : ERNST VATERLAUS; *Bern* : VIRGILE MOINE; *Luzern* : HANS ROGGER; *Uri* : THOMAS HERGER; *Schwyz* : VITAL SCHWANDER; *Obwalden* : J. HESS; *Nidwalden* : JOSEF ODERMATT; *Glarus* : FRITZ STUCKI; *Zug* : EMIL STEIMER; *Fribourg* : JOSÉ PYTHON; *Solothurn* : URS DIETSCHI; *Basel-Stadt* : PETER ZSCHOKKE; *Basel-Land* : OTTO KOPP; *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* : BRENNO GALLI; *Vaud* : PIERRE OGUEY; *Valais* : MARCEL GROSS; *Neuchâtel* : GASTON GLOTTU; *Genève* : ALFRED BOREL; Secretary of the Conference of Heads of Cantonal Public Education Departments : ANTOINE BOREL.

SYRIA

WAZÂRET AL-TARBIHAH, DAMASCUS

Minister of Education : HANI SEBAÏ; Secretary General : AHMAD FTAYEH; President of the Education Commission : MRS. BOUCHRA KOUDSI; Chief Inspector : HACHEM FASSIH; Director of Secondary Education : OMAR CHAKACHIRO; Director of Primary Education : JAMIL SULTAN; Director of Technical Education : WADI KHOURY; Director of Rural Education : AHMED KASSEM; Director of Private Education : BAKRI KADDOURA; Director of Physical Education : ANOIR TELLO; Director of School Health Services : JAWDAT IMAM; Director of the Examinations Service : MOUTA JAAFARI; Director of Cultural Relations and Scholarships : DARWICHE ALOUNI; Director of School Books, Translations and Publications : ABDUL WAHAB ADHAM.

THAILAND

MINISTRY OF EDUCATION, BANGKOK

Minister : M. L. Pin MALAKUL; Deputy Minister : Pachoen NIMIBUTR; Acting Under-Secretary of State : Nai Naga DEVAHASTIN; Deputy Under-Secretary : Yua WICHADIT; Acting Rector of the University of Thammasat : Luang Charoon NETHISART; Rector of Chulalongkorn University : M. M. VEJYANT RANGSRISHT; Director-General of Secondary Education : Luang Svastisarn SASTRABUDDHI; Director-General of Vocational Education : Sanan SUMITR; Director-General of Elementary and Adult Education : Abhai CHANDAVIMOL; Director-General of Teacher Training : Bhunthin ATTAGARA; Acting Director-General of Educational Techniques : Charoon VONGSAYANHA; Acting Director-General of Physical Education : Pachoen NIMIBUTR.

TUNISIA

MINISTRY OF NATIONAL EDUCATION, TUNIS

Minister : Lamine CHABBI; Principal Private Secretary : Mohamed MZALI; General Secretary : Abed MZALI; Chief of Primary Education Service : Mohamed BAKIR; Chief of Secondary Education Service : Mahmoud MESSADI; Chief of Technical Education Service : Ali ZOUAOU.

TURKEY

MINISTRY OF NATIONAL EDUCATION, ANKARA

Minister : Celâl YARDIMCI; Under-Secretary of State : Osman Faruk VERIMER; 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 : Tarik ASAL; Director-General of Primary Education : Halit BERK; Director-General of Technical and Vocational Education : Ferit SANER; Director-General of Fine Art : Cevat Memduh ALTAR; Director-General of Teacher Training Schools : Osman BENER; Director-General of Antiquities and Museums : Kâmil SU; Director-General of State Theatres : Muhsin ERTUĞRUL; Director-General of Sports : Sinasi ATAMAN; Director of External Relations : Emin HEKIMGIL; Director of Libraries : Aziz BERKER; Director of Publications : Namik KATOĞLU; Director of Physical Culture and Scouting : Mehmet ARKAN.

UKRAINE

MINISTRY OF EDUCATION, KIEV

Minister : Ivan BELODED; Director-General of Primary and Secondary Education : Petr MIRGORODSKY; Director-General of Higher Education : Alexey ROUSSKO.

UNION OF BURMA

MINISTRY OF EDUCATION, RANGOON

Minister : U HTUN TIN; Government Secretary : U BA KYAW; Director of Education : U BA; Director of Teacher Training : U BA BWA; Rector of the University of Rangoon : HTIN AUNG; Director of Technical Education : C. PING LEE.

UNION OF SOUTH AFRICA

DEPARTMENT OF EDUCATION, ARTS AND SCIENCE, PRETORIA

Acting Minister: Jan DE KLERK; Secretary for Education, Arts and Science: Jacobus Johannes Petrus OP'T HOF; Under-Secretary for Education, Arts and Science (Professional): Pieter GROBBELAAR; Under-Secretary for Education, Arts and Science (Administrative): Johannes Ludwig Neethling HANSMANN.

UNION OF SOVIET SOCIALIST REPUBLICS

MINISTERSTVO PROSVECHTCHENIIA R.S.F.S.R., MOSCOW

Minister of Education of the R.S.F.S.R.: Evgeny Ivanovitch AFANASENKO; First Deputy Minister of Education of the R.S.F.S.R., Deputy of the Supreme Soviet of the R.S.F.S.R.: Loudmila Viktorovna DOUBROVINA.

UNITED KINGDOM

ENGLAND AND WALES: MINISTRY OF EDUCATION, LONDON

Minister: The Rt. Hon. Geoffrey LLOYD; Parliamentary Secretary: Sir Edward BOYLE; Permanent Secretary: Sir Gilbert FLEMMING; Deputy Secretary: R. N. HEATON; Under Secretaries: R. HOWLETT, D. H. LEAD-BETTER, A. E. MILES DAVIES, D. M. NENK, A. A. PART, T. R. WEAVER; Legal Adviser: W. L. DALE; Senior Chief Inspector: P. WILSON; Chief Inspectors: J. E. H. BLACKIE, P. A. BROWNE, W. R. ELLIOTT, Mrs. E. C. MEE, H. J. SHELLEY, 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; Assistant Secretaries: J. A. GLEN, L. ARNDELL, J. M. BENN; Senior Chief Inspector: W. B. DOAK.

SCOTTISH EDUCATION DEPARTMENT, EDINBURGH

Secretary: W. F. ARBUCKLE; Deputy Secretary: T. GRAINGER STEWART; Under Secretary: H. H. DONNELLY; Assistant Secretaries: A. G. RODGER (Establishment Officer), W. A. WILLIAMS, A. DAVIDSON, R. A. DINGWALL-SMITH, J. KIDD; 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: Marion B. FOLSOM. *U.S. Office of Education*: Commissioner of Education: Lawrence G. DERTHICK; Deputy Commissioner of Education and Assistant Commissioner for Educational Services: Wayne O. REED; Acting Executive Officer: John F. HUGHES; Assistant Commissioner for Educational Research: Roy M. HALL; Acting Assistant Commissioner and Director, State and Local School Systems: E. Glenn FEATHERSTON; Assistant Commissioner for Fiscal Administration of Grants and Director, Division of School Assistance in Federally Affected Areas: Rall I. GRIGSBY; Assistant Commissioner and Director, Higher Education: Lloyd E. BLAUCH; Assistant Commissioner and Director, 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 Y PREVISIÓN SOCIAL, MONTEVIDEO

Minister of Education and Social Welfare: Clemente RUGGIA; Under-Secretary of State: Francisco ACCINELLI GÁLVEZ; Director-General of the State Secretariat: Felix RICARDI; Rector of the Republic University: Mario CASSINONI; Director-General of Primary Education and Teacher Training: Nicasio GARCÍA; Director-General of Secondary Education: Luís BATLLE VILA; Director-General of the Labour University: Agustín MAGGI.

VENEZUELA

MINISTERIO DE EDUCACIÓN, CARACAS

Minister of Education: Darío PARRA; Departmental Staff Director: Alberto ARRIA SALAS; Director of Administration: Hector RIVAS MIJARES; Director of Secondary, Higher, and Special Education: René ANGELI SILVA; Director of Primary Education and Teacher Training: Francisco Manuel CORDIDO; Director of Culture and Fine Arts: Manuel Felipe RUGELES; Technical Director: Gustavo Adolfo RUIZ; Legal Adviser: Luís Ovidio QUIROZ.

VIETNAM

DEPARTMENT OF NATIONAL EDUCATION, SAIGON

Secretary of State: TRÂN-HUU-THÊ; Director of Departmental Staff: NGUYỄN-HUU-CHINH; General Secretary: HUYNH-VAN-BIÊN; Director-General of Education: TRÂN-BÁ-CHỨC; Director of Cultural Affairs: NGUYỄN-KHAC-KHAM; Director of Primary and Popular Education: NGUYỄN-NGOC-CU; Director of Technical Education and Fine Arts: NGUYỄN-DUOC.

YUGOSLAVIA

Education Committee of the Federal Executive Council of the FPR of Yugoslavia, Belgrade: President: Rodoljub ČOLAKOVIĆ. Secretariat for Education and Culture of the Federal Executive Council, Belgrade: Secretary: Bogdan OSOLNIK. Council for Education of the People's Republic of Serbia, Belgrade: President: Milka MINIĆ. Council for Culture of the People's Republic of Serbia, Belgrade: President: Draža MARKOVIĆ. Council for Education of the People's Republic of Croatia, Zagreb: President: Josip LUKATELA. Council for Culture and Science of the People's Republic of Croatia, Zagreb: President: Miloš ŽANKO. Council for Education of the People's Republic of Slovenia, Ljubljana: President: Milko GORŠIČ. Council for Culture of the People's Republic of Slovenia, Ljubljana: President: Boris KOCIJANČIĆ. Council for Education of the People's Republic of Bosnia and Herzegovina, Sarajevo: President: Dušanka KOVAČEVIĆ. Council for Culture of the People's Republic of Bosnia and Herzegovina, Sarajevo: President: Joco MARJANOVIĆ. Council for Education of the Peoples' Republic of Macedonia, Skoplje: President: Petar ZDRAVKOVSKI. Council for Culture of the People's Republic of Macedonia, Skoplje: President: Kole ČAŠULE. Council for Education of the People's Republic of Montenegro, Titograd: President: Živko ŽIŽIĆ. 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	Year	Total population (in thousands)	Teachers			Pupils enrolled		
			Total	Females	% F	Total	Girls	% G
AFRICA								
Egypt	1956/57	23 410	52 037	15 940	30.6	1 981 534	745 021	37.6
Ethiopia and Eritrea, Federation of	1956/57	20 000	¹ 3 723	¹ 460	¹ 12.4	135 642	24 574	18.1
Ghana	1956	4 691	14 561	2 677	18.4	446 702	150 637	33.7
Liberia	1955/56	1 250	² 1 662	² 712	² 42.8	² R 49 772	² 13 049	² 26.2
Libya	1956/57	³ 1 118	2 566	...	...	78 824	13 753	17.4
Morocco	1956/57	9 648	...	...	...	⁴ 393 678	⁵ ...	⁵ ...
Sudan	1956/57	*10 226	7 061	...	...	245 691	...	...
Tunisia	1955/56	3 745	...	...	...	⁶ 251 316	⁶ 79 132	⁶ 31.5
Union of South Africa	1953	13 153	⁷ 55 127	⁷ 27 127	⁷ 49.2	⁷ 1 789 457	⁷ 895 167	⁷ 50.0
NORTH AMERICA								
Canada	1954/55	15 195	⁸ *110 000	...	...	2 499 437	*1 210 000	*48.4
Costa Rica	1956	988	⁹ 6 404	...	...	154 873	¹⁰ 72 570	¹⁰ 48.4
Cuba	1953/54	5 807	¹¹ R 18 555	¹¹ 15 852	¹¹ 85.4	669 610	343 630	51.3
Dominican Republic	1956	2 608	...	...	...	444 942	221 104	49.7
Guatemala	1955	3 263	8 219	5 589	68.0	218 903	95 651	43.7
Haiti ¹²	1955/56	3 305	4 480	2 622	58.5	218 189	73 626	33.7
Honduras	1957	1 711	4 472	...	...	147 367	71 491	48.5
Mexico	1954	28 849	81 695	53 434	65.4	3 340 468	...	...
Nicaragua	1953/54	1 166	⁹ ¹³ 4 143	...	...	⁹ 115 645	...	...
Panama	1954/55	886	4 056	3 306	81.5	132 743	64 524	48.6
Puerto Rico	1954/55	2 229	8 063	6 974	86.5	425 383	203 744	47.9
Salvador	1955/56	2 193	¹¹ 6 295	¹¹ 4 523	¹¹ 71.9	207 254	98 648	47.6
United States	1955	165,271	...	...	...	*28 442 700	...	...
SOUTH AMERICA								
Argentina	1954	18 742	109 669	96 608	88.1	2 565 164	1 247 117	48.6
Bolivia ¹⁴	1956	3 235	6 938	...	...	159 747	71 902	45.0

Brazil	1955/56	58 456	*147 456	...	...	*4 641 211	...	...
Chile	1954	6 447	...	...	...	928 914	453 776	48.9
Colombia	1956	12 939	33 874	26 335	77.7	1 311 535	644 426	49.1	
Ecuador	1953/54	3 464	9 455	6 221	65.8	396 862	185 093	46.6	
Paraguay	1955	1 565	⁹ 9 111	⁹ 8 473	⁹ 93.0	265 891	122 303	46.0	
Peru	1954	9 213	27 666	18 131	65.6	1 039 455	422 019	40.6	
Surinam	1955/56	*250	1 242	...	...	43 862	21 046	48.0
Uruguay	1955	2 615	7 074	...	...	234 173	...	...
Venezuela	1954/55	5 605	...	...	...	* 610 000	...	...
ASIA									
Afghanistan	1954	12 000	3 191	212	6.6	105 978	7 977	7.5	
Bahrain	1954/55	112	248	98	39.5	¹⁸ 5 395	2 214	41.0	
Cambodia ¹⁰	1954/55	*4 100	6 209	461	7.4	243 385	42 793	17.6	
Ceylon	1956	8 929	38 775	19 100	49.3	¹⁷ *1 407 000	¹⁷ *659 000	*46.8	
China									
People's Republic of	1955/56	*585 000	...	...	...	*53 000 000	...	...
Republic of ¹⁸	1956/57	9 240	32 996	10 822	32.8	1 344 432	615 298	45.8	
India	1955/56	382 000	¹⁷ 691 249	¹⁷ 117 067	¹⁷ 16.9	24 528 288	7 485 086	30.5	
Indonesia	1955/56	81 900	143 864	...	...	7 409 361	...	...
Iran ¹⁰	1956/57	20 721	33 825	...	...	884 466	...	...
Iraq ¹⁰	1956/57	²⁰ 4 842	11 295	3 519	31.2	367 274	89 711	24.4	
Israel	1955	1 748	²¹ 11 784	...	...	279 395	*132 000	*47.2
Japan	1956/57	90 000	351 533	160 893	45.8	12 956 285	6 346 934	49.0	
Jordan	1955/56	1 427	² ⁹ 6 479	² ⁹ 2 134	² ⁹ 32.8	203 900	65 190	32.0	
Korea, Republic of	1956	21 800	...	...	...	3 618 293	...	...
Kuwait	1954	200	793	276	34.8	13 354	4 513	33.8	
Laos	1956/57	1 450	⁹ 2 133	...	...	72 553	...	*27.0
Lebanon	1955/56	1 425	² ⁹ 9 017	...	...	² ⁹ 222 890	...	...
Malaya, Federation of	1954	5 889	23 416	6 917	29.5	¹⁹ 741 360	¹⁹ 271 509	¹⁹ 36.6	
Nepal	1954	8 432	1 278	7	0.6	26 186	1 105	4.2	
Pakistan	1956	83 603	...	...	...	4 109 959	826 199	20.1
Philippines	1954/55	21 440	...	...	...	3 442 868	1 638 160	47.6
Qatar	1953	*20	...	...	...	420	...	...
Saudi Arabia	1954	¹⁵ 7 000	2 250	—	—	73 600	...	...
Syria	1955/56	3 906	²² 10 364	...	...	²² 345 367	²² 104 228	²² 30.2
Thailand	1956	20 686	87 181	24 189	27.7	3 091 101	1 461 755	47.3	
Turkey	1952/53	21 983	R 37 561	R 9 949	26.5	1 692 135	625 396	37.0	
Union of Burma	1954/55	19 242	²³ 26 582	²³ 16 462	²³ 61.9	1 207 893	499 037	41.3	
Vietnam	1956/57	26 600	12 011	4 402	36.6	638 104	241 558	37.9	
Yemen	1956	²⁴ 4 500	2 701	...	...	93 099	...	...

PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Total population (in thousands)	Teachers			Pupils enrolled		
			Total	Females	% F	Total	Girls	% G
EUROPE								
Albania	1954/55	*1 260	5 747	2 044	35.6	176 511	81 719	46.3
Andorra	1954/55	*5	48	30	62.5	875	413	47.2
Austria	1956/57	6 983	²⁶ 25 906	²⁶ 13 901	²⁶ 53.7	729 478	362 263	49.7
Belgium	1956/57	8 924	²⁷ 34 244	...	...	936 551	...	...
Bulgaria	1956/57	7 626	...	...	...	² 1 123 171	...	...
Czechoslovakia	1956	13 224	...	...	...	1 867 115	915 486	49.0
Denmark	1953/54	4 369	13 998	6 296	45.0	498 543	243 146	48.8
Finland	1955/56	4 240	¹¹ 20 967	¹¹ *14 600	¹¹ *70.0	591 682	282 982	47.8
France	1964/55	43 000	...	...	...	²⁸ 4 920 736	²⁸ 2 435 399	²⁸ 49.5
Germany								
Democratic Republic	1955/56	17 700	64 446	...	...	1 702 500	...	...
Federal Republic ²⁵	1956/57	51 596	² 183 352	² 71 794	² 39.2	4 954 522	2 440 994	49.3
West Berlin	1956/57	2 222	...	...	...	158 412	77 658	49.0
Greece	1954/55	7 901	20 679	...	...	943 722	442 903	46.9
Hungary	1956/57	9 906	52 210	...	...	1 255 001	...	...
Iceland	1954	154	² 890	² 24.9	...	17 200	...	...
Ireland	1955/56	2 909	13 262	...	...	500 894	...	...
Italy	1954/55	47 665	178 591	129 551	72.5	4 655 992	2 225 645	47.8
Liechtenstein	1955/56	15	63	21	33.3	2 174	1 150	52.9
Luxembourg	1954/55	306	1 107	569	51.4	29 402	14 402	49.0
Monaco	1954/55	22	103	79	76.7	2 238	1 351	60.4
Netherlands	1956/57	10 888	43 130	20 928	48.5	1 510 522	735 194	48.7
Norway ¹⁰	1954/55	3 392	15 399	¹¹ 6 889	¹¹ 44.7	426 286	209 316	49.1
Poland	1955/56	27 278	...	...	...	3 386 431	...	...
Portugal	1954	8 693	...	...	...	813 331	385 792	47.4
Rumania ²⁹	1956/57	17 579	79 521	...	...	1 714 323	816 673	47.6
San Marino	1953/54	*13	39	...	...	1 315	616	46.8
Spain	1954/55	28 751	⁹ 102 243	⁹ 65 365	⁹ 63.9	⁹ 3 370 860	⁹ 1 700 151	⁹ 50.4
Sweden	1954/55	7 214	^{10 32} *43 024	^{10 32} *27 790	^{10 32} *64.6	³³ *848 360	³³ *409 309	³³ *48.2
Switzerland ¹⁰	1955/56	4 978	...	...	...	553 475	...	...
United Kingdom								
England and Wales	1954/55	44 274	³⁰ 153 511	³⁰ 111 262	³⁰ 72.5	³⁰ 4 679 599	³⁰ 2 265 666	³⁰ 48.4

Northern Ireland	1954/55	1 387	6 386	4 448	69.7	208 532	102 499	49.2
Scotland ³¹	1955	5 133	18 342	15 381	83.9	600 170	292 537	48.7
Yugoslavia	1955/56	17 550	¹¹ 39 440	¹¹ 24 403	¹¹ 61.9	1 548 302	731 407	47.2
OCEANIA								
Australia	1954	8 987	*39 065	*23 586	*60.4	*1 258 217	*615 086	*48.9
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.	1955/56	³⁴ 200 200	^{2 35} 1 624 558	^{2 35} 1 141 573	^{2 35} 70.3	22 847 634	...	...

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 XXth International Conference on Public Education.

* Estimated or provisional.

... Data non available.

— Nil or negligible.

R Revised data.

¹ All levels.

² Data dealing with primary and secondary education.

³ Estimate based on the census of 1st July, 1954; for 1952, the estimate was based on the 1936 census.

⁴ Statistics as at 10 November, 1956; concerns only public establishments in the former French zone.

⁵ The number of girl pupils enrolled in public establishments at all levels was 148,456, being a percentage of 32.9.

⁶ The 9,890 pupils (6,878 girls) of the French University and Cultural Mission are included, whatever the level of education in which they are enrolled, with those of primary education.

⁷ Including data relative to secondary and special education, teacher training and agricultural schools.

⁸ Data dealing with pre-primary, primary, secondary and technical education.

⁹ Data dealing with pre-primary and primary education.

¹⁰ Public schools only.

¹¹ Exclusive of part-time teachers.

¹² Statistics as at April, 1956. It should be noted that the numerical figures vary according to the school term in question.

¹³ Including evening schools.

¹⁴ The decrease noted is due to the reorganization of education in 1952.

¹⁵ 1st July 1953.

¹⁶ The figures previously published deal with pre-primary and primary education.

¹⁷ The division has been effected not according to the level of education but according to the category of school.

¹⁸ Statistics for Formosa.

¹⁹ Including 3,478 pupils (849 girls) enrolled in the teaching training courses of the primary schools.

²⁰ Exclusive of nomads and foreigners.

²¹ Number of teaching posts.

²² Exclusive of public rural schools: in 1954-1955, 145 teachers, 12,559 pupils; both teachers and pupils of masculine sex.

²³ Public primary schools only.

²⁴ Estimate as at 1st July, 1949.

²⁵ Exclusive of West Berlin and the Saar.

²⁶ Exclusive of teachers of religion, needlework, etc.

²⁷ Exclusive of the teachers in the primary sections attached to public secondary schools.

²⁸ Including special education.

²⁹ Account taken of schools for young workers and peasants, part-time courses and correspondence courses.

³⁰ No account taken of primary classes attached to secondary schools; account taken of secondary classes attached to primary schools.

³¹ Public and grant-aided schools only.

³² Including part-time teachers.

³³ Including the enrolments in special classes (about 26,000 pupils); secondary classes attached to elementary schools (about 3,000 pupils); regular 7th and 8th-year classes (about 68,000 pupils), 8th to 10th-year optional classes (about 2,000 pupils) and higher classes (about 8,000 pupils) of the 9-year school.

³⁴ 1st April, 1956.

³⁵ Including the teachers of special schools and of schools for adults.

II. TEACHER-TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Teacher training schools at secondary level						Teacher training colleges at higher level					
		Teachers			Enrolment			Teachers			Enrolment		
		Total	Females	% F	Total	Females	% F	Total	Females	% F	Total	Females	% F
AFRICA													
Egypt	1956/57	2 344	688	29.4	27 527	11 965	43.5	476	228	47.9	4 651	1 960	42.1
Ethiopia and Eritrea, Federation of	1956/57	...	...	...	668	...	...	...	...	...	32	...	...
Ghana	1956	...	...	...	2 374	817	30.2	...	...	...	1 177	339	28.8
Liberia	1956/56	...	...	...	...	...	...	...	...	...	80	...	...
Libya	1956/57	94	...	...	1 300	224	17.2	—	—	.	—	—	.
Morocco ¹	1954	...	...	...	232	49	21.1	...	...	...	...	...	...
Sudan	1956/57	255	...	...	490	...	...	—	—	—	—	—	.
Tunisia	1955/56	...	...	...	442	192	43.4	...	...	...	...	...	...
Union of South Africa	1933	540	...	...	8 179	...	...	251	124	49.4	3 889	2 531	65.1
NORTH AMERICA													
Canada	1954/55	...	...	...	...	...	...	² *1 243	² *828	² *66.6	² *12 000	² *9 850	² *82.1
Costa Rica ³	1956	...	...	...	1 476	...	...	...	...	...	714	612	85.7
Cuba ³	1953/54	1 369	1 177	86.0	10 230	9 600	93.8	117	42	35.9	5 021	4 543	90.5
Dominican Republic	1954	...	...	...	319	272	85.3	...	...	...	...	...	...
Guatemala	1954	1 266	474	37.4	7 647	3 477	45.5	10	3	30.0	28	28	100.0
Haiti ⁴	1955/56	48	...	...	224	119	53.1	20	1	5.0	52	18	29.0
Honduras	1956	...	...	...	⁵ 11 272	...	...	...	...	...	...	...	...
Mexico	1954	R *3 606	R *1 290	R *35.8	*24 025	*14 301	*59.5	...	...	...	...	...	...
Nicaragua	1953/54	84	...	...	⁶ 397	...	...	—	—	.	—	—	.
Panama	1954/55	7 67	7 28	7 41.8	1 386	1 078	77.8	—	—	.	—	—	.
Salvador ⁶	1955/56	...	...	...	1 469	972	66.2	77	14	18.9	223	125	56.1
United States	1956	...	...	...	...	...	...	...	...	...	² 211 924	...	...

SOUTH AMERICA													
Argentina	1954	10 882	8 274	76.0	86 009	75 391	87.7	—	—	..	—	—	..
Bolivia	1954	...	...	...	...	...	...	43	...	...	381	226	59.3
Brazil ⁸	1955	*10 581	*6 674	*63.1	*66 210	*57 370	*86.6	*893	*233	*26.1	*4 425	*3 081	*69.6
Chile	1954	...	...	...	6 284	3 516	56.0	...	...	...	...	...	...
Colombia	1956	1 773	995	56.1	14 259	10 884	76.3	—	—	..	—	—	..
Ecuador	1953	R 338	R 143	R 42.3	R 4 465	R 2 573	R 57.6	—	—	..	—	—	..
Paraguay	1955	570	...	...	3 307	3 145	95.1	—	—	..	—	—	..
Peru ²⁵	1954	219	95	43.4	1 827	888	48.6	...	...	...	...	...	...
Surinam	1955/56	...	...	...	536	313	58.4	—	—	..	—	—	..
Uruguay	1955	...	...	...	...	...	...	...	...	...	9 301	...	...
Venezuela	1954/55	R 505	R 220	R 43.6	R 4 721	R 3 762	R 79.7	...	...	...	...	...	...
ASIA													
Afghanistan	1954	43	—	—	801	—	—	—	—	..	—	—	..
Bahrain	1954/55	...	...	...	14	—	—	—	—	..	—	—	..
Ceylon ¹⁰	1956	227	71	31.3	2 829	1 463	51.7	—	—	..	—	—	..
China													
People's Republic of	1955/56	...	...	...	218 991	...	...	...	...	...	61 212	...	...
Republic of ¹¹	1956/57	732	207	28.3	6 983	3 179	45.6	...	...	...	2 401	882	36.7
India	1955/56	...	...	...	90 332	25 716	28.5	...	...	...	14 382	4 354	30.3
Indonesia ¹²	1955/56	10 994	...	...	189 919	...	...	726	...	...	13 4 399	...	...
Iran	1956/57	—	—	..	—	—	—	1 044	...	...	11 481	...	...
Iraq	1956/57	...	...	...	4 663	1 152	24.7	...	...	...	...	...	...
Israel	1956	...	...	...	...	...	...	^{2 14} 573	...	...	² 4 174	...	...
Jordan	1955/56	19	7	36.8	112	20	17.9	14	7	50.0	139	71	51.1
Korea, Republic of	1956	...	...	...	13 443	...	...	...	...	...	8 725	...	...
Kuwait	1954	3	3	100.0	10	10	100.0	—	—	..	—	—	..
Laos	1956/57	⁵ 105	...	...	199	...	*31.0	—	—	..	—	—	..
Lebanon	1956/57	35	...	...	248	...	...	—	—	..	—	—	..
Malaya, Federation of	1954	...	...	...	5 984	2 175	36.4	...	...	...	445	209	47.0
Nepal	1954	8	—	—	82	2	2.4	—	—	..	—	—	..
Pakistan	1953	...	...	...	7 500	...	...	...	...	...	1 500	...	...
Philippines	1954/55	¹⁵ 1	¹⁵ 1	¹⁵ 100.0	¹⁵ 30	¹⁵ 13	¹⁵ 43.3	...	...	...	38 616	29 628	76.7
Saudi Arabia	1954	102	—	—	1 250	—	—	...	...	...	...	...	...
Syria	1955/56	158	...	...	1 233	530	43.0	...	...	...	...	...	...
Thailand	1956	...	...	...	...	...	...	^{2 16} 559	^{2 16} 258	^{2 16} 46.2	² 8 517	² 3 852	² 45.2

TEACHER-TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	Year	Teacher training schools at secondary level						Teacher training colleges at higher level					
		Teachers			Enrolment			Teachers			Enrolment		
		Total	Females	% F	Total	Females	% F	Total	Females	% F	Total	Females	% F
Turkey	1952/53	722	195	27.0	14 717	1 775	12.1	196	51	26.0	1 285	570	44.4
Vietnam	1956/57	102	18	17.6	879	292	33.2	51	2	3.9	126	46	36.5
Yemen	1956	16	...	...	50	...	...	—	—	.	—	—	.
EUROPE													
Albania	1954/55	79	27	34.2	2 050	671	32.7	33	2	6.1	347	100	28.8
Austria	1956/57	¹⁸ 682	¹⁸ 329	¹⁸ 48.2	5 272	3 407	64.6	...	...	...	...	...	...
Belgium	1956/57	...	...	...	...	...	...	...	...	...	² 20 462	...	...
Bulgaria	1954/55	604	...	...	10 350	...	...	259	...	...	4 435	...	...
Czechoslovakia	1956	...	...	...	²³ 18 250	²³ 16 181	²³ 88.7	...	...	...	²³ 5 966	²³ 3 589	²³ 60.2
Denmark	1954/55	...	...	...	101	101	100.0	² 237	² 53	² 22.4	4 994	2 387	47.8
Finland	1955/56	¹⁹ 181	...	...	¹⁹ 2 262	¹⁹ 896	¹⁹ 39.6	182	...	...	2 690	1 219	45.3
France	1954/55	...	...	...	...	...	...	...	...	...	1 682	698	41.5
Germany													
Democratic Republic of	1955/56	...	...	...	...	...	...	...	...	...	5 247	3 268	62.3
Federal Republic of ¹⁷	1955/56	—	—	.	—	—	.	¹⁸ 2 278	¹⁸ 617	¹⁸ 27.1	18 421	9 636	52.3
West Berlin	1955/56	—	—	.	—	—	.	¹⁸ 188	¹⁸ 43	¹⁸ 22.9	1 125	639	56.8
Greece	1954/55	R 10	R 10	R 100.0	R 143	R 143	R 100.0	R *189	...	...	R 3 334	...	...
Hungary	1954/55	974	479	49.2	9 564	*7 275	*76.1	360	114	31.7	1 984	1 082	54.5
Iceland	1954	41	10	24.4	142	64	45.1	—	—	—	—	—	.
Ireland	1954/55	46	30	65.2	516	330	64.0	103	57	55.3	888	616	69.4
Italy	1954/55	10 289	6 624	64.4	107 472	90 374	84.1	...	...	...	3 876	2 418	62.4
Luxembourg	1954/55	...	...	...	197	113	57.4	—	—	.	—	—	.
Netherlands ²¹	1955/56	...	...	...	7 205	7 205	100.0	...	...	...	²² 15 374	²² 7 722	²² 50.2
Norway ²⁰	1954/55	317	92	29.0	2 194	1 103	50.3	156	...	...	1 060	719	67.8
Poland	1955/56	...	...	...	60 037	50 992	84.9	...	...	...	3 733	1 887	50.5
Portugal	1954/55	...	...	...	2 721	2 393	87.9	...	...	...	124	49	39.5

Rumania	1954/55	...	...	...	13 079	9 188	70.3	...	...	...	1 586	808	50.9
Spain	1954/55	1 348	...	...	25 213	17 114	67.9	—	—	.			
Sweden	1954/55	...	...	...	...	...	...	...	...	...	² R 6 591	² R 4 147	² R 62.9
United Kingdom													
England and Wales	1954/55	—	—	.	—	—	.	2 300	1 620	70.4	24 884	19 306	77.6
Northern Ireland	1954/55	—	—	.	—	—	.	...	...	...	1 519	974	64.1
Scotland ²⁰	1955	—	—	.	—	—	.	...	...	...	3 796	3 112	82.0
Yugoslavia	1955/56	¹⁸ 1 569	¹⁸ 635	¹⁸ 40.5	20 499	13 727	67.0	...	...	...	6 964	2 761	39.6
OCEANIA													
Australia	1954	—	—	.	—	—	.	511	190	37.2	7 866	4 611	58.6
New Zealand	1956	—	—	.	—	—	.	...	...	...	3 605	2 359	65.4
U.S.S.R.													
U.S.S.R.	1954/55	...	...	...	²⁴ 234 562	...	...	...	...	...	²⁴ 554 408	...	...

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 XXth International Conference on Public Education.

Remark: The statistics of teacher training at higher level do not take into account the pedagogical teaching given in the universities.

* Estimated or provisional.

.. Data non available.

R Revised data.

— Nil or negligible.

. Not applicable.

¹ Statistics dealing with the former French zone.

² Data dealing with teacher training at secondary and at higher level.

³ In the preceding yearbook, the data given for Costa Rica deal with Cuba.

⁴ Statistics as at April, 1956. It should be noted that the numerical data varies according to the school term in question.

⁵ Data dealing with all education at secondary level: general secondary, vocational and teacher training.

⁶ No official statistical source gives any information on the subject of the numerical decrease.

⁷ Including teachers of the secondary courses attached to the public teacher training school but exclusive of the teacher training courses attached to the public secondary schools.

⁸ In the preceding yearbook, the data dealing with teacher training at higher level were included in the statistics for higher education.

⁹ National Institute of Education only.

¹⁰ The data given in the preceding yearbook dealt with teacher training at secondary level and not with that at higher level. The number of teachers given probably included part-time teachers.

¹¹ Statistics for Formosa.

¹² For teacher training at secondary level, out of 856 institutions no account is taken of 135 institutions with regard to the number of teachers or of 136 institutions with regard to the number of pupils; for teacher training at higher level, no account is taken of 8 institutions out of 104.

¹³ Exclusive of 1,435 students (of whom 408 are women) in the faculties of education.

¹⁴ Number of teaching posts.

¹⁵ Data for private education are included in those for general secondary education.

¹⁶ Exclusive of part-time teachers.

¹⁷ Exclusive of West Berlin and the Saar.

¹⁸ Including part-time teachers.

¹⁹ In addition, there are 31 teachers and 111 students in the training colleges for kindergarten teachers.

²⁰ Public institutions only.

²¹ In the preceding yearbook, the data deal with both secondary and higher level.

²² Training colleges for primary teachers only.

²³ Exclusive of enrolments in evening courses and correspondence courses.

²⁴ Including enrolments in evening courses and correspondence courses.

²⁵ In the 1956 Yearbook, the data concern public establishments only.

III. SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
AFRICA							
Egypt	1956/57	3 206	551	17.2	42 363	7 322	17.3
Ethiopia and Eritrea, Fed. of	1956/57	¹ 3 723	¹ 460	¹ 12.4	1 435	² 502	² 10.6
Ghana	1956	243	19	7.8	3 330	465	14.0
Liberia	1955/56	...	...	...	233	...	...
Libya	1956/57	85	...	...	873	79	9.0
Morocco	1956/57	...	...	...	³ 19 100	...	...
Sudan	1956/57	189	...	...	1 940	...	...
Tunisia	1955/56	...	...	...	⁴ 14 932	⁴ 7 034	⁴ 47.1
Union of South Africa	1953	...	...	...	⁵ 64 796	...	...
NORTH AMERICA							
Canada	1954/55	⁷ *110 000	...	...	⁶ 533 830	⁶ *270 000	⁶ *50.6
Costa Rica	1956	148	36	24.3	2 999	1 148	38.3
Cuba	1953/54	1 699	520	30.6	17 553	6 489	37.0
Dominican Republic	1956	...	...	...	10 116	6 073	60.0
Guatemala	1955	871	342	39.3	8 473	4 395	51.9
Haiti ⁸	1955/56	324	...	...	3 100	857	27.6
Honduras	1956	...	...	...	² 11 272	...	...
Mexico	1953	3 915	1 465	37.4	34 367	16 288	47.4
Nicaragua ⁹	1953/54	175	...	...	3 383	...	...
Panama	1954/55	473	286	60.5	8 580	6 100	71.1
Puerto Rico	1954/55	...	...	...	89 511	41 950	46.9
Salvador	1955/56	...	...	...	¹⁰ 5 236	⁹ 2 476	⁹ 55.8
United States	1955	...	...	...	⁶ 8 276 300	...	...
SOUTH AMERICA							
Argentina	1954	25 542	11 437	44.8	216 343	102 821	47.5
Bolivia	1954	407	...	...	5 086	3 116	61.3
Brazil ¹¹	1955/56	*14 595	*3 450	*23.6	*129 441	*34 955	*27.0
Chile ¹²	1954	...	...	...	30 988	15 189	49.0
Colombia	1956	4 106	1 806	44.0	42 669	25 017	58.6
Ecuador	1953/54	^R 1 014	467	46.1	11 097	7 574	68.3
Paraguay ⁹	1955	764	...	...	7 224	1 705	23.6
Peru	1954	2 381	983	41.3	17 148	7 026	41.0
Surinam	1955/56	...	...	...	¹³ 894	¹³ 248	¹³ 27.7
Uruguay	1955	...	...	...	14 651	5 864	40.0
Venezuela	1954/55	...	...	...	^R 9 369	^R 5 550	^R 59.2
ASIA							
Afghanistan	1954	178	—	—	^R 2 452	—	—
Bahrain	1954/55	12	—	—	83	—	—
Ceylon	1954	97	31	32.0	2 024	914	45.2
China							
People's Republic of	1955/56	...	...	...	⁶ 3 899 626	...	...
Republic of ¹⁴	1956/57	5 326	764	14.3	65 903	14 497	22.0
India	1955/56	...	...	...	334 693	58 086	17.4
Indonesia	1955/56	¹⁵ 8 945	...	...	¹⁵ 106 094	...	...

SECONDARY VOCATIONAL EDUCATION
NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
Iran	1954/55	268	...	...	4 383	...	...
Iraq	1956/57	...	...	...	1 944	...	...
Israel	1955	¹⁰ 999	...	...	10 138	3 077	30.4
Japan	1956/57	⁶ 291 332	⁶ 60 913	⁶ 20.9	¹⁷ 917 945	¹⁷ 361 028	¹⁷ 39.3
Jordan ¹⁸	1955/56	32	—	—	326	—	—
Korea, Republic of	1956	...	...	...	118 881	...	...
Kuwait	1954/55	¹⁹ 51	—	—	¹⁷ 285	—	—
Laos	1956/57	...	...	...	169	...	...
Lebanon ²⁰	1956/57	96	...	...	748	...	...
Malaya Federation of	1954	² 2 531	² 733	² 29.0	4 197	1 052	25.1
Nepal	1954	15	—	—	112	—	—
Philippines	1954/55	...	...	...	57 104	16 314	28.7
Saudi Arabia	1952	12	—	—	60	—	—
Syria	1955/56	257	...	...	3 368	865	25.7
Thailand	1956	2 875	1 032	35.9	55 634	18 306	32.9
Turkey	1952/53	3 667	1 326	36.2	36 114	10 555	29.2
Union of Borma	1954/55	122	11	9.0	²¹ R 5 570	²¹ R 530	²¹ R 9.5
Vietnam	1956/57	340	...	...	6 241	2 135	34.2
Yemen	1956	210	...	...	1 252	...	...
EUROPE							
Albania	1954/55	...	...	...	4 202	719	17.1
Austria ²⁵	1956/57	3 325	*1 340	*40.3	43 939	24 681	56.2
Belgium	1956/57	...	...	...	259 214	...	...
Bulgaria	1956/57	...	...	...	68 593	...	...
Czechoslovakia	1956	...	...	...	126 087	...	...
Denmark ²⁶	1954/55	...	...	...	²⁷ 41 031	²⁷ 20 278	²⁷ 49.4
Finland	1955/56	¹⁹ 3 719	...	...	35 491	...	...
France ^{12 20}	1954/55	...	...	...	¹⁷ 297 550	¹⁷ 119 550	¹⁷ 40.2
Germany							
Democratic Republic	1955/56	4 078	...	...	²² 49 132	²² 18 154	²² 36.9
Federal Republic ^{23 24}	1955/56	¹⁹ 33 611	¹⁹ 13 050	¹⁹ 38.8	2 511 637	1 129 115	45.0
West Berlin ²⁴	1955/56	¹⁹ 1 951	¹⁹ 864	¹⁹ 44.3	91 671	42 429	46.3
Greece	1954/55	R *2 030	...	...	R 36 197	...	...
Hungary	1956/57	...	...	...	⁶ 125 501	...	...
Iceland	1954	¹⁹ 92	¹⁹ 44	¹⁹ 47.8	¹⁷ R 2 883	...	...
Ireland	1055/56	...	...	...	¹⁷ 21 338	...	...
Italy	1954/55	59 386	30 102	50.7	704 367	217 244	30.8
Luxembourg	1954/55	...	...	...	¹⁷ 2 236	¹⁷ 1 458	¹⁷ 65.2
Monaco	1954/55	14	12	85.7	*237	*187	*78.9
Netherlands ²⁹	1955/56	...	...	...	³⁰ 169 592	³⁰ 78 035	³⁰ 46.0
Norway ²⁰	1954/55	¹⁹ 2 141	...	...	²⁸ 47 534	...	...
Poland	1955/56	...	...	...	³¹ 278 305	...	...
Portugal	1954	...	...	...	45 946	...	...
Rumania	1956/57	8 389	...	...	127 241	...	...
Spain	1954/55	...	...	...	157 513	...	...
Sweden	1954/55	...	...	...	¹⁷ 37 081	...	...
United Kingdom							
England and Wales ⁶	1954/55	109 443	50 619	46.3	2 184 183	1 079 256	49.7
Northern Ireland	1954/55	...	...	...	6 069	2 564	42.2
Yugoslavia	1955/56	¹⁹ 8 220	¹⁹ 2 835	¹⁹ 34.5	183 170	53 125	29.0

SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
OCEANIA							
Australia	1954	*3 690	...	...	³² *77 900	...	...
New Zealand ⁶	1956	4 293	1 646	38.3	¹⁷ 92 419	17 45 171	17 48.9
U.S.S.R.							
U.S.S.R.	1955/56	...	...	...	²⁷ 1 173 200	...	...

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 XXth International Conference on Public Education.

* Estimated or provisional.

... Data non available.

— Nil or negligible.

R Revised data.

¹ All levels.

² All education at secondary level : secondary, vocational, teacher training.

³ Data dealing with the former French zone and with the classes controlled by the Service of Technical Education.

⁴ The 9,890 pupils (6,878 girls) of the French University and Cultural Mission are included with those of primary education.

⁵ No account taken of agricultural schools. Average number of pupils, including those taking half-time courses.

⁶ Secondary and vocational education.

⁷ Including pre-primary, primary and vocational education.

⁸ Statistics as at April, 1956. It should be noted that the numerical data varies according to the school term in question.

⁹ Commercial schools only.

¹⁰ In the preceding yearbook, statistics were given for commercial schools only.

¹¹ No account taken of technical medical schools.

¹² No account taken of technical agricultural schools.

¹³ Including 246 pupils attending evening courses but not including the enrolment of a public agricultural school.

¹⁴ Statistics for Formosa.

¹⁵ No account taken of schools dependent on a ministry other than that of Education. Moreover, out of 763 institutions no account taken of 79 with regard to the number of teachers nor of 80 with regard to the number of pupils.

¹⁶ Number of teaching posts.

¹⁷ Exclusive of pupils taking part-time courses.

¹⁸ No account taken of commercial courses depending on the Ministry of Education or of the schools of the Ministry of Agriculture.

¹⁹ Exclusive of part-time teachers.

²⁰ Public institutions only.

²¹ Pupils attending part-time courses.

²² Exclusive of pupils taking evening courses and correspondence courses.

²³ Exclusive of West Berlin and the Saar.

²⁴ Including the *Berufsschulen*.

²⁵ Exclusive of the *Berufsschulen*.

²⁶ No account taken of technical schools.

²⁷ Including pupils attending part-time courses.

²⁸ Account taken of some private schools.

²⁹ No account taken of midwifery schools or of apprenticeship centres.

³⁰ Exclusive of 231,922 pupils (93,825 girls) attending part-time courses.

³¹ Exclusive of pupils who, while being employed, are given vocational training.

³² Technical colleges; the majority of pupils take part-time courses.

IV. SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
AFRICA							
Egypt	1956/57	23 889	4 014	16.8	427 396	93 952	22.0
Ethiopia and Eritrea, Federation of	1956/57	...	...	...	2 628	¹ 502	¹ 10.6
Ghana ²	1956	4 272	777	18.2	126 677	28 738	22.7
Liberia ³	1955/56	1 662	712	42.8	49 772	13 049	26.2
Libya	1956/57	305	...	...	4 229	84	2.0
Morocco ⁴	1956/57	...	...	...	26 427	...	⁵ ...
Sudan	1956/57	270	...	...	5 560	440	7.9
Tunisia ⁶	1955/56	...	...	...	*26 700	*5 300	*20.0
Union of South Africa ^{3 7}	1953	55 127	27 127	49.2	1 789 457	895 167	50.0
NORTH AMERICA							
Canada ⁸	1954/55	³ *110 000	...	...	533 830	*270 000	*50.6
Costa Rica	1956	⁹ 1 263	⁹ 661	⁹ 52.3	¹⁰ 16 623	¹⁰ 8 208	¹⁰ 49.4
Cuba	1953/54	2 041	1 031	50.5	30 076	13 049	43.4
Dominican Republic	1956	...	...	...	9 510	4 710	49.5
Guatemala ¹¹	1955	1 642	525	32.0	10 679	3 769	35.3
Haiti ¹²	1955/56	981	...	...	11 747	4 383	37.3
Honduras	1956	...	...	...	¹ 11 272	...	...
Mexico	1953	12 816	3 559	27.8	88 492	26 954	30.5
Nicaragua	1953/54	492	...	...	3 781	...	...
Panama	1954	562	R 302	R 53.7	14 253	6 143	43.1
Puerto Rico	1954/55	¹³ 3 477	¹³ 2 336	¹³ 67.2	142 159	70 239	49.4
Salvador	1955/56	...	...	...	12 816	5 440	42.4
United States	1955	...	...	...	⁸ 8 276 300	...	...
SOUTH AMERICA							
Argentina	1954	15 948	8 585	53.8	102 742	33 910	33.0
Bolivia	1954	1 804	...	...	26 645	8 438	31.7
Brazil	1955/56	*39 071	*15 937	*40.8	*573 764	*261 768	*45.6
Chile	1954	...	...	...	105 852	54 255	51.3
Colombia	1956	8 088	2 488	30.8	93 349	30 456	32.6
Ecuador	1953/54	2 269	619	27.3	22 899	6 568	28.7
Paraguay	1955	724	...	...	¹⁴ 4 941	1 696	34.3
Peru	1954	5 951	2 025	34.0	87 423	31 527	36.1
Surinam	1955/56	129	...	...	3 237	1 336	41.3
Uruguay	1955	...	...	...	49 104	26 077	53.1
Venezuela	1954/55	R 2 532	R 804	R 31.8	R 23 163	R 7 541	R 32.6
ASIA							
Afghanistan	1954	207	36	17.4	3 576	648	18.1
Bahrein	1954/55	¹¹ 29	¹¹ 4	¹¹ 13.8	327	22	6.7
Cambodia ⁶	1954/55	...	...	...	¹¹ 4 202	...	...
Ceylon	1956	12 357	5 732	46.4	¹⁵ *308 000	¹⁵ *130 000	¹⁵ *42.2

SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
China							
People's Republic of	1955/56	...	...	...	⁸ 3 899 626	...	...
Republic of ^{14a}	1956/57	9 563	1 881	19.7	170 940	55 215	32.3
India	1955/56	¹⁵ 388 188	¹⁵ 58 929	¹⁵ 17.4	6 809 680	1 340 013	19.7
Indonesia ¹⁶	1955/56	19 776	...	...	340 830	...	...
Iran ⁶	1956/57	7 177	...	...	161 506	...	...
Iraq ⁶	1956/57	2 176	744	24.2	46 998	11 196	23.8
Israel	1955	⁹ 1 935	...	...	20 380	*10 700	*52.5
Japan	1956/57	⁸ 291 332	⁸ 60 913	⁸ 20.9	¹⁷ 7 145 328	¹⁷ 3 562 395	¹⁷ 49.9
Jordan	1955/56	¹⁸ 6 479	¹⁸ 2 124	¹⁸ 32.8	35 149	6 132	17.4
Korea, Republic of	1956	...	...	...	612 585	...	...
Kuwait	1954	79	15	19.0	679	102	15.0
Laos	1956/57	¹ 105	...	...	1 888	...	...
Lebanon	1955/56	¹⁸ 9 017	...	...	¹⁹ 29 962	...	...
Malaya, Federation of	1954	¹ 2 531	¹ 733	¹ 29.0	68 485	20 265	29.6
Nepal	1954	R 2 246	R 56	2.5	R 46 105	R 2 137	4.6
Pakistan	1954	...	...	...	R 1 264 105	R 132 020	R 10.4
Philippines	1954/55	...	...	...	556 203	250 091	45.0
Saudi Arabia	1952	248	—	—	2 218	—	—
Syria	1955/56	3 941	...	...	63 435	14 934	23.5
Thailand	1956	11 858	5 156	43.5	335 063	113 034	33.7
Turkey	1952/53	7 169	3 243	45.2	110 796	27 227	24.6
Union of Burma	1954/55	⁶ 6 118	⁶ 3 246	⁶ 53.1	285 160	117 997	41.4
Vietnam	1956/57	²¹ 3 375	536	15.9	69 565	22 695	32.6
Yemen	1956	69	...	...	296	...	...
EUROPE							
Albania	1954/55	...	...	...	2 356	806	34.2
Austria	1956/57	...	...	...	80 316	30 286	37.7
Belgium	1956/57	...	...	...	155 745	...	...
Bulgaria	1955	...	...	...	³ 1 123 171	...	...
Czechoslovakia	1956	...	...	...	76 523	41 512	54.2
Denmark	1954/55	8 283	2 916	35.2	118 515	60 483	51.0
Finland	1955/56	²¹ 6 863	²¹ 3 978	²¹ 58.0	R 5 585	76 565	57.1
France	1954/55	...	...	...	²² 1 000 922	²² 513 358	²² 51.3
Germany							
Democratic Republic	1955/56	7 517	...	...	128 400	...	...
Federal Republic ²⁰	1956/57	³ 183 352	³ 71 794	³ 39.2	1 208 585	538 529	44.6
West Berlin	1956/57	...	...	...	68 689	33 736	49.1
Greece	1954/55	5 298	...	...	196 207	...	...
Hungary	1956/57	...	...	...	⁸ 125 501	...	...
Iceland	1954	³ 890	³ 222	³ 24.9	R 5 585	...	...
Ireland	1955/56	4 739	...	...	²³ 61 974	...	...
Italy	1954/55	56 686	32 037	56.5	651 489	261 857	40.2
Liechtenstein	1955/56	...	...	...	474	213	44.9
Luxembourg	1954/55	...	...	...	4 287	1 602	37.4
Monaco	1954/55	¹³ 57	¹³ 28	¹³ 49.1	786	407	51.8
Netherlands ²⁵	1955/56	...	...	...	276 555	126 431	45.7
Norway ⁶	1954/55	¹³ 2 779	¹³ 526	¹³ 18.9	²⁴ 46 505	²⁴ 21 999	²⁴ 47.3
Poland	1955/56	...	...	...	201 421	118 207	58.7
Portugal	1954	...	...	...	62 680	26 691	47.4

SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS
(continued)

Country	Year	Teachers			Pupils		
		Total	Females	% F	Total	Girls	% G
Rumania ²⁶	1956/57	¹¹ 8 687	...	...	144 947	72 147	49.8
San Marino	1954/55	21	5	23.8	190	51	26.8
Spain	1954/55	...	...	...	292 503	108 699	37.2
Sweden	1954/55	¹³ R 8 000	¹³ R 3 610	¹³ R 45.1	²³ R *166 807	²³ R * 91 394	²³ R *54.8
Switzerland ⁶	1953/54	¹³ R 4 990	¹³ R 921	¹³ R 18.5	R 98 605	R 44 878	R 45.5
United Kingdom							
England and							
Wales ^{8 27}	1954/55	109 443	50 619	46.3	2 184 183	1 079 256	49.4
Northern Ireland	1954/55	¹³ R 1 803	¹³ R 827	¹³ R 45.9	36 074	17 506	48.5
Scotland ⁶	1955	13 515	^{27a} 5 742	42.5	232 112	114 624	49.4
Yugoslavia	1955/56	¹³ 22 641	¹³ 10 807	¹³ 47.7	576 379	248 027	43.0
OCEANIA							
Australia	1954	*15 274	*6 628	*43.4	*348 701	*167 457	*48.0
New Zealand	1956	⁸ 4 293	⁸ 1 646	⁸ 38.3	¹⁷ 92 419	¹⁷ 45 171	¹⁷ 48.9
U.S.S.R.							
U.S.S.R.	1955/56	³²⁸ 1 624 558	³²⁸ 1 141 573	³²⁸ 70.3	5 253 070	...	...

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 XXth International Conference on Public Education.

* Estimated or provisional.

... Data non available.

— Nil or negligible.

R Revised data.

¹ Data dealing with secondary education, and with vocational education and teacher training at secondary level.

² Account taken of intermediate schools.

³ Data dealing with primary and secondary education.

⁴ Statistics as at 10 November, 1956; concerns only public establishments in the former French zone.

⁵ Taking all levels into consideration, the percentage of enrolment for girls is 32.9.

⁶ Public establishments only.

⁷ Data relative to special education, teacher training and agricultural schools.

⁸ Data dealing with secondary and vocational education.

⁹ Number of teaching posts.

¹⁰ Including evening courses.

¹¹ Data dealing with secondary education and teacher training.

¹² Statistics as at April, 1956. It should be noted that the numerical figures vary according to the term in question.

¹³ Exclusive of part-time teachers.

¹⁴ The figures previously published deal also with commercial schools.

^{14a} Statistics for Formosa.

¹⁵ The division has been effected not according to the level of education but according to the category of school.

¹⁶ Out of a total of 2,668 institutions, exclusive of data relative to 1,244 of them with regard to teachers and 1,242 with regard to pupils.

¹⁷ Exclusive of pupils taking part-time courses.

¹⁸ Pre-primary, primary and secondary levels.

¹⁹ In the preceding yearbook, the data did not include the enrolment in senior primary schools.

²⁰ Exclusive of West Berlin and the Saar.

²¹ Including part-time teachers.

²² Including the pupils of the technical sections attached to secondary schools (lycées and collèges) and complementary courses.

²³ No account taken of secondary classes attached to primary schools.

²⁴ Account taken of some private schools.

²⁵ No account taken of seminaries.

²⁶ Account taken of schools for young workers and peasants, part-time courses and correspondence courses.

²⁷ No account taken of secondary classes attached to primary schools; account taken of primary classes attached to secondary schools.

^{27a} In the preceding yearbook, instead of 9,641 women teachers read 5,641, making a percentage of 42.5 instead of 72.7 as stated.

²⁸ Including the teachers of special schools and of schools for adults.

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	Year	Teachers			Students		
		Total	Females	% F	Total	Females	% F
AFRICA							
Egypt	1956/57	...	...	...	¹ 101 086	8 324	8.2
Ethiopia and Eritrea, Fed. of	1956/57	...	...	...	434	² 16	² 3.4
Ghana	1954	...	...	...	³ 758	...	...
Liberia	1954/55	...	...	...	227	...	...
Libya	1956/57	10	...	...	71	—	—
Morocco ⁴	1954	...	...	...	1 897	...	...
Sudan	1956/57	...	...	...	802	...	...
Tunisia	1955/56	...	...	...	⁵ 2 374	⁵ 397	⁵ 16.7
Union of South Africa ⁶	1953	⁷ 2 032	...	...	⁶ ⁸ 20 063	...	...
NORTH AMERICA							
Canada	1956/57	...	...	...	75 993	16 632	21.9
Costa Rica	1956	⁹ 226	⁹ 15	⁹ 6.4	1 938	576	29.7
Cuba ¹⁰	1953/54	594	44	7.4	14 821	3 958	26.7
Dominican Republic	1954	...	...	...	3 009	...	...
Guatemala	1954	550	5	0.9	3 379	...	...
Haiti ¹¹	1955/56	207	2	0.5	835	60	7.2
Honduras	1956	169	...	...	1 137	...	...
Mexico	1953	5 414	...	...	27 232	4 738	17.4
Nicaragua	1953/54	...	...	...	1 078	...	...
Panama	1954/55	119	16	13.4	1 955	902	46.1
Puerto Rico	1954/55	¹² 1 136	409	36.0	15 191	6 828	44.9
Salvador	1955/56	262	36	13.7	1 256	298	23.7
United States	1956	...	...	...	2 228 339	...	...
SOUTH AMERICA							
Argentina	1954	R 4 660	R 563	R 12.1	R 141 893	R 39 625	27.9
Brazil	1955/56	*11 875	*1 316	*11.1	*68 227	*15 200	*22.3
Colombia	1956	3 158	255	8.1	14 673	2 666	18.2
Ecuador	1953/54	R 585	R 6	R 1.0	R 5 093	R 896	R 17.6
Paraguay ¹³	1954	226	...	...	2 110	...	...
Peru	1954	...	...	...	15 704	2 511	16.0
Surinam	1955/56	...	...	...	198	51	25.8
Uruguay	1953	...	...	...	R 11 369	...	...
Venezuela	1953/54	1 101	47	4.3	7 148	1 502	21.0
ASIA							
Afghanistan	1954	69	—	—	682	53	7.8
Cambodia ¹⁴	1954/55	17	1	5.9	118	—	—
Ceylon	1956	278	...	...	4 516	...	...
China	...	...	...	...	...	...	...
People's Republic of	1954	...	...	...	205 000	...	...
Republic of ¹⁵	1956/57	² 1 910	² 793	² 41.5	20 205	3 014	14.9
India	1955/56	...	...	...	721 657	92 236	12.8

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS
(EXCLUDING TEACHER-TRAINING COLLEGES)
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	Year	Teachers			Students		
		Total	Females	% F	Total	Females	% F
Indonesia ¹⁶	1955/56	2 465	...	...	26 581	...	...
Iran	1954/55	421	13	3.1	8 273	...	...
Iraq	1955/56	309	70	22.7	5 445	1 215	22.3
Israel	1955	...	...	...	5 804	1 298	22.4
Japan	1956/57	¹⁷ 46 631	¹⁷ 4 173	¹⁷ 8.9	¹⁷ 642 000	¹⁷ 116 000	¹⁷ 18.1
Korea, Republic of	1956	...	...	...	75 430	...	...
Lebanon ¹⁸	1956/57	52	...	...	233	...	...
Malaya, Federation of	1954	...	—	—	356	1	0.3
Mongolia, People's Republic of	1952	...	...	...	*1 300	*310	23.8
Nepal	1954	¹⁹ 86	¹⁹ 2	¹⁹ 2.3	¹⁹ 915	¹⁹ 42	¹⁹ 4.6
Pakistan	1956	...	...	...	² 87 565	...	...
Philippines	1954/55	...	...	...	*218 000	...	...
Saudi Arabia	1952	18	—	—	113	—	—
Syria	1955/56	...	...	...	5 190	867	16.7
Thailand	1956	²⁰ 731	²⁰ 258	²⁰ 35.3	28 662	6 601	23.0
Turkey	1952/53	1 105	106	9.6	23 102	4 054	17.5
Union of Burma	1954/55	479	181	37.8	7 389	1 739	23.5
Vietnam	1956/57	366	...	...	4 631	*730	*15.8
EUROPE							
Albania	1954/55	74	10	13.5	876	103	11.8
Austria	1956/57	2 537	...	...	22 850	4 863	21.3
Belgium	1956/57	...	...	...	25 169	...	...
Bulgaria	1956/57	2 889	...	...	²² 37 459	...	...
Czechoslovakia	1956	...	...	...	46 830	11 341	24.2
Denmark	1954/55	814	...	...	12 647	2 555	20.2
Finland ²⁴	1955/56	⁷ 1 603	...	...	15 502	6 397	41.2
France ²⁵	1954/55	...	...	...	150 096	55 048	36.7
Germany							
Democratic Republic	1955/56	*2 200	...	...	54 901	14 332	26.2
Federal Republic ²¹	1955/56	...	...	...	126 932	23 178	18.3
West Berlin	1956/57	...	...	...	17 332	4 065	23.5
Greece	1954/55	515	...	...	16 682	...	...
Hungary	1956/57	...	...	...	28 885	...	...
Iceland	1954	68	1	1.5	750	...	...
Ireland	1954/55	680	137	20.1	9 411	...	...
Italy ²⁶	1954/55	...	...	...	208 772	53 866	25.8
Luxembourg	1954/55	...	...	...	71	19	26.8
Netherlands ²⁸	1955/56	...	...	...	29 397	5 132	17.5
Norway ²⁷	1955/56	803	52	6.5	5 347	...	...
Poland	1955/56	...	...	...	²⁰ 130 822	²⁹ 42 491	²⁹ 32.5
Portugal	1954	...	...	...	17 866	4 639	26.0
Rumania	1956/57	...	...	...	56 170	...	...
Spain	1954/55	...	...	...	²³ 85 508	...	...
Sweden	1954/55	1 695	44	2.6	20 801	5 740	27.6
Switzerland	1956/57	...	...	...	15 539	2 326	15.0

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS
(EXCLUDING TEACHER-TRAINING COLLEGES)
NUMBER OF TEACHERS AND STUDENTS
(continued)

Country	Year	Teachers			Students		
		Total	Females	% F	Total	Females	% F
United Kingdom							
England and Wales	1954/55	8 032	...	...	67 562	16 582	24.5
Northern Ireland	1954/55	296	...	...	³¹ 2 198	³¹ 589	³¹ 26.8
Scotland ¹⁴	1953/54	³⁰ 1 761	...	...	³¹ 13 998	³¹ 3 744	³¹ 26.7
Yugoslavia	1955/56	¹² 3 738	¹² 718	¹² 19.2	62 686	18 896	30.1
OCEANIA							
Australia ²⁸	1954	3 410	...	...	29 445	6 272	21.3
New Zealand	1956	...	...	...	³² 11 077	³² 2 676	³² 24.2
U.S.S.R.							
U.S.S.R.	1955/56	...	...	...	³³ 1 867 000	...	...

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 XXth International Conference on Public Education.

* Estimated or provisional.

... Data non available.

R Revised data.

— Nil or negligible.

¹ Including the enrolment at the Al Azhar University: 34,155 students.

² Account taken of teacher training at higher level.

³ Exclusive of the enrolment in the education courses at the Institute of Technology.

⁴ Statistics relative to the former French zone.

⁵ No account taken of the Music Conservatory: 431 pupils (30 girls) in 1954-1955.

⁶ No account taken of the University College of Fort Hare which had 339 students at higher level.

⁷ Including part-time teaching staff and assistants.

⁸ Including students attending part-time courses.

⁹ Number of registered teachers.

¹⁰ No account taken of faculties of education.

¹¹ Statistics as at April, 1956. It should be noted that the numerical data varies according to the school term in question.

¹² Exclusive of part-time teachers.

¹³ Exclusive of midwifery schools.

¹⁴ Public institutions only.

¹⁵ Statistics for Formosa. No account taken of 11 colleges or of the Technical Institute.

¹⁶ No account taken of 13 institutions.

¹⁷ Account taken of teacher training at higher level. The number of higher institutions rose from 545 in 1955 to 500 in 1956.

¹⁸ University of Lebanon only.

¹⁹ The figures published in the preceding yearbook include certain data relative to certain establishments for adult education.

²⁰ Exclusive of 744 (119 women) part-time teachers.

²¹ Exclusive of West Berlin and the Saar.

²² Including students taking correspondence courses.

²³ Including 20,856 students in seminaries.

²⁴ No account taken of the Music Academy.

²⁵ Universities only. Exclusive of the higher schools and private institutions.

²⁶ Exclusive of the " scuole di perfezionamento ".

²⁷ Public institutions but account taken of the private Institute of Theology.

²⁸ Universities only.

²⁹ Including students of evening courses.

³⁰ Part-time teachers.

³¹ Exclusive of students taking part-time courses.

³² Exclusive of 34,678 students taking courses of less than a year.

³³ Including the enrolment of education institutes, part-time courses or 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	1964/55	Afghanis	91	7.6	0.51	...	...
Argentina	1964	Pesos	3 350	178.7	35.7	R 2 541	...
Australia	1963/64	Pounds	88	10.0	R 22.4	8	...
Austria	1965/66	Schillings	¹ 1 786	256.1	9.7	1 786	10.4
Bahrain	1963	Indian rupees	5	45.3	9.5	...	...
Belgium	1965	Francs	² 14 600	1 663.2	33.3	9 120	*11.0
Bolivia	1963	Bolivianos	1 142	368.0	1.9	258	4.1
Brazil	1966	Cruzeiros	¹ 4 600	76.9	4.2	³ 4 600	...
Bulgaria	1964	Levas	742	98.9	14.8	47	...
Cambodia	1965	Riels	283	64.9	1.9	...	...
Canada	1963/64	Dollars	584	39.5	41.1	...	...
Ceylon	1965/66	Rupees	¹ 159	18.5	3.9	R 159	...
Chile	1964	Pesos	¹ 8 415	1 305.3	11.9	8 415	13.8
China, Republic of	1964	New Taiwan yuans	580	67.3	6.5	41	...
Colombia	1965	Pesos	⁵ 164	13.0	5.2	68	5.2
Costa Rica	1966	Colons	¹ 45	45.5	8.2	45	...
Cuba	1964	Pesos	¹ 74	13.0	13.0	74	23.0
Denmark	1965/66	Kroner	894	201.4	30.2	464	...
Dominican Republic	1965	Pesos	10	4.2	4.2	9.3	...
Egypt	1966/67	Pounds	¹ 36	1.5	4.3	36	14.0
Ecuador	1966	Sucres	¹ 133	35.0	2.5	133	...
Finland	1965	Markkas	¹ 13 300	3 136.1	13.6	13 300	...
France	1966	Francs	¹ *479 000	*10 974.2	*31.8	*479 000	*12.5
Germany							
Federal Republic and West Berlin	1965	Deutsche Marks	6 003	115.0	27.6	133	0.6
Democratic Republic	1964	Deutsche Marks	2 985	180.0	81.0	1 555	...
Ghana	1964/65	Pounds sterling	8	1.7	4.8	5	...
Greece	1965/66	Drachmas	^{1 6} 1 568	130.3	4.3	1 568	8.0
Guatemala	1965/66	Quetzals	¹ 11	3.4	3.4	11	...
Haiti	1965/66	Gourdes	¹ 16	4.8	1.0	16	12.8
Honduras	1964/65	Lempiras	6	3.7	1.9	R 4	*10.0
Hungary	1963/64	Forints	*3 000	*310.0	*13.0	...	...
Iceland	1966	Kronur	114	708.1	42.5	83	...
India	1965/66	Rupees	1 896	5.0	1.1	7 121	...
Indonesia	1966	Rupiahs	¹ 1 253	14.9	1.3	1 253	...
Iran	1965/66	Rials	¹ 4 218	193.5	6.0	4 218	22.0
Iraq	1966	Dinars	¹ 8	1.6	4.7	8	14.8
Ireland	1965/66	Pounds	15	5.2	14.3	14	...

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	1955/56	Pounds	*87	*49.8	*27.9	38	...
Italy	1956/57	Lire	¹ 306 229	6 342.9	10.1	306 229	...
Japan	1955/56	Yen	371 336	4 167.6	11.6	126 065	12.4
Jordan	1954	Dinars	¹ 1	0.6	1.8	1	14.0
Korea, Republic of	1954	Hwans	6 029	278.0	4.6	...	...
Laos	1956	Kips	139	95.9	2.7	134	11.4
Lebanon	1956	Pounds	¹ 19	13.1	5.9	19	...
Liberia	1954	U.S. dollars	4	3.2	3.2	1.4	...
Libya	1952	Pounds	0.6	0.5	1.4	...	...
Liechtenstein	1954	Swiss francs	0.7	50.9	11.9	0.7	...
Luxembourg	1955/56	Francs	⁸ 252	807.6	16.2	⁸ 252	...
Malaya, Federation of	1954	Malayan Dollars	103	17.5	5.8	91	...
Mexico	1956	Pesos	¹ 896	29.3	2.3	896	...
Monaco	1955/56	French francs	¹ 110	5 500.0	16.0	110	...
Mongolia, People's Rep. of	1951	Tongriques	*49	*50.0	12.5	...	...
Morocco							
Former French zone	1956	Francs	18 417	2 146.5	6.2	...	...
Former Spanish zone	1954	Pesetas	52	51.1	1.2	44	...
Netherlands	1956	Florins (Guilders)	¹ 762	70.0	18.2	762	...
New Zealand	1954/55	Pounds	28	13.4	37.2	...	...
Nicaragua	1953/54	Cordoba	20	17.2	2.4	...	...
Norway	1956/57	Kroner	⁹ 733	211.7	29.6	239	...
Pakistan	1954	Rupees	¹ * 169	*2.1	*0.4	* 169	*4.9
Panama	1955	Balboas	10	10.5	10.5	10	...
Paraguay	1955	Guaranis	146	95.0	^R 1.9	...	...
Peru	1954	Soles	425	46.1	2.3	...	...
Philippines	1954/55	Pesos	¹ ¹⁰ 182	8.5	4.3	¹⁰ 182	...
Poland	1954	Zlotys	^R 9 510	^R *360.0	*90.0	5 139	...
Portugal	1956	Escudos	¹ 658	74.5	2.6	658	...
Puerto Rico	1954	U.S. dollars	48	21.7	21.7	^R 45	...
Rumania	1954	Lei	2 094	121.0	20.6	1 077	...
Salvador	1954	Colons	32	15.0	6.0	20	13.2
Spain	1957	Pesetas	¹ 3 746	127.3	3.0	3 746	8.7
Sudan	1953	Egyptian pounds	3	0.4	1.1	...	...
Surinam	1954	Florins	*6	*25.0	*13.3	5	14.3
Sweden	1955/56	Kroner	¹ 1 065	146.7	27.9	1 065	12.8
Switzerland	1954	Francs	600	121.9	28.0	...	...
Syria	1955/56	Pounds	53	13.7	6.3	53	16.1
Thailand	1956	Bahts	861	41.6	2.0	269	...
Tunisia	1955/56	Francs	¹ 9 902	2 644.1	7.7	9 902	17.3
Turkey	1955/56	Pounds	^R 426	^R 17.7	^R 6.4	...	...
Union of Burma	1955/56	Kyats	¹ 84	4.3	0.9	84	8.0

STATISTICS OF PUBLIC EXPENDITURE OF 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		
Union of South Africa	1954	Pounds	62	4.6	12.9	14	4.9
United Kingdom	1955	Pounds	¹¹ 488	9.5	26.6	¹¹ 329	6.4
United States	1951/52	Dollars	R 8 699	56.3	56.3	R 676	...
Uruguay	1953	Pesos	74	29.3	15.5	...	...
U.S.S.R.	1956	Roubles	¹² 161 500	806.7	201.7	72 600	*60.0
Venezuela	1955/56	Bolivars	^{1 13} 163	28.2	8.4	¹³ 163	6.0
Vietnam	1956/57	Piastres	* 450	*16.9	*0.5	^{14 15} 403	...
Yugoslavia	1954	Dinars	¹ *32 040	*1 855.6	*6.1	*32 040	...

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 XXth International Conference on Public Education.

* Estimated or provisional.

.. Data non available.

R Revised data.

¹ Expenditure by central or federal government only.

² 1953.

³ Ministry of Education and Culture only.

⁴ Statistics for Formosa.

⁵ Expenditure of the government and the departments only.

⁶ Period of 18 months: 1.7.55-31.12.56.

⁷ In the previous yearbook, the data only concerned the budget of the federal government.

⁸ Expenditure relative to primary, secondary and vocational education.

⁹ 1954-1955.

¹⁰ Exclusive of expenditure for higher education.

¹¹ Including expenditure in connection with broadcasting.

¹² Total of expenditure in connection with cultural and social work.

¹³ Ministry of Education only.

¹⁴ 1955-1956.

¹⁵ Including regional budget credits.

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