

1951 REPORT ON FOREIGN EDUCATIONAL SYSTEMS

This is the first of four special volumes covering education in 71 nations of the world including UN states. Contents are based on primary or diplomatic sources therefore authentic..

by

Ben F. Croxson, Jr.

Publisher, International Biographical Record

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NOTE; A Comprehensive Education Chart has been published titled "REVIEW OF THE EDUCATIONAL SYSTEM IN THE SOVIET UNION." Contents are based on diplomatic sources. Price—50 cents each or 3 for \$1.00.

FORWARD

Today many American students are taking courses in foreign affairs. They are constantly seeking new ways to interpret the way of life in other nations. Few of them have taken courses in foreign education or in the way classes are conducted in most of the United Nations or Allied States.

There is great need in the USA for an understanding of Education in many nations especially in the Communist Countries and those nations whose leaders practice dictatorial ways.

As one who has been a keen student of Latin America for many years I can see the need for a comprehensive study of Foreign Educational Methods. For this reason, the present volume is the first of four planned to give Americans an insight into these different systems. The contents are based on primary or diplomatic sources from the countries discussed in the various chapters.

It is the hope of the Editor that many more Professors of Education in the USA will find time to discuss comparative systems of Education in their courses. There is much to be learned from the Soviet Way of Education as there is from the Spanish or Argentine Educational System. The American Way does not build a better man than do any of the rest. Each strives to influence the minds of youth. Each tries to influence the youth of the nation. In the final way of life, the Educational System which teaches fair play and cooperation among all peoples will win out. The national group which tells its youth of other countries' internal affairs will have a better chance of survival in the world.

It may interest my readers to know that a Special Chart on Soviet Education has been compiled by the author based on diplomatic sources. Price--50¢.

Let us all know our neighbors.

Spoken by Ben F. Crowson, Jr., Editor
Box 6188, Washington, D.C.
June 1, 1951 Price per copy--\$1.00.

The first part of the report deals with the general situation of the country and the progress of the work during the year.

The second part contains a detailed account of the work done in each of the various departments.

The third part is devoted to a summary of the results of the work and to the conclusions drawn therefrom.

The fourth part contains a list of the names of the persons who have taken part in the work during the year.

The fifth part is a list of the names of the persons who have been appointed to various positions during the year.

The sixth part is a list of the names of the persons who have been promoted to various positions during the year.

The seventh part is a list of the names of the persons who have been dismissed from various positions during the year.

The eighth part is a list of the names of the persons who have been appointed to various positions during the year.

The ninth part is a list of the names of the persons who have been promoted to various positions during the year.

The tenth part is a list of the names of the persons who have been dismissed from various positions during the year.

The eleventh part is a list of the names of the persons who have been appointed to various positions during the year.

The twelfth part is a list of the names of the persons who have been promoted to various positions during the year.

The thirteenth part is a list of the names of the persons who have been dismissed from various positions during the year.

THE EDUCATIONAL SYSTEM IN AUSTRIA

Austria's resurrection has confronted the Federal Department of Education with the foremost task of familiarizing the Austrian youth and the rest of the population with the democratic way of life by means of a long range educational program, part of which in a negative sense, is the deletion of any vestiges of nazi ideology. The necessary personnel measures were therefore carried out in every field stressing at the same time spiritual renovation. Immediately after the liberation took place, the curricula introduced by the nazis were rescinded in all schools and the Austrian types of schools were re-installed. The newly issued directives on education and tuition establish that appropriate education has to render the Austrian people conscious of the particular character of their nation and state and lead the way to true democracy, humanitarian views and worldmindedness. It took great efforts to substitute new Austrian textbooks for the banned nazi books, to purge teachers' and students' libraries and to publish new youth books promoting the Austrian idea in a manner adapted to youthful readers. Series of obligatory courses were held in each province for the re-education of elementary and junior high school teachers (the term of "junior high school" being used here to describe the Austrian type of "Hauptschule", covering the higher grades of American elementary school and the junior grades of American high school in the age group 10 to 14). The body of secondary school teachers (Mittelschullehre) were organized in study groups and made familiar with the new problems. Meeting of historians and germanists laid down the policy for framing the ideological shape of youth. Similar educational courses were set up for teachers at technical craft schools, commercial schools and vocational schools for women. In all types of schools the wrong nazi principles of physical culture were abolished and for all schools including those at college level a physical education has been established which encompasses the entire human being, its body and its soul, in recognition of the high value such a system has for promoting physical health and building up a strong character. Another way of strengthening the worldmindedness of youth apart from tuition, has been found in promoting exchange of correspondence with

students abroad and in international meetings and camps. The Federal Department for Education takes special care of youths outside the school through a newly established Youth Activity Section (Jugendreferat). An efficient control of youth literature is exercised by granting printing permits only for good youth books; this is an effective weapon against worthless literature. A big literary contest open for youthful participants, brought good results. The refounded Association for Young People's Lodges (Jugendherbergeverband) is concerned with the promotion of tramping among youths.

The Federal Department for Education has established a long range education program for all types of schools and educational efforts. In addition, the Federal Department for Education furthers all endeavors aimed at making the Austrian people increasingly conscious of their national cultural heritage. By ways of study groups, reading circles and authors' recitals, the getting intimately acquainted with works of the Austrian and world literatures is made possible. Musical education, too, is being promoted by classes listening to music, by attending concerts and operas, and by having the students themselves present musical works; interest in fine arts is likewise being promoted.

Education toward world citizenship is being furthered not only by incorporating cultural achievements of other nations into the curriculum, but also by fostering participation of students in meetings and deliberations of the League for the United Nations, and so forth.

The People's Universities movement (Volkshochschulbewegung) is above all in full swing in Vienna (at present numbering 12 People's Universities totalling 16,000 participants), but the province capitals, too, have at least one well frequented People's University. People's Universities and public libraries are being maintained by urban communities, associations, parishes, Chambers of Labor (Arbeiterkammern), and firms (factory libraries). In addition all three political parties, the Trade Unions Association (Gewerkschaftsbund) and most of the Roman Catholic educational institutions affiliated with the Catholic Action, are very busy in the field of

education. A home called "Mathildenheim" established near the town of Leoben for educational purposes serves mainly as a center for popular training courses designed for all professions which have to deal with peasantry (teachers, physicians, judges, priests). In addition, there is the Styrian province-owned Home at St. Martin, and an educational Home for peasant instruction with up-to-date equipment at Tolett Castle near Grieskirchen, Upper Austria. The number of participants in individual lectures held at the People's Universities and other popular educational institutions is considerable; for instance, in July, 1946, it amounted to 375,400 for the whole federal area.

Universities and colleges had to suffer the most serious damages both materially and spiritually during the war. Here are especially to be mentioned the great changes in the body of teachers which were necessitated by political reasons, and the compulsion to admit to school only such students as would in themselves be a guarantee for a true Austrian spirit. Longwinded negotiations were often required to bring back scholars of great distinction who had emigrated in 1938; wellknown scholars already responded to the call, others will follow. In spite of all difficulties and reverses the foundations are now laid which make it possible for the Austrian scientific schools to thrive anew. The students of colleges and universities have shown a high degree of comprehension and discipline in the preparation and carrying through of elections of delegates to the Students' Representative Body.

Among the elementary schools, junior high schools (Hauptschulen), secondary schools (Mittelschulen) and teachers' colleges in Austria, 95 schools have been completely destroyed, 176 have been heavily damaged and over 1,000 less damaged. The nutritional situation of the students could be kept from becoming a catastrophe only by the help of the Allied Powers and other foreign countries. As to the national-socialist school system, the elementary and secondary schools were reshaped by transitional measures in the spirit of the Austrian School Laws, following on the lines of the Austrian School System of the First Republic. The Kindergarten and the four-grade elementary school lead on the one side to the four-grade

junior high school (Hauptschule) in the spirit of the Junior High School Law of 1928, on the other side to the eight-grade secondary schools—gymnasium (with emphasis on humanities, Latin and Greek), Real Gymnasium (mixed type, featuring science, modern languages and Latin), Real Schule (with emphasis on science and modern languages) and secondary schools for women—in the spirit of the Secondary School Law of 1928. Thus it was possible to incorporate the greatly developed system of lower and higher commercial schools, of technical craft schools, art-craft schools and of the specialized vocational schools for women (women craft schools and household schools) which are now entirely under the administration of the Federal Department of Education, as schools for Vocational Training together with the schools of General Instruction mentioned above, into ONE School System. For the promotion of backward students and students lacking one of the five senses, terminal classes, auxiliary schools and special schools were reintegrated in this school system. On 3 September, 1945, "General Rules for Education and Tuition in Austrian Schools" were issued which superseded national-socialism by the belief in the Austrian people and the Austrian State, the leadership principle by the belief in the superiority of true democracy, and the idea of brutal force by humanitarian principles, established as a goal for Austrian education. On 18 October 1946, the curricula for elementary schools, of 1930, with up-to-date amendments, were introduced in all secondary schools and high schools were applied as a practical test to be in force until the end of the scholastic year 1947-48. Because all the textbooks of the national-socialist era had to be destroyed, it became necessary to take up immediately the production of new textbooks. Upon order of the Educational Directorate of the Allied Commission for Austria, a uniform textbook for all Austrian schools was being worked on.

THE EDUCATIONAL SYSTEM IN EGYPT

The Egyptian Minister of Education is responsible to Parliament and his cabinet for the activities of the Ministry of Education i. e. he submits his ministry's budget, explains why money is needed, why it should be spent on one type of activity rather than another or why it has not conformed to the last year's plan, if any. Naturally, all activities, suggestions, changes or augmentations are done by the experts of the ministry, and the minister's initiative in matters of general policy would always depend on his talents and ambitions. Disciplinary action against the senior staff, promotion and the appointment of candidates for posts ultimately fall within his authority.

The minister is also the nominal head of the senates of the various Egyptian universities, but his authority is naturally limited to the reconciliation of the policy of his cabinet to the academic policy of the universities. In other words, he does not interfere in curriculums, course planning or the promotion and appointment of staff, but he can be very useful in increasing the university governmental subsidies. This implies that the universities have their own funds besides the support of the state.

Egypt has a prevailing system of education as well as a number of secondary ones. Since a consideration of the subsidiary systems, such as those of the Kuttab and of experimental education would take us into details which the length of this article does not justify, the writer thought it best to limit himself to explaining the prevailing system.

At the age of seven, a child enters primary school (now free). The duration of the primary school is four years, terminating in the Primary School Certificate. The subjects studied are Arabic, a foreign language, pharaonic history, natural history, religion, good citizenship, the elements of ethics, arithmetic, geography, and drawing. There are also optional subjects such as music and the various hobbies. For recreation there are games, drill, drama and tap dancing. The Primary School Certificate allows a pupil to enter a.) a secondary school. b.) to join an inter-

THE HISTORY OF THE

mediate technical, agricultural or clerical college.

At about twelve years secondary education begins; this ends in the Secondary School Certificate. Here we have specialization into three groups: science, art and mathematics. The subjects would naturally vary according to the group a pupil selects. The total subjects from which he chooses are mathematics, higher and lower (this includes algebra, geometry, trigonometry and mechanics), modern languages, Arabic, Latin, geography, history, economics, physiology, physics, chemistry, natural science, logic--in short, all the subjects a secondary school pupil in America or Europe would take; the standard is about the same as that of the General Schools in England, except that no amount of distinctions in subjects would exempt the pupil from matriculation. The literal translation of the name of this certificate is the Certificate of General Culture and it entitles a pupil to enter the higher training schools outside the universities. These schools differ from the university colleges in so far as they stress the practical rather than the theoretical and academic. Hence, for the purpose of working in a bank or on a farm or in business, the higher training schools give better help.

To enter a university, an Egyptian boy or girl has to spend one more year at school to get his or her Direction Certificate. This certificate is equal to the London Matriculation or the Oxford and Cambridge examinations. It is also recognized by these three universities as an exemption from their entrance examinations. It is called Direction because the subjects taken (8) are entirely selected with a view of going to a definite college. To enter the Faculty of Medicine, a student must take physiology, biology, anatomy, botany, at least one European language, and so on. It follows from this that such a student could not have taken art subjects in his secondary school i. e. he must come from the scientific group. Those who wish to enter the Faculty of Art spend their year studying their own language and two others besides, geography, history (which includes European as well as Egyptian), the Egyptian constitution, lower mathematics, logic; in short, any of the subjects an English student takes if he is studying for an Arts degree. The difference is

that, whereas the English boy takes six subjects for his matriculation, the Egyptian boy takes nine. On the other hand, the latter probably does not dig in as deeply.

The course in an Egyptian university is four years for all courses up to the first degree except medicine, which is five years. For the mastership, the second university degree in all courses is two more years, except medicine which is three and for the doctorate one more year.

Post graduate courses in medicine, engineering and education are planned by the universities, but that is outside the curriculum and they are all highly specialized. The Ministry of Education has over a thousand scholarships for university and higher school graduates to spend between three and five years in Europe or America. The successful applicants are known as mission members. Of these, there are at present about three hundred in the U.S.A., doing either research work for a doctorate, or practical work, mainly in the various kinds of engineering. In Britain there are about five hundred and in the rest of Europe about two hundred. The greater majority of the mission members are people who have already started their career in Egypt and are given leave to do their research work abroad.

(This article was prepared from material furnished by M. M. Mosharrafa, Head of the Cultural Department of the Egyptian Education Bureau, Washington, D. C.)

EDUCATION IN IRAQ

One may say of the education in Iraq today that it is nationalist, democratic and progressive. The aim is to make the students nation-conscious. The traditions of Iraq as a center of Arab culture in the past are also emphasized. There is equal opportunity for education for all the people in the country. Education recognizes no class, race or denominational distinctions. Primary schooling is free and the secondary education, universal. Iraq has added to the curriculum from western education, physical hygiene and social preparation as well as industry and agriculture. However, this does not interfere with the study of literary and spiritual heritage of the Arabs.

In the present system there are three stages. Six years of primary and five years of secondary education are followed by higher training. As a basis for studying the language, literature and history of their country, the children in the primary schools develop their capacity for observation and thinking. Primary education is free and compulsory, although it has not yet been enforced everywhere.

In the past few years many state elementary schools have been opened, the majority of which receive a State grant.

In the Primary Schools the following subjects are taught: religion, reading, writing, arithmetic, history, geography, civics, object lessons (special emphasis on health and agriculture), handwork and drawing, physical training and singing, and English which is taught in the fifth and sixth years.

In the secondary stage of education the special aptitudes of the students are encouraged. Also the pupils are preparing for higher education.

In addition to the Secondary Schools there are two Technical Schools for Boys, a School of Home-Crafts for Girls, an Agricultural School, a School for Health Officials, and a School for Nurses and Midwives.

The curriculum in the Intermediate Schools is as follows: religion, Arabic, English, Mathematics, biology, elementary physics and chemistry, hygiene, physical training and drawing. In the second stage of the secondary education there is a special course for girls dealing with child welfare. The program for boys is divided into three branches, namely, scientific, literary and commercial.

There are no universities in Iraq, however the following colleges fulfill many of the university's functions: The College of Engineering, The College of Medicine, The College of Pharmacy, and The College of Law.

In the preparing of teachers for the schools of Iraq there are three levels, the Intermediate, the Secondary and the High level. The Rural Training School for Boys and the Elementary Training School for Girls, at the Intermediate Level, is a five year course in teaching which prepares the teacher for primary subjects. The students in these schools come mostly from the rural areas, small towns and villages.

Not only does the Rural Training School give ordinary academic and education instruction, but special emphasis on agriculture and hygiene. Special attention to domestic science and child welfare is given in the Girls' Elementary Training School.

The Primary Training School, on the Secondary level, is for men. There is a three year course in education offered after they have passed their intermediate public examination. Among the subjects taught are physical education, handicrafts, and hygiene. There is also a school for girls on this level offering a three year course in education. The girls are admitted after passing their intermediate public examination.

Students are admitted to the Higher Teachers' Training College for a five year course after they have passed their secondary public examination. This college prepares teachers for the intermediate and secondary schools of Iraq. The students may specialize in Arabic literature, Chemistry and Biology, Mathematics and Physics, Social Sciences or Education and Psychology.

The Ministry of Education is aiming for a primary education which is universal, a secondary and technical education which answers the increasing educational and technical needs of the country. To combat illiteracy tribal schools have been opened, and books are distributed free to the poorer students. The schools are also a means for improving the health of the nation. All students are given instruction in the principles of health and hygiene. Free meals and medical attention are being provided where necessary.

In 1939 the Iraq School of Fine Arts was established, where instruction in Painting, Sculpture and Drama are given. It incorporates the Institute of Music which was opened by the Ministry of Education in 1937.

In the field of music a taste for western music is shown, along with their own compositions. The Iraq Army sent an officer to London for musical education. He reorganized the military band and in 1941 it was possible to create an Iraqi Symphony Orchestra. The concerts were given in the new Concert Hall which is dedicated to King Faisal II.

The first part of the document is a letter from the Secretary of the State to the President, dated the 10th of January, 1800. It contains a report on the state of the Union, and a list of the names of the members of the Senate and House of Representatives. The letter is signed by the Secretary, and is dated the 10th of January, 1800.

The second part of the document is a letter from the President to the Secretary of the State, dated the 15th of January, 1800. It contains a report on the state of the Union, and a list of the names of the members of the Senate and House of Representatives. The letter is signed by the President, and is dated the 15th of January, 1800.

The third part of the document is a letter from the Secretary of the State to the President, dated the 20th of January, 1800. It contains a report on the state of the Union, and a list of the names of the members of the Senate and House of Representatives. The letter is signed by the Secretary, and is dated the 20th of January, 1800.

There is also considerable advancement in modern art. In 1943 the Iraq Government opened its first gallery of modern art. In 1930 the Iraq Ministry of Education sent students abroad to study the painting and sculpture of Europe, thus enabling her to bring her own art up to modern times.

THE EDUCATIONAL SYSTEM OF NORWAY

The elementary school course which lasts seven years forms the basic school training which all young people must undergo. The elementary schools in towns and in the rural districts have been organized differently because of great distances and variety in local conditions. In towns the classes are divided into 7 ascending classes limited to 30 pupils each; while in the rural sections a system of attendance on alternate days has been inaugurated. The children's daily work at home on the intervening days is considered to mature character and spiritual development. Elementary education is free. Not many private schools exist.

In the towns the pupils of the elementary school are given thorough medical supervision. This is paid for by both the municipality and the State. The State contributes to the salaries of the teachers. Free dental care is also given the students.

The subjects studied in the elementary school are as follows: Christian knowledge, Norwegian, arithmetic, writing, singing, local knowledge, natural science, drawing, gymnastics, carpentry, sewing, history, geography, house-work and gardening. In history is included sociology; natural science comprises outlines of the principles of health. Instruction in English is taught in the two top forms and is generally practised in the town and some of the country districts. Pupils who do not belong to the State Church (Evangelical-Lutheran) are not required to take instruction on Christian knowledge. In elementary schools with a sufficient number of classes, boys and girls are as a rule taught separately, other wise mixed classes are the general practice in Norwegian schools.

The first part of the document is a letter from the Secretary of the State to the Governor, dated the 1st day of January, 1862. The letter contains a report on the state of the treasury and the public debt, and also contains a list of the names of the members of the State Council.

REPORT OF THE SECRETARY OF THE STATE TO THE GOVERNOR

The Secretary of the State has the honor to acknowledge the receipt of your letter of the 1st day of January, 1862, and to inform you that the same has been forwarded to the proper authorities for their consideration. The report on the state of the treasury and the public debt, which is contained in the letter, shows that the state is in a state of financial distress, and that it is necessary to take prompt measures to relieve the same. The list of the names of the members of the State Council, which is also contained in the letter, shows that the Council is composed of the following members: [List of names]

The Secretary of the State has the honor to inform you that the same has been forwarded to the proper authorities for their consideration. The report on the state of the treasury and the public debt, which is contained in the letter, shows that the state is in a state of financial distress, and that it is necessary to take prompt measures to relieve the same. The list of the names of the members of the State Council, which is also contained in the letter, shows that the Council is composed of the following members: [List of names]

Each municipality may adopt any eighth obligatory school year, arranged as a continuation course. This is for general education and also emphasis on technical subjects.

The Folkehoyskoler or People's High Schools draw most of their pupils from the country districts and among the industrial workers. Instruction is given in sociology and current affairs. The customary length of the course is six months.

Technical (Trades) schools are designed to give practical instruction and theoretical knowledge as a supplement to the training obtained by employment. There are two groups—one provides instruction before the time of apprenticeship (apprentice schools), during the time of apprenticeship (schools for foremen and work managers, courses of various kinds for skilled workmen, journeymen and masters, technological institutes), elementary technical schools and technical trades schools; the second includes commercial schools.

Some are State schools who may demand contributions from the municipality of county; others are municipal or inter-municipal schools. The municipality provides the premises, the running expenses are shared by the State. Industrial schools also may be sponsored and carried on by business houses and similar organizations. They receive a grant from the State after approval by the Supervising Board.

There are two kinds of higher schools, realskoler and gymnas or secondary schools and colleges.

The Realskole provides a more advanced general education which can serve as the basis for further specialized training. The three-year realskole is based on the elementary school with instruction in one foreign language (English). The highest class may vary somewhat according to the requirements of the different parts of the country. For instance, in the country a special three-year winter-realskoler is provided in order that the young people can take part in the work of the district through the summer. Two-year county realskoler are provided for particularly gifted pupils who are admitted by competitive examinations. The 4-year realskole is intended for girls; there are few schools in Norway for girls.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

Furthermore, it is noted that the records should be kept in a secure and accessible format, such as a digital database or a well-organized physical filing system. This will facilitate the retrieval of information when needed for audits or reporting.

In addition, the document highlights the need for regular reviews and reconciliations of the accounts. By comparing the internal records with external statements, any discrepancies can be identified and corrected promptly, preventing errors from accumulating.

It is also stressed that the records should be maintained for a sufficient period of time to comply with legal requirements and to provide a historical reference for future analysis and decision-making.

The second part of the document focuses on the importance of clear communication and collaboration between all parties involved in the financial process. It suggests that regular meetings and reports should be used to keep everyone informed of the current status and any potential issues.

Moreover, it is advised that all transactions should be clearly documented with detailed descriptions, dates, and amounts. This level of specificity is essential for ensuring that the records accurately reflect the underlying business activities.

The document also mentions the importance of staying up-to-date with changes in accounting standards and regulations. Regular training and professional development can help ensure that the records remain accurate and compliant with the latest requirements.

In conclusion, the document provides a comprehensive overview of the key principles and practices for maintaining accurate and reliable financial records. By following these guidelines, organizations can ensure the integrity of their financial data and support their long-term success.

The final section of the document offers some practical tips for implementing these principles, such as using standardized templates for receipts and invoices, and establishing a clear hierarchy of approval for all financial transactions.

The "Gymnasium" is also based on the elementary school, and is coordinated with the secondary school (realskole). For practical and financial reasons the two first classes of both types of school are similarly organized. The "Gymnasium" provides a higher general education, serving as a foundation for studies at other higher schools and the University. The five-year gymnasia are based on the elementary special school with instruction in one language (English); the six-year gymnasia may be established without a foreign language. The following branches may be taken in the gymnasia: mathematics, natural science, English, Latin and Norse.

The course of instruction in the secondary and elementary schools is concentrated on knowledge of the pupil's own country and people, coupled with a broad and objective understanding of Scandinavia and the rest of the world.

The Teachers' Training Colleges, of which there are nine, take their pupils from the elementary school after a course at a continuation school or people's high school. There is a four-year course and English is taken as the foreign language. After passing the teaching-test and having been appointed to a teaching post, a teacher may apply for leave to acquire special training in one or more subjects. These courses are taken in the State Gymnastic College, the Art and Manual Training College, the Domestic Science College for Women and the Women's Needle Work College.

The University of Oslo consists of five faculties, Theology, History and Philosophy, Law, Mathematics and Natural Science and Medicine. The University has extensive self-government under the Academic Collegium composed of the Deans elected by the Faculties. The presidency is held by the Rector. The students of each Faculty elect a separate committee, the chairman of these form a joint committee for all the students.

The Oslo University is the mother institution of all other Norwegian Academic Colleges. Instruction is free everywhere, except at the College of Dentists. The number of students is restricted in all Colleges, and also in the Medical Faculty of the University.

The whole education system of the Kingdom is controlled by the Ministry of Church

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and Education with few exceptions. The Advisory Boards, the Education Board, the Teachers' Training School Board and the Technical School Board, whose members are appointed by Royal nomination for five years at a time, deal with matters of a pedagogical nature. The matters of finance, appointments and administration are left to the Ministry.

The Under-Secretary for School Affairs in the Ministry of Education is brought in from professional school service and appointed on the basis of competition. In local administration of education authorities, the headmaster (rektor) is the responsible chief for the higher schools, but there is in addition a Board of Governors composed of representatives of the municipality, the State and a member elected by the teachers of the school. The Board's function is to safeguard the financial interests of the school etc. For the elementary schools the Supervisory Board has directors acting as supervisors for all the elementary schools within a given diocese.

THE EDUCATIONAL SYSTEM IN POLAND

Pre-School Training--Pre-School training for children between the ages of 4 and 7 has as its main purpose the supplementing of normal home education. Kindergartens are organized and maintained by state and local governments; however, there are also those privately operated by social agencies, trade unions, and religious organizations.

Primary Schools--The elementary school forms the basis of the entire system of Polish Education, and is compulsory as well as free. It consists of eight consecutive one-year classes.

Secondary Schools (Lyceum)--There are two types of lycea, one for general academic education and the other for technical courses, both of which have 4-year programs. Graduation from a primary school is the only entrance requirement. In addition to the above lycea, there still remain 4-year gymnasia based on the six-year elementary schools, but these are temporary remnants of the old school system and are gradually being eliminated.

Special Schools for Defective Children--Special schooling for handicapped children has now been made available by the new school reform. This objective has been partially realized by the creation of 3 schools for the blind, 9 for the deaf, 5 for delinquent children and 35 for the mentally retarded. All are eight-year schools, with 8 one-year classes.

School Organization and Administration--The administrative school system is unified under the authority of the Minister of Education. For administrative purposes, Poland is divided into 14 school circuits, each headed by a curator appointed by the President on the recommendation of the Minister of Education and the approval of the Council of Ministers. The curators have wide powers in the field of public schools and pre-school administration. The 14 districts are further divided into 283 smaller units, each headed by an inspector, whose functions fall into 3 categories: 1) he represents the curator in the sphere of elementary education; 2) he mediates between the higher school authorities and the teachers; 3) he mediates between the municipality and the school.

Teachers--The requirements for a qualified primary school teacher are that he must have completed his secondary education and have been graduated from a two-year pedagogic college. In addition, he must serve two years as a "trial teacher" in a primary school, after which time he can take his qualifying examination. Because of the post-war shortage of teachers, an emergency program was created which still exists. Pedagogic courses of six weeks to six months duration are given to graduates of secondary schools who wish to enter the teaching profession. Such teachers are considered unqualified and temporary. Qualified teachers of secondary schools must possess a master's degree, complete a period of trial teaching and take a special teacher's examination. Because of the great demand for secondary school teachers, those who do not meet the above requirements may still gain the status of qualified teachers if they pass a special examination. For all teachers, qualified as well as unqualified, special courses are organized by the Ministry of Education in order to acquaint the teachers with the newest findings in educational theory

and practice, as well as in their specialized fields.

Curriculum--The curricula generally include the teaching of the Polish language, grammar, writing and literature; history of Poland and Europe; geography, sciences, art, foreign languages and religion. Recently compulsory instruction in one foreign language was introduced in the upper classes of the primary school. Students have a choice of English, French, Russian or German. Latin is taught to the students of the Academic Lycea. Also stronger emphasis is now being placed on perceptual aids in learning; mathematics and the natural sciences are more systematically and fully treated; and an acquaintance with Polish democratic traditions is fostered. Religious instruction by priests is provided in each school, although it is not compulsory. After the war, most Polish schools opened without text books, but now with the large amount of money and effort which is being expended in developing Poland's educational system, there has been a rapid growth in the publishing of textbooks.

The following precepts were adopted with Poland's new educational system as the objective of Polish education: regard for human dignity, love of truth, justice, freedom and peace; a sound attitude toward work; the futhering of a healthy national pride coupled with self-criticism; the elimination of all remnants of Nazi ideology; and the furthering of the principle of international cooperation.

FOREIGN LANGUAGE TEACHING IN ROMANIA

The new methods of teaching foreign languages today in Romania are greatly improved in technique and also afford the pupils a chance to learn about the progressive moements in other countries. They have a chance to read new, progressive literary works as well as the classics.

The old-fashioned method of teaching was boring and uninspired. After studying French for eight years a pupil was unable to read a current newspaper.

In the teaching of French literature only Corneille, Chateaubriand, and Baude-

laire were taught, while Moliere, Victor Hugo and Anatole France were not mentioned. Many students had never heard of Anatole France or Francois Villon.

In order that students will be able to read the most advance scientific works in Russian, necessary for those who will help to build Socialism, the Russian language is taught from the earliest classes.

At the secondary school stage French, English and German are also taught. Through these languages a knowledge of political, social and economic conditions and ideas of the various countries is learned. Emphasis is laid on the living languages, as used by workers and scientists.

Through the languages the student learns of the achievements of the Soviet workers and of the struggle for a better life by those in France, Germany and England.

In the English textbooks one will find the works of Howard Fast, Caldwell, Shakespeare and Byron. American literature is also currently taught in secondary schools.

Through the mastery of these foreign languages, the Romanian students will be able to contribute to the solidarity of the peoples of the world.

THE EDUCATIONAL SYSTEM IN SPAIN

The universal heritage of Spanish learning, principally forged in the lecture rooms of Salamanca, in the libraries of Alcalá or in Valladolid suffered over the last century the effects and evolutions required by the trend of centralizing modernization. Consequently the educational system of Spain, as in most European countries, is organized, developed and financed by the state through the Ministry of Education. Private enterprise, private study and tuition, and the teaching Orders of the Catholic Church, flourish side by side with the official state educational organizations, but in various manifestations of learning, the State reserves for itself the right to issue official decrees, patents, and certificates of sufficiency,

for which official examinations must be passed before obtaining. Some nine hundred million pesetas is appropriated yearly by the Spanish state for educational purposes.

Elementary Schools—There are in general three types of elementary schools in Spain: the State-endowed, the Church schools, and those supported by private enterprise. The State-endowed schools are free institutions, providing food and clothing for needy children, and transportation for those living too far away.

Elementary education is obligatory; the maternity schools care for children up to four years of age; four to six is the Kindergarten age; elementary instruction is given from six to ten, while a higher type of curriculum is taught from ten to twelve years, and from twelve to fifteen years, the instruction is termed professional initiation. From six years upwards, separate schools are provided for each sex, with women teachers in charge of girls and men in charge of boys. The Catholic religion is taught in all the State-endowed schools. Special schools are also provided for by the Spanish State. Boarding institutions for orphans and destitute children are termed "Home Schools." More ample education is provided for adults in school buildings, as well as primary preparatory schools for children with ability to cope with higher studies. By the special initiation courses a special curriculum is taught whereby the youths are able to study agriculture, industrial or commercial subjects, and in the case of girls, handicrafts and household economy. Special schools for disabled people such as the deaf and dumb have also been organized. Tuition missions are also sent by the State to visit far away habitations to provide some intellectual comforts.

The scholastic year last 240 days. There are at present some 46,000 State schools. The 1945 law governing primary education has completely modified the old-fashioned conceptions and has set the basic teaching of the country on new and modern principles.

Secondary Education—The official State seven years course of Secondary Education known as the "Bachillerato" is organized from and given in the 119 Institutes throughout the country. Here again are found the private tuition, the teaching

Orders, and private enterprise, closely cooperating with the Institutes and depending from them, but distinctly more numerous than the State-endowed.

The "Bachillerato" commence with an entrance examination when a child is ten years old, and after seven yearly courses, each one terminated with yearly examinations, the State Certificate examination is taken before a Board of University professors, the standard for which is extremely high. This State Certificate qualifies the successful candidates to sit for the entrance examination to any of the University Faculties, Army, Navy, Special Engineering Schools or similar institutions of High Grade Education. Special institutes for girls are provided in which, other than the general curriculum, they receive special instruction in home economics, arts and crafts, infant welfare, first aid, etc. The curriculum adopted since 1938, is that of cyclic advancement in the following basic subjects: Religion, Latin, Greek, Spanish Language and Literature, Geography, History of Spain, English, French, Italian, German, Algebra, Arithmetic, Geometry, Physics and Chemistry, Physical and Artistic training. Some 190,000 students matriculate each year.

Professional and Technical Studies—Twenty-seven Commercial Schools have been established as well as 55 "Escuelas Normales" which prepare students for the teaching profession. Vocational schools, training schools within industrial plants, and courses on scientific husbandry have also received special impetus in the last few years.

Higher Education—There are twelve State Universities: Barcelona, La Laguna, Madrid, Murcia, Oviedo, Salamanca, Santiago, Sevilla, Valladolid, Valencia and Zaragoza. There are three private Universities, and two ecclesiastical. Special facilities are provided for impoverished students. The university year is divided into two quatrimesters: examinations are held in each subject as well as a general examination for degrees when the full course has been completed. Five to seven years are needed to obtain the degree of Licentiate oscilates, while another year is required for a doctorate.

Outside the University proper, but on an equal intellectual standing, are the

Professional and Technical Instruction Schools. These are the Architect School and the six Engineering Schools: Agricultural, Industrial, Mining, Forestry, Naval and Public Works. Other numerous centers exist where different degrees and certificates are sought after, some on a superior level, others a little lower. The great majority of these educational centers are state dependent.

The Higher Council for Scientific Research—El Consejo Superior de Investigaciones Cientificas was instituted in 1939, as a coordinating center for all scientific activities and research institutions in the country. There are six Associations in the Council divided into 59 different Institutes and Centers of investigations, each with its own particular branch of study.

EDUCATION IN SWITZERLAND

The great majority of schools in Switzerland are public ones, i.e., schools which derive their financial support from public funds which may be federal, cantonal or communal.

In accordance with the principle of federalism which favors the cultural identity of the different regions in Switzerland, direction of the public schools is primarily left to the cantons. Thus the secondary and high schools are exclusively a cantonal concern. With regard to primary schools, however, which are also cantonal, the federal government assumes certain financial responsibilities and with them general supervisory functions.

Articles 27 and 27 bis of the Federal Constitution establish certain directives for primary schools. Thus it is prescribed that the canton must provide for sufficient primary education, that the primary schools must be exclusively under the control of the state, and that their attendance is compulsory and free. Furthermore, public schools are open to the members or adherents of any religious groups, whose different convictions shall in no way be stifled. If any of these conditions is violated by a canton, the federal government is empowered to intervene.

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The second part of the report deals with the financial statement of the organization. It shows the income and expenditure for the year and the balance sheet at the end of the year. It also shows the details of the various items of income and expenditure.

The third part of the report deals with the administrative work of the organization. It shows the details of the various departments and the work done by each of them. It also shows the details of the various committees and the work done by each of them.

The fourth part of the report deals with the social work of the organization. It shows the details of the various social projects and the results achieved. It also shows the details of the various social committees and the work done by each of them.

The fifth part of the report deals with the general remarks of the organization. It shows the details of the various general remarks and the work done by each of them. It also shows the details of the various general committees and the work done by each of them.

The cantons are entirely free with regard to the organization of secondary and high schools, as well as technical schools. Secondary schools usually extend from the fifth or sixth school year to the ninth, and are distinguished from the corresponding primary school grades in that their curriculum is more extended and includes two national languages (compulsory), as well as the third national language or English, which is elective. Upon graduation from secondary schools, the pupils usually take employment or go to trade schools.

In contrast to secondary schools, the high schools (pre-gymnasium and gymnasium) prepare the students for university studies. The high schools are divided into a lower and upper level. The lower level, which begins with the fifth school year, extends through the eighth; and the upper level, the gymnasium proper or, as they are sometimes called, the Kantonsschulen, extends over an additional period of 4-1/2 to 5 years. Upon graduating from high school the student has thus had at least 12-1/2 years of schooling and is more advanced than an American high school graduate because his training has been more intensively preparatory for the university level. Practically all Swiss high school graduates enter universities.

The universities again are cantonal or communal institutions, with the exception of the Federal Institute of Technology at Zurich which is financed and supervised by the federal government. The federal government, however, has laid down the minimum conditions for admission to the universities in the so-called Maturitaetsordnung. The Maturitaet is the final examination that must be taken by all students upon graduating from high school. It varies with the different cantons, but must contain the federal minimum requirements. There are three types of Matura which correspond to the three division of the high schools:

Type A — (Humanities) with Latin and Greek

Type B — (Sciences) with Latin

Type C — Natural Sciences and Mathematics

In some cantons, there exists a fourth type, Commerce and Business Administration.

The professional degrees are conferred by cantonal authority except in the cases of physicians and dentists, who must pass federal examinations.

The equivalent of the American college does not exist in Switzerland.

Roughly speaking, it could be said that the curriculum of the Freshman and Sophomore years is included in the Swiss high school, whereas the Junior and Senior years are incorporated in universities.

Distribution of Students among the Different Types of Public Schools in 1944:

Primary School (8 or 9 grades) - - - - -	440,813
Secondary School (4 grades) - - - - -	49,422
Trade and Technical Schools - - - - -	190,000
High Schools, lower level - - - - -	25,025
High Schools, upper level - - - - -	12,460*
University Students - - - - -	12,104*
Federal Inst. of Technology - - - - -	3,222

* Note the close correspondence between the number of high school students and university students.

Federal Subsidies to Cantons For Education in 1944:

For Primary Schools - - - - -	3,669,625	Swiss francs
For Agricultural Schools - - - - -	870,595	Swiss Francs
For Trade & Inds. Schools - - - - -	4,354,342	Swiss francs
For Commercial Schools - - - - -	2,396,728	Swiss francs
For Schools of Home Econ. - - - - -	1,429,181	Swiss francs

Special Note: There does not exist a Minister of Education in the Federal Government, since Educational matters are under the jurisdiction of the different cantons.

THE EDUCATIONAL SYSTEM IN THAILAND

Any account of education in Thailand (Siam) must take into consideration the prominent part the Buddhist monks have played in the moral and intellectual modeling of the youth of the country. The idea of national education is a fairly modern one, even in European countries. Not until the advent of democracy did people recognize the right of the individual to be given full opportunity for education. Up to the reign of King Chulalongkorn (1868-1910), education in Siam was in the main, entrusted to the monks, who have always considered the work as one of pure philanthropy

and abstract merit acquiring, no payment in return being asked for or expected. Boys were sent to live with these monks who taught them the three R's together with some elementary notions of Buddhism. The boys paid for the instruction received with personal services.

During King Chulalongkorn's reign education in Siam made a good headway. Soon after his accession in 1868 His Majesty opened the first government school in Siam. This was an elementary school for princes and the sons and relations of high officials. The curriculum of this school included Siamese, English, arithmetic and elements of public administration. The year 1890 saw the first step towards a national system of education when a government Department of Education was set up. Later primary schools began to make their appearance one after another through the length and breadth of the Kingdom. A few years later, the Department of Education was raised to the status of a ministry under which also placed the Department of Ecclesiastical Affairs.

The year 1892 saw the opening of the first Secondary School. Soon afterwards some other schools could boast the same level of scholarly attainments. By the beginning of the reign of King Vajiravudh (1910) resident educational officers were appointed to all provinces and model schools with trained staffs were set up in various centers. The year 1921 saw the promulgation of the Primary Education Act which was enforced in all provinces except that of Bangkok.

The Siamese Government early realized the vital importance of vocational education, and the following vocational courses have long been provided:

1. Training of teachers.
2. Arts and crafts.
3. Commerce.
4. Agriculture.
5. Training of nurses and midwives.

The present system of education may be outlined as follows:

- a. There is a Compulsory Primary (Prathom) Course of four years (the beginning

of the school age is fixed at 7 and the leaving age at 14). The curriculum of this primary course includes Siamese, nature study, civics, arithmetic and drawing.

For small children between the age of four and seven there are kindergartens. Though at present still few and far between the kindergartens are enjoying a great popularity and their prospects are very bright.

Children intending to proceed to the Secondary Schools can do so at the end of their third year at the Primary Schools. But those who lack means to continue their education in the secondary schools can, having finished the 4-year Compulsory Primary Course, enter lower vocational schools where practical courses in agriculture, weaving, tailoring, carpentry, metal work, boat-building, etc. are provided generally free of charge.

b. There is a Secondary (Mathayom) Course of eight years. The organization of the last two years of the Mathayom Course has long been a matter of controversy. The secondary course had long been organized as an 8-year one. It is true that the University is not the only opening for the Secondary Schools students. Those who have gone through the third class of the Secondary School, if they wish, can enter the intermediate vocational schools which provide three-year courses in tailoring, home economics, etc. These intermediate vocational schools prove, however, not so popular as they should be for only a few Mathayom students decide upon this early break in their education. As to those who have completed the sixth Mathayom, they can choose the higher vocational schools which offer courses in modern languages, commerce, engineering, building, arts and crafts as an alternative to the University. In this connection it may be added that there is every reason to believe that vocational education in Siam is undergoing a thorough transformation.

c. University Education. At present there are four universities in Siam, namely Chulalongkorn University, the University of Moral and Political Sciences, the Medical University and the University of Agriculture. Chulalongkorn University is the oldest and is composed of the Faculties of Arts with the Department of Education attached to it, Sciences, Engineering, Architecture, Commerce and Accountancy.

The University of Moral and Political Sciences offers courses in law, politics, economics and accountancy. The Medical and Agricultural Universities offer courses in the subjects indicated by their names.

Besides the Universities, higher education is given by various technical and professional schools which are not under the jurisdiction of the Ministry of Public Instruction, e. g. the Military College, the Naval College. These schools are run by their respective ministries.

Schools in Siam are divided into three types according to their management and control.

a. Government Schools. These are wholly maintained and controlled by the Ministry of Public Instruction. Besides the schools run by this ministry there are others which are under the control of various ministries as already mentioned.

b. Local or Muncial Schools. These schools are under the management of the local government. They receive, however, grant-in-aid from the Central Government and are under the control of the Ministry of Public Instruction.

c. Private Schools. A private school either a school managed as a private enterprise or one maintained and controlled by an individual or community. All private schools are governed by the Private School Act B. E. 2461 (1918) and must be registered at the Ministry of Public Instruction. A large number of private schools are due to the initiative and under the control of the Roman Catholics and the American Presbyterians.

EDUCATION IN THE UNION OF SOUTH AFRICA

In the educational field, South Africa is justly proud of her universities. There are five such institutions of higher learning. To serve in an executive capacity over these schools and the general education of the country there is a Union Education Department headed by a Minister of Education. Each of the 4 provinces has its own Director of Education. Under the Director there are school dis-

tricts. Each school is operated by a School Committee elected from among parents of the children. There are three groups of schools—private, aided private and public or government institutions. Private schools collect fees. Public schools are nearly all free. In many instances text books must be bought in the secondary levels.

Most children begin school at the age of six. There is a primary course lasting from 1 to 5 or 6 years. The secondary course is divided into 2 periods each lasting 2 years. At the end of the first period a student receives a junior certificate while a senior certificate is given at the end of the second period. Examinations determine whether or not a student receives these certificates. Education is compulsory for all children of European parentage from the age 6 to 16. It is also interesting to note that South Africa is bi-lingual—English and Afrikaans. Parents may choose either or both languages as a medium of instruction.

The curriculum of the Primary grades is generally as follows: Bible, languages, history, geography, arithmetic. Girls are also taught needlework and domestic subjects.

The secondary course consists of English or Afrikaans; a second modern language; biology, chemistry or physics; and hygiene and physiology; mathematics; and two minor subjects are required which may range from music to math.

The normal day schedule lasts 5 hours in the public schools and less in the primary grades. Principals are given a free hand in making up syllabuses and selecting audio visual aids. All schools are undenominational. Religious instruction is always given during a day's period of study but the children are not required to participate if the parents do not wish it.

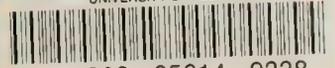
One special feature of most of the public schools is the hostel accommodation whereby pupils can live while attending school. The average rate per quarter is \$32.00. Each of these hostels is supervised by school committees and are not conducted as profit making establishments.

In the higher education field there are 10,000 students, some 250 professors

and more than 800 lecturers. There are also more than 2,000 foreign students. Aside from the five leading universities there are also schools for the Bantu race and research and medical centers. The government subsidies amount to about 1 percent of the state revenue. Interest free loans are granted to teachers and medical students.

In the field of technical education the Union has passed Apprentices Legislation which requires every apprentice to attend classes during his training period. There are about 15,000 apprentices attending the 8 technical colleges. Correspondence courses are also given covering such fields as nursing, teachers, accountancy, physical education, etc. In native education there are more African native girls in schools than boys.

UNIVERSITY OF FLORIDA



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