

Xth INTERNATIONAL CONFERENCE
ON PUBLIC EDUCATION
CONVENED BY THE U.N.E.S.C.O. AND THE I.B.E.
GENEVA 1947

PROCEEDINGS AND RECOMMENDATIONS

GOVERNMENTS
REPRESENTED AT THE CONFERENCE

Argentina, Australia, Belgium, Brazil, Canada,
Chile, China, Colombia, Cuba, Czechoslovakia,
Dominican Republic, Ecuador, Egypt, France,
Greece, Guatemala, Holland, Hungary, India,
Iraq, Iran, Italy, Luxemburg, Mexico, Norway,
Panama, Peru, Poland, Portugal, Roumania,
Salvador, Siam, Sweden, Switzerland, Syria,
Turkey, Union of South Africa, United Kingdom of
Great Britain and Northern Ireland, United States
of America, Uruguay, Venezuela, Yugoslavia.

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INTRODUCTION

The Tenth International Conference on Public Education was held in Geneva from 14th to 19th July 1947.

The United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, who had agreed to convene this Conference conjointly, had previously addressed the following communication to the various Governments inviting them to participate in it :

14th May 1947.

Sir,

On 28th February 1947 the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education signed an agreement providing for close co-operation between the two Organisations in fields of common interest.

Under this agreement, of which you will find the text annexed to this letter (Annex 1), a Joint Committee was set up in order to establish the methods of the co-operation envisaged between the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education.

At its first meeting, held in Paris at the time of the signature of the agreement, this Committee decided that the United Nations Educational, Scientific and Cultural Organisation would associate itself with the International Bureau of Education in convening the Tenth International Conference on Public Education, which will open at Geneva, at the headquarters of the International Bureau of Education, on the 14th July next, and will last about a week.

Following the example of the nine preceding International Conferences on Public Education, this meeting will be essentially technical in character. It will afford, on the one hand, the opportunity for an exchange of information on the recent development of the educational movements in the various countries and, on the other, the possibility of discussing, on an international plane, a certain number of educational problems which are of present interest and have formed the subject of enquiries or study on the part of the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education.

The agenda of the Conference will include discussion of the four following points :

1. Concise reports from the Ministries of Education on educational movements during the school year 1946-1947.
2. Gratuity of School Supplies.
3. Physical Education in Secondary Schools.
4. A Teachers' Charter.

The United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education have the honour to invite your Government to participate in the work of this Conference and to send a delegation of from one to three members, representatives of your Ministry or experts in educational matters.

The list of the states invited to the Conference is annexed to this letter (Annex 2). A commentary on the agenda will be sent to you later, together with various preliminary documents and the reports concerning items 2, 3 and 4 of the agenda.

We very much hope that your Government will ensure the success of the Tenth International Conference on Public Education—the first to be organised conjointly by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education—by accepting the invitation which forms the subject of this letter.

The Secretariat of the Conference is established at the headquarters of the International Bureau of Education (Palais Wilson, Geneva).

We should be very grateful if you would let us know, if possible before the 1st July, whether your Government intends to be represented on this occasion and, if this is the case, if you would inform us of the composition of your delegation and of the name of the person who will be responsible for presenting, under item 1 of the agenda, the report of your country's Ministry of Public Education on the educational movement during the school year 1946-1947.

We have the honour to be, Sir,

Your obedient servants,

Dr. Julian HUXLEY,
*Director-General of the United
Nations Educational, Scientific
and Cultural Organisation.*

Professor Jean PIAGET,
*Director of the
International Bureau
of Education.*

Here is the text of the detailed agenda sent at the same time as the above-mentioned invitation :

I. — *Summary Reports by the Ministries of Education on Educational Developments in 1946-1947.*

The experience of the nine International Conferences on Public Education convened by the International Bureau of Education has shown the great importance of an annual review of the educational questions which have been the chief concern of the school authorities in each country. For this reason the Bureau requests each delegation to present a short report on the educational trends during the past school year. The reading and discussion of these reports will enable those taking part in the Conferences to have a general idea of the progress of education during the past twelve months.

Reconstruction requirements and the necessity of adapting their educational system to post-war conditions have led a great many countries to undertake important reforms, as the reports presented to the Ninth Conference last year bear witness.

It will be particularly interesting this year to learn how these reforms are being put into practice and what results have been obtained up to the present. These reports will later be reproduced in the *Annuaire International de l'Education et de l'Enseignement 1947*.

Bearing these considerations in mind, we venture to make the following suggestions, as a guide to the first item on the agenda :

In order to facilitate the work of the Conference and to give a certain homogeneity to the contents of the Yearbook, the short report on educational developments should not exceed 3,500 words ; it should be limited to events of the school year 1946-1947 and should as far as possible, keep to the following order :

I. *School Administration and Organisation :*

a) Reforms or modifications introduced during the year into the structure of one or other of the various grades : primary, secondary, vocational, higher and adult education.

b) Modifications introduced into school administration and its organs.

II. *Curricula and Methods :*

a) Modifications introduced in the curricula of the various subjects and methods employed.

b) Subjects abolished or added.

- c) Development of certain teaching methods.
- d) Use of new techniques in education.
- e) School textbooks.
- etc.

III. *Teaching Staff:*

Modifications introduced in the status of teachers, their recruitment and their professional training.

IV. *Auxiliary and Out-of-School Services:*

- a) Innovations connected with the physical development and protection of the health of schoolchildren ;
- b) Extension of the school medical services ;
- c) Increase in number of school canteens ;
- d) School psychology services ;
- e) Education and welfare of handicapped children ;
- f) Youth Movements,
- etc.

2. To enable us to improve the organisation of the work of the Conference, we should appreciate receiving a copy of the report on educational developments during the year 1946-1947, before 1st July 1947.

3. At previous Conferences the majority of the delegations have arranged to have 200 copies of their reports roneographed, either in their own country or in Geneva. The distribution of these reports at the time of their discussion was a great help in drawing the attention of other delegations to these documents.

II. — *Free Provision of School Supplies*

We have only to read the reports presented to the Ninth International Conference on Public Education to realise how post-war educational reforms reflect the social preoccupations of the present time. And we may say that the interest aroused by the recommendations formulated at the last Conference concerning equality of opportunity to receive secondary education responds to the need for "equal opportunity of education for all", so strongly felt in the majority of countries.

The free provision of education—which, from the historical point of view, constitutes the first realisation of the principle of school justice—presents two different aspects : the abolition of all fees and

the free distribution of school equipment and supplies. Whereas the free admission of all pupils to primary schools is no longer disputed, there is no such agreement with regard to secondary education. In this field there is a long way to go. It is the second aspect of the principle of free education, that is to say, free equipment and supplies, which is included in the agenda of the Tenth Conference. Although this question may be regarded as less important than that of free admission, it does constitute a corollary and is of very topical importance, especially with regard to the free distribution of textbooks.

The report which will serve as the basis for discussion at the Conference, and which will be distributed in due course, has been drafted in the light of the replies received to the inquiry on the free provision of school supplies undertaken by the International Bureau of Education. The main headings are given below :

Extent of Free School Supplies: Legislative regulations regarding such free provision ; Schools and classes to which the principle is applied ; Categories of pupils benefiting from it.

Methods of Applying this Principle: Nature of supplies distributed free (textbooks ; school stationery ; materials for handiwork ; materials for domestic science ; physical training equipment, etc.) ; quantity and ownership of material supplied ; measures taken in the case of the recovery of materials after use, of loss or of deterioration.

Administration : Services bearing the cost of the free distribution of supplies ; average cost per pupil ; publication of textbooks distributed free ; manufacture of materials distributed free ; purchase and distribution ; supervision.

Miscellaneous : Date of the introduction of free supplies ; modifications contemplated.

III. — *Physical Education in Secondary Schools*

Alongside questions concerned particularly with school organisation, the preceding Conferences have studied problems more intimately connected with teaching proper, for example, the teaching of psychology, modern languages, the classics, geography, hygiene, etc.

It is because of the need to safeguard the existence of future generations, whose health is so seriously endangered by the effects of war, that the teaching of hygiene was included in the agenda of the Ninth Conference. It is difficult, however, to conceive of this "health education" being completely dissociated from physical training, which is now being given a much more important place in syllabuses at all levels of education.

These considerations have led the organisers of the Tenth Conference to add the problem of physical education in secondary schools to its programme of work. In this case also the members of the Conference will have at their disposal a report containing data on the situation in a great many countries.

Here are the main points which will be dealt with in this report, drafted from the replies to the preliminary inquiry carried out by the International Bureau of Education :

Place given to Physical Training in Secondary Education : Departments and classes including physical education in their curriculum ; number of hours weekly ; length of each lesson ; importance given to physical education in examinations ; pupils exempted from this instruction ; outside organisations collaborating in physical training ; role of youth organisations in physical education ; holidays for sports.

Aims of Physical Education : Aims attributed by law (increased strength and improved health, preparation for national defence, character training, contribution to social education, etc.).

Curricula : Place given to gymnastics, compulsory or optional sports, organised games or free play, eurhythmics, folk dancing, medical or remedial gymnastics, etc. ; individual and team games ; standards of accomplishments at different ages.

Methods : Methods officially prescribed ; teachers' manuals ; gymnastic or athletic competitions between schools and with other countries.

Premises, Medical Supervision, Accident Insurance : Regulations concerning gymnasia and playing fields or playgrounds ; methods of medical supervision ; civil liability in case of accidents.

Teaching Staff : Specialist teachers or ordinary staff ; women teachers ; status and salary of physical education teachers ; training of specialists ; special inspectors ; refresher courses and in-service training.

Miscellaneous : Recent modifications and contemplated reforms.

IV. — *A Teachers' Charter*

The General Conference of the United Nations Educational, Scientific and Cultural Organisation, held in Paris in November 1946, recommended the examination of the question of a Teachers' Charter.

The organisers of the Tenth International Conference on Public Education consider that this meeting might be used for a preliminary

exchange of views on the principal points to be included in such a Charter.

This preliminary examination at the Tenth International Conference on Public Education seems all the more indicated because, at preceding Conferences, a number of points regarding the status of teachers have already been discussed and have formed the subject of recommendations to the Ministries of Education in the various countries.

In particular, the organisers have in mind the recommendations affecting the professional training of teachers in primary and secondary schools, as well as those affecting payment for their services.

These recommendations bear *inter alia* upon :

- a) the choice and admission of candidates for educational training ;
- b) the length of such training ;
- c) its free provision ;
- d) the methods of appointing teachers and professors ;
- e) the permanence of their employment ;
- f) their salaries ;
- g) the payment of residence, housing and cost-of-living allowances and of children's education allowances ;
- h) promotion regulations ;
- i) the right to engage in kindred paid activities ;
- j) hours of work ;
- k) paid sick and maternity leave ;
- l) retirement regulations and the payment of pensions to widows and children ;
- m) employment regulations for teachers in private schools ;
- n) intellectual freedom and respect for the teacher's initiative in educational matters, etc.

The drawing up of a teachers' charter could not be contemplated without the assistance of professional teachers' organisations. What is proposed now, therefore, is only a first step of an informatory nature, which would allow those taking part in the Conference to express their views on the matter.

The volume contains the list of members of the delegations, the summary reports of the meetings, the introductory reports presented by the rapporteurs, Messrs. Verniers, Vana and Chung, as well as the preliminary report prepared by the Secretariat of Unesco on the Teachers' Charter, and the text of the recommendations voted by the Conference on gratuity of school supplies and on physical education in secondary schools.

For a complete documentation on the Xth International Conference on Public Education, the following volumes should be consulted:

La Gratuité du matériel scolaire.

L'éducation physique dans l'enseignement secondaire.

Proceedings and Recommendations.

Annuaire international de l'Education et de l'Enseignement.

In the first two volumes are to be found the results of the inquiries which served as the basis of the discussions ; the 1947 Yearbook will contain the reports on the educational developments during the year 1946-1947 presented to the Conference by the delegates of the Governments.

LIST OF MEMBERS OF DELEGATIONS

ARGENTINA

Mr. Juan Antonio GIRALDES, Consul-General of Argentina in Geneva.

AUSTRALIA

The Hon. J. J. DEDMAN, Minister of Post-War Reconstruction.

Dr. E. R. WALKER, Chargé d'Affaires of the Commonwealth of Australia in Paris.

Mr. A. J. A. NELSON, London Representative of the Commonwealth Office of Education.

BELGIUM

Mr. L. VERNIERS, General Director of Primary Education and Teacher Training at the Ministry of Public Instruction in Belgium.

BRAZIL

Professor Pedro CALMON MONIZ DE BITTECOURT, Vice-Chancellor of the University of Brazil.

Professor Arthur Do PRADO, Professor at the University of Brazil.

CANADA

Mr. C. E. PHILIPS, Executive Secretary of the Canadian Education Association.

Mr. René GUENETTE, Official Representative of the General Corporation of the Catholic Primary Teachers of the Province of Quebec and of the whole of Canada.

CHILE

Mr. Martin BUNSTER, Chief of the Central Educational Department at the Ministry of Education.

CHINA

Dr. HU TIENSHE, Director of the Sino-International Library in Geneva.

Dr. CHUNG TAO-TSAN, Senior Chief Inspector, Ministry of Education.

COLOMBIA

Dr. Gabriel GIRALDO-JARAMILLO, former University Professor,
Consul-General of Colombia in Geneva.

CUBA

Professor Gustavo GUTIERREZ, Professor at the University of Havana.
Mr. Luis VALDÉS ROIG, Chargé d'Affaires of Cuba in Switzerland.

CZECHOSLOVAKIA

Dr. Jaromir KOPECKY, Minister plenipotentiary.
Mr. Miroslav HAVRÁNEK, Chief of the Division for Cultural Relations
with Other Countries at the Ministry of Education.
Dr. Joseph VÁNA, Director of the Komensky Educational Research
Institute in Prague.
Professor František PAZUR, Official of the Educational Commissariat
at Bratislava.

DOMINICAN REPUBLIC

Count de HANOT d'ARTOIS, Consul-General of the Dominican
Republic in Geneva.
Mr. Bernard GLASSON, Vice-Consul of the Dominican Republic in
Geneva.

ECUADOR

Mr. Alejandro GASTELU, Consul-General of Ecuador, Permanent
Delegate to the International Labour Office.

EGYPT

Professor Mahmoud K. EL NAHAS, Professor at the University of
Cairo, Director of the Egyptian Bureau of Education in Geneva.

FRANCE

Mr. Marcel ABRAHAM, Chief of the University Service of Relations
with Other Countries.
Mr. LAVERGNE, General Secretary of the Federation of National
Education.
Professor WEILER, Educational Adviser at the Ministry of National
Education, Director of the Montgeron Branch of the Lycée
Henri IV.
Mr. Marcel LEBRUN, Director of the Musée Pédagogique in Paris.

GREECE

Mr. Theodore GRIVA, First Secretary of the Greek Legation in
Switzerland.

GUATEMALA

Mr. Albert DUPONT-WILLEMEN, Consul of Guatemala in Geneva.

HOLLAND

Mr. VAN DER WEYST, Inspector of Secondary Schools.

HUNGARY

Mr. Dezső BAROTI, Chief of the Education Section at the Ministry of Public Instruction.

Mr. Nicolas HUBAY, Permanent Delegate of Hungary to the International Bureau of Education.

Mr. Béla VESZPREMY-BANGHA, Chargé d'Affaires of the Hungarian Legation in Switzerland.

INDIA

Mr. A. N. BASU, Professor at Calcutta University, Head of the Teacher Training Department.

Mr. Fw. FRANKLIN, Principal, Spence Training College, Jubbulpore.

IRAQ

Professor Hasan ALDUJAILI, Assistant Professor of Secondary Education at the Higher Teachers' Training College.

IRAN

Dr. Gholan Ali RAADI-AZARAKHCHI, Permanent Delegate of Iran to Unesco.

Dr. Mehdi VAKIL, Cultural Attaché to the Iran Embassy in Paris.

Dr. Mohammad Hassan CHAHID-NOURAI, Professor in the Faculty of Law in Teheran.

Mr. H. MOZAFFARI, Permanent Delegate of Iran to the International Bureau of Education.

ITALY

Professor Giovanni FERRETTI, General Director of Cultural Exchanges at the Ministry of Education.

Mr. Michel PETRONE, Professor.

LUXEMBURG

Mr. Jean STURM, Chargé d'Affaires of the Grand Duchy of Luxembourg in Switzerland.

MEXICO

Mrs. Esperanza BALMACEDA DE JOSEFE, Professor at the University of Mexico, Professor at the Higher Normal School, Member of the Pedagogical Institute of Mexico.

NORWAY

H. E. Mr. R. B. SKYLSTAD, Minister of Norway in Switzerland.

PANAMA

H. E. Mr. Miguel AMADO, Envoy Extraordinary and Minister Plenipotentiary of the Republic of Panama to the Vatican City and to Belgium.

PERU

Mr. Arturo GARCIA, Second Secretary of the Peruvian Embassy in Paris.

Mr. Alberto WAGNER DE REYNA, Doctor of Philosophy.

POLAND

Dr. Z. KORMANOWA, Chief of the Curriculum and Reform Department at the Ministry of Public Instruction.

Mr. H. GARBOWSKI, Director of the Department of General Instruction Schools.

PORTUGAL

Dr. Ruy L. ULRICH, Former Ambassador, Dean of the Faculty of Law at the University of Lisbon.

Mr. J. A. FERREIRA DE ALMEIDA, General Director of Higher Education and Fine Arts, Chief of Staff at the Ministry of National Education.

ROUMANIA

Professor Miron NICOLESCO, Under Secretary of State for National Education.

Dr. BUGA, Director at the Ministry of National Education.

SALVADOR

Mr. Ramon Arturo BUSTAMANTE, Chargé d'Affaires of Salvador in France.

SIAM

Mr. Khun Bididh VIRAJJAKAR, First Secretary of the Siam Legation in Switzerland.

SWEDEN

Dr. Karl KÄRRE, Educational Adviser.

SWITZERLAND

Mr. Albert PICOT, Chief of the Department of Public Instruction for the Canton of Geneva.

Mr. Daniel SECRETAN, Minister Plenipotentiary, Chief of the International Organisations Service at the Federal Political Department.

Mr. Antoine BOREL, Secretary of the Swiss Conference of Chiefs of Departments of Public Instruction.

Mr. Henri GRANDJEAN, General Secretary of the Department of Public Instruction for the Canton of Geneva.

Mr. Robert DOTTRENS, Co-director of the University Institute of Educational Sciences in Geneva.

SYRIA

Mr. Izzat NOUSS, Inspector of the Syrian School Mission in Geneva.

TURKEY

Mr. OSMAN HORASANLI, Attaché of National Education at the Turkish Legation in Bern.

Dr. Orhan ALISBAH, Professor at the University of Ankara.

Mr. İlhan UNAT, Secretary of the Turkish Legation in Bern.

UNION OF SOUTH AFRICA

Dr. W. DE VOS MALAN, Superintendent-General of Public Instruction for the Cape of Good Hope.

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Mr. D. H. LEADBETTER, Assistant Secretary, Information and External Relations Branch, Ministry of Education.

Mr. P. WILSON, His Majesty's Staff Inspector of Schools.

UNITED STATES OF AMERICA

Mr. Galen JONES, Director, Division of Secondary Education, U.S. Office of Education.

Mr. Howard WILSON, Associate Director, Carnegie Endowment for International Peace.

URUGUAY

Mr. Horacio AZZARINI, General Director of Secondary Education.

Mr. Leopoldo Carlos ARTUCIO, University Professor.

VENEZUELA

Mr. Pedro BERROETA, Secretary of the Venezuelan Legation in Switzerland (observer).

YUGOSLAVIA

Mr. Vladislav RIBNIKAR, President of the Committee of Culture and Art.

ORGANISATIONS REPRESENTED

UNITED NATIONS

Mr. Louis GROS, Department of Social Affairs.

INTERNATIONAL LABOUR OFFICE

Miss Mildred FAIRCHILD, Chief of the Women's and Children's Section (observer).

WORLD HEALTH ORGANISATION

Dr. F. SCICLOUNOFF, Member of Secretariat (observer).

PROCEEDINGS OF THE MEETINGS

FIRST MEETING

Monday, 14th July, at 10 a.m.

Chairmen: Messrs. Albert PICOT and Ronald WALKER

OPENING OF THE CONFERENCE

Mr. PICOT (Switzerland) opened the meeting by welcoming, in the name of the joint Unesco-I.B.E. Commission, the delegates of the Governments who had agreed to take part in the Tenth International Conference on Public Education. He welcomed the presence of representatives of the United Nations, the World Health Organisation and the International Labour Organisation. As the principal Swiss delegate to the Conference and as President of the State Council of the Canton of Geneva, he took the opportunity to express his great pleasure in the fact that the Tenth International Conference on Public Education was being held in Geneva. Geneva had had a considerable number of important international conferences held within its boundaries during the last months ; this was an honour for the town, which nevertheless raised difficulties in finding accommodation which the delegates to this conference had possibly encountered when arranging to come here. He was glad to have the opportunity of conveying officially to the Belgian Government, through its delegate, the very deep sympathy which has been aroused by the disaster at the Ministry of Education in Brussels. In expressing the wish that the climate of Switzerland would favour the work of the conference and cause it to proceed in the atmosphere of cordiality and mutual confidence which had marked earlier conferences, he declared the conference open. He announced that the meeting would now elect the Conference Committee, which was to consist of a Chairman and three Vice-chairmen. He asked for nominations.

ELECTION OF THE CONFERENCE COMMITTEE

Mr. VERNIERS (*Belgium*), as a delegate from the country which had held the chairmanship at the last Conference, suggested that the Committee should be formed as follows : Chairman : Mr. Ronald

WALKER, delegate of Australia ; first Vice-chairman : Mr. Marcel ABRAHAM, delegate of France ; second Vice-chairman : Dr. KORMANOWA, first delegate of Poland ; third Vice-chairman : Professor CALMON, first delegate of Brazil.

He took the opportunity to convey the deep gratitude of the Belgian Government for the expression of sympathy which he had just received on behalf of the Conference.

(The Chairman and Vice-chairmen were elected by acclamation.)

Mr. PICOT (*Switzerland*) vacated the chair in favour of Mr. Walker.

The CHAIRMAN thanked the Assembly for the honour conferred on his Government by his election as Chairman. He would do his best, with the help of his colleagues on the Conference Committee, to ensure the success of the Conference.

ADDRESS BY THE DEPUTY DIRECTOR-GENERAL OF UNESCO

Mr. THOMAS (*Unesco*) said that Unesco had an easy task to-day since it was only necessary to express its thanks and its confidence. He thanked Mr. Picot for his kind words and conveyed Unesco's gratitude to the Canton of Geneva and the Federal Authorities for their hospitality. He also thanked the representatives of the Governments who had come to be present at the Tenth International Conference on Public Education. This was the first Conference to be held under the joint auspices of Unesco and of the I.B.E.

Mr. Thomas wanted to give an explanation of this collaboration : Apart from the United Nations, the I.B.E. was the only inter-governmental organisation with which Unesco had concluded an official agreement, which had been ratified by the General Conference of Unesco last year in Paris, and by the Council of the Bureau. This agreement was in the first place a tribute to the services rendered by the I.B.E. to the cause of education, by means of its surveys and its series of publications. But there was also a more practical reason for the agreement. Unesco is not an organisation exclusively concerned with education. The field it covers is much wider, being the maintenance of peace through education, science and culture. Examination of the programme drawn up by Unesco in the past year shows that it is largely a programme for the education of nations by various means (the arts, cinema, press, radio, literature, etc.). So far as education is concerned, the two organisations ratified an agreement, which had been in force since last February and has already resulted in frequent and cordial collaboration, in the interchange of information, documentation and staff. The exhibition organised by Unesco last November in Paris was now housed in the

premises of the I.B.E. at Geneva. Lastly, the Xth Conference on Public Education had been called jointly by the two organisations. Unesco's first contribution to the Conference had been the placing on the agenda of a third question : that of the Teachers' Charter, which Unesco considered to be particularly topical and important.

He concluded by expressing his hopes for the work that the Conference would accomplish. He trusted that the collaboration between Unesco and the I.B.E. would become ever closer.

ADDRESS BY THE DIRECTOR OF THE INTERNATIONAL BUREAU OF EDUCATION

Mr. PIAGET (*I.B.E.*) began by thanking the Governments which had accepted the invitation to be present at the Conference. Thirty-eight Governments had at present accepted, as India, Chile and Yugoslavia should be added to the list which had been circulated. He also thanked Mr. Thomas for the kind message he had given on Unesco's behalf. The Xth International Conference on Public Education this year combined its traditional character with an entirely new character. As usual, the Agenda included the reports from the Ministries of Education and two questions which had been the subject of preliminary inquiries by the International Bureau of Education : the free provision of school supplies and physical education in secondary schools. The I.B.E. was providing the facts and the Conference would be asked to vote on recommendations, which would not be resolutions or conventions, as the Conference was purely technical in character. The question of the Teachers' Charter had been included at the request of Unesco and this introduced the novel aspect of the Conference. It was indeed the first time that the Conference had been summoned jointly with Unesco, and the I.B.E. was very pleased at this innovation. The Bureau was glad that this collaboration between two bodies working for the cause of education was possible. The collaboration between Unesco and the I.B.E. had been termed a "marriage". In this connection it might be said that the marriage could mean many things according to whether it was considered from the biological, sociological or psychological point of view. Sociologically speaking, there were marriages by capture, by abduction, by purchase ; marriages settled by the family at the birth of the future husband and wife, and marriages in which the two partners themselves decided on their union. Biologically, there were marriages in which the bride was a hundred, or even a thousand times as large as the bride-groom, and others, like that of the praying mantis, where the wife disposed of the husband after the ceremony. Psychologically, there was the love-match, the marriage of convenience, or the marriage dictated by rheumatism. Moreover, a psychiatrist, well aware of the difficulties

attaching to the married state, had proposed in addition marriage “on approval”. That was exactly what Unesco and the International Bureau of Education had wished to try : the experiment was going very well and we hoped to evolve a formula half-way between the love-match and the marriage of convenience.

Mr. CHUNG (*China*) suggested that the Conference should express its warm feelings for France, which was to-day celebrating its national festival. This was an opportunity to show their respect for that great country, and the delegates were glad to be sitting with French representatives at the Conference.

Mr. ABRAHAM (*France*) said that he was very touched by the friendly speech from the Chinese delegate and the expression of feeling on the part of the Conference on the occasion of the French national festival.

The CHAIRMAN gave some details about the programme for the Conference. It was planned that the mornings should be devoted to considerations of the reports submitted by each country on the progress of education during the year 1946-1947. In the afternoons, there would be discussion of the other three points on the agenda. The following rapporteurs would present a preliminary report on each subject, which would be followed by general discussion : Mr. Verniers for free provision of school supplies ; Mr. Chung for the Teachers' Charter ; and Mr. Vana for physical education in secondary schools.

REPORTS FROM THE MINISTRIES OF EDUCATION

The chairman then passed to item I on the agenda. As Mr. Dedman, the Minister of Post-War Reconstruction of the Commonwealth of Australia, had not yet arrived, the Australian report would be submitted at a later sitting.

REPORT FROM BELGIUM

Mr. VERNIERS (*Belgium*) presented the report on Belgian school reforms which had been circulated to the delegates.

The CHAIRMAN thanked the Belgian delegate for his interesting report.

Mr. WEILER (*France*) said he would like to know how it was proposed, under the Belgian reforms, to arrange the transition from primary instruction to the intermediate stage, and how the parallel streams, of which the report speaks, would be organised in the early years of secondary education, from the point of view of guidance and selection.

Mr. VERNIERS (*Belgium*) explained that the Ministry proposed to increase the number of bodies for guidance and selection throughout the country. They also proposed to carry out experimental tests, in order to make a first selection between the classes from the earliest years of the secondary stage. The final choice of study would not be made until the age of 15 years.

Mr. BUNSTER (*Chile*) wanted to know what was the position of study circles ; were they under private or Government control ?

Mr. VERNIERS (*Belgium*) answered that the study circles were entirely free and subject to no Government control. Nevertheless, provided that they fulfilled certain conditions and submitted satisfactory reports at the end of the year, they might receive grants-in-aid from the Government.

Mr. ALISBAH (*Turkey*) inquired if the extension of entrance examinations to all the university faculties was designed to establish a “ *numerus clausus* ” at the university.

Mr. VERNIERS (*Belgium*) replied that there was no question of establishing a “ *numerus clausus* ” by administrative means, but it must be realised that all the university faculties in Belgium were so overcharged that it was becoming impossible to carry out any real university work. The competitive examinations which are already held for the technological schools, would aim at forming a similar entrance-bar for the other faculties. But the State was not imposing these examinations without consulting the Rectors of all the Belgian universities. These measures would be tried out for an experimental period of three years in the first instance.

Mrs. BALMACEDA (*Mexico*) wanted to know what actual economic and social measures had been taken to ensure the extension of compulsory education up to the age of 15, and eventually to the age of 18.

Mr. VERNIERS (*Belgium*) explained that no measures had yet been taken, because for the present, it was only the principle of this extension of compulsory education which had been accepted. It could, however, be stated that the intermediate schools included in the scheme would be completely free, giving free instruction and providing school materials free.

Mr. WILSON (*United Kingdom*) referring to the establishment of the School for Mining Engineers at Hasselt, and of the Agricultural School at Dixmude, asked what would be the age of the students admitted ; whether they would follow full-time or part-time courses ; whether they would board or live outside ; and finally, whether the Agricultural School was a mixed one or for men only.

Mr. VERNIERS (*Belgium*) explained the geographic and economic reasons which had given rise to the establishment of the Mining School in the Campine. It was to be a full-time school where students would work all day. The Agricultural School was intended for young men only, but it should be noted that there was, at Brussels, a women's training college for agricultural instructors.

Mr. NOUSS (*Syria*) returned to the question of the entrance examination for candidates for higher education. Were foreign students granted exemption from the examinations dealing with subjects of national rather than general interest, as for example the examination in Flemish?

Mr. VERNIERS (*Belgium*) gave an assurance that such exemption ought to be easy to obtain, though, of course, the number of students wishing to take advantage of the concession would have to be taken into account.

Mr. DOTRENS (*Switzerland*) inquired what were the powers and the programme of the University Consultative Commissions on Studies, which seemed to him to have a very interesting part to play.

Mr. VERNIERS (*Belgium*) answered that the Commissions' powers were purely consultative, but the Commissions enjoyed a large measure of freedom. Special credits had been included in the 1948 budget to allow these Commissions to assist in the drawing up of university syllabuses.

REPORT FROM CHINA

Mr. CHUNG (*China*) drew attention to the fact that as China had not had the opportunity to submit a report at the last Conference, this year's report would cover the last five or six years. He read the report, which had been circulated to the delegates, and made some remarks upon it.

The CHAIRMAN announced that, in view of the time, the translation and discussion of the Chinese report would be deferred until the following morning's meeting, but he was anxious to thank the Chinese delegate for his interesting report.

He reminded the delegates of the Unesco reception which would be held after the afternoon's meeting.

He asked the members of the Conference Committee to meet after the afternoon session. He was anxious that they should share with him the duty of presiding at the meetings, and he asked Mr. Marcel Abraham, first vice-chairman, to take the chair at the afternoon session, which would be devoted to the consideration of the free provision of school supplies.

(The meeting rose at 1 p.m.)

SECOND MEETING

Monday, 14th July, at 3 p.m.

Chairman: Mr. M. ABRAHAM

FREE PROVISION OF SCHOOL SUPPLIES

Before opening the discussion on the agenda, the CHAIRMAN informed the meeting that a 39th country, Peru, had sent a representative to the Conference. He announced that the delegate from Venezuela had proposed that, in order to facilitate discussion, the reports on educational progress in the various countries should be circulated on the day preceding that on which they were to be discussed. Every effort would be made to comply with this suggestion.

He drew the attention of delegates to the provisional summary report of the morning session which had just been circulated. Delegates were asked to transmit to the Secretariat any observations or corrections which they wished to make, in preparation for the printing of the final version.

GENERAL DISCUSSION

The CHAIRMAN proposed that the meeting should consider item II on the agenda, the free provision of school supplies, and called upon Mr. Verniers, the rapporteur for this subject.

Mr. VERNIERS (*Belgium*) gave a summary of the report on the free provision of school supplies, which had been circulated.

The CHAIRMAN thanked Mr. Verniers for drawing up the report and for the concise and pithy summary which he had given of it. He was anxious also to express his very sincere thanks to Miss Marie Butts who had been responsible for editing the book on this subject by the I.B.E. She had shown once more, in this work, her devotion to the cause of education, to the International Bureau of Education and to Unesco. He declared the meeting open for the general discussion of the report, which would precede the drafting of recommendations on which the Conference would be called upon to vote.

Mr. DOTRENS (*Switzerland*) pointed out that there were two facets of the question of free provision of supplies to be considered : one administrative, and one educational. He raised the question of the publication of text-books, from the latter point of view : ought they to be freely edited and published by private firms or under the control of the State ? No general solution applicable to all countries could be found. To take the example of the Canton of Geneva, for the time being, the best system there seemed to be that of publication by the State. It was the system which gave the most satisfactory results from the financial point of view, and made it possible to ensure a certain continuity in education. The great number of books printed, however, entailed the disadvantage that it took about ten years to use up the supplies. The possibility of publishing booklets and working-sheets instead of text-books for school children was therefore being considered. The free provision of school materials also made it possible to exercise a more effective control of the instruments used by the pupils—for example, the use of certain pens. It should be noted, however, that in the secondary stage of education, free provision of supplies did not solve all difficulties. Other problems connected with differences of social surroundings, of culture, etc., arose, which would have to be very seriously considered.

Mr. LEBRUN (*France*) agreed with the Swiss delegate's view regarding the development of school text-books. In the primary school there was indeed a tendency to discontinue the use of the bound text-book and to let the child make up his book for himself. But this method could not be used in the secondary school with pupils from 12 to 18 years old. On the other hand, modern methods, such as the use of epidiscopes, could be very useful in teaching and remove the need for certain text-books, such as anthologies. In his report, Mr. Verniers had quoted the example of countries which, by the application of modern methods, were using text-books less and less. It should, however, be mentioned that, for some subjects, text-books would still be necessary for a long time to come. It would therefore be useful if a truly international collection of text-books, which would make it possible for educationalists from the different countries to make comparisons, were gathered together at the I.B.E., in collaboration with Unesco. They would have to be careful in considering the question of the cost of text-books. Educational budgets were drawn up by very different methods and comparison of the figures alone would inevitably give a false impression. The question of the physical protection of the child, and in particular the protection of his eyes, must also be considered. It would be useful to draw up regulations dealing with the spacing of lines, the size of print and the glossiness of the paper. On the question of the publication of text-books by the State or by private firms, it seemed to him that it would be difficult to apply the system tried at Geneva in

a large country. In France, for example, the system of complete freedom of publication was preferred and for this reason great difficulty was encountered in drawing up lists of the books used. He had just sent to the International Bureau of Education a selection of 200 text-books which would be shown on the French stand in the Permanent Exhibition of Public Instruction.

Mr. WEILER (*France*) added a few observations on the question of finance. A distinction must be drawn between the classic text-book, on the one hand, and the school text- or reference-book on the other, the use of which was spreading with the introduction of modern teaching methods. The latter type was not commercially profitable and it would be well if the supervision and financing of these books were entrusted to an international body which could undertake the publication of a collection for use in the various countries. With regard to the disinfection of school-books, an inquiry recently carried out in France had shown that there was very little danger of infection being carried by paper.

Mr. VANA (*Czechoslovakia*) stated that in Czechoslovakia there was equal education for all, and the free provision of school supplies was accepted in principle. The practical application was, however, more difficult and the position varied with the type of school. In the primary and intermediate schools, text-books were provided free for necessitous pupils. In the secondary schools, libraries made it possible for necessitous pupils to use books without charge. Furthermore, a number of scholarships were awarded to help such pupils. For higher education, there was a system of scholarships which made it possible for students to buy what they needed and a quarter of the students benefited from these scholarships. The Government printers were responsible for the publication of text-books and efforts were made to group authors together, in order to have available a small number of different text-books for each subject, from which teachers could make a selection and which would be within the means of pupils.

The CHAIRMAN thanked the speakers for their observations and the interesting accounts they had given. He recalled that the question of the drafting, utilisation and choice of school text-books had been the subject of the International Bureau of Education's publication No. 59 and of Recommendation No. 15 adopted at a previous Conference. He therefore asked delegates to confine themselves to the discussion of the question of free provision.

Mr. LEADBETTER (*United Kingdom*) wished to congratulate Mr. Verniers on his report. He entirely agreed with his remarks and stressed how illogical it was that every child should not have equal opportunity in education which was compulsory. That was why, in England and Wales, not only were primary and secondary

education free, but all school supplies of every type, including medical service, were made available free of charge. Free meals at school would shortly be included. If a child was awarded a scholarship for a private school not supported by the State, he was also given a grant for his school equipment and other expenses. Schools were left free to choose the text-books they used. The main difficulty at the present time was the shortage of paper which restricted publication. Films were more expensive than text-books, as a method of education and the State had supplied a few as an experiment until the time when it might be possible to produce them commercially on a larger scale.

Mr. WILSON (*United Kingdom*) again drew attention to the extreme importance of the school library, which made available to pupils the works of the great names in literature, the arts and science, which they could not easily obtain for themselves. As the Dalton plan and the experiment of the "new sixth class" in France had shown, the use of the school library should be generally encouraged among the pupils.

Mr. VERNIERS (*Belgium*) was anxious to support the suggestion made by Mr. Weiler with regard to the simultaneous publication of reference-books in several countries, which would considerably reduce the cost. In this way, for example, atlases and books on art could be published internationally. To reconcile the views expressed by the delegates from Switzerland, France and Czechoslovakia on the question of the publication of text-books, he suggested that private enterprise had its part to play as well as the State. He stressed the desirability of setting up panels of teachers to prepare certain text-books. The State might institute a competition for the drafting of text-books, and manuscripts might be subjected to a double examination, firstly by a committee of teachers who would make a preliminary selection, and then by the State which would choose text-books from the list submitted by the teachers and publish them at its own expense. Returning to the question of principle, they had to discover whether all the delegates were agreed that the principle of the free provision of school supplies was implicit in the idea of compulsory schooling. There was also the question of supervision : ought the State to exercise control and, if so, to what extent ?

Dr. KÄRRE (*Sweden*) thanked Mr. Verniers for his report. He himself was speaking as a representative of a country which had adopted the principle of free provision. There was first the question of the method of distributing the supplies, which might be done by the State, or by the local school districts. In Sweden, up to 1946, the local authorities had been responsible, but it had been decided that, in the interests of uniformity, the State would undertake the work from 1946 onward. The State paid a certain amount annually for each

child, 10 Swedish crowns, which seemed generally to be sufficient. On the question of whether all children should receive free school supplies or only those in need, opinions seemed to be divided. In Sweden, it had been decided that all children subject to compulsory schooling should receive supplies free, in order that there should be no differentiation between pupils, particularly in consideration of the fact that the school was becoming increasingly a social institution. The free provision of school supplies therefore applied only to the primary school but it was hoped that it would be possible before long to extend it to secondary schools as well. With regard to the question of publication of text-books by the State or by private firms, it was not thought necessary in Sweden for the State to undertake the responsibility. It was sufficient that it should exercise some supervision of content and of price. He supported the proposal of the French delegate, Mr. Lebrun, for establishing an international collection of text-books that would also facilitate the creation of national collections of the same kind which would be more easy of access.

Dr. ULRICH (*Portugal*) explained that in his country arrangements differed according to the type of school. In primary schools, school funds had been started to help necessitous children. Contributions to these funds were at present compulsory. There were similar funds in agricultural and technical schools and in secondary schools. All were managed by the Portuguese Youth Movement. Text-books were published by the State for primary schools, but were privately published, under the supervision of the State, for other schools. School libraries had also been set up in the primary schools. In Portugal, there was a general tendency to provide school supplies free for primary education, but there was still uncertainty in this matter, so far as secondary education was concerned, for it was doubtful whether the general taxpayer should be expected to supply goods free of charge for the children of well-to-do parents.

Mr. EL NAHAS (*Egypt*) noted that the question of free provision of school supplies was very closely linked with that of free secondary education. If the principle of free provision of supplies was generally extended to the whole field of secondary education, it would be difficult to decide where to draw the line: food and clothing might be included. In order to avoid attracting to academic secondary education a type of pupil who was ill-qualified for such a course and diverting such pupils from technical education which they could follow with more profit to themselves and the nation, the principle must be subject to exceptions and there must be a system of grading pupils according to their intelligence, gifts, and capacity. As regards text-books, the system of competitions for the selection of the best books seemed to have been tried out in Egypt. The use of libraries ought rather to be restricted to universities.

The CHAIRMAN thanked Mr. El Nahas for his very interesting remarks. He pointed out, however, that the problem of the free provision of school supplies was not limited to secondary education ; it arose chiefly with regard to compulsory education, and that the idea of the congestion of secondary courses by inadequately qualified pupils ought not to be considered in connection with the question of free provision of supplies. In order to avoid this congestion, there ought to be other methods of selection quite apart from the question of supplies available.

Mr. LAUWERYS (Unesco) thanked the Chairman for his permission for the members of the Secretariat to take part in the discussions. He wanted to raise four points. Firstly, he stressed the fact that the problem varied in different countries : in those where there was a high standard of living, the question of the free provision of school supplies was not of vital importance, while in poorer countries it was fundamental to the whole question of education. Although the principle of the free provision of school supplies had been admitted almost universally since the end of the last century, its application varied with conditions in each country. Secondly, he pointed out that as education developed and improved, material for individual use became less important than material for common use (films, libraries, maps, posters, school journeys, etc.). They were then faced with the problem, not of supplying such services and materials free, but of obtaining them in sufficient quantities. As regards school text-books, the idea of a competition to select the best, from which the chief points of interest would then be extracted and combined, seemed to have very interesting possibilities. The supervision exercised by the authorities over text-books might cover the quality of the publication, its educational value and its ideological or political view point. Supervision of the form and of the educational content was to be generally recommended.

Mr. LEBRUN (*France*) wished to draw attention to the importance of audio-visual methods and particularly of educational films, which were coming to take an increasing part in instruction. He hoped that the Xth Conference on Public Education would pass a recommendation to promote, under the auspices of Unesco, the production and international exchange of such audio-visual material and particularly of educational films.

The CHAIRMAN mentioned in this connection that at the next afternoon meeting draft recommendations would be submitted to which the delegates would be able to make any additions or amendments they desired.

(The meeting rose at 5.30 p.m.)

THIRD MEETING

Tuesday, 15th July, at 10 a.m.

Chairmen: Mr. E. R. WALKER and Dr. KORMANOWA

The CHAIRMAN opened the meeting by reading a telegram of good wishes sent to the Conference by the Pan-American Union.

(Dr. Kormanowa (Poland) took the chair.)

REPORT FROM CHINA (*continued*)

The Chairman asked if it was necessary to translate the Chinese report, which had been circulated to all the delegates in English.

Mr. KOPECKY (*Czechoslovakia*) proposed that, in order to save time, the national reports circulated should not be translated.

Mr. ABRAHAM (*France*) asked if there would be a written French translation of the Chinese report.

Mr. AMADO (*Panama*) wanted to know whether, after the Conference, the reports would be published in French and in English.

The CHAIRMAN replied that they would. During the Conference, the reports would be submitted either in English or in French. She took it that Mr. Kopecky's suggestion was approved.

Mr. BASU (*India*) wanted to know why university courses in China were centralised ; why they had tried to reduce the length of the secondary course from six to five years ; what types of teachers' training colleges there were, and how long the courses lasted ; and finally, why the training colleges were separated from the universities.

Mr. CHUNG (*China*) explained that because of the shortage of teachers and equipment, from which the Chinese universities, of which there were about a hundred, were suffering, efforts were being made to centralise and co-ordinate the instruction they gave by grouping similar courses together in one university. In reducing the length of the secondary school course from six to five years, they had tried to avoid a certain over-lapping which there had been in the programmes of the junior and senior secondary schools. It was, moreover, only an experiment and the course was reduced only for pupils who would later proceed to the university. There were

two types of training college: the junior training college, with a course lasting three years, to which students of 14 or 15 years of age were admitted, and the senior training college, with a course lasting three or four years, open to students of 17 or 18. Both types trained teachers for primary schools. There were also emergency courses lasting one year. The difference between the schools of education and the teachers' training colleges lay in the syllabuses. In the former, courses in education, psychology, etc., were given; in the latter, most of the time was devoted to specialised study of a particular branch of teaching.

REPORT FROM THE UNITED STATES OF AMERICA

Mr. JONES (*United States*) read the most important sections of the report from the United States Office of Education, which had been circulated to delegates.

The CHAIRMAN thanked the United States delegate for his very interesting report.

Mr. AMADO (*Panama*) congratulated the United States delegate on his very full report. He wanted to draw attention to a passage which he had not read and which dealt with "Essentialism", which was said to be one of the characteristics of the programme of American schools. The paragraph in question dealt, among other things, with the cultural heritage which was to be passed on to the pupils. Did this heritage mean only the American tradition, or did it include the classical heritage shared by all civilisations?

Mr. JONES (*United States*) said that he welcomed this question. Although, because of the decentralisation of education in the United States, emphasis had been laid in the first place on American civilisation itself, a tendency could be seen in the last twenty years, and particularly in the last decade, to include the whole world and to develop a more general culture.

Mrs. BALMACEDA (*Mexico*) wanted to know what percentage of children in the primary school were able to go on afterwards to the secondary school; what means there were to encourage children to stay at school; what courses in preparation for a career there were in primary and secondary schools and at the university.

Mr. JONES (*United States*) explained that if, by secondary education, they meant classical studies, it was obvious that only a small number of young people could profit from it. About one third of secondary school pupils was studying to go on to the university. The majority of pupils in these secondary schools took commercial courses or specialised training courses for a career. Children thus had a choice of courses catering for varied interests, and it could be taken

that few of them wished to be exempted from attendance at school. Guidance in the choice of a career was based mainly on the teacher's knowledge of the pupil, on the course of studies he had followed, certain psychological tests and special aptitudes tests.

Mrs. BALMACEDA (*Mexico*) asked what means of selection were used for admission to the university.

Mr. JONES (*United States*) replied that there were various means : certain States in the Middle West, for example, allowed all pupils who had obtained their certificate at the end of the secondary course, to enter the university. In others, the choice was made by the university authorities on the basis of the pupil's school record, the recommendation of his headmaster or by means of an entrance examination. Efforts were being made to develop the careers guidance service in the schools, in order to ensure that all pupils, whatever their natural aptitudes, might follow the line best suited to them and that the best choice might be made of those who were proceeding to higher education.

Dr. KÄRRE (*Sweden*) wanted to know whether there was at present a tendency in the United States to arrange transfer from the primary to the secondary school at the end of the sixth year of primary education, whereas the transfer normally used to come at the end of the eighth year.

Mr. JONES (*United States*) replied that the general tendency was to reorganise the courses as follows : pre-school education, primary education for six years, and secondary education, also for six years, divided into junior and senior sections. This arrangement was typical of the urban districts. In rural districts, where there were schools with less than two hundred pupils, the system of eight years in the primary school and four years in the secondary school had been kept for the time being.

Mr. EL NAHAS (*Egypt*) asked if there was an accepted standard for certain types of certificate, such as the school leaving certificate, the university degree, the doctorate, etc., and if such certificates were of the same value in all the States and all universities. Was there any difference in the value of studies at different institutions ?

Mr. JONES (*United States*) said that the great American universities, which enjoyed a world-wide reputation, could not be considered as on a level with the smaller universities. A survey carried out by the Carnegie Foundation had shown that there were great differences between one type of university and another. The American Council of Education had drawn up certain general principles to assist in establishing the value of diplomas. Certain universities preferred to refer to the student's school record to decide what was the value of his certificate or whether he should be admitted to the university.

Mr. THOMAS (*Unesco*) remarked that, as the time available to the Conference was limited, delegates might perhaps put some of their questions to the rapporteur in private, or in writing, so that they might be grouped together and be answered at one time in the course of another meeting.

The CHAIRMAN said that this suggestion seemed reasonable to her and asked if the delegates agreed.

Mr. BUNSTER (*Chile*) thought that it would be difficult to defer the discussion to another meeting. Delegates could ask only very short questions to which the rapporteur would give equally brief replies.

Mr. PIAGET (*I.B.E.*) proposed that the questions should be grouped and that the rapporteur should reply to them straight away but in a composite answer.

Mr. BUNSTER (*Chile*) asked if there was a change in the philosophy of education in the United States and what were the social movements responsible for this change.

Mr. VAN DER WEYST (*Netherlands*) wanted to know why there seemed to be a lack of specialists in education in the United States and what obstacles there were to improvement in the conditions of teachers.

Mr. BUSTAMANTE (*Salvador*) wanted to know if backward children were educated in the same schools as others, or whether they were placed in special schools.

Mr. WEILER (*France*) asked if there were uniform standards of guidance and selection for transfer from one stage of education to another (primary, secondary and higher education).

Mr. ALDUJAILI (*Iraq*) asked how, in small secondary schools, a varied programme could be arranged to meet the needs and aptitudes of all the pupils.

Mr. JONES (*United States*) replied in order to these various questions. A certain reversion to essentialism could be noted in education. At the present time, the essential needs of the nation were considered in the first place, in order that they might be met as far as possible. Teachers' conditions were very largely determined by local authorities, who would also be responsible for any increase in salaries. Some States had, however, drawn up a scale of minimum salaries on which local authorities must base their scales. The idea of establishing a national scale with the aid of grants from the Federal Government, was gaining ground. The shortage of specialist teachers of mathematics and science was accounted for by the demands of the army and war industries during recent years. As regards abnormal or backward children, the various States had set up special schools for the physical handicapped (blind, deaf children, etc.). Mentally handicapped children received special instruction in classes in the

same schools as normal children. There were no uniform standards for transfer from one type of school to another. The local authorities were free to make their own arrangements. The main thing was to discover the full aptitude and capacity of every pupil. The question of small secondary schools was a very difficult one. It was obviously impossible for them to provide a different programme for all their pupils. An attempt had been made to solve the problem by organising correspondence courses and by appointing travelling specialist teachers (for music, art, etc.) for a county. But the solution generally adopted was to reorganise the school districts, grouping the schools in the larger towns to which all the pupils could travel by specially arranged transport. Propaganda films had been produced to show the general public the advantages of these centralised schools.

The CHAIRMAN thanked the United States delegates for his replies to the questions asked.

REPORT FROM AUSTRALIA

Mr. DEDMAN (*Australia*) made some comments on the report on educational progress in Australia which had been circulated to the delegates. He said how glad he was to be at this Conference as Minister of Reconstruction and as the Minister in charge of the Australian Commonwealth Office of Education which had been set up in 1946. If Australia had not hitherto taken part in the work of the Conference, it was not through lack of interest, but because of the difficulties of the federal system. The setting up of the Commonwealth Office of Education had solved this problem. There was at present great activity in the educational field in Australia. The Commonwealth was very anxious, too, to know of experiments carried out in other countries and to play its part in the international organisations created to foster and assist the development of education.

The CHAIRMAN thanked the Australian delegate.

(The meeting rose at 1 p.m.)

FOURTH MEETING

Tuesday, 15th July at 3 p.m.

Chairmen: MESSRS. E. R. WALKER
and P. CALMON MONIZ DE BITTECOURT

FREE PROVISION OF SCHOOL SUPPLIES (*continued*)

Before introducing discussion of the draft recommendation on the free provision of school supplies, the CHAIRMAN gave details of the programme for the remainder of the Conference's work: during the afternoon's session, discussion of the draft recommendation and, if possible, continuation of the reports from the Ministries of Education; Wednesday: discussion of the Teachers' Charter and possibly continuation of the reports from the Ministries; Thursday morning, reports from the Ministries; Thursday afternoon, presentation of the report on physical education in secondary schools; Friday morning, continuation of reports from the Ministries; Friday afternoon, discussion on physical education; Saturday morning, conclusion of the reports. The Conference would end at mid-day on Saturday.

The CHAIRMAN vacated the chair in favour of Professor Calmon Moniz de Bittecourt, third vice-chairman, and asked Mr. Verniers (Belgium) to resume his duties as rapporteur for the question of the free provision of school supplies.

Mr. VERNIERS (*Belgium*) suggested that the draft recommendation should be considered item by item and asked Mr. Piaget if this was the usual procedure.

Mr. PIAGET (*I.B.E.*) replied that it was. Amendments of substance had to be submitted in writing but drafting amendments would be made as the discussion proceeded.

TEXT OF DRAFT RECOMMENDATION No. 21

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education,

and being assembled on 14th July for its tenth session, adopts on the fifteenth of July, nineteen hundred and forty-seven, the following recommendation :

Considering that in the Preamble of the Convention establishing the United Nations Educational, Scientific and Cultural Organisation, the Signatory States declare themselves to believe “ in full and equal opportunities for education for all ” ;

That the International Bureau of Education, in its report on “ Equality of Opportunity for Secondary Education ”, stresses the fact that the aim of the educational reforms to-day is that equal opportunities for education should be ensured to all human beings, whatever their race, dwelling place, creed, fortune or rank, so that they may develop their capacities to the full ;

Recalling Recommendation No. 19 of the International Conference on Public Education adopted as a result of this report ;

Considering that parents' lack of means should not be a serious obstacle to the intellectual, moral and social development of the child even when attendance at school is free ;

Submits to the Ministries of Education in the various countries the following recommendation :

1) Believes on the one hand, that the principle of the free provision of school supplies ought to be considered as the natural and necessary corollary of compulsory schooling, and on the other hand that the application of this principle to young people attending non-compulsory types of education—continuation schools, both secondary and advanced—should be considered as the human ideal towards which one ought to aim as far as the budgetary possibilities will permit, assuring nevertheless priority to the specially gifted ;

2) Believes in consequence, that an indispensable minimum requirement is the free provision of all school supplies required for compulsory education, it being understood that these supplies include both the teaching material for general use (maps, laboratory, workshop and classroom equipment) and supplies for individual use (text-books, exercise-books, pencils, pens, raw materials and equipment necessary for instruction in drawing, handwork, gymnastics, sports, domestic science, etc.) ;

3) Considers it desirable that certain classic text-books (dealing with citizenship, national and world history, science, moral philosophy, selections from literature) should become the property of the pupils on finishing their compulsory education in order to provide them with the nucleus of a small personal library and thus to stimulate their taste for the things of the mind ;

4) Considers that when school supplies for individual use, and particularly text-books, are collected from pupils to be distributed to others, they should be thoroughly disinfected ;

5) Expresses the desire that adequate financial provision should be made for school libraries of reference-books (dictionaries, geographical atlases, great literary classics, etc.) and that furthermore the possibility of international publication of books for school work such as atlases of blank maps, collections illustrating physical and political geography, the history of art, development of applied science, of the customs, habits and dress of the nations of the world, should be seriously considered ;

6) Expresses the desire that an international agreement should be made with a view to increasing the number of educational films and of facilitating their purchase and circulation beyond national boundaries : the more good educational things are available to teachers, the less use they will require to make of text-books in teaching ;

7) Considers it extremely important that measures should be taken to ensure that the children and young people undergoing compulsory education should be able to obtain a hot meal every day at school, either free—in the case of poor or necessitous children—or at a reasonable cost for others ;

8) Considers furthermore that means of transport should be provided free for pupils living at a considerable distance from the school which they are obliged to attend ;

9) Considers that where the expense of providing free supplies is borne by subordinate authorities (provincial or local), it would be desirable that the State should subsidise the provinces, cantons or communes ;

10) Considers also that the activities of voluntary and unpaid bodies connected with the school such as school co-operatives, associations of parents and teachers, former pupils' associations and even large industrial or commercial firms, should be encouraged ; it is indeed desirable that as large a number of citizens as possible should be able to give free and spontaneous expression of the interest they take in the school, but this does not confer on school authorities the right to transfer their responsibilities to the voluntary bodies ;

11) Recalling Recommendation No. 15 concerning the drafting, utilisation and choice of school text-books adopted by the seventh Conference, draws attention to the desirability on the one hand of carrying out enquiries into the most economical means of publishing text-books, auxiliary pamphlets or information sheets and of manufacturing furniture, equipment and other school materials, utilising to the full the resources of the country, and, on the other hand, of setting up in the permanent Exhibition of Public Instruction in Geneva, a collection of the school text-books in use in the various countries ;

12) Considers that the higher authorities should not be entirely deprived of control over the use of school text-books, since the exercise of supervision is necessary to ensure the moral and physical well-being, and in particular to protect the sight, of those using them, and to secure as far as possible the educational value of the books.

VOTE ON THE DRAFT RECOMMENDATION NO. 21 CONCERNING THE FREE PROVISION OF SCHOOL SUPPLIES

Mr. VERNIERS (*Belgium*) read the draft recommendation item by item. The delegates were asked to submit any amendments of substance at the end of each paragraph.

Preamble:

Mr. WALKER (*Australia*) proposed that, in the English version, the words: "Considering that parents' lack of means should not be a serious obstacle" should be replaced by "considering that parents' lack of means can be a serious obstacle..."

(This amendment was adopted.)

Article 1.

After a discussion in which Messrs. VERNIERS (*Belgium*), BASU (*India*), WEILER (*France*), HAVRANEK (*Czechoslovakia*), GRANDJEAN (*Switzerland*), KÄRRE (*Sweden*), ULRICH (*Portugal*), BOREL (*Switzerland*), WALKER (*Australia*), PIAGET (*I.B.E.*), ABRAHAM (*France*), ALISBAH (*Turkey*) and DOTRENS (*Switzerland*) took part, the following form was adopted:

"The Conference

1) Believes on the one hand, that the principle of the free provision of school supplies ought to be considered as the natural and necessary corollary of compulsory schooling, and on the other hand, that the application of this principle to young people attending non-compulsory types of education should be considered as the human ideal towards which one ought to aim."

Article 2.

After an exchange of views between Mr. ABRAHAM (*France*), Mr. VERNIERS (*Belgium*) and Mr. GRANDJEAN (*Switzerland*), the following text was unanimously adopted:

"Believes in consequence, that an indispensable minimum requirement is the free provision of all school supplies required for compulsory education, it being understood that these supplies include both the teaching material for collective use and supplies for individual use."

Article 3.

After a discussion in which Messrs. KÄRRE (*Sweden*), BOREL (*Switzerland*), HAVRANEK (*Czechoslovakia*), ALISBAH (*Turkey*), ABRAHAM (*France*), PIAGET (*I.B.E.*), NOUSS (*Syria*), BASU (*India*), VERNIERS (*Belgium*) and WEILER (*France*) took part, the following text was adopted :

“ Considers it desirable that school books should become the property of the pupils on finishing their compulsory education in order to provide them with the nucleus of a small personal library and thus to stimulate their taste for the things of the mind.”

Article 4.

The text of this article was adopted without discussion.

Article 5.

Mr. VERNIERS (*Belgium*) proposed that, in the French version, at the end of the paragraph, the expression “ progrès des techniques ” should be replaced by “ évolution des techniques ”.

Mr. BASU (*India*) asked for the insertion, at the beginning of the list of reference-books, of the words “ expensive text-books ”.

(These two amendments were adopted.)

Mr. LEBRUN (*France*) drew attention to the fact that, in connection with Article 5, it would be advisable to set an international system of classification for books and material used in teaching, establishing a suitable standard terminology and criteria for such material.

Mr. PIAGET (*I.B.E.*) mentioned that the decimal system of educational classification had already been revised once by the International Bureau of Education and he agreed that a fresh revision should be undertaken.

Mr. THOMAS (*Unesco*) said that Unesco had proposed to prepare an international system of classification for educational material and would keep in touch with the International Bureau of Education, so that they might collaborate in this project.

Article 6.

Mr. PIAGET (*I.B.E.*) read an amendment submitted by the French delegation, suggesting that the second part of the article should be omitted.

After discussion of this suggestion, in which the CHAIRMAN, Mrs. BALMACEDA (*Mexico*) and Messrs. BUNSTER (*Chile*), KÄRRE (*Sweden*), HAVRANEK (*Czechoslovakia*), VERNIERS (*Belgium*),

LEBRUN (*France*) and ABRAHAM (*France*) took part, it was unanimously decided to place this article amended as follows, after Article 11 of the draft recommendation : “ Expresses the desire that an international agreement should be made with a view to increasing the number of educational films and other audio-visual material and of facilitating both their purchase and free circulation beyond national boundaries, so that the net cost may be reduced.”

Article 7.

After an exchange of views between Messrs. HAVRANEK (*Czechoslovakia*), VERNIERS (*Belgium*), GRANDJEAN (*Switzerland*) and NOUSS (*Syria*), it was unanimously decided to omit this paragraph.

Article 8.

After discussion between Messrs. VERNIERS (*Belgium*), PIAGET (*I.B.E.*), HAVRANEK (*Czechoslovakia*) and ARTUCIO (*Uruguay*), it was decided, by 13 votes to 7, to keep the article unchanged.

Article 9.

Mr. PIAGET (*I.B.E.*) read the following amendment suggested by the French delegation : “ Considers that, where the expense of providing free supplies is borne by regional or local authorities, it is desirable that the State should supervise the provision and should, if necessary, provide grants for the authorities responsible.”

After discussion in which Messrs. NELSON and WALKER (*Australia*), VERNIERS (*Belgium*), EL NAHAS (*Egypt*), FERRETTI (*Italy*), BUNSTER (*Chile*), and ABRAHAM (*France*) took part, the following text was unanimously adopted : “ Considers that, where the expense of providing free supplies is borne by regional or local authorities, it is desirable that the State should, if necessary, subsidise the authorities responsible for provision of supplies, when their financial resources are known to be inadequate.”

Article 10.

After an exchange of views between Messrs. VERNIERS (*Belgium*), GRANDJEAN (*Switzerland*), PIAGET (*I.B.E.*), FERRETTI (*Italy*), THOMAS (*Unesco*) and BUNSTER (*Chile*), the following text was adopted : “ Considers also that the activities of public and private bodies connected with the school should be encouraged ; it is indeed desirable that as large a number of citizens as possible should be able to give free and spontaneous expression of the interest they take in the school, but this does not relieve school authorities of their responsibilities.”

Article 11.

Following observations from Messrs. NOUSS (*Syria*), PIAGET (*I.B.E.*), LEBRUN (*France*), WEILER (*France*) and VERNIERS (*Belgium*), this paragraph was adopted with a slight amendment: the omission of “auxiliary” before the words “pamphlets or information sheets”.

Article 12.

A suggestion from Mr. HAVRANEK (*Czechoslovakia*), supported by Mr. LEADBETTER (*United Kingdom*), for the omission of this article, was put to the vote and carried by 12 votes to 3.

Mr. BUNSTER (*Chile*) who had been prevented from doing so at the beginning of the meeting, wished to return to the old Article 6, now Article 10, and suggested that the words “educational films” should be replaced by a more general term, such as “audio-visual aids”.

After discussion in which Messrs. VERNIERS (*Belgium*), LEBRUN (*France*) and HAVRANEK (*Czechoslovakia*) took part, the following form was adopted: “educational films and other audio-visual material”.

The CHAIRMAN announced that the discussion of the Teachers' Charter, which was to have taken place the following morning, would be postponed until the afternoon, as Dr. Howard Wilson, the United States delegate, had not yet reached Geneva.

Mr. PIAGET (*I.B.E.*) proposed a vote of thanks to the rapporteur, the chairman and the vice-chairman, who had presided so tactfully over this long debate.

(The meeting rose at 6.30 p.m.)

FIFTH MEETING

Wednesday, 16th July, at 10 a.m.

Chairman: Mr. E. R. WALKER

The CHAIRMAN began the meeting by announcing that the reading of the national reports would be resumed, and that the afternoon would be devoted to the discussion of the Teachers' Charter.

He asked if there were any comments on the Australian report.

He called on the French delegate to present the report for his country.

REPORT FROM FRANCE

Mr. ABRAHAM (*France*) drew attention to certain points in the report on the educational movement in France during 1946-1947, which had already been circulated to delegates. He took the opportunity to honour the memory of Paul Langevin who had inspired and promoted French scholastic reform.

The CHAIRMAN thanked Mr. Abraham for his interesting report and inquired if the delegates wished to ask any questions.

Mr. VERNIERS (*Belgium*) wanted to know in how many normal schools students were prepared for the baccalauréat; what educational qualifications and age limits there were for admission to the normal schools for apprenticeship; whether it was compulsory or not for children to be examined by a doctor before admission to school at the age of 6; and whether, since the Liberation, there had been reforms in elementary education, and whether these had been published.

Mr. VANA (*Czechoslovakia*) wanted to know why an entrance examination at the age of 11 years for continuation classes was necessary, in view of the fact that junior secondary education was compulsory.

Mr. NOUSS (*Syria*) asked whether there was any difference between the primary education given in rural and urban districts, and why the working-hours of secondary school teachers depended on their university degree. It seemed to him that it would be better to relate the working-hours to the number of pupils and the subjects to be taught.

Mr. ULRICH (*Portugal*) asked how long the three types of courses in secondary education lasted.

Mr. BASU (*India*) wanted more particulars about the reforms in primary education, especially with regard to the encouragement of individual and creative activity by the pupils. He would also like to know what was the status of primary school teachers.

Mr. DOTTRENS (*Switzerland*) wanted additional information about the selection and powers of educational advisers.

Mr. LEADBETTER (*United Kingdom*) wished to know what was the average age of apprentices undergoing technical education. Did they study only technical subjects, or general educational subjects in addition ?

Dr. KÄRRE (*Sweden*) asked if there was in France a committee dealing with exchanges of pupils with other countries.

Mrs. BALMACEDA (*Mexico*) wanted to know at what age guidance for careers was begun and how it was organised. She would also like some information about the work of the Lycée Claude Bernard.

Mr. AMADO (*Panama*) inquired if France was considering arranging facilities for foreign students who might want to attend French universities.

Mr. VAN DER WEYST (*Netherlands*) asked if the fact that higher education was concerned with preparation for careers did not militate against the pursuit of knowledge for its own sake, and its advancement.

Mr. BAROTI (*Hungary*) asked what happened to children who did not pass their entrance examination.

Mr. EL NAHAS (*Egypt*) asked if France would continue to allow free access to the universities, or if the system in force for the large schools, to which entrance was gained through a competitive examination, would be extended to the university. He wanted to know if physical education was going to take a more important place in school syllabuses.

Mr. ABRAHAM (*France*) said that he would answer these questions with the help of his colleague Mr. Weiler. Taking first the three questions put by the Belgian delegate : 1) 60 normal schools out of 142 actually prepared students for the baccalauréat ; 2) entrance to a normal school for apprenticeship was by competitive examination and candidates must hold the baccalauréat or its equivalent ; 3) medical examination of children entering a primary school, at age 6 or 7, was compulsory.

Mr. WEILER (*France*) dealt with the reforms in elementary education. These reforms were being carried out experimentally rather than in response to official instructions. Schools or classes were free to adopt the methods they chose. For instance, there were two schools following the Decroly method in the Paris suburbs, and several *Départements* were trying out new methods. Educational

conferences were concerned with questions of teaching reform. For instance, one had undertaken the consideration of the child's human and natural environment. There was also the very active and progressive Freinet movement which had gained the support of 10,000 teachers out of 150,000. These methods all aimed at fitting instruction to the individual child. As regards the question of a possible difference between urban and rural instruction, there was no difference in the training of the teachers but the training colleges were under the control of the *Départements* and were naturally influenced by local conditions. Increasing efforts were also being made to meet local needs in the last year in the primary school.

Mr. ABRAHAM (*France*) said that he would postpone replying to the questions on the status of teachers and on physical education until later meetings, since these subjects appeared on the Conference agenda.

Mr. WEILER (*France*) explained that the entrance examination for secondary education (the lycée, collège or continuation classes) was only a temporary measure, necessitated by the transition period of five years for which provision was made and also by the overcrowding of the schools. It was moreover only one of the methods of assessment to be used in conjunction with the school record which was the fundamental factor. The proposed reforms provided for practical training and a special course in general cultural subjects for those pupils who could not be fitted into one of the existing courses. As regards the transition from primary to technical instruction, there was at present a gap between the first, which finished at age 14, and the second which began at age 15, which the technical schools were endeavouring to bridge by starting preparatory classes at the technical schools, taking pupils between 14 and 15 years of age. As for the apprenticeship schools connected with the main nationalised industries and concerns, they accepted students as soon as they had obtained their primary school certificate. At present, they were trying to re-arrange the time-tables to allow more time for general subjects and less for workshop instruction. The task of the educational advisers was to train and to advise young teachers still on probation. They were chosen by the district inspectors from a list of secondary school teachers, of various grades and with at least 10 years' experience. Each educational adviser supervised 5 or 6 young teachers, visiting their class-room and having them in his own class-room for some weeks. There were advisers for each subject and for the new classes. The work of the medical-psychological-educational centre at the Lycée Claude Bernard was to provide a consultation centre for all cases showing emotional, psychological or educational difficulty. It was thus solely concerned with guidance within the school and did not serve the same purpose as the National Institute of Vocational Guidance whose task was quite different.

Mr. ABRAHAM (*France*) said that in higher education, the length of the three courses was as follows : 1st, or pre-university course, 2 years ; 2nd, for under-graduate course, 2 years ; 3rd, or post-graduate course, 2 or 3 years. It was proposed that those wishing to enter the university should pass a special competitive examination, as the baccalauréat was not sufficiently selective. So far as the progress of scientific knowledge was concerned, there was at Paris a national centre for scientific research which young scholars and professors could attend. With regard to exchanges of students with other countries, France awarded as many scholarships as possible—though all too few at present—to foreign students, who were always welcome at Paris. The Universities' Office dealt with individual exchanges of pupils and the University Tourist Agency with exchanges of students and groups of pupils. These exchanges were facilitated where cultural agreements existed but could also be arranged with countries with which France had not made such agreements.

The CHAIRMAN thanked the French delegate for his report and congratulated him on the course in comparative education which he had had to give in answer to the questions.

REPORT FROM IRAN

Mr. RAADI (*Iran*) read the report on the educational movement in Iran.

Mr. JONES (*United States*) asked if there were local education authorities in Iran or whether all education came under the central Government.

Mr. NOUSS (*Syria*) asked what was the status of foreign educational establishments.

Mr. RAADI (*Iran*) replied that, legally, the Council on Public Education controlled all education and must approve syllabuses and methods. During the last 5 or 6 years, however, sub-committees of the Council had begun to be set up in the various provinces and there was a movement towards decentralisation. The foreign educational establishments had been suppressed 10 years ago but partially restored to activity 5 years ago. These establishments were allowed to carry on their work on condition that they kept to the syllabus approved by the Council on Public Education and taught the Iranian language to their pupils.

The CHAIRMAN thanked the Iranian delegate for his excellent report.

REPORT FROM ITALY

Mr. FERRETTI (*Italy*) presented the report on educational progress in his country during the last year, which had been circulated to the delegates.

The CHAIRMAN thanked the Italian delegate for his very interesting statement and invited discussion of the report.

Mr. EL NAHAS (*Egypt*) asked how the Italian authorities enforced attendance at the primary schools. Were penalties imposed, or did they try to attract children by the free instruction, school supplies, meals, transport arrangements, etc. ?

Mr. ARTUCIO (*Uruguay*) was anxious to have some information about the official hierarchy, which included teachers.

Mr. VERNIERS (*Belgium*) was interested in the language problem arising in bilingual regions. At what age, in these districts, did children begin to learn Italian ?

Mr. BASU (*India*) wanted to know if it was possible to produce in Italy at the present time, text-books as cheap and as well-produced as those in use under the fascist regime.

Mr. AMADO (*Panama*) wanted some information about the present position of Italian universities. He also wanted to know if it was true that certain diplomas awarded under the fascist regime were unreliable.

Mr. VANA (*Czechoslovakia*) asked how it was possible to exercise any control over the matter in all the text-books at present published by private firms, since the Commission for the Supervision of Text-books had been abolished.

Mr. BAROTI (*Hungary*) wished to know what was being done about the question of re-educating fascist teachers.

Mr. FERRETTI (*Italy*) explained that compulsory attendance at school had for a long time been included in educational legislation. The measures taken to prevent evasion by pupils were unfortunately not as effective as they should be. A clause had been drawn up which aimed at giving education authorities wider disciplinary powers in this respect. The teachers were State servants which satisfied their legitimate aspirations and gave them the requisite dignity for their task but tended to accentuate even more their desire to quit the country for the town. New regulations, which had just come into force, aimed to encourage them to remain in the country. The official hierarchy consisted of 14 grades. As regards the bilingual district in the province of Bolzano, there was complete equality between the two language groups. The study of the second language was begun even in the junior classes. University life was becoming

normal. It is possible that some falsification of diplomas took place under the fascist regime, but only in isolated cases which were being brought to justice. The present text-books were not at all inferior in form (without speaking of their content) to the "all-in-one" text-books published under the late Government. They were, however, published by private firms, which made a rise in their price possible. The Commission for the Supervision of Text-books had recently been abolished because it had been thought better to leave the choice to teachers, but the Commission had not been set up by fascism. In reply to the delegate of Hungary, he stated that the influence of fascism on the people had been very slight. The "single school" for all had not really been well patronised by the working classes: it was created as the result of the fusion of several different types of junior secondary schools, the vocational schools being apart. If they returned to the idea of a single school, they would have to see that it really was free for all and attended by everybody.

The CHAIRMAN thanked the Italian delegate for his report and the very interesting replies he had given to questions.

He announced that the afternoon meeting would begin with reports from Ministries and that the delegate from Iraq would be given an opportunity to speak first. Discussion of the Teachers' Charter would not begin until 4 o'clock.

Mr. GROS (*United Nations*) wanted to raise a question of drafting in connection with the expression "Teachers' Charter". Was it to be merely an international declaration or a convention? A Charter might mean several different things and this point ought to be clarified.

The CHAIRMAN answered that the discussion that afternoon on the Teachers' Charter would be of a preliminary nature but that it would indeed be necessary to find a more precise term for "Charter", which had been taken in a very general, rather ill-defined sense.

He reminded delegates of the reception to be given by the Council of State of the Republic and Canton of Geneva at the Palais Eynard at 9 o'clock that evening.

(The meeting rose at 1 p.m.)

SIXTH MEETING

Wednesday, 16th July, at 3 p.m.

Chairman : Mr. E. R. WALKER

The CHAIRMAN opened the meeting by saying that the reading of the national reports would be continued. The following countries had already presented their reports : Australia, Belgium, China, United States, France, Iran and Italy. He proposed that the next reports should be taken in the following order : Iraq, Netherlands, United Kingdom, Syria, Czechoslovakia and Poland. Other countries might present their reports later.

REPORT FROM IRAQ

Mr. ALDUJAILI (*Iraq*) presented his country's report on the progress of education during 1946-1947.

The CHAIRMAN thanked the delegate of Iraq for his statement which had contained very interesting information about a part of the world of which little was generally known. He invited discussion of the report.

Mr. CHUNG (*China*) asked if the elementary and rural training colleges were looked upon as professional training colleges in Iraq. He also wished to know if the physical training teachers in the primary and secondary schools were trained at the Institute of Physical Education.

Mr. BASU (*India*) asked what percentage of the children of school age actually attended school and whether entrance to secondary schools was open to all or depended on competitive examination.

Mr. WILSON (*United Kingdom*) was interested in the immediate developments to be introduced in the educational system of Iraq : would they aim at making primary schooling compulsory or at developing professional training ?

Mr. NELSON (*Australia*) was anxious to have information about the status of teachers and about the Teachers' Service Law.

Mr. ALDUJAILI (*Iraq*) answered these questions in order. The elementary and rural training schools were not counted as professional colleges. They were included under that heading in the report, for convenience. The Institute of Physical Education only trained teachers of physical education for primary and secondary schools; the course lasted 2 years. As regards the percentage of children at elementary schools, 12% of the children of school age attended school and 65% of these pupils went on to a secondary school. The secondary schools were free and open to all, but the type of instruction given in them brought about an automatic selection of the best pupils. The immediate developments proposed consisted in the opening of a larger number of professional and technical colleges, particularly secondary agricultural colleges. Teachers were counted as civil servants and a new law had just been passed, fixing their conditions of service.

The CHAIRMAN thanked the delegate of Iraq for his answers to the questions.

REPORT FROM HOLLAND

Mr. VAN DER WEYST (*Netherlands*) presented his country's report, stressing that, as a result of the war, many of the reforms outlined in it had not yet been carried out. All children of school age in the Netherlands, however, were still attending school.

The CHAIRMAN thanked Mr. van der Weyst for his interesting report.

Mr. VERNIERS (*Belgium*) wanted to know to what extent the official schools were influenced by the example of Kees Boeke's new school at Bilthoven.

Mr. DOTRENS (*Switzerland*) asked what effects the Montessori and Dalton methods had on secondary education.

Mr. VAN DER WEYST (*Netherlands*) replied that Bilthoven was an independent school where individual instruction was given. The other schools had to follow the traditional programme but the Bilthoven experiment had a good influence on them, as it showed that there must be some flexibility and variation in the syllabus. If schools wanted to copy the methods of the Dalton plan, for example, they had to do so in conjunction with the compulsory programme.

The CHAIRMAN thanked the Netherlands delegate for his report and for his very interesting replies.

TEACHERS' CHARTER

GENERAL DISCUSSION

The CHAIRMAN announced that the meeting would now discuss the Teachers' Charter, as Dr. Wilson, the second United States delegate, had just arrived. He reminded the meeting that Dr. Wilson had been Assistant Executive Secretary of the Preparatory Commission of Unesco and that he was at present in charge of the Summer Seminar, organised by Unesco, on education for international understanding. Dr. Wilson had always been very interested in the question of the status of teachers. Before calling on the rapporteur, Mr. Chung, the Chairman wanted to make a few remarks on this question of the Teachers' Charter, which had been included in the Conference agenda at Unesco's request. Unesco had been created to safeguard peace by means of education, science and culture, and had appreciated from the beginning that the question of the teacher and the teacher's status must be a fundamental consideration. In addition to Mr. Chung's report, a paper prepared by the Unesco Secretariat, describing the history of the Organisation's interest in this question, had been circulated. At the General Conference of Unesco, held last November, it had been decided that Unesco should take steps to encourage the formulation of a Teachers' Charter which would help to improve the status of the teaching profession. It was obvious that such a Charter could be finally drafted only after consultation with the teachers' associations and the educational authorities. The task of the meeting today was simply to exchange views on the question, which might lead to the formulation of certain general principles. As regards the question of whether the "Charter" should take the form of a declaration or of a convention, as Mr. Gros had inquired that morning, it would be for Unesco to settle this point when the Charter was finally drafted. The Chairman had been anxious to make these preliminary observations as a member of the Executive Board of Unesco, in view of the objections communicated by telegram from the English National Union of Teachers and from F.I.P.E.S.O., whose headquarters were in Scotland. There was no question of drawing up the Charter at this meeting. The object was to have a preliminary exchange of views. The reports of the discussion would serve to guide Unesco in its further study of the whole problem.

Mr. CHUNG (*China*) wanted to make a few remarks before reading his report. Education was the corner-stone of a nation and teachers should be the architects. Before the war, the International Conferences on Public Education had passed many recommendations to Ministries of Education, but today they must go further. He drew attention to the fact that his report could only serve as an intro-

duction to the subject, since there was no question of drawing up a charter in final form. He reminded the meeting that this same question had been discussed at the World Conference of the Teaching Profession held last year, and that it appeared on the agenda for the next world conference which was to meet in Glasgow the following month.

Mr. ALDUJAILI (*Iraq*) was anxious to know whether this proposed teachers' charter was to serve as a general guide on the question, whether it was a suggestion put forward by the Chinese delegation or whether it was an expression of disapproval of the idea of the World Teachers' Charter.

Mr. HAVRANEK (*Czechoslovakia*) stated that the report on this matter just submitted by the Chinese delegation was not so comprehensive as the preliminary report by Unesco, which the delegates had received earlier. The Unesco report dealt not only with the teacher's rights but also with his duties. It was obvious, of course, that the teacher had a duty to the young people, to the State and to humanity as a whole. This was as true of teachers in those countries where their position was good, as of those in less advanced countries. In every country, the teacher played an important part in the formation of public opinion, and he must appreciate his responsibilities. The Unesco draft was very interesting as it stressed, on the one hand, the teachers' rights, or rather the duties of the State and the community to him, and on the other hand, the teacher's duties to the young, the State and humanity.

Mr. VERNIERS (*Belgium*) wished to say only a few words, though this was an excellent opportunity to make a speech on one of the most important matters which had appeared in the agenda for the International Conferences on Public Education. As the Czechoslovakian delegate had very rightly remarked, everything depended on the teacher. It was no use to have wonderful school buildings if suitable measures were not taken for the training and conditions of teachers. The primary teacher must have good working conditions. It was not a question of giving him a privileged position, but his status ought to correspond to the high social service which he performed, the importance of which was ever increasing. It was necessary to consider the mutual rights and duties of teachers and society. The Belgian delegate wished to return to the questions raised by the rapporteur at the end of his statement. It would then be necessary to consider the problem raised by Mr. Gros, the representative of the United Nations, on the question of whether they were dealing with a charter or a statute. He himself thought that they should begin with a preamble in which the close connection between the teacher's work and a democratic society would be explained; then the teacher's duties, which were of the greatest importance, should be

listed ; and finally, his corresponding rights should be enumerated. They would have to make it clear that if the teacher was truly worthy of his mission, society and the State owed him some recompense : decent living conditions, security of tenure, an adequate pension after his long working life, etc. Personally, he preferred the word " Charter " to " Statute ". It was obvious that such a charter could not be exactly the same in its details in all countries, but it might constitute an ideal charter which all countries could take as a model.

Mr. BUNSTER (*Chile*) emphasised that if they wished to draw up a charter for the teaching profession, they must reach agreement on the exact meaning of the word " educator ". In recent years, the teaching profession had extended to a much wider field. Many educators did not work in the schools but were " cultural missionaries ", and " organisers ". These were not teachers but the spiritual educators of the community. It was therefore important, in drawing up a Teachers' Charter, to take due account of these movements outside the school.

Mr. WILSON (*United States*) wished to emphasize certain points mentioned by previous speakers. Firstly, he stressed that this charter was to be a document which all countries could take as a model. It must be slowly matured, and drawn up in collaboration with all those who could help to bring it into being—teachers' associations and groups of educationalists from all countries as well as seminars of students and teachers, such as that organised this summer by Unesco at Sèvres. There was also a very close connection between such a charter and the work of the United Nations Commission on the Rights of Man, on which it might be based. The second point which should be brought out concerned the teacher's relationship to his surroundings and the community in which he taught. Education must be closely linked with local life and with the society. The charter should begin with national associations of teachers and later deal with the matter at the international level. The responsibilities of teachers, which were vitally important in a society, should also be emphasized. Lastly it must be admitted that the work was difficult because of the limited meaning of the word " teacher ", and all those who worked in the spreading of education in other ways (by libraries, radio, cinema, etc.) must not be forgotten.

The CHAIRMAN asked the delegates to try to be as brief as possible so that the discussion could be finished by the end of the afternoon.

Mrs. BALMACEDA (*Mexico*) pointed out that the conception of a teachers' charter was as wide in scope as it was difficult. Not only Governments but all teachers' organisations were concerned in it. The Conference must define realistically what it could do in connection with this conception. As Dr. Wilson had said the idea must develop slowly and could not be imposed forthwith. It implied the

enlistment of all the teachers in the world in the cause of peace and democracy. In view of the fact that every country had its own regulations dealing with the rights and duties of the teaching profession within its borders, the Mexican delegate suggested that the International Bureau of Education should carry out an enquiry on the subject which might serve as the basis for the drafting of an international statute. It must also be decided whether the Conference was to adopt guiding principles or draw up a charter.

Mr. PIAGET (*I.B.E.*) mentioned that before the war the International Bureau of Education had carried out enquiries on the training and conditions of teachers, working hours and holidays, which must be included in consideration of the status of teachers. It would be quite prepared to resume and to complete such enquiries, so as to include all aspects of the problem of the status of the teaching profession.

Mr. BAROTI (*Hungary*) was anxious that in drawing up the charter emphasis should be laid on the question of salaries and holidays, for he was convinced that teachers' associations would have more chance of success in pressing their claims if they had the support of an international charter.

Mr. ABRAHAM (*France*) began by apologizing for the absence of Mr. Lavergne, General Secretary of the National Federation of Education, selected by the Ministry of National Education to speak on this subject. He stated that in his country many of the rights provided for in the Charter had already been acquired, and that the Langevin reform proposed to improve the status of teachers. So far as France was concerned, therefore, it was less a question of defining rights than of setting them in order and of showing what part the teachers played in the life of the nation. There was, too, a problem of recruitment, both quantitative and qualitative. He stated that in the reclassification of the public services in France priority would be given to the teaching profession. Returning to Mr. Chung's report and the questions raised at the end of it, he said that, with regard to question 1, he deemed it preferable to deal with specific points rather than use general terms, and he wondered whether it would be possible to adapt Recommendations Nos. 13 and 16, already published by the International Bureau of Education in this connection; on question 2, he thought that the draft charter ought not to take the form of the Unesco draft which exhibited a rather artificial symmetry; in connection with question 3, it would be advisable to draw up a preamble setting out the duties of teachers to the children, the nation and the community, then, in the articles of technical precision, to go on to deal with particular points. In any case, the Ministry of National Education in France is disposed to associate itself with any campaign for raising the level of the teaching profession in the social hierarchy.

Mr. LEADBETTER (*United Kingdom*) wished to clarify the position of the United Kingdom delegation. In his country teachers were employed not by the State, but by the education authorities or the schools in which they worked. Matters relating to the status, rights and duties of teachers were the concern mainly of the associations of teachers and those of the local education authorities. It would therefore be inappropriate for the United Kingdom delegation to express views on the merits of the propositions put before the Conference before the teachers and their employers had had an opportunity of considering the whole subject. The United Kingdom delegation must therefore reserve its opinion on this matter.

Mr. Nouss (*Syria*) proposed that the document under consideration should be called "Recommendations concerning the Status of the Teaching Profession", which would be more in keeping with the procedure of earlier conferences on public education. In his opinion they should consider first the material side of the question, placing their general remarks about the duties of teachers in the preamble. Judging by his experience in Syria it was important to consider the general demands put forward by the teaching profession: complete equality with other types of State servants, with the same possibilities of promotion and provisions as to leave, retirement, etc.

Mr. ALISBAH (*Turkey*) said that the suggestions he had intended to make had been covered by Dr. Wilson's remarks and he had therefore nothing to add.

Mr. BOREL (*Switzerland*) reminded the meeting that they had taken as the starting point for the teachers' charter the idea of "Establishing the defences of peace in the minds of men". If they really wanted to make the schools and the teachers work for this aim, the charter could not be merely a statute. It must combine a statute and a programme. It was not only a question of establishing standards for the position and the training of teachers but also of establishing an ideal standard. We must succeed in developing the Unesco spirit in teachers by giving them a specific mission and the means to fulfil it.

Mr. CHUNG (*China*) was glad to see that the discussion had confirmed what he had said in his introductory remarks. To sum up, he wished to draw attention to the following points: 1) the great importance attached to this teachers' charter; 2) the necessity for moving slowly and carefully, making sure of the collaboration of the teachers at every stage; the charter could not simply be drawn up by Unesco or any other body but must have the support of the teachers themselves; 3) the need to undertake a survey—as the Mexican delegate had suggested—of the social position of teachers; Unesco certainly intended to undertake such a survey; 4) the rights

and duties of teachers were very intimately connected even if it was not necessary to establish any strict balance between them ; 5) the desirability of gaining the support and assistance of the institutions responsible for the training of teachers ; 6) the need to give the final document a literary value and to preface it with a preamble. The Chinese delegate remarked that opinions seemed to agree on these various points and expressed the desire that a report of the opinions expressed that afternoon should be sent to Unesco.

The CHAIRMAN emphasized how useful and important the discussion had been. Everyone had been impressed by the opinions expressed by Mr. Wilson who had stressed the need to move slowly and carefully. He agreed that it would be useful for a summary of the discussion to be sent to Unesco and added that the rapporteur had suggested that any delegates who still had observations to make on this matter should communicate them in writing, direct to Unesco.

Mr. WILSON (*United States*) said he was very sorry that he could not remain any longer at the Conference but he had to be back in Paris the next morning. He invited any delegates present who would be in Paris during the summer to visit the International Seminar at Sèvres organised by Unesco, which was opening on Monday 21 July 1947.

The CHAIRMAN added that Dr. Kuo would be able to give additional information about the arrangements for this Seminar.

Mr. KUO (*Unesco*) said that documents dealing with the activities of Unesco were available for delegates in Room 62.

(The meeting rose at 6.45 p.m.)

SEVENTH MEETING

Thursday, 17th July, at 10 a.m.

Chairman: Mr. M. ABRAHAM

The CHAIRMAN opened the meeting by stating that the reading of national reports would be resumed.

REPORT FROM ECUADOR

Mr. GASTELU (*Ecuador*) had no formal report from his country to submit, but was anxious to emphasize the fact that Ecuador was taking a great interest in educational questions. Primary education and school materials were free. The Government had decided to eradicate illiteracy in all its citizens between the ages of 16 and 60. Great importance was also given to physical education, courses in which were being re-organised.

The CHAIRMAN thanked the delegate of Ecuador for his brief and succinct statement.

Mrs. BALMACEA (*Mexico*) wanted to know what was the position in rural education.

Mr. GASTELU (*Ecuador*) answered that the rural school system was modelled on that in Mexico. Because of the size of the country and the fact that the population was very scattered, travelling schoolmasters were employed.

REPORT FROM THE UNITED KINGDOM

Mr. LEADBETTER (*United Kingdom*), after a few general observations, drew attention to the main points in the United Kingdom report which had been circulated.

The CHAIRMAN thanked the United Kingdom delegate for his report and his interesting observations on it.

Mr. VERNIERS (*Belgium*) had been struck by two closely related points in the United Kingdom report. First of all, by the emergency courses for the training of teachers which, from what he had heard,

had produced excellent results. Men demobilised from the armed forces who had attended these courses, had proved very good teachers owing to their maturity and experience of life. It should be noted, too, that, while in almost every country there was a shortage of teachers, in England there were three times as many teachers as before the war. The country had made a great step forward in the improvement of the status of its teachers, as primary and secondary school teachers received the same basic salary.

Mr. KÄRRE (*Sweden*) asked how pupils were divided between the different types of secondary schools and whether it was thought that there was an ideal division. He also wanted to know if there were sufficient grammar schools for all pupils who wished to attend them. Lastly, he raised the question of multi-lateral schools and of the Government's attitude towards them.

Mr. WEILER (*France*) wanted to know what advantages and practical difficulties there were in the use of pre-fabricated school-buildings ; what was the division of time between general and professional training in the emergency training colleges ; and lastly, whether the Public Schools had been affected by the educational reforms.

Mr. LEBRUN (*France*) returned to the question of recruitment of teachers. In spite of the measures taken, there still appeared to be some difficulty in recruitment. Were these difficulties due to inadequate means or to the fact that teachers' salaries were lower than those to be earned in other professions ? He congratulated England on the remarkably rapid progress in educational films during recent years and on the collaboration there was between producers and teachers, and expressed the hope that some international system of coordination might be established in this field.

Mr. BASU (*India*) asked what previous training was required for admission to the emergency training colleges. Also, what had been the results of the introduction of religious education in schools ? Lastly he was interested in the question of the three parallel types of secondary schools (grammar, modern and technical schools).

Mr. DOTTRENS (*Switzerland*) asked if all the students admitted to the emergency training courses came from the army or if they could also have been engaged in other work before-hand. Were women also admitted ? How were candidates selected ? Was the salary scale for teachers in primary and secondary schools the same for all categories including the highest ? In conclusion he hoped that pre-fabricated school buildings would remain in use in England for some time as permanent, solidly built school buildings were often a hindrance to educational progress.

Mr. EL NAHAS (*Egypt*) started with the idea that some English universities, in view of their high costs, could be attended only by the

richest classes of the population. He wanted to know if this system had produced satisfactory results and if this state of affairs was compatible with modern ideas and conditions. What future could there be for such a system of education reserved for the privileged class ?

Mrs. BALMACEDA (*Mexico*) asked if there was a scheme of vocational guidance in primary and secondary schools and if this was associated with the school or only with the employment bureaux. Also, did the university entrance examination consist only of tests of knowledge or did it include psychological tests ?

Dr. HAVRANEK (*Czechoslovakia*) asked what was the total number of students who were able to pursue their studies at the university by means of scholarships of every sort.

Mr. LEADBETTER (*United Kingdom*) explained that, though at present there were far fewer teachers available than were required, the emergency training colleges and the ordinary colleges provided about 20,000 teachers per year, which gave grounds for hope that in a few years the number of teachers would be considerably increased. The teachers trained in the emergency colleges would become permanent teachers. Unqualified teachers were at present employed only on a temporary basis. These temporary teachers would, it was hoped, not be employed for more than five years. Other untrained teachers with longer service were being sent to special courses. The emergency-trained teachers had not necessarily been in the armed forces but included men and women who had been engaged in national service, including civilian service, during the war. Only about one fifth were women, which was unfortunate in view of the present high birth-rate, which in a few years would make a large increase in the number of women primary school teachers necessary.

Mr. WILSON (*United Kingdom*) explained that the emergency teachers were chosen by panels of four or five people sitting in different centres of population and interviewing about 20 candidates daily. These panels included representatives of the local authorities, of headmasters, of inspectors, etc. The teachers thus chosen were of a very promising quality. Arrangements had been made for them to continue their studies for two years while teaching. Most of them had attended secondary schools and had obtained the school certificate. As regards the courses, a quarter of the time was spent in teaching practice and the rest of the time was divided equally between general study and study of education.

Mr. LEADBETTER (*United Kingdom*) pointed out that the prefabricated schools were only class-rooms and practical rooms but something might be done to standardise school buildings. The salary scale was the same for all teachers but there were certain

increases for graduates and for those who had followed courses of professional training lasting more than two years. Modifications to the scale were now being considered by the Burnham Committee : the present scale had been criticised for not attracting to the upper classes of the grammar schools people with high university degrees, but the basic salary would remain the same. The number of university students holding scholarships was about 15,000, or half the total number of students. These scholarships covered all expenses for instruction and maintenance. Almost all students at present attending universities were eligible for scholarships. When the ex-service students have all been trained the State could of course consider whether to increase the number of scholarships offered. It was true that some universities were more expensive than others because some consisted of residential colleges, while others were not residential. There was a tendency to favour the residential type, but this was not necessarily anti-democratic, since students received financial assistance to attend these institutions. Psychological tests were not used for admission to universities. He thanked the French delegate for his remarks about educational films and the pooling of experience in this field. He was convinced that interchange of this type could be developed still more with Unesco's assistance. He added that the number of candidates likely to be trained in the emergency training colleges was about one third of the total.

Mr. WILSON (*United Kingdom*) stated that before the war the proportion of scholarship students attending the two great universities of Oxford and Cambridge was 55 per cent. It was true to say that many distinguished products of the universities had begun their education in the elementary schools and therefore came from very humble surroundings. The questions about the three types of secondary school were rather difficult to answer. There were very conflicting opinions. It could be said that these three types were already in existence : the classical secondary schools, with the grammar schools which had been in existence for 600 years ; the technical schools, with the junior technical and commercial schools existing since 1900 ; and the modern schools which grew from the old senior elementary schools. This situation would no doubt continue for several years. The important thing was to endeavour to secure that each type of school should have comparable conditions of work and that at the age of 13 years pupils could, if they wished, transfer from one type to another. Furthermore these different types of school were often housed in neighbouring buildings. As regards the interest in multi-lateral schools, it could be said that out of 120 education authorities which had submitted plans, less than 20 had proposed to establish this type of school. It was difficult to give details about the division of pupils between these three types. It would probably be as follows : 15% to 20% in the grammar

schools, 15% in the technical schools and about 65% in the modern secondary schools, which would educate the average members of the community. The official attitude with regard to the multi-lateral schools was one of reserve. The ideal solution might be to have separate schools, close enough to each other to enjoy common advantages. The choice of school did not present difficulties in practice, as several factors were taken into consideration (the parents' preference, the pupil's tastes, school records, tests, etc.) and at the age of 13 years the child would have another opportunity of altering his choice. The Public Schools had hardly been affected by the new educational legislation, except for a few of them which were day schools. A fair amount of educational experiment was carried out in them, especially in music and the arts. Several of them had taken pupils from primary schools, whose fees were paid by the educational authorities. On the question of religious education, the United Kingdom delegate would answer the Indian delegate's question privately.

The CHAIRMAN thanked the United Kingdom delegation for giving such precise replies to the questions asked and making such an interesting contribution to the Conference.

He announced that three other countries had sent representatives to the Conference—the Dominican Republic, Colombia and Argentina—which brought the number of countries represented at the Conference up to 42. He also noted the presence of the second Brazilian delegate and of the Canadian delegate, who had arrived that morning.

He called on the Syrian delegate to present his report.

REPORT FROM SYRIA

Mr. NOUSS (*Syria*) said he was very glad to be taking part in the Conference, at which Syria was represented for the first time, although she had always followed the work of the International Bureau of Education with the greatest interest. He drew attention to the main points in his country's report on the progress of education during 1946-1947.

Mr. VERNIERS (*Belgium*) was anxious to know how the vocational test mentioned in connection with the training colleges for primary teachers, was carried out.

Mr. BASU (*India*) enquired whether the syllabuses of the primary and secondary schools in Syria included religious education.

Mr. ALISBAH (*Turkey*) asked what faculties and technical colleges were attached to the University of Damascus.

Mr. WEILER (*France*) wanted to know what progress had been made in combatting illiteracy.

Mr. NOUSS (*Syria*) explained that the vocational test was an oral examination to test the candidates' aptitude for teaching. The examination was carried out by committees of lecturers in education who travelled about the country. As regards religious instruction, one hour per week was compulsory in primary and secondary schools, but there was no examination in the subject. There were two types of private school, indigenous and foreign. The former were mainly connected with religious denominations and their programmes were under the direct control of the State inspectors ; they received an annual grant from the State which also provided them with teachers. The foreign private schools followed any syllabus they wished but they had to give a specified number of classes in national history and in the Arabic language. There were no official bodies to combat illiteracy but only associations of teachers, who organised evening classes which received financial aid from the State.

The CHAIRMAN thanked the Syrian delegate for his very clear statement. He proposed that the afternoon meeting should begin with discussion of the reports from Panama and Czechoslovakia and that they should go on to discuss the report on physical education in secondary schools which had been prepared by Dr. Vana.

(The meeting rose at 1 p.m.)

EIGHTH MEETING

Thursday, 17th July, at 3 p.m.

Chairman: Mrs. KORMANOWA

The CHAIRMAN announced that the meeting would continue the reading of the national reports.

REPORT FROM PANAMA

Mr. AMADO (*Panama*) commented on the report on educational developments in Panama during 1946-1947, distributed to the delegates, and ended by reading a passage on the problem of schools within the Panama Canal Zone.

Mr. VAN DER WEYST (*Netherlands*) congratulated the Government of Panama on the effort accomplished and wanted to know how far school authorities were able to exercise their power to charge school fees in secondary schools.

Mr. AMADO (*Panama*) explained that as the secondary schools were few and scattered, the State often had to provide accommodation and food for the pupils and it then charged some school fee.

The CHAIRMAN thanked the delegate from Panama for his interesting report.

REPORT FROM CZECHOSLOVAKIA

Mr. VANA (*Czechoslovakia*) made some remarks relating to the report on the progress of education in Czechoslovakia during 1946-1947, which had already been circulated to the delegates.

The CHAIRMAN thanked the Czechoslovakian delegate and opened discussion of the report.

Mr. ULRICH (*Portugal*) inquired what measures were proposed in Czechoslovakia to deal with the flow of candidates for admission to the institutions of higher learning and to eliminate those who were not able to follow the courses successfully.

Mr. WEILER (*France*) asked what was the position of the model schools and whether the new system of admission to the secondary schools was still only a proposal or was actually in practice.

Mr. WILSON (*United Kingdom*) asked if the common programme for all pupils in the primary and senior primary schools gave a sufficient training, particularly in foreign languages and mathematics, for those who intended to go on to the university. He also wanted to know at what age children were admitted to nursery schools, if these schools were open during the holidays and if they could take boarders.

Mr. VAN DER WEYST (*Netherlands*) asked what were the regulations for admission to the university.

Mr. NELSON (*Australia*) wanted to know what type of students went to the adult education study section of the faculty of education ; what relationship the faculty had to the university ; what was the syllabus ; whether the professional training was different from that of other teachers and whether there were courses of teaching practice.

Mr. DO PRADO (*Brazil*) asked if it was sufficient to hold a university degree in order to become a secondary school teacher, without having a certificate in education.

Mr. VANA (*Czechoslovakia*) replied to the questions asked. Children were admitted to the nursery schools from the age of 4. When the law at present in draft was passed, the age for compulsory attendance at school would be 5 years. Some nursery schools remained open during the Summer holidays and, when necessary, provided meals and sometimes accommodation, for the children. On the question of how pupils at secondary schools were prepared for post-school study, variations were introduced in the last two years, that is, at 14 and 15 years of age. The fundamental subjects were still studied by all but there was also a certain number of optional subjects which the brighter pupils could study. Selection was made at age 15, at the beginning of the second stage of study, and this practice would continue. The selection was based mainly on the results of the pupil's earlier studies, assessed by a committee of teachers. Pupils were admitted on probation for a year. The regulations for the model schools, which had not yet been set up, were in course of preparation and would be sent to any delegates who wished to see them. The universities had been closed during the war and, in consequence, there was at present a very large number of students anxious to enter certain faculties. Some professors had had recourse to examinations to eliminate some candidates, but this was only a temporary solution.

Mr. HAVRANEK (*Czechoslovakia*) added that the faculties of medicine, for example, had set up commissions to advise students whether they should take the course or not, but if the students were

anxious, against advice, to enter the university and held the necessary certificate, they could not be prevented. The question of the "numerus clausus" was at present under consideration in Czechoslovakia.

Mr. VANA (*Czechoslovakia*) explained that some of the institutions of higher education, such as the College of Music, insist on examinations in addition to the school certificate. As regards adult education, special courses for training teachers for this work were arranged in the faculties of education. The secondary school teachers had up to the present been trained in the faculties of philosophy and science, with some lectures in education. Under the new law, all teachers would be trained in the faculties of education and the specialist teachers would of course also take degrees in their own subjects.

Mr. HAVRANEK (*Czechoslovakia*) returned to the question of the elimination of candidates for the university. He pointed out that students were naturally eliminated by failing to complete the courses satisfactorily. The scholarships awarded by the State to a quarter or a third of the students were granted only to candidates showing special promise. But again, all students holding a school certificate were qualified for entrance to the university. There was a certain difference between students, as those who held a classical school certificate had to sit for additional examinations if they wished to enter a college of technology.

Mr. VANA (*Czechoslovakia*) added that there was a proposal to introduce a series of qualifying tests during the first year at the university.

The CHAIRMAN thanked the Czechoslovakian delegate for his very full report and the extremely interesting replies which he and his colleague, Mr. Havranek, had given to the questions asked.

PHYSICAL EDUCATION IN SECONDARY SCHOOLS

GENERAL DISCUSSION

Mr. VANA (*Czechoslovakia*) submitted the report on the survey of physical education in secondary schools, and thanked all who had collaborated in the study, particularly Mr. Vaska.

The CHAIRMAN thanked the rapporteur and opened the discussion.

Mr. EL NAHAS (*Egypt*) stressed the importance of considering the question of physical education from the medical point of view. Physical education, in both the secondary and primary schools,

ought to be concerned with improving and developing the body, and supervision of it should be entrusted not to athletes, but to doctors. He was anxious, therefore, that the Conference should give expression to two desires, one, that physical education should be directed and supervised by the medical profession ; and secondly, that there should be no competition in it.

Mr. LAUWERYS (*Unesco*), speaking in his private capacity and not as a representative of Unesco, observed that the question of physical education at school was possibly connected with certain local conditions and particularly was influenced by the degree of industrialisation in the country. Great Britain and the United States, for example, which were more industrialised than the countries of Southern Europe, attributed more importance to physical education. He also emphasized that physical education might have a concealed purpose—to develop discipline and a martial spirit, to diminish the importance of the intellect, etc. The question of physical education thus raised psychological problems which it would be interesting to study more closely and it was desirable that any recommendation should stimulate such research. The Conference should also express the wish to have a report at the next Conference on the results of its recommendations regarding physical education.

Mr. GRANDJEAN (*Switzerland*) considered that the question of physical education was very closely related with that of the training of gymnastic teachers which ought to be scientific and not merely athletic. For example, the Swiss Confederation had made now regulations regarding physical education at school, under which all gymnastic teachers were required to be graduates of a university or of the Federal Polytechnical School. Great progress in the teaching of gymnastics had thereby been achieved and the number of accidents had greatly decreased. The courses of gymnastics were prepared by a committee on which doctors were well represented. In addition, a medical service for athletic supervision had been set up at Geneva and was doing very important work. But several years' experience would be necessary before any conclusions as to results could be drawn. It would be well, in the recommendation put forward, to specify the training for gymnastic teachers and to emphasize the need for the establishment and development of medical services for athletic supervision.

Mr. NOUSS (*Syria*) also stressed the matter of the training of gymnastic teachers. There was possibly a tendency to lay too much emphasis on their scientific training and to overlook their general education and their training in actual teaching and in psychology. Such training was also very important and it ought to be mentioned in the recommendation to be drafted.

Mr. WEILER (*France*) said he would like to reply to some of the points raised by the Egyptian delegate. In France, they now spoke

of physical education and not of gymnastics which was only one aspect of physical education. Physical education in its turn was only a part of the total, balanced education which they were trying to give to children, and in this way the difference between the Latin and Anglo-Saxon countries in this respect was tending to disappear. In France, there was a General Directorate for Physical Education and Sport with branches dealing with physical education for each of the three types of school. Special efforts were being made in the primary schools. Every training college now had a physical training instructor attached to it, who encouraged the students to practice physical activities and open air pursuits. A special committee consisting of doctors, administrators and teachers had drawn up instructions, not only for the training colleges, but also for the teachers responsible for physical education in the primary schools (these instructions were available for delegates). In secondary schools, medical-athletic supervision by the school doctor had been begun. Pupils were medically examined twice a year, and on the results of this examination, it was possible to classify them according to their physical capacities. The Directorate of Physical Education had instituted a quarter of an hour of physical exercises for boarders in secondary schools. In addition, there were two periods of physical education in the timetable and a half-day in the open air at the sports field. As regards incentives, a certificate in athletics had been instituted, in two sections, one taken between the ages of 11 and 13 years, and the other, from the age of 14 onward. In addition, there were optional tests for the baccalauréat, which gave candidates some advantage. It was clear that the lessons in physical education were no longer despised in France because pupils in the classes preparing for the institutions of higher education (the Ecole normale, and the Ecole Polytechnique) attended them voluntarily. The experimental classes followed the usual syllabus of physical education, but a few of them, having access to a large garden, were more easily able to encourage open air activities. He thought that such activities had an even greater educational value than the lessons in physical education themselves.

Mr. GRANDJEAN (*Switzerland*) emphasized that when he spoke of scientific training, he meant, in the first place, general educational subjects. A university degree was necessary to qualify for entrance to the Federal Polytechnical School and to prepare for the Ind. Diploma there, and in subsequent courses psychology and education had a most important part.

Mr. EL NAHAS (*Egypt*) remarked that Switzerland had outstripped other countries by placing the training of gymnastic teachers under medical supervision. He hoped that doctors would undertake researches which would help to mark out the lines physical education should follow. He was anxious that the recommendations should include the two following points: that the progress of physical

education in primary and secondary schools should be the subject of research by qualified doctors who would study the types of education given ; and that all competitive sport should be eliminated from the syllabuses of primary and secondary schools, and reserved until the university stage, and that sport in schools should be limited to physical exercises designed to develop the pupil's body and mind.

Mr. CALMON (*Brazil*) stated that in his country, there was a national school of physical education, training instructors at the university level. This school made it possible to exercise special supervision over all teachers of physical education.

Mr. ALDUJAILI (*Iraq*) wished to support the arguments put forward by the Egyptian delegate. He remarked that it was not enough to prepare a syllabus for physical education in order to ensure the harmonious development of the young. Other problems had to be taken into consideration, such as that of nutrition. In cases of undernourishment, indeed, over-strenuous physical exercises might have very harmful effects on children's health. This was a question affecting the whole nation, and it would be advisable, in the recommendation, to draw attention to this question of nutrition.

Mrs. BALMACEDA (*Mexico*) remarked that the educational and social philosophy of a country might have a great influence on the way in which physical education was given. The aims of physical education ought therefore to be defined with reference to the educational and social philosophy of democracy. Such instruction was often given empirically, without considering its educational value from the psychological and physical point of view. A great number of inquiries regarding the influence of different types of physical exercises on the psychological and physical development of the young should be undertaken, as was being done in Mexico.

Dr. FABRE (*W.H.O.*) wished to speak as a member of the medical profession and stressed the need for medical supervision of physical education. Physical education, particularly in competitive sports, might over-strain children's strength and develop or aggravate illnesses. A preliminary medical examination was essential to classify children according to their capacities and such examinations should be made as often as possible. Furthermore, pupils should be given at least one thorough medical examination after taking part in a physical education class.

Mr. HAVRANEK (*Czechoslovakia*) pointed out that the meeting was discussing physical education in secondary schools and that it was impossible to pass a resolution prohibiting competitive sports until doctors' opinions on the matter had been obtained.

Mr. KÄRRE (*Sweden*) agreed with these remarks. He was opposed to the adoption of a resolution prohibiting competition in the secondary school. Sports were naturally competitive, just as young

people were naturally fond of competition. A certain amount of competition was good in every field. It would remove school from ordinary life if the pupils could take part in athletics and sports of a competitive character out of school, as they usually did, but not in school. If only the teachers were well trained and there was the necessary co-operation with medical science, risks were eliminated and the physical exercises were in every way under the control of the teacher.

Mr. BAROTI (*Hungary*) thought that it would be advisable to consider the influence of sports associations on the development of youth. There were risks involved in allowing all pupils to join them. In Hungary, pupils wishing to join had to undergo a preliminary examination by the school doctor.

Mr. VANA (*Czechoslovakia*) closed the discussion by mentioning some of the points which ought to be kept in view in the recommendation: 1) Medical supervision of physical education, and the establishment of special clinics to determine pupils' capacity; 2) the adoption of half-days spent in the open air, which were often preferable to lessons given at school; 3) the avoidance of too much competition; 4) the advisability of research into the psychological effects of physical education; 5) the need to consider the results of the recommendations; 6) special attention to the pupils' nutritional state.

The CHAIRMAN announced that the following morning's meeting would begin at 10 a.m. and would be devoted to the reading of reports from the Ministries, beginning with the report from Poland.

(The meeting rose at 6.45 p.m.)

NINTH MEETING

Friday, 18th July, at 10 a.m.

Chairman: MR. P. CALMON MONIZ DE BITTECOURT

The CHAIRMAN opened the meeting and asked the Polish delegate to present the report on educational activity in her country.

REPORT FROM POLAND

Mrs. KORMANOWA (*Poland*), before presenting her report, said that she would distribute to the delegates some Polish text-books, and drew attention to their very low price.

The CHAIRMAN thanked the Polish delegate for this and congratulated her on her interesting report.

Mr. WEILER (*France*) wanted some details about the educational reform mentioned on page 8 ; on the organisation of school work ; on how far and in what respects school authorities were independent ; on the types of youth organisations ; and on the respective parts played by the teacher, the school and the family.

Mr. VERNIERS (*Belgium*) wanted to know at what age the teacher trained in the 3-year pedagogic high schools, after 8 years' education in the elementary schools, received his teacher's certificate. He also wanted to know what was the difference between the pedagogic high school and the higher pedagogic school mentioned, and whether teachers trained in these two types of school received the same remuneration.

Mr. NOUSS (*Syria*) was anxious to have details about the rural high schools opened since the war. He also wanted some information about orphanages.

Mr. LAUWERYS (*Unesco*) commented that the school books distributed by the Polish delegate seemed excellent. The book on English language seemed to him particularly good, although the information it gave about the English people was perhaps a little optimistic. He also drew attention to the book on international understanding. He asked the Polish delegate if it would be possible for Unesco to have a collection of these books.

Mr. KUO (*Unesco*) called to mind the very warm welcome Poland had given him in 1932, when he was sent there by his Government in the course of a tour to collect educational information. It was after this visit of his that the Sino-Polish Cultural Association, of which he was a foundation member, was set up ; this was the first cultural association made by China with another country. He wanted to know what was the present position of the Polish Teachers' Association.

Mr. EL NAHAS (*Egypt*) asked on what system scholarships for secondary education were awarded.

Mrs. BALMaceda (*Mexico*) emphasized the great efforts being made in Poland in education. She would like some information about the institutes for scientific, psychological and educational research, and on the organisations for vocational guidance.

Mrs. KORMANOWA (*Poland*) answered the questions asked. There were several institutes of education and of psychology in Poland and chairs of education in the five universities. Eminent psychologists were responsible for vocational guidance, especially under the direction of Professor Baley. Educational policy was not designed to favour one social class more than another. It was aimed at educating a new elite drawn from the working class and the peasants. The buildings belonging to the national teachers' syndicate at Warsaw had been repaired and were again in service. Holiday homes, even better fitted up than before the war, had been arranged for teachers. She thanked Mr. Lauwerys for his kind remarks about the Polish text-books and mentioned that these books were the results of work in collaboration. Written by specialists, they were afterwards revised from the psychological, practical, literary and ideological view points. Their price was very low so that they might be within the means of all. The rural high schools were a legacy from the occupation, when teachers has been obliged to take refuge in the country districts and had organised secondary schools there. There were about a hundred of them. The organisation of the new type of education was still in the experimental stage. They were trying to develop self-government. The youth organisations with the widest membership were the co-operatives and the Boy Scouts. From the age of 16 there were ideological organisations for young peasants and workers. There were three grades for the training of teachers : 1) University studies leading to degrees and doctorates ; 2) Senior pedagogic schools, with a three year course for candidates holding the school certificate, and which trained teachers for the three senior classes of the elementary school ; 3) the pedagogic high schools, also with a three year course, continuing the education given in the eight years at the elementary school, and which trained the teachers for the five junior classes. The salaries of the teachers in primary schools differed from those of secondary teachers, but

there was no difference in the pay of the teachers in the five junior classes in the primary school and those in the three senior classes. Some variation in the number of hours of teaching might be introduced.

The CHAIRMAN thanked the Polish delegate.

REPORT FROM SWEDEN

Mr. KÄRRE (*Sweden*) presented the Swedish report on educational progress in his country during the past year.

The CHAIRMAN thanked the Swedish delegate for his interesting statement and asked if there were any questions.

Mr. PIAGET (*I.B.E.*) draw attention to the fact that there were still 12 national reports to be submitted during the last meetings and that they should be presented as shortly as possible ; the questions arising on them should also be curtailed.

Mr. BASU (*India*) wanted to know why the age for admission to the primary school, which had been 7, had been reduced to 6. He asked what exactly was the position given to the "sloyds" (handicrafts) in teaching ; at what age children began the study of English ; and if religious instruction was given in the elementary school.

Mr. WILSON (*United Kingdom*) asked if there was in adult education any organisation corresponding to the Danish Folk High School.

Mr. WEILER (*France*) wanted to know what arrangements were made for the transport of pupils and whether it was on a regional or national basis, and what forms of assistance to families there were.

Mr. JONES (*United States*) wanted some particulars about the nursery schools.

Mr. NELSON (*Australia*) asked what type of school was being centralised and what had been the success of the use of the radio in discussion groups.

Dr. KÄRRE (*Sweden*) explained that 7 seemed to be the most suitable age for beginning in the primary school, but that it had been thought that children who developed early could begin at 6 years. The place of the "sloyds" in instruction was like that of other practical work. The marks obtained for the "sloyds" did not prevent a pupil's promotion from one class to another. The study of English was begun at the beginning of the secondary course either at the age of 11 or 13 according to the type of school, but they were trying to introduce it optionally, during the final years in the primary school. Experiments had also been made in giving courses in English in country districts with the help of the wireless and had produced

interesting results. Religious instruction was compulsory in primary and secondary schools. It was given in an objective fashion and was called "knowledge of Christianity". There were between 50 and 60 schools of the type of the Danish Folk High School in the country and they were very important. Study groups used the radio to provide a series of talks. Booklets relating to these talks were published and sent to the groups who wanted them. This method seemed to have been successful. The State bore 80% of the cost of transporting pupils. The need for nursery schools had not been very strongly felt until recent years but at present seemed to be growing more pronounced. Steps would therefore have to be taken to organise them on a wider basis. As regards the centralisation of schools, it was the small country schools, but only the primary ones, which were being centralised.

REPORT FROM SWITZERLAND

Mr. BOREL (*Switzerland*) made a few brief remarks on the Swiss report which had been circulated to delegates.

The CHAIRMAN thanked the Swiss delegate and congratulated him on the conciseness of his remarks.

Mr. EL NAHAS (*Egypt*) wanted to know what had been the first results of the introduction of educational films in Switzerland.

Mr. BOREL (*Switzerland*) said that the question of educational films was a very large one and might be a subject of discussion at a future International Conference on Public Education. Except in the Canton of the City of Basle where there was an official service attached to the Department of Public Education, the educational cinema in Switzerland was in the hands of private companies. There were two centres dealing with the production of educational films and the selection of films from among those produced in other countries. The films were rather documentary than specifically for teaching purposes. A special committee was responsible for coordinating the work of these centres and for drawing up a plan for work in collaboration with foreign States. The educational film was not intended to replace text-books but to increase teaching aids. It was still in the preparatory stage and all the problems raised by the introduction into the school of this new element would have to be clarified.

REPORT FROM YUGOSLAVIA

Mr. RIBNIKAR (*Yugoslavia*) commented on the report which had been distributed to delegates. He was anxious to add some details about text-books. These were published by a number of publishing

firms under the control of the State. They were selected by competition and were sold at very low prices within the means of almost all the pupils. Necessitous children and orphans received them free.

Mr. VANA (*Czechoslovakia*) asked what had been the experience in the seven-year schools brought into being by the reforms, particularly with regard to selection among the pupils, as their studies lasted until the age of 14 years.

Mr. WEILER (*France*) wished to pay tribute to the remarkable work accomplished in Yugoslavia in the field of education. He inquired if special courses had been organised for the training of secondary school teachers in view of the large number of secondary schools which had been set up.

Mr. RIBNIKAR (*Yugoslavia*) considered that it was still too early to judge of the results of the reforms so far as the seven year primary schools were concerned. Conditions varied considerably in different regions. Some had had schools for a long time, while others had not or had had only four-year primary schools. The introduction of the seven-year school throughout the country would have to be done by stages. It was intended that the three additional years following the four-year course should cover a modified syllabus corresponding to the first four-year stage in the high school. Secondary school teachers were recruited from university graduates ; no emergency courses of training had been organised for them.

The CHAIRMAN thanked the Yugoslavian delegate and went on to the second series of reports, calling on the Canadian delegate.

REPORT FROM CANADA

Mr. GUENETTE (*Canada*), who had only been able to arrive at the Conference the previous day, had been very touched by the fact that it was the French delegate who had welcomed him. On his side, he was charged with the cordial greetings of the Catholic Teachers' Associations of French Canada. He reminded the meeting of the double cultural tradition in Canada. As a French Canadian, he expressed his particularly warm feelings for France and all French-speaking countries and he assured the other countries of Canada's desire to be associated with all those who wished to work for peace.

Mr. ABRAHAM (*France*) said he had been very touched by the cordial expressions of regard for France from the Canadian delegate ; this regard was warmly reciprocated.

REPORT FROM LUXEMBURG

Mr. STURM (*Luxemburg*) presented his report on the educational activity of his country.

The CHAIRMAN thanked the delegate from Luxemburg for his interesting report.

REPORT FROM MEXICO

Mrs. BALMACEDA (*Mexico*) presented her country's report on the educational position.

The CHAIRMAN thanked the Mexican delegate for her excellent statement of the position.

Mr. WILSON (*United Kingdom*) wanted to know if there was any cheap reading material for the people who were learning to read.

Mrs. BALMACEDA (*Mexico*) answered that the Government was bringing out a popular encyclopedia and 120 books on various subjects, which could be distributed either free or at a very low cost. There were also public libraries and school-libraries, travelling libraries, and mural newspapers. There was in Mexico a large public library which had been supplied by the United States. She added that one of the main aims in her country was the education of the masses, which was being fostered by every possible means.

Mr. ALDUJAILI (*Iraq*) asked what was the commencing salary of teachers in Mexico.

Mrs. BALMACEDA (*Mexico*) said that the salary scale was at present different for primary and for secondary teachers, but that efforts were being made to establish a uniform scale.

The CHAIRMAN mentioned that the booklets from the Office of Education, which the American delegation had brought, were available for delegates in room 62.

(The meeting rose at 1.15 p.m.)

TENTH MEETING

Friday, 18th July, at 3 p.m.

Chairman: Mr. E. R. WALKER

The CHAIRMAN opened the meeting by stating that there were still eight national reports to be presented—from Brazil, Chile, Egypt, Guatemala, Hungary, India, Portugal and Turkey. He mentioned again the notice which had been given at the end of the morning meeting about the booklets brought by the United States delegation.

REPORT FROM BRAZIL

Mr. CALMON (*Brazil*) gave a summary of his country's report and concluded, after some preliminary remarks, by expressing the wish that a message on the following lines might be sent to Unesco :

“ That Unesco should continue its researches regarding intellectual pacification, recommending that the Governments with which it has relations, should supervise the school-books intended for children to ensure that they contained nothing aggressive or insulting to other nations and could not, in consequence, provide a basis for propaganda for fresh wars.”

Mr. VERNIERS (*Belgium*) wished to support the desire expressed by the Brazilian delegate and hoped that the communication might be sent to Unesco.

Mr. ABRAHAM (*France*) also wished to associate himself with the Belgian delegate's remarks in support of the Brazilian suggestion. France congratulated the latter country on its efforts for peace.

Mr. DO PRADO (*Brazil*) stated that the Brazilian Government was organising a series of courses lasting eighteen months which officials and teachers could attend to prepare for promotion. It would be interesting to know if other countries had carried out similar experiments.

Mr. VERNIERS (*Belgium*) said that he would give the Brazilian delegate information in private about the similar experiments which had been undertaken in Belgium.

Mr. CALMON (*Brazil*) wished to thank the French and Belgian delegates for their kind remarks.

The CHAIRMAN thanked the Brazilian delegate for his report. The suggestions he had made would be included in the minutes and sent to Unesco.

REPORT FROM EGYPT

Mr. EL NAHAS (*Egypt*) presented his report on the development of education in his country.

The CHAIRMAN thanked the Egyptian delegate for his interesting statement.

Mr. BASU (*India*) asked what was the relationship between the old University at El-Azhar and the recently created modern universities.

Mr. EL NAHAS (*Egypt*) answered that the University of El-Azhar had been founded in 1020 and had always specialised in the study of the Arab language and Islamic learning. Since that time, the Universities of Cairo, Alexandria and, very recently, of Assiût, had been founded, consisting of the usual faculties in modern universities. There were faculties of Arabic, but the University of El-Azhar was the only one giving instruction in the religion of Islam.

REPORT FROM HUNGARY

Mr. BAROTI (*Hungary*) read his report which had been circulated.

The CHAIRMAN thanked the Hungarian delegate. He had been impressed by the great activity in educational matters which was being shown in a country which had undergone such extensive social changes as Hungary had.

Mr. EL NAHAS (*Egypt*) had listened to the Hungarian delegate's report with the greatest interest, particularly as Egypt, too, was an agricultural country. He would like to have more information about agricultural education. He considered that it would be more useful to arrange courses to help peasants and workers to improve their methods of work than to direct them towards the university.

Mr. VERNIERS (*Belgium*) asked how far the State, which gave grants to the denominational schools, exercised control over their syllabuses.

Mr. WEILER (*France*) wanted to know what was the place of musical and artistic education in secondary schools and if instruction in popular handicrafts was given in the primary schools.

Mr. BAROTI (*Hungary*) explained that he had not referred specially to agricultural education because the report covered only the past year, when there had been no particular developments in that field and, furthermore, the agricultural schools were under the control of the Ministry of Agriculture. The "Workers' Schools" set up for workpeople and peasants had already had very fine results and had

made it possible for those attending them to acquire the general culture necessary in order to take part in the government of the country. The denominational schools in Hungary were independent and under the control of the Churches ; they had however adopted the official school syllabus with some modifications in religious instruction (for which a larger number of lessons were allowed), in history and in literature. Music was important in Hungarian education and two great musicians, Béla Bartok and Kodaly, had collaborated in the preparation of the musical syllabus for schools. In order to safeguard Hungarian musical traditions, only Hungarian folk-music was taught up to the age of ten years, before the study of classical music was begun. The plastic arts were also important in education ; the Hungarians were trying to consider each pupil's individuality and to give them all opportunity for free self-expression.

The CHAIRMAN thanked the Hungarian delegate for his replies.

REPORT FROM CUBA

Mr. VALDES ROIG (*Cuba*) said he had not been able to obtain his country's report in time but he would like to give some information about the state of education in his country. The inspection of all the State and private schools was carried out by the Ministry of Education. The University of Havana was the only independent institution. The amount allocated to the Ministry of Education in the Government's Budget was larger than that for any other purpose. Elementary instruction was free, and so were school supplies, and only very low entrance fees were asked for secondary and higher education. The Ministry of Education was particularly interested in the suggestion of a Teachers' Charter.

The CHAIRMAN thanked the Cuban delegate for his excellent statement.

REPORT FROM INDIA

Mr. BASU (*India*) read his report after a few general remarks.

The CHAIRMAN thanked the Indian delegate for his interesting report.

Mr. NOUSS (*Syria*) expressed his warm feelings for the Indian people who were taking their place for the first time among the free nations of the world. He was anxious to know if, under the new laws, they were trying to provide a solution to the problem of different peoples, races and religions.

Mr. EL NAHAS (*Egypt*) was impressed by India's efforts in the field of national education. In this connection, he wanted to ask three questions : 1) what practical measures were in view to combat illiteracy ; 2) what would be the national language taught in the schools ; 3) was religious education compulsory and, if so, what would be the official religion and what place would be allowed to other religions ?

Mr. WILSON (*United Kingdom*) asked if they had considered the possibility of using fundamental education in the campaign against illiteracy by educating whole families together.

Mr. HAVRANEK (*Czechoslovakia*) wondered whether, in their efforts to foster national pride, they did not run some risk of stimulating exaggerated and militant local patriotism.

Mr. ALDUJAILI (*Iraq*) wanted some details about the system of fundamental education.

Mr. CHUNG (*China*) asked for further particulars about agricultural education.

Mr. BASU (*India*) replied to these various questions. Although India was a vast country, containing a great number of different nationalities, it was nevertheless possible to unify them in a single cause by appealing to their feeling for their country. India was making a very strong effort to combat illiteracy and a large part of the budget for education was devoted to this purpose. Programmes for mass education, for the distribution of books and for travelling libraries had already been prepared. The official national language would be Hindustani but each province would also retain its own language. From now on, every pupil would be bi-lingual ; he would first learn the language of his province, then Hindustani, and finally, English. Religious education was not included in the official school syllabus, as it was considered an individual matter. The experiment in fundamental education had already begun and the suggestion from the United Kingdom delegate that it should be used as a means of educating whole families deserved careful consideration. Explanations about the fundamental education programmes would be given to the delegate of Iraq in person. They intended to pay more attention than hitherto to agricultural education in India and to introduce it in all grades of schools.

The CHAIRMAN thanked the India delegate for his replies.

PHYSICAL EDUCATION IN SECONDARY SCHOOLS (*continued*).

The CHAIRMAN called on Dr. Vana, rapporteur for item III on the agenda : physical education in secondary schools. He opened discussion on the draft recommendation.

TEXT OF DRAFT RECOMMENDATION No. 22

The International Conference on Public Education,
Convened at Geneva by the United Nations Educational, Scientific
and Cultural Organisation and the International Bureau of Education,
and being assembled on 14th July for its tenth session, adopts on
the eighteenth of July, nineteen hundred and forty-seven, the
following recommendation :

Considering that physical education should play an important
rôle at all stages of education ;

That it is essential that adolescents should find in the school not
only the possibility of intellectual development but that they should
also have the opportunity of physical training to complete their
education and to enable them to develop harmoniously ;

That physical education has a real educative value, both moral
and social, and should contribute to ensure the normal develop-
ment of the child and of the adolescent, to accustom pupils to
natural movements, to develop dexterity, agility, force and endurance,
to inculcate the team spirit, discipline, altruism, vigor among boys
and natural elegance among girls ;

Submits to the Ministries of Education in the various countries
the following recommendation :

1) Physical education should be compulsory in all classes of the
secondary school, whatever the type of school to which they be-
long ;

2) While taking care not to overload the general school syllabus,
it is important to reserve sufficient time to physical education in the
weekly time-table. This instruction should not be limited to lessons
in gymnastics and athletics, but should also include periods or half
days in the open air for games and sports ;

3) The physical education syllabus should be the result of collabo-
ration between the representatives of the medical corps, the education
authorities and the physical education instructors ;

4) As far as possible, care should be taken to avoid fixing the
physical education lessons at times when they might have a harmful
action on the pupils' health or at intervals too close to meals, or when
it is too hot, etc.

5) All secondary school pupils participating in physical exercises
should be medically examined regularly, preferably each term or
half year, and they should have supplementary examination before
taking part in sports competitions ;

6) Pupils exempted from regular courses of physical education
on account of their health should be given the benefit of special
training, based on medical or remedial gymnastics ;

7) It is desirable that school authorities should encourage youth organisations which can supplement the action of the school in physical education ;

8) Even when the curriculum and the instructions are of an uniform character, it is desirable that physical education instructors should have a margin of liberty to adapt them to the peculiar conditions of their school and to the sex and capacities of their pupils ;

9) School gymnastic and sports competitions should be encouraged, although they should not develop an exaggerated taste for sports and a too aggressive spirit of competition among the pupils ;

10) It is important that schools should have well equipped gymnasia, playing fields and sports grounds, which satisfy the most modern requirements of hygiene, at their disposal ;

11) In view of the risks arising from physical education, it is desirable that pupils and teachers should be covered by compulsory school insurance and that the teachers should have no civil responsibility in case of accidents ;

12) In view of the importance of physical education in secondary schools, the teachers in charge of this subject should be specialists ; their training should be equivalent to that of teachers of other subjects and should include psychological and pedagogical knowledge as well as the theoretic and practical preparation required for their subject ;

13) Given equal training, physical education instructors should enjoy an identical status and salary as that of other secondary school teachers ;

14) Physical education instructors should be given frequent opportunities for improvement, by attending special courses and by the organisation of tours abroad with the help of study scholarships ;

15) The inspection of physical education should be entrusted to specialists in this branch.

VOTE ON DRAFT RECOMMENDATION No. 22 CONCERNING
PHYSICAL EDUCATION IN SECONDARY SCHOOLS

Preamble :

Mr. VANA (*Czechoslovakia*) read paragraphs 1 and 2 of the preamble.

Mr. VERNIERS (*Belgium*) suggested that in the second paragraph the words “ but also the opportunity of physical training should be replaced by “ but also of physical training ”.

(This amendment was adopted.)

Mr. VANA (*Czechoslovakia*) read paragraph 3. After a discussion in which the CHAIRMAN and MESSRS. VERNIERS (*Belgium*), WEILER (*France*), CALMON (*Brazil*), KÄRRE (*Sweden*) and PIAGET (*I.B.E.*) took part, the following text was proposed by Mr. VERNIERS (*Belgium*) and put to the vote: "That physical education has for the development of human beings a value which is not merely physical but also moral and social."

(This amendment was adopted by 15 votes to 7.)

Article 1.

The text of this article was adopted without discussion.

Article 2.

After an exchange of views between the CHAIRMAN and MESSRS. VERNIERS (*Belgium*), ABRAHAM (*France*), ALDUJAILI (*Iraq*), WILSON (*United Kingdom*), BASU (*India*), EL NAHAS (*Egypt*) and GUENETTE (*Canada*), it was decided to replace the "and" occurring in the phrase "lessons in gymnastics and athletics" by "or".

(The article was adopted with this amendment.)

Article 3.

The text of this article was adopted without discussion.

Article 4.

Mr. PIAGET (*I.B.E.*) proposed that the whole item should be omitted, as it seemed to him unnecessary.

After a discussion in which the CHAIRMAN and MESSRS. PIAGET (*I.B.E.*), KÄRRE (*Sweden*), WEILER (*France*), HAVRANEK (*Czechoslovakia*), EL NAHAS (*Egypt*) and ABRAHAM (*France*) took part, it was decided that the item should be retained.

Mr. ABRAHAM (*France*) proposed that the words "as far as possible" should be omitted.

(This amendment was adopted unanimously.)

Article 5.

After an exchange of views between the CHAIRMAN and MESSRS. VANA (*Czechoslovakia*), NOUSS (*Syria*), ABRAHAM (*France*), VERNIERS (*Belgium*), EL NAHAS (*Egypt*) and HAVRANEK (*Czechoslovakia*), it was decided that the expression "preferably each term or half-year" should be replaced by "at least each term".

Article 6.

After a discussion in which the CHAIRMAN, and MESSRS. VANA (*Czechoslovakia*) VERNIERS (*Belgium*), ABRAHAM (*France*), JONES (*United States*), WILSON (*United Kingdom*), WEILER (*France*), ULRICH (*Portugal*), PIAGET (*I.B.E.*), ALDUJAILI (*Iraq*), KÄRRE (*Sweden*) and HAVRANEK (*Czechoslovakia*) took part, this article was adopted in the following form : “ Pupils exempted from regular courses of physical education on account of their health should be given the benefit of special remedial treatment, based on medical advice ; similar appropriate treatment should be provided for all pupils with physical defects ”.

Article 7.

After a debate in which the CHAIRMAN, and MESSRS. WILSON (*United Kingdom*), BASU (*India*), CALMON (*Brazil*), VANA (*Czechoslovakia*), JONES (*United States*), WEILER (*France*), ULRICH (*Portugal*), VERNIERS (*Belgium*), ALDUJAILI (*Iraq*), HAVRANEK (*Czechoslovakia*), ABRAHAM (*France*) and PIAGET (*I.B.E.*) took part, the following text was suggested : “ It is desirable that educational authorities should encourage organisations of young people which can supplement the action of the school in physical education.”
(*This text was adopted.*)

Article 8.

Mr. ABRAHAM (*France*) proposed the following amendment to this article : “ Within the frame-work of the syllabus and official instructions, it is desirable that teachers of physical education should be free to adapt their programmes to the peculiar conditions of their school and to the sex and capacities of their pupils ”.

(*The amendment was adopted unopposed.*)

Article 9.

Mr. BOREL (*Switzerland*) proposed that in the French text, the words “ sont à encourager ” should be replaced by “ doivent être encouragés ”.

Mr. PIAGET (*I.B.E.*) suggested the addition, at the end of the paragraph, of the words “ but develop team spirit ”.

Mr. VERNIERS (*Belgium*) suggested that “ and fair-play ” should also be added.

The following text was adopted unopposed, incorporating the suggested amendments : “ School gymnastic and sports competitions should be encouraged, provided that they do not develop-

an exaggerated taste for sports and a too aggressive spirit of competition among the pupils, instead of encouraging the team spirit and fair-play ”.

Article 10.

At the suggestion of Mr. JONES (*United States*), the words “ ample and ” were inserted before “ well-equipped gymnasia, playing-fields and sports grounds.”

Mr. WILSON (*United Kingdom*) proposed a modification to the English translation.

(The article was adopted with this addition.)

Article 11.

Discussion between the CHAIRMAN and Messrs. CALMON (*Brazil*), ULRICH (*Portugal*), WEILER (*France*), PIAGET (*I.B.E.*), VERNIERS (*Belgium*), WILSON (*United Kingdom*), DOTTRENS (*Switzerland*), brought to light legal difficulties in connection with this article, and it was decided to postpone discussion of it until the following day.

Article 12.

Mr. DOTTRENS (*Switzerland*) pointed out that, in order that physical education should always be given by teachers who were physically capable at all times of carrying out their duties, an additional paragraph on the following lines would have to be drafted : “ In order to avoid difficulties and disadvantages arising from the advancing age of teachers of physical education, it is to be desired that such teachers should be given academic training which would make it possible for them to teach some other subject. As they grow older, they would then be able to reduce the amount of instruction in physical education they give and would be replaced by young teachers in full possession of their physical powers. After a discussion in which Mr. WILSON (*United Kingdom*) and Mr. ABRAHAM (*France*) exchanged views, the CHAIRMAN put to the vote the need for drafting a new paragraph on this subject, and the suggestion that the drafting of article 12 should be postponed.

(The latter suggestion was adopted.)

Article 13.

Mr. WILSON (*United Kingdom*) suggested that the word “ equivalent ” should be substituted for the word “ equal ” at the beginning of the sentence.

(The text thus modified was adopted unopposed.)

Article 14.

Mr. VERNIERS (*Belgium*) proposed the following amendment : “ physical education instructors should be given frequent opportunities for professional improvement by attending special courses and by taking part in tours abroad, the cost of organising such courses and tours being covered by study scholarships. ”

After an exchange of views between the CHAIRMAN, and Messrs. ABRAHAM (*France*), DO PRADO (*Brazil*) and PIAGET (*I.B.E.*), the following text was adopted : “ Teachers of physical education should be given frequent opportunities for professional improvement, by attending special courses and by tours abroad, the expenses of which should be covered by study scholarships ”.

Article 15.

(The text of this article was adopted without discussion.)

Mrs. BALMACEDA (*Mexico*) pointed out that there was no mention in this recommendation of Mr. Lauwerys' proposal of the day before about the desirability of inquiries regarding the physiological and psychological effects of physical education. As the recommendation was being re-drafted in part, she would also like the topics to be placed in a more systematic order.

The CHAIRMAN said that the adoption of the recommendation would be postponed until the following day, as it was necessary to redraft articles 11 and 12, to revise the English translation of article 14 and to add a paragraph referring to the suggestion made by the Mexican delegate.

Mr. ABRAHAM (*France*) proposed that in the French text, the word “ loyauté ” should be substituted for “ fair-play ”.

Before closing the meeting, the CHAIRMAN announced that, to his great regret, he would not be able to be present for the end of the Conference. Professional duties required his presence in Paris the following morning. The first vice-chairman, Mr. ABRAHAM, would give the closing speech in his stead. He wished particularly to say how glad he had been to be present at the Conference. As Chairman, he had been impressed by the excellent work done by the Secretariat of the I.B.E. and of Unesco. He had been at many international conferences, but had seldom found such speed and accuracy in work. He had been happy, too, in the assistance of his colleagues on the Conference Committee. He was sorry that he had not had the opportunity to make personal contact with all the members of the delegations. He would be glad to see them again at Paris where he hoped they would find an opportunity of coming to the Australian Legation.

(The meeting rose at 7.45 p.m.)

ELEVENTH MEETING

Saturday, 19th July, at 10 a.m.

Chairman : Mr. M. ABRAHAM

PHYSICAL EDUCATION IN SECONDARY SCHOOLS (*continued*)

The CHAIRMAN, in declaring the meeting open, stated that they would begin by voting on the articles not yet approved in the draft recommendation on physical education in secondary schools.

Article 11.

Mr. VANA (*Czechoslovakia*) as rapporteur read the following text : “ In view of the risks arising from physical education, it is reasonable to expect that pupils and teachers should be covered by compulsory school insurance and that the latter should also be insured against civil responsibility ”.

The CHAIRMAN proposed inserting the words “ if possible ” between the words “ latter should ” and “ also be insured ”.

After a long discussion in which the CHAIRMAN, and Messrs. ULRICH (*Portugal*), HAVRANEK (*Czechoslovakia*), WILSON (*United Kingdom*) took part, the text thus amended was adopted.

Article 12.

Mr. VANA (*Czechoslovakia*) read the following text : “ In view of the importance of physical education in secondary schools, the teachers entrusted with this should be specialists with training of an academic standing ; in order to avoid the inconveniences and the difficulties resulting from advancing age, they should have, in addition to the theoretical and practical training required for their subject, such psychological and pedagogical knowledge as will enable them to teach another subject, if required.”

After long discussion in which the CHAIRMAN and Messrs. WILSON (*United Kingdom*), VANA (*Czechoslovakia*), VERNIERS (*Belgium*), WEILER (*France*) and KÄRRE (*Sweden*) took part, the following text was adopted unanimously : “ The teachers in charge of physical education in secondary schools should be specialists and, as far as

possible, they should be capable of teaching another subject if required; the standard of their training should be equivalent to that of teachers of other subjects and should include psychological and pedagogical knowledge as well as the theoretical and practical preparation required for their subject."

Article 3 A.

Mr. VANA (*Czechoslovakia*) stated that a new article proposed by Mr. Lauwerys had to be put to the vote. This article was as follows: "Physiological and psychological research on the value and on the methods of teaching physical education are necessary and should be actively pursued."

Mr. WEILER (*France*) supported this proposal, but asked whether this article could not be placed after Article 2.

The CHAIRMAN proposed the following wording: "It is highly desirable to undertake and to pursue physiological and psychological research on the value of physical education and on the syllabus and teaching methods used.

(This text was adopted without opposition.)

The CHAIRMAN asked the Conference to leave the order of the articles in the recommendation to the discretion of the Bureau.

He declared the discussion closed and thanked the rapporteur for the zeal with which he had carried out his difficult task.

Mr. VANA (*Czechoslovakia*) thanked the delegates for the help given.

The CHAIRMAN announced that there were still a number of reports to be read.

REPORT FROM GUATEMALA

Mr. DUPONT-WILLEMIN (*Guatemala*) presented the report on educational developments in his country.

The CHAIRMAN warmly thanked the delegate of Guatemala.

REPORT FROM CHILI

Mr. BUNSTER (*Chili*) read his report which concerned the chief cross currents of opinions confronting Chile to-day in the field of education.

The CHAIRMAN thanked the delegate of Chile for his substantial summary.

REPORT FROM PORTUGAL

Mr. ULRICH (*Portugal*) presented the report on educational developments in Portugal during the past year.

Mr. NOUSS (*Syria*) asked whether schooling between the ages of 11 and 14 was compulsory or not, and whether a difference was made between the education given to girls and that given to boys in the senior secondary schools.

Mr. GRANDJEAN (*Switzerland*) asked what methods of selection were employed in the vocational guidance schools for children between 11 and 14 years of age.

Mr. ULRICH (*Portugal*) replied to these varied questions. Schooling was only compulsory up to the age of 11 years, not for the 11 to 14 age group. Continuation courses, preparing for the university, are the same for boys and girls; only the general courses are differentiated. The vocational guidance courses should determine the vocation to which each child ought to be directed. The guidance was given by means of tests applied by the Vocational Guidance Institute and by observation of the work done at school by the pupils.

The CHAIRMAN thanked the delegate of Portugal for his very rich and concise summary.

REPORT FROM TURKEY

Mr. ALISBAH (*Turkey*) presented his report on educational movements in his country.

The CHAIRMAN thanked the delegate of Turkey for his interesting summary.

Mr. EL NAHAS (*Egypt*) wished to know what percentage of the population knew how to read and to write, and what practical measures the Government was taking against illiteracy.

Mr. VAN DER WEYST (*Holland*) asked for information on the University of Istanbul. He would like to know how much right the parents had in the recently founded home and school unions to take decisions and to present them to the school authorities.

Mr. BAROTI (*Hungary*) asked what methods were employed for the teaching of reading in the first primary year.

Mr. KÄRRE (*Sweden*) asked whether teachers in the primary schools who taught in the three classes coming between the primary school and the grammar school had a longer and more advanced training. He would like to know whether the teaching given to girls and to boys was differentiated.

Mr. BASU (*India*) wished to know what place was given in the teaching of writing to Roman characters, and what importance was given to the teaching of religion.

Mr. ALISBAH (*Turkey*) replied to these questions. The efforts made during recent years to fight against illiteracy in Turkey had produced good results, largely through the adoption of the Latin characters and the courses given in the army. He had no exact figures, but he thought the proportion of illiterates was about 50 per cent of the population. Moreover, one must distinguish between illiteracy and ignorance. Broadcasting, lecture tours in villages, etc. had greatly contributed to overcome ignorance, even if the people were unable to read. There was at the present time a movement against the entrance examination to the university and other higher schools. It was felt that a selection made in this way does not give sufficiently objective results. The School and Home Union was founded specially with a view to aiding in a discrete way those pupils in need of financial assistance. No difference is made in the studies of the two sexes. School institutions are usually mixed and girls as well as boys have access to the university. There have been certain difficulties in the training of teachers for the three upper classes of the primary schools; the solution adopted is the best in view of the circumstances. Religious education is not given in schools, as the State is secular, but the introduction of religious instruction as an optional subject is being considered. With regard to the methods employed in the teaching of reading, he did not feel competent to reply, as he himself was a professor of mathematics in the university.

CLOSING SPEECHES

Mr. HAVRANEK (*Czechoslovakia*) wished to express his thanks to the organisers of this Conference which had proved so interesting and instructive for all. He asked whether it would not be possible during the next Conference to gain valuable time by distributing the national reports a day in advance, so that the delegates could limit themselves to replying to questions addressed to them without actually reading their reports. Czechoslovakia always followed international conferences such as this one with the greatest interest. The fact that this Conference had taken place in the Palais Wilson brought to mind many memories, hopes and illusions. But there was no reason to despair because the first efforts of the League of Nations did not bring about the desired results. We must go forward with confidence, contributing to the work of peace, and this is what the Conference aimed to do in its own particular sphere.

Mr. VERNIERS (*Belgium*) wished to say how much he rejoiced that chance had favoured him and sent him to Geneva. He had thus been able to follow much more closely the work undertaken by the I.B.E., work which was so remarkable and so favourable to the development of education throughout the world. He had been able during this Conference to make enriching contacts and agreeable relations. As an occasional member of the Joint Commission of the I.B.E. and Unesco, he wished to state how much he had rejoiced to see these two organisations collaborating in such a useful manner, one already having a noble past, the other still young and very hopeful. As a member of the Executive Committee of Unesco, he would in the future be the energetic champion of this collaboration which ought to be greatly developed.

Mr. WILSON (*United Kingdom*) was happy to be able to express his thanks for this inspiring Conference, which had given him the opportunity for better understanding of the needs and aspirations of other countries, of making friends whom he would always be glad to see in England. This Conference had been marked by a friendly and cordial spirit which could well be the envy of many international conferences; it has been said that teachers always remain children, and he wished that the spirit of childhood purity could fill the world and bring about peace. He wished especially to thank the Chairmen who had so well fulfilled their task, the Director of the International Bureau of Education, the interpreters and the secretariats of the I.B.E. and Unesco who had worked so quickly and with such good humour.

Mrs. BALMACEDA (*Mexico*) considered herself privileged to be able to speak at this meeting. She wished first of all to pay tribute to Geneva for the very agreeable days passed here, then to the peoples represented by the delegates of their Governments. Mexico owed much to other countries. She had received her tradition from Spain, her inspiration from France and was in communion with the peoples of the Orient through similar tragic experiences. She paid tribute to the great European educators: Messrs. Piaget, Decroly, Claparède, and Miss Butts who, through their writings, had inspired the school system in Mexico. She was grateful for the personal contacts that she had made with the delegates and from whom she had received much inspiration. She reminded the meeting that Mexico formed part of a large continent, full of natural resources and ready to welcome the peoples of suffering Europe. She also paid tribute to the I.B.E. for the work which it had accomplished for several years and expressed her confidence in Unesco which was beginning its task. She had profitted greatly by the work of the Conference which had enabled her to have a general view of educational problems. The discussions had been very useful to her. There were certainly many more problems to study, but as stated at the Conference in London

when Unesco was established, we know that the extension and diffusion of culture are essential to the dignity of men and that education is a sacred duty of the Nations. She hoped that all the delegates would come to the next Conference of Unesco which was to be held in Mexico and she offered all the hospitality of her country not only for the Conference, but also for life.

Mr. BASU (*India*) also wished to take this opportunity of thanking the organisers of the Conference, the International Bureau of Education and Unesco. This Conference had been a memorable experience for him. The great hopes with which he had come to Geneva had been completely realised. Humanity had a great and heavy task before it. A Conference such as this to which he had just assisted could help considerably in this task. He was thus very grateful for the organisation of this Conference and for all the material arrangements which had facilitated its smooth running. One thing that he regretted, however, was that it was too short and he hoped that the next Conference could last ten or twelve days, so that the delegates could have more time for personal contacts between the meetings.

Dr. Kuo (*Unesco*) referred to an aphorism of Confucius "To learn new things and to consider again from time to time what has been learnt, isn't that great pleasure? And to meet friends coming from far-off places, isn't that happiness?" The contact with the delegates, with friends coming from all parts of the world had been very fruitful. He could not let this opportunity slip by without thanking all and everyone for the trouble they had taken in coming to the Conference and for their participation in its work. He hoped that this contact with Unesco would be maintained and developed. Unesco needed the help of all in its huge and extremely difficult work. Should any of the delegates pass through Paris, he hoped that they would have no hesitation in calling to see Unesco, where they would always be welcome. On behalf of Unesco he wished also to thank the Bureau. As they had no doubt realised, it was the Bureau and its devoted staff which had done most of the necessary and detailed work. It was the Bureau who had prepared the two substantial reports studied, which were a credit to those responsible, and the Bureau which had organised the irksome material side of the Conference, etc. The Chairman had stated that this was the best organised international Conference he had attended, and the compliment was well deserved. He thanked Mr. Piaget and Mr. Rossello, and through them all their staff, in particular Miss Butts and Mr. Vaska who had prepared the two reports of the inquiries, Miss Gampert and Miss Cusden. In his opening speech, Mr. Piaget had analysed the various types of marriage possible. He himself only wished to make one point: all the varieties of mating had in common the need to procreate, to perpetuate, to produce offspring. The

marriage of Unesco to the I.B.E. resulted from this desire. They wanted union because they realised that together they could be productive. They wanted to transmit the cultural heritage enriched by their labours. It was a marriage of both reason and love. The four key-words—respect, love, tolerance and helpfulness—pronounced by the Prime Minister of China at a wedding feast could be well applied to this particular case. Respect for one another they had already and it would grow. Love will come, has come in fact, and will increase as the friendship between the two secretariats grows deeper. So will tolerance and helpfulness. Now together they must make the union productive. Lastly, he thanked the delegates once again and invited them to come again.

Mr. PIAGET (*I.B.E.*) paid homage to the wisdom and to the finesse of Dr. Kuo. He then commented on the work of the Conference. The delegates had perhaps thought that the days were a little too overcrowded. They had, however, been very attentive and full of ardour. He thanked the Governments of the 42 countries who were represented at this Conference, as well as the observers, the representatives of the United Nations, the International Labour Office, and of the World Health Organisation. In particular he wished to thank the Chairmen who in turn had so well conducted the discussions, Mr. Walker, Mr. Abraham, Mrs. Kormanowa, Mr. Calmon; the rapporteurs who had so courageously fulfilled their overwhelming task, Messrs. Verniers, Vana and Chung, the representatives of Unesco, Messrs. Thomas, Kuo and Lauwerys, with whom the spirit of mutual friendship had been strengthened. Finally he thanked Mr. Rossello for his devoted work, the secretariats of the I.B.E. and of Unesco, the brilliant interpreters, and all the delegates who had throughout the Conference helped to create a particularly sympathetic atmosphere. Serious problems had been skirted, touched upon and thoroughly discussed, without departing from a remarkable spirit of understanding and cordiality.

The CHAIRMAN declared that he was embarrassed at having to speak after so many brilliant speeches, which made him regret more than ever before that Mr. Walker had been obliged to leave before the end of the Conference. He paid a tribute to the manner in which Mr. Walker had conducted the Conference, with patience, good humour and cordiality. The Conference, he said, had furnished considerable work and we could congratulate ourselves on what had been accomplished. The meetings had been long and the discussions lively, but nothing had succeeded, not even the thunderstorms, in troubling the serenity. There had been no sign of “an excessive spirit of competition”, but on the contrary perfect “fair play”. Our work had been carried on in a true atmosphere of cooperation. Friendships have been made and renewed which would undoubtedly spread. We had attacked concrete problems. The teachers’ charter had aroused

vital questions such as the status and recruitment of teachers. He was struck by the wisdom and the sagacity of Dr. Chung, who had succeeded in summarising and in clarifying many varied problems. The free provision of school supplies and physical education in secondary schools were also essential subjects. He thanked the rapporteurs for their most efficient work. Throughout the Conference the very competent support of Mr. Verniers had been most valuable. Mr. Vana also had shown a remarkable versatility. Both had had to revise the texts and had been subject to veritable "exercises in corrective gymnastics". The examination of the reports from the Ministries offered a balance sheet of the educational work accomplished in the different countries. The similarities and the differences which had thus been shown were most useful. In this connection the study on pedagogical terminology proposed by Messrs. Kuo and Lauwerys would render a great service. These reports had brought to the fore actual experiments being carried out, innovations and work of reconstruction as well as the daily difficulties which each country had to confront. They all reflected the courageous fight against ignorance. Their presentation was a valuable contribution to the development of mutual understanding. He paid tribute to the Conference Committee, to the Directors of the International Bureau of Education, Messrs. Piaget and Rossello and to their collaborators who had worked so hard, to the representatives of Unesco, Messrs. Thomas, Kuo and Lauwerys and the staff from Paris, specially the interpreters who had often succeeded in clarifying our thoughts. He thanked Switzerland for its hospitality and, in particular, the Republic and Canton of Geneva, so nobly represented by its President, State Councillor Albert Picot. After having congratulated the Conference for the excellent collaboration between Unesco and the I.B.E., he declared that this meeting of 42 countries had been an occasion of pacific emulation. It had once more proved the solidarity of all educators, who were united in the service of the child and working for a better future and for human progress.

The CHAIRMAN declared the Tenth International Conference on Public Education closed.

(The meeting rose at 1.15 p.m.)

TEXT OF THE REPORTS

FREE PROVISION OF SCHOOL SUPPLIES

Report by Mr. Louis Verniers

INTRODUCTION

The presence on the agenda of the International Conference on Public Education of the question of free provision of school supplies raises once more a problem which shows how closely educational questions and social questions are linked. The question of equal opportunity for secondary education which was considered last year illustrated the same connection.

The free provision of school supplies is a logical consequence of the principle of equal opportunity for education, and equality which is today the pass-word of those who have undertaken the task of defending the interests of education and of promoting its development. We know that Unesco recognised the necessity for it from the beginning, because the States subscribing to its Constitution undertook "to ensure for all free and equal opportunity for education". Furthermore, all the reports submitted at last year's Conference and reproduced in the Year-book of the International Bureau of Education expressed this view. Everywhere there is evidence of a tendency towards a much more generous and more even allocation of opportunity for education.

But if the principle of equality of opportunity for education is at present almost universally admitted, it must be realised that if it is to be satisfactorily applied in practice, it must be greatly extended. This application of the principle requires on the part of school authorities not only an increase in their material and financial commitments, but also a much wider conception of their duties in connection with the needs of the child whatever may be its social position. It is necessary too, that all the additional demands involved should be carefully studied in detail.

It was thus thought worth while to undertake an inquiry into the problem of the free provision of school supplies, which is undoubtedly one of the first necessities to ensure equal opportunity for education. Indeed, as Miss Marie Butts said in her introduction

to the publication we are considering : "Equality of opportunity in the field of education meets with practical difficulties, not the least of which is the high price of text-books and school supplies. For parents with a limited income, whose family budget is too small to allow them any unforeseen expense, it is not sufficient that the education offered for their children should be free, if they are not able to buy them the necessary books and other equipment."

In speaking of free provision of equipment, it is understood that personal equipment is meant since the free provision of equipment for general use is generally admitted. The questionnaire drawn up by the International Bureau of Education lists very clearly the categories of equipment in question : *i.e.* school text-books, stationery, materials and tools for handwork, domestic science and physical education (costumes and shoes for gymnastics and sports, individual material for games, etc.).

The questionnaire dealt with the details of the legal, administrative, technical and practical problems involved in the provision of this equipment. It is realised that these questions are many and often complicated. Nevertheless, they did not deter the Ministries of Education, as forty-one countries sent replies. The general survey preceding the short reports on individual countries may therefore be considered as a very complete picture of the present position. We shall now consider briefly its various headings.

I. — EXTENT OF FREE PROVISION

It seems that the free provision of school supplies is admitted in principle in almost all the countries which replied to the questionnaire, but the extent of the free provision is still to be considered. Two distinct ideas may be noted : for some, free provision of school supplies is a concomitant of free and obligatory schooling and applies to all pupils in all classes receiving compulsory education. For others, it is considered as a type of assistance and is reserved for certain categories of pupils, especially for poor pupils. It will be noted that opinions are rather divided on this question, and one view does not immediately prevail over the other. Although there is a tendency towards the progressive extension of the provision of school supplies, the countries which provide free materials generally are slightly fewer than those which provide free materials in part only.

It is true that general free provision involves heavy expense for the State. Provision in part makes it possible to equalise opportunity without imposing too heavy a charge on the budget. Parents who are able to do so pay for the supplies provided for their children and this possibility allows a greater degree of assistance to children of poor families.

Certain countries nevertheless require that the poor child should deserve such assistance. Thus, in Iran, in primary education, free provision is made only for pupils who have been favourably reported on by the head-master and teachers, and are found to be in need of assistance after discreet inquiries. Eligibility of the necessitous pupil depends on his class-mark—average of the three marks given for conduct, intelligence and character, including the degree of application and interest shown in the work. In secondary and vocational education, pupils who, on the evidence of the school authorities, are known to be necessitous and who have mental capacities above the average and have given proof of application and good conduct, are supplied with free text-books among other things.

II. — MODALITIES OF APPLICATION

Whether supplies are made available free to all pupils or only to some, several questions arise: What type of supplies are made available to pupils? To how many objects are they entitled? Is the equipment given, or only lent to the pupils? What sanitary precautions are taken with regard to the equipment?

So far as the type of equipment is concerned, the provision of text-books and stationery is most generally free. The amount of goods supplied naturally varies with different countries. In some of them, all text-books are supplied free, while in others only prescribed or compulsory text-books, or even only reading books are free. The practice may also vary within a country as often the decision on the details of distribution rests with the local authorities. This is the case, for example, in France, where there is great variety in the different communes. The large towns are better able to provide free all school supplies than are small rural communes, who have not sufficient means to show such generosity.

Stationery is understood to mean chiefly ink, pens, pencils, exercise books and india-rubbers. Many authorities add coloured pencils, boxes of water-colours, coloured chalks, rulers, compasses, drawing-paper, etc.

In connection with text-books, it is interesting to note the remarks made by two countries, Colombia and the Dominican Republic, which stated that the teaching methods in practice involve hardly any use of text-books. Thus, in Colombia, pupils write in their exercise-books notes of things seen and information given, and these note-books serve as text-books. In the Dominican Republic, instead of text-books, schools are supplied free with the equipment used for instruction in reading and writing by the *ideo-visual* methods.

But this question is not directly a part of our subject, and we must not linger on it. We should enter a field essentially concerned with

matters of teaching, which was not the object of this inquiry. It will be remembered that in 1938, the Seventh International Conference on Public Education touched on this question when discussing the drafting, utilisation and choice of school text-books. We shall return to consider the recommendation then adopted.

Returning to the question of the type of material provided free, several countries also provide free the equipment necessary for handwork and domestic science and others, but fewer, equipment for physical education. Nevertheless, there are certain restrictions according to the countries. In Ireland, for example, free provision of this type of equipment does not apply in technical schools. In England, a small sum is asked from the pupils for articles which they have made in handwork and cookery classes and which they wish to take home. In Poland, for similar classes, pupils are required, in principle, to provide materials at their own expense. In Sweden, in some communes, pupils attending domestic science courses, share the cost of the meals they prepare.

The number of articles to which each pupil is entitled annually is specified only in a few countries. Others probably prefer to allow the question to depend each year on the sums available and to take into account special circumstances affecting either the schools or the pupils themselves.

There is one important question: To discover whether the materials provided free become the property of the pupils or whether they must be returned after use. There is great variation in this respect, not only as between countries, but also within one country. Text-books are often called in and are distributed again; in some cases, either for educational or hygienic reasons, it is considered preferable to give them to the pupils. Very often, in this matter also, the question of finance has to be considered. Many administering authorities balk at the expense involved in the provision of new books for every school child. There may also be involved a question of discipline. Books are, it appears, kept more carefully if they must be given back after use, but on the other hand, a child enjoys using a new book more than a second-hand one.

When equipment is taken back to be distributed to other pupils, some steps to disinfect it are necessary. Several countries have considered this question, especially with regard to contagious diseases, although the sanitary measures to be taken are not often laid down by strict rule.

Lastly, in several countries, in order to persuade pupils to take care of the material given to them and to avoid waste, they are required to replace at their own expense articles which they have lost or damaged, either deliberately or through negligence. This disciplinary provision seems an obvious one, but it must be applied with tact and discrimination. Poor children are necessarily exempt from it, and it is often difficult to decide how far the pupil has been responsible.

III. — ADMINISTRATION

We now touch upon one of the most important chapters of this study, since the provision of school supplies is essentially one of administration. The questionnaire of the inquiry invites us to contemplate the following questions: the problem of cost (by whom borne, average cost per pupil), publication of textbooks and manufacture of stationery, etc., centralisation of free supplies, control of textbooks and stationery.

Among the organisations bearing the cost of the supplies distributed gratuitously, the report of the International Bureau of Education distinguishes between the State, usually represented by the Ministry of Education, the local administration and outside institutions. It states that it is difficult to establish a rigorous classification, for the situation varies considerably and it often happens that the various organisations enumerated all contribute in the same country. In most countries, the State has the greatest responsibility. The State is closely followed by the local authorities who nearly always assume a large part. In several countries they have even a greater share than the State, though naturally receiving grants from the State. Outside institutions (funds for necessitous pupils, philanthropic associations, parents' or old-pupils' associations, school banks, school-cooperatives, etc.) nearly always play their part, thus constituting a means of accentuating the social conception of the school. Not only the established authorities (State, cantons, provinces, municipalities) intervene as much as possible in the means of education, but the community as a whole (under the form of official or non-official institutions) takes its part of the responsibility and offers help which can be of a more direct and more individual character. Far from living on the verge of society, the school feels that it is supported by society. It becomes a living and indispensable organ of it, maintained prosperously and efficiently by the interest of all.

With regard to the average annual expense involved, the report quotes some figures given in the replies, but it must be noted that at a time like ours, when currencies are devalued, it is impossible to draw any useful comparisons. We think, too, that it would be inopportune to dwell on comparisons. We should in any case need much more complete data, and should have to undertake serious statistical work.

From the replies received, the arrangements for publishing the text-books supplied free seems to take three different forms. Text-books are published: (1) by the State; (2) by private publishing firms; (3) in part by the State and in part by private publishing firms.

The countries are thus divided into three distinct groups. The most numerous is the second group, that is to say the group of countries in which the text-books are published by private firms. Certain countries, however, incline towards the publication of text-books by the central power (State).

The statements concerning the advantages and disadvantages of this or that system are often contradictory. Some consider, for example, that the text-books are of better quality and can be obtained at a more reasonable cost if they are published by the State, whereas others, on the contrary, invoke the same reasons in favour of a system of publication by private firms. Some consider the system of State publication to ensure uniformity of teaching and to enable text-books to be adapted to the needs of the curriculum. Others, wishing to avoid the dangers of monopoly and of monotony, prefer favouring private initiative, as this gives the greatest possibilities of independence and choice.

Countries applying a mixed system believe that by utilising all means, greater variety is possible. Instead of there being opposition between the private firms and the State, there is collaboration and emulation. The State intervenes justifiably in the question, while permitting private initiative to be manifested.

Recommendation No. 15 adopted by the VIIIth International Conference on Public Education which followed the discussion on the elaboration, utilisation and choice of school text-books, declared as follows : " Commercial competition between authors and publishers being liable to result in lowering the quality of the books, it may be in the general interest that the official authorities should take all useful measures to ensure the publication of text-books for the elementary classes, prepared on sound pedagogical lines, well printed and inexpensive. These considerations have particular weight in relation to text-books prepared for very young children and to reading books."

It seems difficult to pronounce categorically on this point. The system adopted undoubtedly depends on multiple factors and on the peculiar circumstances of each country.

The manufacture of stationery is very rarely a State monopoly. Most countries which have replied to the question relative to this point declare that stationery is purchased from private commercial enterprises. Even in this also, some practise a mixed system : some articles of stationery are manufactured by State institutions (technical school workshops, for example), others by private firms.

Whether or not text-books and stationery are produced by the State, does an official bureau centralise the purchase and distribution of the free material ?

Such centralisation seems to be fairly common since it exists in most of the countries which have replied to this question. It is carried out by a bureau specially organised for this function, either

by one of the services of the Ministry of Education, or by the Inspection service.

It sometimes happens that there is one bureau for purchase (depending occasionally on the Ministry of Finance) and another bureau for the distribution.

In some countries not possessing a central organ properly speaking, the purchase and distribution of supplies are undertaken by the local authorities, the school councils, the district inspectors or simply by the headteachers of individual schools. In the last case, the headteacher is allowed a certain credit to be used in the best interests of his pupils.

We pass now to the question of control of text-books and stationery. This problem also was raised in the VIIth International Conference on Public Education. Recommendation No. 15, after having stressed in particular the quality of school text-books, declared the following concerning their control: "In countries where education is directed or controlled by the State, it is for the State to take proper measures to ensure the improvement of text-books and to supervise their application. This duty will fall, in other countries, on the authorities responsible for the schools." And later: "In those countries where there is control by the authorities, it is preferable that this control should be exercised before the printing of the text-books and that the selection committees should comprise, not only inspectors and officials of the Ministries, but school teachers, chosen from amongst those most competent."

The present study of the problems does not go into many details, since it is concerned with the free provision of text-books and not with their elaboration or with their suitability with regard to educational, moral and other necessities. It shows that nearly everywhere text-books are submitted to a control, but that the modalities and the degree of severity of the said control vary according to the countries. In most cases the Ministry of Education, or one of the specialised organs, such as an Advisory Council, draws up a list of text-books from which the school councils or committees or the headteachers of schools, or the teachers themselves may make their own choice. The control of text-books seems to go hand in hand with their free distribution. If the State makes a gift to the pupils, it is only natural that it should decide what text-books are most suitable.

On the contrary, the control of stationery is less frequent. It also seems to be less indispensable, but also more difficult to carry out. It sometimes happens that lists of prescribed items of stationery are drafted.

IV. — CONCLUSIONS

The last chapter of the report leads us to several final remarks. We learn when the principle of gratuity was introduced in the various countries, and what modifications and improvements are contemplated in the future.

It is noticeable, that, in certain countries, the principle of free school supplies was introduced during the last century. It is implied in the laws regulating compulsory schooling or the organisation of primary education. In other countries, the principle has only recently been adopted.

Even in the countries where it has been admitted for a long time, the provision of free supplies was not decided all at once, it was introduced by stages. The proclamation and acceptance of the principle have often preceded a series of regulations concerning its application.

With regard to the past, present and future, the replies received by the Bureau show that the principle of free provision of school supplies is becoming more general, as we stated in the beginning of the report. There is a tendency to make it more general and to extend it to a larger number of pupils and classes. Arising out of the already accepted principle of help for necessitous pupils, it is becoming more and more integrated with a wider social conception according to which education and means of education should be available for all, so that no obstacle should lessen the chances of good instruction for all who are capable of benefitting by it.

PHYSICAL EDUCATION IN SECONDARY SCHOOLS

Report by Mr. Joseph Vana

INTRODUCTION

It is universally recognised to-day that physical education has an important rôle to play at all stages of education. The times have passed when education was purely intellectual and when long hours of immobility seated at school desks were unrelieved by physical activities and games.

Ideas have evolved and, in particular, events have proved the necessity of preparing young people not only intellectually but also physically for the combat of life. More and more the school aims to train men and women completely, capable in all fields to stand up against the fight for existence. Intellectual capacities should be supplemented by the harmonious development of the whole being and, in consequence, by adequate physical training. The notion itself of physical culture in school has changed ; whereas formerly it was limited to gymnastics, it is now extended to include everything which can be included in the term *physical education* : gymnastics naturally play a fundamental rôle, but they are supplemented by athletic exercises, games and sports, particularly in the secondary school.

Thus stated, it is interesting to examine how the different countries have conceived this complete preparation of the individual at the various levels of education. It was with this idea in view that the International Bureau of Education published in 1941 the report of an inquiry which it had undertaken on physical education in primary schools. This showed the importance attached by school authorities to this question : compulsory for all classes, physical education sometimes covers as much as five hours per week, the average varying between two and three hours per week in the majority of countries.

If such are the conditions in the compulsory school period represented by primary education, what are they in secondary education, which can be extended beyond the age of compulsory schooling ? Much greater specialisation, a curriculum heavily loaded by the intellectual subjects, does this leave sufficient time for physical education which, even up to a few years ago, was

considered as superfluous to this grade of education ? Such are the questions that the International Bureau of Education has deemed useful to ask the Ministries of Education in different countries and to which 39 of them have replied in the volume which we present to you to-day.

Divided into seven chapters, the questionnaire deals specially with the technical aspects of the problem.

The first four chapters concern the importance attributed to physical education in the time-table and in the different classes in secondary schools, in examination results and class promotions, out of school organisations and youth movements, etc. The second chapter seeks to define the reasons given for physical education. It is generally recognised that physical education is not merely a relaxation, but that it should be an intimate part of the whole school programme well conceived, by reason of its educative value. Apart from its direct task, which is to preserve health, to strengthen and to develop the body, it plays an important rôle in character training, in the development of energy, discipline, self-control, team work and altruism, all qualities which are more easily acquired through interest in games and sports than by long professional homilies.

The two following chapters deal respectively with the composition of the curriculum (structure of lessons, sports practised, etc.) and with the teaching methods employed (official prescriptions, textbooks, sports' competitions, etc.)

Having thus posed the questions of principle and practical problems concerning the teaching of physical education in secondary schools, it is necessary to determine the material conditions which make such teaching possible. The one touches upon everything which concerns the pupils' personal hygiene and health, by studying the question of premises and playgrounds, medical supervision and insurance against accidents. The other deals with the problem of the teaching staff, which is of paramount importance to ensure satisfactory teaching : training, specialisation, diplomas, refresher courses, inspection, all points which should enable us to judge how physical education is conceived in this or that country and how the principles established in the replies to the earlier questions can be applied practically.

Finally, a last chapter, under the heading of " Miscellaneous ", gave each country the opportunity of furnishing supplementary observations and of indicating possible modifications or reform projects introduced into this field.

This then is the questionnaire to which each country was requested to reply. The publication of the International Bureau of Education presents the replies in the form of monographs by country, preceded by a general study introducing the problems by subject.

It now remains to consider each chapter briefly examining the general tendencies which are apparent.

I. — PLACE GIVEN TO PHYSICAL EDUCATION

We notice immediately that, in secondary schools as in primary schools, physical education is compulsory for all classes in the majority of schools. The few exceptions to this rule are hardly noticeable, for where there is no official obligation, the schools themselves make their own regulations.

The number of hours allotted per week to physical education varies on the average between two and four according to the countries. It sometimes depends on the sex of the pupils and on the class. Apart from the time fixed for physical exercises, the institution of an afternoon for games and sports is becoming more and more general, on the model of the system long since practised by the Anglo-Saxons.

The length of the lessons does not vary much from country to country. It is generally the same as that of other lessons, from 40 to 50 minutes on the average.

If the majority do not actually fix a specific time of the day for physical education, many of them stipulate that the lessons should not take place directly before or after a meal. As a general rule, however, it is the material question of the availability of the gymnasium which has to be considered in fixing the time-table.

Should physical education be or not be a subject for examinations? This question arouses two different opinions: certain countries consider that physical education, like other subjects, should be controlled by examinations the results of which are taken into account in deciding on the promotion from one class to another; others, although fully recognising the importance of physical education, do not feel that it should be considered too rigorously as a subject of study where aptitudes and individual dispositions vary considerably, unless provision is made for the less physically fit.

This leads us to the problem of pupils who cannot follow the usual gymnastic lesson, through permanent or temporary physical disability. In this connection also, the regulations made to ensure teaching adapted to their state of health varies from one country to another. In general there are special courses which these children can follow, but in a certain number of countries only (amongst those who have participated in the enquiry, 13 out of 39), these courses are compulsory and officially organised. Others organise optional courses or intend to do so in the near future. Undoubtedly it is important to examine this point attentively, for it is precisely handicapped pupils who have the greatest need of a good physical education. This could thus be provided for them officially in all countries as remedial or medical gymnastics, or lessons in deportment.

The questionnaire also asks what is the rôle of the outside organisations in the physical training of the young. Officially this rôle is minimum in most countries : all the replies show that physical education officially depends in the first place on the school. Nevertheless, the children can freely belong to youth organisations, nearly always independent, which include physical culture in their field of activities. We should mention in this connection the intense activity in physical education displayed in the scout movement and in the Young Men's and Young Women's Christian Associations, which are universally known and established. In certain countries, also, there exist old pupils' associations which supplement the athletics and games given officially in the schools.

II. — AIMS OF PHYSICAL EDUCATION

As we have already stated, physical education during recent years has acquired considerable importance and the aims attributed to it are manifold since it should contribute to the integral training of man. All countries are unanimous on this point.

Bodily development, improvement of health, correction of deportment, development of personal hygiene, are some of the aims pursued from the physical point of view. But this training should also contribute to moral education and to character formation, by developing courage, endurance and self-control.

It is by sports and team games that one can arouse indirectly social sentiment, esprit de corps and responsibility towards the community.

Finally, it should be mentioned that certain countries also cite national defence as one of the aims of physical education.

III. — CURRICULA

It is well understood that the term " physical education " comprises any activity tending to the bodily development of the pupils. There are thus many aspects to the subject. It is based on gymnastics properly so called, movements of flexibility, exercises with or without apparatus. Gymnastics form part of all the curricula, sometimes combined with light athletics. In certain countries it occupies the largest place, while in others more time is given to games and sports. During recent years these latter have been considerably developed, in secondary schools especially, where the age of the pupils enables them to practise team sports, for example. The most usual sports are football in all its forms, volleyball, basketball, handball, etc. Individual sports comprise swimming, light athletics, boxing and,

where conditions permit, skiing and skating. Schools sometimes allow the pupils special holidays for sport to enable them to attend or to participate in sports' events. Physical education, in addition to these two large divisions of gymnastics and sports, sometimes also includes other activities such as eurhythmics and folk dances, which are practised in certain countries and are generally reserved for girls.

Boys are sometimes required, either optionally or compulsorily, to undergo pre-military training at the secondary school or in cadet corps. It is only just to remark that, even where this pre-military training is not specifically included in the curriculum, physical training is, in all countries, expected to train young men to become strong and hardened, and consequently more apt to participate in national defence.

It is only rarely that athletic performances are controlled by special scales. Only ten countries reply in the affirmative to this point in the questionnaire. It is not considered necessary in general that the pupils should succeed whatever happens in certain tests determined in advance.

IV. — METHODS

Teaching methods vary according to countries. In some they are officially prescribed, in others, they are left to the initiative of the schools or the teachers. If the former case enables a certain uniformity of teaching to be given in all countries, the latter has the advantage of leaving the teachers much more liberty to adapt their work to local conditions and to the capacities of their pupils. Officially prescribed methods are generally contained in official textbooks from which the teachers draw their lessons.

Among the most usually recommended methods for gymnastics are those of Scandinavian origin, particularly that of Ling, the well-known Swedish teacher.

Foreign methods are often employed. These are modified to adapt them to the specific conditions of the country, or combined with other methods to make a completely original one.

As athletic and sports activities are developing, so interschool competitions are increasingly used. Sometimes even competitions are organised between schools of neighbouring countries. These friendly meetings are an excellent means of awakening the sentiment of comradeship between pupils of schools or even of different countries. They teach the discipline of the athlete, who should know how to win as well as how to lose with courtesy and good grace, how to respect his adversary and to fight loyally, whether as an individual or in a team. Interschool sports competitions between different countries can thus give birth to the first germ of good will and international understanding among the pupils. It would be good if this custom

could be developed as much as possible in order to help to establish, through sport among young people, the bases of this international friendship which is more necessary now than ever before.

One stumbling block must be avoided however, the danger of arousing an exaggerated love of sports among the pupils and a too aggressive spirit of competition, if gymnastics and sports activities are to retain their educative value.

All countries are conscious of this and try to avoid it more or less energetically. Some countries are satisfied with drawing the attention of the teachers to this danger and of directing them to watch for it, others give more attention to it by insisting more on the value of the effort than on the result acquired, by respecting the anonymity of the competitors, by making sports activities depend on the good work in other subjects, etc. In this way it is hoped to avoid the inconveniences of too great an encouragement of sports and physical performances, and to conserve only the positive results of these activities, that is to say an harmonious bodily development and the acquisition of valuable moral qualities.

V. — PREMISES, MEDICAL SUPERVISION, ACCIDENT INSURANCE

All secondary schools in all countries have at their disposal special rooms for gymnastics, often equipped according to official regulations. Playing fields can belong to the individual schools, but it often happens that use is made of public grounds or of those belonging to private sports clubs. It is to be hoped that in the future all schools will possess their own playing field and that the gymnasia will be equipped in accordance with the most modern hygienic requirements. School authorities are giving much more attention to this now than formerly. The problem of the sanitary conditions of the premises leads to that of medical supervision. In most cases, physical education in secondary schools is under a regular medical control, ensured by the school medical service. This control, of which the frequency varies, generally only takes place two or three times during the secondary school period. It may well be asked whether one should not insist more on this supervision. Indeed, the profound physical transformations marking adolescence can have brusque repercussions on the health or the endurance of the pupils, and the efforts required by physical culture can unexpectedly exceed their possibilities and become injurious. An annual or even bi-annual medical control would eliminate this danger and enable the teachers to adapt their teaching to the known capacities of their pupils. The countries organising sports competitions ought also, as certain ones do already, institute a compulsory preliminary examination for all competitors, so as to avoid unpleasant surprises.

Accident insurance, on the other hand, is still not obligatory and chargeable to the State in all countries. Here also, it seems that an effort should be made so that pupils who are victims of an accident during the physical education lessons should be automatically insured and not have to defray the medical expenses themselves. If education is compulsory, it seems only natural that the school authorities, or in other words the State, should discharge the teacher from the responsibility of accidents arising during the lessons.

VI. — TEACHING STAFF

In secondary schools, the different subjects are usually taught by specialist teachers. This general rule, in force in most countries, applies also to physical education. When the ordinary staff are called upon to give this instruction, it is generally through force of circumstances owing to the lack of specialist teachers. Sometimes the physical training instructor is also asked to give other lessons, particularly hygiene courses, on account of the close relationship between this subject and physical education in which it is practically applied.

In the majority of countries physical education is given to girls by women teachers. The contrary only applies when there is no qualified female teacher or where the school is mixed.

The status and salary of physical education instructors raise a particular problem. Indeed, although specialist teachers, it often happens that they do not enjoy the same privileges as their colleagues teaching the intellectual subjects: their salary is inferior, their status differs, and their advancement is sometimes less rapid.

Their situation depends in large measure on the training which they have received. If they have studied at the university or in a specialised institute of university rank, and if their training has covered as many years as that demanded for the training of other teachers, physical education instructors generally enjoy a situation analogous to that of their colleagues. If on the contrary they have been trained in specialised but non-university institutes (higher schools of physical education, central institutes of gymnastics, etc.), whose diplomas are not equivalent to university degrees, their status and their salary often differ from those of other secondary school teachers. This inequality of salary may seem rather unfortunate at the present time, when physical education has definitely acquired the right to be included in the secondary school curriculum. It would seem normal to grant to the teachers responsible for this instruction the same advantages as to their colleagues, by admitting that their studies are of the same level and have an equivalent value in their own field.

It is generally admitted everywhere that teachers of gymnastics already in service should follow a certain number of refresher courses to keep up to date with the new methods. These courses are most frequently held during the vacations. Sometimes scholarships are granted for studies abroad, the beneficiaries generally profiting by these scholarships to visit the countries considered the most advanced in the field of physical education.

As in most other subjects, there are in nearly all countries special inspectors whose task it is to check the methods of teaching and to control the results. This measure assures a certain unity in the schools throughout the country and makes it possible in each class to observe the regulations in force.

CONCLUSION

May we be permitted at the end of this report to record a very satisfactory fact : all the replies received bear witness to the interest taken by the countries in this problem and to the seriousness with which they contemplate it. It is noticeable everywhere that a particular effort is being made to introduce and to develop physical education in the secondary schools. This is very gratifying. This teaching now takes its recognised place in all secondary schools, and one can no longer make the criticism that too much importance is attributed to intellectual work. It is to be hoped that at all grades of teaching there will be more and more equilibrium between the physical and intellectual development of the young.

Though all countries agree on the main lines of the problem, there are, however, several points which merit attention during the discussion of the report. We are thinking in particular of the question of special courses for pupils exempted from regular physical education ; of interschool and international sports competitions as a means of reconciliation and of understanding between individuals and between peoples ; of the organisation of the medical supervision of physical education which is so important ; of the generalised establishment of accident insurance for pupils and teachers ; of the situation of physical education instructors in relation to that of their colleagues. The discussion of the report will enable us to consider these points and to take account of them in the recommendations that our Conference will be called upon to formulate.

A WORLD CHARTER FOR EDUCATORS

Preliminary Report Prepared by the Unesco Secretariat

At its meeting of the 27th November 1946, the Sub-Committee on Education of the General Conference of the United Nations Educational, Scientific and Cultural Organisation had placed before it a proposal by the Chinese Delegate, suggesting that Unesco should draw up and issue a World Charter for Teachers.

After some discussion, the Education Sub-Committee agreed that this proposal be studied by a special Committee, which should examine the general principles which should underlie such a Charter. In addition, the Education Sub-Committee, following a suggestion put forward by the Australian delegate, expressed the idea that Unesco should act as a clearing house for surveys already made among Member States on the situation of the teaching profession, on the needs for teaching personnel, on their recruitment and professional training, as well as on problems concerning their social situation and their remuneration; the Director General would be responsible for ensuring that the necessary contacts regarding these questions be maintained.

The Joint Unesco-I.B.E. Committee felt it useful to take the opportunity afforded by the meeting to be held at Geneva on the 14th July (the Tenth Conference on Public Education, summoned jointly by Unesco and the I.B.E.), to put on the Agenda of that meeting the question of a Charter for Educators.

Since the drafting of such a Charter can only be undertaken with the co-operation of professional organisations of educators, there can be no question, on this occasion, of making more than a first step. The aim must be to enable the experts from States invited to the Conference to make known their views on this important question.

Such a procedure seems all the more desirable since, without having proposed a fully elaborated Charter for Educators, earlier International Conferences on Public Education had been led to formulate a series of recommendations with regard to the material and social position of teachers, their professional training, the manner of their appointment, their security of tenure, their remuneration, hours of work, conditions of retirement and grant of pensions, intellectual freedom, and the maintenance of their professional initiative in educational matters, etc.

All these recommendations were formulated on the basis of enquiries carried out by the International Bureau of Education, amongst which should be mentioned specially these relating to the professional training of primary teachers, the professional training of secondary teachers, the salaries of primary teachers and the salaries of secondary teachers.

The above facts serve to show that, even before the Second World War, the problem of the status of the teaching profession not only occupied the attention of the school authorities and professional associations in a few countries, but had already become one of those common problems which can advantageously be studied on the international plane. It could not be otherwise, considering the fundamental part played by teachers in the work of education and the ever more pressing need to entrust to persons of real merit the training of the rising generations.

On undertaking his onerous task, however, the teacher has the right to claim satisfactory living conditions corresponding both to the social status to which he is entitled and to the services which he renders. The intellectual freedom of teachers, so necessary to the accomplishment of their task, can be no more than a mockery if they do not enjoy the dignity and security essential to the exercise of their profession.

Mankind has reached a decisive moment of its history. More than ever, every country, without exception, must set up a teaching body of men and women capable of meeting the demands of the new education. Now, it is a well-known fact that it is not only in the countries devastated by the war—countries where teachers have paid a heavy price in suffering and in blood—that recruitment is becoming difficult. It is sufficient to look through the educational press of the world to note how general is the shortage of teachers and what a menace this constitutes to the maintenance of the present educational level. This danger is all the greater since the flight from teaching coincides with the further needs resulting from the raising of the school-leaving age and the increasing flow of pupils towards secondary education.

It is, therefore, not surprising that not only school administrators, but also professional associations of teachers and educators, are now anxious about this state of affairs and that they should feel the need for guaranteeing, more than in the past, the fundamental rights of educators.

The idea of a World Charter for Educators, which might serve as a model to national legislative bodies, is thus most timely; and may, to some extent, contribute to the overcoming of a crisis which threatens to be serious.

It is for the Conference itself to decide, in the light of the opinions expressed by members, whether it would be advisable to draw up a Draft Charter, which might then be sent for comment and criticism

to the principal professional associations of teachers, pending the decision of the General Conference of Unesco with regard to the action to be taken on it.

Without having any desire to trespass on the rights of the Conference, but with the sole object of facilitating discussion, we venture to suggest a few points which might possibly be included in the Charter, on the understanding that the latter cannot be restricted to a formulation of the rights of educators whilst leaving out of account their duties.

RIGHTS AND DUTIES OF EDUCATORS

I

Those who are to become teachers and educators have the *right* to be selected on the basis of ability and aptitude only, irrespective of race, sex, religious faith, political conviction, or financial status. They have the right to be provided with the facilities necessary for cultural growth and professional training.

Those who are to become teachers and educators have the *duty* of choosing this profession only when they feel truly drawn towards it and able to devote themselves entirely to the welfare of the young, sparing neither their own strength nor their leisure.

II

Teachers and educators have the *right* to the facilities needed for further and continued cultural and professional growth, through the provision of special courses, literature, books and in other ways.

Teachers and educators have the *duty* of keeping abreast of new developments in psychology and pedagogy and of using such knowledge and skill for the welfare of those under their charge.

III

Teachers and educators have the *right* to be kept informed of educational developments in foreign lands and to participate in schemes for the exchange of personnel, so that they may better serve the cause of international understanding.

Teachers and educators have the *duty* of remembering always that, though they belong to national communities, they belong, too, to a family of nations and that they must, in consequence, contribute through their teaching to the growth of world solidarity.

IV

Teachers and educators have a *right* to security of tenure, to an adequate remuneration, to social insurances, and to pensions so that they may be free from material anxieties and thus able to devote themselves fully to their professional duties.

Teachers and educators have the *duty* of justifying the confidence placed in them by the community whose agents they are by fulfilling conscientiously the difficult task allotted to them.

V

Teachers and educators have the *right* to be provided with the conditions needed for good work : adequate buildings, sufficient equipment, a ratio of pupils to teachers which is not too large, time for preparation of work, time for recreation.

Teachers and educators have the *duty* of making sure that those under their care profit fully from the environment provided. They must help to remove from their path the handicaps to intellectual, moral, spiritual and physical growth.

VI

Teachers and educators have a *right* to full co-operation from inspectors and administrators. The latter must acknowledge their integrity and allow them freedom of mind and conscience as well as full scope for initiative and experiment in educational matters.

Teachers and educators have the *duty* of respecting the individuality and freedom of their pupils, while taking into account the laws of human development.

VII

Teachers and educators have all the legal, civic and political *rights* which the laws allow.

Teachers and educators have the *duty* of participating fully in the life of the community and of utilising its resources to enrich the life of the school.

ANNEX

Excerpts from the Recommendations of the International Conferences on Public Education concerning the Status of Teachers

RECOMMENDATION No. 3 CONCERNING ECONOMIES IN THE FIELD OF PUBLIC EDUCATION (1934)

The Conference,

3) Noting with regret that certain countries have been compelled, by circumstances due to the economic crisis, to introduce retrenchments, often of serious consequence, in the field of education, the Conference draws the attention of Governments to the following considerations :

... c) Reductions in the salaries of the teaching body constitute a serious danger to the recruitment of teachers who ought to be an elite, since to them is entrusted the future of the nation.

RECOMMENDATION No. 4 CONCERNING THE PROFESSIONAL TRAINING OF ELEMENTARY SCHOOL TEACHERS (1935)

1) The Conference,

Considering that the present economic and social conditions, and the development of knowledge have made the task of elementary school teachers much more difficult and more complex ;

That, in the work of education, it is the personality of the teacher which is the decisive factor, and that, consequently, the problem of the professional training of future teachers assumes great importance ;

That, in connection with this training, it is necessary to take full account not only of general and pedagogical knowledge properly so called, but also and especially of moral values ;

Is glad to see that, in nearly all countries, this question of the preparation of elementary school teachers occupies a foremost place in the thought of school authorities.

2) While bearing in mind the differences of training imposed in the different countries by historic, geographic, economic and social conditions,

The Conference notes that there is a current of opinion in favour of training elementary school teachers in Universities or University Institutes of Education, or in Teachers' Colleges, after the completion of secondary school studies.

3) The Conference expresses the wish

That the age of admission to the teaching profession, and consequently, that the age of admission to training centres, should be such that the young teacher, before entering upon his duties, shall have acquired a sufficient moral and intellectual maturity, and a deep consciousness of the importance of his task and of his responsibilities ;

That the selection of candidates should not depend solely on knowledge acquired, but that moral, intellectual and physical aptitudes should be seriously taken into account ;

That the studies of future elementary school teachers should be free, or that at any rate, scholarships should be awarded to deserving but necessitous candidates.

4) The Conference

Believes that the professional and pedagogical training properly so called should be given in addition to a good general culture ;

That, consequently, the duration of studies should be such that the pupils shall be assured, without overworking, both a general culture and a sufficient professional training ;

That, nevertheless, it is possible to give this general culture first and to leave to the training centres (Universities, Faculties of Education, University Institutes of Education, Academies or Teachers' Colleges, Training Colleges or Normal Schools) only the professional training, at least in countries where it is not deemed possible to ensure the whole of the general culture and the pedagogical training in the same school.

5) The Conference

Believes that, in view of the professional training of future elementary school teachers, the curricula and the time-tables should include not only the theoretical study of education and of the auxiliary sciences, but also serious practical training ;

That a place should also be given to those economic and artistic disciplines in which the elementary school teachers must later initiate the pupils entrusted to their care, either in schools or in organisations of postschool education ; and that in addition account should be taken of the important role of physical culture in training the personality ;

Hopes that the professional training (pedagogical, social and practical) of future elementary school teachers shall be inspired by the principles underlying the most progressive thought in education, and shall reserve a sufficient place to individual research, and consi-

ders that the professional training should be of such a nature that an intimate contact between future teachers and the populations they will have to teach, especially in rural districts, may be assured ;

That particular importance shall be accorded to the model schools annexed, and that these shall include rural schools as well as urban schools.

6) The Conference

Believes that the training of urban teachers and of rural teachers, where it is deemed necessary to differentiate, should be of the same level and should confer the same status ;

Points out moreover that, in several countries, future elementary school teachers, in addition to their general professional training, specialise in certain particular disciplines which they will afterwards teach, at least to the older pupils of the elementary schools.

7) The Conference

Believes that the young teachers should not be permanently appointed until they have completed a sufficiently long period of probation, rationally organised and properly controlled ;

Expresses the hope that refresher courses for teachers actively engaged in teaching shall be generalised and become a permanent institution.

RECOMMENDATION No. 5 CONCERNING THE PROFESSIONAL TRAINING OF SECONDARY SCHOOL TEACHERS (1935)

The Conference,

Considering that, in nearly all countries, secondary education is at the present time the subject of great reforms and sometimes even of complete reorganisation,

That it is important to seize this opportunity further to improve the professional and purely pedagogical preparation of future secondary school teachers at the same time as their general training,

1) Particularly draws the attention of the responsible school authorities to the importance of this problem ;

2) The Conference recognises the necessity of assuring future secondary school teachers a well developed scientific training in university institutions or in establishments for higher education ; consequently recognises that this scientific training necessitates a certain specialisation ;

3) But believes that this specialisation should not be premature nor too narrow—that the training of future secondary school teachers

should not be limited only to the subjects to be taught—but that is should include in addition : (a) a systematic moral training in the duties of the teacher ; (b) a sufficiently developed study of the related subjects ; (c) theoretic pedagogical studies, of which it wishes to emphasise the importance, and which should in particular deal with psychology of the adolescent, and with modern methods of control concerning the results of this teaching ; (d) a practical training, no less essential, which should be given either in practice schools, or in systematically organised probationary periods ;

4) Expresses the hope that, in the training of future secondary school teachers for girls, full account shall be taken of the part that their pupils will have to play in the home and that a place shall be given in their training, as in the curricula of secondary schools, to home economics, hygiene, child care and parent education ;

5) Hopes that the duration of studies shall be sufficient to permit of conciliation between the demands of general training and those of theoretic pedagogical training and of practical training, and that adequate tests shall be provided so that students, without the natural qualities which are essential, may be eliminated before they proceed to the final certificate ;

6) Recommends that in the procedures for appointment account should be taken not only of the theoretic knowledge of the new teacher, but particularly of his character and his professional aptitudes ;

7) Draws the special attention of school authorities to the need for granting facilities to teachers already in posts to improve their professional status.

RECOMMENDATION No. 6 CONCERNING COUNCILS OF PUBLIC INSTRUCTION (1935)

The Conference

3) Believes that the efficacy of these organisms depends largely upon the measure in which they bring together representatives of the school administration, of public opinion, and of parents, as well as representatives of the teaching profession and specialists in the field of education ;

4) Notes with interest that in several countries a place in these higher councils is assigned to members of the different categories of teachers.

RECOMMENDATION No. 7
CONCERNING THE ORGANISATION OF SPECIAL SCHOOLS (1936)

The Conference recommends

8) That a preliminary instruction in the special courses required should, if possible, be given to prospective teachers under training in the Normal Schools and Training Colleges ; that probationary periods should be instituted for those who wish ultimately to teach in special schools, and that teachers should be encouraged to undergo such probation by the provision of adequate scholarships, or by the continuance of the payment of salary ;

9) That a supplementary salary should be granted to teachers who hold certificates of aptitude for the teaching of abnormal children and teach satisfactorily in special schools.

RECOMMENDATION No. 8
CONCERNING THE ORGANISATION OF RURAL EDUCATION (1936)

The Conference recommends

12) That teachers of rural schools should not have a status inferior to that of teachers in town schools ;

That, with this end in view, a general and professional training of the same standard should be given to both urban and rural teachers whether in common or in separate institutions—adequate attention being paid in all cases to rural subjects, and also in the case of women teachers to domestic subjects :

13) That short courses in agricultural or domestic instruction should be organised for men and women teachers who wish to specialise in post-school or continuation work in rural areas ;

14) That special benefits should be given to teachers in rural schools to compensate them for the inconveniences and disadvantages of living away from towns, thereby encouraging them in some measure to remain in the rural areas.

RECOMMENDATION No. 10 CONCERNING SCHOOL INSPECTION (1937)

The Conference recommends

4) That the point of fundamental importance in the life of an inspector is that he shall understand the teachers in his charge and be able to advise them, bearing in mind that he must at all times respect their intellectual freedom and encourage the spirit of initiative in educational matters.

RECOMMENDATION No. 12 CONCERNING THE TEACHING
OF PSYCHOLOGY IN THE TRAINING OF ELEMENTARY AND SECONDARY
SCHOOL TEACHERS (1937)

The Conference recommends

1) That future teachers should acquire a sound psychological training integrated with their general educational preparation and particularly with their teaching practice.

RECOMMENDATION No. 13
CONCERNING THE SALARIES OF ELEMENTARY SCHOOL TEACHERS (1938)

The Conference submits the following recommendation :

1) Whatever may be the legal position of elementary teachers, whether officials of the State, the provinces or the municipalities, the conditions of work should be such that, having given the necessary evidence of character, qualifications and aptitudes, the teacher should be assured of employment for a sufficient length of time and should not be liable to be dismissed except for serious misdemeanour and after judicial enquiry ;

2) Taking into account the financial position of the country, teachers of all types should receive a salary corresponding to the importance of their mission, sufficient to avoid the risk of placing them in a position of inferiority by comparison with categories of employees or of manual workers of a corresponding social level ;

3) In principle, and except in special circumstances, the basic salaries of any one category of teacher should show no marked differences within a country. In particular, it would seem desirable that there should be no difference between the salaries of men and women teachers.

It is legitimate to establish differences corresponding to differences of qualifications or of functions, for example, teachers in higher elementary (senior) schools, in continuation schools, or in special schools for abnormal or delicate children, also headmistresses of elementary schools, by reason of their qualifications or the greater difficulties of their task, should receive higher salaries or supplementary payments. But, when the hours of service are comparable, infant school mistresses, whose teaching has made such remarkable progress of late years, should have the right to the same salary as other types of elementary school teachers ;

4) In fixing the salary of urban teachers and of rural teachers, account should be taken on the one hand of the peculiar conditions

in towns (high cost of rents and of living) and on the other hand of the material difficulties of rural teachers and of the expenses to which they are liable, for example, in the education of their children, and in the provision of medical aid, etc. These expenses should be compensated by special allowances (for housing, or if necessary for lodging, high cost of living, scholarships for their children's studies, etc.);

5) It appears necessary that student teachers should enjoy a salary at least sufficient to meet the cost of living and of study—or a scholarship equal to these charges. Probationary teachers should receive a salary which allows them a tolerable standard of living, pending the time when they will acquire a regular teaching qualification ;

6) It is desirable that a special allowance, proportional to their expenses, should be made to teachers having family responsibilities ;

7) Apart from promotion to a higher grade which may be obtained by the acquisition of fresh university qualifications, by competition or selection, teachers should receive, within the grade to which they belong, increments on grounds of seniority or selection. The commencing salary in any grade should not present too great a contrast with the maximum of the grade ; moreover, increments should occur with sufficient frequency to ensure that the maximum can be reached before retirement, and that the pension may be calculated on this maximum ;

8) Teachers can legitimately associate with their ordinary professional work, outside paid employment. It is desirable that they should be willing to undertake post-school courses, and should take an active part in extra-curricular activities ; at the same time and subject to appropriate safeguards, they can properly undertake individual coaching or organise the paid supervision of homework. But they should not be permitted to engage in occupations which are completely alien to their mission and which might threaten to compromise their moral authority ;

9) The number of hours of teaching per week for teachers should be settled in such a way as not only to allow them to prepare themselves thoroughly for their class work but also to afford them an opportunity for reading, for intellectual interests and for the relaxation necessary to those engaged in education. In any case, it appears necessary that the number of hours should not exceed thirty ;

10) The members of the elementary school staff ought to be entitled to leave of absence with pay, in respect of illness or maternity, comprising more lengthy periods of leave of absence in special cases ; they must equally be assured of a sufficient pension obtainable in

good time, and, if necessary, of a pension for widows and children under age ;

11) Except for serious fault on his part, the teacher ought to feel insured against the consequences of accidents which may happen to his pupils, whether in class or in the course of exercises or scholastic excursions. It is therefore desirable that, in every country, the legal responsibility for such accidents should rest upon the employing authority, which, however, should reserve the right of recovery from the teacher in the case of grave fault on his part ;

12) It is desirable that the competent authorities should satisfy themselves that teachers employed in private schools enjoy adequate material conditions.

RECOMMENDATION No. 15
CONCERNING THE DRAFTING, UTILISATION AND CHOICE OF SCHOOL
TEXTBOOKS (1938)

The Conference submits the following recommendation :

4) In those countries where there is control by the authorities, it is preferable that this control should be exercised before the printing of the textbooks and that the selection committees should comprise, not only inspectors and officials of the Ministries, but school teachers, chosen from amongst those most competent.

RECOMMENDATION No. 16
CONCERNING THE SALARIES OF SECONDARY SCHOOL TEACHERS (1939)

The Conference submits the following recommendation :

1) Whatever may be the legal position of secondary teachers, whether officials of the State, the provinces, or the municipalities, the conditions of work should be such that, having given the necessary evidence of character, qualifications and competence, the teacher should be assured of employment for a sufficient length of time and should not be liable to be dismissed except for serious misdemeanour and after judicial enquiry ;

2) Secondary school teachers should be assured not only of stable employment but that they will not be transferred from one district to the other except for promotion or at their own request, or for administrative needs, in which case they will be suitably compensated, or—finally—as a serious disciplinary measure ;

3) Taking into account the financial position of the country, secondary school teachers should receive a salary corresponding to the importance of their function, sufficient to place them in a position of equality with officials or employees of a corresponding social level ;

4) In principle, and except in special circumstances, the basic salary of any one category of secondary teachers should show no marked differences within a country ;

5) In principle, and where there is equality of work, it seems desirable that there should be no difference between the salaries of men and women teachers in secondary schools, and that special allowances should be granted to teachers with family responsibilities ;

6) Salary increments, whether based on seniority, years of service, results of competition, importance of the district, grade or type of school, studies undertaken, subjects taught, or as the result of selection, should be sufficiently frequent to ensure that the maximum shall be reached before retirement and be the basis of the pensions ;

7) In principle, it is desirable that the commencing salary should not present too great a contrast with the maximum ;

8) Probationary teachers should receive salaries sufficient to enable them to live comfortably while awaiting confirmation of their status ;

9) It is legitimate that headmasters and headmistresses of secondary schools, by reason of their position and the greater difficulty of their task, should receive higher salaries than their assistants, or supplementary salaries ;

10) Supplementary salaries or special allowances for residence, high cost of living, etc., might be allowed to secondary teachers in large towns or in regions or districts where conditions of living are exceptional ;

11) In any case, secondary school teachers should have the right to the allowances and advantages enjoyed by officials of the same category (special advantages for their children's studies, removal expenses, travel facilities, etc.) ;

12) Secondary school teachers might be permitted, in addition to their ordinary professional work, to undertake and accept payment for certain related activities. For example, they might legitimately give private lessons, abuse in this matter being avoided by regulations. They should not be allowed to take part in occupations inconsistent with their profession ;

13) * The number of hours of teaching per week should be such that secondary school teachers should have sufficient time not only for the proper preparation of their lessons, but also for reading, intellectual activity, and for the relaxation necessary to those engaged in education ;

14) Secondary school teachers should be assured of a sufficient pension representing a good percentage of salary and, if need be, of a pension for their widows and orphaned children ;

15) Secondary school teachers should be entitled to leave of absence with pay, in respect of illness or maternity, comprising lengthy periods of absence in special cases, and an annuity in case of permanent infirmity ;

16) Except for serious fault on his part, the secondary school teacher ought to be assured against the consequences of accidents which may happen to his pupils, whether in class or in the course of exercises or scholastic excursions. It is therefore desirable that, in every country, the legal responsibility for such accidents should rest upon the employing authority which, however, should reserve the right of recovery from the teacher in the case of grave fault on his part ;

17) It is desirable that the competent authorities should satisfy themselves that teachers employed in private schools enjoy adequate material conditions, comparable at least in a certain measure to those of teachers in public schools.

RECOMMENDATION No. 17
CONCERNING THE ORGANISATION OF PRE-SCHOOL EDUCATION (1939)

The Conference submits the following recommendation :

17) The training of teachers for pre-school classes should always include theoretical and practical specialisation preparing them for their task. In no case should this preparation be less complete than that of elementary school teachers ;

18) The further training of pre-school teachers already in service should be encouraged ;

19) In principle, the conditions of appointment and the salaries of pre-school teachers should not be inferior to those of their colleagues in elementary schools ;

20) Having regard to the special training contemplated in paragraph 17, it should be possible for teachers in pre-school institutions to pass into the elementary schools and vice versa.

RECOMMENDATION No. 18 CONCERNING
THE TEACHING OF GEOGRAPHY IN SECONDARY SCHOOLS (1939)

The Conference submits the following recommendation :

15) In view of the nature of this teaching, the training of the teachers should be both theoretical and practical and should ensure acquaintance with the biological and geological sciences as well as with certain social sciences, especially political economy, history and sociology ;

16) The educational authorities should encourage teachers to improve their qualifications by awarding grants for foreign travel, facilitating exchanges of teachers and organising holiday courses.

Report by Mr. Chung Tao-Tsan

More than 2000 years ago, when doctors and physicians were beginning to free themselves from an entangling web of magic and superstition, the most far-seeing and enlightened of them expressed their faith and their ideal in a code of professional ethics which, even to-day, is looked upon with admiration as a decisive step in the history of civilisation. The Hippocratic Oath raised standards and helped to form a profession of medicine by providing a measuring rod against which actual practice could be measured and evaluated. It thus served to improve the welfare of mankind. The teacher today is in a position somewhat similar to the doctor of Greek times. For there is beginning to emerge a corpus of ascertained, objective knowledge which provides a court of appeal. We are beginning to discern the shape and form of a science of education—even though many teachers remain attached to timeworn practices and have faith in what are often no better than magical rites producing effects opposed to those aimed at. And, what is very important, new responsibilities are being laid by the community upon them, as their potential contribution to the development of world civilization is being better appreciated and as a result of the new task undertaken by many governments when they signed the Unesco Constitution, namely “to construct the defences of peace in the minds of men”.

In ancient and mainly agricultural societies, teachers are often highly respected persons. They may travel from village to village or from one homestead to another, being received as honoured guests in families. In China, the family altar was raised not only to Heaven, to Earth, to the Emperor and to the Ancestors, but to the teachers as well. We, in China, have long thought that by respecting teachers we honoured not their persons but rather Tao—that is, wisdom, judgment and knowledge. We have rejoiced that Confucius had 3,000 pupils, among which 72 became famous—for this was a proof of the widespread love of Tao.

Even in agricultural societies, however, where the behaviour and the standards of teachers, as well as the rewards given to them, are closely controlled and regulated by custom and tradition—which always happens in static societies—it is not always easy to find teachers of the right calibre. We have, indeed, a proverb which says that it is easy to find teachers to teach writing and the Classics, but hard to find teachers who will prove models of behaviour.

In more industrialised countries, where customary sanctions disappear, and where teaching becomes an occupation, it may become necessary, especially in a time of rapid change, definitely and explicitly to draw up a Code which might, in part, take the place of the disappearing traditions.

Teachers are not free in the way doctors are. Their responsibilities are twofold : to their pupils and to the community, whose agents and employees they are. Any statement of professional ethics and conduct must pay attention to this : it has to take into account the relation of the teacher to his employers and his rights and duties as a public servant.

The enormous variations in standards of life in different countries, in the financial resources at the disposal of public authorities, and in the standards of competence achieved, raise great difficulties. We have to take in hand the preparation of a Charter which should have meaning and relevance, say, in Central Africa and in the United Kingdom, in the U.S.A. and in India. This means that, of necessity, whatever series of statements we draw up, our work will have to be expressed in somewhat general terms—though this does not mean that they would be altogether removed from possible practical application. It would remain for teachers, through their associations, and for education authorities to interpret in specific and concrete detail the meaning in practice of the General World Charter when due regard is paid to local conditions.

Since, then, the Charter will be a rather general one, the question may arise whether it could possibly be useful. The immediate answer is that it will be less useful in highly developed and wealthy countries than in those where teachers have not yet managed to establish themselves completely in the public esteem and where teaching is as yet hardly looked upon as a profession in the full sense of the word. In the latter countries, the Charter can be used as an instrument for raising professional standards and for improving the conditions of life of the teachers. In any case an International Charter, to which education everywhere can subscribe, may have value in helping teachers to realise the fundamental identity of the aims they pursue in their various ways and in helping them to understand more vividly the similarity, at the world level, of their interests.

It will be evident that, at this stage, since no one here can possibly have been given instructions regarding the attitude he is to take and since, moreover, there can have been little public discussion regarding the form and content of an International Teachers' Charter, discussion will have to remain at a general level.

All that is possible now is a general exchange of views. May I, personally, take the liberty of suggesting that it might be useful to express views on points such as the following :

(1) Should a Draft Charter be expressed in general terms ; or should one attempt to speak specifically on points like salaries, pensions, holidays, conditions of tenure, etc. ?

(2) Should a Draft Charter consist of an enumeration of “ Rights and Duties ” or should it take some other form ?

(3) In general, what should be the content of a Draft Charter ?

In conclusion, I should like to insist once again that the discussion can be considered only as a first step and that, clearly, any document ultimately proposed for consideration by, say, the General Conference of Unesco, will have to be drawn up in the closest consultation with the representatives of the teachers themselves and of those who employ them—the Ministries of Education or other Educational Authorities.

TEXT OF THE RECOMMENDATIONS ADOPTED BY THE CONFERENCE

RECOMMENDATION No. 21 TO THE MINISTRIES OF EDUCATION CONCERNING THE FREE PROVISION OF SCHOOL SUPPLIES

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on 14th July for its tenth session, adopts on the fifteenth of July, nineteen hundred and forty-seven, the following recommendation :

The Conference,

Considering that in the Preamble of the Convention establishing the United Nations Educational, Scientific and Cultural Organisation, the Signatory States declare themselves to believe “ in full and equal opportunities for education for all ” ;

That the International Bureau of Education, in its report on Equality of Opportunity for Secondary Education ”, stresses the fact that the aim of the educational reforms to-day is that equal opportunities for education should be ensured to all human beings, whatever their race, dwelling place, creed, fortune or rank, so that they may develop their capacities to the full ;

Recalling Recommendation No. 19 of the International Conference on Public Education adopted as a result of this report ;

Considering that parents' lack of means can be a serious obstacle to the intellectual, moral and social development of the child even when attendance at school is free ;

Submits to the Ministries of Education in the various countries the following recommendation :

The*Conference

1) Believes on the one hand, that the principle of the free provision of school supplies ought to be considered as the natural and necessary corollary of compulsory schooling, and on the other hand that the application of this principle to young people attending non-compulsory types of education, should be considered as the human ideal towards which one ought to aim ;

2) Believes in consequence, that an indispensable minimum requirement is the free provision of all school supplies required for compulsory education, it being understood that these supplies include both the teaching material for collective use and supplies for individual use ;

3) Considers it desirable that school books should become the property of the pupils on finishing their compulsory education in order to provide them with the nucleus of a small personal library and thus to stimulate their taste for the things of the mind ;

4) Considers that when school supplies for individual use, and particularly text-books, are collected from pupils to be distributed to others, they should be thoroughly disinfected ;

5) Expresses the desire that adequate financial provision should be made for school libraries of reference-books (expensive text-books, dictionaries, geographical atlases, great literary classics, etc.) and that furthermore the possibility of international publication of books for school work such as atlases of blank maps, collections illustrating physical and political geography, the history of art, development of applied science, of the customs, habits and dress of the nations of the world, should be seriously considered ;

6) Considers furthermore that means of transport should be provided free for pupils living at a considerable distance from the school which they are obliged to attend ;

7) Considers that where the expense of providing free supplies is borne by the regional or local authorities, it is desirable that the State should if necessary subsidise the authorities responsible for provision of supplies when their financial resources are known to be inadequate ;

8) Considers also that the activities of public and private bodies connected with the school, should be encouraged ; it is indeed desirable that as large a number of citizens as possible should be able to give free and spontaneous expression of the interest they take in the school, but this does not relieve school authorities of their responsibilities ;

9) Recalling Recommendation No. 15 concerning the drafting, utilisation and choice of school text-books adopted by the VIIth Conference, draws attention to the desirability on the one hand of carrying out enquiries into the most economical means of publishing text-books, pamphlets, or information sheets, and of manufacturing furniture, equipment and other school materials, utilising to the full the resources of the country, and, on the other hand, of setting up in the permanent Exhibition of Public Instruction in Geneva, a collection of the school text-books in use in the various countries ;

10) Expresses the desire that an international agreement should be made with a view to increasing the number of educational films and other audio-visual material and of facilitating both their purchase and free circulation beyond national boundaries, so that the net cost may be reduced.

RECOMMENDATION No. 22
TO THE MINISTRIES OF EDUCATION
CONCERNING PHYSICAL EDUCATION
IN SECONDARY SCHOOLS

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on 14th July for its tenth session, adopts on the nineteenth of July, nineteen hundred and forty-seven, the following recommendation :

The Conference,

Considering that physical education should play an important rôle at all stages of education ;

That it is essential that adolescents should find in the school the possibility not only of intellectual development but also of physical training to round out their education and to enable them to develop harmoniously ;

That physical education has for the development of human beings a real value which is not merely physical but also moral and social ;

Submits to the Ministries of Education in the various countries the following recommendation :

(1) Physical education should be compulsory in all classes of secondary schools, whatever the type of school to which they belong ;

(2) The physical education syllabus should be the result of collaboration between the representatives of the medical profession, the education authorities and the teachers of physical education ;

(3) It is highly desirable to undertake and to pursue physiological and psychological research on the value of physical education and on the syllabus and teaching methods used ;

(4) All secondary school pupils participating in physical exercises should be medically examined regularly, at least once each term,

and they should have supplementary examination before taking part in sports competitions ;

(5) Pupils exempted from regular courses of physical education on account of their health should be given the benefit of special remedial treatment, based on medical advice ; similar appropriate treatment should be provided for all pupils with physical defects ;

(6) While taking care not to overload the general school syllabus, it is important to reserve sufficient time to physical education in the weekly time-table ; this instruction should not be limited to lessons in gymnastics or athletics, but should also include periods or half days in the open air for games and sports ;

(7) Care should be taken to avoid fixing the physical education lessons at times likely to prove harmful to the pupils' health or at intervals too close to meals, or at periods of excessive heat, etc. ;

(8) Within the framework of the syllabus and official instructions, it is desirable that teachers of physical education should be free to adapt their programmes to the peculiar conditions of their school and to the sex and capacities of their pupils ;

(9) It is important that schools should have at their disposal ample and well equipped gymnasia, playing fields and sports grounds, which satisfy the most modern requirements of hygiene ;

(10) In view of the risks arising from physical education, it is reasonable to expect that pupils and teachers should be covered by compulsory school insurance and that the latter should, if possible, also be insured against civil responsibility ;

(11) School gymnastics and sports competitions should be encouraged provided that they do not develop among the pupils an exaggerated taste for sports and a too aggressive spirit of competition, instead of encouraging the team spirit and fair play ;

(12) It is desirable that educational authorities should encourage organisations of young people which can supplement the action of the school in physical education ;

(13) The teachers in charge of physical education in secondary schools should be specialists and, as far as possible, they should be capable of teaching another subject if required ; the standard of their training should be equivalent to that of teachers of other subjects and

should include psychological and pedagogical knowledge as well as the theoretical and practical preparation required for their subject ;

(14) Given equivalent training, teachers of physical education should enjoy an identical status and a salary equal to that of other secondary school teachers ;

(15) Teachers of physical education should be given frequent opportunities for professional improvement, by attending special courses and by tours abroad, the expenses of which should be covered by study scholarships ;

(16) The inspection of physical education should be entrusted to specialists in this branch.

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