THE BOOK OF NEEDS II

UNESCO - PARIS

1949

Thousands of schools and universities, libraries and laboratories no longer exist in to-day's world. These are the tools of the education we have had, but which the new generations cannot have unless we help. They look to us...

THE BOOK OF NEEDS IN EDUCATION, SCIENCE AND CULTURE OF WAR-DEVASTATED COUNTRIES

II

UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION
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PREFACE

THE BOOK OF NEEDS N° 2. is Unesco's second account of postwar educational losses and needs in countries which have suffered in the war. In the first *Book of Needs* (1947) an account was given of the situation in fifteen countries. In seven of these countries, all in Europe, Unesco surveys have been made. Accounts of educational losses and needs in the remaining eight countries were compiled from reports and correspondence received by the Reconstruction Department of Unesco.

In this second volume, special emphasis is laid upon the needs in education, science and culture of the countries of South-East Asia. In 1948 Unesco representatives carried out survey visits to Burma, Malaya and Singapore, Sarawak, North Borneo and the Philippines. A visit of six weeks was made to China; the brevity of such a visit to so large a country was a great extent compensated for by the amount of information brought back to Unesco. The report on China has not only been amplified by two special reports written for Unesco by experts, but has been written by a Chinese member of the Unesco secretariat, himself an educationist. Unesco also sent an Indian representative to India for a short visit, and survey visits were made to Malta and Hungary.

All the countries covered in this book have, therefore, been made the subject of special investigation during 1948. Although several of them were dealt with briefly in the *Book of Needs N°* 1, the following accounts will be found to be fuller and more detailed, as the result of personal visits and contacts.

The method of presentation this year is slightly different from that of 1947. A description of the educational system of the country is followed by an account of the main losses, the major postwar problems, and a summary of the priority needs. Wherever possible, authorized representatives of the various countries have examined the statements and have had an opportunity to make any necessary amendments.

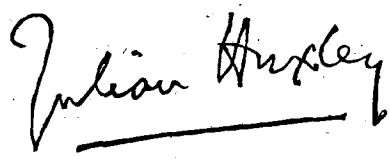
It is still not always possible to provide accurate, comparable, scientific statistics either of precise losses or of precise needs in any of the countries herein described, for in many cases the sources of such data do not yet exist. The present *Book of Needs* includes extracts from many printed reports given to Unesco field workers in the course of their visits, as well as informaton given verbally. Unesco cannot therefore take responsibility for the complete accuracy of these Reports, though every effort has been made to check figures and verify statements.

In many respects the needs of the countries in the East compare very closely with the needs of European countries. In addition to the need for more buildings and the replacement of school equipment, some major problems are the same the world over the urgent need for trained teachers, the equally pressing need for books (and in particular reference books), and the need for scientific apparatus.

Although Eastern countries have some assets for rebuilding which will be envied by their fellows in the West, they suffer greatly from isolation. Not only is it more difficult to secure replacements, owing to long distances and the heavy cost of transport, but also the fact of their isolation means that their needs have not hitherto been as well-known as those of European countries. The countries of South-East Asia have suffered very severely from a ruthless enemy, and their needs are as great and as urgent as any in the West. Some of the most primitive countries, who were just beginning to build up an educational system before the war, now find themselves in the position of having to start all over again, with all their previous work swept away.

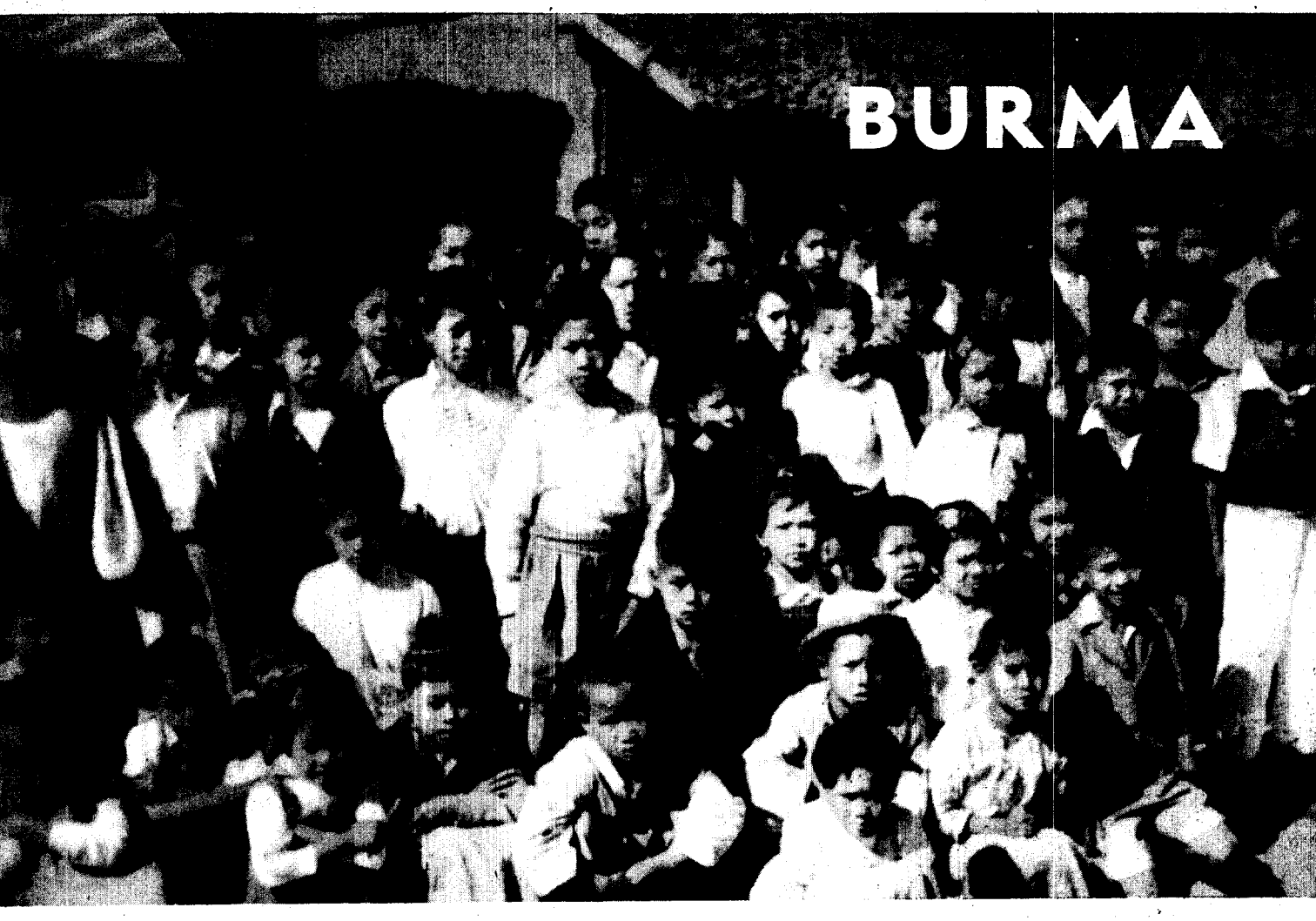
Unesco representatives received a very warm welcome in every country. They returned, not only with long lists of urgent needs, but also with glowing reports of the amount of reconstruction already accomplished in spite of great difficulties. An old Burmese proverb might well be taken as the motto of the gallant people struggling to rebuild their shattered schools all over the world :

As the bricks have fallen down, let us build again in stone.



Director-General.

BURMA



These country children have a school but half of Burma's schools were destroyed and one-third damaged. The new Burma depends on how quickly she can rebuild - she needs architects, books, equipment and more trained teachers.

INTRODUCTION

« On Sunday the ninth waning of the month of Pyatho in the Year One Thousand Three Hundred and Nine (4th January 1948 A.D.). Burma, our country, attains the full sovereign Status of a Republic Union. »

(Declaration of Independence, 4th January, 1948.)

THE UNESCO MISSION TO BURMA was undertaken at the time of the greatest historical event in the history of that country. The Unesco representative arrived in Rangoon on December 22nd 1947. On the morning of January 4th 1948, at 4.20 a. m. on the same flagpost, the British flag was slowly hauled down on the one side, the new flag of the Republic of Burma was as solemnly raised on the other. This simple and dignified ceremony, in the courtyard of the Secretariat of Rangoon, was the real birth of the new Burma and the prelude to four days celebrations and public holidays.

Immediately the celebrations were over the Government of Burma turned their attention to the immense tasks before them; tasks which not only included the taking over of complete responsibility for government but also, at the same time, the shouldering of the still heavy burdens of reconstruction. For the devastation left in the country

when the war was over could not be repaired in a few years and, particularly in the fields of education and science, the life of the new Burma would depend largely on the speed with which rebuilding and rehabilitation could go forward.

In the *Book of Needs* 1. (1947) the short chapter on Burma gave no more than the barest outline of needs and post-war problems. First-hand information was not then available, with the exception of a small amount of material received by mail. Burma was the first country to be visited in the UNESCO Mission to South East Asia. Nearly two months were spent in the country, over 2,000 miles were covered by road and river and a visit was paid to the Shan States, an important part of Burma not often reached by foreign visitors. Thus, a great variety of schools and colleges, in town and village, were visited and, on the basis of the survey then made, the following account is given of the present situation and of some of the reconstruction projects planned by the Education Department of the Government of Burma.

Burma is a predominantly Buddhist country and occupies an area of 260,000 square miles, lying in between the two vast countries of India and China. The country is, for the most part, mountainous, with densely wooded jungle and river torrents making communications extremely difficult. In the great delta area to the south travel is mostly confined to rivers. There are two fine main roads from Rangoon to the north, a few railways, and air travel has recently begun to be developed.

The Burmese people comprise roughly two-thirds of the population, the Karens being the second most numerous people. The Shans inhabit mainly mountainous country of the Shan States and their States are ruled by *Saobwas*. They have their own distinct customs, language, folk songs and dances. Of the other tribes in Burma, the Chins and Kachins live in the hills to the north in small village communities, split into many tribes, speaking different dialects.

Up to 1885 Burmese kings ruled the country. In 1886 Burma became part of British India. In 1937 Burma was separated from India and a British Governor was installed, whose duty it was to appoint Ministers. The Ministers had a constitutional right to determine policy except in the 'reserved' Departments of Defence, External Affairs, and Monetary Policy. By 1939, in less than fifty years, the Burmese had learned much of the technique of a modern state. On January 4th 1948 the last British officials left the country and education, like every other department of civil life, became entirely Burmese in administration.

For more than three years Burma was occupied by the Japanese. From south to north the battle raged as the enemy drove the Allied troops into India. From north to south the enemy were driven back again three years later and a great part of the country lay in ruins on the day of liberation. In spite of the promises of the enemy to grand complete independence to Burma many Burmese fought most gallantly with the Allies, retreating with them and returning with them. Others established a powerful resistance movement, while humble villagers all over Burma made a fine contribution in their assistance to guerrillas hiding in the jungle and mountains, waiting for their opportunity to strike again.

In the first week of May, 1945, Rangoon was cleared of the enemy, the frontiers of India were safe, the road to China had been re-opened and Burma had been freed.

SOME FACTS ABOUT EDUCATION IN BURMA

The earliest recorded references to education in Burma are found in the writings of a traveller to Pegu in 1560, who mentions the custom of sending boys to the monastic schools.

Education in the monastic schools, which still exist today, has been the most important single factor in the growth of education in Burma and the largest contributing factor in the high rate of literacy to be found in the country.

As early as the 15th century the Roman Catholics set up some schools, but their first substantial educational work started in 1721 among the descendants of the Portuguese and others settled in different parts of Upper Burma, spreading later to indigenous peoples. In 1813 American Baptist Mission work started when Mr. Judson and his wife settled in Rangoon. He and his successors carried on a great educational work in Burma which is evident today in their schools all over the country.

1835 saw the first Government provision in education. They confined their efforts to towns in order to avoid opposition to the Monastic schools of the villages. Primary education, which should include more than the "three R's", was declared essential and the co-operation of the monasteries invited. Gradually the Government worked towards secularization of the curriculum and methods of the Monastic schools, but they met with considerable opposition and passive resis-

tance. The history of education in Burma in the hundred years from 1835 is the history of a struggle to find a satisfactory compromise between the traditional religious curriculum of the monasteries and the general and comprehensive curriculum prescribed by the Government.

In between the wars, from 1918 to 1939, a triple system of education was formulated as follows:-

Monastic and lay vernacular schools

Anglo-vernacular schools (government and government-aided)

English-schools (government and government-aided).

In the Anglo-vernacular schools English was taught and high school certificates were accepted by the Government from applicants for clerkships and lower appointments, in government service. The English schools, both private and those maintained by the Government, were intended for children of European fathers, but were later opened to indigenous races. By 1940/41 non-European pupils numbered more than 60 per cent mainly Burmese.

In 1936 the "Report of the Vernacular and Vocational Reorganization Committee" recommended the merging of the three systems, with equal opportunities for rich and poor. This recommendation was not implemented up to 1941, but began when the Burmese had civil administration powers during the Japanese occupation and was actually established under the British Military Occupation after the end of the war.

The Education Department has been busy since the end of the war. Not only did the merging of the three systems of education mean reorganization of administration but, at the same time, education as a whole had suffered a tremendous setback. Burma was twice fought over in five years. Destruction of school buildings and equipment was on a very wide scale. Losses of teachers were great. As in all other devastated countries in the war years a large number of children had received little or no education.

Primary and Post-Primary Schools

The following table gives the number of existing schools with the pre-war figures (1939-40) in brackets. The figures for existing private schools, including mission schools, are incomplete. Accurate statistics have not yet been made, due to the difficulties of transport and unsettled conditions in certain localities. Therefore the picture given by these figures can only be in the nature of a rough sketch.

GRADE	STATE	LOCAL AUTHORITY	PRIVATE AND MISSION SCHOOLS	TOTAL
Primary	4404 (42)	101 (76)	132 (5367)	4760 (6854)
Secondary	102 (47)	— (123)	21 (1199)	

Total number of pupils attending State and recognized schools : 594,893.

In 1939-40 there were, according to the records of the Education Department, 18,745 unrecognized schools with a population of 212,663. The corresponding figures for October 1947 were 865 unrecognized schools with an attendance of 54,621.

The figures given above do not include the schools of the Shan States, the Karenni State and the Frontier Areas (see statistics under The Shan States).

The last census (1941) figures are not available, but it is estimated that about 1 3/4 millions of the present population (16,800,000) are of primary school age and about one million of secondary school age (12-17). It is safe to assume that attendance at school has fallen considerably. The main reason for this is economic. After the occupation the Burmese were left with the valueless Japanese currency and still find it hard to survive. The devastation of the countryside, as well as the great destruction of homes in the towns, has made the situation of an average family so difficult that education of the children is an almost impossible burden. Many children have to work in their homes or tend the cattle, to make the family income sufficient to meet the huge post-war cost of living. Further, the present unsettled state of the country makes parents hesitate to send their children to school in isolated regions.

In the primary school, stage instruction is given entirely in the vernacular of the majority of the children attending the school. As well as Burmese, the other main indigenous languages are Shan, Jingphaw, Karen and Chin, used in primary schools of their respective states or territories. In secondary schools the prescribed medium of instruction in all subjects except the second language (English) is now Burmese, but certain allowance is given for using both Burmese and English during the transition period. It is im-

possible to "Burmanize" some subjects, for instance science, to order — and experts will be needed to translate technical terms from one language to the other.

In mission schools the medium of instruction is mainly English except in the lowest forms. On the whole there has been more replacement of equipment in these schools than in the State schools. But there is not school in Burma that has reached, by a long way, its pre-war standard of equipment.

An effort has been made in both primary and secondary schools to adapt the curriculum to local needs and problems, by the introduction of general science, nature study, handicrafts, gardening and other practical activities. The lack of science apparatus, tools and trained teachers militate against carrying out these activities effectively at present.

As will be seen from the above tale, the number of secondary schools in Burma is still very small, though there has been an increase of over fifty State schools since the war. Up to 1939-40 these schools were divided into middle and high schools, but the system bas now been altered and both types of school have been merged into secondary schools. Although the Government is anxious to increase the number of secondary schools it is hampered by the lack of trained teachers, especially for the higher classes. Before the war there was very little teaching of science. Every effort is now being made to provide facilities for teaching both general and practical science in secondary schools, but again progress is hampered both by a serious lack of trained teachers and by an almost total lack of apparatus.

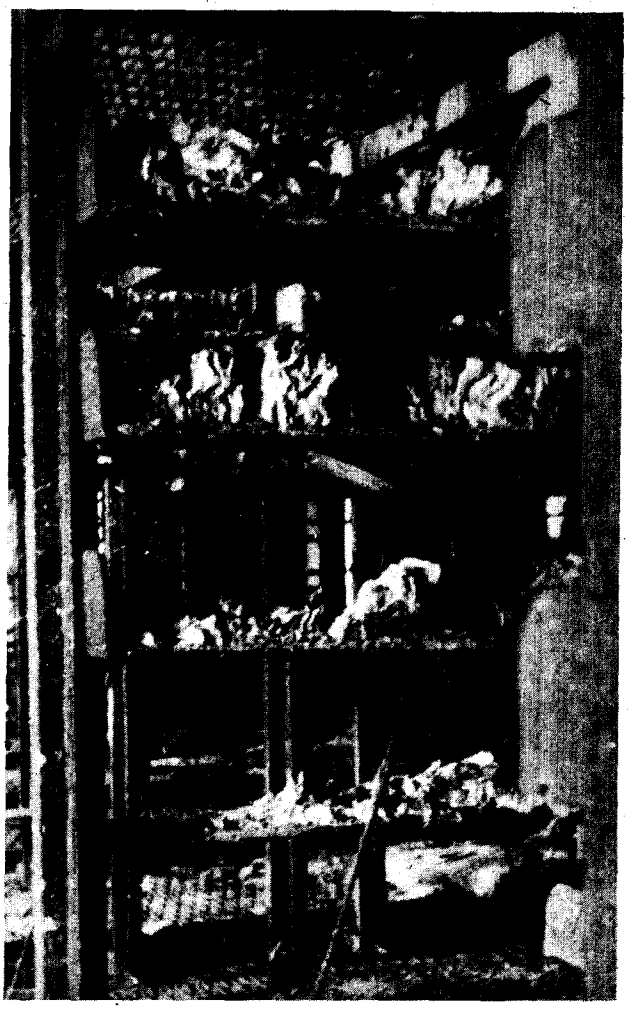
University Education

There are four colleges of University standing : University College, Rangoon (arts and science), The Medical College, Rangoon, The Mandalay College (up to Intermediate), and the Agricultural College, Mandalay. There are also Judson College (American Baptist Mission) (arts and science), and the B.O.C. Engineering College (Burma Oil Company) which occupy an important position in the University of Rangoon and stand in the campus.

The Japanese occupied all the University buildings. A State University functioned in 1944-45 under the occupation. The Japanese did not interfere with the teaching ; the Burmese refused their request to exchange Japanese for English as the medium of instruction. The Japanese countered this refusal by establishing "Language schools" and distributed free clothing, stationery and books in order to secure pupils for these schools.

There are now 2,500 students in Rangoon, 120 in Mandalay. The health of the students is reported as good, their clothing very poor and they cannot afford to buy books that they need for their studies, even where books are available. The Students' Union stands by itself in the University campus and is entirely run by the students. There are both men's and women's hostels and 60 per cent of the students are residential. The cost of tuition and residence combined is approximately Rps 100 a month. There are several canteens and, in each hostel, a Manager responsible for cooking and housekeeping. There is also a University hospital in the campus, a Buddhist temple and the Chapel of Judson College. The University campus is probably the most beautiful in the Far East, standing by the side of a large lake. Tennis, swimming, boat club, etc., are all available.

(Note : 1 Rupee = U.S. $ 0,3025.)



Once the world's most complete library on Burma - now grey-white books crumble to the touch. (University Library, Rangoon).

Technical Education

Technical Education, as such, hardly exists in Burma today. A total loss of equipment for teaching of science in the schools has, so far, prevented any extensive revival of such limited teaching as there was before the war. It has lately been reported that 135 sets of elementary science equipment for schools has now arrived, on order, from India, but this small supply will not go far towards remedying the situation. The equipment of the science departments of the University was a total loss, as also the whole equipment of the Government Technical Institute, Insein, and the B.O.C. Engineering College.

The Government Technical Institute, Insein, is the only technical school in Burma. Before the war there were 200 students, taking three-year courses in mechanical, civil and electrical engineering, tanning and soap-making. The hostel wing was entirely lost by bombing, as well as all equipment. The Institute has been set up again in temporary quarters in a house in Rangoon, with 85 students. There, those who had completed two years' training before the war are now taking their final year. Some emergency short courses are also being organized. Some apparatus has been procured from India, but it is totally inadequate for the needs. The shortage of trained teachers is the most urgent, and, at present, insoluble problem.

In B.O.C. Engineering College, Rangoon University, Honours degrees in Engineering and equivalent diplomas are taken, such as A.M.I.C.E., A.M.I. Mech.E. and A.M.I.E.E. Since the war a completely new set of courses has been introduced into the curriculum. Formerly the standard of admission to the College was Intermediate Science, today it is Matriculation.

The present number of students in the Engineering College exceeds by five times the number of students before the war. Formerly, the maximum annual enrolment was 30, making a total of 150 on five-year courses, with 9 lecturers. Now the enrolment is 200 a year, bringing the total eventually up to 1,000, with only 7 lecturers. The situation with regard to the overcrowding of classes is at present quite out of hand, but it is hoped by June 1949 to be able to limit the classes to 40.

Teachers' Training.

There are at present no nursery schools in Burma. The following is the estimated number of teachers in primary and secondary schools 1947-48, with the pre-war figures in brackets.

Primary schools	10,735	(9,082) teachers
Secondary schools	637	(7,976) teachers

The training of teachers is now concentrated in the University and the new State Training College for Teachers. The Faculty of Education in the University trains graduates for the B.Ed. degree, a two-year course. The State Training College for Teachers trains teachers for primary schools (one-year course), and teachers for the lower classes of post-primary schools. (The higher classes of these schools are in charge of graduates with the B.Ed. degree.)

Teachers themselves held refresher courses regionally under the guidance of Education Officers. Refresher courses and vacation courses are being arranged in the State Training College for teachers. Provision is made for emergency teachers by holding examinations for Teachers' Certificates of the pre-war types, to which uncertificated teachers who have had two years practical teaching in schools are admitted. It is possible that more teacher-training institutions will be opened in other parts of the country according to the needs of the schools. (See also the Village Teachers' School, Shan States.)

The State Training College for Teachers was opened in 1947. There are now 160 women students between the ages of 17 and 24, and 102 men between the ages of 18 and 25. The aims and objects of the College are:

1. To train Junior Teachers of both sexes to teach in primary schools and in standards lower than VIII of post-primary schools.

2. To complete the training of students who were studying for the University Trained Teachers' Certificates in 1941-42 and whose studies were interrupted by the war. They take only one year's course (the second year's course).

3. To organize refresher courses and special courses for Junior teachers and for Deputy Inspectors of Schools.

4. To initiate and organize the production of books, apparatus and equipment suitable for schools.

All subjects taught in the Training College are compulsory except the teaching of English, which is optional, but which is being taken by practically all the students who possess an adequate knowledge of English. With regard to music, students are taught to read and play Burmese music from music written in Western notation, not, as is the tradition, by ear and memory. It is hoped in this way to raise a number of musicians who will be able to preserve for future generations the traditional Burmese airs and national songs, so far only handed down orally.

The State Training College for Teachers has attached to it a primary school known as the Modern Infants School. The school is used for the purpose of demonstration by method masters

of the College and for the purpose of observation by the student-teachers. Practical teaching by student-teachers is done in the primary schools under the Rangoon Education Board and in the State post-primary schools in Rangoon.

Adult Education.

Adult Education is still in its infancy in Burma. Very little progress had been made in this field before the war and today the general educational problems are so great that the Education Department can hardly find time to give to adults as well as to children. Although it is true that, as has already been mentioned, the literacy rate in Burma is higher than that of any other country in South East Asia, literacy does not mean much more than a rudimentary knowledge of " the three R's " and, in Independent Burma, one of the most urgent problems is the education of a greater percentage of the electorate in their civic responsabilities.

The State is making some small progress. Information rooms have been opened at various centres, some of which are equipped with radio sets. Public Relations Officers supervise these rooms, in which available suitable reading material is provided. A Burmese Book Society recently formed has received subsidies and initial financial help from the Government in their efforts to produce books in Burmese for the public in large numbers. The Film Section of the Government Information Department is doing some useful pioneering work in the production of documentary films. These films include some demonstrations of agricultural work and, though they are as yet in a primitive stage, such films should prove an immensely valuable means of education. The films are shown at pagoda festivals and on other occasions in village centres and are introduced with explanatory talks. The State Broadcasting Section is also giving due attention to adult education in the drawing up of their weekly programmes.

Partly due to the fact that the Government are not yet able to undertake a wide programme of adult education, most of the actual education of adult illiterates is being done by private organizations. Already before the war, some of these organizations had begun their work, but the little momentum gained was entirely destroyed during the occupation period. A wide and well-organized movement called the East-Asiatic Youth League came into being during the occupation and attempted some work in adult education, but their small efforts made in the country under severe handicaps were wrecked during the Japanese retreat. However, undeterred, they have started again and it is true to say that, today, the main work of adult education in Burma is being carried out by this same movement, now called the All-Burma Youth League. Throughout the country, as well as in the city of Rangoon, they have established small centers for reading and for learning English, typewriting, accountancy and book-keeping.

Although the main work of adult education must, for the time being, be left in the hands of private organizations, the Education Department is giving these organizations all the help possible. The Director of Public Instruction has authorized all headmasters of schools in centres where there are branches of the Youth League to make available their classrooms and equipment in the evenings. Advice is given to local branches by the Inspectors of Schools of the area concerned and the State takes every opportunity of expressing its appreciation of the efforts of the Youth League in this important work.

Libraries

The library of the University of Rangoon, " once the most complete Burma library in the world ", is now one of the most tragic sights in any war-devastated country. The books still lie in their shelves. It is still possible to climb the steel ladders onto the various steel passage ways around the bookshelves. The books are grey-white and when touched they crumble away.

The three main libraries of the University before the war were as follows :

University Library	30,000 books
University College Library	40,000 »
Judson College Library	20,000 »

Of these, approximately 25,000 books have been saved, mostly in very bad condition. The Japanese burned or threw away all English books, or used the paper to make cigars to smoke. Some books were sold in the bazaars by passers-by who picked them up in the gutters. Where possible, these have all been re-purchased. Immediately after the Japanese had retreated from Rangoon Sir Alexander Campbell (former Director of Public Instruction, Director of Education under the British Military Administration) with members of his staff and the staff of the University salvaged books found in the streets. with members of his staff, and the staff of the library, many of them from private American citizens.

The Medical College Library was completely lost and only 500 books were recovered.

Other Libraries in Rangoon :

The Barnard Free Library ....
The Rangoon Literary Society Library ..... } all had some losses
The Ramakrishna Library ....

The Burma Research Society Library possessed 5,000 very valuable books before the war, of which have lost 90 %. School Libraries appear to be a total loss.

Music

Music is not an important part of the curriculum in Burmese schools. On occasion, especially in the Rangoon Corporation Schools, special teachers are employed part time to teach Burmese music. In some of the mission schools throughout the country Western music has been taught and many of the schools have suffered great losses of pianos, which are now almost impossible to replace.

The State Teachers' Training College in Rangoon is the only institution where music is taken as a serious subject and a class for composition was attended in the course of a visit to the College.

As far as could be ascertained, no serious losses of musical instruments occured during the war, except in some Chinese schools, but it appears that they have been already replaced from China.

The Shan States

The Shan States are a great contrast to the rest of Burma. The climate is far cooler, the people are tall and fair. Five ranges of mountains run from north to south, each encircling plateaux of 4,000 feet or higher above sea level. Each State is ruled by a Saobwa, a feudal world.

The administrative set-up of the Shan States is roughly as follows :

The Minister for Shan Affairs
The Frontier Areas Department
The Resident (who presides over several States)
The Assistant Resident
The Saobwa

The Saobwa, though both King and God to his own people, has, in fact, little actual power. Usually he receives a salary which is not large enough to keep up his State, but this be supplements in various ways. Most of the Saobwas give liberally to education, social services and religion.

There are two kinds of schools, the State schools under the Saobwas and the Federation schools in the Notified Areas, directly under the Chief Education Officer appointed by the Government, in the Frontier Areas Administration. There are also a number of mission schools, mainly under the American Baptist Mission and the Italian Catholics.

There are considerable linguistic complications for those who are concerned with education. Shan is a totally different language to Burmese and is not generally understood by the Burmese themselves. There are said to be ninety-nine tribes in the Shan States and most of them have their own dialect. In all the schools there are children of many tribes, and also both Chinese and Indian children.

The following table gives the numbers of schools in the Northern and Southern Shan States and the Karenni State, both pre-war and post-war.

	1941/42	*1947/48*
Northern Shan States ..	96	134
Southern Shan States ..	123	107
Karenni	29	47

WAR DAMAGE

The Situation of School Buildings.

It is as yet impossible to give an accurate account of the number of school buildings destroyed. Of the pre-war buildings a conservative estimate, given by an officer of the Education Department, based on a survey in certain affected and non-affected areas, and with limited facilities: is 50 per cent were totally destroyed and 30 per cent suffered partial destruction. The extent of the loss occasioned by damage to, or destruction of school buildings, furniture and equipment (excluding mission schools) during the war is estimated at Rps. 4,503,041, being the 1938 replacement cost. Most help will be needed in the form of technical advice regarding school architecture, with a view to securing light frame and cheaper buildings and with regard to the procuring of materials needed for such types of buildings. Scholarships for selected building engineers, to enable them to study modern school architecture, would be valuable. In the initial stages a traveling consultant might be of great assistance.

The Public Works Department of the Government has put up a few new school buildings and repaired some damages. But their task is so great educational needs in school buildings have

to take their turn in claiming priority. The Director of Public Instruction has suggested the undertaking of building work by the Education Department, and Government orders are now awaited. In the meantime many temporay school buildings have been erected on bombed sites, constructed of bamboo and nieper palm. Fortunately for Burma these erections serve reasonably well in the present emergency. They are more or less rain-proof, besides being light and airy. But it is estimated that they will not last more than three rainy seasons and the cost of putting up these bamboo schools is about five times pre-war costs. Many of them have been erected by private subscription, organized by local school committees. A number of schools have temporary shelter in private houses.

The University of Rangoon suffered the greatest damage of all. On leaving, the Japanese destroyed everything, dynamiting and setting on fire the very fine University Library building. The Convocation Hall, of recent construction, with elaborate Burmese carvings in woods and stone, was gutted. Allied bombing completely destroyed the Teachers' Training College, also a fine modern building. The remaining buildings in stone have survived, but were empty of furniture and equipment when the University authorities returned. For immediate repair and re-equipment the Government has provided 1,000,000 rupees, and an special officer and an agent were appointed to search for equipment, in which task, they were not very successful. Thousands of desks have been made out of local wood and, in the grounds, a number of " mat sheds " have been erected as temporary classrooms.

Books and Equipment.

The schools of Burma suffered an almost total loss of books and equipment. As regards equipment and apparatus, ordinary needs such as chalk, pencils, slates, note books, exercise books, ink, penholders, nibs, etc., can be obtained, but in most cases at black market prices which are four or five times higher than pre-war prices.

Paper for printing is not easy to obtain. The most needed Burmese textbooks are printed by local publishers under arrangements with the Education Department. Paper is supplied to them at controlled rates and the prices of the books are agreed upon mutually in advance. Even so the prices of the books are beyond the means of the poorer children. Orders for a considerable number of text-books, some of which are now old-fashioned, were placed in India when the Government of Burma was in exile there in the period 1942-44, and these have been gradually supplied to the schools at reasonable prices.

Visual equipment, tools, maps, laboratory equipment and reference books in English are difficult to procure in anything like sufficient quantities.

Except for a few pieces of apparatus salvaged and placed in one school, no State school in Burma has any apparatus for the teaching of science. The supply of science apparatus to the schools is one of the most urgent educational needs of Burma. It may be possible to obtain small quantities from time to time, but of inferior quality and at exorbitant prices and the quantities are so small as to make no appreciable difference to the situation.

Shortage of Teachers.

The shortage of properly qualified teachers is very serious in Burma. Training of teachers came virtually to a standstill in the war and the primary schools are still full of teachers who have had no training whatsoever. Even these teachers are overworked and can hardly be spared for training.

Candidates for the teaching profession are not coming forward in anything like sufficient numbers. If the need is urgent in the overcrowded primary schools, it is even more so in the higher classes of the post-primary schools; the lack of properly trained teachers in these classes is holding up not only the teaching in the present schools, but also the addition of further greatly needed post-primary schools. As to the teaching of science, and the teaching of all technical subjects, the position seems at the moment, to be a complete dead-lock. There are practically no trained teachers of science in Burma, mainly because there was little teaching of this subject in the schools before the war. Today the need for science teaching is fully appreciated by the Education Department and the students are clamouring to be taught. It is hard to see how teachers can be trained. They cannot be trained in Burma in adequate members and they cannot be spared to go abroad.

Conditions of service have never been satisfactory for teachers. The lowest grade of teachers used to be paid Rps 25 - 40 per month and this scale has only been very recently raised provisionally to Rps 45-75 per month. The Burma Pay Commission, whose aim was to construct standard scales of pay for analogous Government services has recommended a scale of Rps 50-60 for assistant teachers, and Rps 70-110 for head teachers of primary schools. The scale of pay for teachers in higher categories is slightly better, but still not within sight of being appropriate for

the amount and standard of work done. As a direct result of low remuneration, teachers, as a class, occupy a low status in society and the teaching profession becomes the last refuge of the unemployed. Junior Assistant teachers in post-primary schools are paid on the scale of Rps 75-150, and senior assistants Rps 150-250. The headmasters of post-primary Schools receive Rps 200-320, or Rps 300-400, according to whether their date of entry into the service was before or after 1931. Some headmasters of big schools are receiving the scale of Rps 250-675. There is a proposal to raise Assistant Teachers (Senior) to Rps 200-300 and headmasters of post-primary Schools to Rps 330-450 and (large schools) Rps 350-700.

Considerable confusion still reigns in the matter of the scales of pay of the teachers owing to two reasons : (1) the merging of the three systems of vernacular, Anglo-vernacular and English Schools into one; (2) the merging of the middle schools and high schools into a group called secondary or post-primary schools. But the situation remains that, like all other countries now trying to rebuild education, all teachers are underpaid — a fact of which the Government and Education Department are fully conscious and are doing their best to remedy.

There is real need and great urgency for the training of teachers abroad, more particulary in specialized branches of education such as the education of the pre-school child, the teaching of handicrafts, arts, sciences, domestic science, physical training, social science, the teaching of English as a foreign language. Both the British Council and the Fulbright Scheme of the U.S.A., provide some scholarships. But there is immediate need for many other such opportunities.

Cultural Losses.

The following account of Burma's cultural losses due to the war has been provided by Professor Luce, the acknowledged greatest authority on Burma's history, languages and archaeology. He asks that it may be noted that this is only a personal record based on his own memory, and is far from complete. His library, including almost all his papers, was completely destroyed.

Members of the All-Burma Youth League are keen on their job. They run adult education centres where reading, writing, book-keeping, accountancy and English are taught.

MANDALAY : Palace : almost totally destroyed
Palace Museum, which included many of the smaller Pyre antiquities from Old Prome: all looted and lost.
Inscription Shed E. of Palace : 428 stones, nearly all original, the most important and numerous collection in Burma: one bomb, at least, fell in the middle, and many stones are stones are pock-marked with bullets. 53 stones are knocked flat, 16 are in fragments. Roof all gone.

OLD-PROME : (the 7th Century Pyre capital) Badly damaged, not by bombs but by years of neglect. The vaulted Lemyethna temple, prototype of all four-faced temples in Burma, and one of the first buildings to employ the true arch, In Burma, Further India or India, has fallen in on one side and is on the point of falling in on another. The East Zigu Temple is so covered with jungle that one could scarcely find it. Several other well-known sites cannot be located owing to jungle, even with the help of the official local guide.

AMARAPURA : The Patodawgyi and Singyo Shwegu collections of original inscriptions, over 100 stones and fragments: perhaps two-thirds survive (now moved to Mandalay); many have disappeared.

SAGAING : The Htupayon collection of original inscriptions, over 50 stones, the largest and finest inscribed stones in Burma: a few pock-marked with bullets; mostly intact.

RECONSTRUCTION PROJECTS

Ten Year Plan of Technical Education and Vocational Training.

In spite of the fact that the Burmese authorities are facing immense difficulties in educational reconstruction, a few noteworthy projects are already under way. In addition to the opening of the State Training College for Teachers in 1947, already mentioned in connection with Teacher's Training, the following schemes should be noted.

A Ten Years Plan of Technical Education for Burma, some parts of which have already been approved by the Government, is now to be put into action. It is proposed to set up various types of vocational training centres and schools as follows :

ORDINARY GRADE ARTISAN TRAINING CENTRES. — In order that the peculiar needs of the country may be met as economically as possible, it is proposed to set up centres of two different grades to train industrial artisans, being residential and non-residential. A minimum of 3,000 skilled operatives are employed (1931 census) throughout Burma. All 3,000 need not necessarily be first class tradesmen. A considerable number of them will be required for village or second-rate work only, hence the reason for two grades of training.

POLYTECHNICAL INSTITUTES. — It is proposed to set up two of these Institutes : the first in Rangoon and the second, in 1951/52, in Mandalay. The courses of study to include : soap-making, leather work, dyeing and dry-cleaning, photography, sign-writing, commercial art, printing, composing, engraving, block making, radio mechanics, dressmaking, cutting and tailoring, domestic science, hair-dressing, painting and decorating, furniture polishing, upholstery, etc.

EVENING CLASSES. — Patrons of evening classes are those who pursue vocational courses of instruction and those who are bent on cultural studies. In the initial stages it is proposed to establish only two centres, in Rangoon and in Mandaly. Subjects will include Burmese Literature, English and English Literature, Mathematics, applied science, including chemistry and physics, building science, sanitary engineering, draughtsmanship, surveying and levelling, radio mechanics, civil, mechanical and electrical engineering courses.

TECHNICAL HIGH SCHOOLS. — It is proposed to provide academic high schools, with instruction in the arts, leading to an arts degree, and technical high schools providing instruction and training in science and technology, leading to science, engineering and medical degrees and

diplomas. Both types of school will function as pre-University training centres and will also serve as links between general education and industry and commerce. During the period under planning, nine technical high schools will be set up, with two-year courses. The standard of admission will be a pass from the post-primary schools. The passing-out examination will be of Rangoon University matriculation standard.

POST-PRIMARY VOCATIONAL SCHOOLS. — There is need for a modification of the curriculum of post-primary schools of Burma for pupils who propose to seek industrial or agricultural careers. It is proposed that ten post-primary vocational Schools should be set up. The syllabus, in addition to general subjects, will include science, wood-craft and metal-craft, the first two subjects with two-year courses, the third subject with a one-year course.

PERIPATETIC SCHOOLS. — The following is a quotation from the first report on this subject:"The provision of vocational training for Burma's rural areas and Cottage Industries is a very difficult matter to arrange. Yet the need is imperative and cannot brook delay. Without it, cultivation and villages cannot hope to improve their lot and will have to remain content on subsistence wages which provide few if any of the amenities of life. The problem can partly be solved by introducing relatively large numbers of self-contained peripatetic training schools into the system of vocational training." Owing to the lack of competent teaching staff it is proposed, in the initial stages, to restrict these schools to two mobile units.

COMMERCIAL SCHOOLS OR COLLEGES. — A considerable number of privately conducted commercial colleges have already been established throughout the principal towns of Burma. It is recommended that they be all registered at the Directorate and be permitted to continue their work, subject to the Directorate having authority to inspect and report on the competency of the teachers and the standard of teaching and examination.

STATE SCHOLARSHIPS. — It is realized that from the outset a major problem will be to obtain a competent teaching staff for this venture. This problem will be most acute in the realm of artisan training. It is extremely doubtful if there is at present in Burma a single engineering journeyman who is qualified to teach his subject. Although there are temporary emergency measures which will be introduced to meet this problem, it is urgent that a number of Burmese should be selected and awarded State scholarships. On these scholarships they should be sent abroad for training, so that on their return they be competent to teach in any one of the training centres.

The best types of men to be recruited for this important work would be men between the ages of 25 and 28, who have already received apprenticeship training in their respective trades and who are proficient in English. The training they should be sent abroad to receive would be "Special Refresher Courses" of not less than fifteen to sixteen months duration. In order that competent teachers may be available as soon as possible, it is urged that this scheme should be put into operation immediately.

Special emphasis in the Ten-Year Plan has been laid on village industries, considered as particularly vital — partly to counteract the almost total ignorance of the average engineering freshman of any craft. But, again, there are no teachers. Therefore the help of the Engineering Student's Association has been enlisted and five mobile workshops have been set up on three-ton trucks. Annual expeditions will be undertaken by third, fourth and fifth year students, each party making their headquarters in a village. They will work on a hundred square mile radius, covering about twenty to thirty villages. These 5 expeditions will be staffed by 12 mechanical, 12 electrical and 12 civil engineering students working in relays. Every student will spend one month on these expeditions and longer if he wishes. The student will make surveys and will give advice on drainage, modern sanitation, brick-making and laying, forges and blacksmithy work. The first task of the electrical engineers will be to illuminate the pagodas and so form a centre of attraction for the village group. They will be in the vernacular.

The National College

The immediate object of the National College, which was opened in September 1947, was to help external or non-collegiate students to receive higher education of university standard. The University of Rangoon now allows candidates who have not undergone a course of instruction at the University to sit for the Intermediate Examinations three years after Matriculation and to sit for the Bachelor Examinations three years after Intermediate. This is a welcome concession as there are every year even in normal times a number of students, who for various reasons, cannot proceed to the University or who have to discontinue their studies and work for a living. This is especially welcome to those of the former university students whose duties were interrupted by the war and who, now grown four or five

years older, find it necessary to work for a living and are therefore unable to attend classes at the University. Then there are students who, having failed in some subjects, are allowed to reappear it the failed subjects only, without having to attend classes again. Such are the external Students — fresher, senior and failed students — who now seize the opportunity offered by the National College to receive instruction at morning and evening classes, even though they have to attend office during the day, so that they may have a reasonable chance of passing the University examinations. The National College is a college for workers and since it is doing work which is not yet undertaken by the University, namely, the holding of morning and evening classes for workers, its work is complementary to that of the University.

Owing to shortage of funds and lecturers, the activities of the College are confined for the present to the Intermediate and Bachelor classes. Some 200 Intermediate students and 25 Bachelor students are receiving instruction in the usual university subjects, namely, English, Burmese, Pali and Buddhist philosophy, logic and philosophy, history and political science, economics, geography, mathematics, chemistry and physics. Steps are being taken to open classes in foreign languages, journalism, commercial sujects, fine arts, etc. Other courses of study will doubtless be introduced as time goes on.

But the basic idea of the National College is to carve out an academic career through self-reliance. The students of the College are responsible young men and women who are already working for a living. They pay their fees out of their own hard earnings. They cannot afford the luxury of strikes or the excitement of practical politics. Though they attend office during the day, they find time to attend college morning and evening to acquire a university education so that they may be better equiped to serve their country.

The Village Teachers Training School.

This project conducted at Taunggyi by the Chief Education Officer of the Shan States is unique in the fact that candidates for entrance to the school must be mature men so that when each of them goes back to the village to teach he may be able to command the respect and confidence of the whole village.

The scheme is described as follows : "If a Circle in a State wishes to open a school within the circle, it will have to find a man who knows how to read and write his mother tongue well and ask if he is willing to become a teacher in the circle for the benefit of all. If the man agrees he will have to pass an entrance test to be held by the Department of Education. This test is merely to find out whether the man has the required qualifications, (i. e.) ability to read and write his mother tongue well, plus a general intelligence. If the man passes this entrance test, he wil be sent to Taunggyi where he will be given a nine months' course together with other candidates from other parts of the Shan States.

"During the 9 months' course all the candidates will have to live a disciplined life. There will be time-table for everything. The candidates will be taught — (1) how to manage a school; (2) teaching methods; (3) hygiene for school children and village; (4) rudiments of child psychology; (5) rudiments of history, geography, and arithmetic. These are the main subjects to be taught to these candidates. Besides these, there will be lectures in civics, agriculture, general knowledge and all that the candidates wish to learn. They will also learn how to play, or at least organize, games, drills and physical training."

(Extracts from a speech given by the Chief Education Officer of the Shan States on 10 February 1947.)

Only candidates above 30 years of age are admitted, as the Chief Education Officer believes that a man's mind and thinking capacity are not fully developed until he is over 30.

This experiment is worth while and should be supported by all who are interested in the training of teachers for villages low in cultural status. If successful, similer experiments may be conducted in parts of the South Sea Islands.

Unesco's first mission arrived on the birthday of the new Burma, 4 January 1948 - when Burma attained full sovereign status as a Republic Union. Unesco was greeted with warmth and friendliness.

Welfare Work.

The Government has recently established the Women and Children's Special Welfare Board which, besides supervising all social welfare work carried out in Burma by private organizations, is working hard to set up every kind of social welfare work under the Government as rapidly as possible. Before the war this work was almost entirely non-governmental.

Under the Social Welfare Board valuable work is now being carried out in the matter of pre-school care. In all the poorest parts of Rangoon and in many other towns there are Child Welfare Clinics. Although still very small and with very small equipment they are doing important work in teaching Burmese mothers how to care for their children. A valuable mothercraft training school has recently been started in Rangoon, for the purpose of training girls from remote country districts in Burma in child care and hygiene — the first attempt to bring modern methods of hygiene to the interior. When the girls have finished their two-year course they are to return to their own homes as trained Lady Health Visitors.

Among the activities carried out wholly or partly by private organizations should be mentioned the Boys' Home, the Waifs and Strays Home, the Blind School, the Deaf and Dumb School. All these institutions suffered severely in the war and lost practically all their equipment. They must now make a fresh start.

SUMMARY OF NEEDS

The main handicaps to post-war educational reconstruction in Burma may be summarized briefly as follows:

DESTRUCTION AND DAMAGE DONE TO BUILDINGS AND THE LOSS OF EQUIPMENT of all kinds.

Most of the schools in Burma today are housed in monasteries, in temporary mat and thatch buildings or in private houses loaned to or hired by the Government. The high cost of material and the shortage of labour have made it, so far, impossible to replace equipment to ant great extent. The estimated loss of school equipment is £334,000 at pre-war costs.

SHORTAGE OF MONEY for educational rebuildings is grave and cannot be solved immediately. The Government has already made an increase in salaries of vernacular teachers, however, on the whole, the teachers of Burma can scarcely earn a living wage.

TRAINED TEACHERS are urgently needed, especially to staff the upper classes of post-primary schools. Further training must be found for teachers of the lower classes of vernacular schools, many of whom, due to the war, have received little or no training. And the training of many new teachers to meet the great increase in the number of children attending school is also a pressing need.

In the years immediately after the war a certain amount of material has been procured through the British Colonial Office, books and elementary shool equipment, etc. This was purchased by the Education Department through publishers in the United Kingdom and India.

The following is a brief summary of the PRIORITY NEEDS of Burma today:

BOOKS. — Reference books of all kinds, especially in English, in unlimited quantities. History books are mentioned as being non-existent at present. All books in English for art courses at the University. Books for the Youth League centres and all centres of adult education.

GENERAL SCIENCE APPARATUS. — As is obvious from the many references to this matter in this report, this is one of Burma's most urgent needs. Detailed lists of these needs will be found in the files of the Unesco Secretariat.

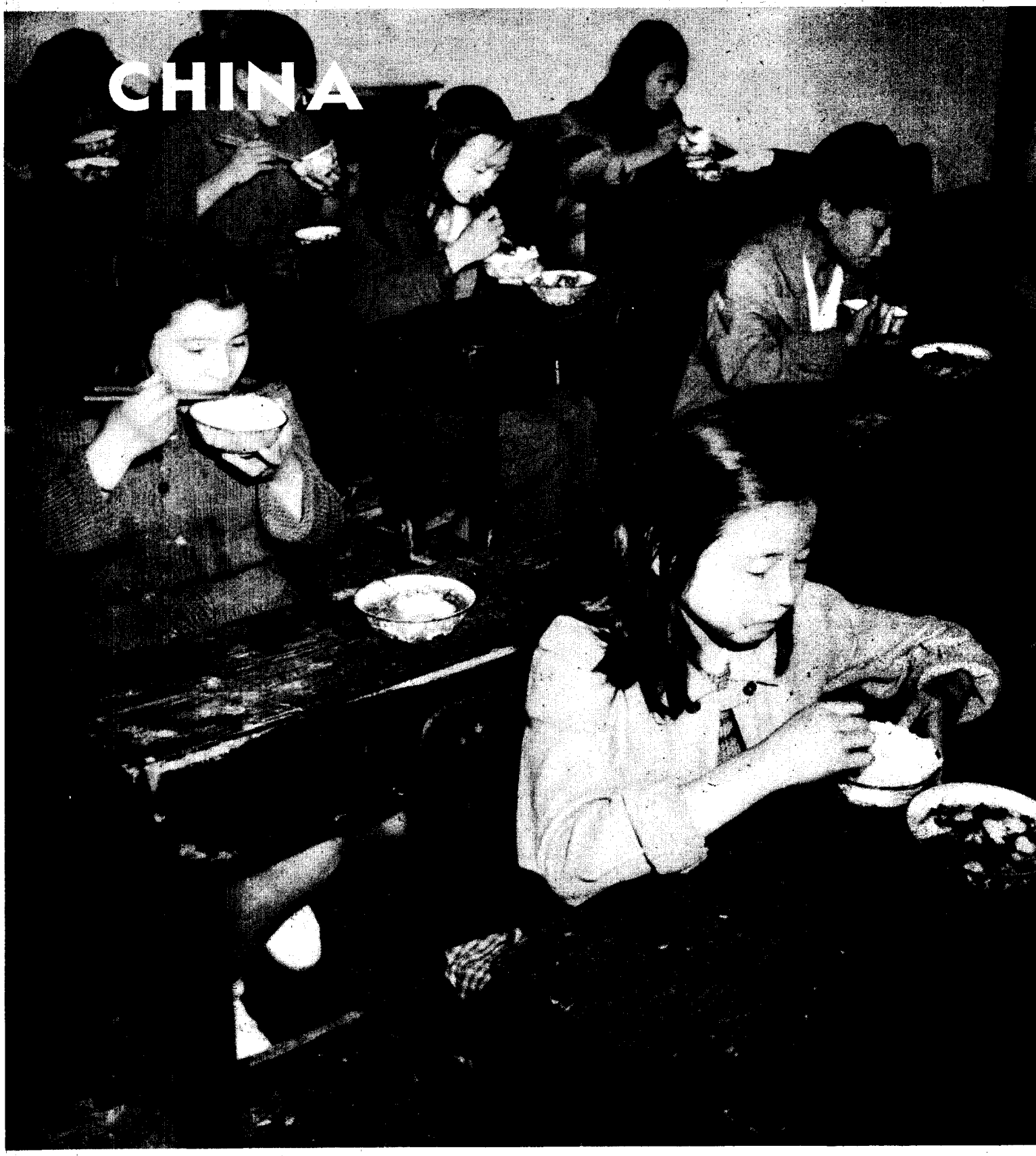
TOOLS AND MATERIALS. — Especially bookbinding material, cotton for weaving, everything for handicrafts, Montessori equipment for kindergartens, Braille machines.

RADIOS. — Battery sets in particular, are wanted in large numbers for schools, village centres, etc.

PROJECTORS. — Among the most urgent priority needs in fundamental education in the Shan States and all centres of adult education. Also films and film-strips in unlimited quantities.

SCHOLARSHIPS. — For Teachers, in particular for teachers in trade schools, teachers for higher classes of secondary schools, teachers of the blind.

That so much has already been accomplished and so many plans are already shaping towards maturity, says much for the energy and determination of the Education Department of the Government of Burma.


CHINA

INTRODUCTION

In the *Book of Needs* N° 1. (1947), the losses and needs of China in the fields of education, science and culture, were dealt with at some length. At that times, however, it had not been possible to send a Field Worker to the country. In the summer of 1948 a Unesco representative spent some weeks in China and brought back a great amount of valuable information gathered through personal investigation. This report is based on the survey then made, as well as on other surveys made for Unesco by experts.

Since these losses and needs of China have already been set out, the main emphasis in the following account will be on the educational system and present situation of education, together with the major post-war problems and post-war needs.

SOME FACTS ABOUT CHINESE EDUCATION

Respect and admiration for learning has always been a characteristic of the Chinese. Scholarship, besides being a personal accomplishment, was the means to high office in the Government and implied service to fellow beings, rather than the acquisition of wealth and power. Confucius himself held a series of the highest administrative appointments under the government of the day. Later in history there was evolved on elaborate system of what might be described as competitive civil service examination, leading from one level of government service to the next.

In 1887, a significant change was introduced in these civil service examinations : an Imperial Decree laid down mathematics and science as two of the subjects in the syllabus. An educational commission appointed in 1902 submitted to the Government a scheme of modern school system on a nation-wide scale. The first Ministry of Education was set up in 1905. The new courses prescribed included mathematics and science besides Chinese history and classics. Within a year of the establishment of the Republic, in 1912, more radical changes were introduced, including the abolition of all the classical textbooks.

Desks in a schoolroom at the Yu Tsai School for Gifted Children are pressed into service at mealtime. Characteristic of the Chinese love of learning is this school where individual talent is encouraged.

The Present System.

There are today in China nearly 300,000 primary schools, about 6,000 secondary schools, 55 universities, 2 research academies, 75 colleges of university standing, and 77 other institutions of higher education.

The final control over policy and administration rests with the Ministry of Education, who are directly responsible for all the National institutions which include 31 universities, 23 colleges, 2 research academies and 3 libraries. Each Province has a Bureau of Education, headed by a Commissioner of Education, in charge directly of all the schools run by the provincial government, and indirectly of all those run by municipal or district governments. Each municipality has its own Bureau and a Commissioner of Education who, except in the case of a few large cities, is under the provincial Commissioner. The Commissioners in such large cities as Schanghai, Chungking, Peiping, etc., are directly under the Ministry of Education. Corresponding to Commissioners of Education in towns, there are Superintendants of Education in rural areas. Over 90 per cent of primary schools and over 60 per cent of middle schools are run by provincial or local governments. All private schools are open to inspection both by local educational authorities and the Ministry of Education. The courses of study, the nature and standard of textbooks prescribed, the minimum qualifications for teachers, are laid down for all schools, colleges and universities, whether private or government, by the Ministry.

The basic plan of education is: (1) six years in a primary school (age 6 - 12) ; (2) six years in a secondary school, and; (3) four years in a university for graduation in arts or science. Medical courses take from five to seven years in different institutions ; the engineering course in some universities such as the National Tung Chi at Shanghai, lasts more than four years. Few

universities conduct courses for the Master's Degree and none confers the Doctorate.

There are three types of secondary schools : middle, normal, vocational. The middle school course is divided into two three-year stages: junior and senior. After finishing the junior course a student may go on to the senior, as the vast majority do, to qualify for entering a university; or to a normal school for the three year course to qualify as a primary school teacher, or to a vocational school where also the course generally lasts three years.

The emphasis in school education is on modern knowledge, physical education, discipline and good citizenship. Physics, chemistry, biology, mathematics, civics and physical education are among the 13 compulsory subjects in middle schools. In the primary schools general science forms one subject. Physical education is compulsory throughout the 12 years of school. Scouting is compulsory for the first three years of the secondary school. At the university stage the student has, of course, the usual freedom in the choice of his subjects as well as recreations.

The Chinese Script.

The difficulty of learning the Chinese script is often exagerated by foreigners. There are some 50,000 characters in the Chinese language but only a small percentage of them are in current use. It is possible to read newspapers intelligently with a knowledge of about 3,000 characters. There are Chinese typewriters with 2,252 characters, and some with four to five thousand characters. What a foreigner is liable to forget is that one Chinese character is equivalent to a word and not a letter in alphabetic scripts, and not every word has a completely different character : the word "good" for instance is written by combining " girl " and " boy ".

The difficulty experienced by beginners is primarily in the writing of the scripf. The complexity of the characters is not an obstacle in learning to read, as has been proved by experiments on both children and adults carried out by the Chinese Mass Education Movement.

From the cultural point of view, there is an advantage in the script not being basically phonetic : it provides a common medium of expression to the whole country by ignoring the peculiarities of dialects. A word may be pronounced differently in two parts of China, but it is written the same way.

No attempt to replace the Chinese script with an alphabetic one is likely to succeed in the near future. Millions of children and adults are learning every year to read and write this script, with which they are familiar by birth as it were.

Primary Schools.

Primary schools present one of the most impressive and promising aspects of education in China. Music, painting and handicrafts form an integral part of the curriculum. The little boys and girls look cheerful, alert and active.

An Education Act passed by the Chinese Government in July 1945 makes elementary education compulsory for all children. In practice, however, only 37 per cent of the 6 - 12 age group children are in school at present. Out of the total of about 67 million children of school age, about 25 million are estimated to have been enrolled in 1947, including those in small village schools, with only one year's course. Further expansion is held up by lack of teachers as well as of buildings. Even now less than half the total number of teachers in primary schools are trained. Rapid progress is being made in expanding the number of normal school graduates, but so far it has not been possible to catch up with the requirements of the 290,617 primary schools in the country. There are at present just over 880,000 elementary school teachers. The normal schools had about 160,000 students in 1945 as compared to less than half that number in 1936, and they had about 245,000 in 1947. If only trained teachers were to be employed in elementary schools, it would take nearly twenty years, at the rate of about 75,000 a year, to have a sufficient number for 42 million children, which is the number not attending school at present.

Middle and Normal Schools.

There were in China in 1946, 5,892 secordary schools of which over two-thirds were middle schools with about 1,500,000 students, compared to just over 3,000 secondary schools of all types in 1936 with over 600,000 students. The latest figure is estimated to be over 5,000 middle schools with about 1,800.000 students.

The middle schools provide a very comprehensive course of academic study, with the primary aim of preparing students for entering universities. There were about 100,000 middle school graduates in 1947, approximately a third of whom joined universities. The existing middle schools cannot accomodate even a part of the number of students clamouring for admission. The schools generally select students on the results of competitive entrance examinations. A few of the rather expensive private schools do not however receive as many applications as the Government and more moderate private schools. Quite a large proportion of middle schools are residential.

The course prescribed is the same for all students in all schools. All the subjects are com-

pulsory: there are thirteen of them, including physical training. English is also a compulsory subject. Many Chinese educationists feel that the syllabus is too long and stiff for the majority of students and six years of such middle school education is liable to be a physical as well as a mental strain. If a certain amount of choice of subjects were allowed to the students, at least in the senior middle school, they might be able to equip themselves better for the particular branch of study they take up in the university or the particular career they take up after leaving school. The vast curriculum is also a strain on educational resources, both material and human. Teachers could concentrate their efforts better on smaller numbers of students in their individual subjects, and scantily equipped laboratories would be a little more effective if some of the students were not expected to study all the science subjects.

A large proportion of middle school teachers are not trained. There are altogether about 143,000 secondary school teachers of whom, estimating by the comparative number of students, about 80 per cent are middle school teachers.

In 1945 there were about 10,000 students in Teachers' Training Colleges ; the figure for 1947 is over 14,000. As the full course extends over five years, including one year teaching practice, the number of graduates would be somewhat less than 2,000 in 1950 and under 3,000 in 1951. A yearly production of 3,000 trained teachers would be sufficient for an additional 100,000 students per year approximately. Actually, the number of middle school students has increased by nearly a million during the last five years. At present therefore the student population is expanding more rapidly than the number of trained teachers. Meanwhile university graduates continue to fill the gap, and according to most of the school authorities, they are filling it very well.

The normal schools have made rapid progress during the last five years. In 1936 there were about 76,000 normal school students, in 1943 about 89,000, in 1945 about 160,000 and in 1947 about 245,000 in about 900 normal schools. Not all the

With quiet courage the old man digs out the bricks from the ruins of his home - to start again !

normal school graduates take up the profession of teaching which offers very poor remuneration at present. In some of the normal schools run by provincial governments, the students are under a contract to serve in a government primary school for three years at least after finishing their course. The syllabus in these schools includes child psychology and child health, besides teaching methods. English is an optional subject. The teaching of science subjects does not seem to have the same amount of emphasis as in the middle schools ; the laboratories in normal schools are generally much poorer in equipment than those in middle schools.

Teachers and students of the Anhwei Normal School clear debris before they rebuild. China's 900 normal schools face the problem of providing teachers for 300,000 primary schools.

Vocational Schools.

There are over 700 vocational schools in China of which roughly 300 are senior schools offering a three years' course to graduates of junior middle schools. About 170 offer a full six years' course corresponding to the middle school course of six years, and about 270 junior vocational schools conduct three years courses for graduates of primary schools. Three are altogether about 140,000 students in these schools, including about 63,000 in the senior ones. The total number of students in all vocational schools in 1936 was about 52,000.

The majority of the senior vocational schools offers courses in elementary engineering : mechanical, electrical and chemical, and the next largest group is that of agricultural schools which, however, form the majority of the junior vocational education are (1) the lack of sufficient equipment and (2) the difficulty experienced by the students in finding suitable jobs on the completion of the course. The former is a problem that affects all branches of education in China, while the latter is peculiar of vocational schools in the sense that their very purpose is to equip students for particular professions. During the war it was easy enough for trained mechanics or electricians to find employment but opportunities in the future will depend on the progress of industrialization.

The Universities.

There are at present 65 Universities in China, and 75 colleges of university standing. There are altogether about 150,000 students taking higher education : the number before the war was less than one third of this, and in 1946 it was about 129,000. Most of the universities have present two to three times the number of students they had before the war. The emphasis in university education is increasingly ou engineering, science, medicine, and the social sciences. The National Chungking University and the National Wuhan University started colleges of medicine after the war ; the Hupeh Provincial Medical College was founded in 1943 ; the National Peiyang University opened a college of science after the war and added three departments to their college of engineering.

The universities are based primarily on American models. A university consists of a number of colleges, generally four or five, but in some cases more or less. The term " college " corresponds to " faculty " in a British university.

The number of students varies from about 1,000 to 6,000. All the universities are residential. Due to the conditions created by war, living accomodation varies from three students in a room to twenty or more in a dormitory. The buildings and sites vary from some of the temporary structures of the National Chungking University to the palatial buildings of the National Wuhan, overlooking the East Lake of Wuchang, with twenty miles of motor road within the university campus, an independent telephone system, an electric plant, and independent water supply.

The majority of the university professors have been abroad for their advanced studies. But now the sending abroad of scholars has become nearly impossible due to economic conditions. Few universities can afford to send their junior teachers to Europe or America for further studies.

A new development in cultural relations between China and India at university level may be mentioned here. Towards the end of 1943, under a scheme of exchange of scholars, ten Indian students were sent by the Government of India to

China for advanced studies and in exchange ten Chinese students were sent to India. Then again in 1947 ten students were sent to China by the Government of India, who also endowed for a period or two years a Chair of Indian History at the National Peking University. The Chair was occupied by an Indian Professor in January 1947. Another Indian professor was invited by the Chinese Government as a visiting professor. This exchange of scholars between India and China marks the beginning of a new intellectual co-operation among Asiatic countries.

Research Work.

There are two institutions devoted entirely to research work : the Academia Sinica and the National Academy of Peiping. Both are national institutions. The former was founded in 1928 and has at present 13 Institutes for various subjects including Physics, Engineering, Medicine, History and Psychology. Some of the Institutes are located at Shanghai, the rest at Nanking. This institution does not only co-ordinate and promote research but also initiates research projects. During the twenty years of its life, it has rendered great help to the industrial progress of the country particularly in the processes of manufacturing iron and steel, textiles, ceramics.

The National Academy of Peiping, founded in 1929, is a parallel institution to the Academia Sinica. It consists of eight Institutes including those of Physics, Botany, Radium, and Archæology. Like the Academia Sinica, the National Academy has also a section manufacturing superior scientific equipment; the Academy has manufactured during the last few years over 500 microscopes, mainly for distribution to hospitals.

Mass Education.

The Chinese Government and people are making a most vigorous effort to remore illiteracy among the population. The " mass education " or " popular education " drive has made tremendous progress since its beginnings over 25 years ago. There were over a hundred million more literates in 1946 than in 1936. Before the war, about six million adults were being made literate per year. During the war, when the " People's Education "

Compulsory elementary education was adopted in July 1945, but only 25 out of 67 million of the 6-9 year age group have schools to go to. Where are the schools and teachers for these youngsters?

programme combined adult education with primary school education, the number of school children in the 18 provinces of Free China rose from 42 per cent of the total of those of school age to about 76 per cent in 1944. During 1948 the Ministry of Education have sanctioned 8 billion CNC for six months to be spent on mass education (1). About 300,000 U.S. dollars worth of materials and equipment were recently ordered from the U.S.A. for the employment of audio-visual aids in mass eduration. (For audio-visual education, see below).

The drive for mass education started in big cities, as do most movements in every country, but it has now been extended to rural areas. Six experimental stations have been set up, managed by local teachers' colleges or normal schools under the direction of the Ministry of Education, where the various problems connected with the methods of teaching, administration, curricula, necessary equipment, etc., for mass education are investigated. The Chinese mass education movement has a research section which, under the direction of Dr. S.Y. Chu, studies the most effective means of imparting education on mass scale to adults as well as to children. Experiments have been carried out on the problem of literacy as related to the Chinese script, on teaching methods, on the nature of textbooks, and similar problems connected with mass education. It was for instance discovered that the rural population do not particularly like to be taught about agricultural matters by those whom they consider, after all, less experienced than themselves.

The main emphasis in the mass education movement which aims at imparting " fundamental education ", is on literacy, hygiene and citizenship. To facilitate the spread of literacy, various attempts have been made to compile simplified vocabularies and also to simplify the script as far as possible. One of the pioneers in this field is Dr. James Yen, who compiled a list of about a thousand written words, forming " Basic Chinese ". The movement has been helped indirectly but profoundly by the New Literature movement originated by Dr. Hu Shih, now the President of the National Peking University, who promulgated the revolutionary doctrine that the written language should conform to the spoken language rather than to the outworn classical idioms and style.

In all big towns and cities there are social education or mass education centres where both adults and those children who cannot find admission to primary schools receive short courses in fundamental education. There are about 1,200 such centres in all. For the adults there is generally a short evening course of about 6 months in literacy and some vocational subject. All these centres are equipped with a reading room and many of them with a small museum of either natural history or art. There are also facilities for recreation, including in many cases educational films, and generally a free clinic. One drawback in some of these centres is that children and adults are often taught together.

According to most educational authorities it is extremely difficult for an average teacher to deal with children and adults at the same time. This is, however, a state of affairs which cannot be avoided when there is an acute shortage of both teachers and classrooms.

An excellent and most pratical method adopted by some of the centres is that of travelling teachers. The Experimental Mass Education Centre, Shanghai, for instance, has established 5 teaching centres in its district where " student teachers " go to hold classes for the local population. The Mass Education Centre at Hangchow sends teachers round up to a radius of about two miles, covering about 700 families who provide 1,1000 pupils.

Audio-visual means of education first received the attention of Chinese educators in 1930, when a national association was organized to promote such education. Two national commissions : one on cinema education and the other on broadcasting, were appointed by the Ministry of Education and thrifty projectors and two thousand receiving sets were distributed to different provinces and municipalities by 1936. Great progress in this direction would have been made had the war not come. However, by 1939, another 24 projectors and 800 receiving sets had been distributed by the Ministry. From 1940 to 1945, on ly20 projectors and 300 receiving sets were distributed. But the U.S. Office of Information, and the British Information Service organized radio and press programmes and movie teams, which showed a number of up-to-date motion pictures in schools, public halls, and in the countryside. In fact, a United Nations Film Project was established by China, Great Britain and the United States of America with headquarters at Chungking.

Art and Music.

In spite of the stringencies caused by war, art and music are not being neglected in China. There are two national schools of fine arts, conducting courses of university standard in painting and sculpture ; one at Peiping and the other at Hangchow. There are two National Conservatories ; one at Nanking and the other at Shanghai. The Hunan Provincial College of Music was established after the war. And there is a National Academy of Dramatic Arts at Nanking.

Though Western sculpture seems to have gained

(1) It is impossible to give an exchange rate for CNC, in view of unceasing fluctuations.

supremacy in modern Chinese art, Chinese painting has its own style. The Chinesse style of painting has retained its identity even while being influenced by Western techniques, especially in the employment of perspective to a certain extent by modern Chinese painters. The ethereal beauty of design and subdued colour has been preserved, and Chinese painting has much to offer to those who appreciate it. Recently two Indian artists and one Canadian woman artist received training in the Chinese style at the Peiping institution and their paintings in the adopted style won praise from all critics. In exchange some Chinese artists trained at Shantiniketan in the Indian style exhibited some of their Indian paintings.

Modern Chinese music such as listened to and performed in the big cities has been obviously influenced by Western music. Though in the Chinese opera the old instruments and the old melodic and rhythmic patterns still reign supreme, Western instruments, rhythms, and even melodies, are fast gaining ascendancy in films and music colleges. Some of the modern Chinese films are accompanied by European music only. One very useful innovation has been the almost universal adoption of the European system of notation : it is employed in music classes which are compulsory in all primary schools. Quite a number of primary and middle schools in cities are equipped with one or more pianos. In some of the middle schools, especially those for girls, the standard of choir singing in European style of harmony is fairly high. Chinese words are sung in melodies composed under European influence.

In the Conservatories Western music occupies the first place, both instrumental and vocal. The Hunan College of Music has 17 pianos. The standard however is higher in vocal than in instrumental music.

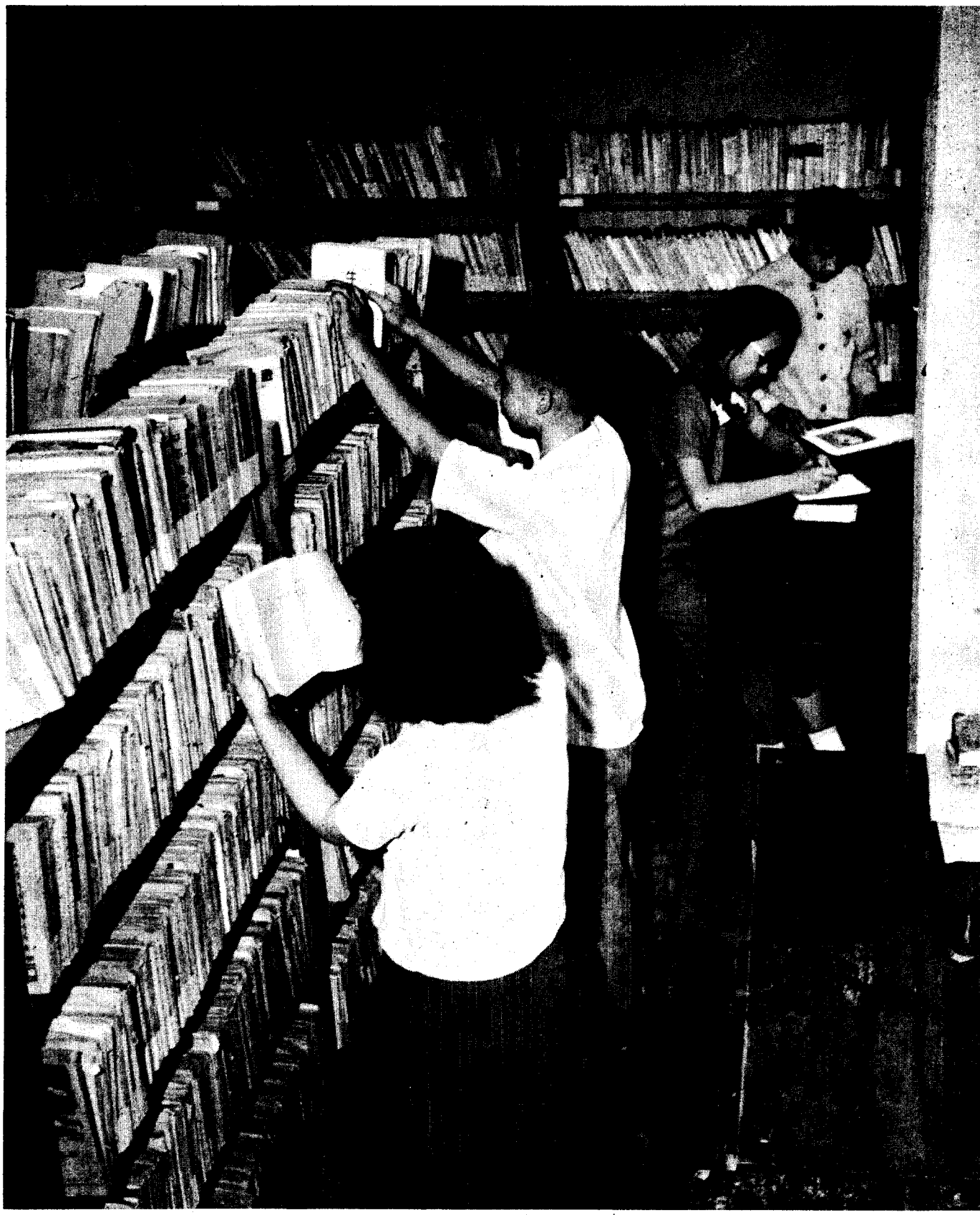
Libraries.

There are three National Libraries, besides about a thousand other public libraries of varying sizes. Of the three National Libraries, the National Library of Peiping is the largest, containing about a million books in Chinese, half a million in Japanese, and two hundred thousand in European languages; besides a large collection of 17th century Chinese manuscripts, and of Chinese books printed in the 9th century. The library has at present more books then space to stack them; a new stack room is under construction. The National Central Library has about a million volumes in all, of which three fourths are in Chinese; there are about 40,000 books in European languages and about 140,000 rare editions. At present the library does not possess suitable buildings, but new ones are being planned. The National Roosevelt Library at Chungking is the youngest of the three National libraries, it is dedicated to the memory of the late President F. D. Roosevelt. It was founded in 1946, and was housed in the excellent building originally built for the National Central Library in 1941, when the latter was moved from Nanking to Chungkin. The Library started with about 120,000 books, mostly confiscated by the Government from officials of the Japanese controlled puppet regime. There are now over 150,000 Chinese books and over 10,000 in European languages ; the library also receives regularly over 400 journals of which 130 are in English.

POST-WAR PROBLEMS AND URGENT NEEDS

The attention devoted by the Chinese Government and the Chinese people to education, and the success of their efforts, may be measured by the expansion of education at all levels during and in spite of the eight years of war with Japan. The number of school children rose from about 21 millions to 25 millions ; literacy among the population rose from 23 % to 53 % ; the number of institutions of higher education increased from 108 in 1937 to 143 in 1944 ; the number at present is about 200; the number of students in such institutions has increased from just over 40,000 before the war to about 150,000 to-day. All the available resources in the form of buildings, apparatus, books and personnel are being utilized to the maximum.

The hardships borne both by students and teachers during the years of exile in the interior of China have trained them to work in difficult circumstances. The living standards of teachers and students are naturally lower today than before the war. This is due partly to the increased pressure on available educational facilities and partly to the general economic condition of a country impoverished by eight years of war, and now bearing the strain of civil war. Teachers and students cannot but share the burden that lies on the whole country — and they are sharing it willingly and courageously. But, as a Dean in a famous university pointed out, the difficulties that face education today, though less severe than those faced during the war, are in



some respects more dangerous to the spirit ; it is not easy to maintain in peace time the fervour that a war creates.

Inflation.

The roots of some of the educational problems often lie outside the sphere of education. In particular, education cannot be isolated from financial circumstances. Even in more prosperous countries than China it is not possible to isolate education with a wall of economic security. The task of reconstructing and expanding education is hampered in China by the lack of money. The Chinese Government spent CNC 382,652,000 on education 1947. This is a large sum, as large as China can afford in present circumstances, but the needs of education are larger still. The civil war is estimated to consume at least three-quarters of the total national expenditure and education receives less than 5 per cent as compared to the set aim of 15 per cent.

Inflation, which is an indication of the general economic condition, has in China reached truly astronomical proportions ; everybody in the country is a millionnaire and no one has a bank balance. It cost CNC 20,000 in June 1948 to buy a box of matches, CNC 15,000 to stamp an ordinary inland letter, CNC 70,000 to buy a newspaper and 2 or 3 millions to send a foreign telegram. It puzzles foreigners how the Chinese manage to carry on at all with such a currency. One possible explanation is that rice and bamboo shoots grow and pigs fatten in China without the help of higher economics. A more industrial and less agricultural country than China would have faced a total economic and social collapse in such conditions.

Students' Livelihood.

The number of students receiving education entirely free has greatly increased since 1937. The vast majority of students in National universities and colleges receive free tuition, board and lodging. A large proportion, estimated to be about a quarter of the total government expenditure on education goes towards the maintenance of free students. Until the autumn of 1947 nearly all students in the national institutions received free education. Since then the number of fresh students to be admitted on this basis has been reduced to about one quarter of the total number of the yearly admissions. The practice of providing education free at all levels to such large numbers developed during the war when vast numbers of students were rendered destitute.

Education in all Government primary schools is practically free. The students pay the equivalent of a few cents (U.S.) a term as equipment and school maintenance charge. In private middle schools and universities, students pay anything from about 6,000,000 to 50,000,000 CNC a term for tuition, board and lodging. The charge for board varies from 3,000,000 a term to 4,000,000 a month — so does the amount and the quality of the food, no doubt. In one college where the students run their own mess, it costs them the equivalent of about 2 U.S. dollars per month to have their usual three meals a day. The food supplied to the students is of the most frugal type and is generally eaten standing as not many dining halls are equipped now with chairs or benches. The students have boiled rice for breakfast, one or two vegetable dishes with a very thin slice of meat or fish thrown in and boiled rice for lunch, and about the same for dinner. Rice is the only article of which they can have a second helping. The food is well cooked and served attractively as may be expected in a country where cooking has always been a fine art and eating a refined pleasure. Those few of the students who can afford it, make up with supplementary meals outside.

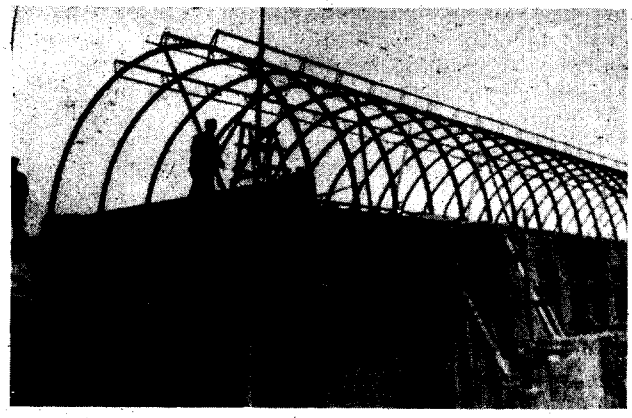
In some of the schools the students have to sleep on the floor and in some other schools classrooms are converted into dormitories at night. Even in such a comparatively big city as Wuchang, not all the students in the Normal School for Girls have beds to sleep on. There is no margin between this state of affairs and the minimum requirements of physical health, especially as the poorer students do not get sufficiently nourishing food either. Besides, it is not certain whether such uninterrupted communal living is conducive to creative thinking among students in institutions of higher education. Communal living is liable to foster communal thinking. A certain amount of solitude and quiet, even outside the laboratory and library, are necessary for adult students and particularly so for post-graduate students.

An Indian professor teaching in one of the Chinese universities in Western China, told our field worker of a letter he had received from a dying Chinese student during the occupation

Keen students select volumes from a library donated by the China Aid Council of the U. S. A. But few libraries survived the trek to the interior - the rest were lost in the Jap blitz. China needs books and science apparatus.

period. One of the many universities evacuated from coastal areas into the interior had at its new site six dormitories for the students' residence. A plot of ground nearby was used as a graveyard by the students and, because of the large number of deaths among them, was named the "seventh dormitory". This student, who was in the advanced stages of tuberculosis, wrote the day before he died to his Indian Professor: "I am vomitting blood and I shall probably kick the bucket tonight or at the latest to-morrow. I hope you will always be as kind to me as you have been in the past. Please don't forget to call at the seventh dormitory". He was buried the next day in the seventh dormitory.

Such are the people and there are about 450 millions of them inhabiting an area larger than that of the United States. People often marvel at the large population of China without trying to understand the significance of the fact. China is as large as ten full sized European countries both in population and in area.



Quonset hut being erected for families of faculty members at the National Central University, Nanking. Full use is made of UNRRA materials in replacing damage estimated at $1,000,000,000.

Teaching of English.

English is one of the compulsory subjects in middle schools. It is taught for five or six hours a week, throughout the six years course, but Chinese educationists are not satisfied with the standard attained by the students at the end of the six years.

The lowering of the standard in English during the last decade may partly be accounted for by the ban imposed on the speaking and writing of English by the Japanese when they held large portions of China. The highest standards could not be maintained when education was being carried on in schools and universities evacuated in difficult circumstances to distant places in the interior of China. This handicap affected of course the teaching of other subjects besides English. Another reason may be the decrease in the number of English speaking teachers. Some universities also feel the difficulty in the teaching of English language and literature. The National Hunan University for example is anxious to have an English or American teacher of English.

Whatever the reasons for this shortcoming may be, there is a general desire among Chinese educationists including the teachers of English, for improvement. Some suggestions are: (1) importation of English speaking teachers; (2) introducing the methods employed by the American Army to teach foreign languages to some of its personnel. The employment of foreign teachers at lower than university levels would hardly seem to solve this problem which involves millions of students. As regards methods employed in the American Army or anywhere outside China, a thorough examination of them would be necessary to determine how far they would suit conditions in China. Some methods are, for instance, effective only if the most highly qualified teachers are available in large numbers, while other methods may demand less of the teachers and rely more on the nature of textbooks used.

The Situation of School Buildings

The total amount of war damage to educational institutions during the eight years of war has been calculated to be about 966 million U. S. dollars by the Ministry of Education. Of this amount nearly 40 per cent is accounted for by destruction of buildings; the value of books lost is about U.S. $140 m. and of science equipment about U.S. $80 m. Another large item is loss of furniture: over U.S. $100 m. The cost of evacuating universities and other institutions from war areas, and of anti-air-raid measures during the war amounted to over 50 million dollars.

Some of the areas that suffered particularly heavy damage to buildings were Tientsin, Nanking, Shanghai and its vicinity and, perhaps more than any other place, Changsha, the capital of Hunan, which was the scene of numerous battles and was finally occupied by the Japanese only in 1944. The National Nankai University, Tientsin, for instance, had four of its six main buildings, including an imposing library, razed

to the ground. The National Central University, Nanking, suffered loss of buildings estimated to the worth more than U.S. $1,000,000. The National Chinan University and the National Tung Chi University both had to move into school buildings in Shanghai after the total destruction of their original sites which were both a few miles away from Shanghai. The National Fuh Tan University, Shanghai, had five of their buildings, including a workshop completely destroyed while four blocks had their upper stories torn off.

In Changsha, the capital of the "rice bowl" of China, there is hardly a simple primary, middle or vocational school that escaped total or, in some cases, partial destruction by air raids, Japanese as well as Allied, bombardment, or vandalism by the Japanese. The national Hunan University, Changsha, lost the major portion of its original buildings. The Provincial vocational school in the town had most of its buildings razed to the ground, and to pass now from one part of the remaining building to another, the students have to walk over the foundations of the original buildings. The Yale Union Middle School had practically all its main buildings, including a chapel and a gymnasium destroyed by the retreating Japanese — only the lovely residences of teachers, occupied by Japanese officers, remain intact. One large new building has been erected of bricks from the ruins of the old. The massive stone walls of the Ifang Middle School for Girls which was housed in a Confucian temple no longer support the glazed Chinese roof: the stems of stone pillars point blankly towards the sky and grass and tall shrubs grow where once a stone floor covered the ground.

To make up for the loss of buildings and to accommodate the increasing number of students, the Chinese Government and private organizations are putting up new buildings as fast as finances allow. Local governments have given special rehabilitation grants to those schools which need them most and the Ministry of Education has given funds for reconstruction of National universities and colleges amounting to CNC 225,000 millions (US $ 18,150,000). Private contributions have built 266 new primary schools. Full use has been made of UNRRA materials in the building programmes. Not infrequently one sees corrugated iron structures of various sizes being used as dormitories or engineering shops. In many places temples or even private residences have been taken over to house schools. An interesting example of how a cheap but serviceable building can be put up for a school is the Municipal Primary School at Changsha, having six classrooms in a row. Planks of wood form the walls and straw matting the roof while ventilation is arranged by leaving a wide gap between the top of the walls and the overhanging roof. Dining halls with thatched roofs are common in residential middle schools all over China.

Building reconstruction programme has also been hampered considerably by increasing inflation which makes it impossible to predict the cost of any new building. The National Chungking University, for example, started the building of a new library over a year ago, for which CNC 300 m. had been sanctioned. The building is under construction at the moment and by the time it is ready the cost will have reached CNC 3,000 m. providing inflation does not go even higher than it is at present. The National Fuh Tan University had an excellent new building put up soon after the war for an auditorium with a seating capacity of 1,500; it cost CNC 700 m., but would cost a startingly higher figure now. The Chew Hei Primary School, Chungsha, has a new building constructed after the war at a cost of 100 million, which would be hardly enough now for ordinary repairs for one year.

Those institutions in occupied areas that did not receive direct bomb hits were nearly all damaged to varying extents, according to the use to which they were put by the Japanese. The National Peking University, Peiping, and the Nanking University, Nanking, which were used for

Chinese architects use ruins to build anew. This partially destroyed hot-house will become an auditorium, at the Yu Tsai School.

educational purposes during the occupation suffered comparatively little damage. The National Tsing Hus University, Peiping, on the other hand, which was used as a concentration camp for a long time, suffered severe damage to the interior of the buildings. The palatial buildings of the National Wuhan University at Wuchang were used as an army hospital and escaped with minor damage to furniture and the wooden floors. The handsome buildings of St. Hilda's School for Girls in the same town were occupied by Japanese troops and therefore suffered a worse fate. The Ginling College for Women, Nanking, lost the heating plant, the gas plant, all furniture and an oak floor in the reception room besides other college property.

Even the Japanese could not help leaving behind a few of the buildings they had put up in China for their own use. Such buildings range from dark, depressing and ramshackle barracks, like those now forming part of Takung middle school, Wuchang, to more permanent structures, such as the hospital building on the site of the National Nankai University. The few schools they erected in some of the bigger towns, such as the one now occupied by the National Chinan University in Shanghai. The National Central University has installed its engineering equipment in wooden warehouses left by the Japanese. In spite of the best, and in the circumstances most successful, efforts of the Chinese Government and of the people, there is still a great shortage of buildings for educational institutions.

In China as elsewhere in the world the problem has been made partly by the lowering of standards of living. It is not uncommon in China to find, even in universities, 40 students living in one dormitory, sleeping in double-decker beds that make the interior of hostels look like troopships. Unmarried university teachers sometimes cook their own meals in the cubicles in which they have to live.

Books and Equipment.

Those schools or university buildings in the Japanese occupied areas that for one reason or another escaped destruction were, with few exceptions, stripped of everything inside. The Chinese universities and schools carried with them as much as their books and equipment as they could, but whatever was left behind was as good as lost. It was hardly possible to remove heavy engineering machinery over hundreds of miles in the circumstances in which universities had to evacuate. Only a portion of the libraries and science apparatus could be removed as there was hardly time to make elaborate arrangements for transport when the Japanese were advancing like blitz, and within a few months of the commencement of the "China Incident" in July 1937 the whole of coastal North China down to Hangchow had fallen.

It was not merely that books were destroyed incidentally along with the library buildings: in many cases they were removed it seems by soldiers for selling in the market and in some cases they were removed to Tokyo. The National Nankai University lost about 150,000 books in Chinese and about 20,000 of the 58,000 books it had in European languages; of the latter 10,000 were recovered from Tokyo after the war. The National Tsing Hua University discovered some of the lost books in various parts of Peiping City, and the National Peiyang University recovered some books from such a distant place as Hong Kong.

Some institutions in Peiping had unexpectedly good luck. Though the National Tsing Hua University suffered severe damage to its library, the National Peking University escaped with the loss of only a comparatively few precious books. The National Library of Peiping lost none and the National Normal College actually discovered the number increased with the addition of some Japanese books.

Few institutions, however, were as fortunate as these exceptions — and even these did lose all the scientific equipment that could not be removed. It is the same story with scientific and engineering equipment as with books. In fact the loss of science apparatus, though less in terms of money, was more complete than that of books. The reason why its value is less in money is that not all the institutions have science and engineering colleges. To start with, all the heavy machinery that could not be removed was as good as lost. The National Peiyang University lost scientific and engineering equipment valued at over two million U.S. dollars; Tientsin was particularly heavily damaged as they got very short notice to evacuate the city. The laboratory equipment losses of the National Central University amount to over one and a half million U.S. dollars. The National Fuh Tan University, Shanghai, lost all such heavy equipment as hydraulic testing machines. These few examples indicate the type and extent of losses suffered by institutions in the occupied areas. What was rescued was used so constantly in Free China that it was worn out much sooner than normally.

Some of the loss has been made up since the end of the war. The Chinese Government and some of the richer private institutions have been able to purchase small quantities, though it is becoming increasingly difficult to buy any more from abroad due to the shortage of foreign currency available in China. Considerable help has been given by various international and

At Shantan Bailie School, Headmaster Rewi Alley tells prospective student about the tough apprenticeship course the school requires to test stamina and determination. Alley aims to train strong men to build village industry on co-operative basis.

foreign organizations, chiefly UNRRA on a large scale. But with the rapid and vast expansion in the number of science and engineering students the situation is still far from satisfactory. The situation is particularly bad in middle schools in which the study of science is compulsory for over a million and a half students. It is hardly possible to teach science without apparatus; no amount of oral teaching can replace practical work. The habits of patience and accuracy developed in a student when he handles the chemical balance, or the curiosity aroused by seeing two liquids mix together to form one with an entirely new colour, cannot be developed without laboratory work, and without them the teaching of science cannot fulfil its purpose. And those students who do not acquire a sufficient background in science before they leave school are liable to be a burden on science teachers in universities.

Maintenance of Teachers.

Teachers have been hit hardest by the inflation. Pre-war scales (when one U.S. dollar was equivalent to just over three Chinese dollars) under which a University Professor, for instance, might have received 600 Chinese dollars a month, have lost all meaning. Salaries in Government institutions are now adjusted according to the cost of living index and therefore vary in different parts of the country. The amount paid in private institutions is generally a little lower. A primary school teacher may get anything from about 4 million a month in a private school in Western China to 10 million a month in a municipal school in a big city like Nanking. A middle school teacher's salary varies from 6 million per month to 16 million. A professor's salary may be anything up to about 25 million a month.

In terms of U.S. currency it would be roughly correct to say that modal point of salary variations would be approximately, $4, $8 and U.S. $15 per month for primary school, middle school and university teachers respectively.

As, however, these millions are mercurial in their value, both salaries and fees are calculated in many institutions in terms of rice of flour. In Government primary schools, teachers get 1 to 2 piculs (a picul = 130 lbs) of rice per month. In many private schools the authorities give rice, and even coal in some cases, to teachers as part of their salary. As the rice is obtained from the Government at about half the market price, the arrangement is most welcome to teachers everywhere. A picul of rice would cost the Government the equivalent of about U.S. $3 though its market value would be about $ 6. The market value of rice in terms of CNC varies of course

according to the black market value of CNC in relation to the U.S. dollar. In May/June 1948 it ranged from 10,000,000 - 16,000,000 a picul.

The general economic insecurity and hardships under which teachers in modern China have to live is particularly harmful to higher education. University teachers can no longer go abroad for advanced studies either at their own expense or that of their universities. The National Peking University, for instance, used to send ten professors and ten assistants to U.S.A. and Europe every year for advanced studies; it is no longer possible. Apart from the question of going abroad, young teachers, harrassed by financial worries, can hardly put their heart into research work. At present most scholars have to depend on foreign organizations for overseas scholarships. And then many of those who do go abroad for higher studies are naturally discouraged when they return to their country and feel the contrast both in living conditions and facilities available for continuing their work.

Teachers are the foundation of education. This foundation extends right up to the top structure of education. It is from among the university teachers that scholars and scientists spring, who are the fountain of knowledge in every country.

Some urgent Needs of China.

The urgent needs of education in China, created largely by war destruction and partly by the expansion of educational facilities after the war, are:

1. Buildings
2. Scientific, including engineering, equipment
3. Books, especially in English;
4. Trained personnel.

1. The extent of damage done by war to buildings has been outlined in the preceding pages. This loss has been only partly made up by the reconstruction of some new buildings and by the utilization of a few buildings requisitioned from various sources or left here and there by the Japanese. There is at the moment acute shortage of accommodation both for classrooms and laboratories and for students' dormitories. Few middle schools have enough laboratory space to arrange practical work in science for the large number of students. In some institutions, for instance the National Central University, Nanking, all the available engineering equipment cannot be properly installed due to lack of room. Most university and school dormitories are crowded to an extent beyond which it would certainly be detrimental to the health of the students.

The provision of more buildings is a problem, however, which has to be left to China herself. The only help which can be offered, in this direction, is money. But if the amount of money available for help is so limited that a choice is necessary between more buildings and more equipment and books, the latter would appear to deserve first priority.

2. The shortage of scientific equipment involves three main groups:

(a) Engineering, medicine and agriculture students in universities (and vocational institutions);

(b) Science students in universities;

(c) Middle school students.

In the matter of equipment, it would perhaps be most appropriate to give prior attention to the claims of:

(1) natural science laboratories in universities;

(2) engineering and other institutions in areas which were not occupied by the Japanese and are therefore outside UNRRA's sphere of activity; such places include Chungking and Chengtu. The actual distribution would be arranged most equitably and effectively in consultation with the Ministry of Education who have their own plan of allocating grants to different institutions in different areas according to the amount of war damage they suffered. The National Chungking university for instance received U.S. $ 30,000 for reconstruction from the Ministry of Education. Buildings and machinery from war time factories were allotted to the National Szechuan university to start a college of engineering after the war.

Among the universities it may be more fruitful to give to:

(i) Institutions conducting post-graduate work in science subjects on the ground that, on the whole, Chinese universities need expansion in research work;

(ii) In the sphere of undergraduate science education, first priority should be given to those institutions that already possess a certain minimum amount of equipment;

(iii) Normal colleges which train science teachers for secondary schools should get priority over all other institutions.

As only very specialized types of equipment can be of use for research work, the bulk of whatever standard equipment may be available would perhaps be most usefully distributed, on a geographical basis, to such universities as may form convenient centres for science students of another one or two universities in that area. A system of more than one shift per day could be introduced for students to make the maximum use of all available science apparatus. If there are say a hundred science students in one university and five hundred in a neighbouring

one, it might be easier to equip properly one of them for six hundred students instead of splitting available supplies into fragments.

A mentioned previous by physics, chemistry and biology are compulsory subjects in middle schools. The number of schools lacking essential laboratory equipment is so large that any outside help evenly distributed among them would effect little improvement. The problem, with constantly expanding school education, is a long-range one more than an immediate one. The most effective means of help would be to improve and expand the existing about half a dozen centres in China where science apparatus for school classes is being manufactured, and at the same time help, if possible, in the opening of new ones in geographically suitable areas. Besides these half dozen centres run by provincial governments, there is one established by the Ministry of Education. The help may take the form of manufacturing equipment as well as sending trained personnel from abroad, if new centres are opened, to organize the centres on up-to-date lines and train local talent.

In the distribution of ready-made science apparatus, a satisfactory plan would be to concentrate on a few selected schools which can serve as convenient laboratory centres for the maximum number of schools in a particular area; the recipient schools need not therefore be those which are the most deficient in laboratory equipment. The system of more than one school using the same laboratory is already being followed successfully by a few schools in Shanghai.

The modest needs of the few art schools which require casts of ancient and modern sculpture should not be neglected.

3. The shortage of books, though naturally unequal in different institutions and different regions, extends right from the primary schools to university level. The medium of instruction in all schools, both primary and middle, is Chinese and all text-books are in Chinese. As a rule the medium of instruction employed in university classes in all subjects is also Chinese, though the majority of text-books used for scientific subjects are in English, in rare cases German. Incalculable help could therefore be rendered by supplying universities with books in English, principally on such subjects as physics, chemistry, politics, economics, medicine, engineering. Those universities where research work is being carried on deserve first priority in the distribution of scientific journals.

The art academies very badly need text-books on fine arts, particularly painting, sculpture and the dramatic arts.

The Ministry of Education requires all publishing firms in China to produce a fixed percentage of the total number of books published, as text-books for schools and colleges. Owing, however, to the shortage of paper and printing presses, China cannot produce a sufficient number of text-books in Chinese. The only help outside organizations can give to China in this direction would be paper and printing presses.

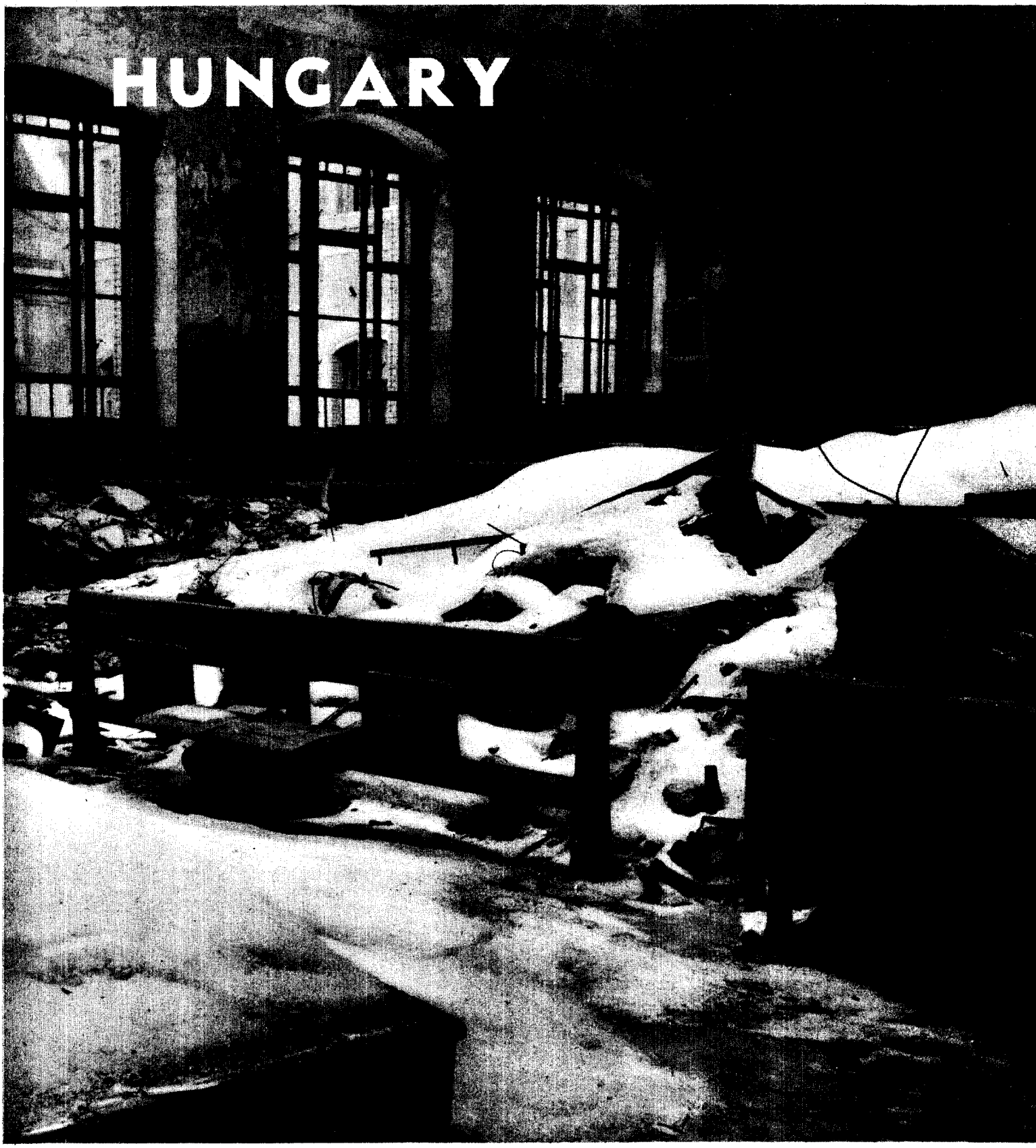
4. Various American organizations regularly award scholarships to Chinese students for studies in U.S.A. The precise number is not available but it runs into hundreds. The British Council award over thirty fellowships a year. Unesco has allocated six overseas fellowships to China. A large number of keen scholars have been abroad on their own account, for advanced studies; many of the universities used to send regularly a fixed number of their staff for advanced studies; many of the universities used to send regularly a fixed number of their staff for advanced studies abroad. Not many can go today, however, because of the difficulty of obtaining foreign currency with the inflated Chinese currency.

There is still room for more scholarships, as it is extremely difficult for a Chinese student today to go abroad for higher study. Such scholarships would be particularly useful for;

(a) Teachers, so that trained Chinese experts could on their return expand and improve training of teachers in their own country;

(b) Postgraduate medical study; there has recently been rapid expansion in China in the sphere of medical education. The American Bureau of Medical Aid to China has already awarded a few fellowships to Chinese teachers of medicine.

As regards research in pure science, full use cannot be made of available talent in China, because of the lack not only of laboratory facilities but also sufficient leisure and feeling of security among professors. It is said that some of the Chinese scholars who return from abroad find the conditions of work and living too discouraging to continue their advanced studies. With salaries that verge on the bare subsistence level, and additional strain imposed by larger classes, young professors cannot very well lose themselves in research work. It might be a useful plan, therefore, if promising young professors and scholars could be awarded fellowships for research work in their own country. Relieved of the strain of routine work and from the worries of a constantly dwindling salary, youn scholars could concentrate on research work in their own academic environment, and perhaps build up traditions for those who follow them. Many more such fellowships could be awarded out of the same amount of funds, and young workers would not be dismayed by the contrast between the facilities in Western countries and those in their own country.


HUNGARY

INTRODUCTION

HUNGARY IS TODAY celebrating the centenary of the War of Independence of 1948. This anniversary is significant, for the New Hungary is felt to be the expression of the fulfilment of the hopes of the Hungarian people of a hundred years ago.

Hungary signed the Armistice with the Allied Powers in January 1945. Under the terms of the Armistice the frontiers of Hungary were restored to their positions as decided by the Treaty of Trianon in 1921, with a territory of 93,000 square kilometers (approximately 58,000 square miles) and a population of about nine and half millions.

A few days after the total liberation of the country in April 1945 the Government was installed at Budapest. On February 1946, the Hungarian National Assembly proclaimed the Republic.

The economic life of the country was paralysed by the war and inflation set in. In August 1946 the Government introduced a new currency which did much to restore the equilibrium. A year later the Government introduced a Three-Year Plan, the aim of which was to raise the standard of living 14 per cent higher than that of pre-war days, in spite of the tremendous devastation of the war.

The Hungarian Government was recognized by the Soviet Union, Great Britain and the United States of America in 1945 and the Peace Treaty was signed in September 1947.

The Present Educational Scene.

After the liberation, and at the same time as many other reforms made by the new Hungary, a radical change in the educational system was undertaken. The Hungarian Ministry of Education, reorganized, set to work immediately. The National Council for Education, a new advisory body composed of the old National Councils for Public Instruction and Higher Education, is charged with the duty of advising the Minister of Education upon such matters of educational policy and practice as required. The Council has been entrusted with almost all the major educational reforms of the Hungarian Republic, reforms which were to re-cast the entire framework of Hungarian public education.

Statistics of Hungarian schools this year (1948) show that there are 6,809 general primary schools, with an enrolment of 1,094,116 pupils ; the teachers number 25,991. There are 243 secondary and normal schools, with 62,281 students and 3,931 teachers.

The annual expenditure of the Ministry of Education (1947-48) for its own administration and the State schools was 45,039,100 dollars, or 14 per cent of the national budget. Of this sum 19,110,900 dollars was spent on primary education: 4,084,300 dollars on secondary schools; 6,510,200 dollars on institutions of higher learning; 4,605,500 on scientific and cultural purposes and the remainder on administration and other expenses.

Primary Education.

In August 1945 the Hungarian Government instituted the general primary school, a single-type school, created for all children from 6 to 14 years of age. The reform was effected by joining together the higher grades of the former primary school (8 classes), the higher primary school (4 classes) and the first four classes of the *lycée* (gymnasium). During the first four years the same method and plan of studies is followed as formerly During the second four years, six hours a week (one fifth of the total hours of instruction) are set aside for optional subjects such as agriculture and industry, domestic science, languages, geometrical drawing. Thus, in spite of the unified plan of studies, each pupil has a free choice of some specialized subject.

This important reform effectively destroyed the social barriers which existed under the old system. Under the former regime there were three types of schools: elementary schools (called "popular schools"), higher primary schools (called *"écoles bourgeoises"*) and *lycées* (Gymnasiums). The social position of the parents determined the type of school to which a child might go. The aim of the new general primary school is to impart the same basic knowledge to all Hungarian school children without distinction of class. The reform has been brought about by gradual stages. During the past few years the general primary school has been opening its classes in succession and, for the school year 1948/49, is opening the eighth class. At the same time the *école bourgeoise* and the *lycée* are being removed from the

Snow covers wreckage in this lecture hall at the Polytechnic School, Budapest. Despite difficult conditions, 9,145 students enrolled here in 1947-48 to train as architectural, chemical, mechanical, mining or forestry engineers.

school system. The rapid development of this new system of general primary schools was somewhat hampered by the existence of a very large number of church schools. During the school year 1947/48, 62 per cent of the primary schools were still in the hands of the Church. Many of these schools consisted only of one or two classes, where children were grouped together under the direction of only one teacher. More than 2,000 children, from 4 to 14, were taught in the church schools. In many villages there were three types of schools. Catholic, Calvinist and Lutheran. All suffered from serious overcrowding. By 1948 a new educational law was passed, and the church schools were nationalized. More than 18,000 teachers and professors of church schools have now joined the service of the State.

The aim of the general primary school is to raise the level of education of the whole population and also to provide a method whereby promising boys and girls can continue their studies beyond the stage of compulsory education.

Education of infants is carried out in nursery schools and kindergartens. The control of these schools is in the hands of the Ministry of Social Welfare. These nursery schools have rapidly increased in number and now include crêches for the children of workmen and peasants. The establishment of these crêches is especially noticeable in the nursery schools of the larger factories.

Secondary Education.

After the full cycle of the general primary school has been completed, education in secondary schools now lasts only four years. Boys and girls from 14 to 18 years of age can continue their studies in various types of secondary schools: general, vocational, or specialized schools.

There are three types of general secondary schools: (a) the latin or grammar school, with latin and one modern language; (b) the modern school, with two modern languages; (c) the secondary school with science as a specialization. Besides the usual subjects, the following are taught in all types of schools: religious and moral instruction, biology, anthropology, psychology, sociology and philosophy. Special subjects include chemistry, physics and mathematics. Modern languages include English, French, German, Italian and Russian.

At the end of these courses, students wishing to continue their studies in the institutions of higher learning must pass an examination (*baccalauréat*) according to the regulations in force. A reform of this examination is now being studied by the National Council for Public Education.

No structural change has yet been made in the organization of secondary agricultural, industrial, economic or commercial schools, but their programmes have been adapted to the new social and economic conditions. Schools in this category are subject to inspection by the respective ministries. The Ministry of Education, however, was consulted upon the curriculum and the timetable of the cultural subjects of these schools. The technical and industrial schools attract most pupils. The *baccalauréat* examination is given at the end fo all courses. It is the necessary qualification for entry into institutions of higher learning.

In 1946 and 1948 a few specialized secondary schools were established as a trial. At present there exist, among others, a school of applied art and a school of music.

School Text-books.

One of the most urgent problems confronting public instruction in Hungary is that of text-books. Not only were a great number of text-books destroyed during the war, but, for various reasons, many of those that remain cannot be used. Text-books were scrupulously examined as far back as the summer of 1945. In that summer the number of school-books "screened" amounted to 1,343. No objection was raised against the use of 262 books; 409 books had undergone minor changes on republication, whereas 672 school-books were struck off the list as being unsuitable for use. Entirely new school-books had to be written for Hungarian literature and language, history, geography and ethnology, as well as for economics, civics, and sociology. New school-maps had to be published.

In the spring of 1947 the Hungarian Ministry of Education decided to issue new books for school use. Competitions were arranged for the writing of these books, and a selection committee representing scholars and educators was formed to decide, after careful scrutiny, upon the best books for publication. The manuscripts entered for competition became the property of the Hungarian Government. An interesting feature of this procedure is the selective principle of composite school-book writing. Valuable features of any of the manuscripts entered may be worked into a school-book to be published.

Six months after the announcement of the competition, two and a half million copies of new general primary school-books were published. The price of each copy of 160 pages is no more

than 3 forints, i.e. approximately $ 0.21 (1) which makes them accessible to all. From the age of six, Hungarian children are taught the treasures of national and universal culture. They are taught the principles of democracy, the respect of human values and the love of peace. Some of these little books are masterpieces of the new teaching methods, good taste and the spirit of invention. Their artistic illustrations are a great joy to the children.

Teacher Training.

The programme of the general primary school has raised new problems in the teaching of ordinary and specialized subjects. Training of primary school teachers has so far been taking place in normal schools of secondary level. The future teacher, after the first four years of school, entered the normal school for five years of study and obtained a teaching diploma at the age of 19. According to the new plans, the training of teachers will henceforth be conducted in institutions of higher learning. Two national schools of pedagogical studies are being established as a trial, one in Budapest and an other in Szeged. They can be entered by those who have passed the *baccalauréat* examination or held the former teacher's diploma. The length of the course of study of specialized subjects, including psychology and pedagogy, is at present of three years, but will later be increased to four years. It is expected that two new national schools will be founded every year until there is a sufficient number to meet the needs. Meanwhile, the Ministry of Education is gradually suppressing the old type of normal school and it is hoped that the latest diplomas issued by them will be dated 1948-49.

Drawing masters are trained in the School of Fine Arts, singing teachers in the Music Academy, gymnastic teachers in the Higher School of Gymnastics. The training of each of these special schools is four years.

Secondary school teachers will attend the arts and science faculties of the universities as in the past, their course of study being five years.

Since 1947 refresher courses have been held in the summer for six weeks, with six hours' work a day. General directives are given so that they may be followed up by self-study at home. Examinations are held the following summer and those who pass the examination may attend a further course of six weeks. If they pass the examination the third summer they become "specialists" and are entitled to higher salaries. It is estimated that approximately 1,200 teachers will receive such training each year. The first group will obtain the "specialist" diploma in 1949. This system will remain in force for approximately ten years. There are other summer courses of three weeks' duration, in the following subjects: English, French, Russian, chemistry and geometry. During the course of the school year there is also a plan for teachers to attend conferences and seminars.

Next autumn it is planned to inaugurate a State Institute of Pedagogical Science in connection with the National School of Pedagogical Studies at Budapest, with sections of: (a) educational psychology, (b) educational policy, (c) study plan for text-books, (d) adult education, and (e) external relations.

Higher Education.

Although the position of institutions of higher learning is also being scrutinized closely by the National Council for Public Education, their system has not yet changed very much. However, a few important new features have been introduced: the creation of an University of Agricultural Science, the organization of the new national schools of pedagogical studies mentioned above and the vast movement of popular colleges, to be described later.

Student registration for the school year 1947-48 was as follows:

UNIVERSITY PETER PAZMANY, BUDAPEST: 6,864.
- Theology - 103
- Law and political science - 3,171
- Medicine - 3,229
- Letters - 361

UNIVERSITY OF SZEGED: 1,617
- Law and political sciences - 503
- Medecine - 603
- Letters - 229
- Chemistry - 35
- Mathematics and natural sciences - 247

UNIVERSITY OF PECS: 1,224
- Theology - 76
- Law and political sciences - 480
- Medicine - 668

UNIVERSITY OF DEBRECEN: 1,726
- Theology - 76
- Law and political sciences - 580
- Medicine - 612
- Letters - 458

POLYTECHNIC SCHOOL: 9,145
- Architectural Engineering - 1,742
- Chemistry and mechanics - 2,091
- Economics - 4,782
- Mining engineering and forestry - 530

(1) It is impossible to give an exact exchange rate for Hungarian currency in view of unceasing fluctuations.

UNIVERSITY OF AGRICULTURAL SCIENCE: 2,193
Agronomy - 1,072
Veterinary surgery - 570
Horticulture and vine-growing - 551.

The movement of popular colleges has made remarkable progress during the four years of its existence. Starting with one college, the number has now grown to 160. In 1946 there were 6,000 students registered, in 1947-48 numbers had grown to 10,000 and they will reach 16,000 in the school year 1948-49. These colleges provide free board and lodging to the sons of peasants, the working class and the poor intellectuals. They also provide direction of studies and supplementary teaching, mostly of modern languages, to those studying at the university who have not completed their secondary education. In return, these students help the farmers on Sundays and devote holidays to harvest or factory work. Started as a private enterprise, these colleges are now almost entirely supported by the State. There are five special Popular Colleges, to which particularly talented students in art subjects are sent. The annual budget of the Association of Popular Colleges is 3,500,000 dollars, of which 3,200,000 is the State grant, the remainder coming from grants from municipalities. Eighty per cent of the students are from the peasant classes.

Adult Education.

There is an active State organization for adult education. Its post-school activity covers all branches of learning and includes "reading and writing courses" as well as higher education courses. Particularly important in the sphere of mass education is the organization in schools and other institutions of evening classes for adults, called "workers' classes". These classes were started as early as 1945-46. Adult men and women working in any branch of the useful occupations who, for reasons outside their own control, are unable in their youth to provide themselves with a secondary education, are to be given a chance to make up for lost opportunites. Instruction is given in a limited number of courses and in concentrated form. It enables students to obtain the leaving certificate of the secondary school, the normal school teacher's diploma, or the primary school teacher's certificate after having taken and passed the necessary examinations. The minimum time spent in one worker's class is six months. The classes are financed by the Government and no fees of any kind are charged for attendance of for examinations.

Admission to the workers' class is open to anyone between the ages of 16 and 45 who possesses a pass certificate of the IVth class of an elementary or common school. Exceptionally gifted and diligent students are allowed to enter for class examinations without a full length attendance, especially when their attainments are of a higher order than the average level of their respective class.

Workers' classes are attached to grammar schools, higher primary schools, normal schools, training schools for nursery school teachers, etc. The following table gives statistics collected in 1945-46 and 1946-47:

PARENT INSTITUTION		N° OF WORKERS' CLASSES	N° OF CLASS MEETINGS	N° OF PUPILS ENROLLED	N° OF TEACHING STAFF
Grammar Schools	1945-46	44	98	3,053	513
	1946-47	102	230	5,905	1,180
Higher Primary Schools	1945-46	42	66	1,600	390
	1946-47	126	216	4,624	1,365
Normal Schools	1945-46	6	8	145	64
	1946-47	21	48	871	220
Training Schools for nursery school teachers	1945-46	1	2	51	20
	1946-47	5	12	218	80
Secondary Schools of Commerce	1946-47	31	31	2,200	?
Industrial Vocational Schools	1946-47	26	26	826	144
Agricultural Schools	1946-47	500	500	9,800	?
Total	1945-46	93	174	4,849	987
	1946-47	811	1,063	23,444	2,989

The gaping ceiling of this wrecked class room will be repaired by the two-months-old movement called "The Workers Rebuild the Schools." Brigades of workers devote their spare time to it after working hours.

The startling number of 500 classes with agricultural bias organized in 1946-47 was a response made to the call of the Ministry of Education which stressed the importance of setting up workers' classes to tap the ablest elements of the peasantry and to raise them to responsible positions where their abilities and aptitudes would find scope.

The new budget has allotted 1,100,000 dollars for the development of these classes. This is a great increase on the 350,000 dollars allocated last year for this purpose.

Another department of the Ministry of Education deals with the raising of the general level of adults. Conferences are organized in the most distant villages. A sort of "popular university motor-car" has also been organized which travels throughout the country with films, travelling libraries, lecturers, etc. Theatrical performances, concerts, etc., are also conducted.

Cultural Institutions.

There are from 30 to 40 principal museums in Budapest, most of which are maintained by the State, municipal authorities or schools, and also by associations. There are also some private museums. Most of them were only opened some ten years ago. The oldest is the National Hungarian Museum, founded by legislation in 1808, and the Museum of the Geological Institute, founded in 1869. In normal times approximately 30,000 people visited the principal museums per month.

The biggest collections belong to the National Hungarian Museum. They are divided into three principal groups: Natural Sciences Museum, Historical Museum, and Fine Arts Museum. The collections consist of more than six and a half million items.

The National Committee of Monuments takes care of monuments and buildings of historical value. There are 45 monuments in the whole country, of which 7 are in Budapest (the garnison church of Budapest: the Franciscan church, the "Turbe de Gül Baba", the ruins of the church of St. Nicholas of the Dominicans, the hunting lodge of King Matyas at Nyek, the Kriszt Palace, and the house where Semmelweiss was born).

According to the library statistics in 1943, 146 well-known libraries, not counting private libraries, were functioning in Budapest before the siege. These libraries contained 5,841,707 volumes, and were divided as follows:

11 Public Libraries	with	3,586,569	volumes	61.4%
24 Administrative libraries	»	555,012	»	9.5%
50 Libraries belonging to scientific institutions	»	772,327	»	13.2%
6 Religious Libraries	»	139,022	»	2.4%
28 Libraries belonging to pedagogical institutions	»	517,674	»	8.9%
27 Libraries belonging to asociations	»	271,103	»	4.6%

Most of the libraries mentioned were founded in the second half of last century. A few of

them are of more recent date, but many of the libraries can boast of an ancient and rich heritage. Among these should be mentioned the library of the Pierre Pazmany University, which is more than 300 years old and was founded in 1635. Nearly two-thirds of the number of volumes in the libraries were recovered by the eleven public libraries. (See Cultural Losses.)

During the war, Hungary was completely cut off from the cultural life of the rest of the world, both East and West. This was a tremendous handicap for the libraries, which now have to fill in the gaps resulting from the war years.

The Exhibition of English books, organized in May 1946 by the British Political Mission, in the library of the University, was of great assistance to the libraries. More than 20,000 books, most of which were published during the war, were exhibited, and could be bought at half price by Hungarian institutions. Moreover, direct contact with British and American culture has been made possible through the two well-equipped Anglo-Saxon libraries in Budapest, and through the activities of the British Mission.

After the war, the new Government founded the "Hungarian Libraries Board", designed to organize co-operation between libraries. The Board took the place of the National Centre for the Circulation of Books and for Bibliography. A central library will be attached to the new institution. The Government also created a National Council of Libraries, to ensure unified directorship.

The Hungarian Libraries Board, being the official centre for the exchange of publications, is anxious to get in touch as quickly as possible with the exchange centres of States which have signed the Brussels Convention concerning international exchange of publications. Useful and fruitful relations have been established with Unesco, the International Centre of Specialized Libraries (ASLIB), the International Federation of Documentation (FID), the International Relations Centre of the Soviet Union (VOKS), the British Council, the American Libraries Association, and with other international organizations, also with various important agencies in the smaller States.

WAR DAMAGE AND POST WAR RECONSTRUCTION

Primary and Secondary Schools.

The needs of primary and secondary schools in Hungary, due to neglect followed by war damage, are so immense that it has been impossible to draw up any real statistics. In some villages the children have to learn while kneeling on wooden planks; in some villages the schools have no roofs; in some villages there are no schools. In spite of the efforts of the Government there is a great lack of copybooks, blackboards, maps, atlases and all other basic school equipment. It is estimated that at least 3,000 schools have been destroyed or damaged and approximately 10,000,000 dollars would be required to make good these losses. A large part of the structural damage to schools occurred in the towns where the opposing armies fought, where air raids inflicted heavy losses and in towns which changed hands several times.

Great loss of scientific apparatus of all kinds, and of furniture and equipment was suffered everywhere, in school libraries, school museums and laboratories.

Universities and Institutes of Higher Learning.

Of the buildings 5.5% have been completely destroyed. Damages amount to 5,486,280 dollars. Damage to equipment is estimated at 8,144,707 dollars. Reconstruction has been achieved by the Government practically without any help from abroad.

The loss of scientific equipment and apparatus has been very severe, as in all war-devastated countries.

By vote of the Hungarian National Assembly in August 1948, a Scientific Council was created whose chief task it is to co-ordinate scientific activity in Hungary within a Three-Year Plan. It is also proposed to organize a central laboratory with other international organizations, also with instruments and equipment in Hungary and, at the same time, make it possible for every scientist to use them. This laboratory would also provide equipment which is particularly expensive (electronic microscopes, etc.) and which is greatly needed in Hungary but which scientific institutions have no means of procuring for themselves.

« The Workers Rebuild the Schools » Movement.

Over 3,000 schools have been destroyed or damaged in Hungary. Approximately 10,000,000 dollars would be necessary to put these schools in working order.

Under these conditions, the Hungarian Government had to appeal to the people. A special movement was formed, with the slogan "the workers rebuild to schools". Although only two months old, the movement has achieved remarkable results. Everywhere the workmen have constituted special brigades which, when the working day is over, devote their time to the rebuilding of schools.

The Popular Association of Hungarian Youth (MINSZ) has played the most important part and made the greatest effort in this respect. Young workers give one hour's salary per week to the movement for the purchase of school equipment. Young workers of Budapest have made 10,000 satchels and 4,000 inkpots for the movement. From Budapest alone, 24 brigades have been sent out to work. In rural areas 400 local brigades have been formed.

Another organization that has done good work in this respect is the Hungarian Association of Democratic Women which has encouraged each of its sections to participate in the movement.

Up to the present, more than 1,000 local committees of workers for schools have been formed. In 70 per cent of the cases the work is directed by the school staff.

Furthermore, the syndicate centres have each taken a certain number of schools under their patronage. For instance, the Railway Syndicate has undertaken to put into working order 100 schools, the Potter's Syndicate 50, the Building Syndicate 50, etc.

Up to the present, the movement has raised 1,000,000 forints, that is to say approximately 70,000 dollars in cash.

Childrens' Villages.

In Hungary there are 20,000 children who are war orphans, having lost one or both parents. One of the steps taken by the Hungarian Government for the care of these children is the organization of childrens' villages.

The Childrens' Village of Hadjudahàza struggled with great difficulties in its initial stages, but these are being gradually overcome thanks to generous assistance. A new power station, given to the village by the workers of the Ganz factory, has recently been installed. The village has various workshops in which those children who are not capable of following higher education can learn a trade while receiving general education.

The Childrens' Village at Debrecen is in the course of construction. The Government has handed over for this purpose a modern barracks which had been partially damaged. Several of the buildings have already been completely reconstructed and equipped. The village will be able to receive a thousand children.

In Budapest a Childrens' Republic has recently been opened. A railway of 3.5 kilometres in length between the town and the Childrens' Republic has been built by teams of children; the administration of the railway and it's functioning are entirely in the hands of the children. A newspaper is written and printed by the children in the camps, and regional dances and childrens' plays are performed in an open air theatre. At present the children live in tents, but nine buildings are to be erected: one for Budapest and eight for the eight educational districts. Each building will be constructed in the style of the popular art of the inhabitants of the respective districts. Sports grounds and swimming pools are to be constructed.

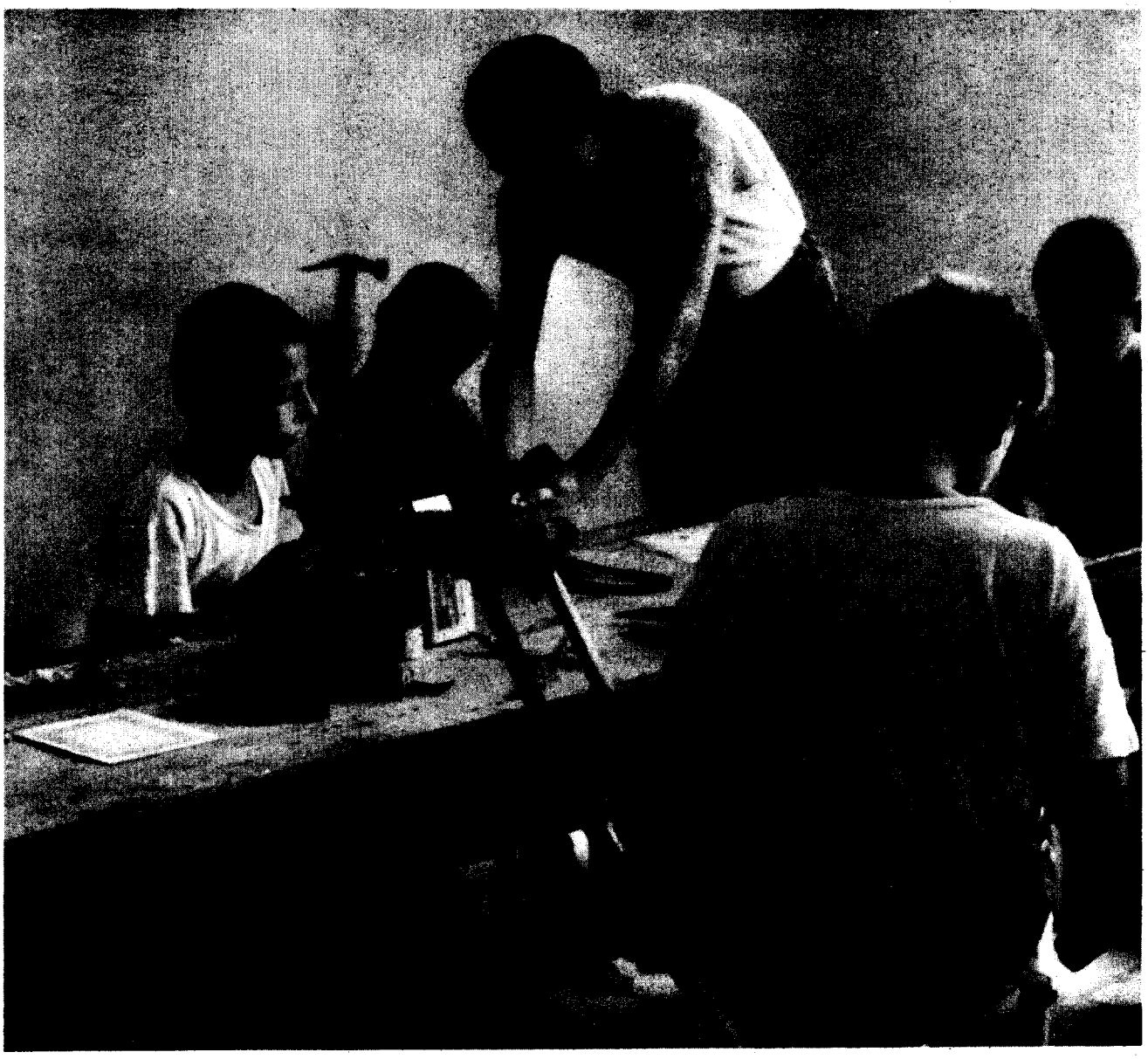
Cultural Losses.

Damages to the building of the National Hungarian Museum, due to the siege of Budapest, amount to over five and a half million pengös (gold), while damage to fittings amount to two million. These figures are the inventory value, but their artistic value is considerably higher. (1)

The principal building and the Historical Museum were seriously damaged both during and after the siege. The Fine Arts Museum suffered 10 per cent destruction of buildings. The greatest losses were due to the removal of most of the paintings to the West. Paintings of great value by Bellini, Raphaël, Rembrandt, Van Dyck, Delacroix, etc., were taken out of the country. Some paintings by Munkacsy are also missing. Luckily it was not possible to remove the statues, owing to their weight, and these have therefore not suffered. It has been possible to recover some of the paintings, valued at several million dollars.

The largest museums are still in a state of chaos and it has not yet been possible to open them. Before the collections can be arranged, the rooms which are to receive them must be repaired (especially the glass roofing), and this work is very urgent. The number of visitors to the museum this year was only one to two thousand per month.

(1) Dr. Désiré Elekes : *The Role of Budapest in the Spiritual Life of Hungary*, page 103.



Youthful war orphans learn a useful trade in the cobbler's workshop at this Hungarian school.

The National Archives, which date from 1723, belonging to the National Hungarian Museum, have suffered irreparable losses. Before the siege, they contained 120,000 documents of the Middle Ages, and other documents occupying a space of 23,000 m. by 42 cm. The lofty tower built on the Fortress Hill was an excellent target for artillery fire and aerial attacks. The Archives Directors had put the documents in a safe place, in a warehouse, but unfortunately this was used as a hospital and priceless documents were burned for heating purposes. A fire broke out in the building destroying the east wing and tower. Of the archives 18-20 per cent were lost, and damage to buildings amounted to 40 per cent.

Out of 849 buildings considered as historical monuments, 349 (41.1 per cent) are intact, 245 (28.9 per cent) were damaged, and 162 (19.1 per cent) were badly damaged. Most of the historical buildings were situated in the area near the

Fortress, and unfortunately this was the worst devastated area.

During the siege, 106 statues and 30 commemorative tablets were damaged in the squares of Budapest. Ten statues and 7 commemorative tablets were entirely destroyed, the rest were seriously damaged.

The 11 public libraries were all more or less damaged during the siege. Formely, 15,000 readers per month visited the public libraries, less during the holidays and more during other periods. The number of volumes read in the libraries amounted to 30,000. The number of subscribers was nearly 35,000 and the number of books lent was over 100,000. After the siege there was a great falling off of visitors to the library, only 3 to 4 thousand readers came, and barely 5,000 books were read. There was very little change in the number of subscribers, approximately 30,000 and the number of volumes lent amounted to nearly 100,000 per month. During the winter months very few readers visited the public libraries whereas in normal times this was the peak period. The reasons are lack of glass in the windows, and lack of heating.

The normal functioning of the largest library in Budapest, which is also the largest in Hungary, the Szechenyi library of the National Hungarian Museum containing one million volumes, is still hampered by 18 per cent damage to buildings sustained during the war. Of its contents, only modern works relating to music were seriously damaged. Neither the buildings not the content of the University Library (800,000 volumes) were seriously damaged. The Municipal Library (850,000 volumes) is one of the most popular in Budapest. During the siege its buildings were badly damaged. One of its 13 branches was totally destroyed, 5 per cent of the books being damaged. The Municipal Library is doing all it can to extend the educational value of reading to the widest possible circle of readers. Sixteen of its branches are functioning in a travelling library installed in an electric tram. The Library of the Central Office of Statistics, which was in the line of fire during the siege, suffered very heavy losses. Its section of compulsory copies of publications and its collection of reviews and periodicals were destroyed by fire. It is estimated that 10,000 volumes were destroyed or damaged. The Municipal Pedagogical Library lost 15 per cent of its buildings and 10 per cent of its books; the Library for the Blind 20 per cent of its buildings and 8 per cent of its books. The Library of the Chamber of Commerce and Industry of Budapest, the Library of the Academy of Reformed Theology and that of the Museum and School of Decorative Arts did not suffer so badly.

Some Urgent Needs.

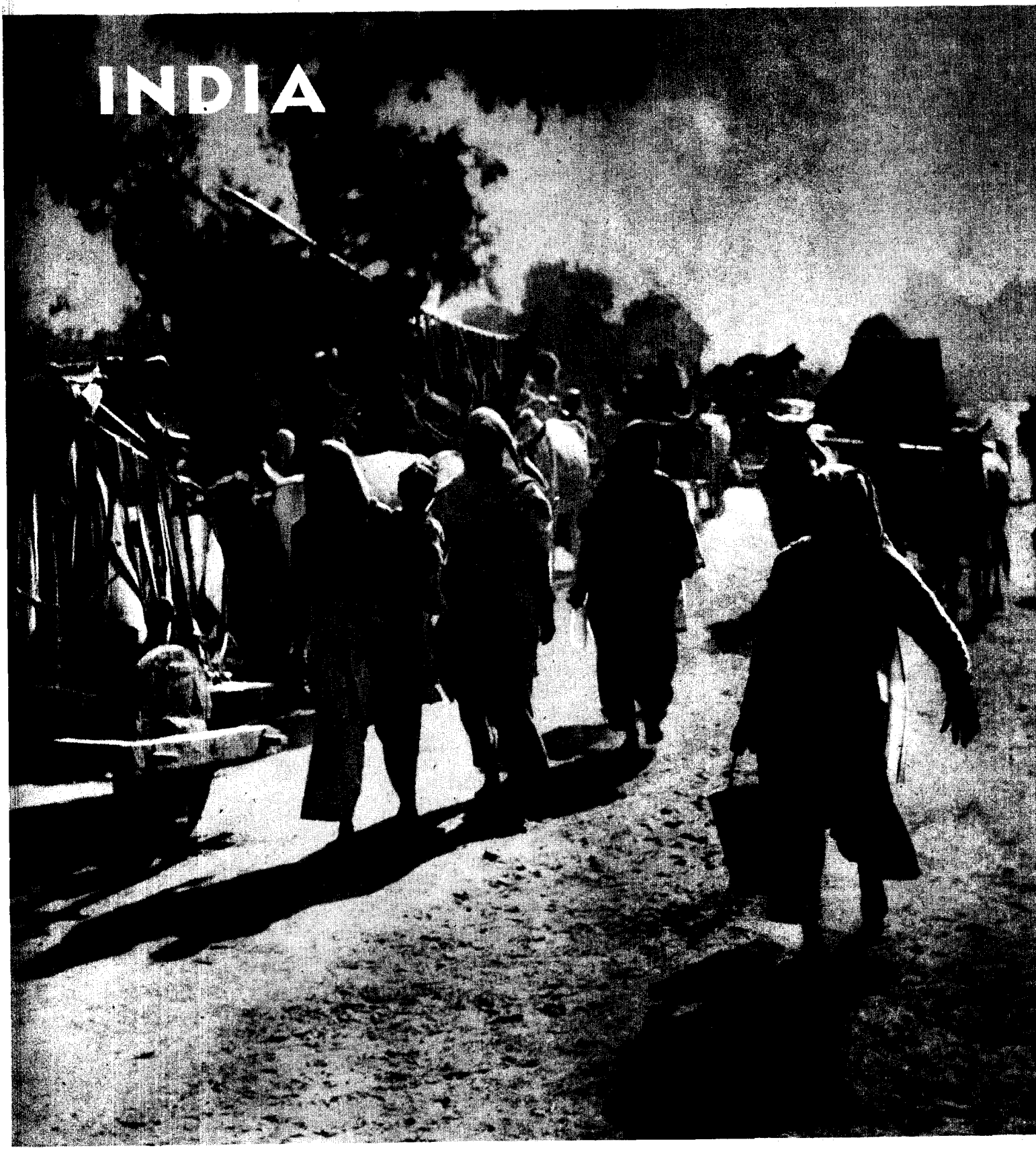
1. Basic Supplies to Primary and Secondary Schools. In spite of the efforts of the Government and of voluntary organizations there is still an enormous lack of basic equipment, which inevitably hampers the work of the schools.

2. Repair and Erection of damaged and destroyed buildings. The enormous work to be done in rebuildings and repair of schools, universities and every kind of institution is one of the greatest educational problems. Although many of the cultural losses of Hungary are irreplaceable, a number of museum and library buildings need immediate repair before they can function normally.

3. Scientific Apparatus and Equipment. Not only many primary and secondary schools are in urgent need in this respect, but universities and higher institutions cannot carry on without the restoration of their special science equipment. Detailed lists of requirements of such equipment have been sent to Unesco by Hungarian universities, technical schools and museums and are held by the Reconstruction and Natural Sciences Departments.

4. Trained Teachers. Education has not yet reached the required level owing to lack of sufficient teachers and the fact that the younger teachers have had little opportunity of studying the new teaching methods. Te new higher institutions of pedagogy are in urgent need of books and other modern teaching aids — also of scholarships for selected teachers to study abroad.

5. Fellowships for Research and other Professional Workers. In addition to scholarships for teachers, fellowships for research and advanced studies abroad for university professors and workers in cultural institutions are essentil. Hungarian scholars and scientists have been cut off from the cultural and scientific life of the rest of the world for nearly a decade.


INDIA

INTRODUCTION

THE BEGINNINGS of a Western type of education in India can be traced back to over a hundred years ago. An important landmark was the founding of the Hindu College at Calcutta in 1817 jointly by a Hindu social reformer and an Englishman of ideas. The aim of this institution was to impart education on Western lines to Hindus of good family; English was used as the medium of instruction in the higher classes. Western education received a great impetus when in 1837 English replaced Persian as the official language in law courts; nine years later the East India Company government proclaimed that those educated in English institutions would be given preference in government appointments.

In 1857 the first universities were established: Calcutta, followed by Madras and Bombay. Two more, Punjab and Allahabad were established before the end of the century. Fourteen more universities in the Indian Union and the States were established during the last thirty years.

THE PRESENT SITUATION OF EDUCATION

Since the constitutional reforms of 1919, education in India has been the responsibility of the provincial governments concerned. The Central Government is responsible only for education in the few small areas directly administered by it, Delhi, the capital of India, being one of these areas. It is also responsible for two universities situated in the provinces: the Benares Hindu University, and the Muslim University, Aligarh, which, as their very names suggest, have an all-India context. As regards education in the provinces, the role of the Central Government, which has a Ministry of Education, is to give advice and money, both of which it has lately been giving in increasing quantities. As a general principle, provincial governments now receive from the Government of India about 50% of the funds required by them to put into operation any new scheme which has been approved.

Each province has a Minister of Education in charge of all education in the province. Under the Minister there is a Director of Public Instruction, whose main functions are connected with school education, but he also controls the teaching staff in government institutions of higher education. The universities, though under the final control of the provincial governments, are, in practice, autonomous: both the administrative and the academic sides of university education are largely in the hands of the various university bodies in which college teachers form the vast majority. Private schools and colleges, receive grants from the provincial government for approved purposes and reasons.

The total number of students in both recognized and unrecognized institutions of all types and grades in 1944 in British India was just over fifteen millions, out of a total population of about three hundred millions.

Non-Muslim refugees from West Punjab crowd into Delhi. Emergency measures have accomodated some 7000 in newly-opened schools, about 10,000 have been absorbed into existing schools - a mere fraction of the number displaced.

Primary Schools.

The aim of the primary schools, which are open to children of 6 to 11 years of age, is to impart basic education, the main feature of which is that instruction centres round a basic craft suited to the local environment of the pupil. Some of the crafts taught are : (1) spinning, leading to weaving; (2) clay-modelling, leading to pottery; (3) gardening, leading to agriculture; (4) carpentry. According to the scheme, associated with the name of Mahatma Gandhi, the theoretical subjects such as chemistry, botany, mechanics, should, ideally speaking, evolve from the particular craft with which the child's education begins. In actual practice, basic education is modified to suit circumstances, such as the type of teachers available, and economic conditions. The originators of the scheme had also in mind the hope that education along these lines would be more or less self-supporting; the child would earn while learning. The earning was, however, to be incidental rather than the objective.

How far such schools could be self-supporting depends on many factors outside the school.

This aspect of the scheme was to fit in with the way of life Mahatma Gandhi had preached for over a generation. One of the implications of this way of life was a high degree of economic self-sufficiency in villages; this implication was in reality a corollary of his central thesis that human beings should pursue spirituel excellence rather than a constantly rising standard of living.

Nursery Schools.

There is at present no provision for nursery schools in India but it is felt that some organization of pre-school education should be conducted or supported by the State for children between the ages of 3 and 6. However, there are great difficulties to be overcome, chief among them being the lack of teachers, equipment, Montessori apparatus and buildings for village nursery schools. In certain parts of Bengal and Northern India a few nursery schools have already been opened. It is no simple task to convince the village mother of the utility of pre-school education, but she might be willing to accept the idea as it would relieve her of some of her responsibilities. Ways and means must be found to promote nursery schools, and co-operation must be obtained with all agencies, official and non-official, which are working to raise the standard of living in rural areas, because this is a most important part of such a programme. There is indeed an immense need for nursery schools in India.

Middle and High Schools.

The middle school stage starts at the end of the five years primary school course, and lasts for three years. There are at present two types: middle english schools, and middle vernacular schools. More than half the middle schools in India belong to the first category. English is a compulsory subject in these schools. Whether a student joins one type or the other depends partly on whether he intends to continue into high school or not, because English is a compulsory subject in all high schools.

High schools as at present constituted impart purely academic education and serve primarily as feeders for universities. About a third of those who pass the high school examination join universities. The high school course lasts for two years after the middle school stage. Two or three subjects, including English, are generally compulsory while the remaining three or two subjects can be selected by the student from among either the arts group or the science group of subjects.

Passing the high school examination qualifies a student to enter a university. The school leaving and matriculation examinations are synonymous in India. In the majority of cases, the examination is conducted by the university itself. In some provinces the school examination is conducted by special High School Boards.

Universities.

The are in all ninteen universities in the Indian Union and the States. In 1941-42 there were over 175,000 students in the then existing 18 universities (since then Dacca University has come under Pakistan). The figure is estimated to be much higher at present with the return of servicemen from the Army and the comparative dearth of attractive jobs which many of those who had passed the matriculation or intermediate examination had found during the war.

The Indian universities are primarily administrative bodies and one of their main functions is to prescribe courses and conduct examinations. A certain amount of post-graduate teaching is organized in the universities, but the main part of teaching is done in the numerous colleges affiliated to a university and scattered over vast areas: to take an extreme example, the colleges affiliated to the Punjab University (as it existed until 15 August 1947) were distributed over a total area of 264,000 square miles. To travel from a college in the capital of Kashmir to one on the south eastern boundary of the Punjab would take at least 24 hours by road and rail.

Except in Delhi University, the four years graduation course is divided into two stages: the Intermediate, and the B.A. or B.Sc. Delhi University is the only one that has adopted the recommendation of the Central Advisory Board with regard to the abolition of the Intermediate stage, and the shortening of the university course by one year while prolonging the high school course by one year. In the other universities only half the number of students who join, remain to appear at the degree examination. This is explained mainly by the fact that as a rule about half the students fail in the Intermediate examination.

English is a compulsory subject in universities and is also the medium of instruction. This feature is perhaps useful as far as the learning of English is concerned, but it does impose an extraneous strain on the learning of the other subjects, particularly arts subjects in which the ability to express ideas is essential. Owing to the lack of a sufficient number of text-books of university standard in Indian languages, it has been decided to continue English as the medium for the next

few years until a sufficiently large number of text-books in Indian languages can be made available. English would of course be retained as a language subject, possibly compulsory.

Projects are already in hand (1) to prepare a survey of human thought and estimate India's contribution to it; and (2) to prepare a comprehensive history of India.

The post-graduate departments present the best aspect of university education in India. It is only when the student has taken his Bachelor's degree and joins the Master's degree course that truly academic work commences. The number of post-graduate students is comparatively small (it was about 8,000 for the year 1941-42) but that is perhaps an advantage. The percentage of failures in examinations is small, as only those graduates who are keen and capable go in for the M.A. or M.Sc. degree. There is intimate contact between teachers and students and there is a genuine tutorial atmosphere. All those who intend to take up teaching in universities have to take the Master's degree which is the minimum required qualification.

Many of the students go to Europe or the U.S.A. for further study after taking the Master's degree, and compare well with students of other nationalities of their own age.

Professional Education.

There are in India today twenty-eight engineering colleges of university status and about twenty-five technological institutions of non-university grade. The annual output of all these institutions amounts to about 1,500 trained men, the majority being from the engineering colleges of university status. It is estimated that to meet the requirements of expanding industry alone, leaving aside the public works that may be started by the Government, at least four times the present annual output of graduates in engineering and technology would be essential.

There are in all about 48,000 qualified doctors in India: the ratio of doctors to the total population works out at lower than 1 to 7,000. Of these 48,000, nearly 30,000 are Licentiates as distinguished from graduates. There are at present 23 medical colleges in the Indian Union, of which 7 were established in 1947. The standard of medical education is high: the medical degree granted by six of the universities is a registrable qualification in Great Britain. There are in addition over 20 medical schools which turn out about 800 Licentiates per year. The minimum qualification for joining a medical school is matriculation while that for joining a college is Intermediate in science with biology as one subject. The number of medical graduates produced per year is about, 1,000 but as seven of the existing colleges were started only in 1947, the number of graduates will increase proportionately from 1952. Some of the new colleges were, however, established by converting existing schools into colleges: the total number of new doctors available annually will therefore not increase beyond about 2,000. In one of the two colleges at Calcutta, the double shift system is being tried at present so as to train nearly twice the usual number of graduates with the existing facilities. The number of yearly admissions in the different colleges varies from about 35 to 90, and 80 per cent of the students admitted complete the course.

Besides facilities for the M.S. and the M.D. degree, post-graduate courses, generally lasting about a year, are available at different universities and research institutes of medicine, in tuberculosis, ophthalmology, obstetrics and gynaecology, public health, tropical medecine, radiology, etc. Plans for further progress in medical education, worked out by the Health Survey and Development Committee appointed by the Government of India, include the development of medical research facilities along with expansion in undergraduate medical education. To make a larger number of specialists available for teaching in medical colleges, the Central Government alone has sent over a hundred young doctors to Europe and America for advanced training in selected branches of medicine and surgery.

Although 85 per cent of Indians live in villages, and agriculture is their mainstay, agricultural education has received less attention than perhaps any other branch of education. Some of the reasons for this state of affairs are: (1) the agricultural population is the poorest section in the country; (2) those of the agriculturists who have money enough, are generally not convinced of the efficacy of agricultural education, as "education" of any type suggests something academic and unhealthy to them; (3) a degree in agriculture does not open up the same prospects of employment to the young graduate as one in medicine, science subjects, or even such subjects as history and economics.

Leaving aside the arts colleges, it is interesting to compare the numbers of students enrolled in medical, engineering and agricultural colleges. The respective figures for the year 1944-45 are: 6,834, 2,776, and 2,125. And it may be pointed out that agricultural colleges do not have to reject as many applicants as medical and engineering colleges.

Scientific Research.

India has reason to be proud of her achievement in scientific research, considering the meagre facilities available and the lack of stimulating

environment for young scientists and scholars. Within the last generation India has made some original contributions of the world of physics, chemistry and biology. Until recently, research work was confined to the major universities where it had commenced. At present there are more than a dozen independant institutions devoted entirely to research, including one sponsored by an industrial firm.

A new development was marked by the establishment in 1942 of the Council of Scientific and Industrial Research, whose functions include both the guidance and co-ordination of research work in the existing institutions, and the establishing of new laboratories and organizations to promote research in India. The Council is assisted by 24 Research Committes formed of experts on 24 different scientific subjects having some bearing on industry. The Council's laboratories are at present housed in the buildings of Delhi University. The main work in these laboratories is chemical technology. Some of the processes discovered have already been employed to good effect during the war.

The Council has already opened five new national laboratories in different parts of the Indian Union, devoted to: (1) chemical technology; (2) engineering and technicology; (3) metallurgy; (4) glass and ceramics; (5) fuel research. Though the buildings are not yet complete, nucleus staffs are already functioning. The Council also subsidizes research at some of the university centres and other research institutions. In 1947 it spent nearly Rps 1,000,000 (1) in such subsidies. The main source of the Council's funds is the yearly grant from the Government of India which now amounts to nearly Rps 3,000,000, besides lump sums granted occasionally for specific projects. Some help is also received from large industrial firms.

(1) 1 Rupee = U.S. $0.3025).

Women being paid wages in cloth. They need education in home science and child craft, but opposition to co-education almost bars them from adult classes. Unless they learn four times as quickly as their menfolk, they are left behind.

Adult Education.

The importance of adult education has only recently begun to receive active consideration in India. The principle of universal adult franchise under the new constitution of free India has been accepted. Adult education has therefore acquired a new significance and its rapid expansion has become imperative.

No large-scale attempt at organizing adult education has yet been made in India. A beginning was, however, made as early as 1937, when provincial autonomy was introduced, which gave a much larger amount of power to elected legislative assemblies. By 1939 nearly 5,000 schools for adults were established, with a total enrolment of over 140,000. Since then there has been further progress, to varying extents, in different provinces; the progress has mainly taken the form of "literacy drives" organized at irregular intervals. The number of more or less permanent institutions for adults has not increased proportionately. In these literacy campaigns the most remarkable success achieved so far was in the province of Bihar where over 1,000,000 were made literate in 1938, and over 600,000 were attending post-literacy classes in 1941. The libraries maintained by the provincial government specially for adult education, issued over 680,000 books in 1942-43. The campaigns in the other provinces did not touch such high figures: about fifty to a hundred thousand was a more usual figure.

The growing interest in adult education has led most provincial governments to form special literacy and adult education committees. There is also an All-India unofficial body, the Indian Adult Education Association, to which several similar provincial associations are affiliated. This organization has done valuable work in devising plans, carrying out research in adult education, offering expert advice to official organizations and conducting vacation courses for teachers; it also publishes a bimonthly journal of adult education.

Art and Culture.

In addition to metaphysics, three of the forms of expression of the Indian mind in the past have been music, dancing, painting and sculpture.

Apart from economic handicaps, music and dancing have suffered neglect and positive hostility from the middle classes who looked with extreme disfavour on anything that gave pleasure to the mind or body. The ruling princes of India must be given their due: during two centuries or so, their generosity as well as their vigorous pursuit of refined pleasure kept music and dancing alive in little islands, as it were. Only during the last generation or so has there been a popular revival of music and the other arts, accompanying the awakening of national consciousness. Indian music and dancing have a particularly precious heritage from ancient times and their unexplored possibilities, both as social recreations of high order and as the aim of the creative artist, are bound to unfold on a vast scale in the near future.

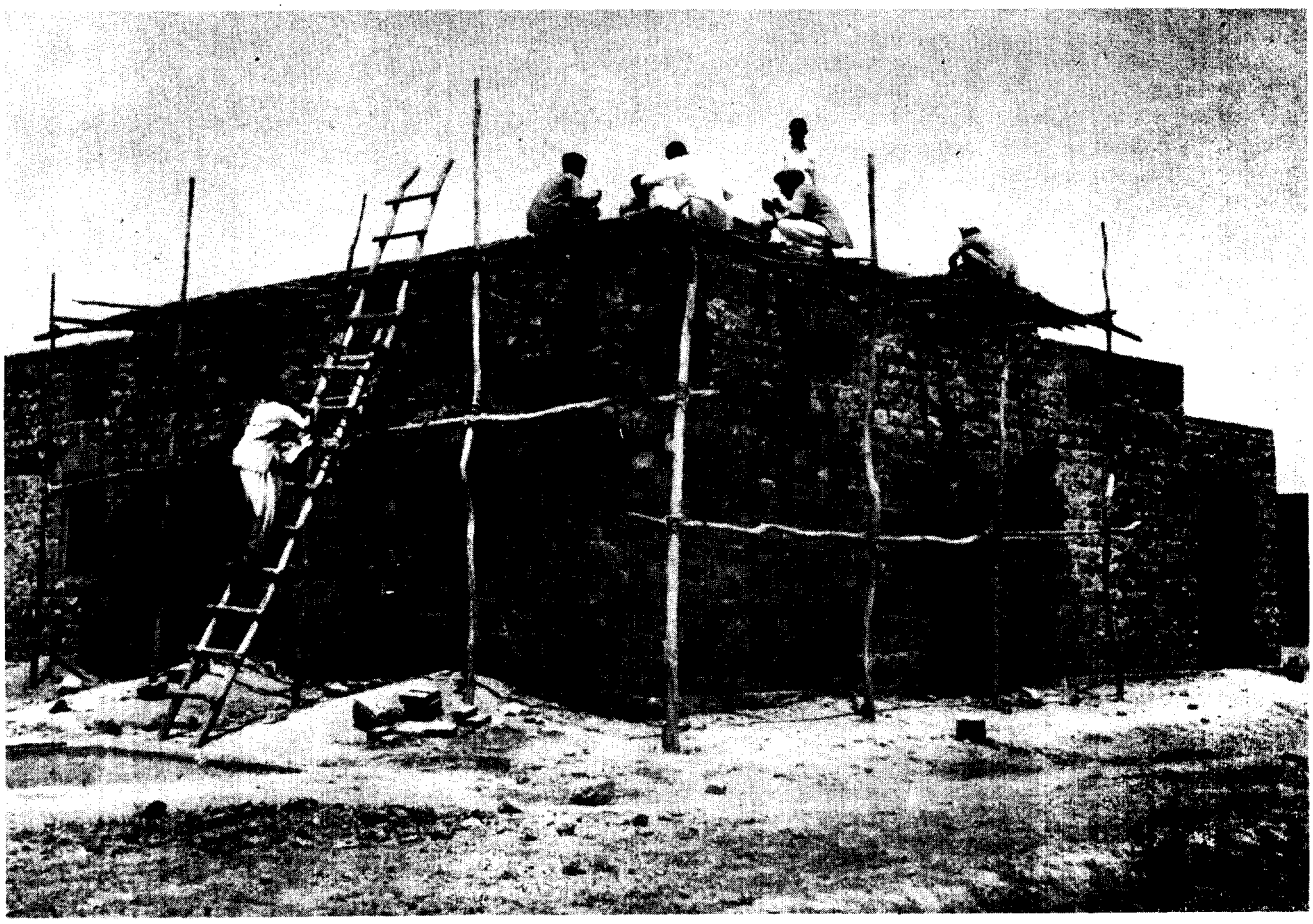
The Government of India is now preparing a blue-print for the setting up of a Cultural Trust which will establish three national academies: Academy of Letters, Academy of Arts, and an Academy of Music, Drama and Dancing. Plans are already in hand to organize two centres for the advanced study of music.

There are about 20 art schools in India where painting, sculpture and allied subjects are taught. Though European influence has not at all affected Indian music (except in the form of a few awkward innovations in film and similar music) Indian painting has been influenced considerably. Indian dancing has not imbibed Western influence in any essential respect. It is different with sculpture: the Indian tradition, which in any case was not uniform in the past, has lost its vitality. The specialized emotions and environment which inspired ancient Indian sculpture disappeared long ago.

POST WAR PROBLEMS

With the achievement of political freedom after the war, education has become a national responsibility and a national aspiration. Vigourous action is being taken by the Central as well as provincial Governments to broaden the base of education and to enlarge the facilities for technical and professiona education. A serious problem at the moment is one of relative priorities: a large scale introduction of free and compulsory elementary education would bear fruits after one generation, while the urgent needs of the country in the fields of public health, industry, and agriculture, demand immediate increase in the number of highly trained personnel. Attempts are therefore being made to balance long-range plans with immediate plans.

The recommendations of the Government of India's Central Advisory Board of Education published in their comprehensive report in 1944, were accepted in principale both by the Central



Trainees learn construction at Karol Bagh Technical Centre, Delhi. With the achievement of political freedom the Central Government has taken strong action to enlarge facilities for technical education.

and the provincial Governments. Some of the more important plan outlined in this report refer to the gradual introduction of free and compulsory elementary education, the division of secondary education into academic and technical, the establishment of more technical schools, salaries of teachers, the improvement and expansion of higher education, both academic and professional, and adult education.

Compulsory Education.

It is impossible to achieve anything like 100 per cent literacy in any country without providing elementary education free and making it compulsory, particularly so in a country like India where the average annual income per head is estimated to be about Rs.70/-, and a large majority do not receive even that much owing to the usual variations in the distribution of wealth. The main obstacles in the way of making primary education free and compulsory in India are lack of money and lack of a sufficient number of teachers. According to the calculations made by the Central Advisory Board of Education, about 1,800,000 teachers would be required to maintain compulsory primary education for all children between the ages 6 - 14 in India (then including Pakistan) at the end of forty years, by which time the scheme would be in full operation. The cost was calculated to be well over Rps 2000 m. The total amount spent on education of any grade in India by both government and private funds in 1942-43 was estimated at a little over Rps 300 m., of which over a quarter was derived from fees, and less than half from government sources.

Progressive educationists are however not unduly dismayed by the financial problem, formidable as it seems. Expenditure on a national scale is partly a question of relative priorities.

Once the necessity of compulsory and free education is accepted, money will be found, perhaps gradually, but surely enough.

The training of a sufficient number of teachers is a more difficult problem from the educational point of view. The output of all training institutions in India (then including Pakistan) was about 20,000 in 1945, not much higher than the annual wastage in the total number of teachers, which was just over 500,000. If, therefore, India has to wait for the adequate supply of fully trained teachers, it will take a long time indeed before elementary education can be expanded to any appreciable extent. Under the present system the normal school course extends over two years. Alternative "emergency" plans for immediate expansion have therefore been put into operation for the time being. Small batches of a hundred or more students who have passed the Matriculation or the Intermediate examination are given intensive courses lasting a year or less, in methods of teaching.

In spite of all the handicaps and difficulties, beginnings have already been made in the introduction of free and compulsory education in selected areas by the different provincial governments. In the United Provinces where some 20 per cent of the children were enrolled in primary schools, compulsion has been introducted in about forty towns and cities and over 1,300 villages. It is hoped to bring to school all children of the 6 - 11 age group in the province within the next few years. In the Punjab it had been introduced in 68 towns and cities and over 11,000 villages. The compulsion applies at present to children of the age group 6 - 11.

The Central Government is launching a scheme in July 1948 to bring to school all the 6 - 11 group children in Delhi province. The compulsion will apply during the first year to the age group 6 - 7 and will be extended to higher groups every year, thus involving the 6 - 11 group within five years.

Pupils look on while instructors demonstrate a method of bricklaying. Need for technical training is recognized in the Central Provinces where 21 new technical schools are planned. In 1945 India had only 633 technical and industrial schools — 4,500 high schools.

India's first Prime Minister, Pandit Jawaharlal Nehru attacks the caste system. " Caste has led to a divorce of philosophy from actual life and its problems. This outlook has to change for it is wholly opposed to modern conditions and the democratic ideal. "

The number of children not attending school at present is about 40,000. One hundred and fifty new schools with two teachers in each are to be opened by April 1949. The scheme is expected to cost over Rps 5,000,000 for the five-year period. Though in point of size this scheme is a drop in the ocean, its success is bound to set an example to other areas. Comparatively generous salary scales have been laid down for teachers: the non-matriculate teachers will start with a salary of Rps 50 per month, while matriculate teachers will receive Rps 68 per month. Even allowing for the fact that in Delhi the cost of living is high, it is expected that these scales will be a guide to all school authorities in India ; in some parts of India, and especially in rural areas, primary school teachers get no more than Rps 15 a month.

Secondary Education.

To the majority of Indian parents the ten years journey of their sons from the first primary class to the matriculation stage seems, quite justifiably, very long and expensive; and yet matriculation is about the lowest stage which can at all help a young boy to a better job than an illiterate person. A peasant in India (85 per cent of India's population is rural) cannot spare even a few annas a month to provide his children with education for ist own sake. At the primary stage, hardly 10 per cent of those who joined schools remained four years at school. And the vast majority of rural areas can boast of no higher educational institutions than a few middle vernacular schools scattered here and there. Of the 3,861 high schools in British India in 1940-41, no less than 2,310 were located in urban areas, the total population of which amounted to one-tenth of the population of the whole country.

Under the scheme recommended by the Central Advisory Board, the term "middle school" and what it stands for at present would be abolished: there would only be junior basic schools (age 6 - 11) and senior basic schools (age 11 - 14). As this eight-year course is to be compulsory for all, it will aim at being a complete unit and not merely a preparation for some higher stage.

Those students who intend to continue their studies farther than the compulsory stage, will join high schools, either academic or technical, after finishing the junior basic course.

The need for technical and vocational secondary education is recognized by all India educationists. At present all the students receive a uniform type of education in the middle and high schools, without a clearer objective than that of joining a university later. Many of the provinces have already worked out schemes to increase the number of technical schools. The Central Provinces, for instance, propose to open 21 technical schools. At present, the number of technical schools, including some which admit only matriculates, is very small indeed compared to the number of academic high schools: there were 633 technical and industrial schools in 1945 with about 31,000 students in all, while there were in the same year nearly 4,500 high schools with over 600,000 students.

Higher Education.

Higher education in India, in spite of all its shortcomings and handicaps, has notable achievements to its credit. Indian universities have produced men of international standing in the fields of science, literature and philosophy. The impact of Western learning on the Indian mind had a healthy, stimulating effect and even the hostile reactions it evoked now and then had a beneficial effect. The period of "aping" the West, which commenced in the middle of the 19th century was over by the end of the century, since when higher education in India has served to quicken the inherent characteristics of the Indian mind and has helped to revive the best in the culture inherited from ancient times. The Indian universities are today the proud custodians of national learning and culture.

To meet the immediate needs created by post

war development plans for the country, the Government formulated a scheme for sending qualified Indians to Europe and America, at government expense, for advanced training, mostly in scientific and industrial subjects. Since 1945-46, over 1,300 Indian scholars have been sent abroad by the Central and provincial Governments, including about 200 qualified medical doctors, about 200 agricultural students, and a few for such subjects as education and economics. These scholars are under a contract to serve the Government for five years at the completion of their studies.

This large-scale scheme was, however, intended to be primarily a stop-gap arrangement. The long-range plan is to increase facilities within the country for advanced professional training. Before new institutions can be established, the number of students has been increased considerably in those already existing. The main bottle-neck in the way of further expansion is lack of equipment: during the war it was not possible to procure any, either for expansion or to replace worn out equipment, due to lack of funds, scarcity of the required materials in the market, import restrictions, etc. The second difficulty is that of finding experienced specialistists for higher posts in these institutions. Recently the Government of India advertised nine posts in Britain, including one of a Director carrying a maximum salary of Rps 3,000 per month for a person of non-Asian domicile.

The Central Government has evolved a scheme expanding facilities for technical education and particularly for building up technical institutions in the main areas of the country; a proposal is under the active consideration of the Government, whereby grants would be made from the central revenues to the extent of Rps 15,000,000 on special expenditure and Rps 3,000,000 on recurring expenditure, for raising the standard of important high grade technical institutions in the country.

Agriculture is one of those subjects the study of which can be encouraged only by government help. Until conditions of living improve in rural areas and until those with agricultural degrees and diplomas are assured of at least as much chance of finding remunerative jobs as arts graduates, few young men will be inclined to study agriculture. Vast expansion of agricultural education in India is, however, expected in the near future: the new plans for the improvement of agriculture and animal husbandry in India will require the services of thousands of qualified men. At present the annual output of agricultural colleges and schools does not reach even 1,000. The attention now being devoted to agriculture may be measured by the fact that since the war about 200 Indian graduates in agriculture have been sent abroad for further training in Europe and U.S.A. About a dozen institutions for research in agricultural subjects are already doing much useful work. The pressing need of the moment is for expansion in undergraduate agricultural education.

Towards the end of 1947, the Government of India set up a Central Institute of Education in Delhi. The Institute will not only train post-graduate teachers but will also provide facilities research in education. Complementary to the Central Institute of Education is a scheme for establishing a Central Institute of Psychology, with a view to organizing research in different branches of educational psychology. The committee which was appointed for this purpose has already recommended the setting up of such an institute, which will not only conduct research but will also be responsible for co-ordinating all such institutes in India.

The advancement of scientific research occupies a prominent place in the post-war development plans of India. The promotion of research in the universities is also being planned. At present some of the universities have no facilities for research in science subjects. It is proposed to give large grants to such universities for establishing post-graduate departments in science subjects and proportionate grants to the other universities for further development of their existing research departments. The financial help is intended to cover both the purchase of equipment and the grant of stipends to research students.

Adult Education,

The main problems confronting adult education in India are, apart from that of finance: (1) the provision of trained teachers in large numbers; (2) preparation of suitable literature for the illiterate as well as "just-literate" adults. By "literature for the illiterate" is meant, here, the material that may be put across orally by the teacher. If adult education is identified with adult literacy, primary school teachers are suitable enough for teaching adults. But, as the Indian Adult Education Association has rightly emphasized on every possible occasion, literacy and adult education should not be confused. The average primary school teacher is not likely to make an efficient teacher for adults because what chiefly distinguishes him from his adult pupils is literacy rather than education. Moreover, he is used to talking down to his pupils and to maintaining rigid discipline. The very qualities that make him a good primary class teacher are liable to be a handicap when dealing with adults. If adult education is to be anything more than literacy, only teachers trained for the job will have to be employed. The training need not be long or expensive; the Indian Adult Education Association conducted one three month's

course for 150 teachers at a total cost of only Rps 1,800.

The provision of suitable literature is no less important than the training of teachers. At present there is a strong urge among the Indian masses to apply themselves to any activity that raises national prestige — and to become literate is taken as one such activity. The moment is therefore ripe for initiating literacy compaigns on the largest possible scale. But while harnessing this patriotic urge, plans must also be worked out to provide more permanent incentives. Both from the ideal and practical points of view, the best incentive would be intellectual curiosity, which, once roused, costs nothing to maintain. A great deal depends on the kind of topics selected and the kind of information imparted in an adult education course. The production and compilation of suitable literature is a specialist's job. The content of the literature for the "just-literate" would, of course, be similar though the language and the method of presentation would have to be adjusted differently.

Amateurish or unorganized attempts at imparting general knowledge to assorted adults cannot produce lasting results. The Indian Adult Education Association has stressed the importance of plan and organization in adult education and its expert advice on both the technique and content of education is receiving increasing attention from the various provincial governments.

An interesting and significant scheme, a "pilot project" as it were, is being put into operation in Delhi province by the Government of India, from July 1948. The problem of incentive has been attacked with the weapon of entertainment. The scheme involves about 300,000 adults in the rural areas of Delhi. A three-months'course has been organized, of which the first month is devoted to talks by local or visiting teachers and a few cinema shows of the entertaining type, given by mobile units. The next two months are devoted to literacy as well as the talks. The success of this scheme is bound to encourage provincial governments to follow the lead given by the Central Government. One insuperable obstacle in the way of this scheme is the traditional objection of rural masses in northern India to co-education. In the second two months, when class work is to be done, men and women will have to be taught separately. The men will receive eight hours of instruction per week, while the women will have only two hours of instruction. Women will again be left behind unless they can learn four times as quickly as their men folk.

Women's education has been sadly neglected in India. The chief problems in this respect are lack of funds, lack of women teachers and the difficulty of training them, and opposition of parents. It is dificult to get women teachers for the schools.

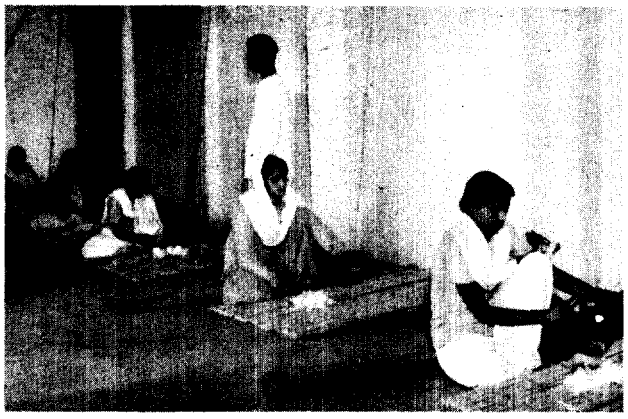
Women refugees from West Punjab learn spinning. India's freedom was achieved at the price of its division into two States resulting in large-scale migration of Hindus and Sikhs to the East Punjab.

It has been suggested that women belonging to the villages should themselves be trained as teachers for the schools in their own neighbourhood, where they have their own permanent home and social connections and know the conditions of living. Home science and child craft must be an integral part of women's education. Most of the mixed institutions to-day are not really co-educational in the real sense of the word; there are some institutions for men which women are permitted to enter. New institutions will have to be introduced, so that all aspects of teaching and administration may be taught.

With a view to improving the educational and economic conditions of the backward sections of the population, the Government of India spends Rps 300,000 every year on scholarships to poor and backward students who are members of certain castes. About 1,000 scholarships have so far been awarded unter this scheme. Last year a provision of Rps 50,000 was made in the budget for the grant of scholarships to students belonging to the aboriginal and hill tribes, for post-matriculate studies in 1948-49. The whole question of providing adequate financial assistance to backward communities for advanced education is now engaging the active attention of the Government and it is hoped that sufficient funds will be available in the future and that equal opportunity of education for all will become a reality.

Problems of Partition.

Freedom was achieved by the country that was India until 15 August 1947, at the price of its divi-



Women prepare cotton for spinning at a village handicraft centre - one of thousands founded by the Indian National Congress to train unemployed peasants in industry.

sion into two separate sovereign states, the newly created one being called Pakistan. The establishment of Pakistan involved the division of two large provinces: Bengal with a total population of about sixty millions, and the Punjab with a population of about thirty-four millions, consisting of about eighteen million Muslims, ten million Hindus and five million Sikhs; the remaining one million consisted of small communities such as Indian Christians, Anglo-Indians, Europeans.

The Punjab University which had its headquarters at Lahore, the capital of the Punjab province, was one of the oldest and largest in India. In the year 1944-45 it had over 23,000 students and during the two years since the end of the war the number had increased. No exact figures are available, but at a conservative estimate it would be well over 25,000. Only in one province, Bombay, was the ratio of university students to the total population higher than in the Punjab.

The division of the Punjab University was neither contemplated nor expected to accompany the division of the province. The breaking up of the Punjab University was brought about by the unexpected large scale migration, and the East Punjab University had therefore to be set up at a moment's notice. It is still an emergency organization, as it were, without any buildings or location. The Government of India has granted Rps 1,000,000 to the East Punjab Government as an initial help towards setting up the university. Seven million rupees are expected to be allotted during the next academic year. The East Punjab University will require in all about Rps 10,000,000 set up its post-graduate science departments, libraries, offices, etc.

Over three-quarters of the total number of university students were Hindus and Sikhs; and of these more than half were studying in West Punjab. The reason for this was not merely that the Hindus and Sikhs in the West Punjab happened to be more prosperous than their co-religionists in East Punjab: a large number of colleges were concentrated at Lahore which is now a part of West Punjab. Students from all over the province were attracted to Lahore. Many Hindu and Sikh students from East Punjab joined colleges in Lahore, the vast majority of which were established by Hindus. Three of the major colleges run by Hindus and one Sikh college had among them over 4,500 Hindu and Sikh students. In the government institutions (an arts and science college for men, and one for women, a medical college, an engineering college, a law college, a teachers' training college), the vacancies were allotted according to the communal ratio of population; Hindus and Sikhs therefore formed only about half the total number of students in these institutions. In a couple of large colleges run by foreign missions, with about 2,000 students between them, Hindus and Sikhs formed the vast majority.

At a conservative estimate, between 12,000 and 15,000 Hindu and Sikh university students were at one stroke deprived of educational facilities. Of these, about 4,000 were science students, the majority in the Intermediate stage. Most of the medical degree students, about 400, wil be absorbed into existing institutions; fortunately there is one medical college in East Punjab which has accomodated about 150 students from West Punjab. About 200 engineering students have dispersed all over India to continue their studies. There is no engineering college in East Punjab. Though most of the post-graduate and profession students can be absorbed into existing institutions outside Punjab, because of their small numbers, it will be a long time before research facilities and the traditions built at the lost institutions can be restored to their original level.

The net result of the partition has been, from the educational point of view, that the majority of educational institutions complete with equipment are in Pakistan while the majority of students as well as teachers are in the Indian part of Punjab. It is difficult to calculate exactly the number of Hindu and Sikh or non-Muslim school students displaced. But estimating merely from the proportion of the population of West Punjab and allowing about 20 per cent extra for the fact that the Hindu students formed a majority right through all levels of education, at a rough but conservative estimate, about 200,000 primary school students and well over 65,000 secondary school students, including at least 15,000 high school students and about 12,000 to 15,000

university students, have been displaced. The university students displaced form a higher percentage of the total because the colleges were centred in Lahore to a greater degree than the schools.

Large numbers of refugees have crowded into Delhi, which happens to the be nearest big city on the eastern border of Punjab. Emergency arrangements have been made in Delhi to accomodate as many students as possible in existing as well as temporarily set up new institutions. About 7,000 school students, both primary and secondary, have been admitted in 22 newly-opened schools, some of them housed in tents; in these schools teaching is imparted from primary to high school stage. About 10,000 have been accomodated in existing schools by increasing the size of the classes.

SOME BASIC NEEDS

1. Buildings to house new schools, colleges and universities for displaced students from West Punjab.
2. Buildings for proposed new national laboratories for research work.
3. Science equipment for at least 4,000 students displaced from West Punjab.
4. Science equipment and library for East Punjab University post-graduate departments in science and art subjects.
5. Science equipment for other university laboratories and research institutions.
6. Text-books in English on arts and sciences for approximately 12,000 University students and 15,000 high school students displaced from West Punjab.
7. Text-books in Hindu or Urdu for about 200,000 primary school children and about 50,000 middle school students in East Punjab, the majority of whom were in middle vernacular schools.
8. Refresher courses for teachers in higher technical institutions.
9. Scholarships for study abroad, for normal school and college teachers, for training in teaching methods and organization of adult education.
10. Trained specialists for higher technical institutions.

CONCLUSION

While India suffered no direct war damage, and was not occupied by the enemy, her soldiers by the hundred thousand fought with distinction with the Allies on battlefields spread from Burma to Italy. And India gave vast sums of money for the Allied war effort, contributing in no small measure, in materials and services, to the victory of the Allies.

A Unesco representative paid a visit to India in the summer of 1948 to investigate the present conditions of education, science and culture in that country. Remarkable progress has been made in these fields during the past century, and work has been courageously carried on in spite of all the difficulties encountered during and after the war. Outside assistance will not only help to fill the gaps caused by the war in the fields of education, science and culture, but will also hasten India's development along all lines, thus enabling her to continue to contribute her share in the rebuilding of world peace.

The Boy's School, Serendah, is open to unwanted or problem boys of Malay, Chinese and Indian nationalities. Keys to its success are providing interesting work and allowing freedom of behaviour. Here they learn furniture-making.

MALAYA AND SINGAPORE

INTRODUCTION

When the war with Germany broke out in 1939 the function of Malaya was to increase the output of rubber and tin, vital materials for the Allies. It was not until after Dunkirk that there was a real threat that Malaya might become involved in the conflict. Early in December 1941, the first bombs fell on Singapore.

Almost all the Education Officers of Malaya and Singapore, almost all the teachers, including the professors and other members of the teaching staff of Raffles College and the College of Medecine, were imprisoned, interned, or sent to work on the Siam Railway. Four years of "educational twilight" followed, ending in 1945. On the arrival of the British Military Administration in September of that year, only a small handful of European Educational Officers were available for work. Locally recruited staff and the missionary staffs of the Catholic teaching orders who had not been interned accomplished splendid work in the early days of liberation. In spite of their own ill-health and the lack of all kinds of furniture and equipment, the authorities and teachers managed to have the schools working again without delay. Within six months there were more pupils in the schools than in 1941.

In the six weeks of the Unesco Mission in 1948, it was not possible to make a detailed study of the Federation of Malaya. The following account is a précis of the fuller survey presented to Unesco, and must be considered as a background sketch of a complex modern system of education almost completely wrecked during four years of war and occupation.

Owing to the limitations of space there must be many omissions in this account, in particular there is no mention of Social Welfare. Both in Singapore and in the Federation of Malaya the Directors of the Departments of Social Welfare have immense tasks, hampered continually by lack of staff, finance and equipment. Nevertheless, great strides have been made since the liberation and there are many admirable post-war projects planned. Child welfare work, orphanages and homes, work on juvenile delinquency, mental deficiency, the care of tubercular children and the treatment of the children of leprous parents are all included in the programme and an important contribution is being made to education in every field through these activities.

It should also be added that, although some account is given of the Ten-Year Plan for Education for the Colony of Singapore, the corresponding plan for the Federation of Malaya is only just touched on. The reason for this is that the plan for Singapore has now been published in detail, whereas the plan for the Federation has only been made available in outline.

FEDERATION OF MALAYA AND COLONY OF SINGAPORE

Malays of pre-British times were described by a Portuguese visitor in the 17th Century as follows: "These Moors, who are named Malays, are very polished people, and gentlemen, musical, gallant and well proportioned". They are indeed a very likable people, with excellent manners and a genuine feeling of hospitality towards visitors. Since the 15th century they have been Moslems by religion.

Rather more than a hundred years ago there were about 300,000 Malays, sparsely populating the river banks and coasts of Malaya. Within the last seventy years their numbers have increased to well over two millions.

But while the Malays were increasing, another race, the Chinese, was immigrating to Malaya in greater and greater numbers. Today they are more numerous than the Malays themselves. Nearly half the population is Chinese. They come mainly from the provinces of Kwangtung and Fukien.

Next in numbers come the Tamils from Madras, most of whom work on rubber estates, railways and in the Public Works Department. Some Siamese still live in the extreme north. The most numerous of the remaining communities are Europeans, Eurasians, and Arabs. The following table indicates the growth of the various races in numbers between the years 1911 and 1941.

	1911	1921	1931	1941
Malays	1,438,000	1,651,000	1,962,000	2.277,000
Chinese	917,000	1,175,000	1,709,000	2,378,000
Indians	267,000	472,000	624,000	744,000
Others	51,000	61,000	90,000	109,000

The former organization of the country into the Colony of the Straits Settlements, the Federated Malay States and the Unfederated Malay States has now been adjusted so that the Settlement of Singapore becomes a separate colony. The settlements of Penang and Malacca are included with the nine Malay States of the mainland —

Perak, Selangor, Negri Sembilan, Pahang, Johore, Kedah, Perlis, Kelantan and Trengganu — in the single administration of the Federation of Malaya. Two officers have replaced the former Governor of the Straits Settlements and the High Commissioner for the Malay States: the Governor of Singapore and the High Commissioner of Malaya. A Commissioner-General undertakes the co-ordination and direction of policies between the Federation of Malaya, Singapore and the Borneo territories, as well as duties in the whole area on behalf of Foreign Office.

The nine rulers of the Malay States are an important factor in the whole Malay scheme. Under the new political arrangement, each Ruler has a British Advisor attached to his staff, taking the place of the former British Resident or Advisor. In the course of the Unesco Mission the first Conference of Rulers was held at Kuala Lumpur — a historic event.

EDUCATION IN THE FEDERATION OF MALAYA

There are now two education departments: one for the Federation of Malaya and the other for the Colony of Singapore. However, there is close accord between the two departments and the proposals for educational development which they have submitted to their Governments follow the same broad principles.

Schools are provided and administered by Government directly, or are State-aided if certain conditions and standards are satisfied, or again they are private schools which are registered but depend entirely on fees and subscriptions for financial support. As a result of the linguistic problems of a country where Malay, ten or eleven Chinese dialects, Tamil and English are commonly spoken, the educational system is divided into four main groups - Malay, Chinese, Indian, and English schools, according to the language which is the medium of instruction. The Malay and Indian vernacular schools do not reach beyond the primary level; only a few Chinese schools have secondary departments; and the English schools, which are open to all races, cover the whole range of primary and secondary education.

The number of schools and their enrolment of pupils are as follows:

TYPE OF SCHOOL	NUMBER OF SCHOOLS	ENROLMENT
Primary and Middle Schools		
English	34	11,397
Malay	1,169	137,338
Chinese	1.105	172,101
Indian	724	33,466
Secondary Schools (with Primary and Middle Departments)	153	49,602
Vocational Schools		
Trade Schools	4	125
Technical College	1	54
Commercial Schools	1	205
School of Agriculture	2	31
	3,193	404,319

Pre-war records have been lost.

Malay Schools.

Malay schoools throughout the country provide free primary education in the Malay language. They are maintained by Government, are largely rural, and, though open to all races are, in practice, used only by Malays. Education is compulsory for boys but requires no enforcement since the Malay school has a recognized place in village life. Only a fraction of Malay girls attend school, thourgh their numbers are now increasing rapidly.

Religion is taught in the Mosque or in special classes in the secular school building after school hours, with a special staff of religious teachers.

The most striking feature of the Japanese treatment of the Malay schools was its variety of method. In the four northern States handed over to Siam at the end of 1943, there appears to have been little or no interference with the normal course of school routine. The Japanese and, later, the Siamese languages were made compulsory subjects, but only for a limited number of hours a week. In the States on the west coast, however, the schoools were more disturbed. The general intention of the Japanese seems to have been to open the Malay schoools to pupils, and even staff, of all races and to make Japanese the medium of instruction. The result was farcical and many Malay schools ceased to be anything but places where children congregated.

By the middle of 1944 it was everywhere noticeable that the economic position of the people was having its effect on the school enrolment, which fell rapidly by 50 per cent or more. Teachers were so poorly paid that they became irregular in attendance and the condition of the schools was poor indeed.

On the arrival of the British Military Administration there was a rush to enrol in the schools again, which opened in October 1945. The conditions of the schools, starved of apparatus, textbooks and equipment, was not an unmixed evil. It resulted in the encouragement of the more resourceful teachers to improvise in the absence

of suitable equipment. The energy with which refresher courses for teachers were arranged and the number in which the teachers made the best of difficult circumstances gave good hope for the future of self-reliance of the schools.

The percentage of Malay population of school age attending schoools varies considerably in the different States and no accurate figures are available. Before the war it was roughly 50-60 per cent of the population in the old Straits Settlements and Federated Malay States. The percentage in 1946 was about the same as before the war, but in 1947 numbers rose from approximately 137,000 pupils to 175,000, an increase of 26 per cent or about 1 per cent of the population of school age. During 1948 the increase continues at an alarming rate.

This constitutes a very serious problem for the Education Department. Children will not be kept away from school and villagers are determined to have schools. In some cases the villagers build temporary schools themselves, pending Government action, and the Education Department find themselves in a quandary. They have no wish to discourage local initiative, but on the other hand their policy has always been not to open schools until they can find teachers to staff them. In the States which were not in the Federation previously, there is a great lack of schools, which adds to the whole problem. There is indeed no occasion to enforce compulsory education. The lack of provision of any permanent new buildings for five years and the large numbers of absentees during the years 1942 to 1945 who now wish to attend have resulted in even greater congestion than was evident even in the comparatively good days of 1941.

As has already been mentioned, the majority of the Malay schools are rural schools, the first aim of which is to give a sound primary and practical education to boys who will remain on the land, or find occupation in work which does not require a knowledge of English. The second aim of the vernacular school is to provide a primary education in the vernacular as a foundation for education in English for those boys who pass into the English schools on selection from among their contemporaries in competitive examination.

Education is free. School buildings, staff, equipment and books are all provided by Government. Quarters are generally provided for teachers when new schools are built. In some States a small sum of 5 or 10 cents voluntary subscription is collected and is expended on additional games equipment and the improvement of school amenities.

Text-books are still in short supply and equipment generally in these rural schools is by no means up to standard. In one or two schools visited the children were sitting on the floor, no benches or desks being yet available for their use. But on the whole, and compared to Europe, these little schools are being slowly but successfully rehabilitated. When the major problems of more buildings and more teachers have been solved, the worst part of reconstruction will have been accomplished — but that cannot happen immediately.

Chinese Schools.

The Chinese community has always taken a great interest in the education of their own children. No Chinese school was permitted to remain open during the occupation, but immediately after the liberation there was a tremendous drive to re-open as many schools as possible. By September 1945 approximately one-sixth of the pre-war schools were functioning again. Great difficulties had to be faced and overcome — almost all equipment and all books had been lost. But rehabilitation proceeded apace. By donation, subscriptions and government aid it was possible to buy some new furniture to meet limited needs, although prices were about five times pre-war level. By November 1946 the total enrolment in all schools had reached 172,000, an increase of 55 per cent over 1941 figures and nearly 60 per cent of the total Chinese population between the ages of 6 and 12.

There are four main types of schools:

1. Goverment schools.
2. Schools maintained by properly constituted committees.
3. Mission schools.
4. Private schools, run by teachers for their own profit.

According to statistics of 1946, there were 1,105 schools (of which 90 per cent were category 2), with 172,101 pupils and 4.513 teachers.

As practically all Chinese schools are managed by committees or private persons, there is no control over school fees. During the year 1946 the highest fee recorded for primary classes was 5 per month. A number of poor pupils were allowed free education in some schools and there were some schools which charged no fees at all.

There are facilities for the primary vernacular education of Chinese children, both girls and boys, in all towns and villages of any size. The schools are, for the most part, the product of Chinese initiative and have grown up independently of Government, except in so far as they are required to be registered. For a number of

years grants-in-aid have been made to Chinese schools which have satisfied certain educational conditions. There are no solely secondary schools, though some of the larger schools have secondary departments. The growth of the Chinese schools in Malaya has been greatly influenced by the development of education in China since the revolution of 1911.

Indian Schools.

Most of the school-going Tamil population live on rubber estates and it is there that the majority of Tamil vernacular schools are to be found. A few schools are run by Government, others by Missions, associations or individual owners, in particular owners of rubber estates. The schooling in a few cases reaches Standard VII, but for the most part not beyond Standard III.

In 1941 there were 581 Estate Indian schools in the Peninsula and 70 non-Estate Indian schools conducted by private management. There were 22 Government Tamil schools conducted in nearly every way like the Government Malay schools.

During the occupation all progress with regard to Indian schools was swept away, and the clock was set back many years. At first all schools were closed, but after some months they were ordered to re-open. Gradually the teaching of the Japanese language, the singing of their National Anthem and general inculcation of Japanese propaganda increased until it usurped nearly all school hours. The school enrolment fell seriously. The recruitment of the labour force for work on the Siam railway also affected the situation. Some of the children accompanied their parents (and were actually seen there) while some were left with their mothers to meet their fate. Many of them were starved to death.

After the liberation the Government and town schools reopened, in spite of an almost complete lack of text-books and other equipment and were soon running surprisingly well. Estate schools opened gradually as the old managements took control. Their rehabilitation was slow, not only as all equipment was lost and many school buildings destroyed, but special difficulties faced both teachers and pupils. The salaries af first offered to teachers were lower than those offered to any other employee on the estate, and much discontent was caused. Consequently, many teachers entered other occupations. A temporary scheme was evolved which placed the teacher in a better position. As for the children, the shortage of labour made it necessary to call on all who were old enough to work in the fields and upon younger ones to remain at home an help in the domestic work. The situation, however, improved and children returned to school in better numbers, the total enrolment by the end of 1946 being nearly up to pre-war level.

In 1946 there were three main types of Indian vernacular school: the Government school, the private school (usually in receipt of a Government grant-in-aid) and, finally, the estate school, (a school controlled by the estate manager, supervised and financially aided by Government) for the children of the labourers on the plantations. The last are by far the most numerous.

The following table gives some idea of the position at the end of 1946:

	GOVERNMENT SCHOOLS	PRIVATE SCHOOLS	ESTATE SCHOOLS	ENROLMENT
1941	22	66	581	35,095
1946	20	112	592	35,466

The Private schools charge small fees. The Government and estate schools are free.

The enrolments of the Indian schools would be very much higher but for the terrible toll taken of the Indian community at the time of the building of the Siam Railway. It was estimated at the time 80,000 to 100,000 died of cholera and other diseases at various points along the line and these figures include many children.

Of the staff of pre-war teachers, 36 were reported dead and 44 missing. Staffing difficulties were considerable, mainly due to the lowness of salaries. But it is hoped that the placing of all Indian teachers on a government salary scheme, with their salaries guaranteed by Government, will improve the position. Over 500 of the schools are one-teacher schools.

Most Indian schools accept both boys and girls. The marked increase in the number of girls is a feature today, the enrolment of girls during 1946 being about 40 per cent of the total school population.

In the estate schools the position with regard to furniture and equipment was appalling, but with the return of the estate managers some improvement was gradually effected and by the end of the first year of liberation most schools had a fair stock of furniture. But much remains to be done.

English Schools.

The English Schools, which are all situated in cities or towns, provide an education in which English is the medium of instruction. They are open to all races. Few pupils speak English on entry, but such is the variety of language and dialect that the direct method of teaching English from the outset had to be adopted. For the Malays entering English schools from the Malay

vernacular schools there are now "special Malay classes" in which, for the first two years, the Malay pupils are given intensive instruction in the English language.

From the lowest classes, courses in English schools run for eleven years, to Standard IX, when the School Certificate is taken. The mission schools prefer to keep all their departments in one building, whereas government schools in the largest centres are broken up into separate primary, middle and secondary institutions. Attendance is not compulsory and fees are charged, but there are arrangements for free places for Malays and remission of fees in deserving cases.

The aided English schools run by Christian missions are as important as the government schools in providing English education and the remarkable growth of schooling in this field owes much to the system of grants-in-aid which has been practised over a number of years. Under this system the aided school management retains control, but Government takes the school fees and meets the whole of the cost of the pay-roll, gives grants for general upkeep and provides half the cost of approved new buildings.

Apart from government-aided schools there are a number of private schools, registered but not assisted, and the fact of their existence indicates the great demand for English education which the government and mission schools are unable wholly to satisfy.

English schools are the only schools which can be regarded as giving a secondary education, with the exception of one or two Chinese schools that are secondary in nature or that have secondary classes.

The English schools are preparatory ("feeder") schools for secondary schools, or they are secondary schools with primary departments, or they are purely secondary schools.

The enrolment of government and aided English schools is now double what it was in 1938, the last year for which figures are avail-

Serendah Boy's School teaches useful trades - already these lads are expert tailors. The school is run by the Save The Children Fund, Great Britain, with an added yearly grant of $18,000 from the Malay Government.

able. In November 1946 there were 49,000 pupils, an, in October 1947, 56,000 attending government and aided English schools. Average pre-war percentage of attendance was 96 per cent, the average attendance at individual schools was never less than 95 per cent of their enrolment.

Few schools were destroyed, but some were very badly damaged, in particular Hutching's School, St-Xavier's Institution and the Convent School at Penang. Government grants to government and aided English schools were confined chiefly to repairs and the grants were made entirely by the local governments. No new schools have been built and all schools are overcrowded.

Co-education is not the policy of the Education Department, but exists where there are no girls' schools available. Most English girls' schools are self-contained, having all classes from the bottom to the top, that is, including primary, middle and secondary departments. In general the schools are organized along the same lines as the boys schools.

With few exceptions schools lost all furniture and equipment. After the liberation the anxiety of parents and pupils for the return of educational facilities made light of the difficulties, furniture was borrowed, some pupils brought their own stools, others sat on the floor. One Headmaster succeeded, with the help of older pupils, in knocking together, from Japanese packing cases and other timber, chairs and desks for over half of his enrolment. Text-books were a great problem. Few books survived the occupation and booksellers charged as much as five times pre-war price for exercise books. A store of books found in Singapore helped considerably, but did not provide sufficient for class sets. Towards the end of the first year of liberation the situation became easier, but the lack of more expensive apparatus such as maps and library books and specialized equipment for science, art and workshops was most severe.

Teachers and Teachers' Training.

It is obvious, even after a visit of only a few weeks, that the question of teachers and teachers' training is one of the most fundamental and most urgent of all the problems of educational rehabilitation in the country. In Malaya there are various outstanding problems peculiar to a country which has four different types of schools.

Malay School Teachers.

Figures for 1947 are not yet available. In the Annual Report for 1946 the number of teachers in Malay Vernacular Schools was given as follows:

	MEN	WOMEN	TOTAL
Trained	2,149	106	2,225
Untrained	1,113	366	1,479
Pupil Teachers	701	273	974

This table makes it clear that in 1946 there were more untrained than trained teachers in the Malay Vernacular Schools and the position is not greatly improved now.

The is one training college for Malay teachers, described below. At present this college cannot take more than 140 students and it is apparent that many who would seek admittance to the college have to be refused. In Penang and Malacca regular post-normal classes are held for teachers on Saturdays, the subjects being theory and practice of teaching in the usual school subjects, including hygiene, gardening and handicrafts. In Pahang similar classes are held when teachers come to the main centres for the monthly pay-day. In Kedah a refresher course for teachers was spread in weekly sessions over a period of two months. Perak, Selangor and Negri Sembilan have all held refresher courses of a week's duration which were enthusiastically attended and provided social contacts between teachers from widely separated districts. In three centres instruction in English has been given. Teachers in districts too remote even for these training facilities have been given training by correspondence.

Ihe Sultan Idris Training College at Tanjong Malim, received its name from Paduka Sri Sultan Idris Mershid al-Aazam Shah ibni al-Marhum Bendahara Iskanda, G.C.M.G., G.C.V.O., who reigned in the State of Perak from 1887-1916. Previous to the foundation of the present training college in 1922 there ware two small training colleges for Malay teachers, one at Malacca and one at Matang in Perak. The first was opened in 1900 for Malay vernacular teachers; the second in 1913 for training teachers solely for the State of Perak.

The principal function of the college is to train men as teachers for vernacular shools throughout Malaya. —It is evident that in its present form it will not be able to train the larger number of Malay teachers who are now so urgently required.

The training of Malay teachers ceased for the period of the Japanese occupation and the college was closed.

Every effort was made to complete its restoration as quickly as possible and there was adequate equipment available for 131 residential students when it reopened at the end of March 1946.

Students come from all the nine States and from Penang. The college provides the highest course in vernacular. At present there are three times the number of applicants for admission every year than can be taken.

Though this is a good college, with pleasant buildings and good grounds, it is far too small. More than half the total of Malay teachers in schools are untrained. The urgent need for more training colleges is obvious.

The principal needs of the Sultan Idris Training College are:

1. A library.
2. A regular supply of well illustrated periodicals.
3. A radiogram and supply of records.
4. A library of 16 mm and 35 mm educational, scientific and cultural films.
5. Stage equipment.
6. Reproductions of good pictures.

The Malay Women's Training College at Malacca is the only institution of its kind in the country where selected Malay girls are given a comprehensive training in teaching. After the completion of their training they are sent back to the States from which they come, to staff the various Malay schools.

The College was started in 1934 in the old hospital building at Malacca. Theree years later a new building was erected and a Practising School was built in the grounds.

During the occupation all the equipment, furniture and books were either looted or burnt. The Japanese used the building as a training college for officers of the "Greater East Asia Co-Prosperity Sphere". To house these officers they added a large dining hall and kitchen.

At present there are 62 students from all over the Federation and from Singapore. All the students are given a three-year course under the post-war scheme. Students are chosen on a competitive basis.

The European Principal has one other European member of staff, a Eurasian "Mistress of Method" and a Malay Assistant Superintendent, as well as Malay teachers and supervisors.

Besides the usual curriculum practised by the Sultan Idris Training College, the students are instructed in handwork, sewing and domestic science. They do their own housework and washing. Teaching practice is done by the students in the Practising School for six weeks in each year.

The following are the principal needs of the Malay Women's Training College, Malacca, and any help would be gratefully received.

1. Funds to replace college library
2. Simple science equipment
3. Weighing machine.

Chinese School Teachers.

At the liberation one of the great problems confronting Chinese schools was the shortage of teachers. Many pre-war teachers had found other and more profitable employment, training facilities disappeared and a number of teachers had been lost in the war, while no teachers could come from China. At the same time the enrolment of the schools increased largely. A report from one region states: "In the lower classes, especially in town schools, one teacher was required to teach 60 pupils. In all the one-teacher schools and in many others two or three standards were put into one room under one teacher. Teachers were paid three times their pre-war salary".

The qualifications of teachers in Chinese schools vary considerably. There are still a few old-fashioned schools where the teachers' only qualification is an education in the Chinese classics, though the number of these schools is decreasing rapidly. In the new-style schools, which form the great majority, a high proportion of the teachers, including nearly all who have received a higher education, were educated in China. Most of the teachers of English were educated in the English schools of Malaya.

The main problem concerning teachers, however, is their constant insecurity of tenure. The majority of teachers are given contracts of six months and are frequently changed from school to school. This also applies to Principals. A Principal is often transferred from one school, after a shoort period, to another, to which he will take, if possible, most of his former staff.

The number of Chinese teachers in Malaya in November 1946 was 4,266 serving in 1,032 schools and covering 62,652 pupils.

The main source of supply of teachers for Chinese schools before the war was China, since there were not sufficient locally trained students and they could not compete with the normal school and university trained Chinese teachers. Government training centres have now been started at five centres and it is hoped to establish a government training college for Chinese teachers.

Indian School Teachers.

In November 1946 there were 724 Indian schools in the Federation of Malaya, and 946 teachers, covering 33,466 pupils. Salaries of teachers are now those of the Malay Teachers' Scheme, with a Cost of Living Allowance added. This is a great improvement compared with pre-war days, but there is still much dissatisfaction amongst the better qualified and long-experienced teachers.

Before 1942 there were 7 training centres for Indian teachers. The students, who were mostly already teachers, met on Saturday mornings for classes lasting six or seven hours, in which the subjects taught were theory and practice of teaching, language, mathematics, geography,

hygiene, general knowledge, physical training, gardening and handwork. The course lasted for two years and was divided into three terms each year. The instructors were mostly Indian masters from the staffs of English schools.

By the end of September 1946 classes formed again at all the old centres with the exception of Taiping. Much difficulty has been experienced through lack of text-books, but the situation is now greatly improved. There are now 11 centres with 400 students, and it is hoped to arrange for teachers in remote districts to receive training by correspondence.

English School Teachers.

In normal times locally appointed teachers in English schools were recruited from Raffles College graduates for middle and secondary departments. In view of the large number of extra enrolments necessary in October 1945 and January 1946, and vacancies caused directly or indirectly by war and occupation in the ranks of teachers, it was necessary to recruit a large number of temporary teachers from all available sources. Students from all years of Raffles College and King Edward VII College of Medicine were accepted until these colleges could re-open at Singapore. Large numbers of teachers in private schools presented themselves, and, in addition, numbers of young men and women who passed the School Certificate Examination in 1940 and 1941 were accepted. Special salary scales were approved for those who had any form of higher education or previous experience.

When it was possible to re-start Normal Class Training, old first and second year normal class students were examined and those passing were placed in the third year. As a special arrangement to meet the emergency, men were admitted to normal classes. At the end of 1946 there were 444 students in training. The normal classes are now again restricted to the training of women teachers.

Technical Education.

Before the war there were six trade schools in the Peninsula. These schools were used for a variety of purposes by the Japanese but in all cases the best of the plant, machinery and tools disappeared. Much of the machinery at the Kuala Lumpur Technical College was destroyed before the evacuation in 1942.

The history of the trade schools after the Liberation was a series of struggles to obtain the use of buildings, and searches in dumps and stores for plant, machinery and tools, and collecting staff. At every centre inspectors spent much time examining machinery in various workshops, municipal stores and so on, and it was only the lack of transport which hindered the discovery of more of the heavy machinery which the Japanese appeared to enjoy moving about from place to place. The Penang Trade School was the first to reopen, under locally-recruited staff, very soon after the Liberation. The Kuala Lumpur Technical College followed, in January 1946 and the schools at Johore Bahru and Ipoh opened in April and May of same year. For the present the other two schools are not to be reopened.

The Kuala Lumpur Technical College, a government institution, under the Department of Education, provides a four-year course in civil, machanical, electrical and telecommunication engineering, and accepts students for the posts of Technical Subordinates in the Public Works, Surveys, Railways, Electrical and Telecommunications Departments. The conditions governing admission are a good Cambridge School Certificate with credits in English and mathematics and, if possible, in elementary science. After the evacuation of Kuala Lumpur the College was looted and later occupied by Japanese troops. Much valuable laboratory and technical apparatus was lost. The reference library in particular suffered drastic losses. After the Japanese surrender and before the arrival of the British troops the College was again looted. Some furniture and equipment which escaped the attention of the looters and the Japanese Military was saved by the efforts and the staff on two occasions. In May 1942 the Japanese authorities recalled the teaching staff and reopened the College for technical training. The training gradually deteriorated both in scope and attainment and at the end of the Japanese occupation the most important subject in the curriculum was Nippon-go.

During the war the College had suffered severe losses of equipment, technical apparatus and library reference books. The chemistry and physics laboratory was denuded, although some valuable apparatus in the testing laboratory was saved. To meet the minimum needs the Principal secured loans of useful apparatus and textbooks from the Public Works and other Departments. By the end of 1946 there were 54 students, 22 of whom were taken as boarders.

The Techni-Factory, Kuala Lumpur, is to train students for three years to become efficient cabinet-makers, after which selected students will continue for a further period of two years during which time they will receive payment for work done. Those not selected for the further period will enter employment in furniture shops, or start work on their own account. The Japanese erected a building in the grounds of the Kuala Lumpur

Technical College which proved suitable for the Techni-Factory. Covered sheds for the drying of timber were available, as well as buildings suitable for administrative offices. It was opened early in 1945 with 5 Chinese, 15 Malays, and 1 Indian enrolled.

The Penange Trade School before the war conducted courses in general, electrical and domestic engineering. After the reopening it was found impossible, owing to the lack of instructors and materials, to revive the domestic engineering course. The school suffered two severe robberies during the year when irreplaceable machinery was lost. During the occupation all technical and reference books, drawing equipment and small tools were lost, but by the end of 1945 some books had been replaced and sufficient other material had been borrowed or secured for the school to carry on satisfactorily. At the end of the year there were 34 students, of whom 30 were year there were 34 students, of whom 30 were Chinese, 3 Malays and 1 Indian.

The Ipoh Trade School, started in 1930, serves the State of Perak. Its curriculem is the same as that of the Kuala Lumpur Technical College. Again all machinery disappeared, but the staff managed to reopen the school immediately after occupation. They built up a stock of equipment by borrowing and by converting other suitable machinery. Sufficient tools to start proper work were supplied by Kuala Lumpur. The building is still in a bad state of repair. At the end of the first year 28 pupils were following a course of general engineering, the majority of whom were Malays.

The Johore Bahru Trade School remained in military occupation throughout 1946, but the school was reopened in the hostel. At the end of the year there was still little equipment available, but by improvisation it was possible to provide courses in carpentry, joinery, cabinet-making, bricklaying and plastering, fitting and motor repairing. It was not possible to revive the tailoring section. At the end of the first year there were the same number of pupils as at Ipoh Trade School, of whom 25 were Malays and 3 were Chinese.

The Agricultural College, Serdang in under the direction of the Department of Agriculture. It was opened in 1931. It provides a two-year course, with English as a medium, and aims at giving the student a sound general training in Malayan agriculture, together with an adequate knowledge of the pure sciences. The school reopened in April 1946, with the object of completing the training of as many as possible of its former students whose studies were interrupted by the invasion. Students are drawn from every State of the Peninsula and from Sarawak, Borneo and Brunei.

Locally recruited candidates for the posts of Sub-Assistant and Extra-Assistand Convervators attend the Forest School, Kepong, and may ultimately be promoted to Senior Forest Staff. Recruitment seldom exceeds two at a time and blank years frequently intervene. Individual instruction is given in a course lasting one year.

Full-time commercial education is given in the government day school in Penang. There are also commercial evening classes in Penang, Ipoh, Kuala Lumpur and Johore Bahru, and commercial subjects are included in the curriculum of certain Government and Aided Schools.

Adult Education.

Information Centres have been established in some 40 Malayan towns and villages by the Department of Public Relations. They form a focal point for village activity which in very much appreciated in the outlying parts of the country. Not less than 7,400 people daily visit the P.R. Information Centres throughout Malaya at present. There they can read, free of charge, English and vernacular booklets and English pictorial magazines. Pictures showing what the Government is doing, with descriptive captions in simple language and in all four languages have proved of considerable interest to the illiterate population into which category fall more than 50 per cent of the population of the Peninsula. Information Centres are used as a meeting place in rural areas and in those in which radios are installed a crowd assembles regularly to hear the vernacular news from India and Malaya. The supervisors of these centres are ready to give advice and information to all who require it. They are expected to be familiar with the local administration so that inquirers can be put in touch with government departments. These centres are a new and valuable method of influencing and educating the people. The Acting-Director of Public Relations, Kula Lumpur, as follows:

"If Unesco is able in any way to help us we should be very grateful. We are establishing small libraries in each of the 40 Information Centres throughout the country. These libraries will not be confined entirely to English books, but to whatever suitable text in Malay, Chinese or Tamil we can obtain locally. These Information Centres are mainly in isolated rural areas, where they are very popular. Most of the work of our Department is concerned with the illiterate population, whom we try to teach by mobile public address units, mobile cinema shows and visuel displays. Here too we would be grateful for assistance. It is frightening to tink that adult suffrage may become a reality in this country

within the next few years, while literacy is still less than 40 per cent of the adult population."

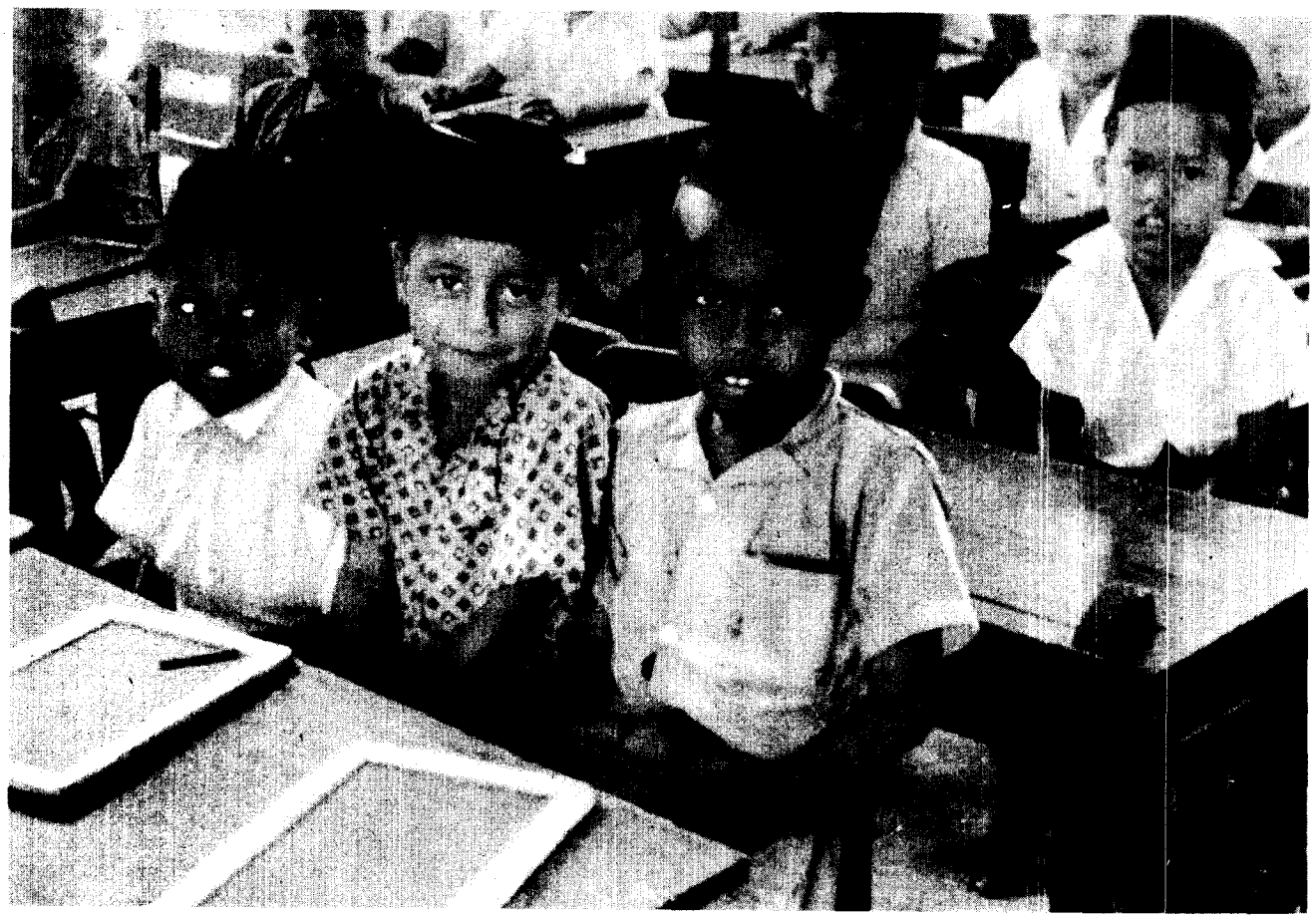
Mobile public address units provide one of the most valuable channels for the dissemination of information to the masses of the people. Their use is all the greater in view of the high illiteracy figure and the limited methods by which the illiterates can be reached. These units tour the States, there is one in each, and their itineraries are planned in conjunction with the local administration officers, who make use of them for the purpose of addressing gatherings of the people. They also deliver addresses in whatever subjects the District Officers, Agricultural Officers, etc. require the public to be informed.

Subjects included covered, in 1947:

Nutrition
Rice substitutes
The Census
Health
The Constitutional Proposals
Law and Order
Trades Unionism
Food Production
Vaccination

It is estimated that more than 900,000 people were addressed by public address units in the first half of 1947.

There are at present eight 16 mm cinema units in action. These units are carried on the public address unit transporter, normally a "station waggon". They are operated by means of mobile generators purchased from the army. The cinema units during 1945-46 performed a most useful service in showing the rural population documentary pictures and thus replacing the general ignorance of the Allied war effort which followed the years of Japanese occupation. Since the end of 1946 war films have been replaced by films from the Films Division of the Central Office of Information, together with documen-



With high seriousness Malay children take up their studies after 4 wasted years. Their keenness has spurred educators to rebuild the school system in 3 short years - a unique record among occupied countries. Priority need is teachers.

tary films obtained from India, Canada, Australia and other countries of the Commonwealth. The Disney health instructional short cartoons which were provided through the courtesy of the United States Information Service have proved to be among the most popular with rural audiences. They deal with the problems of malaria, hookworm, sanitation etc. The film made in English, Malay, Tamil and Chinese by the Malayan film unit called *Help Yourself* on the *Grow More Food* theme, has proved exceedingly popular and gives an indication of the value of films made in vernacular languages by Malayan people. Announcers give running commentaries in Malay, Tamil or Chinese as the film is shown. The films provide a useful method of drawing an audience, in addition to being of value themselves as a means of mass education. There is a very real need for vernacular instructional films suitable for rural audiences.

Community concerts have been sponsored by the Department as a method of breaking down inter-racial barriers. They have met with considerable success. Gramophone recitals are also popular.

A Tamil drame troupe which has toured Kedah Stade and part of North Perak had a most enthusiastic reception. Educational sketches on such subjects as trade unionism, education and health were mixed judiciously with popular Tamil dramatics and music. It is unfortunate that this is a costly form of education, as it is one that is most attractive to rural audiences.

Projectors have been loaned to schools and the Public Relations library of film strips made available to the Department of Education.

EDUCATION IN THE COLONY OF SINGAPORE

Before the war the population statistics for the Colony of Singapore were estimated as follows:

Chinese	660,000
Malay races	77,000
Indians	60,000
Others	33,000

The 1947 figures have recently been published and form an interesting comparison:

Chinese	728,000
Malay races	116,583
Indians	71,000
Others	24,350

The educational systems of Singapore and and the Federation of Malaya have much in common, and there is close co-operation between the two headquarters.

The following statistics are given for the schools of the Colony of Singapore:

	NO. OF SCHOOLS		ENROLMENT	
	1946	1947	1946	1947
Malay Schools..				
Government....	26	34	5,551	6,352
Aided.....	—	1	—	111
Total.....	26	35	5,551	6,464
Chinese schools.				
Aided.....	36	49	26,060	33,291
Private.....	89	105	20,639	20,187
Total.....	125	154	46,699	53,478
Indian Schools..				
Aided.....	2	5	294	576
Private.....	2	6	244	343
Total.....	4	11	538	919
English Schools.				
Government.....	13	13	7,205	7,615
Aided.....	16	16	10,947	11,899
Private.....	23	39	5,669	9,581
Total.....	52	68	23,821	29,095
Miscellaneous...	—	14	—	2,018
Grand Total.	207	282	76,609	91,973

Malay Schools.

The Malay vernacular schools are all free schools. Several have been destroyed and have not yet been replaced, all are over-crowded and working with inadequate furniture and equipment, and several buildings have to accomodate separate schools, morning and afternoon. Through using the same building for two schools in this way, the number of government Malay schools has increased from 26 to 34. The one aided school is on Pualau Bukom, off Singapore.

Chinese Schools.

The Chinese schools present a much larger problem. At the end of 1947 the number or schools had increased from 125 to 154, with an enrolment of 53,478. There were in addition over 150 schools whose buildings were not yet fit for registration. The Chinese schools are schools provided by the Chinese communities for Chinese children. They are run under private management, but the number receiving grants, on a *per-capita* basis, from Government increased in 1947 from 36 to 49. These aided schools contain 33,291 pupils, or 60.4% of the total for all registered Chinese schools. The grants for the year amounted to approximately $300,000.

All of these schools are over-crowded, staffed with teachers either untrained or of non-Malayan training and outlook. There is at present no adequate provision to make possible the proper control and inspection of all such schools from an educational standpoint. Many - indeed the majority - are housed in unsuitable buildings; some are merely profit-making undertakings.

Government free primary education in the vernacular has hitherto been confined to Malays, which, in Singapore, applied to a small fraction of the child population - actually some 7,000 pupils. The difficulties in converting Chinese schools into government or government-aided institutions for free primary education are obvious. The Education Department cannot at present dictate even to the schools which receive small grants-in-aid from the Government that they shall receive pupils of all races and there is little hope of converting them from racial to regional schools for all children in the immediate future.

Indian Schools.

Until an Assistant Inspector of Indian Schools was appointed in 1947 it had not been possible to give these schools much attention. Only 11 schools are registered, while 35 others are not yet considered fit for registration. Five of the registered schools are considered worthy of a grant-in-aid, on a capitation basis. The condition of the schools, with regard to furniture, school supplies and buildings is much the same as the Chinese schools. Like the Chinese schools, they are Indian schools provided by the Indian community for Indian children. They too have their distinctive national characteristics.

English Schools.

The position of the English schools in general is one of great and increasing difficulty. Three of the main school buildings have been entirely destroyed by war action, while two others, including the main trade school, are still occupied by the forces. Those that have been reopened are far from adequately equipped. Furniture is expensive and of poor quality and text-books are still scarce. The restoration of science, commercial and technical education is retarded by lack of facilities and materials, and developments have been delayed. Not only is the school accommotation available below normal, but the numbers of pupils have unavoidably increased. There is an obligation to provide for the completion of the education of the children whose courses were interrupted by the Japanese occupation, many of them are now well over age by normal standards, and the annual new entry must be met. To postpone the latter would be merely to prolong the abnormal period.

This has resulted in an overcrowding of classrooms; in shortened school time-tables to enable two schools to function in the same building by morning and afternoon sessions; a consequent curtailing of the former "afternoon school" facilities for over-age pupils owing to lack of accommodation, and a general over-working of depleted school staffs. Lack of text-books, school libraries and apparatus add to the difficulties. The standard of education that can at present be provided in the English schools is inevitably still much below pre-war level.

The English schools are divided into three groups: (1) government schools, consisting of 12 boys' schools and one girls' school, the whole expenses of which are borne by the Government. (2) The aided schools, including 9 boys' schools and 6 girls' schools, run by missions, and one girls' school under the control of a board of Singapore Chinese. In these schools the Government pays the difference between approved expenditure and income, the former including staff salaries, donations to Provident Funds, capitation grants and half the cost of approved repairs or extensions to buildings. The income is, as a rule, confined to receipts from school fees. (3) The private schools, which include afternoon schools in government and government-aided buildings, in addition to the purely private schools which receive no grants, but are subject to registration and inspection by the Department of Education.

Fees in Government and aided schools are $2,50 per month for the first 7 years, and $4 per month in secondary classes. In these schools, 3,724 pupils during 1947, held scholarships or were given exemption from payment of school fees.

Of the 29,095 pupils in English schools in Singapore, 3.464 were, in 1947, receiving secondary education, the remainder being in lower stan-

dards. These schools are open to children of all races, 75.7 per cent Chinese, 10.5 per cent Indian, 8.3 per cent Eurasian and European, 3.5 per cent Malays and 2 per cent children of various other races.

Trade Schools.

The buildings of the Government Trade School, which were completed in 1941, were released by the Services on the last day of 1947 and, although extensive repairs are necessary, it is hoped to occupy them again in the summer of 1948. During 1947 the Trade School was carried on in the old buildings, 63 boys taking courses in mechanical, electrical, radio and domestic engineering.

Training of Teachers.

Singapore has not yet a training college for teachers, and Raffles College was unable to reorganize the fourth professional year of training for teachers. The Department of Education however expanded its normal class training system for teachers of English schools and has embarked on training classes for teachers in Chinese and in Indian schools.

To qualify for entry to a normal class a student must have passed the Senior Cambridge Examination with a credit in English and two other subjects and a pass in oral English. At present classes are held weekly and students attend a two-hour lecture in English and another two-hour lecture in the principles and practice of education. Most of the students are already full-time teachers and their work is supervised both by the Heads of their schools and by the Primary Supervisor, who coaches them and visits them regularly.

At the end of the first year students take an examination and, if successful, they then choose to specialize in either primary or elementary teaching. Lectures continue during the second year, with two-hour periods of English and theory of education and at the end of the year there is an internal examination. This is set and marked by the Singapore Education Department. The same procedure is followed for the third year but the examination which qualifies the student as a trained teacher is set and marked by an outside authority, i. e. the Education Department of the Federation of Malaya.

During the year, 57 teachers completed the final course in the Normal Class training, and at the end of the year there were 120 others under instruction in the various stages. It is still necessary for the 2nd and 3rd year students to be employed as full-time teachers, but in 1947 the first year classes were enrolled ad additions to the staff of schools. Although they are not class teachers, their presence in schools has been a great help in allowing some of the qualified staff to take advantage of the leave granted to them in respect of the period of occupation.

Higher Education.

There are two institutions for higher education in the Colony of Singapore:

1. King Edward VII College of Medicine
2. Raffles College (Arts and Science)

Neither of these institutions is under the administration of the Department of Education. The King Edward VII College of Medicine is a Government Institution, while Raffles College is under an Independent Council.

King Edward VII, College of Medicine.

When Singapore was re-occupied by the British Forces the King Edward VII College was in a state of neglect, having been used by the Japanese largely as a vaccine institution. Repair of damage to the buildings and necessary alterations have now to a large extent been carried out by the course for financial reasons and the Government funds. The work involved in rehabilitation was enormous, but the energy and devotion of the staff was such that it was possible to resume teaching in the middle of June 1946, two months only after the College had been de-requisitioned, and 200 of the pre-war students returned. The standard in the Professional Examinations held in September 1946 was remarkably high and it was encouraging to find that students were serious, mature and enthusiastic. The first year after reopening was difficult, owing to shortage of staff and equipment. Large orders for equipment were placed in England, but very few items arrived. The library is fortunately intact; during the period of occupation it was under the charge of a Japanese expert and many additions were made. No former student was prevented from completing his course for financial reasons and the Government gave generous financial assistance to both old and new students. Free transport is also provided for students to and from the hostels and classes. The General Hospital of Singapore, is used as a Teaching Hospital.

The total number of medical and dental students at present in the college is 299, as compared with 200 in March 1941. This shows an increase of approximately 30 per cent. The total number of teachers is 41 compared with 52 pre-war. All the teachers are entitled to living quarters if available.

At present 21 teachers are occupying college quarters. There is great need for post-graduate training of locally appointed teaching staff, as there are few facilities for training in the country itself.

Raffles College.

In 1918 a committee appointed to make recommendations for the celebration of the centenary of the foundation of Singapore reported that "the most suitable memorial is a scheme which will provide for the advancement of the education of the Colony with a view to laying securely the foundations upon which a university may in course of time be established." A further committee recommended the establishment in Singapore of a college for higher education, to be known as Raffles College. The College was formally opened in 1928.

When war was declared on Japan the academic activities of the College ceased. During the occupation it was used as Japanese Military Headquarters. After the Liberation it was taken over by the British military authorities. During these successive occupations the College suffered serious damage. Except for the consequences of neglect, the shell of the building was not greatly affected, but the interior was gutted. All the equipment and furniture of the laboratories disappeared, together with all the office fittings and the furniture of hostels and houses. In June 1946 the work of rehabilitation began. There were many inevitable delays and disappointments, but on 10th October 1946 the College reopened with 212 students.

The Japanese added two buildings both of which are now in full use, but the playing fields had been ridged for the growing of tapioca and the task of restoring them has been long and costly. Fortunately the bulk of the library was removed in the early days of the occupation and housed in a disused church in Singapore. The Inter-Allied Book Centre has presented the College with 1,500 volumes, an invaluable gift which helped greatly to repair deficiencies. The British Council has also sent valuable gifts of gramophone records for the music library.

Courses are of three years duration and are divided into two groups.

Group 1. English, history, geography, pure and applied mathematics, economics and law.

Group 2. Physics, chemistry, pure and applied mathematics and geography.

Diplomas in Arts and Sciences are awarded. Chinese students form the majority in the College, followed by Malays, Indians, Eurasians and others.

If good spirits are an indication of a happy life these Malay boys, victims of war's aftermath, are getting the right treatment now.

Adult Education.

In addition to the schools run privately, and affording tuition in commercial and technical subjects, evening classes in a variety of subjects including book-keeping, typewriting, shorthand, English, radio engineering, quantity surveying, plumbing, machine design and marine engineering are conducted in one of the government schools. The total number attending in 1947 was 1,633 There is a Superintendent of Adult Education, under the Deputy Director of Education, assisted by a body of selected instructors.

The Chinese have opened a few Mandarin schools for adults. Usually classes meet in the evenings several times a week. Specially prepared text-books are now used. These schools are doing good service to some extent, but unfortunately the chief object of the proprietors is to earn as much money as possible and the schools

have become money-making concerns. There are also some sort of classes held in many Chinese societies and unions.

In anticipation of the return of civil government on 1 April 1946 the Printing and Publicity Department of the British Military Administration was split up. The printing works in the two territories returned to their former civil status. The Broadcasting Department became a pan-Malayan Department, the publicity functions which were still relevant in a civilian context were divided regionally between the Department of Public Relations in the Malayan Union, and the Public Relations Office in the Colony of Singapore. These two organizations were quite separate, being parts of their respective governments, and directives and policies followed by the Department in the Union had no automatic currency within the Colony.

Broadly, the function of Public Relations Office is to inform the people of government policy and activity, and to keep Government informed of trends of public opinion. It has no powers of censorship; it does not seek to stifle criticism, but to answer unfounded criticism. It is the publicity or information organization of the Government on which any government department can call.

The functions of the Office have sorted themselves out as follows:

1. Primarily, the Office serves as the liaison channel between the Government and the Press. The Press in Singapore includes the world news agencies, overseas press representatives posted to Singapore as a centre for South-East Asia, as well as the Singapore Press in the four major languages. The Office attempts to ensure close contact between them to the mutual convenience of the Government and Press, and to minimize the effects on news collecting of the language difficulties.

2. The P.R.O. uses other channels to inform the people of government policies and administrative services; or assisting the Government, in carrying out such processes as the electoral registration or census; or earrying out a major campaign like the Safety First Campaign; or announcing the opening of new services such as Child Feeding Centres.

(a) The P.R.O. has acted as the channel of communication for news and directives to the Department of Broadcasting.

(b) The Office has two public address vans which visit certain busy town areas and the rural areas, either to take part in specific campaigns, e. g. registration or vaccination, or to carry a regular service of news and government announcements. They are available for other departments such as police or education for special use at large meetings or sports gatherings.

(c) The Office also has two cinema projectors. These visit schools, waterworks, police stations, government servants, housing estates or rural kampongs to give special film shows of news. health and travel films. These films are supplied without charge by the Central Office of Information in London. Because of the film activity and the knowledge of the film trade of the P.R.O. and the Joint Films Officer, the P.R.O. is referred to for advice on matters affecting film censorship in relation to public opinion.

(d) On a special vote the office is arranging the installation of community listening sets on the islands and in the rural areas. One has been working very successfully on Pulau Sudong, and the remainder will be delivered in October.

(e) Through the publicity officer, the office advises other departments on the preparation of publicity campaigns whether through illustrated posters, newspaper advertising, cinema slides or hoardings, and carries out the agreed plans. There have been blood transfusion and anti-spitting campaigns ; anti-black-market and price tagging campaigns; and Safety First campaigns. Through the exhibitions officer, exhibitions and displays are arranged. The biggest was the *War Weapons Exhibition* for the King's Birthday in 1946, which drew over 100,000 people. Similar was the *Grow More Food Exhibition* at the Happy World. There have been other smaller exhibitions in connection with the anti-T.B. Society and with blood transfusion. Regularly there are photo displays of news photos both from London and from those taken by the P.R.O. photographer.

3. Through its Press Intelligence Section, the P.R.O. monitors the vernacular press to keep the Government informed of public opinion in general or specific criticisms or allegations made in the Press. The joint Press Intelligence Section with the Malayan Union Department and its weekly bulletin are being discontinued. But the daily reports will continue in conjunction with the Secretary of Chinese Affairs.

4. The Office acts as the Singapore link with the Central Office of Information in London which on the instructions of the Colonial Office sends out information material about Britain and the other parts of the Empire. This includes over 30 weekly journals sent by air mail, and 14 monthly magazines. It also includes the films referred to above, film strips, photographs, and articles for reproduction in the Press. This involves no cost to the colony, and ensures that information and publicity experience in the United Kingdom are easily available for those who want it in Singapore.

5. Under its general purpose of stimulating public interest in matters of importance to the colony, the P.R.O. has carried out certain general activities, e. g. in courses of lectures on *The History of the War 1939-45, The British Political System,* or sponsoring and making arrangements for the recent *British Books Exhibition.*

6. On the Office also falls the responsibility of ensuring the fullest and most accurate publicity for Singapore overseas, an aspect which is particularly important in a world port such as Singapore, for whom varied and vital contacts are essential. This is carried out by the despatch of press releases, articles and photographs, by arranging facilities for visiting journalists and cinecameramen, by providing material for exhibitions overseas, by sending information and photographs to the Colonial Office Information Department and by maintaining contact with organizations such as the Malayan Information Agency in London, or the British Information Services in New York.

7. In the absence of any adult education in civics in the colony, the office has undertaken certain general functions, e. g. in political education through the organization of lectures, or in cultural matters, by acting as the executive link with the British Council pending the appointment of their officer in this region, and sponsoring art and book exhibitions.

8. As the Commissioner-General's Office has not had, and does not envisage having, any press relations officer, and in view of the importance of Singapore as a world news centre, the P.R.O. has acted as Press Relations Officer for the Commissioner-General, and for Sarawak and North Borneo. He had been able to assist both territories in their problems within the field of Public Relations.

There is a good Schools Division in the Department of Broadcasting at Singapore, which gives 28 broadcasts a week to English, Malay and Chinese schools not only in the colony but also in other parts of South Eastern Asia. The aim of the programmes is to provide schools with the continual stimulus of hearing history, geography, literature and the problems of today, brought to life; of hearing music, poetry, drama finely performed; of having particular aspects of subjects sich as health, housekeeping and gardening vigourously and accurately dealt with by experts, or presented in dramatic form. Most of the scripts are written by the staff which consists of a director and 14 programme assistants, but there are also outside contributions. The staff consults experts where necessary and carry research in libraries. Special songs and incidental music have to be provided and these are often but not always written by members of the department. Every broadcast is prepared with a definite school standard in mind; the vocabulary to be used and the entier method of presentation are, therefore, carefully considered. Such broadcasting enormously increases the desources of every school which has a receiver, but there are now only 65 schools in the Colony of Singapore and 120 in the Federation of Malaya, most of which are English schools, having receivers. An increase in the number of receiving sets in schools is very desirable, particularly in Malay and Chinese schools, since there are ten broadcasts in English, nine in Malay and nine in Mandarin. Provision for a service in Tamil on the same scale as those in English, Malay and Mandarin has been included in the department's estimate for 1948. It is hoped to increase the number of broadcasts to eleven or twelve in each language in the course of 1948. Any outside assistance will be greatly welcome.

Cultural Matters.

There is a special Art Superintendent under the Director of Education and under his guidance there has been a revival of interest in this subject in all schools. In the majority of schools there is no art teaching until Standard VII. Teachers are mainly trained by the Art Superintendent himself, in two-hour classes weekly. Pupils have been 90 per cent successful in art subjects in Cambridge examinations. There is no art school, though there are art rooms both in Raffles College and in the Y.M.C.A. As with all other subjects, lack of suitable materials and equipment and the prevailing high prices are still a serious handicap, but limited stocks of drawing and painting materials are now available.

A Master of Music is attached to the Department of Education. After the libaration a preliminary survey revealed a serious lack of musical instruments and equipment in schools. Such pianos as remained were in very poor condition and, with one or two exceptions, schools had lost their complete libraries of music. Copies of music were prepared for use and renovations of instruments were put in hand as quickly as possible. The children's orchestra was revived, with sixty members, and is now making excellent progress. A combined school choir has been formed, of 250 voices. . One of the most pleasing of music in the schools was the increased interest and enthusiasm of children who, during the Japanese occupation period, resorted to music where possible as the most natural and happy form of relief and relaxation. Music in schools has another importance in Malaya, it being a real contribution to spoken English.

Teachers are a difficulty. They have not, until recent years, had any training, they were expected to be able to teach anyway. The Master of Music has now established classes in three sections — for beginners — for teaching problems — for advanced students.

In 1941 the Drama Section of the Singapore Teachers Association began a programme of schools productions, and sent one show of two one-act plays on tour round the schools. The tour was suceessful, but was not repeated owing to the Japanese invasion. This was the inspiration of the present Teachers' Repertory. In 1947 the newly-formed Drama Section of the Singapore Teachers' Union set out to follow up the plans worked out in 1941. The name Teachers' Repertory was adopted.

Teachers' Repertory is a non-profit-making cultural organization formed with the following objects:

1. To bring to the people of Singapore, and especially to students, the best drama.

2. To interest students in acting and production, to afford them help and advice and opportunities to act, and to encourage the formation of drama clubs in schools.

3. To establish a wardrobe of costumes, a library of acting editions, and a stock of properties and make-up to be available for use by schools and amateur clubs.

4. To promote fellowship and good feeling, and to widen interests by intelligent activities connected with the stage.

Teachers' Repertory began work in mid-1947. Its members include Indians, Chinese, Ceylonese, Eurasions, Jews and Europeans. Leading parts have been taken by people of all races. Junior repertory, the students' section, includes a similar range of races. As far as possible casts are selected from both teachers and students. Both Teachers' Repertory and Junior Repertory have supplied actors and actresses to Radio Malaya in recent months. The 1947 activities included a tour of schools, of two one-act plays, and scenes from "Julius Caesar". The first were seen by over 1,250 children, the second by over 1,500 students. The drama classes for teachers and students began at the end of the year. The class was attended by 54 people, ranging from older teachers to boys of about 14. During the Unesco Mission a rehearsal of "Macbeth" was attended, a most interesting show. There was an excellent spirit among the cast, a remarkable mixture of all races and of age and youth, and a high standard of acting. The productions are in the very capable hands of Mr. David Little of Radio Malaya. This year (1948) "Macbeth" unabridged, will be performed in Singapore and toured in the Peninsula. There are also plans for a Youth Drama Festival during the summer, when it is hoped to have teams from schools and Youth Organizations.

A visit was paid to the Raffles Museum and Library, both housed in a fine building in the centre of Singapore. The building was unharmed during the war and occupation, though many minor repairs were required after the Liberation. The library was comparatively untouched, though some of the books suffered serious damage from humidity and there is an immense work of rearrangement and re-cataloguing to be done. The museum suffered more, many of the valuable collections being broken up. But, on the whole, both have escaped more lightly than was feared.

Nest door to the library and museum, the British Council have recently started work in Singapore. At present they have only one room for all their activities, though plans were being made for taking over a disused building nearby in the near future. There are three members of staff, the representative being Regional Representative for South East Asia. Owing to the fact that they had hardly started their work, no detailed report would be profitable as yet.

A Ten-Year Programme.

A matter of great importance during the year 1948 was the approval by Government of a Ten-Year Programme for future educational policy in Singapore. The general principles on which this policy is framed are:

(a) That education should aim at fostering and extending the capacity for self-government, and the ideal of civic loyalty and responsibility;

(b) that equal educational opportunity should be afforded to the children — both boys and girls — of all races;

(c) that upon a basis of free primary education there should be developed such secondary, vocational and higher education as will best meet the needs of the country.

The policy will be to provide universal free primary education through the medium of one or other of the following tongues: Chinese, Malay, Tamil and English. This is the most extensive change from previous educational policy in Singapore.

No provision is made for compulsory education, which can only be enforced, if enforcement is found necessary, when an adequate number of efficient schools have been provided. The problem during the period of this programme will be not to "compel", but to provide the large arrears of schools necessary to meet the demand.

The Free Primary Course for all boys and girls will be developed, as the first objective, as a six-years' course between the approximate ages of six and twelve years, with extension subsequently to a later stage.

It is recognized that, for the development of the general principles outlined above, the basis of all schools should be regional rather than racial, and should ensure the intermingling of pupils of all races in all the activities of school life. Such intermingling will be further developed by the generous selection of merit, after the third vernacular school year, of Chinese, Malay and Indian pupils from the primary vernacular schools for free training in an intensive special course through the medium of English in the primary English school.

On the above foundation of 6-years' free primary education there will be established a system of post-primary education suited to local needs and expansion:

1. In "English" schools — and Junior Technical Schools,

2. In vernacular schools.

Post-primary schools will be fee-paying, and admission will be granted only to pupils from primary schools who reach the prescribed standard of attainment. There will, however, be adequate provision of free places for pupils specially selected by merit from the primary schools.

One of the most urgent needs of this new policy will be provision of locally-trained teachers. So far as the training of Malay vernacular school teachers is concerned, it is hoped that the facilities hitherto provided for such training at the Sultan Idris Training College and Malay Women Teachers Training College will continue to be extended by the Malayan Union to Singapore students. Subject to this exception there is planned a training college in Singapore where students of all races in full-time training will intermingle in all college activities.

The method and stages of introduction of the new policy will be briefly as follows:

Concurrently with rehabilitation there will be instituted as early as possible, as a first step towards univeral free primary education, the grant of free places to deserving pupils in approved Chinese and Indian primary vernacular schools, at first on a 5-10 per cent basis of the school enrolment. This percentage of free education will be increased during the Ten-Year Period of the programme as and when public finances permit.

Immediate steps will also be taken towards providing adequately for the local training of teachers, a measure vital to the whole programme. A full-time training college is recognized as an urgent priority. The major difficulties are not, however, confined to finance, buildings and staffing. Large numbers of full-time teachers who are untrained must be given training and there is a great lack of candidates for unpaid full-time training. Any recruits to the teaching profession in Singapore at present — and they are not many — seek full-time paid employment plus training and the shortage of staff is such that they are urgently required for such employment and will be for some time to come. As a temporary, though admittedly unsatisfactory expedient therefore, part-time training out of school hours has been reinstituted in normal and other training classes. The recommended revision of teachers' salary schemes now under consideration will, it is hoped, result in the attraction of a sufficient number of students seeking full-time training to enable the early beginning of the full time training college.

Prospect for a University of Malaya, near Singapore.

In August 1946, Dr. R. E. Priestly, Vice-Chancellor of the University of Birmingham, and a member of the Asquith Commission and of the Inter-University Council for Higher Education in the Colonies, visited Malaya to discuss on the spot the application to Malaya of the principles of the Asquith Report.

This was followed by the appointment, by the Secretary of State for the Colonies, of a strong Commission headed by Sir Alexander Carr-Saunders, Director of the London School of Economics, to make recommendations for the development of university education in Malaya by the establishment of a university with full status and power to confer degrees, of which the King Edward VII College of Medicine and Raffles College would form a part.

The Report of this Commission was published in April 1948, in which the Commission states: "We have recommended that a University of Malaya with Faculties of Arts, Science and Medicine should be created as soon as possible on the solid foundation of Raffles College and the College of Medicine." This major decision now having been arrived at, the Commission's recommendations will be implemented as soon as possible and indeed it is hoped that October 1949 may see the beginnings of the university proper. After lengthy discussions it has been decided not to retain the present sites and buildings of the two colleges, which, impressive though they are, are separated from each other and indentified with Singapore rather than Malaya as a whole. This has been a difficult matter to decide, especially since the university is to serve, not only Singapore, but the whole of Malaya. The final decision has been to build the university at Johore Bahru, capital of the most southern state of Malaya and geographically

only about seventeen miles from Singapore. The Report states: "We believe that at Johore Bahru the University would be near enough to Singapore to share fully its cultural life and yet at the same time have the great advantage, for a residential university, of being in surroundings of great natural beauty, near enough to Singapore for effective contact and yet in a place where it would not be dominated by that city. There is another factor which cannot be neglected and which has been very much in our minds. We are asked to recommend a site for the University of Malaya. We are anxious that the University should be so placed as to be in intimate touch with the physical and social conditions of the country which it will serve. Singapore cannot be regarded as typical of Malaya; Malaya is out of sight and out of mind of that city. It would be impossible to forget Malaya at Johore Bahru; there the University would be in a truly Malayan environment. We recommend that a suitable site should be acquired there. We believe that Malaya can build a great university at Johore Bahru and we hope that it might become a great centre of teaching and research in South East Asia."

For the purposes of the Unesco Mission it was obviously unnecessary under these circumstances to study in any detail the efforts towards rehabilitation made by the present Raffles College and King Edward VII College of Medicine, therefore only very brief reports have been here included. But the decision to establish a degree-giving university on the foundations of these two colleges is one of immense importance and should have a direct effect on one of the most important factors in the reconstruction of education — the training of teachers. Now, at last, men and women of the Malay States will have the opportunity of obtaining in their own country higher qualifications which are the equal of any qualifications which can be secured in the United Kingdom. The time should not be far distant when Malay and Chinese teachers will be able to claim the same status and salary as that of their European colleagues, and it is obvious that this will have a far-reaching effect on education in all its branches.

POST-WAR DIFFICULTIES AND URGENT NEEDS OF MALAYA AND SINGAPORE

The geatest dificulties to be overcome in the rehabilitation of education, science and culture, both in the Federation and in Singapore, might be summarized as follows:

1. Serious shortage of buildings — money, labour and materials for rebuilding or building new schools.

2. Very grave shortage of teachers — in particular of trained teachers for Malay, Indian and English schools. (The shortage of teachers for Chinese schools is as great, but is the concern of the School Committee.)

3. Almost total loss of reference books and of scientific apparatus for the teaching of science in schools.

What are the most profitable ways in which help can be given to speed the progress of reconstruction? Undoubtedly one of the answers should be in the sending of trained experts to train others in the country — and to offer both scholarships and fellowships to those men and women who can best help, on their return to their own country, to rebuild in their own particular field.

It is true that, in comparison with the war-devastated countries of Europe, the countries of Malaya and Singapore may be counted fortunate in many respects. They have not suffered much material damage to buildings, except through deterioration in the war years. They have placed on order quantities of school supplies, including scientific apparatus — but most of these orders were placed early in 1946 and so far the firms in question have been able to send very little material of any kind. More than two years have gone by, and still education is held up everywhere, in spite of all the efforts of the excellent and experienced education departments.

Supplies and equipment of all kinds are urgently needed for this interim period so that those who are being educated now may benefit, and teachers need no longer depend on improvisation.

Time is an important factor. The political problems which are bound to come rapidly to the surface in the near future will be greatly influenced in their solution by the progress of education in the immediate post-war years. A literate population is the minimum requirement, not least in a country inhabited by so many races, in an intelligent solution of common problems.

Although a great and solid foundation of education was laid many years ago in Malaya, the extent of the catastrophe caused by the war is far greater than is easy to realize. The educational authorities are not self-sufficient, their needs are

very great, and help given to education in Malaya at this juncture may be of great importance in the post-war development of South East Asia.

Outstanding among the urgent needs are the following:

1. The establishment in the near future of further training colleges, both for men and women — for Malay teachers.

2. Assistance in the training of men and women teachers in English and Indian schools. Assistance with the government scheme of establishing a training college for Chinese teachers.

3. The provision of foreign experts to advise and assist in the training of teachers of science and domestic science.

4. Scholarships for promising students to study abroad, and particularly opportunities for teachers to obtain the higher foreign degrees necessary, until such time as they are able to obtain these degrees in the new University of Malaya.

5. Assistance in all types of adult education, with supplies of projectors, filmstrips, etc. and documentary films.

6. Reference books — in great quantities.

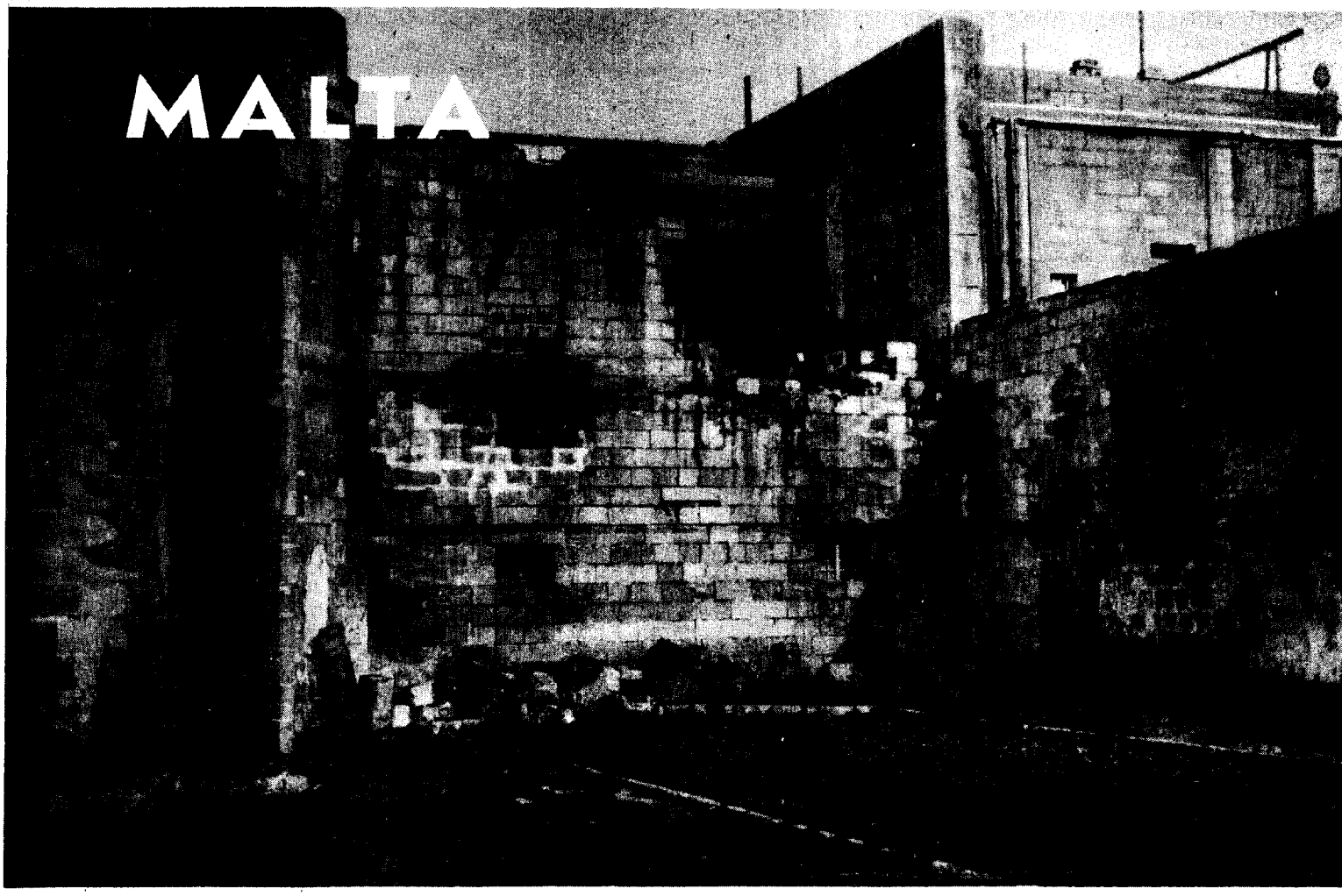
7. Science apparatus — especially for the teaching of elementary science in schools.

8. Assistance in the printing of Malay text-books for schools.

CONCLUSION

It is difficult, in presenting a report of a survey, not to appear too cold and unemotional in the approach to the subject. In conclusion a very warm tribute should be paid to the quite extraordinary energy and devotion with which everybody concerned — administrators, education officers, teachers and pupils — have tackled their great task in the face of the enormous material, physical and moral difficulties of the post-war. They have literally rebuilt Malayan education in the space of three years. Perhaps one of the greatest incentives for this accomplishement has been the almost frightening seriousness and energy with which Malayan children have gone back to their studies after four wasted years. The success of the rehabilitation of education in Malaya and Singapore to-day must be counted as an almost unique achievment amongst occupied countries.

MALTA



Malta's pre-war school equipment was adequate for the school population then attending. War damage, such as this wrecked school at Pieta, and the recent adoption of compulsory education measures have created alarming shortages.

INTRODUCTION

THE SUFFERINGS OF MALTA during the war and the courage of the people of the istand in their refusal to give way under the repeated onslaughts of the enemy form one of the greatest chapters in the history of heroism. Malta gave all in "blood, toil and tears", a worthy sentinel of the Mediterranean. The George Cross wass awarded to the island on April 15th, 1942.

"To honour her brave people...

To bear witness to a heroism and devotion that will long be famous in history."

A Unesco representative paid a visit to Malta in the summer of 1948 to investigate the losses to education, science and culture as a result of the terrible destruction wrought in the island. The following account will show not only how great were the losses sustained, but the gallant efforts already made towards reconstruction and rehabilitation.

The Maltese Archipelago consists of the islands of Malta, Gozo and Comino and two other small uninhabited islands. Malta, the main island, is about 17 miles long and 9 miles broad and has an area of 94,870 square miles. Gozo, which lies 4 miles to the north-west of Malta is about 9 miles long and 4 1/2 miles broad and has an area of 25,899 square miles. Comino, lying between

Malta and Gozo, has an area of 1,075 square miles.

The Maltese Islands, strategically placed in the centre of the Mediterranean, have always had a history closely associated with that of great and powerful nations.

The Phoenicians are the first known settlers of Malta (1450 - 216 B.C.). They were a maritime race, who were undoubtelly attracted to Malta by its splendid harbours from where they could dominate Mediterranean traffic. The Carthaginians, natural descendants of the Phoenicians, and also a great naval and commercial community, colonized the Islands up to 216 B.C. when they were defeated in battle by the Romans. It was then that Malta came for the first time into contact with Latin civilization.

Under Roman rule (216 B.C. - 870 A.D.) Malta enjoyed a period of comparative tranquilty and prosperity. On the disintegration of the Roman Empire, Malta fell into the hands of the Arabs (A.D.870 - 1090) who had crossed over from Sicily which they then partly dominated. The Arabs were in turn defeated by Count Roger of Normandy, who was succeeded by his son Roger, who was proclaimed King of Sicily. During his reign the union of Sicily and Malta took place. From this period up to A.D. 1530 Malta followed in the main the historical vicissitudes of Sicily.

In A.D. 1530, Malta began her connection with the Order of the Knights of St. John, which was to last up to the French invasion an 1798. Under the Knights, Malta developed a great overseas trade and became a clearing-house between East and West. Fine fortifications and buildings erected by the Order are still to be seen, though somewhat battered and, at times, completely destroyed by enemy action. The Islands fell to Napoleon on the 12th June 1798. The French occupation lasted for two years, when a revolt of the Maltese compelled the French to shut themselves up within the fortifications of Valleta. In 1800, the French capitulated to a combined English, Maltese and Neapolitan force.

After repeated and insistent petitions by the Maltese, the sovereignty of Great Britain over the Maltese Islands was confirmed by the Treaty of Paris in 1814. From this period onwards the Maltese Islands, ensured of law and order and without fear of outside aggression, gradually developed into a self-governing unit within the British Empire.

The latest estimate of the civilian population of the Islands as on the 6th January 1947 is given as 297,617. The population structure consisted of 36 per cent children between the ages of 0-15,56 per cent persons between the ages of 16 - 59, and 8 per cent of persons of 60 and above. Emigration, mainly directed to the United Kingdom, Australia, United States of America, Canada and North Africa, is a special feature of population movement in Malta. The outward and inward movements of population have, however, tended to neutralize each other; so that while emigration reduces the number of the 'settled' population, immigration of that part of the non-Maltese population consisting mainly of families of servicemen, replaces any loss suffered through emigration.

Under the 1921 Constitution, the Maltese people were given control of domestic affairs while reserving to the Imperial Government control of those matters arising out of Malta's position as a strategical centre.

THE EDUCATIONAL SCENE

Malta owes the beginnings of the educational system to the catholic Society of Jesus which was granted a licence in 1593 to build what was known as "The College of Jesus". The Jesuits, however, were expelled from Malta by the Grand Master Pinto in 1768. Their property was seized and served to endow a "Public University of General Studies" empowered to confer the degrees of "College of Jesus" which he housed in the University and placed under the Rector.

When Napoleon captured Malta in 1798, he suppressed the university and the college and ordered the richest Maltese families to send their sons of the age of 9 --14 to be educated in Paris but, when the French were driven out of Malta (1800), Sir Alexander Ball, the British Royal Commissioner, reopened the suppressed institutions.

The "College" was, subsequently, renamed the "Lyceum" which remained under the direction of the Rector of the University until 1913 when it was separated from other branches of education and, together with the Gozo and the Girls' Secondary Schools, was placed under its own Head Master, subsequently styled Director of Secondary Schools.

In 1819, a Normal School Society, which depended on private contributions and on a small government subsidy was formed. It started an elementary school in Valletta. In 1836 the Government decided to undertake elementary education, and, on the eve of the arrival of the Royal Commission, started a school in Gozo. The following year another was opened in the Three Cities.

The Commissioners recommended further action; the number of schools was gradually increased and the benefits of elementary education have now been extended to every town and nearly every village in the two islands.

Until 1924 however, there was no system of compulsory Education with the result that, when children reached the fourth standard, they were generally withdrawn and the number of pupils in the two highest standards was very small.

In 1924, an Act laid down that a parent, although free to decide whether his children should or should not go to school, had to leave them therein, once admitted, until they reached the age of 14, or, alternately, until they passed the final examination of the highest class in their school.

In 1933 elementary and secondary education were placed under on head.

Primary Schools.

The primary school population of Malta and Gozo is roughly 42,000. Government primary schools are free in the sense that no tuition fees are charged, but books, stationery and meals (with the exception of a glass of milk daily given free to 5,000 children) have to de provided by the parents.

The following tables show conditions prevailing in infant and primary schools in Malta:

INFANT SCHOOLS.

Government owned	*Privately owned*	*Remarks*
6	10	Most of these school buildings are converted private houses badly ventilated, overcrowded and unsatisfactory for teaching purposes. Only about seven out of the sixteen have playgounds and none of them have gymnasiums.

PRIMARY SCHOOLS.

37	73 approx.	Again most of these school buildings are temporarily housed in private homes; overcrowded, unhealthy; badly ventilated. No playgrounds and no gymnasiums. Many of the school buildings having been destroyed by enemy action.

Secondary Schools.

There are six secondary schools: the Lyceum with a branch in Gozo for boys housing 900 in all and four schools for girls bringing the total to 2,139. This is certainly a very meagre number and clearly indicates that expansion is essential. Five out of the six secondary schools are Government owned and the other one is privately owned. Due to the shortage of buildings damaged by the war, most of the classes are held in corridors and the accommodation is most unsatisfacotry. Again there is a lack of space for recreation facilities.

Accommodation in the Lyceum, especially in Valleta is bad and, the damage sustained through enemy action and the encroachment in the premises by the university have rendered accommodation difficult and unsuitable in the extreme.

Orphan Schools.

In Malta there is a crêche and two orphan schools run by different religious orders. The crêche is a model of cleanliness and happiness. Here the "unwanted" or homeless babies can find refuge and are kept till the age of approximately 6 or 7. The crêche is run entirely by Sisters who devote their time and energy to seeing to the happiness of some fifty to sixty babies. The problem of bridging the gap between the crêche and orphan asylum or other institution does not, however, appear to have been solved.

The boys and girls orphanages are already overcrowded and many children have unfortunately to be refused admittance. In the orphanages, the children are taught a trade so that when they leave they can find a position in Malta amongst more fortunate children. The boys are taught tailoring, cobbling, printing, etc. The girls have similar occupations. The buildings are most inadequate for the housing of all these children and the dormitories are seriously overcrowded. In the girls orphanage, the girls have to climb over each others beds before they can get to their own cot. The children wear uniforms and are kept spotlessly clean, as are the premises.

The Royal University of Malta.

The university is the sole institution empowered to matriculate students, to confer academic degrees, diplomas or certificates of university studies, and to conduct and direct the examinations laid down for that object. The Roman Catholic religion is the basis of instruction, and no teaching inconsistent with its principles is

permitted. Persons not professing the Catholic religion may attend any course and obtain any university degree, diploma or certificate other than such as relate to the Course of Theology.

The University gives instruction in the following Faculties:

Theology
Law
Medicine and Surgery
Engineering and Architecture
Literature
Science.

In the Faculty of Theology, Latin is the medium of instruction in those subjects which by Ecclesiastical Dispositions are to be taught through Latin. In the course for admission to the Faculty of Theology, philosophy is taught in Latin. In all courses the teaching of any subject which is not a modern language is in English. In no course, other than in the academic course of literature, may the teaching of any modern language other than that of the English and of the Maltese languages form part of the curriculum of studies.

Admission to the courses of each faculty takes place every three years.

In 1946 there were 283 men and 17 women attending courses; of these 119 men and 10 women were regular students attending preparatory courses and 109 men and 1 women were regular students attending academic courses. The remainder (61) consisted of occasional students. The number of students receiving university education in 1946 represented 16 per cent of the total estimated population above 15 years of age.

Malta rebuilds again - in stone.

Training Colleges for Teachers.

There are two training colleges — one for men and one for women. Both these colleges are run by religious orders.

Again the most striking feature of these colleges is the lack of space. They urgently need to expand their premises, but are up against the problems of lack of vacant buildings, financial difficulties and equipment.

The training college for men, St. Michael's College, is run by the order known as the "De La Salle Brothers". There are only two classrooms in the building, and a reading room. They follow a very complete curriculum and have some very promising students. As well as their studies, the students are taught to take part in many outdoor activities, such as sports and gardening.

The women's training college, the Convent of the Sacred Heart, St. Julian's, has the added advantage of having on the premises an infant school, where the older girls, or future teachers, look after the children and teach them.

In both the men's and women's colleges, the students show talent in creative art — painting, needlework and so on.

The students are taught in English and of course learn Italian and French. Because of the immediate need for teachers, the course is rather limited, but most of the time is devoted to the advancement of the students' general educational standard and considerable attention is given to arts and crafts. Both these colleges are for day students only. Their most urgent need is to be made into residential colleges. This would help to raise the entire professionnal and cultural standard of all future teachers.

The Royal Malta Library.

The Royal Malta Library, one of the oldest in the British Empire, might be said to owe its origin to a General Chapter of the Order of St John of Jerusalem held on the 24th May, 1555, when the establishment of a library for the Conventual Chaplains was enacted. Its growth was slow at first, but it attained full development in 1750 when it became public.

In 1763 Bailiff Guerin de Tencin made a donation of 9,700 volumes to the Library of St. John of Jerusalem on the understanding that it should become a "Bibliotheca Publica" and therefore national property. It was also understood that a proper place should be built for the public library with accommodation for the library and that Canon Agius de Soldanis should be appointed Librarian. Bailiff de Tencin is therefore to be

regarded as the founder of the public library which was formally foundel in 1776, as "Bibliotheca Tanseana".

In the same year, the Venerable Sixteen decreed the immediate erection of the present building. It was then decided that all astronomical and mathematical instruments, medals, statues and objects of natural history inherited by the Order should be preserved therein.

The Library was further endowed with rich collections of members of the Order, numerous books "ex Typographia Regia", a privilege granted by Louis XV, the libraries of the Camerata, the Library of the Infirmary and the valuable library of the Antonines. In 1790, the number of volumes stated by Boisgelin to exist in the "Bibliotheca Publica" was 60,000.

In 1796, the Camera del Comun Tesoro decreed the transport of books to the new edifice which was built by Stefano Ittar, a Roman architect.

The upper storey was intended to house, besides the library, a museum of antiquities, and the librarian's lodgings, whilst the lower one was to contain a conservatory for the property of deceased knights, the Mint and the Government Printing Office.

The library contains rich collections of works of reference, a number of unpublished manuscripts on various subjects chiefly memoirs, narratives, etc., of local tradition and local ecclesiastical history, and that of the Order of St. John. Then an about 9,000 original records of the knights of St. John and the "Universita" or Municipalities of Malta which in 1283 was already known to exist: also rare Aldine, Dutch and Bodonian editions, Incunabula and a representative collection of artistic book-bindings and illuminated manuscripts of the 14th and 15th centuries and a good collection of periodicals, publications published in Malta, since 1798.

In 1936, His Majesty the King approved of the use of the prefix "Royal" in the title of the Malta Library, since when it has been called the Royal Malta Library.

The Library performs the dual role of a reference and a circulating library and is also an archive. The books are classified by subject according to the Dewey's decimal classification. There are two sets of catalogues, by subject and author. The "Staderini" patent covers have been adopted.

There are 19 District Circulating Libraries depending on the Library. The system now embraces the remotest villages of the Island.

WAR DAMAGE

School Losses and Needs.

The Director of Education informs us that the equipment in the schools of Malta was fairly adequate in 1938 or before the beginning of World War II. Up to that date education was not compulsory and the schools and equipment were practically sufficient for the school population then attending. Two events have since wildly upset the balance: the advent of the war and the introduction in Malta of compulsory education for all children between the ages of five and fourteen.

The war wrought havoc among the schools, and equipment suffered accordingly. Details of losses in equipment are given below. A considerable part of the losses and expenses for re-erecting school buildings is recoverable through the War Damage Commission.

STATEMENT SHOWING LOSSES IN EQUIPMENT OF MALTA SCHOOLS

Education Office

The Education Office was completely demolished by enemy action.

Primary Schools

Chapel articles
Equipment general

Orphanage

Chapel articles
School equipment

Housecraft School

Equipment general
(The Housecraft school was completely demolished together with the equipment. This school did excellent work in pre-war days and in Malta it is eminently desirable that the girls be properly trained in housecraft as they normally have to cater for the upbringing of large families.)

Lyceum

Laboratory
School equipment.

Preparatory Secondary School

Equipment general.

In addition to the re-erection of new buildings and general equipment, the primary schools are

in urgent need of gifts of suitable books for the circulating libraries. Many of the children have no books except the text-books they use in school. Gymnastic apparatus such as balls, skipping ropes and minor equipment would be most welcome in these schools. Playgrounds too are wanting — in most villages the recreational centre is the public street.

There is urgent need for the provision of adequate laboratories in physics and chemistry in the secondary schools. Physics is taught in the Lyceum, but so far it has been found impossible to replace the laboratory which was completely wrecked through enemy action Chemistry is, as yet, not on the school curriculum, but steps will have to be taken sooner or later for its introduction. The girls have no science course, but as more and more are aiming at a university it would be unfair not to provide them with a suitable laboratory.

Standard works of reference in English and other languages, especially Italian and French, would be a boon to the secondary schools. They also require current publications — newspapers, magazines, journals and pamphlets — of the serious type to keep the students in contact with the cultural stream on the continent.

Gymnastic apparatus and other equipment for recreational activies are lacking. The Lyceum and other secondary schools have no gymnasium apparatus whatsoever.

Teachers' Training Colleges.

The main needs of these colleges besides all visual aids materials are as follows:

Men's Training College

Encyclopaedia Britannica.

Catholic Encyclopaedia.

The Oxford Dictionary standard works on English literature.

Standard Works on educational psychology.

Equipment general.

Wireless.

Women's Training College.

Books (especially reference works).

Gramophone records and wireless.

Furniture — Especially for college rooms (local manufacture all unseasoned wood and customs duties and freight are abnormally high.)

In both colleges there are practically no reference books and no up-to-date dictionaries.

The Problem of Teachers.

As in most other countries, the monthly salaries of teachers are not sufficient to meet the increased cost of living, hence fewer men and women are interested in entering the teaching profession.

Most of the teachers in the schools visited were very young and often inexperienced. A great number of the men teachers were still in their 'teens' when war broke out and have now entered the teaching profession without any chance of developing their ideas by study abroad. The teachers also have to work under very hard conditions; too many pupils to teach in one period, overcrowded classrooms, teaching the children in shifts (therefore, longer hours of teaching).

An exchange of teachers would tend to broaden outlook and would hasten intellectual maturity. The main difficulty as far as exchange of teachers is concerned, is that teachers in Maltese schools must belong to the Catholic faith.

The Royal University of Malta.

The Royal University of Malta has, like most buildings on the islands, suffered great damage through the intensive bombing to which the island was submitted for such a long period during the war. The building is being gradually repaired, but it is a slow process as most of the work has to be carried out by human labour without the use of modern equipment. The present premises are in any case too small for the number of students and there is overcrowding. The equipment in the laboratories has not been unduly damaged, but is out-of-date and again insufficient for the number of students attending courses in science, medicine and surgery. There is also an astonishing lack of up-to-date literature both in the university library and in the Students' Hostel, which is close to the main university building.

CULTURAL LOSSES

Libraries.

A tour of the Royal Malta Library was made by the Unesco Field Worker and it was heartrending to see the extent of the damage to the beautiful collections in the showcases through neglect during the war years. It was found impossible during the war to give the necessary care to the gigantic stock of books in the many shelves. Some of the more precious volumes had to be stored away and therefore rot set into the buildings, which now need immediate attention if they are to be saved for posterity.

The main building escaped any extensive damage, but heavy damage by blast was caused to the wood-work and the canvas ceiling of the large main hall was blown off.

The losses and damages suffered by the collections, directly or indirectly traceable to enemy action, are:

1. Loss of two manuscripts;
2. Loss of 200 volumes;
3. Loss of 80, 18th century editions through blast and dampness;
4. Extensive damage to numerous volumes of the various collections including manuscripts, and the unique Archives of the Order of St. John of Jerusalem and of Malta;
5. Loss of over 1000 volumes through a direct hit on one of the district libraries and the partial destruction of another.

The most urgent requirements of the Library, as stated by the Acting Librarian, are:

(a) Restoration and effective means for preservation of the Library collections consisting of the Archives of the Order of St. John, rare and early editions, Incunabula, standard works of reference and other works of varying degrees of importance, which are in a very bad state of preservation; numerous volumes are doomed to total loss unless given immediate attention;

(b) Latest scientific books including medical, constructional and electrical engineering;

(c) Complete works (library edition) of English classics as they are not easily obtainable on the market;

(d) Popular technical, scientific and literary works for the District Libraries;

(e) Juvenile publications;

(f) Steel shelving in connection with the introduction of the open access system in the Royal Malta Library.

District Circulating Libraries.

The demand for Maltese literature is still great and persistent, especially in the remoter districts, where the majority of the older inhabitants are familiar with their mother tongue only.

Although the output of literary productions in Maltese is on the increase, still the demands of a great section of readers have remained unsatisfied, as the subjects covered by new publications are rather limited. Light literature, books on travel, popular science, biographies and general knowledge would be desirable additions to the circulating libraries, both as a means of education and recreation.

The Museum.

Malta is an island of history and full of art treasures of unknown wealth, but, like the Library, the Museum has suffered great losses through the war. The Museum building is not big enough to house all the wealth of the island and consequently many its treasures are decaying or are lost forever. The island is also full of archaeological wealth, and ancient monuments, and almost every day new tombs or temples are being discovered.

The Kordin megalithic remains at Pawla suffered extensive damage through blast from high explosive bombs which shattered the boundary wall and knocked down several of the orthostats. The Tarxien megalithic temples suffered no damage from enemy bombs, but the boundary wall was hit in two places. A direct hit on the remains of the Roman house at "ta Kacciatura", Birzebbugia, dislodged a number of stones from old walls, shattered the floor of one of the rooms, and knocked down the columns of the peristyle. Collections of prehistoric vases, from the Tarxien Temples, the Hypogeum and other prehistoric sites, which were removed from their respective show-cases and stored in the basement of the Museum in 1939, have suffered considerable damage through dampness and a large number of earthenware vessels have been reduced to a confused heap of shreds; only unrestored vases have not sustained any harm.

The following is a list of the losses sustained by the Museum Department of Malta:

VALLETA MUSEUM - ARCHAEOLOGICAL SECTION.

Equipment: 126 wall show cases; 6 desk showcases. The majority of the articles of furniture were either destroyed or damaged.

Specimens: About one hundred specimens, illustrating the period of the Knights of St. John of Jerusalem, were lost. These included seals, engraved copper plates, models, wood blocks, lithographs, engravings, water colours, weights and measures.
Three large models of Maltese prehistoric temples were destroyed.
Twenty prehistoric vases — destroyed.
Fifty prehistoric vases — severely damaged.

NATURAL HISTORY SECTION.

Equipment: 60 wall show cases, 20 desk show cases, 6 Kensington cases.
Furniture: 12 mahogany cases
Laboratory equipment — practically all destroyed.
1500 glass containers.

Specimens: The collections of Holothuroidea, Echinoides, Asteroidea, Ophiuroidea, Grinoidea, Crustacea, Myriapoda, Insecta, Arachnoidea, Pisces, Batrachia, Reptiled, Aves and Mamalia — all totally destroyed.

FINE ARTS SECTION.

Equipment: 9 Mahogany show cases — destroyed. Furniture mostly destroyed.

Works of Art: 269 oil paintings — damaged. 65 valuable frames — destroyed. 100 ivory, silver, bronze majolica — destroyed. 60 antique furniture — damaged.

DAMAGE SUSTAINED BY THE ARMOURY AT THE PALACE, VALLETTA.

13 large mahogany show cases damaged. Armour and Arms of the Knights of St. John of Jerusalem; 5000 pieces damaged.

ANCIENT MONUMENTS SEVERELY DAMAGED

Kordin Neolithic Temple severely damaged.
Tarxien Neolithic Temples damaged.
Roman House at "ta Kacciatura", Birzebbugia, severely damaged.

The urgent requirements of the Museum Department are:

1. Replacement of the destroyed equipment and specimens.

2. Restoration of the prehistoric and other ancient monuments.

3. Books of reference and other publications dealing especially with archaeology, natural history, numistatics, ceramics, armour, and fine arts of the Mediterranean Islands and the bordering countries.

POST-WAR PROBLEMS

Compulsory Education for Children.

As the Director of Education has said, "the war opened the eyes of Government and people to the plague of illiteracy". Immediate steps were taken in 1946-1947 to introduce compulsory education for all children between the ages of 5 and 14. This measure was courageously taken at a moment when difficulties of accomodation, equipment and staffing were at their worst. To surmount these difficulties, many of the children who had been attending voluntarily prior to the introduction of compulsory education were given 27 half or 24 full hours tuition a week, the rest were placed on an emergency time-table of 15 hours a week. While the system provides a varying amount of schooling for all, it is considered insufficient for the needs and Government is contemplating steps to eliminate the emergency system and substitue full time tuition for all. This change cannot, of course, be introduced without increasing the teaching staff, rebuilding the demolished or damaged premises, providing additional equipment and finding the necessary funds.

Adult Education.

Not only was compulsory education from the age of 5-14 introduced immediately after the war, but the importance of adult education has recently received considerable attention in Malta.

Malta has established adult, emigration and literary classes. Those people who wished to emigrate realized that it was important to be able to read and write before they could seek their fortune elsewhere. Classes are held in "Clubs", so that it may be less noticeable that they are attending classes and therefore are not so readily classed in the same category as the illiterate. Those classes are all extremely well run. As are for future emigrants only, the numbers attending are small.

Most of the people attending adult education classes only know Maltese and learn elementary

English, reading and writing. There are more women than men attending classes and the women seem to have more perseverance for continued studies. Most of the adult classes are well attended and the women are encouraged to bring their younger children to the classes. This leads to two results — the mothers attend more regularly, not having to worry about their children while they are at a class, and the children benefit in that they are encouraged to learn and may be able at least to write their name before they actually go to school.

Each student attending the adult classes has a text-book of "simplified English" and a copy book. The teachers are usually very young — students, primary school teachers or young men in Government positions.

The pupils are keen and eager to learn. They usually come straight from their work to attend these classes. The adult education classes are held either in secondary school buildings or, in some of the smaller towns or villages, in small rooms or outhouses.

The whole system of adult education is organized by an ex-Indian army captain. The main problem is the recruiting of suitable teachers. Too often, the only difference between the teacher and his adult pupils is literacy rather than education. The next problem is the choice of literature suitable for the illiterate as well as the just-literate adults. So much depends on the kind of material selected and the kind of information imparted in an adult education course. But Malta has only recently started this campaign against illiteracy and will doubtless need the help of specialists in adult education to overcome future problems.

Visual Education.

The following are extracts of a report submitted by Mr. Zarb Adami, of the Visual Education Branch, Education Department: "Visual education is everywhere becoming a growing part of the educative process, as it is recognized to be a most important contributory factor towards leading interest, authenticity and a greater opportunity for retention to the formal educational experience. In a small island like Malta where the children's range of direct contact with life is very limited, visual education is of far greater consequence; above all, it provides our children with a greater chance of understanding the background not only of their problems, but also of those of other people, so that when they grow up they will be readier to give and take in dealing with questions which affect them personally, as well as with those which affect Malta's future in the part is has to play in furthering the comity of nations.

"Unfortunately, we have only four strip projectors and one substandard sound projector; most of the films we use are really only suitable for adult audiences.

"A fair estimate of our requirements to put visual education on a working basis would be:

"Epidiascopes 5; substandard sound projectors 37; substandard cinema projectors 22; strip projectors 31.

"But if we could get the epidiascopes and some of the other projectors just mentioned we could at least reach those whose influence will later on be most felt.

"Lastly, I would point out that due to the climate and lack of artificial ventilation in our schools, projectors using the rear projection principle are preferable..."

In all schools and institutions and other buildings visited there was a most apparent lack of any kind of visual aid material, which is invaluable in an island such as Malta. The distances between towns and villages are so comparatively small that even a few materials would be most useful as these could be circulated from school to school or from area to area.

Scholarships.

It should be emphasized that Malta is an island with an excellent cultural tradition which, however, requires to be continually refreshed by contact with the main stream of culture in the United Kingdom and the continent. The majority of the people have to obtain their culture through print or the radio and not through personal intercourse. Even educated people, people in key educational positions, have few opportunities of mixing with their *confrères* abroad.

Scholarships for teachers, for students, for technical instructors would be a great assistance. Naturally such scholarships would be awarded on condition that the holder would have to take up a post in Malta for a certain number of years and thus pass on to others the benefit of foreign training.

Scholarships for cultural subjects such as music, painting, sculpture and handicraft would be very desirable. Teachers, properly trained in the last mentioned subject, would be of inestimable benefit in the schools. Maltese children are clever with their hands but natural aptitude has to be trained and developed.

Summary of Needs.

1. Repair and re-building of war damages.
2. Provision of physics laboratory for Lyceum.
3. Provision of chemistry laboratory for Lyceum.

4. Provision of Nos. 2 and 3 for secondary schools.
5. Provision of books, literary and scientific for secondary and primary schools (Maltese and English).
6. Epidiascopes and visual aids apparatus and films for schools in general.
7. Scholarships for teachers in United Kingdom and elsewhere.
8. Scholarships for students in United Kingdom and elsewhere.
9. Travel grants for parties of students and teachers.
10. Facilities for teachers and pupils to attend international meetings of cultural interest.
11. Scholarships to technical masters.
12. Scholarships to technical students.
13. Allocation of apprentices in trades abroad.
14. Teaching staff and school for defectives - infantile paralysis, deaf and dumb, etc...
15. Repair of old MSS. at the Royal Public Library.
16. Playgrounds.
17. Provision of gymnastic apparatus for schools in Malta.
18. Exchange of lecturers and teachers on subjects of cultural interest.
19. Arrangement for exchange of teachers and administrative officers between Malta and elsewhere.
20. Scholarships for music, painting, sculpture, iron-work, ceramics, etc.

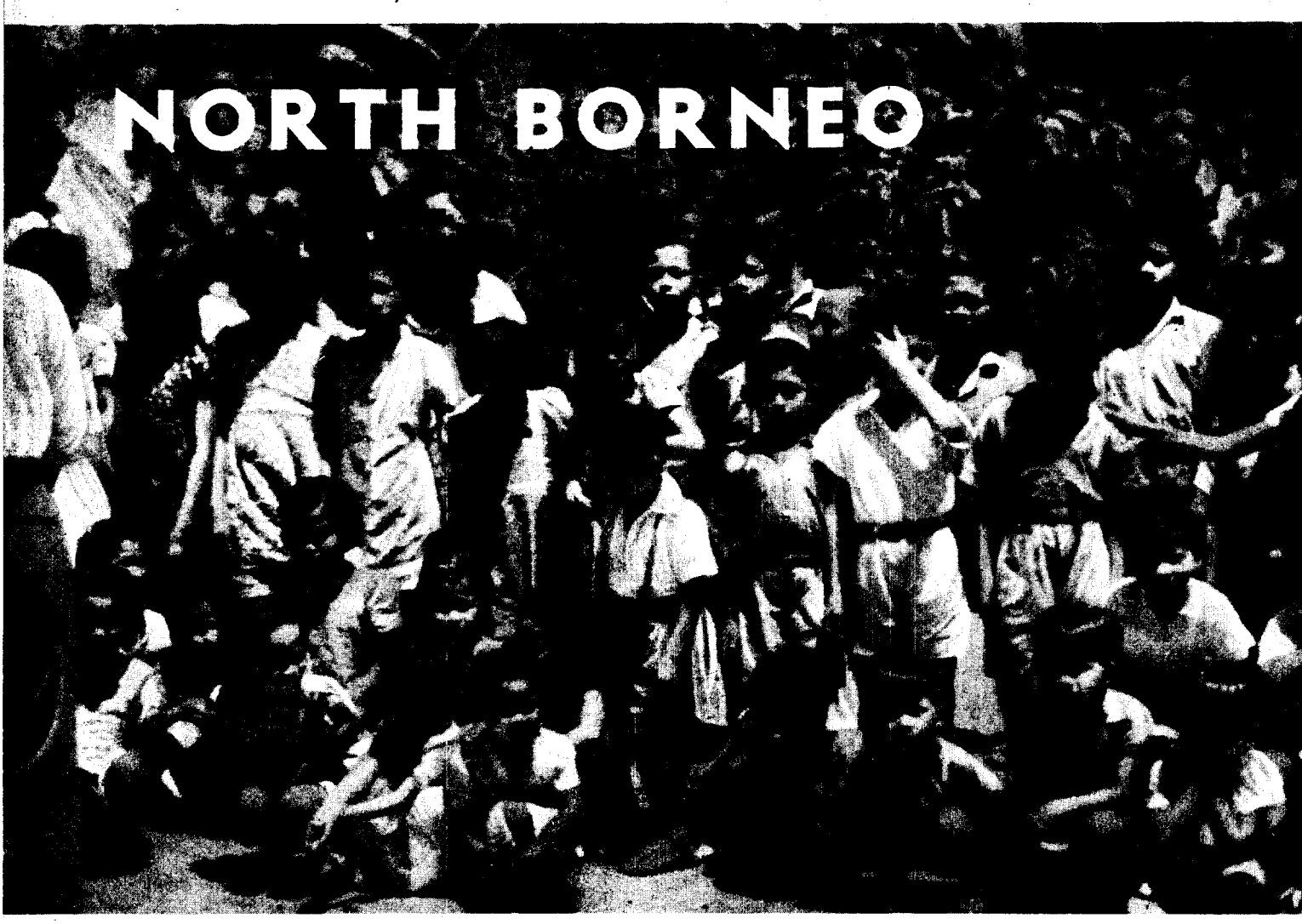
CONCLUSION

A great deal of emphasis has been laid throughout this report on the need for scholarships and exchanges of teachers and specialists. This has been done intentionally, for Malta has, through its indomitable courage during the war years, proved that it can meet some of its immediate needs, but it must have outside help to develop its educational and health methods. Doctors, nurses medicines and hospital equipment are essential in their health campaign, without which educational campaigns will be of practically no value.

Secondly, it is important that help be given Malta in the matter of teachers. This is an urgent problem in most countries devastated by war, but Malta's educational work depends on trained teachers and at present these are not forthcoming. It is urgent either that the Maltese teachers be given a chance to study abroad and so develop their knowledge, or that European specialists be sent to help train the native teachers, otherwise little progress will be made in the educational sphere.

Help should indeeed be given to the people of this island, for Malta has made a great contribution to the preservation of Western culture and civilization, and has suffered grievous losses in the war.

NORTH BORNEO



At the Jesselton Mission School, North Borneo, children receive expert medical care. Mission schools, open to fee-paying pupils of all races, are concentrating at present on rehabilitation and expansion of existing schools.

INTRODUCTION

North Borneo lies in the centre of South East Asia, 1000 miles from Singapore, 1200 miles from Hong Kong, 600 miles from Manila and 1500 miles from Port Darwin. Its territory, including the island of Labuan, comprises an area of 29,540 square miles and it is situated at the northern end of the great Island of Borneo.

In 1864 the Sultan of Brunei performed an Act of Cession to Great Britain, covering the island of Labuan, and in 1872 he ceded that part of the island of Bornea which was still under his control to a London merchant, a Mr. Dent, whose business interests were in Hong Kong. In 1881 a charter was granted to the newly formed North Borneo Company by Queen Victoria and in 1888 the British Government entered into a protectorate agreement with the whole country. From that time onwards the North Borneo Chartered Company had the right to provide for the internal administration of the country, but undertook to conform with certain approved principles of government and submit to periodic inspection by

a reprensative of the Colonial Office. In 1942 came the Japanese occupation and at the end of the war the Government of the country was taken over by the British Military Administration. On July 15th 1946, the British Government tok over North Borneo, and joined it to the island of Labuan. These two areas then became a new British colony directly controlled by the Colonial Office.

The last census was taken in 1931, and the figures at that date were as follows:

Local inhabitants:		
Dusuns	117,482	
Bajaus	34,089	
Muruts	24,444	
Others	30,429	
		206,444
Aliens:		
Chinese	51,118	
Javanese	9,854	
Malays	6,295	
Indians	1,452	
Japanese	450	
Eurasians	291	
Europeans	374	
Others	2,908	
		72,742
	Total	279,186

This includes the island of Labuan and gives a density of nine persons per square mile.

In 1941 the population was estimated to have increased to 309,618, with the Chinese totalling 59,610; and at a later population scheck for food control purposes in 1946, the total figure was taken to be 335,379.

The main indigenous tribes in the country are the Dusuns. With the Chinese they are the chief rice farmers of the country. They are an intelligent people, well in advance of other local tribes in culture, agriculture and education.

In 1946 when the Civil Government took over North Borneo from the Military Forces, the country was still suffering from three years' enemy occupation. It had been bombarded from the sea and blasted from the air and the retreating Japanese had left a trail of death, disease and destruction from which it will take years to recover. As an example of this, out of 890 government buildings, 614 had been totally destroyed and 266 badly damaged. Both road and rail communications had deteriorated to such an extent as to be almost unusable; machinery had been removed or destroyed; several thousand loyal natives, who included amongst their numbers a high proportion of senior Government servants, had been massacred; the towns of Sandakan and Labuan had been burned to the ground. In fact North Borneo was in a state of devastation probably unequalled throughout the British Empire.

In the course of the Unesco Mission, a visit was paid to the island of Manuka, an island with a tragic history. All that remains there now are a few very small primitive huts near the shore. The inhabitants are seventy widows, many of them young girls, and one "head man ", a boy of 14 years old. Early in the occupation the Filipinos organized an irregular army of resistance to the enemy. They sent a lieutenant to Sandakan and another to Jesselton to organize the natives. The people of North Borneo were to await orders and arms would be sent to them. But the plan was doomed to failure. Some believed the rumours that the Americans were on their way to Borneo. Whatever may be the true story, a few hotheads decided to take action on the day of the "Double Tenth" - the tenth day of the tenth month, a Chinese festival - and the insurrection and revolt started. About 30 Japanese were killed, some houses and a rice store were bruned. The Japanese sent word to Singapore for reinforcements and over a thousand Chinese, armed only with spears, knives and blowpipes, were killed. When the revolt was finally quelled, the Japanese went from village to village, from island to island, shooting up whole communities. On this island of Manuka, the Sulus were all taken away and killed and their women folk put to forced labour. Only one small boy was overlooked. He now rules the island, and his seventy widows, and this sad little community keeps itself alive by weaving rush mats and fishing.

Jesselton, on the west coast, became the capital of North Borneo when the war over, Sandaken having been wiped out. This little town was 90 per cent destroyed - the few surviving houses are pointed out with pride today. For the first four months of the occupation the Japanese behaved reasonably well. Then all the English schools were closed, all Europeans were taken away to internment. Nine months later all ordinary teaching was stopped, all schooling was to be in Japanese and the teachers to go to school to learn the language. Schooling was limited to two hours a day and strictly supervised. Boys were sent to forced labour in the Japanese Youth Army. The Japanese took nearly all the food and confiscated private property. By 1945 the civilian food ration was a little sweet potato and rice. There was much torture and massacre. Many people hid in caves in the jungle and ate what they could kill. When the Australians arrived they bombarded Jesselton - ruins and smoke filled the town. The Japanese surrendered - and the people crept out of hiding, dressed in mosquito nets and sacking; many lay dead in the streets.

Such was the war in North Borneo - and it is against this picture that this report must be read.

The task of rebuilding is enormous, reconstruction and development go hand in hand. And it must be remenbered that those who are doing this great work are in the main, both Europeans and natives, the men who lived through the terrible experiences of 1941 to 1945.

THE EDUCATIONAL SCENE TO-DAY

North Borneo is the youngest colony in the British Empire. Many are the problems that confront the Government Departments in their efforts to restore the country to normal conditions. In the field of education there are special difficulties: many schools, both of the Government and of voluntary agencies, were destroyed or damaged, together with text-books, equipment and records; whilst the Japanese did their utmost to uproot the English language and culture: the use of English was forbidden and text-books burnt.

Before the war there were 28 government schools on the mainland and 4 on the island of Labuan. Of this number, 15 were totally destroyed and 17 were damaged. Of the mission schools, 30 were totally destroyed and 17 damaged.

Of the 70 Chinese pre-war schools, 41 were totally destroyed and 10 were damaged. In all, in North Borneo, 95 schools were totally destroyed, 44 were damaged. With regard to school equipment, it is estimated that 99 per cent total loss and 1 per cent partial loss may be reckoned.

All government schools have either been repaired or rebuilt in temporary materials. Mission and Chinese schools are making do with temporary conditions and it will take several years to restore them to pre-war standards.

Every effort has been made to restore the school system; at the end of 1947 there were 165 schools of all types, an increase of 56 since May 1946, with a total enrolment of nearly 15,000 children. Everywhere there is a marked enthusiasm for education, including a knowledge of English. The plans for the future development of the colony include a Five-Year Plan drawn up by the Director of Education.

In Government primary vernacular schools, Malay is the medium of instruction. In Chinese scholls Mandarin (Kuo Yu) is the medium of instruction. In the governement primary English school at Labuan, and in mission primary English schools, English is used as far as possible and is taught as a subject in mission Chinese schools and in 16 public Chinese schools.

The importance of the mission schools in the educational development of the colony is fully realized, in that they maintain 45 schools with nearly 5,000 pupils and a staff of 116 Asiatic teachers. The mission authorities are pressing for more grants-in-aid, urging increased costs of teachers' salaries, text-books and school equipment, and other factors incident upon the steady restoration and expansion of the mission school system. It has been recommended that the principle of paying grants-in-aid to mission English schools based on teachers' salaries on approved scales be recognized by Government and that in accordance with this principle the Grant-in-Aid for 1948 be increased from $18,000 to $42,000 [1].

Information concerning pre-war schools and attendances is not available except :-

1. In 1934 on the mainland there were 109 schools with an estimated enrolment of some 4,550 children.

2. In 1941 there were 142 schools (including Labuan) with an estimated enrolment of some 10,000 children.

3. In May 1946, the actual number of children in schopl was 9,148. Since then the steady expansion of the school system is reflected in the following figures :

May 1946	9,148
September 1946	10,268
June 1946	14,052

Schools	*May 1946*	*Sept. 1946*	*June 1947*
Government	40	48	60
Mission	27	43	45
Chinese	40	51	52
Other (Estate & Private)..	2	2	8
	109	144	165

At present there are estimated to be 50,000 children of school age *not* in school. The main reason is the absence of school facilities in the interior - a factor that depends on the development of communications.

Government Schools.

Before the war no provision was made for either secondary or technical education, but six scholarships were awarded annually by Government and were tenable at the two largest mission schools which had attained Junior Secondary sta-

(1) 1 Malay dollar = U.S. $0,4745).

tus. All Government vernacular schools are in the primary stage in which no fees are charged. There is one primary English school in Labuan and one government primary Chinese school with Kuo Yu as the medium of instruction, established in 1916 to serve the needs of the Shantung Chinese settlement in Jesselton.

Co-education in government vernacular schools was not a policy of Government in pre-war days, but the experiment introduced by the British Military Administration, of encouraging girls to attend such schools has been successful. There were only 431 girls out of a total of 3,602 pupils, but every endeavour is now being made to increase this number. The chief problem is that there are at present only eight women teachers.

The present distribution of government primary schools reflect the immensity of the task that lies ahead since development hitherto has been confined maintly to the coastal areas. The need for some form of *pénétration scolaire* in the river settlements of the great rivers that flow to the east coast must be specially emphasized.

The largest racial group, the Dusuns, speak no standard speech but a great variety of dialects. This language is taught in some mission schools and a few religious books have been translated into Dusum. The value of the vernacular, which has been defined as "the language which a pupil has learned to name things he sees, hears and handles", is unquestioned and is the most effective medium for the instruction of a child in the preliminary stages of education. The general accepted opinion, however, with regard to both Dusun and Murut languages, is that it is not possible to use them as media of instruction, not only because there are a variety of dialects and no school textbooks exist, but also because vernacular schools may contain children of other races. In Dusun and Murut linguistic areas, local teachers are available so that instruction in Malay is acquired without special difficulty. The Jawi script is not taught in the interior.

Provision has been made in the education plan for the introduction of English into the upper classes of government primary schools. The place of English as a subject in the primary stage of education (usually accepted as 6 years) has been fully discussed.

If the teaching of English as a subject is to be educationally effective, then it must proceed by gradual and natural steps and not spasmodically. Further, the suggestion is made that during the first three years of school life the instruction should be given in the vernacular, whilst English should not be introduced as a subject until the fourth year. In accordance with this policy, it is proposed to introduce the teaching of English into the government primary schools above the vernacular base.

In pre-war days, both on the west coast and in the interior districts, schools competed annually for a shield that was given for the best school garden. Basketry was also a general practical activity, and after the various items had been exhibited locally they were sold - half the profits accruing to the pupils who made them and half to the school games fund. Soap-making based on local supplies of cocoanut oil was a school industry and at some schools the pupils kept a herd of cows that provided milk for the morning interval. The Japanese dispersed the school cows, but steps are being taken to collect a nucleus of a herd at Tuaran. At the present time practical activities in schools include gardening, basketry, soap-making, and needlework. A successful handicraft exhibition was held at Papar at the beginning of the year in connection with school sports. The exhibits included model boats and agricultural implements, toys in wood and clay, basketry items in rattan and bamboo, cocoanut shell carving and coloured mats.

The Education Department works in closest cooperation with the Agricultural Department and arranges for the distribution of seeds and in this connection the headmasters are asked to report in due course on the germination, growth and yield of the various vegetables grown. The best school gardens at present are located in the interior and are confined chiefly to the growing of vegetables.

All schools on Labuan Island were destroyed or damaged during the war so makeshift temporary arrangements had to be made. During 1947, the government English school was temporarily accomodated at Kérupang vernacular school, but at the end of the year temporary buildings were built on the old concrete site. In February 1948 the school was able to function again in its old position, and was associated with three feeder primary vernacular schools.

Aided Mission Schools.

Mission-owned schools are open to fee-paying pupils of all races, and separate schools are usually provided for boys and girls. Most of these schools are in the primary stage and embrace three types of schools.

(a) The majority are English schools on the Malayan model with six primary years above a preparatory base. No Malay is taught, but it is the Mission's policy to introduce English at an early with a view to its becoming the medium of instruction as soon as possible. In such schools the pupils are mainly Chinese, but a few Indians, Dusuns, Malays, Eurasians, ect., may also be included. There are, however, some English schools which have almost a purely Dusun enrolment, and

in these it is possible to introduce some instruction in Dusun language before concentrating on English.

(b) The second category of mission primary schools includes a small number of vernacular schools, usually with 1 - 2 classes. Some of these are Dusun schools acting as feeders to the English schools.

(c) Mission Chinese schools constitute the third type of school. These are mainly urban in character and resemble very closely the traditional Chinese schools in which Mandarin (Kuo Yu) is used as a medium of instruction; but provision is made for the teaching of English as a subject and for religious instruction. Some schools have primary 1 - 6 classes.

Before the war seven schools had junior secondary classes (i.e. up to the standard of Overseas Junior Certificate) in addition to a primary section. All these schools had a certain amount of hostel accommodation and facilities for games and other activities that help to promote corporate life.

The missions are faced with serious difficulties if they are to restore their school system to its pre-war standards. It is unlikely that they will be able to increase the number of schools beyond their pre-war quota for some years; their main efforts are now directed to the rebuilding and re-equipment of those schools that have been destroyed. These rebuilding programmes must await supplies of materials and lowering of costs so it would appear that no permanent building projects could be started before 1949. This determines their present policy of erecting temporary buildings in order that the education of their children may be resumed as soon as possible.

Increased grants-in-aid to mission schools will be given in 1948.

Chinese Schools.

Education in Chinese schools everywhere follows the national pattern of China and is extremely well organized through the agency of school committees. Such schools, which number 54, are supported by fees and by public subscription and are of two types - public and private schools.

(a) Public schools, which comprise the vast majority, are mixed schools established by public enterprise in the larger centres of population. Most of these are in the primary stage, but before the war four schools had junior secondary classes. Every endeavour is made to encourage the use of English as an important suject in Chinese public schools. It is hoped that the public schools may be included in the aided system, thus facilitating improvements in curricula, buildings, and the status of teachers.

(b) The private schools, wich numbered 17 before the war, were small mixed schools located in the home of the teacher. At present there are only five such schools and their number is not likely to increase in the near future.

Secondary Education.

The total number of children in school in June 1947 was 14,052. All of these with the exception of 93 pupils were in the primary stage. Of the 93 pupils, 68 in mission schools and 25 in Chinese schools were in post-primary classes although in view of the low standard of English, they were not recognised as being of Secondary status.

A real beginning will be made with secondary education in 1948. Secondary schools when fully developed will consist of six secondary classes in which English will be the medium of instruction, but the further study of Malay will not be neglected. In the senior schools where preparation for higher education, Government service, etc., will be a feature - several different courses could be made available, e.g., agricultural, commercial, domestic science. It is planned to open a governments secondary school et Beaufort in 1952.

Selected students seeking higher education in its various forms will be given facilities by means of scholarships to proceed to both Malaya and to Hong-Kong.

The Teachers.

By far the most noticeable effects of the war on education in North Borneo are the effects on the school system of the lack of trained teachers. In the government schools (60 in June 1947) there are only 11 trained teachers. Since before the war there were no facilities for the training of teachers in North Borneo, a nucleus of trained teachers had to be imported from Malaya. These teachers were trained at the Sultan Idris Training College, Perak, but only those with the lowest examination qualifications were attracted to the North Borneo service. These imported teachers generally disliked the interior, while friction between them and local teachers was not unknown.

The total numbers of registered teachers for primary schools are as follows:

	Men	*Women*
Government	126	8
Mission	100	62
Chinese	141	36
Others	3	1
	370	107

The Museum.

Before the war, with the exception of the museum at Sandakan, there was little of cultural interest available to the public. There were no libraries, either public or in schools.

"The Museum and contents, on the occupation of Sandakan by the Allied forces, was found to have been set on fire by the Japanese and totally destroyed.

"In 1942 the contents of the Museum were valued at $2,847,60. This was a nominal value as, for over twenty years, the value of the contents was annually depreciated by 10 per cent. In fact, however, the value of the contents had increased and, in addition, no value for gifts and loan exhibits was included.

"The contents included a small library of books and journals dealing with Borneo brassware, early Chinese tradeware (Sung and Ming deladon), native silverware, weapons and native arts and crafts. About 60 per cent of the contents is irreplaceable today and the proper estimate of the contents of the Museum is approximately $60,000.

"It is of course impossible to say what was looted or removed by the Japanese before burning the building that housed the Museum. All records were destroyed and detailed lists would have to be made from memory". (*Extracts from a report by Mr H.G. Keith.*)

POST WAR PLANNING IN EDUCATION

The Education Development Plan laid before Council is a short-term programme of educational development that is related to a long-term policy of which the most urgent objectives are :

(a) A mass attack on ignorance and illiteracy in order to raise the standards of knowledge in such fields as education, health and agriculture. This attack implies the closest liaison with other Government Departments (especially Agriculture and Medical Services) and with the Voluntary Agencies.

(b) The enrolment of every child of school age within a basic primary stage of six school years.

The short term policy and objectives envisaged under the plan are as follows.

Government Schools.

1. The future educational system of the Colony should be based upon the usually accepted modern practice of six primary years followed by six secondary years. No school fees should be paid in the primary stage.

2. The primary vernacular schools with Malay as the medium of instruction should retain their character as rural schools since they form the essential base of the educational system and must meet the needs of the bulk of the people. When fully developed, these vernacular schools should normally be designed to cater for the first four years of school life. When possible, separate girls' schools should be established, but the vast majority will be co-educational schools since the small number of women teachers is an adverse factor. These rural vernacular schools will act as feeders to the full primary schools.

3. At strategic centres, there shall be established full primary schools (with full range of primary classes 1 - 6) where English will be taught as a subject in the two top classes. In these classes special attention should be given to handicrafts for boys and domestic science for girls. These handicraft and homecraft subjects are considered essential to a balanced education so that the general education of all pupils in primary schools may be given an essential practical bias.

4. Every encouragement should be given to the development of full primary girls' schools not only that proper accommodation may be provided for the instruction of essential girls' subjects, but that in their initial stage of development they must be the chief source of recruitment of women teachers needed for the primary system.

5. Pupils from full primary schools should be encouraged to proceed to government secondary schools which should consist, when fully developed, of six secondary classes in which English will be the medium of instruction, but the further study of Malay will not be neglected. Secondary schools, which should normally be boarding schools with separate schools for boys and girls, should be divided for purposes of organization into junior and senior secondary schools — each of three years' duration. In the senior schools where preparation for higher education, government service, etc., will be a feature — several differentiated courses could be made available, e.g. agricultural, commercial, domestic science.

6. Trade schools should be established at model centres for pre-vocational training of ex-primary students.

7. Selected students seeking higher education in its various forms should be given facilities by the provision of scholarships to proceed to Malaya.

8. The building of the Borneo Teacher Training College, in view of its urgency, should have priority ovec any other building projects and should be started at the earliest possible date.

Schools maintained by Voluntary Agencies

1. Government welcomes and will encourage all voluntary educational effort which conforms to the general policy but it reserves to itself the general direction of educational policy and the supervision of all educational institutions by inspection and ather means.

2. The organization of present and future schools should be based upon the school system suggested for government schools.

3. It is educationally desirable that the agencies engaged in large educational operations should set before themselves the task of establishing a cadre of trained teachers.

4. Subject to the general direction of policy by Government the utmost elasticity in school management and curricula is desirable if education is not to be robbed of all its colour and all the contributions that local circumstances and personality are capable of making.

5. The policy of encouragement of voluntary effort in education has as its corollary the establishment of grants-in-aid to schools which conform to the prescribed regulations and attain the necessary standard.

Mission Schools.

1. It is the policy to co-operate fully with the mission authorities in the field of education: to increase the grants-in-aid and modernize the grant basis; to register all teachers and schools; to have mission representatives on the Advisory Committee for Education; to inspect all schools regularly since there is a need, especially in those schools without direct European supervision, to improve the standard of spoken English; to introduce more modern text-books; to review exisiting syllabuses with the object of co-ordinating their contents; and to include in the upper classes some form of practical activity in order to provide a more balanced education. All girl's schools should have facilities for the teaching of domestic science.

2. During the first five years of the plan the mission authorities are advised to concentrate their efforts on the rehabilitation and expansion of existing schools rather than on the establishment of new schools.

3. When plans for the rebuilding of the larger mission schools are formulated, the desirability of establishing secondary schools on separate sites from primary schools should be borne in mind.

4. In order to avoid the repetition of cramping conditions that obtained in some pre-war town schools, more suitable and larger sites should be reserved in Town Planning Schemes.

5. The principle of paying grants-in-aid to Mission English schools, based on teachers' salaries on approved scales should be recognized by the Government.

6. The principles of paying non-recurring grants towards capital expenditure on approved school buildings should be recognized by the Government.

Chinese Schools.

1. It is the policy to co-ordinate the existing system, Chinese representatives on the Advisory Committee for Education; to inspect all schools regularly and to encourage the introduction of English as a subject.

2. The principle of extending the grants-in-aid system to Chinese public schools should be recognized by the Government.

Pre-vocational Training School For Girls.

A pre-vocational training school for girls is urgently needed in North Borneo. The chief reasons for this are:

1. The absolute dearth of suitable candidates to train as nurses, midwives, teachers, etc.

2. The low standard of education of those already accepted for training in the hospitals.

3. The lack of knowledge of simple housecraft, home hygiene and mothercraft shown by the vast majority of the women including the more educated.

Before the war few girls except Chinese attended school but the numbers were increasing. During the war years girls' education ceased,

which meant a gap of four years, with the result that grown girls of 17 onwards are working in the lowest standards. They have little hope, for financial and domestic reasons, of being able to finish even a primary school education.

Since the war the girls of the local tribes, Dusuns, Bajaus, Muruts, etc., have shown a greater desire for education than ever before — and it is these girls who are so greatly needed to train as nurses and teachers in order that they can be sent into the villages to work amongst their people.

The health of the people of Borneo has suffered severely during the war. The infant mortality rate is very high and malaria is rife; sanitation is still primitive. Until the mass of the people can be treated and taught by their own trained people this state of affairs is unlikely to improve greatly and, as well as the human considerations this is a serious economic factor in an underpopulated country.

Dr. C. Williams, the Child Welfare Adviser to the Malayan Government and a welfare expert with twenty years of tropical experience, toured the country in February and considered the greatest present need was the training of girls as nurses who could later take up health work, and suggested the formation of a pre-vocational training class.

This pre-vocational training class would be a means of sorting out the girls suitable for nurses, teachers or home life, and giving them a type of education which would be useful in all these callings. It is suggested that until the Education Department can establish a permanent domestic and pre-vocational training school, which does not seem possible for another four years, that the Catholic Mission who have an available hospital-trained Sister might be asked to undertake this and run a resident class of 12 girls.

It is hoped that eventually only girls at the top of the primary or middle of the secondary would be accepted in the school, but at present the standard must needs be lower. Dr. C. Williams has found in Malaya that girls of standard III are capable of being made into good practical nurses.

It is proposed in the first place, because of lack of nurses and midwives, that the course last a year but students who wish to take up nursing and are not up to the standard the hospital requires would stay a second year.

It is suggested that the course consist of:

1. General school subjects for a few hours per week.
2. English.
3. Domestic work in all its branches.
4. Simple first aid, home nursing, tropical hygiene and child welfare.
5. Gardening (vegetable chiefly) and simple animal husbandry.

Central Museum.

The building of a permanent central museum for North Borneo cannot be contemplated within the next few years. It is, however, advisable to start collecting exhibits from the country now, before they are destroyed or items of interest have been lost. This is an activity which might be undertaken by the Public Relations Officer and provision should be made for the purchase of objects of interest which could be temporarily housed until such time as a permanent building is erected.

A North Borneo Society.

The formation of a North Borneo Society which might be affiliated with the Royal Asiatic Society is at present under consideration. Such a body could be made responsible for the preservation of Government archives. It could also collect a reference library concerning North Borneo and the Far East and could publish a journal covering any cultural or quasi-scientific matter connected with the colony. At a later stage it could take over the management of the museum. In consideration of the Society becoming the official archivist an annual grant towards its cost should be made in the estimates. As an interim measure the Government should subscribe to the Royal Asiatic Society in order to obtain reference material for its libraries.

Public Libraries.

With an increasingly educated population there should be a growing need for good literature and this can best be supplied in public libraries. This type of activity should be undertaken by municipal councils but in order to encourage the local authorities the Government should in the first place give assistance in this undertaking.

The assistance should take the form of making buildings available and giving an initial grant-in-aid for the purchase of books. The libraries themselves should be run by the local authorities with advice from the Public Relations Officer and in the early years all running expenses should be met from the subscriptions of members. Assistance might also be sought from the British Council. A sum of £2,000 is included in the plan to start two libraries, one in Jesselton and the other in Sandakan. The Jesselton Library could be housed in the municipal council building but a new structure would be required in Sandakan and should contain both a library and a reading room.

SOME URGENT NEEDS

1. *Teachers*

The most urgent necessity for education in North Borneo is for the creation of a body of trained teachers, upon whom will depend not only the expansion of the school system, but also the major contribution in the attack on ignorance and illiteracy in the colony. This has been repeatedly emphasized by the Education Department, who have urged that the building of a Teachers' Training College should have priority in development projects. It is hoped to build this college in 1949, to accomodate 40 students, with a two-year course.

2. *Equipment*

There is a very great need of educational equipment of all sorts, new, or good and useful secondhand material would be welcome.

3. *Books*

Malay text-books are still in short supply, although the position has improved since 1947. There is need for text-books dealing with the Colony of North Borneo and it is intended to compile one on local geography and another on local history. The voluntary agencies purchase their text-books from Singapore. The missions need more modern text-books and also school libraries. The first newspaper to be published after the war was the *Borneo Herald.* The first issue (fortnightly) appeared in March 1948. The Education Department has issued free up to the end of 1947, to English schools, copies of *The Teachers' World, Pictorial Education,* and *Child Education.* Copies of *To-day* and *Overseas Education* will be made available later. In addition, a certain number of posters, maps and photographs have been distributed, but many more are needed, as also are reference books and general assistance in building up school libraries. These will be most urgently needed for the new secondary schools.

4. *Workshops*

No special workshops for crafts yet exist in any schools, but they are greatly needed and supplies of materials and apparatus would be warmly welcomed.

5. *Radio Sets*

There are seven cinemas located in the coastal townships. Owing to the fact that schools are not yet equipped with radio sets, it has not been possible to take advantage of the school broadcast programmes organized by tfe Department of Broadcasting, Singapore, but steps are being taken to loan five radio receiving sets to senior mission schools. They are only a beginning, many more radio sets are needed to bring school children more in touch with the outside world.

6. *Fundamental Education Material*

Fundamental education in North Borneo has hardly emerged from the stage of consideration and planning, but there are many conditions favourable to such a campaign. The outstanding need, similar to that of Sarawak, is for help of every kind in such education. As well as books and other school supplies, films, filmstrips, radios and gramophones — all assistance that can be given will be welcome.

CONCLUSION

In the course of the Unesco Mission a visit was paid to the hospital at Jesselton, a rough, wooden building, crowded with patients. A girl of ten years old was sitting on her bed, dressed, her head held stiffly and with rather a timid smile in her eyes. Proud doctors showed off the back of her neck - there was a long red line, with marks where the stitches had been taken out. This child had been found by the Allied troops, lying among all her decapitated family. She herself had been left for dead, but she was still alive and, though her head had been more than half severed from her body, through the marvels of medical science she will live.

There were at least 6,000 deaths in North Borneo as a result of bombing, torture and massacre and today there are many war widows and nearly 1,000 orphans. For all children medical and welfare work is one of the most urgent pre-educational needs and one that cannot be ignored if education is going to be as effective as is hoped.

THE PHILIPPINES

Bataan, Corregidor, the battle for Manila... left in the Philippines such scenes as this. Under appalling conditions the Filipinos are struggling to build their new republic.

INTRODUCTION

The Philippines, which achieved independence in 1946 as the Republic of the Philippines, was discovered for the Western world by Magellan in 1521. It was named after King Philip II. Situated in the tropics, it lies south-east of Asia and north-east of Borneo, between the China Sea and the Pacific Ocean.

It consists of three principal groups of islands, symbolized by the three stars in its flag: namely, Luzon in the north, the Visayas in the centre and Mindanao in the south. All in all, however, there are 7,100 islands-extending 1,120 miles from north to south, and 682 miles from east to west, with a combined total area of 115,600 square miles —

slightly smaller than the British Isles. The population, based on the 1948 estimates of the Statistical Office of the United Nations, is now close to 20,000,000.

By a recent Congressional Act (17 July 1948), the new Quezon City, which lies on the north-eastern suburbs of Manila, was designated the capital site of the new Republic. Quezon City was named after the late Manuel L. Quezon, first president of the Commonwealth of the Philippines, and leader of the Philippine Government-in-exile in Washington, D.C., during the last war. In the meantime, however, pending the development of Quezon City, Manila continues to function as the capital.

The only Christian nation in Asia and the Far East, the Philippines embraced the Christian faith early in the sixteenth century. Today some 90 per cent of the people are Christian, over 4 per cent Mohammedans, less than 4 per cent pagans. The rest are of various other faiths.

Basically of Malayan stock, but with Chinese, Spanish and American admixtures, the Filipinos today are perhaps the nearest approach to a real blending of East and West that can be found anywhere in the world. English and Spanish are the two foreign languages widely used in the country. The people, however, speak some 87 ethnic languages and dialects, but of these only six are highly developed with considerable amounts of printed literature to their credit: Tagalog, Visayan, Iloko, Panganisan, Pampango and Bikol. Of these six, Tagalog was finally adopted by the Government as the national language. Today Tagalog, English and Spanish, both understood and spoken widely in practically all parts of the country, are the official languages of the Philippines.

English, in addition, remains as the medium of instruction throughout the whole educational system, from the grades up to university level, with Tagalog being taught as a subject in all schools and colleges. Because of this unique position of the English language in the country, the Philippines has come to be known as the third largest English-speaking nation in the world.

Spanish in the meantime continues to be developed as a cultural language. Most educated Filipinos speak fluent English and Spanish, besides Tagalog and whatever the language of their province may be.

The largest foreign group in the Philippines are the Chinese, who in the 1939 census numbered 117,000. Next in size, before the war, was a group of over 29,000 Japanese concentrated mostly in Davao in southern Mindanao. The total foreign population in 1939 was as follows:—

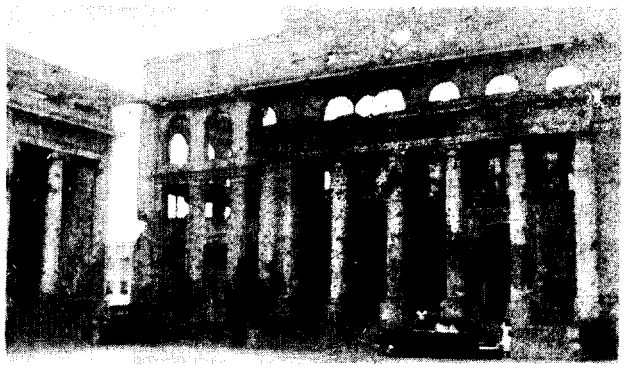
Chinese	117,461
Japanese	29,272
Americans	8,739 (including forces)
Others	11,505

The "others" included British, Spanish, Swiss, Germans, Indians, Dutch, French, Italians, Roumanians, Syrians, and Turks. Although this foreign population is numerically small, it is commercially very important. Americans still predominate in large financial, commercial, industrial and importing concerns, while the Chinese hold a big share of the trading and retail business in every part of the Philippines and intermarry freely with the Filipinos.

During the Spanish regime from 1521 to 1898, education was entirely in the hands of the church. Schools were established and the first university, Universidad de Santo Tomas, was founded in 1611. With very few exceptions, however, instruction was limited to Spanish children and to Filipinos from leading families. Public education in the modern sense was not realized until the beginning of the American regime.

Two years before the end of Spanish rule, honever, the Philippine Revolution of 1896 broke out and the first Republic of the Philippines was proclaimed on 23 January 1899, based on the Malolos Constitution. The year before, however, in 1898, the Spanish-American war was declared. With the defeat of Spain and the subsequent Treaty of Paris, 10 December 1898, the Philippines came into the possession of the United States of America. The Filipinos then fought a new war of liberation, which did not end until two and a half years later, with the acceptance by the Filipinos of American sovereignty in 1901, based on

This building of the University of the Philippines bears the scars of the grim battle for Manila of which the University was the centre. Liberating Americans found buildings razed, libraries and labs burned; now, among the ruins, classes are held for 5,500 eager and courageous students.



the mutual understanding that the United States was in the Philippines not to exploit but to help the people towards self-government.

From then on, clearly defined steps toward political independence were taken. The Philippine Bill of 1902 gave the Filipinos the first elected Philippine Assembly, constituting the Lower House of the Philippine Legislature. The Jones Law of 1916 gave both houses (the Senate and the House) to the Filipinos by popular election, and promised eventual independence. This promise later became the Independence Act of 1934 which provided for a ten-year transition Commonwealth status with both the President and the Congress elected by the people, and for final independence on 4 July 1946.

The Philippines was thus well on the way to independence when, on 8 December 1941, the Japanese invaded it. The gallant resistance of the Filipinos by the side of their American comrades on Bataan and Corregidor is now an epic among freedom-loving peoples. The Philippines finally surrendered under vastly superior forces on 6 May 1942. Liberation, however, did not come until three years later, in 1945.

In spite of the devastation caused by the war, the independence schedule was adhered to, primarily as a recognition of the new stature attained by the Philippines in the resistance against the enemy and as a signatory to the 1942 Declaration by the United Nations. On 4 July 1946, the Republic of the Philippines was formally inaugurated.

As in Burma during enemy occupation, Japan promised independence to the Philippines and in 1943 a puppet Republic was set up, with direct and tight control by the enemy. But behind the curtain of "constitutional procedure" the Filipinos endured terrible indignities and humiliations. Thousands, including women and children, were tortured, maimed or even killed for minor infringements of orders or on suspicion of "disloyalty". The documented atrocities committed in the Fort Santiago dungeons in Manila and in the course of the battle for Manila in February 1945, as well as countless dark deeds in the other islands, tell their own tale of the terrible sufferings of the Filipinos during three years of occupation.

Material destruction was probably far greater than in any other country in the Far East, with the possible exception of China. In fact, Manila's destruction is equal to that of Warsaw in Europe. Throughout the country there are vast tracts of land covered by dead coconut trees and ruins of houses, shelling from the sea having caused untold damage to crops and to livestock.

The task of reconstruction on so immence a scale must, of necessity, proceed simultaneously with the taking over of new responsibilities as an independent nation. That so much has already been accomplished, as should be evident from this report, ils a tribute to the determination and remarkable spirit of the Filipinos. For the last three years they have worked in ruins — quite literally so, for their schools and colleges and Government offices are mainly housed in buildings in Manila which look neither habitable nor safe — and out of the ruins of the past they are now beginning again to bring some order and build their future.

The following report is based on a survey made for Unesco in April 1948. Unfortunately it was not possible for the Unesco representative to spend more than three weeks in the Philippines and much longer is needed to study in detail both destruction and reconstruction. But the information here supplied will at least fill in the outline which is all we were able to give in 1947.

PHILIPPINE EDUCATION TO-DAY

The School System in Brief.

The School system comprises the following grades and age levels:

Elementary

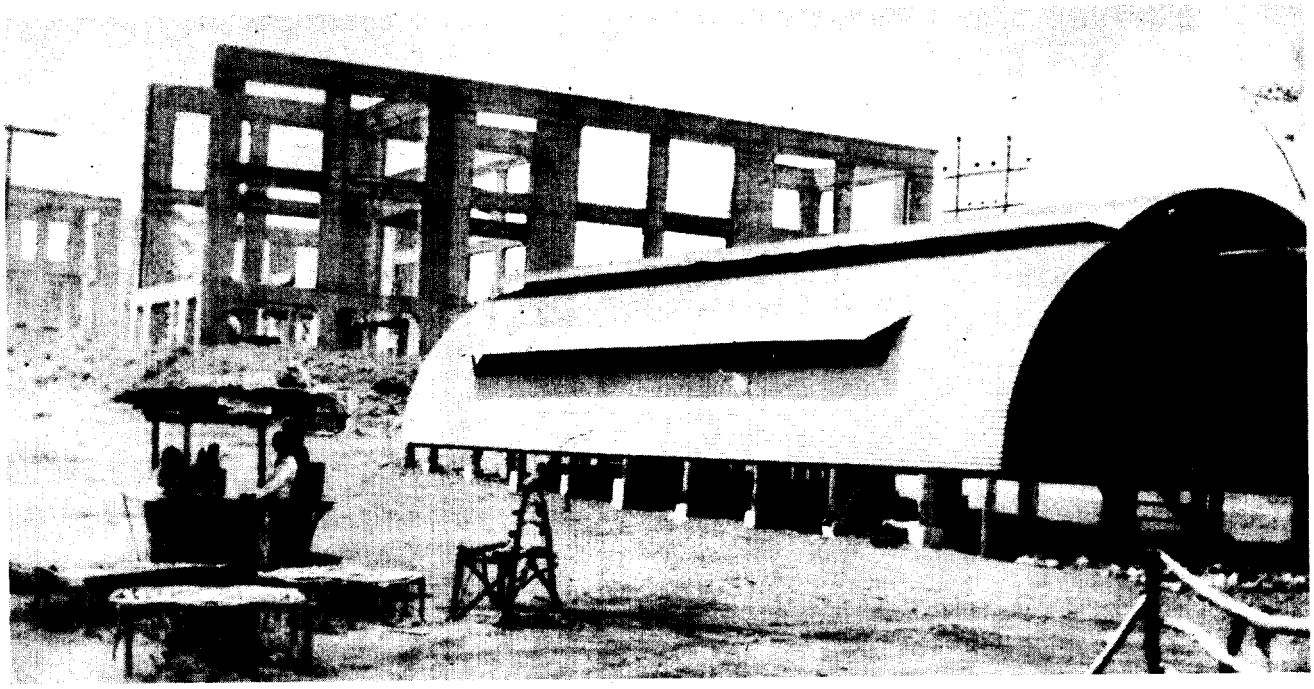
Primary: Grades I-IV, ages 7 - 10
Intermediate: Grades V-VI, ages 11 - 12

Secondary: four years, ages 13 - 16

College and University: two to six-year courses in arts and sciences and the professions, ages 17 - 22.

The school system is under the Department of Education, at the head of which is a Secretary of Education in the President's Cabinet, who is appointed by the President and subject to confirmation by the Congressional Commission on Appointments. He is assisted by an Under-Secretary of Education, also appointed by the President. For advice on educational policies and reforms, the Congress created in 1947 the National Commission on Educational, Scientific and Cultural Matters, a body of fifteen members appointed by the President of the Philippines and confirmed by the Commission on Appointments. The National Commission acts as liaison between the Philippine Gevernment and Unesco.

The Department of Education has under it seven bureaux and offices, namely: Bureau of Public



In the background, one of the 1,390 primary and secondary schools destroyed. The temporary school in the foreground is one of many due to the efforts and sacrifices of Parent-Teachers Associations.

Schools, Bureau of Private Schools, Bureau of Public Libraries, Institute of National Language, Board on Text-books, Office of the National Physical Director, and the Philippine Historical Committee. The University of the Philippines, while it is a part of the educational system, is not under the Department of Education, but operates under an independent charter as indicated in a later section of this report.

Legal Provisions on Education.

1. *Constitutional Mandate.* Main provision: "All educational institutions shall be under the supervision of and subject to regulation by the State. The Government shall establish and maintain a complete and adequate system of public education, and shall provide at least free primary instruction, and citizenship training for adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. Universities established by the State shall enjoy academic freedom. The State shall create scholarships in arts, science, and letters for specially gifted citizens." (Article XIV, Section 5). Additional provision: "The State shall promote scientific research and invention. Arts and letters shall be under its patronage. The exclusive right to writings and inventions shall be secured to authors and inventors for a limited period". (Section 4).

2. *School Laws.* Commonwealth Act N° 586, known as the Education Act of 1940, which has proved unpopular, provides as follows: (a) The shortening of the elementary course to not less than five years. (In effect this was carried out by the elimination of Grade VII); (b) Authorizing "the holding of two or more complete single sessions a day, or adopting other measures calculated to take care of the largest number of school children"; (c) The compulsory completion of "at least the primary course" by those who enter the first grade; and (d) Making the National Government responsible for the support and maintenance of the primary and intermediate grades and withdrawing from the local governments the sources of school revenue for such purpose.

Vocotional Act N° 313, provides for the establishment of national agricultural and trade schools. This act supplements Vocational Act N° 3377 which provides for the promotion of agricultural and vocational education; for co-operation with provinces. cities and municipalities in the promotion of such education in agriculture, commerce, trades, and industries; and for co-operation with the University of the Philippines and other institutions in the training of teachers of vocational subjects.

3. The medium of instruction is English. Existing law, however, provides that a national language be developed, based on the Tagalog. "Until otherwise provided by law, English and Spanish shall continue as official languages." Since then, Tagalog has been regarded as an official language.

Enrolment and Attendance.

The Philippine educational system includes public and private schools, with a total enrolment of 3,865,167 in the school year 1947-48. This is nearly one and a half times the pre-war figure of 2,419,361 in the public schools and 171,134 in the private schools. This unprecedented rise in enrolment is undoubtedly due, in a large measure, to the three and a half years of "cultural blackout" in the Philippines as a result of the Japanese occupation, when the total enrolment in all schools in any one school year did not exceed 500,000. After liberation, all those who had been unable to attend during the occupation flocked into the schools. As a result, in 1946-47 the proportion of pupils over age ranged from 49 per cent in the Grade I to 86 per cent in Grade VI and 81 per cent in the fourth year of the high school, in the regular classes in the public schools. In the extension classes, organized later in the year after Congress had appropriated more funds for those whom it had been impossible to accomodate at the beginning of the school year — the problem of over-age pupils was much more serious, as shown by the following: 66 per cent in the first Grade, 96 per cent in the sixth, and 99 per cent in the senior year of the high school. In spite of measures of acceleration that were put into effect soon after liberation, it will take a decade or more to overcome the educational set-back suffered by the Filipino people as a result of the Japanese occupation. Indeed, it is doubtful if it will ever be overcome, since the total losses in school years amount to approximately 13,000,000.

NUMBER OF SCHOOLS AND ENROLMENTS IN 1940-41 AND 1947-48

	Number of Schools		Enrolments	
Public (1)	1940-41	1947-48	1940-41	1947-48
Elementary .	12,429	16,402	2,296,940	3,324,660
Secondary .	111	282	112,316	180,956
Collegiate ..	9	13	10,105	6,457
Total	12,549	16,697	2,419,361	3,512,073

(1) Includes data for the University of the Philippines.

NUMBER OF SCHOOLS AND ENROLMENTS IN 1940-41 AND 1947-48

	Number of Schools		Enrolments	
Private	1940-41	1947-48	1940-41	1947-48
Elementary .	443	434	71,532	90,230
Secondary .	354	580	63,589	185,547
Collegiate ..	87	200	36,013	77,317
Total	884	1,214	171,134	353,094
	13,433	17,911	2,590,495	3,865,167

The following table showing the ratio of school enrolment to school-age population, is indicative of the extent to which education is being provided at the various levels, and of how long pupils remain in school. The figures shown are for the school year 1945-46:

	Enrolment	School-age population	Percentage of Enrolment to school age population
Elementary, I-VI			
7-12 years	3,173,626 (x)	2,698,320	117.6
Secondary, 1-4			
13-16 years ..	361,918	1,681,680	20.0
Collegiate, 1 - 4			
17-20	83,628	1,949,560	4.2

(x) over 60 per cent were over-age in elementary grades and more than 85 per cent in secondary schools.

The following analysis of enrolments in elementary grades at public schools during 1947-48 shows how educational opportunities are distributed by grade level and the length of time pupils attended school:

Grade	Enrolment	Percentage
I	870,129	26.3
II	972,929	29.3
III	719,654	21.7
IV	395,478	11.4
Total I-IV	2,958,190	88.7
V	199,970	6.0
VI	172,378	5.3
Total V-VI	372,348	11.3
Grand Total	3,330,538 (x)	100.0

(x) The slight difference between this and the total enrolment in elementary grades as shown in the first table is due to the difference in the time of the year when the figures were secured.

In interpreting these facts, one must not forget that the percentage of school-age children actually enrolled in the public and private schools is about 50.

The foregoing data are given to show that, though the Philippine educational system is complete in that it provides education from kindergarten to university, it fails to reach the mass of the people, especially in the rural areas. The fact that most children do not stay long enough at school to become literate and remain so after leaving school, further complicates the matter, and causes some doubt as to whether the money spent in primary grades is not largely wasted. There seeme to be a tendency to spread education very thinly, in spite of the warning given by the Monroe Survey Commission in 1925 that primary education was then inadequate in preparing for permanent literacy, much less for citizenship training. With half-day sessions in the primary grades since 1941, educational standards have declined further. The Constitution of the Philippines provides a minimum attainment of primary education, meaning the first four grades. That ideal, of course, is not yet attained and may not be for many years to come. Two courses offer themselves: either to extend education further to accommodate more children of school age, or to give more attention to the quality of education and improve teaching and administration, so that pupils who start out in the first grade will continue up to and including Grade VI.

It may be of interest to relate the story of some 308,412 children who started in the first grade in 1925: 71.8 per cent continued to Grade II; 57.7 per cent to Grade III; 45 per cent to Grade IV; 26 per cent to Grade V; 19 per cent to Grade VI; 13.7 per cent to Grade VII; only 6.2 per cent reached the first year of high school, 3.2 per cent the fourth year, and 1.3 per cent continued to the first year at college. In short, out of every 100 pupils who started in the first grade, only 14 stayed long enough to acquire permanent literacy, assuming Grade VI to be the critical literacy grade.

School Support.

The Government of the Philippines appropriates a very large percentage of its total income for education. In the 1949 budget of Pesos 232,300,297, which is the largest in the history of the Philippines, the outlay for education in Pesos 72,687,728, or 31.3 per cent of the total. This amount is nearly equal to the entire budget before the war. However, because of the high cost of living nearly four times higher than in 1941 — this amount is quite inadequate to pay salaries of 60,000 teachers, buy books, tools and laboratory equipment, to say nothing of reconstructing the battered school buildings all over the country. When this survey was made early in 1948, fully one-third of the school and very few school libraries had been reopened.

Fortunately the Filipino people, especially in the remote districts, have always helped the Government in its effort to establish and maintain schools. In 1946-47 the contributions of parents in the form of cash, material and labour, amounted to about 10 per cent of the total national budget for schools. From the beginning of the liberation in 1945, the Parent-Teachers Associations have actively sought contributions from all sources. Many a teacher has received bonuses from funds provided by this organization. The increase in the number of secondary schools from 111 in 1940-41 to 282 in 1947-48 was due largely to the efforts and sacrifices of the thousands of Parent-Teacher Associations all over the Philippines.

Nevertheless, the Government is unable to cope with the situation because of the tremendous demand for new classes at the beginning of every school year. The Philippine Congress has always provided funds to establish thousands of extension classes. Until the country is further developed economically, it will be difficult to increase school expenditure without sacrificing other essential services.

Teachers and Teacher Training.

The educational problem is further complicated by the fact that at present two out of every three teachers in the public elementary schools are not adequately trained. The reasons are: first, inadequate salaries; second, high cost of living; third, the sudden rise in enrolment; fourth, the insufficient number of training institutions, which were inadequate even before the war.

Of the 60,000 teachers in the public schools, 40,000 or more may be classified as "substandard" in their qualifications. They are made up as follows:

Group I, consisting of some 20,000, includes the new teachers who have been employed since liberation. Most of them are high school graduates, and in some parts of Mindanao high school students or elementary school graduates, all without professional training of any kind.

Group II, consisting of 18,000 to 20,000, or about 50 per cent of the pre-war teachers now in the service, also lack adequate training. Teachers this group are given opportunities to improve their status by attending Saturday professional classes in their own districts.

The seven government normal schools of colle-

giate standing are not sufficient to supply the number of teachers needed annually. Their capacity at present is 2,000, one half of whom graduate at the end of the year. There are also a large number of private normal schools and training colleges, but because their students are not selected, they fall below the standards of the public teacher training institutions. For this reason, many of their graduates cannot find employment in the public elementary and high schools.

The last Congress passed a law raising the salaries of public school teachers and officials by more than 100 per cent in the lower grades. Effective on 1 July 1948, the new schedule provides a minimum of Pesos 100 a month for elementary school teachers, as compared with Pesos 40 before the war. This new salary schedule will undoubtelly attract better qualified people to the teaching service. It will also give the government reason to demand higher standards of instruction and better selection of students in private normal schools and training colleges.

Private Education.

The educational efforts of the Government are supplemented by the work of 1,214 private schools, colleges and universities, with a total enrolment in 1947-48 of 352,894, which is roughly 9 per cent of the total school population. With the exception of a number of mission schools — both Catholic and Protestant — these institutions are mainly supported by student fees and private capital. They receive no aid from the Government. In fact, besides the regular taxes levied on all corporations, they pay one per cent of their gross income from student fees to help finance the supervisory work of the Bureau of Private Schools.

The fees charged by the private schools are, in most cases, higher than those charged in government schools, but it is also true that private schools pay their teachers higher salaries. The total amount of fees charged per pupil — for tuition, matriculation, laboratory, athletic, medi-

This emergency tent-school houses two classes. A serious problem is how to carry education to the permanent literacy level, when only 14 out of every 100 pupils stay long enough (Grade VI) to acquire it.

cal, and other fees — averaged as follows in 1947-48:

Elementary grades	From P.	25	to P.	100
High School	»	75	»	200
College	»	150	»	300
Professional Courses ...	»	300	»	500

In the main, private schools follow the curricula of public schools and, in principle, adhere to the same standards. One exception is the secondary level. The public high schools have been operating since liberation with the general curriculum which includes both college preparatory courses and vocational subjects. Up to now, private secondary schools have maintained purley academic curricula. Since liberation there has been a lowering of standards not only in private but also in public schools. The view is taken that since the Government cannot support financially the education of over 50 per cent of school-age children, private schools should be encouraged to operate, provided their standards are not unduly low.

It is true that there are some private schools which may be regarded as commercialized. However, there are also many private schools and universities that are making an important contribution to the education of Filipino children, youth and even adults. Among these the following may be mentioned: University of Santo Tomas, Far Eastern University, Silliman University, Centro Escolar University, National University, Philippine Women's University, Adamson University, National Teachers College, Cosmopolitan Colleges, Union College of Manila, Philippine Union Colleges, Philippine College of Commerce and Business Administration, Ateneo de Manila, St. Scholastica's College, Mapua Institute of Technology, Colegio de San Juan de Letran, Manila Central University, Arellano University, University of Manila, San Carlos University, University of Visayas, Colegio Sagrado Corazon de Jesus, Central Philippine College, Araneta Institute of Agriculture, Colegio de San Agustin, Philippine Christian Colleges, De la Salle Sollege, San Beda College, and many others.

The University of the Philippines.

The University of the Philippines is the only state-supported institution of higher learning in the Philippines. With a charter of its own, it operates independently and does not come under the control and supervision of the Department of Education. The Secretary of Education is, however, the ex-officio chairman of the Board of Regents of the University, the policy-making body of the institution. Located in Manila with its colleges of liberal arts, dentistry, education, engineering, law, medicine, pharmacy, public health nursing, veterinary science, and the graduate department, the university maintains branches in Los Banos with its college of agriculture, school of forestry and rural high school, and in Cebu City, Baguio City and Iloilo City, where liberal arts courses of the junior college level are offered.

The University of the Philippines has high standards of instruction in most of its schools and colleges, and it is looked upon for leadership in higher education in the Philippines. Unfortunately it suffered greatly in the battle of Manila during the liberation period. All its buildings were destroyed, its libraries and laboratories burned, and when the Americans finally occupied Manila, the university was practically razed to the ground. At a conservative estimate, its losses, based on present prices, amount to P. 40,000,000.

Its reconstruction has been rather slow, partly because of the plan to transfer the site to Dilliman, in Quezon City, a few miles outside Manila. This is within walking distance of the future capital of the Philippines in the Quezon City-Novaliches area.

Adult Education.

Until recently adult education was entrusted to the Office of Adult Education, a bureau under the Department of Education. By virtue of the government reorganization, however, in 1947, this office was converted into a division and placed under the Bureau of Public Schools.

Operating with a small budget able to carry on an important educational programme through the following agencies: local committees, adult schools, community assemblies, citizenship study circles, and vocational clubs. Following are details of the approximate attendance before and after the war in each of these agencies:

	1937-1941	*1945-1948*
Number of Local Committees	6,432	2,112
Number of Adult Schools	5,053	1,582
Attendance	307,053	55,493
Number of Community Assemblies	466	425
Attendance	232,000	168,568
Number of Citizenship Study Circles	1,323	980
Attendance	19,645	12,736
Number of Vocational Clubs	583	697
Attendance	11,660	7,809

The significance of adult education in the Philippines looms large in view of the fact that there are some 4,000,000 adult illiterates in the country

out of a population of 20,000,000. Having obtained her independence only two years ago, the infant Republic needs to build up a nation that is both literate and economically productive.

The subjects of study include reading and writing, citizenship training, and vocational guidance and training. Community leaders for adult work are selected by Organizer-Supervisors of Adult Education. The work is carried on through conferences, lectures, and demonstrations. Literacy campaigns are conducted in the vernacular, and primers for adult students are prepared in local dialects. Before the war the Office of Adult Education maintained two "schools on wheels", a sort of travelling library with a motion picture projector for the teaching of science, home economics, sanitation, citizenship, and the improvement of farming methods.

Because of lack of funds to pay teachers, most of the work of adult education has been entrusted to volunteers in local communities. As a result of the transfer of the Office of Adult Education to the Bureau of Public Schools, it is hoped that public school teachers may be employed for the purpose and paid compensation for the extra service given. As a result of this arrangement it is possible that the education of children and youth may be integrated with that of adults in such a way as to benefit both. As barely 50 per cent of those aged ten and over are literate, the Division of Adult Education will have its hands full for the next ten or twenty years. Unesco can make a notable contribution in this field through its division of Fundamental Education.

The joint Congressional Committee on Education.

The Philippine educational system is due for complete overhaul in the next session of Congress, which opens in January 1949. To this session will be submitted legislative proposals covering the major phases of the system — elementary education, secondary education, higher education, adult education, private education, teacher training, administration and supervision, vocational education and school finance. During the last session, a Joint Congressional Committee on Education was created.

The committee is composed of ten members, three from the senate, headed by the only woman senator, the Honourable Geronima T. Pecson, a teacher by profession who has devoted most of her life to the teaching service, and the other seven from the house of representatives headed by the Honourable Juan V. Borra. The Committee has a technical staff of mine consultants and 19 technical assistants, all educationists, who are detailed from various bureaux and offices of the Government. It started work on 15 July 1948 and hopes to finish its report during the latter part of January 1949. The report will include: first a description and assessment of the present educational system; second, an account of its problems and needs; third, a series of recommendations and proposals to improve its curriculum, operation and support; and fourth, a number of bills for submission to Congress to implement the proposals.

In addition, and as a special feature of the committee's work, a series of open forums are conducted in all parts of the country, to stimulate thinking about education by laymen who, up to now, have taken education very much for granted. These forums are expected to influence the people so that they will demand and be willing to support better schools for their children. They are also an educational device for adult citizens whose collective opinion will be a vital force in effecting educational reorganization.

The Committee will also examine the question of adult literacy. The technical staff has devised a test of functional literacy consisting of three parts: first, a test to determine ability to read a newspaper; second, a test to assess ability to write a simple letter; and third, a test to find out how well the individual can use simple arithmetic combinations in the solution of simple problems of everyday life. From its findings the Committee hopes to make concrete recommendations to improve the literacy part of the school programme for children, youth and adults; and possibly to raise the grade level of compulsory education from the fourth grade, as now provided by the Consitution, to whatever level the tests may reveal to be the critical literacy grade. The Committee is convinced by evidence collected at home and abroad that education to grade IV is insufficient to give the learner permanent literacy.

Research Work.

Among the institutions and organizations in the Philippines which carried on research work before the war, the following stand out prominently:

University of the Philippines — College of Agriculture and School of Forestry in Los Banos and the College of Medicine and Institute of Nutrition in Manila.

Department of Agriculture and Natural Resources — Bureaux of plant and animal industexperiments. For instance, the laboratories of tries.

National Research Council
Bureau of Science, now *Institute of Science*
The National Language Institute.

As a result of the war, most of these institutions lost all their source materials, their scientific instruments and their files of studies and experiments. For instance, the laboratories of the Bureau of Plant Industry of the Department of Agriculture and Natural Resources were completely destroyed, together with most of their equipment. The plant breeding and plant pathology sections are now housed in temporary huts, and possess very little equipment. Research work was, however, revived immediately after the liberation. Work on the breeding of improved resistant varieties of rice, abaca (Manila hemp), sugar cane, and other plants is now being carried on. In plant pathology, important investigations are being conducted in "figi" diseases of sugar cane, bunchy-top and mossic disease of abaca, bacterial diseases of beans, tobacco diseases, banana stem rot, leaf gall of rice, cinchona blight and diseases of mango and other fruit trees.

The National Research Council, though not itself directly engaged in research, is stimulating and co-ordinating research activities. It is a clearing house in the Philippines for different branches of the sciences and also acts as an official Academy of Science, having established relations with similar foreign and international organizations. It also gives grants-in-aid for research to individual research workers. The aid given to five such workers during 1947 amounted to P. 5,420, or U.S. $ 2,710. It may likewise appoint research fellows and assign them to work on research projects. It assists the government in formulating general policies on national problems requiring scientific knowledge, and co-ordinates the research activities of different government agencies with those of private organizations.

The library of the Bureau of Science was completely destroyed, together with all its equipment and records. The librarian was killed by the Jananese. The late President Manuel A. Roxas, recognizing the value of scientific work in promoting economic development, had the Bureau of Science converted into an Institute of Science and increased its pre-war appropriations to enable its staff to conduct high-grade industrial research. The institute will undertake studies and experiments for private industrial concerns to increase production of exportable goods and to improve the national economy.

The Institute of Nutrition is now a separate agency. Its work in improving the Filipino diet was recognized both by the late President Roxas and the present incumbent, President Elpido Quirino. The institute has started to study the Filipino diet and will undoubtedly suggest ways and means to improve it in the near future.

The development of a Filipino national language, started before the war, suffered greatly because of the complete destruction of the files and library of the Institute of National Language. This work, however, started again immediately after liberation.

The greatest obstacle to scientific research is the lack of competent scientists. This is partly due to an under-supply of trained personnel as well as to the fact that many of the country's foremost scientists have left the low-paid government service to undertake more lucrative work. Salaries offered to scientific workers are in any case so inadequate that many bright young men and women prefer more remunerative posts. There is an obvious need for scholarships to enable competent workers to carry on scientific research.

Music.

The Director of the Conservatory of Music at the University of the Philippines is also conductor of one of major symphony orchestras in Manila, The Filipinos, who are natural music lovers, enjoy music in all its forms. In spite of the fact that the period for music in the school curriculum has been greatly reduced, there is much singing in all schools. In the elementary grades classes always begin and end with a song. Music books are urgently required in all schools.

Museums and Libraries.

The main museums of the Philippines are: the National Museum, the Museum and Institute of Archaeology and Ethnology of the University of the Philippines, the Museum of Forestry of the Bureau of Forestry, the Museum of Anthropology and Zoology of the University of Santo Tomas, the Museum of Ateneo de Manila, and the School of Fine Arts Exhibits of the University of the Philippines. Most of them suffered great losses, as show in a later section of this report (see Cultural Losses).

Before the war, the public school system under the Bureau of Education reported, 6,000 school libraries (first organized in 1907) with books totalling more than 3,700,000. Complete reports on existing school libraries after the war have been received from only six provinces. But these six provinces, which are average, so far as general war damage is concerned, have reported a total of 37,000 library books remaining out of a pre-war total of 485,000 books.

The re-establishment of public library facilities in the Philippines began in August 1945 with the opening of a reference library in Manila by the United States Information Service of the Department of State with the aid of the library

staff of the University of the Philippines. With the co-operation of the National Library staff, similar libraries have also been established in Iloilo and Cebu. The Scientific Library and the National Library in Manila and its branches in eleven other cities have resumed operations but on a scale far below normal from the point of view of facilities and equipment. The Library of the University of the Philippines (except its units in Baguio and Cebu) has also resumed service since June 1945, with a small collection of publications acquired by purchase and received as gifts from the Philippine Research and Information Section of the United States Armed Forces of Southwest Pacific, the United States Information Library, and other donors.

WAR DAMAGE

Buildings and Equipment

The number of primary and secondary schools both totally and partially destroyed is very high.

Public Schools (13,028 pre-war)

Totally destroyed	8,380
Partially destroyed	3,877

Private Schools (521 pre-war)

Totally destroyed	210
Partially destroyed	150

Equipment

Totally destroyed	95 %
Partially destroyed	5 %

Provincial and municipal governments have appropriated small amounts for the construction and repair of public school buildings and the purchase of new equipment. Parent-Teacher Associations collected nearly P.7,000,000 for the same purpose in 1946-47. The United States Philippines War Damage Commission has to date released P. 7,489,000 for repair and reconstruction of damaged school buildings. The commission hopes to rebuild or repair most of the schools.

Except those mission schools which have received some help from abroad, the private schools are having a very hard time. The Government has helped with some loans and some former owners have managed to reconstruct their schools, but the majority are helpless.

In the centre of Manila, the buildings and campus of the University of the Philippines were also the centre of the grim battle for Manila in 1945, during which the Japanese made their desperate stand. The main administrative block, science wing, hall and library are in ruins, they still stand, but everything is crumbling, girders hanging loose, glass all gone, cement floor lying in heaps. Land mines, bombs, shelling, fire, all contributed to this disaster.

On their arrival in Manila, on the night of January 1st, 1942, the Japanese immediately occupied the university buildings. At first the university was closed, but a few months later the President was able, on various pretexts, to reopen the Medical School, the School of Agriculture and the Veterinary School. In these schools some students were able, surresptitiously, to study for arts degrees. In 1943, when the puppet government was set up, the President was suspected by the occupying power of being implicated in a resistance group found in the university, and was allowed to resign. He returned to his post shortly after the liberation.

Classes are now held in the ruins and the students appear to be well used to sitting about on large blocks of stone, etc., while awaiting a lecture. Books are slowly coming in, but the professor in charge of the libraries has now a staff of 16 only, instead of his pre-war staff of 62. The University of Michigan has supplied a good deal of scientific equipment, as well as books. Before the war the library contained 142,000 books. Only the Veterinary and Pharmacy Libraries, both small, were saved, and a small private collection.

Partly aided by the United States Philippines War Damage Commission, the Government has undertaken temporary repairs and assistance has also been received from the United States Army. It is, however, proposed to move the main buildings of the university to a site outside Manila and plans are being made accordingly.

Before the war there were 8,000 students in the university, in 1945 there were 2,000, and now the numbers are 5,500.

Of the 85 public and private institutes of higher learning in existence before the war, 48 were totally destroyed and 16 suffered severe damage. The loss of equipment is reckoned at 48 per cent total 30 per cent partial loss. The Government has extended loans through the Rehabilitation Finance Corporation and the schools run by the American religious orders have received help from the United States, but otherwise private owners are trying to restore their plant and facilities through contributions, charity fairs, etc.

Cultural Losses.

The war losses of the main Museums are as follows:

The National Museum

Only 5 per cent of the collections remain.

The Museum and Institute of Archaeology and Ethnology

60 per cent of the collections were saved, much being moved to safety.

The Museum of Forestry

Destroyed

The Industrial Museum

Destroyed

Museum of Anthropology and Zoology, Santo Tomas University

90 per cent saved.

Museum of Ateneo University

Total loss.

School of Fine Arts Exhibits

Total loss.

A visit was paid to Dr. Ottley H. Beyer, Professor and Head of the Anthropology Department, University of the Philippines and Curator of the Archaeological Museum in Aviles Street, Manila. Ilis Museum contains libraries and material for anthropologists, as well as a good collection of primitive stone weapons and some good and early Ming and Sung china. Some of the contents of the Museum were wantonly wrecked and looted by the Japanese, who forced open the glass cases with their bayonets. Many valuable books were saved.

Mr. E.B. Rodriguez, Director of Public Libraries, and Professor Bernardo, head of the Department of Library Science and Chairman of the President's Committee on Culture, University of the Philippines, have supplied much data concerning the enromous losses in libraries in the Philippines. The following short statement gives a picture of the extent of the disaster, contributed by Professor Bernardo.

"The exact toll of library losses in the Philippines during the Japanese occupation and the liberation campaign in World War II is still incomplete. From surveys that have actually been made, however, the statement that these amount to 95 per cent can be accepted as reasonably accurate.

"The National Library of the Philippines (founded 1900) with its 20 branches scattered throughout the islands, has been able to salvage only 36,000 volumes out of its pre-war collection of 733,000 volumes. Of its famous Filipiniana collection of 72,000 volumes, only 3,300 remain, a loss that is irreplaceable. For many years a cherished project of the the National Library had been the collecting of the original manuscripts of José Rizal, beloved martyr-patriot. Of this collection, the only remaining items are *Noli me Tangere* (a novel), *El Filibusterismo* (a novel), *Last Farewell* (a poem), and an album of Rizal's personal letters to his friend Blummentritt. There is reason to believe that the larger part of the Rizaliana was not actually destroyed but was removed from a vault by looters while the battle of Manila was still raging. But no trace of the missing manuscripts has been discovered. The Archives Division of the National Library fortunately escaped the general fate. Its unique collection of documents of the Spanish regime was saved intact. But the Gallery of Arts and History Division, containing 10,000 museum specimens, was entirely destroyed, except for 14 paintings which were on loan to the Presidential Palace. The total value of the losses of the National Library during the war amounts to approximately P.5,000,000 U.S. ($ 2,500,000) excluding building, furniture, and equipment.

"The Science Library (organized in 1901 as the Library of the Bureau of Science) had pre-war total holdings of about 357,000 books, pamphlets and periodicals (in addition to a large stock of duplicates of complete sets of the widely known *Philippine Journal of Science* and copies of other publications for exchange and gift purposes). Of this library, considered by scientists who had used it as the greatest collection of scientific books in the Far East, especially rich in serial publications unsurpassed in all Asia and Malaysia, only about 300 volumes and pamphlets were salvaged after the fighting in the Manila area, February 1945.

"The Library of the University of the Philippines (organized in 1921) which had developed into a system of service consisting in 1941 of 17 units — including the central library and 13 college libraries in Manila, and college libraries in the Agricultural college (Laguna Province), in Baguio (Mountain Province) and in Cebu City - had pre-war aggregate holdings of about 147,000 volumes, and other valuable library materials, museum collection of postage stamps, seals, diplomas and commemorative medals, and archive materials and records of the University (1908-1941). It also held deposits of special collections of Filipiniona books, periodicals, and music and art pieces, loaned by private collectors in Manila for official use in the University Witts the exception of about 3.000 volumes salvaged after the liberation of the Philippines, all these holdings and deposits were completely destroyed.

"The Supreme Court Library (located in the old Walled City), which had a pre-war collection of over 25,000 volumes of selected legal works and related subjects in English and Spanish, was totally lost during the war. Of the Military Information Division Library of the United States Army (established in the historic Fort Santiago soom after the American occupation of the Philippines in 1898), no traces could be found after the liberation of Manila, February 1945. Also totally destroyed were the libraries of the Bureau of Coast and Geodetic Survey, Bureau of Lands (excluding its records), Department of Finance, the Philippine Army, the Weather Bureau (Jesuit Observatory). About 50 per cent of the stock of Philippine government publications and a complete set of public documents printed by the Bureau of Printing since its foundation were lost. The Library of the Institute of National Language was largely destroyed.

"Of the 74 libraries of Catholic Institutions surveyed by the Catholic Welfare Organization of the Philippine Islands, 41 lost their records and holdings during the war. The other 33 private libraries had pre-war holdings aggregating 223,751 volumes, all of which were also lost".

No figures can yet be supplied with regard to the losses in ancient churches in the Philippines. Perhaps the greatest legacy left to the country by the Spaniards, these magnificent churches, of the 17th, 18th and early 19th centuries are now, if not completely destroyed, only empty shells. The famous Walled City in Manila is now, except for the old surrounding walls, no more than a heap of rubble and dust. Throughout the island the wrecks of these beautiful churches stand as a memorial to the terrible and senseless destruction of the war. Only a few have survived.

SUMMARY OF NEEDS

Schools and Universities:

Money - for rebuilding, equipment, personnel.
Books.
Equipment for vocational schools.
Scholarships - for training teachers.
Foreign experts - to visit, advise and train.

Welfare Work:

Hearing aids, braille books and typewriters.
Projectors and films.
Scholarships - for training personnel abroad in latest methods.
Foreign experts - to visit, advise and train.

Teachers:

Professional books, instructional material, audio-visual aids.
Scholarships.

Adult Education:

Trained teachers.
Reprinting of primers for literacy, citizenship and vocational education.
Sound tracks for visual education, and radio facilities.

THE SARAWAK

INTRODUCTION

A hundred years ago an English gentleman, James Brooke, became Rajah of Sarawak. His nephew and great-nephew, in their turn, succeeded as Rajahs and the people of Sarawak lived in a peaceful backwater. World War I did not touch them. Only the coming of the Japanese brought them the hard realities of the modern world. From that time they have lived through a series of adventures which must have been the more bewildering and terrifying because they came so suddenly.

Nobody thought the war would reach Sarawak. But on Christmas Day 1941, the Japanese took Kuching, the capital, and speedily overran the whole of the country. When Liberation came, Kuching was a dead city. Nobody had any clothes left, the men wore shoes made of sheet rubber, the women wore sacking. There were no lights, victims of torture staggered out with the crowd to greet the Allied troops, the people were half dead with hunger. All the villages down the coast were wrecked. Those years of nightmare and despair — December 1941 to September 1945 — have placed Sarawak high on the list of war-devastated countries; her days of peaceful isolation have vanished for ever.

After the liberation the reigning Rajah decided to hand over his responsibilities to the British Government. On July 1st 1946, the ceremony of cession was held at Kuching, and Sarawak became a British colony.

Sarawak is a little smaller than the Malayan Union and it has a population of under half a million. In 1940 an enumeration of the people of Sarawak was made for food control purposes, which gave the total population as 489,585, made up as follows:

167,560 Sea Dyaks
124,000 Chinese
96,400 Malays (including Kedayars)
36,700 Melanaus
59,950 Other native races
4,975 Miscellaneous foreigners

The bulk of the people is composed of indigenous races who speak a variety of languages more or less distantly related to Malay, which, however, is widely understood.

EDUCATION TO-DAY

Administration

A Department of Education was first created in Sarawak in 1924, when a Director was appointed; but owing to the depression in 1933 the vote for education was reduced and the post of Director had to be abolished, leaving the Residents to look after the schools. In 1939 the post of Director of Education was revived and after the liberation the department was reconstituted.

Up to 1939 there were twenty-five government schools in Sarawak. These catered only for the Malay and Islamic population; for the remaining native races of the country there was no educational provision at all, apart from a certain number of schools run by missionary societies which received a grant-in-aid from the Govern-

ment. Between 1939 and 1941 twenty-five more government schools for Malays were opened and one school for Ibans. These were all elementary schools, teaching up to Standard V in the vernacular, and English was not taught. In 1941 there were 43 mission schools and 158 Chinese schools, teaching up to Standard V in the to the latter. During the occupation nearly all these schools were closed and many destroyed.

On the resumption of Civil Government there was an urgent demand for education from all the peoples of Sarawak. The Malays demanded more elementary schools and facilities for secondary education; they asked for teachers capable of teaching English, when of the 147 government Malay teachers very few could even speak it. The Ibans (Sea Dyaks), the largest racial group, for whom there was no school, were particularly insistent and outspoken — and in a number of cases villages have combined to build their own school-house — and quarters for a teacher who cannot be found. They state they are not interested in schools where English is not taught. Land Dyaks, Liko Melanaus, Kayans and others make similar demands. In 1946 the Government opened six more Malay schools and thirteen schools for Ibans and other native races. The Chinese repaired and re-opened their schools and started new ones without help from the Government.

The following table gives the numbers of schools in Sarawak, both in 1941, immediately before the occupation, and in 1947.

State and Local Authority Schools	1941	1947
Primary	52	63
Secondary	0	1
Mission Schools		
Primary	46	55
Secondary	6	6
Private Schools		
Primary	3	12
Chinese Schools		
Primary	157	194
Secondary	11	10

A census has recently been completed throughout the colony but it will be several months before the final figures are available. The following figures will, however, give some indication of the position:

At the end of the year 1946 there were 278 schools with an enrolment of 28,177 pupils. The Chinese, comprising roughly one-quarter of the population, had 18,222 pupils in their own schools, 2,541 in mission schools: 20,763 in all, which was estimated to be just over 74 per cent of the Chinese school population. The Malays and Moslem Melanaus, comprising a little less than one quarter of the total population, had 5,005 pupils in Government, and 309 in mission schools: 5,314 in all, or slightly less than 20 per cent of the children of school age. The Ibans, Land Dyaks, and other indigenous tribes, comprising a little over one half of the population, had 650 in the government schools 1,292 in mission schools: 1942 in all. Out of nearly 10,000 pupils attending the government and mission schools, only some 500 were in Standards V, VI and VII, less than 1,200 in Standards III and IV, approximately 1,000 in Standard II, and the rest in Standard I or below.

The average number of pupils per class in government schools is approximately 40 and 30 in the primary and secondary sections respectively.

Final figures for enrolment at the end of 1947 are not yet available, but it is estimated that the number of pupils during 1947 has increased by more than 10 per cent over the previous year. The enrolment in the Chinese school system has risen, and there has been marked expansion in the mission school system under which a number of new village schools have been provided for the Dyaks.

In the Chinese community there has been a considerable increase in enthusiasm for education since the war. The average attendance is remarkably high, and a large proportion of the parents wish their children to complete at least the full primary course. These factors apply to both the Chinese and mission school systems.

Now that educational facilities are beginning to be provided for the other indigenous peoples in backward areas, a keen interest in education is being reported from many districts. In many places the people have provided buildings and furniture by voluntary effort and in some cases are paying comparatively high rates of fees. As yet it is too early to assess whether the enthusiasm will be maintened to the extent that parents will allow their children to attend school regularly for a minimum period of four years.

In the government Malay schools, the vernacular is used as the medium of instruction. Before the war English was taught as a subject only in the post-primary class in the main schools in Kuching. The teaching of English is now being introduced into all schools as and when teachers of some ability become available. In government elementary schools for the other indigenous peoples the vernacular is universally used, but whenever practicable, English is being taught as a subject from the early stages.

In urban mission schools, English is the medium of instruction from the lowest classes, and explanations have to be given in a multi-

plicity of vernaculars. In rural mission schools, the vernacular is the medium of instruction and English is taught as a subject.

In the Chinese schools, Mandarin is taught and used as the medium of instruction as far as possible, but a considerable amount of explanation in the vernacular is necessary in the lower classes. This presents less difficulty than in the mission schools because in the Chinese schools the vernacular is generally uniform. Attempts are made in the Chinese schools to teach English as a subject from the lowest class, but the standard is very low, for efficient teachers on this subject are very limited in number.

In the government Malay schools the same text-books are used as those recommended and produced by the Malayan Education Department. These is still a grave shortage of these series, but the Malayan authorities are giving valuable help in providing these books as they become available. Text-books for the other government vernacular schools present a serious problem. With the assistance of Archdeacon Staunton a series of readers and books on hygiene and nature study have been prepared in the Sea Dyak language. The hygiene book has been translated into one dialect of the Land Dyak language. These books are now being printed in England and it is hoped that they will be available in Sarawak in the near future. It is doubtful if it will prove practicable to provide printed text-books in some of the other vernaculars such as Kayan, Kenyah, Murut, Bisayah, etc., because of the small numbers of peoples in these language groups.

The text-books used in urban mission schools are obtained from educational suppliers in Great Britain.

The text-books used in Chinese schools are those recommended and approved by the education authorities in Malaya and Singapore.

There is an urgent need for the establishment of teachers' reference libraries; these are practically non-existent in government and most mission schools, but in the Chinese schools some books of this type have been purchased from the "ex-gratis" grant made by the Government. The foregoing also applies to school and class libraries for the pupils.

The policy has been adopted of correlating the dates of terms and holidays of rural schools with local activities and customs. The new text-books which are being printed have been designed to meet local conditions. In the urban schools the curriculum is on Western lines, but the population of the towns, especially the Chinese, are rapidly adopting European modes of life.

In general much emphasis is laid in all schools on "book learning" for educational purposes. The broadening of the curriculum and the introduction of practical subjects will be one of the major concerns of the staff of the teachers' training centre which has just been established and which it is hoped will in due course provide trained teachers for all types of schools.

Owing to the fact that there are practically no trained teachers of any race in Sarawak, little beyond mere literacy is being aimed at just now and there is little or no adjustment of school work to meet local needs and problems. Whilst school gardening and handwork are theoretically included in the curriculum for government schools at least, efforts are generally sporadic and ill-informed and have little, if any, lasting effect.

The lack of interest in the teaching of crafts or handwork of any kind is shown by the absence of any provision of accommodation or equipment for these forms of instruction.

Apart from the attempts in Chinese schools to give the pupils some information about China, little or no effort is made to enlarge their perspective of the outside world. This is partly due to the limited outlook and knowledge of the present untrained teachers and in general to the costs of providing such valuable aid as pictures, cinema and filmstrip projectors.

Throughout the whole school system physical education is very unsatisfactory; in a number of schools it is not attempted. The possibility of sending a selected teacher to Singapore for training under the Physical Education Section there is being investigated. In some schools approximately three hours a week are allocated in the time-table for physical education, but usually this is nothing more than an arrangement on paper. Facilities for football are provided in a great number of government and mission schools. Chinese pupils are keen on basket ball and pupils of all races are interested in badminton. Only very small playgrounds are available at practically all schools.

Post-Primary Education.

There is no separate "English" secondary school, but six of the mission urban schools provide post-primary academic courses. Three of these schools entered candidates for the Junior Cambridge Certificate examination at the end of 1947. A combined School Certificate class, conducted jointly by the Education Department and the Missions, has been established in 1948. The curriculum in these post-primary courses covers a very limited range of subjects: English, geography, hygiene, mathematics and religious knowledge. A few students take Chinese and art. No history or science is taught.

Ten Chinese schools provide the junior middle course of the Chinese system.

There is no university or institution providing for higher studies and it is unlikely that, for a long time at any rate, it would be practicable to establish in Sarawak courses above the secondary grade. It is proposed to take the fullest advantage of facilities for higher education being undertaken in Malaya and Singapore. Arrangements have been made and will continue to be made which will enable students to proceed overseas for higher studies. At present the scholarship facilities exceed the small number of local students who are qualified for admission to colleges and universities overseas.

There is an urgent and ever-increasing need for trained graduates and every effort is being made to persuade some of the very few local people holding the necessary qualifications to accept scholarships for courses at Raffles College, Singapore. Up to the present such students have preferred to take scholarships at the King Edward VII College of Medicine.

As it will prove impracticable to extend within a foreseeable period the range of local educational facilities beyond the secondary stage, the provision of scholarships to overseas institutions providing courses of higher studies will be essential. At present the funds available under such a scheme as local government scholarships, Colonial Development and Welfare Fund, Nuffield Foundation, and the British Council, are in excess of the number of students holding the requisite qualifications for admission to the course of higher studies.

Local students are attending overseas institutions, under scholarship schemes, as follows:

The Sarawak Training College, Kuching, provides a two-year course for village school teachers desperately needed in backward areas. Emphasis is placed on practical hygiene, the crafts and art.

KING EDWARD VII MEDICAL COLLEGE, SINGAPORE: Second Year Course, three local government scholars, including one dental mechanic. First Year Course, one local government scholar and one Nuffield Foundation scholar.

MALAYAN SCHOOL OF AGRICULTURE, SERDANG: Three local government scholars and one who has recently completed the course and returned to Sarawak.

MALAYAN SCHOOL OF FORESTRY, KEPONG: Two local government scholars. Arrangements are being made for another student to be admitted to the higher course later this year.

NUFFIELD FOUNDATION: An application for financial assistance to enable one locally trained nurse to gain further experience in English hospitals.

Unfortunately, owing to the lack of local students with the necessary qualifications, it has not been possible as yet to submit any application for scholarships under the Colonial Development and Welfare Scheme.

There is no provision in the colony for formal technical or commercial instruction. Evening classes have been organized in Kuching for the teaching of shorthand.

Teachers and Teachers' Training.

The following table gives some indication, although not exactly accurate, of the present position with regard to teachers, compared with the pre-war figures:

TYPE OF SCHOOL	NUMBER OF TEACHERS 1941	NUMBER OF TEACHERS 1947
Government	146	115
Mission	179	191
Chinese	572	685
Private	—	20

Government teachers are receiving cost-of-living and special allowances to compensate for the rising cost of living. Mission authorities have made similar increases, but in general at slightly lower rates than the government allowances. The Boards of Chinese schools are paying increased salaries on a scale considerably higher than those approved for government servants.

A large proportion of teachers, especially in the mission and Chinese school systems, resumed duty with increased enthusiasm in their determination to make up the serious leeway resulting from four years of enemy occupation. The

general standard of teaching even before the war was low and it has changed little for good or ill since.

In 1940 the Sarawak Malay Training College was opened in Kuching for the training of 60 Malay students as teachers. There were no facilities for the training of Chinese or any teachers other than Malay.

At present, the Teachers' Training College, which had a very short life in 1941, is housed in a Malay school in Kuching. A grant of some $ 700,000 has recently been approved under the Colonial Development and Welfare Scheme for the establishment and maintenance over a five year period of this combined teacher training centre and secondary school. When the ultimate purpose of this institution has been more definitely decided, it is proposed to provide permanent buildings on a site using a gift of $ 425,000, generously donated by the Rajah for the furtherance of education in Sarawak. Work already begun on the temporary buildings is expected to be completed in the course of the next three or four months. In the meantime a course for elementary school teachers has already been started, classes being held in rooms at the government Malay school and the students living in a government bungalow. The college is now open to all races, with a preference to indigenous peoples. The minimum qualification for admission is Standard 4 - 5, the selection of candidates is in the hands of the Resident. There is no nationality quota as yet.

By mid-February 1948 student teachers had been recruited from all divisions in the colony. These students comprise: 14 Malays, 9 Sea Dyaks, 11 Land Dyaks, 1 Kenyah, 1 Kelabit. They receive free board and tuition and the question of personal family allowance is under consideration. It is expected that the numbers will rise to at least 50 in the near future. This includes four students being trained for the government of North Borneo. The ages of the students range from 15 to 30. The wide disparities in age and standard of education are unavoidable at present as it is necessary to make the best use of the material available after the disorganization of the war and also to provide teachers to start schools in backward areas where no educational facilities exist.

Because of the urgent need for teachers the course is limited at present to two years. Most of the students have completed Standard 4 or 5 in a mission or government school. The immediate aim is to produce teachers for the village schools to be conducted by the government, local authorities and missions, for the indigenous peoples. The students have been divided almost evenly into two groups, those for whom English can be used as the medium of instruction, and those for whom Malay is the vehicular language. Part of the time is devoted to the advancement of the students' general educational standard, but major emphasis is laid on instruction in the principles and methods of teaching as applicable in village schools of the "four class-four teacher" and "four class-two teacher" types; considerable attention is also given to practical hygiene, crafts, and art. The scheme is new and the staff inexperienced. Therefore the present curriculum and syllabus are purely provisional and will have to be revised from time to time in the light of results.

Consideration is being given to the possibility of including in the Batu Lintang scheme a course designed to train primary teachers for the mission English schools and specialist English teachers for the lower classes in Chinese schools. It is probable that the students in this group will generally have passed Junior Cambridge Certificate or the Chinese Junior Middle Certificate examinations.

All the above proposals, unfortunately, are restricted to the training of male teachers, and as yet it has not been possible to formulate any practical proposals for the training of women teachers, who are so vitally needed for the education on sound lines of women and girls.

It will be some considerable time before Sarawak can contemplate establishing teacher training courses for students possessing School Certificate or Matriculation qualifications. It is hoped that the new teacher training institution envisaged by the Singapore Education Department will, in the meantime, be able to provide professional courses, as distinct from the degree and diploma courses of the Malayan University College, and that Sarawak students with School Certificate qualifications may be catered for at this new centre.

In a long range programme the desirability of some local students gaining higher professional qualifications and experience in the United Kingdom will be constantly borne in mind.

The almost complete absence of teachers of any type, who have received any form of professional training, is deplorable. It will be many years before the supply of properly trained teachers is anything like adequate to meet the demand.

Cultural Matters.

Both the museum and the library were visited at Kuching. The Museum is excellent, with a particularly good collection of samples of native cloth, costumes, ornaments, musical instruments,

(Note. — Malay dollar = U.S. $ 0,4745.)

blow-pipes and model "long-houses", and an extremely valuable collection of butterflies.

The Library is also intact, though valuable collections of books on the early history of Sarawak were taken by the Japanese and are quite irreplaceable. Efforts are being made to trace these books.

Both museum and library are housed in good buildings in a pleasant park in the centre of Kuching.

DESTRUCTION AND RECONSTRUCTION

Damage to Schools.

Out of a total of 275 schools of all types in Sarawak in 1941, the following were destroyed, or seriously damaged, in the course of the war:

	TOTALLY DESTROYED	PARTIALLY DESTROYED
Government School .	1	—
Mission Schools	5	19
Chinese Schools	11	87

These figures cover only damage caused directly by the war, but almost all other schools suffered serious damage from lack of upkeep and from looting.

Total loss of equipment is estimated at 20 per cent partial loss and deterioration due to the war at 50 per cent.

It is estimated that the Chinese schools alone have lost, in equipment and buildings, $ 50,000 (today $ 250,000).

Rehabilitation.

The Government schools are being rehabilitated as and when materials and labour become available. The financial aspect presents little difficulty.

In the mission schools considerable progress has been made in the rehabilitation of most of those which were only partially destroyed. In the places where buildings were totally destroyed schools are either conducted in unsatisfactory temporary buildings or arrangements are having to be made for more than one school to share the use of buildings which survived. There are indications that the American missions will receive generous financial assistance from outside sources to help towards the cost of rehabilitation. For the less wealthy missions rebuilding and re-equipment present a very grave financial problem. It is unlikely that these missions will be able to obtain much, if any, financial assistance from their overseas headquarters. Local parents have contributed generously, but these amounts will only meet a very small proportion of the total cost of bringing their school system up to pre-war standards. In some instances the government has made the offer of an interest-free loan, but so far no mission has felt in a position to take advantage of this form of assistance.

The members of the Chinese community have made the most laudable efforts to rehabilitate their schools, most of which were able to resume their functions at a remarkably early date after the liberation. In many cases buildings of a very temporary type of construction have been erected; improvised and hurriedly made furniture provided, as well as other equipment such as text-books and stationery. During the latter part of 1947 the government approved a grant of $ 50,000 as an indication of its sympathetic interest, but this sum is only an infinitesimal amount of the money which is still required to accommodate and equip these schools on anything like a satisfactory standard.

The managements of all non-government schools have been invited to submit applications to the Borneo War Damage Claims Commission, but up to the present there is no indication as to what financial reimbursement, if any, will be forthcoming from this source.

It is unlikely that the local communities will be able to make any further voluntary contributions of any magnitude, or that Government, from its very limited funds, will be in a position to give any more financial assistance. It is obvious therefore that the whole school system cannot be brought to a satisfactory post-war standard without very generous assistance from outside sources.

Future Plans.

Considerable expansion of the basic primary system of schools is essential, particularly among the Iban, Land Dyak and other indigenous peoples, but before this can be underken an adequate supply of teachers must be forthcoming. A further centre where candidates drawn from every race can be trained as teachers to staff the primary schools is the first and most urgent

requirement and a scheme to provide this is being prepared.

It will take time to build up a satisfactory system of primary vernacular day schools serving each separate community, in which English will be taught, leading up to inter-racial central boarding schools and thence to one or more high schools, where English will be the medium of instruction and education can be provided up to Matriculation standard. The native peoples will have to be persuaded to make a much bigger contribution towards the costs of education than they at present do. Meanwhile, though one or two of the mission schools hope to provide Matriculation classes once more, there is no central secondary or high school to which the most promising pupils from the existing primary schools can be sent. If the people of the country are to play their full part in its development and progress, it is essential to provide facilities for education beyond the elementary stage. To this end a scheme is being prepared to establish a central secondary school for 140 pupils as soon as possible. It is probable that as a temporary measure during the first two years of its life the school will have to be used to give intensive general education to boys of Standard IV and V. Special courses will be given in English in order to provide a supply of candidates with an adequate educational background and knowledge of English to staff the administrative, educational, agricultural and other departments of government and maintain them at a reasonable standard of efficiency.

Fundamental Education Projects.

It is of great importance that something be done to meet the special needs of the more primitive and illiterate up-river peoples of the interior, whose educational welfare has in the past been completely neglected. They are vigorous and intelligent and have an important part to play in the future progress of the country. A scheme has been devised to establish a "long-house" school or training centre, where some 30 selected young married Iban-speaking couples can undergo a two-year's course of training. At the end of this they will return to their own communities as welfare workers, able to read and write and with sufficient knowledge and ability to teach their own to make a better use of their resources and pursue better ways of living.

"If we rely in the school system alone to improve the habits and skills of the people, we shall have to wait a long time for results. In a country where illiteracy is widespread one cannot, in these urgent times, rely entirely on the school system to remove it. We must try to bring literacy to the whole community, not just to children".

So writes one of the Education Officers of the Education Department in Kuching. Fundamental education in Sarawak has hardly emerged from the stage of consideration and planning, but there are many conditions favourable to such a campaign.

The Sea Dyaks, one of the largest communities, are intelligent and industrious. The Japanese occupation, the liberation by Australian forces, and the change in government have made these people more aware of the outside world. Though in general suspicious of anything which threatens their traditional way of life, yet there is some stirring in them, and increased awareness, especially in the line of health and medicine, of what modern methods can do for them, and in some cases a vague dissatisfaction with their past deficiencies.

When the books in Dyak now being printed in England become available it is hoped to organize plans for experiments in adult literacy in two areas (a token figure to cover the cost of these experiments has been approved in the 1948 estimates of the Education Department). The books in question have been designed primarily for the use of school children and it remains to be seen whether or not the subject matter appeals to adults. The production of a news sheet in Sea Dyak is receiving consideration. A useful handbook on tuberculosis, with sections in English, Sea Dyak and Land Dyak, has recently been produced by the National Association for the Prevention of Tuberculosis. This has been obtained under the auspices of the S.P.G. Mission and is being distributed as widely as possible to people who may be expected to make valuable use of it in adult literacy and health improvement campaigns.

SUMMARY OF NEEDS

THE SCHOOLS. — All basic school supplies are needed and apparatus for handcrafts and workshops with which to start trade schools.

THE TEACHERS. — Trained teachers are desperately needed — assistance in training teachers is also urgent. A visiting trained teacher who would help in the training of the present students would be invaluable.

FUNDAMENTAL EDUCATION. — The outstanding need in Sarawak is for help of every kind in fundamental education projects. As well as books and other basic supplies, films, filmstrips, radios and gramophones would be welcomed.

SCIENTIFIC APPARATUS. — As soon as the first government secondary school starts this will be a primary need.

MEDICAL. — Medical supplies and equipment for hospitals and clinics are also extremely urgent. Pre-school care is still below standard owing to the lack of medicaments, clinics and staff.

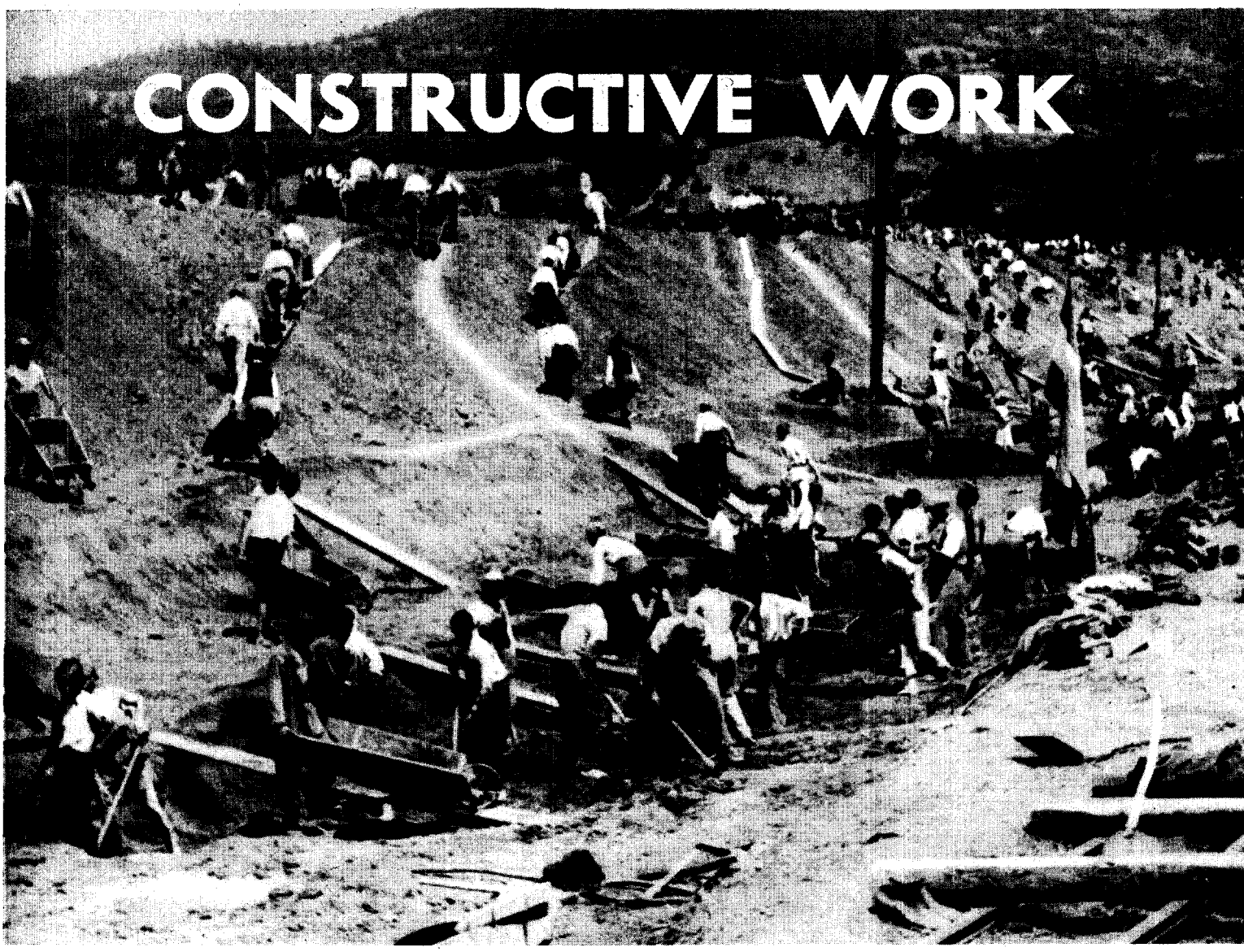
CONCLUSION

In comparison with countries like Malaya, Sarawak seems remote and isolated. Its small education staff is coping, however, with problems which are immense. There is a very great opportunity here to fulfill a very great need — the education of many primitive people who have never had any chance to learn.

Contacts with the outside world have been few, which means, not only that the needs of Sarawak are little known, but that the problems which the colony is facing are little understood. The British Government is doing everything possible to supply money and materials for education, but the need is vast and it is hard for those in charge of education to be so constantly hampered by lack of staff and lack of materials.

In the last years, since the liberation, visitors from outside have not been infrequent, but the results of their visits have not yet been seen. Sarawak needs to be brought closer to the great world of nations. Needs, not only interested visitors, but the psychological encouragement of practical help and close liason with others in other parts of the world who are dealing with the problems of post-war reconstruction.

CONSTRUCTIVE WORK



Peoples of the war-devastated countries do not sit idly by, awaiting foreign help! Here youth brigades rebuild Europe's shattered railways.

UNESCO'S DIRECT CONTRIBUTIONS

From this review of educational and cultural post-war problems of the countries recently visited by Unesco Field Workers, it is obvious that there still remains an immense amount of reconstruction to be done before anything like normality in education, science and culture can be restored. The people are not, however, sitting idle and waiting for foreign help; governments and national voluntary organizations are exerting every effort towards the reconstruction and rehabilitation of their own countries. For obvious reasons, such as currency restrictions, paper shortage, lack of supplies, lack of manufacturing equipment and of knowledge of recent research in various fields, many of the countries cannot do the entire job alone and are still in grave need of support from abroad.

Direct Grants from Unesco.

Although it was clearly indicated from the beginning that the primary responsability of Unesco lay in stimulating and co-ordinating the operations of other agencies in an intensified world-wide campaign for meeting the needs of war-devastated countries, an Emergency Fund was included in the Budgets for 1947 and 1948 to ensure that certain emergency needs could be met in exceptional cases. Direct contributions from Unesco itself were never envisaged as the most important aspect of the Reconstruction Programme, nor were they intended to make Unesco a relief agency in any sense of the word.

The immediate and most direct usefulness of the Emergency Fund is to provide direct help to meet most urgent needs. In its carlier operation it made possible the procurement of equipment, often from war-surpluses not otherwise immediately available, for meeting general and widespread needs in all war-devastated areas. For instance, fifty scientific workshops were provided to enable badly damaged schools and technical institutes to start at once the training of students in technical handcrafts and at the same time to provide means for the construction and improvisation of scientific equipment for teaching and research in schools of all levels. Similarly, other materials of great use were given widespread distribution through the Ministers of Education in war-devastated Member States, to institutions suffering greatest damage.

As the programme developed, however, it moved away from the general distribution of contributions to the allotment of equipment to meet definite and specific requests of especially needy institutions. Thus, for example, in 1947, the Academia Sinica in China and the Nencki Institute in Poland were selected as institutions in need of essential equipment for the re-establishment of their instructional and research programmes.

A further step in extending this principle was taken in the decision to administer the funds appropriated from the 1948 Budget in accordance with the provisions outlined in "Proposals for Unesco's 1948 Scientific Reconstruction Programme". This scheme is in short a system of allocating credits to scientific and cultural institutions in war-devastated countries, which are invited through the appropriate governmental authorities to select and order through Unesco the equipment which they feel they mos need, up to the limit of the funds allocated to them.

An Emergency Fund of $150,000 was set aside in the Budget for 1947, and was augmented by an additional grant of $220,000 from unexpended funds, made by the Executive Board at Mexico City. The original grant, together with $90,000 from the second grant, was devoted to the purchase of scientific and technical equipment. The remaining $130,000 was used to extend the programme to cover more effectively the needs in educational and cultural fields. General statements of the types and quantities of scientific supplies, together with their distribution by country are detailed in Table I. In addition to the materials show in this table, technical laboratory equipment to the amount of $8,404.90 was supplied to the Academia Sinica in China, and to the amount of $8,383.75 to the Nencki Institute of Poland.

Table II presents a similar statement of educational and cultural materials distributed as of 15 June 1948. It does not include visual education equipment presented to the Centre International d'Etudes Pédagogiques at Sèvres, France, nor the following items, for which expenditure has been approved in the amount indicated, but which have not been completely assembled for distribution: art and music literature, $1800; art reproductions, $9000; accessories for musical instruments, $900; music scores and parts, $1800; chemical products (for museums). $3600.

In keeping with the general principle of using the Emergency Fund for most specific and most urgent needs, it was determined that the expenditure of $275,000 appropriated in the Budget for 1948, together with a residuum of $35,000 unexpended from funds at hand, should be used for meeting the priority needs recommended by appropriate authorities in the war-devastated countries concerned.

In order to obviate difficulties experienced by Unesco in the selection, purchase and distribution of its contributions during the preceding year, "The Proposal for Unesco's 1948 Scientific Reconstruction Programme" was followed as far as possible for the allocation of the funds at its disposal.

In addition to the direct value of the Emergency Fund in furnishing needed equipment, it is designed to contribute indirectly toward guiding and stimulating the work of other agencies. The purchase and distribution of materials from these funds enable Unesco to draw the attention of other agencies to sound principles of procurement and distribution of their gifts. Guidance is provided to other organizations in using their resources effectively as a means of strengthening mutual understanding among the peoples of the world.

Fellowships allocated by Unesco.

At the Mexico City General Conference, it was decided to set aside Unesco funds for forty-eight "Reconstruction" fellowships to be offered in 1948 to six candidates each from China, Czechoslovakia, Denmark, Greece, the Netherlands, Norway, the

Philippines, Poland. Each fellowship is of six months duration with all expenses, including travel, paid by Unesco. They are in varying fields, such as film and radio, education, educational problems of war-affected children, librarianship, art and music education, and educational administration. Countries of study are selected according to needs. Recipients of these fellowships are on their way to countries of study as designated by Unesco.

Four further fellowships are awarded by Unesco to two Chinese and two Indian candidates to study mathematical computing machines in the United States and the United Kingdom. Each of these fellowships is for one year and also covers all expenses, including travel.

An additional seventy-two scholarships and study grants have been donated by Member States and international organizations, besides the fellowships offered by the Canadian Council for Reconstruction through Unesco and by the New Zealand Government. These scholarships include twenty offered by the French Ministry of Foreign Affairs, four by the Belgian Ministry of Education, five by the Netherlands Ministry of Education, four by the Norwegian Ministry of Church and Education ten by the British Film Producers' Association, five by British newspapers, two by the Shell Petroleum Company, three by the American Chemical Society, one by the Phi Delta Kappa of the United States, four by Mrs. Hugh T. Dobbins of Berkeley, California in co-operation with the World Student Relief Organization, and two by Rotary International.

These fellowships, sponsored or awarded by Unesco, will not only give scholars and scientists of war-devastated countries opportunities for seeing and studying the work done in other countries, but will also further the international exchange of persons as a means towards building understanding across national frontiers.

Grants-in-Aid.

Unesco's grant-in-aid to international non-governmental organizations in natural sciences are meant not to be direct aid to scientific research but to promote international co-operation in natural sciences.

The First Session of the General Conference appropriated $275,000 in the 1947 Budget for such grants-in-aid. During that year, the Executive Board approved the allocation of $256,130 for grants-in-aid to the International Council of Scientific Unions and its ten federated unions. These enabled 140 different projects to be realized, 500 eminent scientists to meet at about 60 important international scientific conferences, about 80 reports, bulletins, journals, etc., to be published, and the work of some 30 international scientific services laboratoires and stockrooms to be facilitated.

The Second Session of the General Conference appropriated $240,000 in the 1948 Budget for grants-in-aid to international non-governmental scientific organizations. Up to the present time, the Executive Board has allocated $236,574 for grants-in-aid to the International Council of Scientific Unions and its ten federated unions. These subventions are helping the realization of about 125 different projects, the meeting of about 450 eminent scientists at about 55 important international scientific conferences, the publication of some 45 reports, bulletins, journals, etc., the work of some 30 international scientific services, laboratories and stockrooms.

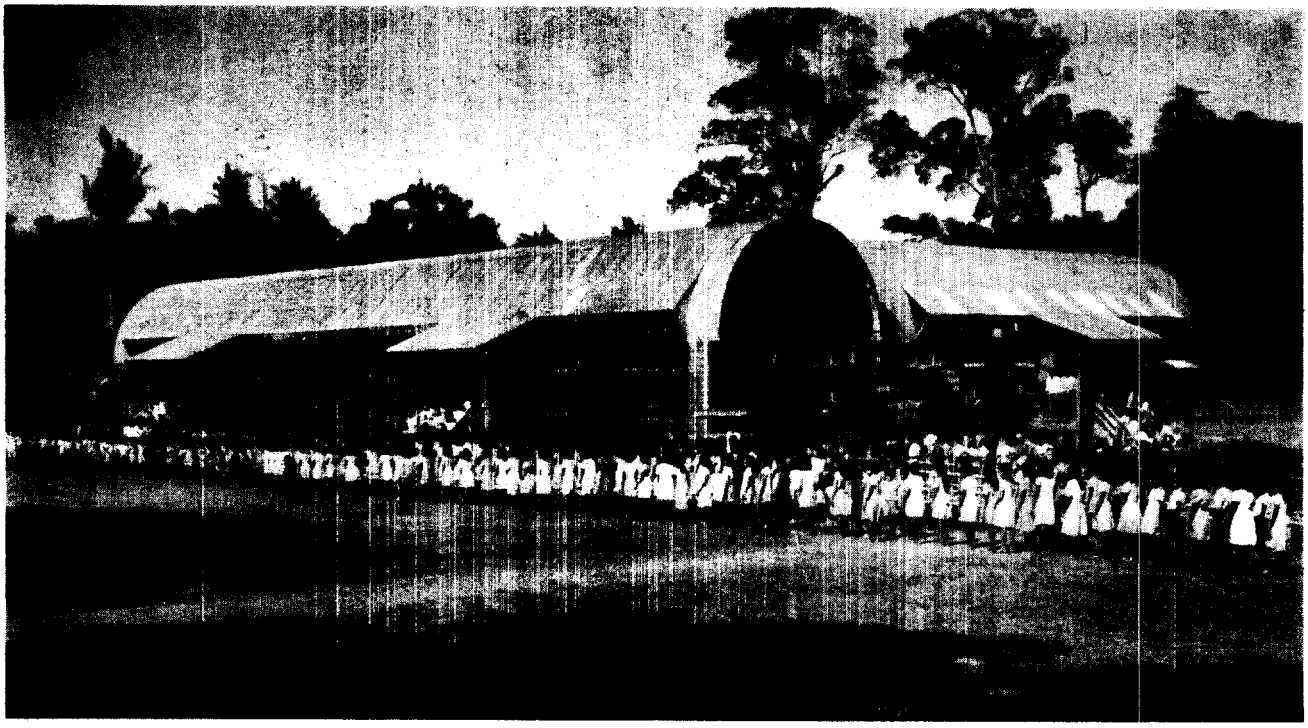
If the amount appropriated for grants-in-aid in 1949 is not less than it was for 1948, similar results will certainly be obtained through them, in promoting meetings of scientists at special symposia and general congresses, the publications of scientific reports and international scientific periodicals and the pooling and interchange of scientific knowledge.

Books and Periodicals allocated by Unesco.

As its main libraries reconstruction agency, Unesco has established an "International Clearing House for Publications", an intelligence centre where an extensive filing system records the publications which particular libraries want and the duplicates they have for disposal by gift, sale or exchange. Already, more than 6,000 libraries are co-operating and many thousands of exchanges have been effected through ICHP; advice has also been given on the disposal of book gifts. The ICHP works in close co-operation with all existing national exchange centres and takes an active part in the effort to establish such centres wherever they are needed. It undertook the distribution of books from the Inter-Allied Book Centre in London.

A Unesco *Bulletin For Libraries* is published monthly as a means of disseminating ICHP information throughout the world and enabling libraries to establish their own contacts and to keep informed of important new publications and activities in the libraries world. In addition, microfilm readers with credit for the purchase of microfilm strips have been distributed to a number of libraries by ICHP. Against this credit, each of the beneficiaries is able to buy a few thousand pages of publications in microfilm form from France, the United Kingdom and the U.S.A. In a few exceptional cases, complete microfilm laboratories, each of which costs $8,000, have been given.

Allocations of books, periodicals, and microfilm



Filipino children of the new republic... proud of their Quonset hut school.

equipment to war-devastated countries directly by ICHP up to September 1948 amounted to 2,308 sets of scientific periodicals (each set consisting of an average of 20 to 25 volumes), 54,982 miscellaneous publications, 300 sets of Encyclopaedia Britannica, 48 microfilm readers with $1,800 credit for purchase of microfilm strips, and 3 complete microfilm laboratories. These figures represent only a fraction of the exchanges and gifts effected as a result of ICHP Service, and in particular by the notes appearing in *Unesco Bulletin for Libraries.*

VOLUNTARY CONTRIBUTIONS TO RECONSTRUCTION

Ticer

In the *Book of Needs,* Volume I (1947), it was mentioned that a most generous and significant contribution towards the fulfilment of educational, scientific and cultural needs in the war-devastated areas had been and continued to be made by the international non-governmental organizations. Thirty-eight of these organizations met in February 1947 in Unesco House in Paris to consider ways and means of collaboration among themselves and with Unesco, in the hope that they might thus increase the effectiveness of their work. There have been two subsequent meetings and the Temporary International Council for Educational Reconstruction (TICER) has been established.

The TICER is composed of twenty-eight member organizations, each of which is a federation of national branches, the participants represent over 700 national organizations in more than 60 countries. While preserving their full autonomy and independence, the members of TICER have formally associated themselves with Unesco, and TICER'S secretariat is supplied by Unesco.

TICER, because of its size and of the varied nature of its membership, is concerned with every aspect of educational, scientific and cultural reconstruction at all levels. Its organizations give assistance to science and art education and help in the rehabilitation of such cultural institutions as libraries and museums. This assistance includes material aids in the form of books, class-

room supplies, musical scores and instruments, art supplies, laboratory equipment and audio-visual aids to teaching. Great emphasis is placed on the provision of funds and facilities for the training or refreshing of technical personnel in all categories, by means of scholarship, study and travel grants, student exchange schemes and vocational training institutions. There is considerable activity in promoting and organizing such aids to international reconstruction as the various types of International Voluntary Work Camps.

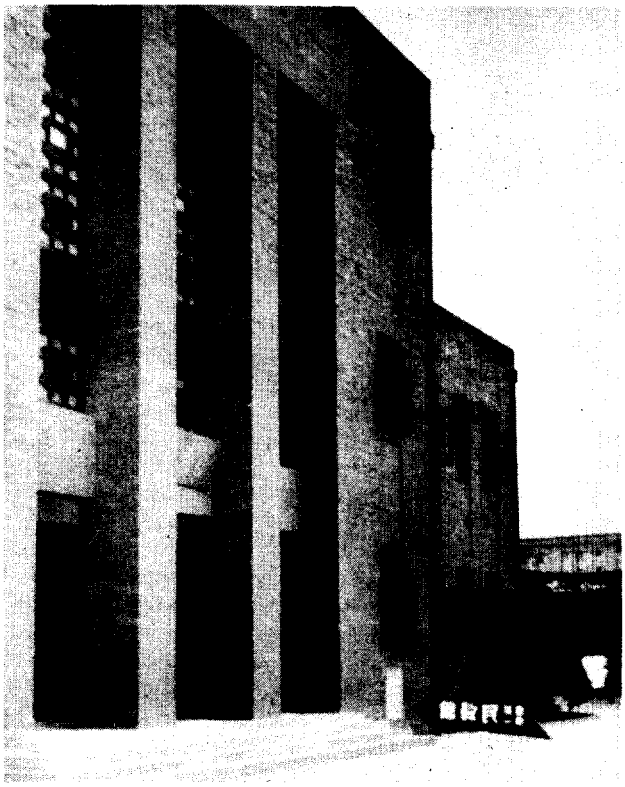
International Voluntary Work Camps.

A special Committee composed of organizers of International Voluntary Work Camps has been formed, which has advised Unesco on its programme in this field and assisted in the drawing up of the agenda for a Conference of organizations active in the Work Camps sphere, held in Unesco House on 22 and 23 April, 1948. Delegates from more than 20 world voluntary groups representing over 135 International Voluntary Work Camps in Europe met and mapped out a programme to co-ordinate and expand their camp activities and to co-operate further with Unesco. They discussed the technical problems of work camps as well as the best ways of using the camps as a medium for building international co-operation, and a means whereby Unesco can assist not only as a co-ordinating agency, but also in supplying educational guidance and materials.

Unesco provides the secretariat for this co-ordinating committee, advises on educational programmes and supplies multi-lingual libraries of 300 books and pamphlets on world affairs, on the United Nations, economic and social problems, atomic energy, history, geography, art, literature, music, architecture and instruction in languages for 28 leading camps in 12 war-devastated European countries this summer.

The first consideration in these camps is to complete a useful job of work and to learn to appreciate standards of good workmanship, in itself a valuable educational experience. The essential feature of the camps is that young people of different nationalities and different classes have an opportunity of living and working together; this all leads to education for international understanding.

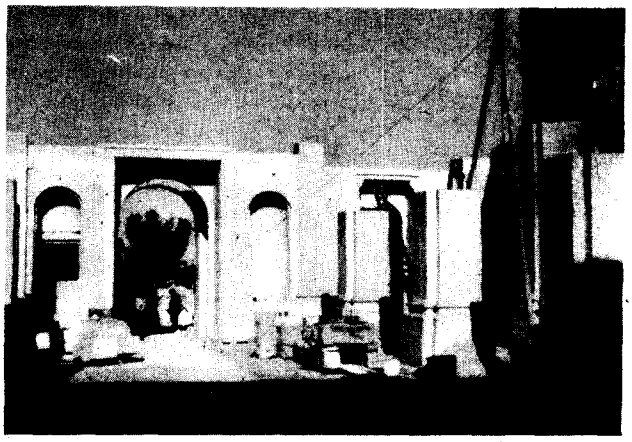
This imposing Mass Education Centre at Nanking forms part of a vast people's movement to bring literacy to the people of China.



Conférence of Directors of Children's Villages.

The Pestalozzidorf at Trogen, Switzerland is an international children's village for war orphans, and is one of the most successful experiments in the care of child victims of the war; it started in 1946 with the help of voluntary workers and is now supported by Don Suisse as well as by numerous donations from many countries. It proved to be the ideal site for the Conference, which was attended by 16 representatives from 12 different countries, 11 experts from 6 other countries including 2 expert Directors of Villages, 9 observors and 4 other persons, at the invitation of Unesco.

These participants in the Conference describe how, in the war-devastated countries there were numerous groups of children with no family, or who were still deprived of any normal education, who were forced by necessity to organize themselves in some way, either of their own accord or under the direction of active, public-spirited adults. Gradually there sprang up and developed new communities, which did not conform to the traditional rules of education or instruction, for they represented entirely novel experiments, concerned not only with assisting children who were deserted or in danger, but also with arousing a new, ardent and constructive spirit. Unlike so



The new Capuchin Church at Floriana, Malta, rises to attest the faith and spirit of the people of those much-bombed islands.

many young people who passively accept the difficulties of the world today, they had developed an initiative and a sense of co-operation which were important elements in the equipment for unbiassed international understanding. The discussions also showed that most of these Children's Communities had adopted a method of education on family lines, which had been found to be the best means of calming, reassuring and strengthening children from the countries most stricken by the war, and giving them hope and confidence.

There was unanimous agreement on the desirability of continuing and developing this new kind of education, of describing the efforts made and the results achieved, and encouraging the creation of such organizations so that all might benefit from the stimulus offered to young people by these examples of initiative and creative energy. At the same time, there was agreement on the necessity of remedying numerous imperfections and difficulties arising from the extempore or hasty character of certain experiments and from the isolation of their directors; there was insufficient staff, the technique was vague, means of information were scanty, equipment and financial support were inadequate. It was therefore decided to pool individual efforts by the formation of an International Federation of Children's Communities with a Co-ordinating Committee elected at the Conference, consisting of seven directors and two alternates. It was arranged that the Secretariat of the Federation should be near Trogen, Switzerland and the Pestalozzidorf Association made a gift af 10,000 Swiss francs for its expenses. Unesco was requested to assist the federation by organizing every year two meetings for directors and one conference for specialists and directors; by making available a technical service for information and psycho-pedagogical consultation; by publishing an annual report on the conference, on the progress made in the Communities and on all other relevant matters; ond by extending its reconstruction programme to include Children's Communities. As a first step in the collection of funds to assist these Communities. Unesco has asked permission of the Canadian Council for Reconstruction through Unesco to devote to the villages the $25,000 allocated to Unesco from the recent Canadian campaign. This request has been favourably received.

The Federation envisage the publication of a Quarterly Journal which will reflect the life and experiences of the different communities and the calling of an International Conference of Children, where, next year, the best boys and girls of the European organizations will meet in a summer camp at Moulin Vieux, France. Among other projects proposed, mention may be made of the following: a documentary film on the life of the various communities; an exchange of educational equipment made in the different communities and of products manufactured in the workshops for vocational training; an international competition for the song, badge and poster of the Federation; and an International Fair where the objects manufactured may be sold to build up a fund for international holiday exchanges. It is hoped that by combining all efforts and avoiding overlapping, an International Training College may be established, where all the staff would receive further training, and an Institute of International Research may be set up to study the practical methods of education developed in these communities. For the time being, this institue might well be merged with Unesco's services in this field. Finally, it would be desirable to organize, in conjunction with the Co-ordinating Committee for Voluntary Work Camps, a meeting centre for young workers for reconstruction. It would be useful to put the energies and faith of many of the children who have learnt a trade in these communities to the test by inducing them to work with international teams in the reconstruction of devastated areas, so that the spirit aroused in the Children's Communities would be maintained.

Co-ordinating effort of CIER.

Even before the formation of TICER the Commission for International Education Reconstruction, comprising over 300 national voluntary organizations (in the United States of America) worked tirelessly and energetically for Unesco's campaign for educational reconstruction.

As early as 1945 it became apparent to a considerable number of American educational leaders

that the pressing needs of the devastated countries were not being adequartely met by existing post-war relief programmes. The American Council on Education called a series of conferences early in 1946, in which participated officials of UNRRA, the Unesco Preparatory Commission, the Department of State, United States Office of Education, the National Education Association and some 20 other educational and relief organizations. A grant of $25,000 (later increased to $100,000) was secured from the Carnegie Endowment to initiate the Commission for International Educational Reconstruction.

American organizations have reported to the CIER contributions in cash and kind and in services, totalling over 62 millions for 1946, more than 89 millions in 1947, and an incomplete advance estimate of 72 millions for 1948.

The second edition of the CIER Handbook which describes the programmes and activities of the various organizations in the United States, made its appearance in the autumn of 1947, and the 1947 Supplement was published in April this year. Thirty-two devastated countries have received aid from the funds mentioned above in the form of books, and periodicals; cultural material and supplies; educational missions; educational work camp projects; fellowships, scholarships and study grants; recreational camp programmes; school affiliations, adoptions and scholarships.

Two typical CIER projects are cited by way of example since they were co-operative projects of several organizations. In April 1947, the CIER, with the special co-operation of the American Council on Education, the National Association of Secondary School Principals, the National Catholic Educational Association, and the National Council of independent Schools, appealed to the graduating classes of American schools and colleges to memorialize themselves by making a gift toward the reconstruction of education in the devastated countries. By the summer of 1948, approximately 200 schools had made contributions totalling about $20,000. Contributions were made either through established American agencies concerned with educational reconstruction, or in cash to Unesco through the CIER. Of the funds given to the Unesco Reconstruction Fund, $550 were used to cover the expenses of six teachers (Chinese, Dutch, Polish), participating in Unesco's first seminar on Education for International Understanding held in the summer of 1947 at Sèvres, France, and $6,000 for the purchase of 50 sets of urgently needed laboratory equipment, mainly balances and weights, sent to China, Czechoslovakia, Greece, the Philippines, and Poland.

The CIER also initiated, in collaboration with the National Education Association, the American Junior Red Cross, American Association of University Women, Association for Child Education, Delta Kappa Gamma, West Virginia Classroom Teachers Department, and the Institute of International Education, a project to bring to the United States during the spring of 1948, a group of educational leaders from the devastated countries. These persons participated in a programme of planned observation of the best practice in American education, each studying in the state or community from which the funds were provided. Participants then attended a joint seminar in July-August, at which problems of common concern such as teacher education, child development, guidance and educational methods and trends were discussed in an attempt to synthesize the best ways of thinking in these fields. They also attended the National Education Association Convention, educational conferences, institutes and summer sessions, before returning to their home countries. Delegations from 19 countries participated in this seminar.

Campaign of CCRU.

The Canadian Council for Reconstruction through Unesco, was formed in July 1947, when seventy-five national and provincial organizations (of Canada) were invited by the Canadian government to meet in Toronto. Early this year, the CCRU was about to start a campign throughout Canada, when Canada was requested by the General Assembly of the United Nations to help in raising the International Children's Emergency Fund, and a National Council for the United Nations' Appeal for Children in Canada was set up. The two Councils joined together in the campaign which was launched on the 9th February, and the funds raised were to be equitably divided between the CCRU and UNAC. CCRU decided at its annual meeting in Ottawa on May 28-29th the million Canadian dollars thus obtained would be distributed as follows:

	Canadian Dollar value	Percentage
1. Fellowships and missions	182,000	18.2
2. Elementary and secondary school supplies	300,000	30.0
3. Cultural groups and individuals	46,250	4.6
4. University supplies.	150,000	15.0
5. Book projects	66,750	6.7
6. Administration	60,000	6.0
7. Contingency	40,000	4.0
8. Unesco grant	25,000	2.5
9. Reserve	130,000	13.0
	1,000,000	100

Sixty-four "Canada-Unesco Fellowships" are being offered in the fields of science and technology, education, the humanities, mass media, social sciences, public administration, and the creative arts, by the CCRU to educators, technicians, and artists in fourteen devastated countries: Belgium, China, Czechoslovakia, Denmark, France, Greece, Italy, Luxembourg, the Netherlands, Norway, the Philippines, Poland, and the British colonial possessions of Malta and Malaya.

These fellowships cover the costs of round-trip travel of successful candidates as well as health and accident insurance, living expenses for an approximate period of six months (at the rate of $180 a month), and special provision for travel expenses in Canada for study or observation purposes. Preliminary screening of candidates, whose names are being submitted by governments, would be handled by Unesco.

About 20,000 school gift boxes containing notebooks, foolscap, crayons, ink, pencils, chalk, penholders, pen-points, rulers, erasers, paste and coloured construction paper have been packed and sent to young pupils in France, the Netherlands, Austria, Germany, Greece and Italy. Also included are booklets, maps and facts sheets on Canada, as well as the "Help us Go to School" posters used in Canadian classrooms during the recent campaign. Children in each school receiving boxes are being asked to write to the children of the Canadian school who contributed by filling in the original poster. It is hoped that correspondence will thus be started between the children of war-torn countries and those in Canadian schools. The project involves more than 600 tons of material shipped in 45 freight cars. One of the largest items is over a million and half notebooks with a specially designed cover and the words "From the Children of Canada".

Aid from Australia.

The Australian Government has allocated £90,000 for educational work in at least eight south-east Asiatic countries. These funds, earmarked for scholarships and the purchase of educational supplies, are in important contribution to the Unesco campaign for cultural reconstruction in war-devastated areas.

Sixty thousand pounds have been set aside for scholarships and thirty thousand pounds for expenditure on educational supplies. These funds

In Children's Villages a constructive spirit grows out of the love and understanding given to homeless child victims of war's aftermath.

are assigned to the following countries for educational and cultural rehabilitation: Burma, China, India, Indonesia, Malaya, Pakistan, and the Philippines.

An additional five thousand pounds have been allocated for assistance to other countries in the south-east Asia area, such as Siam. Details of how the funds are to be employed are now being worked out.

Contribution of the Union of South Africa.

In response to the Unesco appeal for school materials for war-devastated countries, a nation-wide campaign was launched in July 1947 by the Union of South Africa through the good offices of its Department of Education. The Cape and the Transvaal responded to the appeal, the response from the Cape being particularly good. Fifty-two cases of books and school materials were collected by the New Education Fellowship, Cape Town. Eleven cases of equipment were collected by the Librarian, University of the Witwatersand, Johannesburg, from the Transvaal. In addition a sum of £610.16.2 was collected in cash. This donation includes £107.5.0 from branches of the South African Women's Auxiliary Services in the Transvaal, and £483.11.2 collected by the New Education Fellowship, Cape Town. The sixty-three cases of books and equipment reached Unesco in August

National Councils can do much to mobilize volunteer effort. A shipment of school supplies goes to the children of Italy as a gift from Canada's more fortunate youngsters, the result of a campaign sponsored by the Canadian Council for Reconstruction through Unesco.

1948. Arrangements are being made for the books to be sorted and distributed to suitable libraries and other institutions. The cash endowment will be transferred to the Unesco account in a London bank, through the kindness of the High Commissioner for the Union of South Africa in London, and will be spent for assisting educational reconstruction work in war-devastated countries; amounts designated by the donors for special purposes will be so spent.

Allotment from the British UNAC Fund.

The campaign conducted in the United Kingdom under the auspices of the Lord Mayor of London as Great Britain's contribution to the world - wide drive sponsored by UNAC was a great success. Out of this fund £60,000 have been allotted to Unesco for the use of educational reconstruction.

After a meeting of the Sub-Committee for Educational Reconstruction of the National Co-operative Body for Education, including discussion with the Head of the Reconstruction Department of the Unesco Secretariat, it was recommended 50 per cent of the grant should be used for the purchase of educational equipment, 25 per cent: fellowships, missions and travel grants, 20 per cent : books and periodicals, and 5 per cent: transportation and covering charges.

The projected allotment of 25 per cent of the funds for fellowships, missions and travel grants is designed to meet the widespread need for informing specialists of the advance made in the United Kingdom during the war and afterwards in the fields of science, education and culture. The isolation of educators and teachers in war-devastated areas can be effectively overcome both by inviting selected persons for short stays in England, and by sending missions from the United Kingdom to these countries.

"Fellowships on nursery school and kindergarden teaching, elementary and secondary school teaching, foreign language teaching, school administration and inspection, school feeding, school physical education, school children leisure time activities, school psychology and child guidance, health education and school medical service, school architecture, and school broadcasts will be available in 1949."

A large part of the allotment of funds for books and periodicals will be spent on the procurement of dictionaries, the classics, text-books, etc. for universities and technical colleges, as well as professional journals and periodicals. The provision of current information on educational developments from the United Kingdom is one of the most valuable means of contributing to the rehabilitation of educational systems in war-devastated countries which have been so long out of touch with current developments. In this way the excellent work done by the Allied Book Centre during the war may be carried on.

Since all countries are not in a position to provide transportation and covering charges either through their Embassies or through commercial shipping, a modest amount set aside for such purposes will insure the prompt delivery of the contributions.

The Ministries of Education of the recipient countries are being informed of the credits being placed at their disposal for their cultural needs, and orders in the United Kingdom for books and equipment are to be placed as soon as their replies have been received.

Fellowship Scheme of New Zealand.

The New Zealand government has set aside a sum of £15,000 to finance a fellowship scheme which will provide study opportunities in New Zealand for scholars and specialists selected from various war-devastated countries. An initial group of five Far Eastern students, two from China and one each from the Philippines, Malaya and Burma, will be selected immediately. In announcing the scheme, the New Zealand Minister of Education declared that the needs of these Eastern countries "for the kinds of training and experience available in New Zealand are more urgent than those of the war-devastated countries of Europe". It was pointed out, however, that the programme will be extended to other Eastern countries and eventually to European nations. The governments of the countries to which fellowships are being offered are being advised and given information on the facilities which New Zealand can offer. Final selection of the candidates will be made by the Fellowship Committee set up by the New Zealand National Commission for Unesco. Fields of study for the first five candidates include: agriculture, rural life and education, Maori education, education of the Island Territories, social services, mining, engineering, teacher training and the technical aspects of broadcasting. The grants will be generally of six months' duration and will cost approximately £450 including travel expenses within New Zealand. At the conclusion of the fellowship, each student will be expected to return to his home country to put to use his training and experience in reconstruction work.

Conference of Producers of Scientific Equipment.

In a previous section, mention was made about "Proposals for Unesco's 1948 Scientific Reconstruction Programme". These were drafted by the

Unesco Secretariat and passed by the Conference of producers of scientific equipment which took place in Unesco House on 3 and 4 June 1948. It was attended by representatives of scientific industry from Australia, Belgium, France, Italy, the Netherlands, Sweden, Switzerland, the United Kingdom and the United States of America.

In spite of the fact that the scientific industry in a number of these countries had suffered greatly from the war, all of them expressed their willingness to do as much as possible for the work of scientific reconstruction in war-devastated areas. Each of them reported to the meeting the possibility of supplying scientific equipment in the near future. For instance, Belgium could supply 6 to 7 million Belgian francs' worth of optical instruments for immediate delivery, and exports would have reached 20 millions by 1949. Belgian industry could undertake almost any order for early delivery, others have even promised to manufacture specific instruments if ample time is given when order is placed. On the other hand, in a country like Australia which had not a high output in this field before the war, certain types of apparatus and certain chemical products are now being manufactured. All the participants agreed to send to Unesco catalogues with prices and delivery dates as soon as possible. A Scientific Apparatus Information Bureau (SAIB) has since been set up in Unesco to receive such catalogues and to supply information on scientific industry to those countries which are in need of scientific equipment. Other questions discussed at the conference include those about restrictions on export and import, duties on import to the recipient countries, difficulties in transportation, etc. The most knotty problem was that of currency. Most of the manufacturing countries would not accept soft currency. That was the reason why the "Proposals" mentioned above were unanimously supported by all participants of the conference, which envisaged a science credits scheme that would enable any devastated country to order scientific equipment needed by particular institutions of that country after having been notified the sum of money allocated by Unesco to that country and having consulted on the question where and how such equipment might be obtained. At regular intervals Unesco would pay against invoices, or bills of lading, in respect of goods delivered, up to the limit of the funds allocated to that country. It was recommended, however, to those Member States which would like to enjoy this privilege the urgent importance of arranging for: (1) duty-free entrance of contributed educational material; and (2) more adequate reporting to donors about the use of contributed materials.

TABLE I.

Purchase and Distribution of Emergency Scientific Equipment from Funds budgeted in 1947

DISTRIBUTION

ITEM	CHINA	POLAND	GREECE	CZECHO-SLOVA-KIA	PHILIP-PINES	ITALY	HUN-GARY	AUSTRIA	RESERVE	TOTAL
Scientific workshops.	16	11	7	8	5	1	1	1	0	50
Microscope with accessories	21	15	11	10	7	2	2	2	4	74
Sets of laboratory glassware	8	7	4	4	4	3	3	3	4	40
Sets of technical handbooks	6	5	3	4	2	1	1	1	—	23
Balances and weights	17	14	9	7	7	6	6	5	9	80
Epidiascopes	11	9	5	5	4	4	4	3	5	50
Test meters	22	18	10	10	8	8	8	6	10	100
Stills	11	9	5	5	4	4	4	3	5	50
Colorimeters	1	1	1	1	1	1	1	—	—	7
Microtome	—	—	—	—	—	—	—	1	—	1
Sterilisers	1	1	—	—	—	—	1	1	—	4
Bacteriological Incubators	8	8	5	5	4	4	3	3	—	40

TABLE II.

DISTRIBUTION

(as of 15 *June,* 1948*)*

ITEM	CHINA	POLAND	GREECE	CZECHO-SLOVA-KIA	PHILIP-PINES	ITALY	HUN-GARY	AUSTRIA	RESERVE	TOTAL
16 mm sound projectors	17	15	8	7	7	6	6	6	8	80
Radio receivers	83	71	40	35	35	31	31	28	40	394
Microfilm projectors.	10	8	5	5	4	3	4	3	—	42
Gramophones	56	48	27	25	25	22	22	20	23	268
Epidiascopes	8	8	4	4	4	3	3	3	3	40
Typewriters	8	8	4	4	4	3	3	3	—	37
Artists supplies	40	20	65	60	60	55	55	50	68	673
Education books 100 volumes	1	1	1	1	1	1	1	1	4	12

In addition, microfilm projectors were sent to the following countries : Belgium 2
France 2
Netherlands 1
Norway 1
6 Total number : 48

APPENDIX I.

REQUIREMENTS OF SOME EUROPEAN COUNTRIES

Austria, Czechoslovakia, Greece, Italy and Poland were visited by Unesco field workers last year and their problems were described in the *"Book of Needs"* volume I. During the year 1947-48, these countries made a great effort towards educational, scientific and cultural reconstruction. Governments, private initiative, voluntary international and national agencies, donating countries, and Unesco have all co-operated in this work.

Thanks to these joint contributions, cultural institutions have this year succeeded in broadening their work, but lack of manufactured supplies and scientific equipment, as well as shortage of paper and books, are still a serious hindrance.

The task remains difficult, the needs immense. This is illustrated by the many requests which have reacher Unesco during 1948. They vary in their nature and touch on all subjects; some of them describe the general requirements in certain fields of work and list the kinds of materials wanted; others refer to the needs of a specific institute, university or body. They come directly from the institutes or colleges concerned or are passed through official organizations such as various Ministries, Unesco National Commissions and Embassies.

The total value of requests received in 1948 from the above five countries only is estimated at $3,000,000. Some of these demands of a very specific nature and coming from science institutes, art schools, museums, libraries, universities, etc., were submitted in reply to Unesco offer of assistance from its emergency budget: these requests, scaled down as much as possible by Governments and given top priority are valued at $600,000.

It would, of course, be impossible to reproduce here the numerous demands which have reached us. A few typical requests have been selected in order to illustrate the wide range of materials concerned.

AUSTRIA

I. The Ministry of Public Instruction has recently informed us that:

47 educational institutions (primary schools, secondary schools and commercial schools) numbering in all 16,820 pupils, are in urgent need of:

pencils
pens
exercise books
erasers.

Ten to twenty per cent of the pupils lack:

compass sets
colours
coloured pencils
materials for designing and sewing
wool, etc.

These institutions also require:

Text-books in foreign languages and similar publications for young people which, if they could be distributed to the amount of 40 to 80 copies per school, would greatly facilitate the teaching of foreign languages.

Dictionaries, such as the Oxford Dictionary, Otham's Dictionary, Larousse, etc., which are no longer available in Austria.

Then, teaching is handicapped by the lack of:

projection apparatus
microscopes
magnifying glasses
16 mm. film projectors
apparatus for school experiments in physics and chemistry
boards and material for visual teaching.

II. The Professional Training School at Voitsberg, attended by 700 boys and girls, is particularly handicapped by the fact that it has insufficient means to provide important equipment for demonstration purposes. The School's most urgent needs are:

16 mm. film projector to show important educational films
epidiascope

III. More than 50 higher institutes coming under Vienna, Graz and Innsbruck Universities, have submitted requests for materials most urgently and especially needed (which do not, however, cover all their requirements). The following are given as examples:

(a) Institute for Forensic Medicine, University of Innsbruck.

modern epidiascope	1
Berkel balance for weights up to 5 kg.	1
diapositive plates (9×12).....	10 dozen
light plates (9×12) together with developing equipment.....	6 dozen
modern French-German, English-German, and Italian-German dictionaries	

(b) Institute of Meteorology and Geophysics, University of Graz

a large amount of 35 mm. film for the filming of the hourly observations at the ionospheric station	
simple dark-room equipment.....	1 set
microfilm projector	1
field intensity recorders.....	2

multiple point recorders 2
synchronous motors 2
vertical seismograph, with registering equipment 1
magnetic horizontal field measuring apparatus, with registering equipment 1

(c) GRAZ UNIVERSITY OBSERVATORY

Optical equipment

achromatic lenses (12-15 cm. aperture) 2
set of eye-pieces 1
Nicol prisms 4
neutral wedges 2
synchronous motors 2

IV. THE NATURAL HISTORY MUSEUM, VIENNA, requires:

1. electrically heated paraffin tank. 1
electric thermostat 1

2. *Laboratory glassware and porcelain*

e.g. dishes, crucibles, measuring cylinders, etc.

3. *Optical instruments*

binocular microscopes 2
microscope 1
cover glasses for microscopic preparations (18×8), strength C... 3,000
medium-sized sliding microtome... 1
luminescent spectroscope 1
spectroscope for comparative study of liquids 1
microphotographic apparatus 1
miniature camera with a long-range objective 1
mirror reflex camera..... 1
anastigmatic lens with a focal length of 35-40 cm. 1
16 mm. cine-camera 1
micro-diaprojector 1
epidiascope 1
microprojector 24×36 mm., objective with a focal length of 20 cm.
16 mm. film-strip projector with sound track, objective with a focal length of 10 cm., licet 5 watt 1
large spectrograph 1
luxmeter 1

4. *Surveying instruments*

theodolite 1
clinometer 1
optical square 1
mariner's compass 1

5. *Electrical instruments*

voltmeter 6 - 600 V. 1
ammeter 0,003 - 10 amp. 1
ohmmeter 0,1 - 200,000 ohm 1

6. *Workshop equipment*

screw taps and dies..... 1 set
back-saw frames and blades of varying thickness 2
hand-drilling machine and set of drills 1
cutting and grinding apparatus for preparing thin rock-sections, with electric motor 1
circular saw combined with a drilling machine (direct current)... 1
electric hand-drill 15 cm. 1
band saw 1
small sized plane for carpentry .. 1
micro blue-printing lamps (low voltage tungoten-arc lamp) 2
transformer with transfer from direct to alternating current, 1-2 kw. performance..... 1
220 V. direct current motor, 1/2 H.P. 800 rev. 1
microphone, with amplifier 1
amplifier, 20 watt performance... 1

7. *Laboratory chemicals*

e.g. acids, alkalies, reagents, solvents, etc.

V. THE LIBRARY OF THE SEMINARY OF CLASSICAL PHILOLOGY, Vienna University, asks for Liddell-Scott's *Greek-English lexicon*, (Oxford, Clarendon Press); *Antiquité Classique* (Brussels); *Revue de Philologie* (Paris); *L'Année Philologique* (Paris); *Etudes* Classiques (Namur); *American Journal of Philology* (Hopkins Press, Baltimore); *Philological Quarterly* (University of Iowa).

CZECHOSLOVAKIA

There is still a great need of:

scientific equipment

text-books, reference books, bibliographies, periodicals and reviews, covering all fields and partilarly science and technology

fellowships and study grants.

16 libraries and cultural institutions have recently sent out an urgent appeal. Some of them which were completely destroyed during the German occupation, are nevertheless endeavouring to rebuild their stocks and to open their doors to students and scientists.

1. The following are the types of publications wanted by one of these institutions:

LIBRARY OF THE TECHNICAL UNIVERSITY, Brno: *Aero Digest, Air Transport, The American Architect, American Builder and Building Age, American Machinist, The Architectural Record, Bell system technical journal, Bibliography of scientific and industrial reports, Building America, and Civil Engineering.*

2. Furthermore, 8 museums have informed us that they lack:

optical apparatus

preservatives

glass show-cases and furniture for exhibiting the collections

books and specialized publications.

The following is a request from one of these museums:

binocular microscope	1
mineralogical polarisation microscopes	2
photographic apparatus for field work	1
ultra-violet arc lamp	1
spectroscope	1
X-ray apparatus	1
dark-room for field work	1
Canada balsam	5 kgs
heavy solutions for determining density of minerals	1 set

GREECE

I. Unesco's attention has been drawn by the Greek Royal Embassy in Paris to the following needs, which are the most urgent:

3,000 school buildings to be repaired requiring an expenditure of approximately	$3,700,000
700 new school buildings to be erected, costing	$12,905,000
180,000 benches to be supplied.	

The following articles are also urgently required :

collections of gymnastic accessories (1st-and 2nd-grade schools)	10,000
collections of equipment for sports and games (1st and 2nd grade schools)	10,000
geographical maps	10,000
educational films	2,000
projectors (for teaching of physics).	500
sets of drawing instruments	1,000
projection lanterns with educational slides	500
typewriters with ribbons	500
collections of objects for practical biological work (1st-and 2nd-grade teaching)	500
X-ray apparatus	500
collections of chemical equipment instruments)	500
collections of physics equipment instruments)	500
collections of equipment for chemical laboratories	500
school microscopes	500
elementary microbiological laboratories	46
anthropometric instruments	150
pianos	400

II. Trade, Technical and Commercial schools which are at present attended by 15,000 pupils could receive 60,000 if supplied with the following material:

complete workshops for carpentry.	21
complete turning-lathe workshops.	21
complete wood-carvers' workshops.	5
complete blacksmiths' shops	20
complete workshops for decorators	4
complete equipment for linotype and monotype printer's shops	2
complete sewing workshops, with : dolls, toys	1
complete sewing worskshops, with : (a) sewing machines	150
(b) embroidering machines	50
complete equipment for knitwear	120
complete workshop for millinery	2
complete equipment for spinning and weaving	300
complete workshop for pottery	3
complete workshop for perfume-making, with special distilling installations	1
complete workshops for book-binding	2
complete workshops for carpet-making	5
complete chests of tools for carpentry, joinery and cabinet-making	3,500 sets
sets of tools for :	
mechanics	3,500
blacksmiths	3,500
solderers	2,000
tinkers	1,000
coppersmiths	1,000
foundry	2,000
fitters	3,500
draughtsmen	3,500
moulders	1,000
wireless mechanics	1,000
road engineers	100
pottery workers	1,000
decorators	50
decoration work on leather	20
toy-makers	50
goldsmiths	500
shoemakers	500
tailors and embroiderers	3,500
machines for shoemaking	20
typewriters with Greek and Latin characters	100
chairs and stools	20,000
desks for instruction	250
drawing boards	100
electric stoves	300
electric irons	130

III. In so far as Universities are concerned, the Central Depertment of the University of Athens, its mineralogical, geographical and physical laboratories, the Faculty of Philosophy of the Salonika University, the Greek High School of Economic and Commercial Science, send an urgent appel for:

laboratory equipment
reference books and text-books
furniture
fellowships, particularly in the field of education and social sciences.

Also, requests have been received for:

ATHENS SCHOOL OF ECONOMICS AND COMMERCIAL SCIENCE

(a) *Chemical Laboratory*

Vacuum pump
Metal rectifier, input voltage 220 V., maximum output 50 amp.

Oven, electrically heated, with automatic temperature control
Lecture apparatus (chemistry)
Portable cinematograph projector, with series of films for educational purposes (especially for industry and recent electro-chemical metallurgy).

(b) *Department of Business, Economics, and Office Organization.*

adding and calculating machines
duplicators and adressograph equipment
typewriters
book-keeping machines (various models)
card files, vertical filing
loose-leaf binders
office steel furniture
office equipment, various.

UNIVERSITY OF ATHENS, BOTANICAL DEPARTMENT

microscopes
microscope coverglasses
microscope slides
microscope camera
epidiascope (for books, specimens, etc.)
microprojector (for use with the microscope)
film projector
films dealing with botanical and biological subjects
photographic plates
a collection of slides on plant anatomy and cytology.
glass jars of different sizes for museum collections
stains for cytology and histology
a collection of apparatus for plant physiology
flower models of different plant families
botanical models of fungi
botanical models of fruits
wall charts on plant anatomy
wall charts on physiology
wall charts on cytology
wall charts on taxonomy

ITALY

The following type of materials are urgently required for:

1. PRIMARY SCHOOLS

films projectors
wireless sets
mural geographical maps (in Italian)
mural anatomy and natural history maps (in Italian)
globes (in Italian)

2. ART SCHOOLS, MUSIC CONSERVATOIRES:

colours for use in oil, tempera and water-colour painting, and for pastels
books and collections of coloured reproductions on art in Europe and America, from Impressionism onwards
for the Central Restoration Institute, a tintometer similar to that at present used by the National Gallery, London
small cameras (Leica type) for cataloguing works of art in inaccessible, poor or damaged areas
photographic plates (and/or slides), films, paper for printing photographs
photographic copies of Italian works of art contained in foreign museums
orchestral instruments: wood (clarinet, oboe, bassoon) and brass (horn, trumpets, and trombones with both sliding and piston action)
music scores.

3. SCHOOLS AND INSTITUTES FOR TECHNICAL INSTRUCTION, listed by order of preference:

physics apparatus (mechanics, heat, light, sound electronics, radioactivity)
electrical instruments (voltmeters, ammeters, galvanometers, electrometers, resistance and capacity measuring bridges)
mensuration equipment (theodolites, levels, clinometers)
electrical apparatus (motors, dynamos, transformers, rectifiers - all small power)

4. 26 UNIVERSITIES, GROUPING ABOUT 190,000 STUDENTS, lack:

books and periodicals
equipment for the study of economics, commerce and science
fellowships and scholarships for study abroad, and facilities for the exchange of information

For example: (a) A request from the INSTITUTE DI PATOLOGIA SPECIALE MEDICA E METODOLOGIA CLINICA of the UNIVERSITY OF BOLOGNA states that all its collections of foreign periodicals were interrupted during the war years. It would be glad to have the 1939-1946 issues of the following:

Archives of Internal Medicine
Journal of Laboratory and Clinical Medicine
American Journal of Medical Science
American Heart Journal
Gastro-enterology
Archives des maladies du cœur
Archives des maladies de l'appareil digestif
Revue neurologique
Journal of the American Medical Association (vols. 114-133).

(b) THE INSTITUTE OF APPLIED AND GENERAL ANTHROPOLOGY asks for:

Instruction material:

Palestine skulls (Mount Carmel, Suhkul and Skubach)
Solo skull (Java)
Swascombe skull
Stehein skull
Pekin skull

Instruments:

calipers for anthropometry (6 with sliding arms, and 6 with curved arms) (Hermann, Zurich) 12
metric tape-measures (Hermann, Zurich) 6

5. Finally, the following is a request recently received from the President of the Philanthropic Society of Milan showing the situation of the

LIBRARY SCHOOL OF MILAN :

"The Library School of the Philanthropic Society was founded in 1886 by the Milan Printers' Association, and its work hal always been directed towards the development and improvement of the art of

printing. The workers are trained in temporary premises and are using old machinery and scrap material. As much of the equipment is out-of-date and inadequate, it is not possible to provide courses of the standard required for the modern printing industry, still less to re-introduce other courses."

The following is a part only of the minimum equipment required for the proper functioning of the courses at present being held:

Lithographic Section

master rotating lithographic machine 52×72, manufactured by Color metal, of Zurich	1
circular print-trimmer ("tournette") for plates 75×70	1
pneumatic printing press for plates 75×70	1
40-amp. Siciliani arc-lamp	1
unspecified sandstone basins, luminous indicator boards, and various other appliances	

Photographic section:

manifold sets 50×50, one suitable for transparent copying and both for the use of the prism; both complete with stands	2
camera 13×18, for preparing reproductions	1
apochromatic lenses	3
arc lamps	2 pairs
bromograph, cm. 50×70 approx. for bromide printing	1
grids (30, 48 and 60 lines)	6
grid for offsets	2
small fine earthenware basins (sizes from 13×18 to 40×50)	1
small sandstone (or rustless steel) basins, 40×50, for hyposulphate bath	1
complete developing, fixing, etc., outfit for treating the section's negatives and positives.	

Section for printing on metal (for clichés, photo-lithography, offsets)

centrifugal motor circular print-trimmer ("tournette"), 70 cm. diameter	1
pneumatic printing press 50×70 cm. approximately	1
two- or three- phase carbon lamp for white-light effect, for printing on metal	4
transparent table, 50×70 cm. approximately, for mounting negatives and positives	1
plate-bearing stands, suitable for various sizes of negatives	4

Photo-engraving section (photo-lithography and offset)

engraving machine 50×50 cm. "rainaction", complete with motor	1
small sandstone basins, various sizes, for engraving zinc	
Krause (or similar) printing press for cliché proofs	1
tables with reading-desks	6
working tables for photo-engraver with 2 seats each	6
printing press, offset type, for photo-lithographic zinc proofs	1
gas stove	1
stones of various shapes, for use on colour-boards	6
small earthenware basins, for acidizing negatives and positives (sizes 24×30, 30×40, 40×50)	3
small basin for the perchloride engraving of copper cylinders for offsets	1

Also:

paint brushes, small dishes for ink, squares, gelatine-rollers and wood rollers, and other necessary equipment of this type.

The request include also equipment for the:

cliché-mounting section
binding section
typographical section
typographical printing section.

POLAND

Scientific equipment is most urgently needed:

1. The WARSAW SCIENTIFIC SOCIETY, at present numbering 293 Polish and foreign members, is attempting to organize scientific research work in the following fields: (a) linguistics and history of literature; (b) historical, social and philosophical sciences, law and ecenomics; (c) mathematical and physical sciences); (d) biology, medicine, technical and agricultural sciences.

The second world war almost totally ruined the Society's laboratories and workshops, but, in spite of enormous material difficulties, it has been possible to re-equip, at least partially, a few scientific institutes, among them being :

The "Korbutianum" Institute of Philology.
The Institute of Mathematical Sciences.
The Institute of Anthropological Sciences.
The Mineralogy Laboratory.
The Central Library.
The Institute of Historical Sciences.
The Radiological Laboratory.

whose most urgent requirements are :

Scientific material :

electron microscope.
radiological laboratory equipment.
modern mathematical machines.
mathematical models.
monotype scientific printing works.
linotype scientific printing works.
anastatic apparatus and accessories.
photocopying equipment.
complete set of "réseaux métalliques".

Books and publications :

foreign publications in the fields of history and literary criticism.
classics.
scientific reviews and publications.
reviews of mathematical institutes.
microfilm libraries.
microfilm readers.

Office equipment :

typewriters	5
calculating machines	2
Adrema universal machine	1
Adrema automatic duplicating machine	1
metal bookcases for about	15,000 volumes
metal bookcases for about	50,000 volumes

2. The GEOLOGICAL MUSEUM "ZIEMI" needs urgently :

epidiascope and accessories	
micro-projector	
petrological microscope, with accessories for dark ground illumination	
binocular microscopes	2
"Maxicone" vertical camera	
electric lamp with condenser, resistance, etc. (different sizes)	
micrometers (different sizes)	
Swift-Ives camera Lucida	
self-contained vertical illuminator.	
attachable mechanical stage	
achromatic magnifiers (different sizes)	
chemicals	
Canada balsam	
cedar wood oil	
cedar wood oil for immersion lenses	
geological compasses	6

3. The BIBLIOTHEKA GTOVNA POLITECHNICKE GDANSKIEJ, Wrzeszcz-Gdansk, was severely damaged during the war. All its equipment was destroyed, together with 50,000 books. It needs recent technical publications on :

mechanics.
electricity.
mathematics.
engineering.
the construction of bridges and roads.
shipbuilding.
architecture.

APPENDIX II.

REQUIREMENTS OF NURSERY, PRIMARY, SECONDARY AND TECHNICAL SCHOOLS

Summary of the types of equipment most urgently needed in 1948:

NURSERY SCHOOLS

Tables, chairs, benches, blackboards
Pictures and colouring books
Paper, coloured pencils, coloured chalks
Equipment for Montessori method
Play materials
Toys
Pianos

PRIMARY SCHOOLS

1. ***Books***

School text-books, especially in English and French
Child literature, illustrated books and periodicals
Reference books, dictionaries
Art illustrated books

2. ***Basic scholastic equipment***

Paper, exercise books, blotting paper
Pens, pencil (lead and coloured), penholders
Metric rulers, scissors, erasers, compasses, brushes, bibs
Ink, water colours, paints

3. *Scientific equipment*

Simple apparatus for teaching physics, botany, zoology, geology, anatomy

4. *Maps and charts*

Atlases, globes, maps, charts

5. *Music teaching equipment*

Music blackboards and music paper
Musical instruments, various

6. *Technical teaching aids*

Epidiascopes
Projectors
Cameras and films

7. *Furniture*

Benches, desks, chairs, blackboards
Bookcases
Dormitory equipment

8. *Physical training equipment and toys*
Equipment for basket-ball, football, baseball and pingpong
Gymnasium apparatus

9. *Office equipment*
Typewriters, typing and printing paper

SECONDARY SCHOOLS

1. *Books*
Classics, all kinds - especially in English and French
Reference books, dictionaries
Illustrated art books
Printing materials: printing presses, paper, etc...

2. *Scientific equipment*
Microscopes
Spectroscopes
Epidiascopes
Balances
Chemicals
Laboratory glassware and porcelain
Apparatus for physics
Equipment for teaching biology, geology, geography and psychology

2a. *Medical equipment for school clinics*

3. *Technical aids*
Projectors, epidiascopes, educational films
Cameras, darkroom equipment, films

4. *Basic scholastic equipment*
Paper notebooks, pens, pencils (lead and coloured), penholders, nibs, brushes
Metric rulers, scissors, erasers, compasses, T-squares
Ink, paints, etc...

5. *Maps and charts*
Atlases, globes, maps, charts

6. *Music and art teaching equipment*
Radios
Gramophones and discs
Musical instruments, especially pianos
Scores of standard works
Reproductions of works of art
Pictures of sculpture, architecture, etc...
Plaster casts
Drawing equipment

7. *Furniture*
Benches, desks, chairs, blackboards
Book cases
Dormitory equipment

8. *Physical training equipment*
Badminton sets, basket balls, volley balls, footballs, pingpong sets
Gymnasium apparatus, etc...

9. *Office equipment*
Typewriters, typing paper, duplicating machines

TECHNICAL SCHOOLS

1. *Books*
Reference books
Text-books on techniques in all fields, especially books in English

2. *Equipment for schools of*
Domestic science
Showmaking
Engraving
Bookbinding
Carpentry
Woodwork
Metalwork
Commerce
Pottery
Industrial processes: glass, paper, textiles, etc...
Agricultural technology, etc...

3. *Furniture*
Benches, desks, chairs, tables, blackboards, drawing boards, etc...
Paper, pens, erasers, pencils, compasses, ink, rulers, scissors.

APPENDIX III.

REQUIREMENTS OF UNIVERSITIES AND HIGHER INSTITUTES

Summary of the types of equipment most urgently needed in 1948:

BOOKS

1. Bibliographies, reference books, dictionaries, encyclopaedia
2. Catalogues of modern American and British publications in all fields
3. Books and journals in every field of pure and applied science
4. Journals and other publications on: literature, philosophy, history, social sciences, geography, archaeology, music, etc...
5. Illustrated art books
6. Periodicals of various kinds, particularly those published since 1939.

SCIENTIFIC EQUIPMENT

1. Optical Instruments
microscopes,

spectroscopes,
telescopes,
polarimeters,
epidiascopes, etc...

2. Chemicals
3. Laboratory glassware and porcelain
4. Electrical instruments
5. Physical apparatus
6. General laboratory furnishings and fittings
7. Biological apparatus
8. Electronic equipment
9. Medical and surgical apparatus
10. Engineering equipment
11. Electrical engineering equipment
12. Surveying instruments
13. Metallurgical equipment
14. Radio equipment
15. Aeronautical, nautical, meteorological and geophysical instruments
16. Industrial testing equipment (all kinds)
17. Equipment for teaching geography
18. Complete set of antropometric instruments
19. Astronomical equipment

PHOTOGRAPHIC APPARATUS

Projectors, silent and sound, particularly 16 mm.
Epidiascopes
Cameras, films, plates, apparatus for developing and enlarging, darkroom equipment.

MUSIC AND ART TEACHING EQUIPMENT

Radios and accessories
Gramophones and discs
Musical instruments (various)
Music paper
Scores of standard works
Reproductions
Pictures of sculptures, and architecture
Plaster casts
Art tools - brushes, paints, sculptor's tools, etc...

MAPS AND CHARTS

Atlases
Geographical and historical maps
Globes
Wall diagrams and charts

FURNITURE

Benches, desks, chairs, blackboards, drawing tables with accessories

OFFICE EQUIPMENT AND STATIONERY

Typewriters, duplicating and calculating machines
Typing paper, carbon paper, stencils, paper, pencils, pens, ink, paints, brushes.
Pianos

Imp. GEORGES LANG - PARIS
Dépot légal B. 2168 - 2-49

PLEASE NOTE

More specific information of the detailed situation in any one country on particular universities, colleges and schools in the war-devastated areas may be obtained from :

The Secretariat of Unesco, 19 Avenue Kléber, Paris 16e
Temporary International Council for Educational Reconstruction, Unesco, 19 Avenue Kléber, Paris 16e
Commission for International Educational Reconstruction, 744 Jackson Place, Washington 6, D. C.
Commission for Educational Reconstruction through Unesco, 139 ½ Sparks Street, Ottawa, Ontario, Canada

MONETARY CONTRIBUTIONS may be sent direct to :

Unesco Reconstruction Fund, Chase National Bank, New York City
Unesco Reconstruction Fund, Société Générale, Paris
Unesco Reconstruction Fund, Midland Bank Trustees and Executors, London

Thousands the world over, like this welfare worker in a Chinese feeding station, are devoting all they have to serving the crying needs of war-devastated peoples. They give their lives to a task which is also ours - but they cannot win without our help.

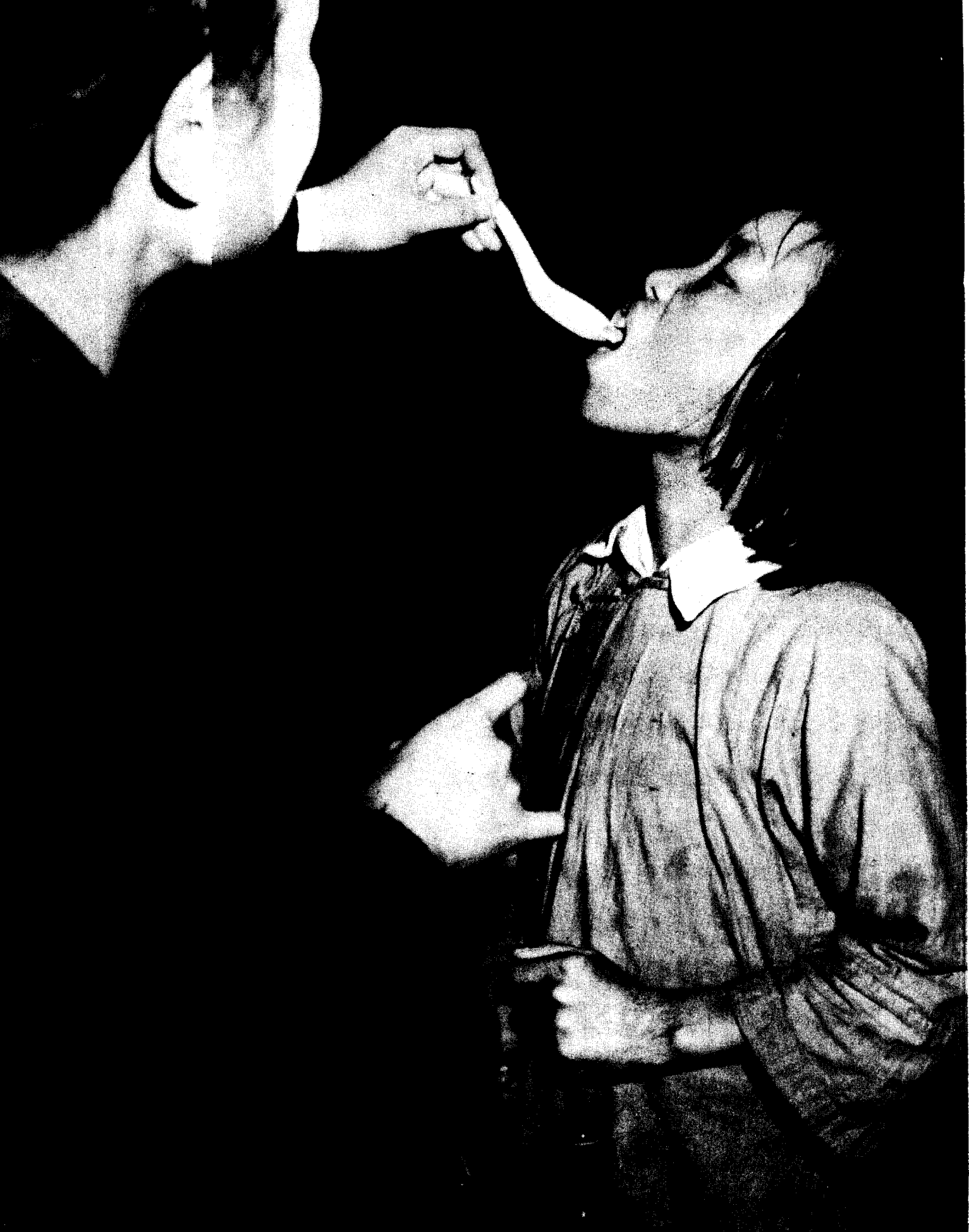
CORRIGENDA FOR *THE BOOK OF NEEDS II*

NOTE. — Due to the difficult conditions under which this publication was produced a great number of errors have occurred in the text. Readers are asked to refer to the following corrigenda for those errors which affect the sense. All typographical errors have not been listed.

P.8, col. 2, § 3, l.8 :	for "grand" read "grant"
P.9, col. 2, § 4, l.1 :	delete comma
P.10, col. 1, § 4, l.1 :	for "tale" read "table"
P.12, col. 2, § 5, l.14:	delete and substitute "already there have been substantial gifts to the"
P.13, col. 2, § 2, l.4 :	for "be" read "he"
P.14, col. 2, § 5, l.20:	for "members" read "numbers"
P.18, col. 1, § 1, l.4 :	for "it" read "in"
P.24, col. 1, § 2, l.7 :	for "three" read "there"
P.24, col. 1, § 3, l.5 :	after "junior" read "vocational schools. The two main problems in the expansion of vocational education are"
P.25, col. 1, picture caption, l.3 :	for "9" read "12"
P.25, col. 2, § 3, l.2 :	for "remore" read "remove"
P.26, col. 2, § 3, l.9 :	for "1,1000" read "1,100"
P.26, col. 2, § 4, l.7 :	for "thrifty" read "thirty"
P.30, col. 1, § 5, l.4 :	for "an" read "are"
P.32, col. 1, § 1, l.3 :	for "National Tsing Hus" read "National Tsing Hua"
P.32, col. 1, § 2, l.8 :	after "university" read "and the"
P.33, col. 2, § 3, l.3 :	for "rice of flour" read "rice or flour"
P.35, col. 1, § 2, l.1 :	read "As mentioned previously"
P.35, col. 2, § 2, l.9 :	delete from : "many" ..... to l. 11 "studies"
P.41, col. 2, § 4, l.4 :	for "garnison" read "garrison"
P.48, col. 2, § 3, l.1 :	read "There are in all nineteen"
P.50, col. 2, § 1, l.2 :	for "technicology" read "technology"
P.61, col. 1 Table :	No. of Commercial Schools, read "2" No. of Schools of Agriculture, read "1"
P.62, col. 2, § 5, l.5 :	for "5 per month" read "$ 5 per month"
P.68, col. 1, § 2, l.15:	delete
P.68, col. 2, § 1, l.2 :	for "Extra-Assistand Convervators" read "extra Assistant Conservators"
P.72, col. 2, § 4, l.7 :	delete "course for financial reasons and the"
P.75, col. 2, § 1, l.6 :	for "desources" read "resources"
P.75, col. 2, § 3, l.13:	after "pleasing" insert "aspects"
P.81, col. 1, § 6, l.8 :	after "degrees of" insert "Master, Bachelor and Licentiate. Pinto continued the work of the"

(continued)

P.82, col. 1, § 4, l.2 :	for "under on head" read "under one head"
P.84, col. 2, § 1, l.5 :	for "then an" read "There are"
P.85, col. 2, § 1, l.10:	after "university" insert "education"
P.86, col. 1, § 1, l.9 :	for "buildings" read "bindings"
P.87, col. 2, § 5, l.3 :	for "numistatics" read "numismatics"
P.88, col. 1, § 5, l.7 :	for "leading" read "reading"
P.93, col. 2, § 5, l.5 :	after "early" insert "stage"
P.95, col. 2, § 5, l.5 :	for "must" read "may"
P.96, col. 2, § 6, l.1 :	after "system" insert "of Chinese public and private schools; to have"
P.106, col. 2, § 5, l.1 :	after "budget" insert "of some P.100,000, the Division of Adult Education is nevertheless able to"
P.107, col. 1, § 5, l.8 :	for "mine" read "nine"
P.107, col. 2, § 6, l.3 :	delete
P.110, col. 2, § 3, l.16:	for "university Witts" read "university. With"
P.113, col. 1, after § 2:	insert heading "Primary Schools"
P.119, col. 2, § 5, l.5 :	for "nations. Needs" read "nations - needs"
P.125, col. 2, § 3, l.2 :	for "Commission for International Education Reconstruction" read "Commission for International Educational Reconstruction"
P.138, col. 2, l.23:	for "showmaking" read "shoemaking"
P.140, l.7 :	for "Commission for International Educational Reconstruction through Unesco" read "Canadian Council for Reconstruction through Unesco".



" ... A call for help for to-morrow's generations. "