

RECOMMENDATION No. 1

concerning

**COMPULSORY SCHOOLING AND THE RAISING
OF THE SCHOOL LEAVING AGE
(1934)**

The Conference,

1) Notes that the problem of compulsory education and the raising of the school leaving age differs greatly in different countries and that therefore no single and uniform measure can be recommended at the present time;

2) Recognises that, in countries where the number of schools is not yet sufficient for the school-age population, the urgent problem is not so much that of raising the school leaving age as of ensuring to every child the possibility of attending school regularly for a definite minimum number of years;

3) While admitting that the number of years of compulsory education may vary in different countries, considers it highly desirable that this number should in no case be less than seven, and notes that in many countries this minimum is already exceeded;

4) Believes that the school leaving age should not be lower than that which will assure to each child adequate physical, intellectual and moral development;

5) Draws the attention of Governments to the fact that the adoption of the principle of compulsory education and of sanctions for the infringement of this principle must coincide with a determined effort on the part of school authorities to secure the carrying out of this obligation as completely and as thoroughly as possible;

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6) Considers that in principle, and for the majority of countries, raising the school leaving age even beyond 14 years would be undeniably advantageous if allowance were made in certain cases for temporary exemptions of short duration, as, for instance, in periods of pressing agricultural work;

7) Affirms that the problem of raising the school leaving age should be considered in relation to that of the age of admission to gainful employment;

8) Hopes that in the national administration there will be complete coordination between the Educational and Labour Departments, and that in the international field, studies concerning the age of admission to gainful occupation will be conducted in conjunction with those of compulsory school attendance;

9) Expresses the desire that education, as given in the school proper, shall be prolonged by continuation courses of an equally compulsory character;

That this continued education, whether given in the school or in continuation courses, shall consist essentially of general instruction, deriving its interest and subject matter from the chief activities of the locality, whether rural, industrial, commercial, etc., and — in the case of girls — from domestic training, and that, by according an important place to practical work, it shall seek to arouse and develop the vocational aptitudes of the pupils;

That an important place shall be given to physical and moral training;

10) Believes it desirable that all measures concerning the raising of the school leaving age shall take into consideration the necessity of coordinating the various types of schools and of ensuring the continuity of their curricula;

11) Draws the attention of school authorities to the need of adapting the methods of the continued schooling to the psychological peculiarities pertaining to the age of the pupils;

12) Emphasises the fact, that by reason of the peculiar characteristics of the curricula and of the methods to be used in continued education, it is desirable to train teachers especially capable of giving this instruction and to select them from those teachers who in their previous experience have shown special ability for this kind of work.

RECOMMENDATION No. 2

concerning

ADMISSION TO SECONDARY SCHOOLS

(1934)

The Conference,

While recognising that diversity of circumstances compels different countries to adopt different systems of organization,

Believing that a certain number of pupils admitted into secondary schools are incapable of benefiting sufficiently from the regular secondary curriculum,

Believing on the other hand that the overcrowding of institutions of higher education and the extent of unemployment among the intellectual classes, are likely to cause dangerous unrest among young people,

That this overcrowding of institutions of higher education is due, among other causes, to the very laudable desire for general culture and the determination to be assured of the advantages of good moral and material conditions in life,

That it is important for the social life of nations, as well as in the interest of individuals, to prepare—along with an elite belonging to the liberal vocations—commercial, industrial, agricultural elites, etc., corresponding to the different types of economic activity, yet possessing at the same time a truly general culture,

1) Deems it necessary, in order to avoid, as far as possible, errors in the guidance of pupils and the discouragement resulting therefrom, to organize vocational guidance during the last compulsory year of elementary school, so that advice to the pupils will be given after collaboration with the teacher, the doctor and the office of vocational guidance—the final decision however to rest with the family;

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2) Believes it desirable to establish better coordination between the elementary school curriculum and the curricula of the secondary schools in order to ensure, especially in the first years of schooling, easy passage from one type of school to another;

3) Wishes to emphasise the importance of the type of schools called in some countries "middle schools", in others "senior elementary schools", "schools of pre-vocational guidance", etc., which though not having as their aim preparation for the universities, are able to give their pupils both sufficient general culture and a practical training, preparing them directly either for immediate entry into a profession, or for certain higher vocational schools;

4) Believes it desirable to improve the methods of selection for admission to secondary schools properly so-called. For this selection the following factors should be taken into consideration:

a) The leaving certificate of the elementary school, as well as the individual report of the elementary school teachers;

b) An examination conducted according to scientific methods aiming not only to determine the knowledge acquired, but also the capacity of the student for continuing his studies;

5) Notes with interest that in several countries there are, sitting on commissions of vocational guidance and of selection, either representatives of the teaching body, or representatives of the parents, and in some cases representatives of both;

6) Draws the attention of the school authorities to the fact that, as all selection means forced elimination, every pupil refused admittance to the secondary schools proper should be guided towards other studies or towards a practical vocational training corresponding with his aptitudes;

7) In spite of the complexity of the problem of free schooling and the diverse conditions in different countries, believes that school fees should in no case prevent attendance at secondary schools;

8) Consequently attaches the greatest importance to the granting of scholarships, the amount of which should cover as completely as possible the cost of studies, and if the financial position of the parents demands it, should even compensate for the child's loss of wages.

RECOMMENDATION No. 3

concerning

ECONOMIES IN THE FIELD OF PUBLIC EDUCATION (1934)

The Conference,

Being convinced that it would be dangerous to train up a future generation of citizens inadequately prepared physically, intellectually and morally, and therefore incapable of facing the formidable problems caused by the reorganization of the world,

1) Draws the attention of Governments to the serious consequences which economies in the field of education are likely to have and suggests that attempts should be made to economise in other fields which are not so closely related to material and spiritual progress;

2) Notes with satisfaction that resolutions of this nature have been adopted by the Executive Committee of the International Bureau of Education, by several large international educational associations and conferences, and also by the International Committee on Intellectual Co-operation and the Assembly of the League of Nations;

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

a) The most dangerous reductions are those made en bloc without regard to the usefulness or efficiency of the institutions affected;

b) It would be wiser to present contemplated restrictions for study to the authorities responsible for public instruction rather than to have them determined by the authorities primarily responsible for the budget;

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

d) No reduction should be made which would injure the physical health and the morale of the children—healthy school premises, school canteens, playing fields, holiday camps, the various social agencies, which have given a new orientation to the school of to-day and which are more necessary than ever in a period of depression;

e) Any reduction of school equipment likely to jeopardise the output of education should be avoided;

f) The size of classes should not be increased to the point of impairing the efficiency of instruction, or of compromising the health of the pupils;

g) School inspection, upon which partly depends the competency of the educational system in a given country, should be kept up to a high level of efficiency.

RECOMMENDATION No. 4

concerning

**THE PROFESSIONAL TRAINING OF ELEMENTARY
SCHOOL TEACHERS**

(1935)

1) The Conference,

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

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

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

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

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

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

3) The Conference expresses the wish,

That the age of admission to the teaching profession and, consequently, that the age of admission to training centres, should be such

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that the young teacher, before entering upon his duties, shall have acquired a sufficient moral and intellectual maturity, and a deep consciousness of the importance of his task and of his responsibilities;

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

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

4) The Conference,

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

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

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

5) The Conference,

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

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

Hopes that the professional training (pedagogical, social and practical) of future elementary school teachers will be inspired by the principles underlying the most progressive thought in education, and will reserve a sufficient place to individual research, and considers that the professional training should be of such a nature that an intimate contact between future teachers and the populations they will have to teach, especially in rural districts, may be assured;

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

6) The Conference,

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

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

7) The Conference,

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

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

RECOMMENDATION No. 5

concerning

THE PROFESSIONAL TRAINING OF SECONDARY SCHOOL TEACHERS

(1935)

The Conference,

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

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

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

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

3) But believes that this specialization should not be premature or too narrow, and that the training of future secondary school teachers should not be limited only to the subjects to be taught—but that it should include in addition:

a) a systematic moral training in the duties of the teacher;

b) a sufficiently developed study of the related subjects;

c) theoretic pedagogical studies, of which it wishes to emphasise the importance, and which should in particular deal with psychology of the adolescent, and with modern methods of control concerning the results of this teaching;

d) a practical training, no less essential, which should be given either in practice schools, or in systematically organized probationary periods;

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

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

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

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

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

The Conference,

Realising that there is an ever closer interdependence between education and the other manifestations of the life of the people,

Considering that it is advisable to associate the widest possible representation of varied interests and spheres in the work of public instruction,

While recognising that the diversity of circumstances imposes a different organization in different countries,

1) Emphasises the interest which may arise from the organisms generally known as Higher Councils of Public Instruction;

2) Declares that the consultative functions of these organisms may be of great utility for the school administrations of different countries;

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

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

5) Believes that in countries where the administrative organization permits of them, regional or provincial Councils of Public Instruction may render important services;

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6) Is convinced that here also the value of these councils depends in a large measure on their composition;

7) Emphasises the special importance of local School Councils or Commissions in the life and development of schools in certain countries;

8) Believes that it is in the field of extra-curricular activities and in the relations between the schools and the public that local school councils or commissions may be of greatest utility;

9) Draws the attention of school authorities to the great services to education which parents' associations, officially recognised or otherwise, can render by their participation in these councils.

RECOMMENDATION No. 7
concerning
THE ORGANIZATION OF SPECIAL SCHOOLS
(1936)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 13th July for its 5th session, adopts the following recommendation on the fourteenth of July one thousand nine hundred and thirty-six:

Considering the fact that whereas the percentage of deaf and dumb, and particularly that of blind people, appears to be definitely diminishing, the number of the mentally defective, on the other hand, whether merely backward or mentally unstable, tends to increase in alarming proportions;

And considering that while it is the business of public authorities to take proper measures to deal with the causes of this increase (hereditary diseases, alcoholism, the conditions of modern life), it is the duty of educationists to concern themselves with conditions by which both the physically defective—the blind, deaf and dumb—and the mentally defective may, by suitable courses of education, be enabled to live an economic and social life more profitable to themselves and to society, and be trained like other children to profit by the moral, artistic and intellectual riches which give to human life its true value;

Bearing in mind also that extreme caution must be exercised in classifying children as mentally abnormal—so as to avoid prematurely stigmatising children as subnormal who may be able to live an almost normal life, and thus lowering them for the whole of their lives both in their own esteem and in that of society;

The Conference,

Recommends to the Ministries of Public Instruction in the various countries,

1) That all authorities entrusted with the organization of special schools should be compelled, wherever necessary, to open special classes or schools, if possible boarding schools, both for the physically defective and for the mentally defective;

That these establishments should be created under such conditions that the special instruction should not be available only to children in urban centres;

2) That the instruction given in them should be under the same conditions as regards remission of fees as the instruction given in the ordinary classes of normal children;

3) That, for boarders, scholarships should be awarded liberally to the children of poor families;

4) That the education in these schools should include not only:

a) the special culture of which these children have need (for example learning to speak and lip-reading for deaf-mutes, reading and writing for the blind);

b) general culture, which ought, as far as possible, to be comparable with that given to other children; but also an appropriate vocational training, taking into account the state of the labour market;

5) That the fullest account should be taken of the children's possibilities; that in consequence classes should be very small, and methods of instruction should always be the individual, active and concrete methods, already in use in a certain number of countries;

6) That the children should be considered not as being a burden on the public but as educable members of society; that, in consequence, the establishments devoted to them should be placed under the Ministries in charge of Public Instruction in the various countries;

7) That school medical inspection, made compulsory everywhere should deal with the mental health of the children as well as with their physical health, that in the classification of subnormal children there should be a close collaboration between teachers, school doctors, and if possible psychiatrists and school psychologists, and that the selection should be effected with extreme caution;

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

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

RECOMMENDATION No. 8

concerning

THE ORGANIZATION OF RURAL EDUCATION (1936)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 13th of July for its 5th session, adopts the following recommendation on the fifteenth of July one thousand nine hundred and thirty-six:

The Conference,

Considering that in various countries the peasant class constitutes a reservoir of physical health and an element of moral force which it is necessary to safeguard in integrity by fighting against the drift to the towns and the depopulation of the country;

That the conditions of modern civilisation and the progress of agricultural technique make it possible to organize an easier and a more comfortable life in the country;

That, even if the expansion of education has not had the serious effect, which some would lead us to believe, of drawing young people away from the country, the schools have at any rate in this respect not always been free from blame;

That, on the contrary, the rural school, without aiming at giving a purely agricultural teaching, could and should enable country children to understand the importance and the social and intellectual dignity of peasant life, and should give them the fundamental scientific knowledge which is nowadays necessary for the intelligent practice of rural vocations;

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Considering that, generally speaking, the problem of the rural school is to be found to-day in almost all countries, though in varying aspects;

Recommends to the Ministries of Public Instruction in the various countries:

1) That it should be an accepted principle that the education given to the children in rural schools should not be in any way inferior to that given to the children in urban schools, and that it should permit them to pass into secondary schools;

2) That, to this end, and to assure greater justice in the field of education, an effort should be made to remedy as far as possible any unfavourable conditions which may still exist in rural schools;

3) That the same standard of instruction should be ensured in all schools, whether in town or country, it being naturally incumbent on the teachers to adapt their curricula to local conditions and, in particular, to draw their "centres of interest" from the environment in which their pupils live;

4) That an effort should be made also to adapt the organization of rural schools (holidays, vacations, time-tables, as well as curricula) to the conditions of local or regional life;

5) That in order to assure a more complete community of spirit between urban and rural schools, both should be under the same Ministry;

6) That the general curricula of elementary schools should have a definite bearing on the conditions of life in the country;

7) That rural teachers should utilise the peculiar facilities for teaching offered by their environment so as to give a concrete and living character to their lessons, and thus to develop in their pupils a taste for rural life;

8) That for the older children in the rural schools the scientific instruction, without being purely agricultural, should have a particular bearing upon the ideas needed nowadays by agriculturists for an intelligent and profitable practice of their vocation;

9) That, in order to enable rural schools to give the children the complete education to which they are entitled, the maximum number of pupils to be admitted to any single-teacher school should be strictly limited;

10) That an endeavour should be made to reduce the number of single-teacher schools as far as possible by the provision of central or consolidated schools; and that, even if such schools are retained for the sake of the younger pupils, central classes should, at any rate, be established for the older boys and girls, and to this end, necessary arrangements should be made for transport and meals;

11) That, for young people of rural families, who are able to continue their studies but do not desire a purely agricultural training sections with a definitely rural bias should be established in the senior or higher elementary schools or corresponding institutions, in addition to the general sections preparing for the higher elementary school certificates;

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

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

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

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

15) That the work of the rural school should be supplemented or facilitated by extra-curricular or post-school activities such as young farmers' clubs, womens' rural institutes, itinerant libraries rural broadcasts, educational films, educational and cultural missions, correspondence courses, etc.

RECOMMENDATION No. 9
concerning
LEGISLATION REGULATING SCHOOL BUILDINGS
(1936)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 13th of July for its 5th session, adopts the following recommendation on the seventeenth of July one thousand nine hundred and thirty-six:

The Conference,

Considering that the modern school should give the child a really living education making a large appeal not only to book learning, but also to the child's observation of his environment and to his various natural activities; that it should utilise in a large measure the new means of information placed at its disposal by modern science (gramophones, wireless, lantern slides and films, etc.);

That, in addition, it can no longer be limited to the acquisition of the "tools of the intellect" (reading, writing, arithmetic, drawing) and the essential knowledge that no modern man can do without, and that it should also ensure to all the children committed to its charge as completely as possible physical, intellectual, moral and social development.

That consequently it ought to guarantee to these children healthy conditions of school life, and supervise their physical development, providing such supplementary food as may be necessary, at the same time teaching them to acquire sound health-habits;

That manual activities should be given their rightful place in the school so as to ensure a harmonious development of both intellectual and physical faculties, and to provide a comprehensive vocational orientation for the older children about to leave school;

That the moral and aesthetic education of children should include the organization of school societies and gatherings of which the school itself should always be the centre, and that the children should continue to participate in these, even after they have left school;

That in many countries the erection of new school buildings would help in the fight against unemployment and financial distress;

Recommends to the Ministries of Public Instruction:

1) That, in designing school buildings, though structural and sanitary needs should be given due importance, the interests of education should be the first consideration, and that the opinion of school authorities and teachers should carry great weight;

2) That the elementary schools should be built, as far as possible not in the heart of the towns, but on sites where large playgrounds are possible as well as spacious premises, and where playing fields can be properly laid out;

3) That the planning of school buildings (orientation and size of classrooms, means of access, ventilation, lighting, heating) should be influenced by local conditions and by the desirability of harmonising the school with its surroundings, but above all by hygienic considerations;

4) That the size of the classrooms, the type and arrangement of the furniture, and the equipment should be determined in consideration of the peculiar needs of the "activity" school;

5) That provision should be made for libraries and for the use of the gramophone, school wireless, lantern slides or films, etc.;

6) That schools should be provided with school gardens, demonstration plots, and space for open air classes;

7) That they should also possess separate art rooms and workshops and, for girls, rooms for domestic subjects (in particular, needlework cooking and laundry);

8) That, to promote the physical development of the children under suitable conditions, the schools should be provided in all cases with refreshment rooms or school canteens, school clinics with the necessary equipment and material, playing fields, gymnasia, and wash-basins, bathrooms and showers;

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9) That the premises should be equipped for school and post-school activities (reading rooms, halls for lantern shows, assembly halls), the poorer schools being allowed the possibility of utilising one room for several activities;

10) That, as far as possible, these desiderata should apply not only to urban schools, but also to rural schools, the State, if necessary, aiding local authorities in rural areas;

11) That programmes for new school buildings should form part of the public works undertaken to combat the economic crisis.

RECOMMENDATION No. 10

concerning

SCHOOL INSPECTION

(1937)

The International Conference of Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 19th July at its sixth session, adopts on the twentieth July, nineteen hundred and thirty-seven, the following recommendation:

The Conference, holding the view,

That it is of great importance that discoveries resulting from a more exact knowledge of child psychology should be translated into action as rapidly and as completely as possible by the adoption of more and more active, intuitive and concrete methods;

That for this purpose it does not suffice to rely upon the improvement in the methods by which future teachers are trained in Institutes of Education, Training Colleges, etc.,

That in-service teachers also require support, encouragement and guidance;

That this duty is essentially one which should be carried out by inspectors of all grades;

Considering also that neither authority imposed from without nor routine methods make education really effective, but only the zeal of teachers for their vocation;

That, in all grades, teachers should have great liberty in the choice of methods and their application, just as they have the right to expect that their intellectual liberty shall be preserved;

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That, whenever the authority of the inspector is called into action, it should be exercised, assuring to the teachers the necessary guarantees against arbitrary action and injustice;

That, in order to be fit for their work, inspectors not only have need of sound knowledge of psychology and education, but also should be endowed with moral and intellectual qualities enabling them to guide with sympathy and understanding the teachers in their charge;

That in the majority of countries, inspection is thought to be necessary for elementary, secondary and vocational education, but generally speaking is not considered appropriate to the highest forms of education;

Recommends to the Ministries of Public Instruction in the various countries:

1) That the choice of inspectors of all grades should only be made after a very searching investigation into the moral qualities and intellectual attainments needed for this most delicate function;

2) That no one should be appointed to the inspectorate who has not previously shown an interest in and an understanding of general educational problems, either in a period of probation or by following a special course organized by a post-graduate institution. In this training there should be a place for the study of comparative education and of systems of school organization in other countries;

3) That the examination to discover fitness for the one who analyses, where such exists, should deal not only with knowledge properly speaking, but also (by the introduction of concrete examples of the problems which an inspector may meet) with capacity to administer with intelligence, tact and justice;

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

5) That, in order to be able to carry out their duty properly, and to keep pace with educational progress, inspectors should not be in charge of districts too large nor have duties which are unduly complex—that in secondary education particularly, administrative control should be in the hands of other officials, and that direction in purely educational matters should constitute the proper mission of the inspectors;

6) That, by means of visits abroad, by probationary periods and special courses of work, and by collaboration with eminent leaders of thought in Institutes of Education, Training Colleges (or Normal Schools), in various educational researches and enquiries, they should keep abreast with modern educational thought;

7) That they should establish amongst themselves such general agreement on broad issues as is compatible with the preservation of freedom of action to the individual;

8) That, in the interest of the children and of the private schools themselves these latter should be subjected to inspection as are the public schools;

9) That, even if the specialisation of inspectors may be in practice difficult, as for instance, in elementary rural schools, specialisation should be established wherever possible;

That, for example, instruction in infant schools, in short courses, in schools for the blind and the deaf and dumb, should have the benefit of the guidance and advice of specialist inspectors;

That, for elementary schools, at any rate in large towns, there should be special inspectors in charge of art education, physical education, manual work and domestic science; that these inspectors should be entrusted with the duty of guiding, as far as their subject is concerned, the inspectors in charge of elementary education in the small towns and in rural schools, and that these specialists should pay regular joint visits to the schools, with the district inspector, in order to assist and advise him; that with regard to secondary education and vocational education, where the conditions are most favourable, specialisation of inspectors should be considered the normal thing.

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RECOMMENDATION No. 11

concerning

THE TEACHING OF MODERN LANGUAGES

(1937)

The International Conference on Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 19th July at its sixth session, adopts on the twenty-first July, nineteen hundred and thirty-seven, the following recommendation:

The Conference,

Considering that the study of modern languages in different types of schools is steadily gaining in importance,

By reason of its practical utility at a time when the taste for travel and the possibility of indulging it have developed very considerably and the economic relations between nations are becoming more numerous;

By reason of the cultural interest provided by a direct knowledge not only of the literature but also of the customs, the history and the civilisations of foreign countries;

By reason of the influence which this closer understanding of one people by another can and must exercise on the growth of the spirit of peace,

Recommends to the Ministries of Education of the different countries;

1) That the study of modern languages should be as far as possible encouraged in different kinds of schools, including vocational schools and the senior classes of elementary schools;

2) That the acquisition of one foreign language at least should be made possible for all types of teachers — to enable them to keep alive their curiosity about what is happening in foreign countries in the subject which they teach — and also because of the profit, both intellectual and social, that their teaching is bound to derive from the knowledge of a foreign civilisation;

3) That the teaching of a modern language should have as its aim not only the capacity to use that language for practical purposes but, what is even more important, the educative interest inseparable from a knowledge of foreign civilisations and a mutual understanding between peoples;

4) That, with this end in view, the methods of teaching be directed not only to producing a facility in the use of the foreign language, whether written or spoken, but also to making the teaching of modern languages more and more a means towards the wider development of human personality;

5) It should be clearly understood, however, that neither in object nor method should the teaching of modern languages be modelled on that of the dead languages; that side by side with the more formal exercises a large proportion of the time should be devoted to practice in the actual use of the language — although the use of the direct method should not be allowed to exclude explanations and that exactitude of expression which is only possible in the mother tongue;

6) That sufficient time should be devoted not only to the acquisition of vocabulary and grammar, but also to the practice of correct pronunciation and intonation, and that with this object in view the essential phonetic exercises should be regularly practised;

7) That the vocabulary taught should bear close relation to “word frequency” and should be adapted to the interests of the pupils;

8) That textbooks (courses) should be written, appropriate to the age and needs of the pupils — possibly by teachers of the two countries in collaboration — and that room be found in them — though not to excess — for idioms and expressions of common speech, and that the subject matter be designed to describe the foreign country and the customs of its inhabitants;

9) That special teaching material, such as wall pictures, children’s newspapers, and libraries of foreign books, should be available for the staff; that the formation of foreign language circles be encouraged outside the work of the classroom; and that, finally, holiday courses,

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exchange of pupils, and foreign correspondence should further the acquisition of a greater command of the language and a more direct knowledge of the foreign country;

10) That, remembering always that the chief part must be played by the master, the teaching of foreign languages should be put in a position to profit from the resources supplied by modern science — silent or sound films representing scenes of foreign life, typical landscapes, records in the foreign tongue and broadcasts — whether intended for the general public or arranged for the use of schools;

11) By reason of the peculiar circumstances inseparable from the teaching of modern languages, the size of classes should be kept reasonably small.

RECOMMENDATION No. 12

concerning

**THE TEACHING OF PSYCHOLOGY IN THE TRAINING
OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS
(1937)**

The International Conference on Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 19th July at its sixth session, adopts on the twenty-third of July, nineteen hundred and thirty-seven, the following recommendation:

The Conference,

Holding the view that all education and all educational technique for the various grades of teaching, should be adapted to the mentality of the child or of the adolescent,

That the psychological sciences have, during the past years, made remarkable progress, knowledge of which will be of great importance to teachers, even in cases where no immediate and direct application may be expected,

That, nevertheless, it is less important to give future teachers this special psychological training than to develop in them a taste for observation, as well as an attitude of caution and respect towards the child and of obedience to the laws governing his psychological development,

Recommends to the Ministries of Education in the various countries:

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

R 12

2) That this training should include not only general psychology but also and more particularly, psychology of the child and the adolescent; that it should not merely seek to initiate future teachers into the use of various tests and methods of measurement, which pre-suppose a well developed critical mind and a certain scientific maturity, but that it should comprise a qualitative study of mental development and of the structure of the child's mind, from the intellectual and affective, and individual and social aspects;

3) That, in addition to the study of the normal child and normal adolescent, provision should be made for the study of problem or abnormal children (in cooperation with school clinics), of individual aptitudes and characteristics (in cooperation with school and vocational guidance services), and of the various environments in which the children are reared: home, school, etc.;

4) That, in each of these fields, the psychological training should consist essentially in case-studies, personal observations and research on the intellectual, moral and social development of varied types of children, that these case-studies should precede and accompany ex cathedra courses, which would otherwise tend, on the one hand, to be misunderstood by pupils not having learned by direct experience to grasp the sense of the psychological problems and theories and, on the other hand, to give them an exaggerated respect for formulas instead of a knowledge of the importance of studying facts;

5) That this psychological training should not be given to future teachers until they are old enough and sufficiently mature, and have enough general culture and biological training, to enable them to understand the significance of the experiments in which they are called upon to collaborate;

6) That this training should be given by professors who are themselves sufficiently prepared, not only by reason of their philosophical culture, but more particularly by their practical experience in scientific experiments and in the technique of psychology.

RECOMMENDATION No. 13

concerning

THE SALARIES OF ELEMENTARY SCHOOL TEACHERS

(1938)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 18th of July at its seventh session, adopts on the nineteenth of July, nineteen hundred and thirty-eight, the following recommendation:

The Conference,

Bearing in mind that the elementary school teacher should have access to satisfactory living conditions, for himself and his family corresponding to his social status and also to the services which he renders;

That he cannot devote himself to his important mission with the necessary freedom of mind if he is preoccupied by constant material cares; :

That he should receive a salary enabling him to maintain his dignity and his good state of mind;

Submits to the Ministries of Public Instruction in the various countries the following recommendation:

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

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

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

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

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

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

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

7) Apart from promotion to a higher grade (obtainable by the acquisition of fresh university qualifications, by competition or by selection), teachers should receive, within the grade to which they belong, increments on grounds of seniority or selection. The commencing salary in any grade should not present too great a contrast with the maximum of the grade; moreover, increments should occur with

sufficient frequency to ensure that the maximum can be reached before retirement, and that the pension may be calculated on this maximum;

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

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

10) The members of the elementary school staff ought to be entitled to leave of absence with pay, in respect of illness or maternity and to more lengthy periods of leave of absence in special cases; they must equally be assured of a sufficient pension obtainable in good time and, if necessary, of a pension for widows and children under age;

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

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

RECOMMENDATION No. 14

concerning

THE TEACHING OF CLASSICAL LANGUAGES

(1938)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 18th of July at its seventh session, adopts on the twenty-first of July, nineteen hundred and thirty-eight, the following recommendation:

The Conference,

Faithful to the spirit which last year inspired the recommendation in favour of the development of the teaching of modern languages,

Recalls the interest attached to this teaching, while at the same time,

Considering that the object of education is to secure not only the acquisition of useful practical knowledge, but also and especially, the formation of the moral, intellectual and artistic sense in the highest possible degree;

That the conditions of modern life render this formation more and more necessary in order to ensure a proper balance of our faculties and our tastes;

That the most certain way of assisting the self-development of the child both at school and in later life is doubtless to instil in him alongside of intellectual activity and the sense of reality, qualities of judgment and an inquiring mind as well as a refined taste, and that the ancient humanities possess a particular educative value in this respect;

That all peoples have a major interest in understanding the civilisations which have exercised an influence on their own, particularly those from which their own civilisation has actually emerged;

That this knowledge of former civilisations may be acquired by the study of their art and literature, and that the latter can only be intimately understood by direct contact, with the texts;

Submits to the Ministries of Public Instruction of the various countries the following recommendation:

1) So far as is consistent with the study of modern literature and civilisation on the one hand, and of scientific studies on the other, a sufficient place should be given to the study of the civilisations which have exercised a marked influence on the countries concerned. For all the countries which identify themselves entirely or partially with Western civilisation an important place should be given to the study of the ancient civilisations and, more particularly, of those of Greece and Rome;

2) This study should not confine itself to the art and civilisation as they are to be found expressed in monuments; it implies equally an understanding of the modes of feeling and thought which find expression in the written works; moreover, by their qualities of order and proportion as well as by the precise understanding of human nature which they afford us, the literatures of Greece and Rome remain incomparable instruments of education;

3) It is desirable that contact with the parent civilisations should be established in particular by direct reading of the texts, which alone permits of a complete comprehension of these. Accordingly an important place ought to be assured in countries of Western civilisation to the study of Greek and Latin;

4) On account of the special educative value of this study in the development of qualities of order, clarity, logic and analysis, it seems imperative that a prominent place should be assured to it in the training, not only of future teachers, but also to the greatest extent possible of the pupils of secondary schools, girls as well as boys;

5) The study of classical languages, particularly by exercises of a grammatical order, can contribute to the training of the mind; but the main concern should be the understanding of ancient thought and civilisation and the comparison with modern civilisations;

6) To allow of sufficient contact with those literatures, it is desirable to supplement the direct study of the text by the reading of translations, interlined or entirely in a modern language;

7) In the course of the study of the classical languages, it is highly desirable to take into account the activity methods which the teaching

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of modern languages has so usefully brought into play. One would thus avoid too formal and abstract a teaching, and take count of such interests of the child as are manifested in the course of his mental development;

8) In determining the age at which it is useful to approach the study of classical languages, it is important to take account not only of the mental range of the child, but also of the necessary coordination with other branches of teaching;

9) It would be desirable that the pronunciation of Latin should as far as possible be unified according to modern linguistic discoveries.

RECOMMENDATION No. 15

concerning

THE DRAFTING, UTILISATION AND CHOICE OF SCHOOL TEXTBOOKS (1938)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 18th of July for its seventh session, adopts on the twenty-second of July, nineteen hundred and thirty-eight, the following recommendation:

The Conference,

Considering that the spoken word of the teacher ought to remain the essential and living element of the lesson;

That the activity methods distinguishing modern teaching appeal above all to the spontaneity of the child, to the development of his faculties of observation and reasoning, and demand direct contact as often as possible with actual objects tending thus to lessen the relative importance of the textbook;

That nevertheless the textbook remains for all subjects, not only a valuable guide and an occasional aid, or a means of verification and revision, but also an indispensable auxiliary;

That the educational authorities should ensure that it serves its purpose in the best possible manner;

Submits to the Ministries of Public Instruction of the various countries the following recommendation:

1) School textbooks should fulfil definite requisites in three fields: pedagogical (scientific bases and methods); technical (appearance and make-up); and economic (purchase price);

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2) In countries where education is directed or controlled by the State, it is for the State to take proper measures to ensure the improvement of textbooks and to supervise their application. This duty will fall, in other countries, or the authorities responsible for the schools;

3) Commercial competition between authors and publishers being liable to result in lowering the quality of the books, it may be in the general interest that the official authorities should take all useful measures to ensure the publication of textbooks for the elementary classes, prepared on sound pedagogical lines, well-printed and inexpensive. These considerations have particular weight in relation to textbooks prepared for very young children and to reading books;

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

5) It is desirable that the conditions governing the approval of textbooks should be specified by official regulations, and that attention should be directed above all to scientific background and teaching methods. It is understood, of course, that the textbooks should conform to the official programmes, where such exist, that they should not contain anything conflicting with State institutions, and that they should endeavour to harmonise the principles on which the national life is based with those of humanity;

6) To prevent the drawbacks of too frequent changes of textbooks and the harmful consequences for the pupils which would result, it is desirable:

a) that the number of textbooks approved by the official authority should be limited in each branch and class;

b) that the approval given should hold-good for a sufficiently long period;

c) that the number of textbooks used in any one class should not be too great, especially in primary schools;

d) that there should not be too many changes of text from one edition to another of a particular textbook, at least unless they are justified by sufficient reasons;

e) that endeavour be made, as far as possible, to assure collaboration between the local education authorities, in order that pupils changing their schools should not be obliged to provide themselves each time with new textbooks;

f) that the right of the teacher to choose the textbook to be used according to his conceptions or his pedagogical preferences, should be restricted by the approval or the ratification of the competent committee;

7) It is desirable that school textbooks should be relieved of charges or taxes that would result in an increase in price, and that they should be accorded beneficial treatment as regards the conditions of circulation: carriage, postage rates, etc.;

8) Where the State itself undertakes the publication and distribution of the books, it is desirable to secure as far as possible their free distribution, particularly to necessitous children;

9) The purpose of the textbook being simply that of a guide and of an auxiliary, it is desirable to leave to the teacher a certain liberty in its use within the limits of the curriculum;

10) To facilitate the methodical employment of the textbook by teachers, one might usefully publish for their use special books of reference, or of teaching matter, or again interpolate in the text of school-books a certain number of explanations and annotations;

11) It is desirable that each school establishment or, at least, the school centre of each locality, should possess for the use of the teachers a library containing the different school textbooks in each branch and in each grade (standard), in order to afford a good choice of books and useful experimentation of various methods.

RECOMMENDATION No. 16

concerning

THE SALARIES OF SECONDARY SCHOOL TEACHERS
(1939)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 17th of July at its eighth session, adopts on the nineteenth of July, nineteen hundred and thirty-nine, the following recommendation:

The Conference,

Bearing in mind that on secondary schools fall, in a large measure, the responsibility of preparing the elite of the nation, and that for this reason they are of capital importance;

That, consequently, the material prospects of teachers should be such as to attract to the teaching profession young men and women of culture and intelligence;

Submits to the Ministries of Public Instruction in the various countries the following recommendation:

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

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

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

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

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

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

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

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

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

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

11) In any case, secondary school teachers should have the right to the allowances and advantages enjoyed by officials of the same category (special advantages for their children's studies, removal expenses, travel facilities, etc.);

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12) Secondary school teachers might be permitted, in addition to their ordinary professional work, to undertake and accept payment for certain related activities. For example, they might legitimately give private lessons, abuse in this matter being avoided by regulations. They should not be allowed to take part in occupations inconsistent with their profession;

13) The number of hours of teaching per week should be such that secondary school teachers should have sufficient time not only for the proper preparation of their lessons, but also for reading, intellectual activity, and the relaxation necessary to those engaged in education;

14) Secondary school teachers should be assured of a sufficient pension representing a good percentage of salary and, if need be, of a pension for their widows and orphaned children;

15) Secondary school teachers should be entitled to leave of absence with pay, in respect of illness or maternity, and to lengthy periods of absence in special cases, and to an annuity in case of permanent infirmity;

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

17) It is desirable that the competent authorities should satisfy themselves that teachers employed in private schools enjoy adequate material conditions comparable, at least in a certain measure, to those of teachers in public schools.

RECOMMENDATION No. 17

concerning

THE ORGANIZATION OF PRE-SCHOOL EDUCATION
(1939)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 17th of July at its eighth session, adopts on the nineteenth of July, nineteen hundred and thirty-nine, the following recommendation:

The Conference,

Affirming the value it attaches to preserving the integrity of family life, and to education in and through the family continuing as long as possible;

Considering that, owing to the conditions of modern life, especially in towns, very many women are employed outside their homes and that for many mothers it is impossible to do all that should be done for their young children;

That consequently it is essential to create institutions where those children can be cared for and educated;

Considering further that methods particularly fruitful for the physical, mental and moral development of young children have resulted from the general progress of education;

That education for the home and family should be so developed as to enable future mothers to be initiated in such methods, and that these should be made more widely known through their adoption in such institutions of pre-school education as may be accessible to families desiring them;

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That the value of those institutions is in fact proved by the extent to which they have developed in many countries where, owing to the adoption of such methods, they have in turn exercised the happiest influence on education as a whole;

That this success is in great measure due to a body of teachers specially trained for pre-school education;

Submits to the Ministries of Public Instruction in the various countries the following recommendation:

1) Pre-school education, which is intended for the child before it reaches the age of compulsory schooling, should be the concern of the school authorities and be available to all children;

2) Such education should be assured by the statutory bodies (State, province, communes, etc.), or by voluntary bodies (philanthropic or religious associations, industrial undertakings, cooperatives, private individuals, etc.);

3) In districts where no pre-school institutions exist, the elementary school should be open to children of pre-school age, who should be offered conditions favourable to their natural development, psychological and physical;

4) The minimum age of admission to pre-school institutions should be low enough to permit them to receive all children whose mothers, being at work, cannot look after them; but, as it is important that the young child should wherever possible remain within the family circle, pre-school attendance should be voluntary;

5) The age of leaving the pre-school institution should correspond to the age of admission to the elementary school. Bearing in mind however the needs of the elementary school, even though admission to the nursery school or class be permitted at any time, transfer to the elementary school should take place at definite times — at most twice a year;

6) The conditions as to free provision for children in pre-school institutions should be the same as in elementary schools;

7) The time-table of pre-school institutions should be more flexible than that of elementary schools. It is desirable that arrangements for supervision should enable children to be admitted before, and kept after, the regular hours;

8) The school year should be adapted to seasonal requirements in countries where the climate or the conditions of work necessitate this (summer nursery-schools or kindergartens, etc.);

9) It is very desirable that the maximum number of children entrusted to teachers in pre-school institutions should not exceed that: in elementary school and it is useful also to have the help of young probationers, nurses or other assistants;

10) It is highly desirable that the inspection and guidance of pre-school education should be in the hands of special inspectresses and mistresses;

11) In the construction, arrangement and equipment of buildings for pre-school education, account should be taken of the special needs of the children for whom these buildings are intended;

12) School authorities should help pre-school institutions to acquire and use special educational equipment;

13) The methods used should appeal to the spontaneous activity of children of pre-school age, and should be adapted to the particular conditions of their physical, moral and mental development;

14) The systematic introduction to reading, writing and arithmetic should be reserved for the elementary school, pre-school education should be restricted to sensory-motor development; in particular it is essential to prepare for the later teaching of arithmetic by the use of material which will help the child to acquire notions of number and form,

15) School authorities should safeguard the health of children attending pre-school institutions through medical supervision, development of mental hygiene, establishment of school kitchens, distribution of milk, etc.;

16) Collaboration with the family so necessary throughout school life, should be considered essential during the pre-school age. Parents' meetings, visits to the home, participation of parents in the activities of the school and all organizations contributing to this collaboration should be strongly encouraged;

17) The training of teachers for pre-school classes should always include theoretical and practical specialisation preparing them for their task. In no case should this preparation be less complete than that of elementary school teachers;

18) The further training of pre-school teachers already in service: should be encouraged;

R 17

19) In principle, the conditions of appointment and the salaries of pre-school teachers should not be inferior to those of their colleagues in elementary schools;

20) Having regard to the special training contemplated in paragraph 17, it should be possible for teachers in pre-school institutions to pass into the elementary schools and vice-versa.

RECOMMENDATION No. 18

concerning

**THE TEACHING OF GEOGRAPHY
IN SECONDARY SCHOOLS
(1939)**

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the 17th of July at its eighth session, adopts on the twenty-first of July, nineteen hundred and thirty-nine, the following recommendation:

The Conference,

Considering that geography teaching, if conducted on rational lines, may be of first-rate importance in developing in pupils their powers of observation and reasoning;

Hence that it deserves to be accorded an important place in all secondary schools;

Considering further that the study of men's efforts to adapt their physical background to their needs can, while fostering love of one's country, engender feelings of esteem for all other peoples and so increase understanding and collaboration between nations;

Considering, finally, that the contemporary world can only be truly understood through knowledge of the conditions of life of the peoples, and that the science of geography is therefore a valuable source of culture as well as of knowledge;

Submits to the Ministries of Public Instruction of the various countries the following recommendation:

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1) It is desirable that the teaching of geography should afford to pupils a sufficiently exact knowledge of the physical background, the human and political aspects, and the economic life, not only of their own but also of other countries;

2) The teaching should be so conceived as to bring into play all the intellectual faculties of the child;

3) Geography should be accorded a place in the curriculum, as well as in examinations, commensurate with its educational and cultural value;

4) The time devoted to it should not be less than an average of one and a half hours per week;

5) This instruction should be judiciously distributed within the school life of the pupils. The subject matter should be presented with due regard to the degree of maturity and the mental development of the pupils;

6) Physical geography and human geography being equally important for the comprehension and reasoned understanding of a country it is desirable that, if the former occupies a relatively small place, its study should be specially enhanced by association with the latter;

7) In schools offering a six-year course, it is desirable that in the lower classes attention be mainly given to a general description of the major geographical areas, and that a more detailed study be reserved for the later years, such study requiring greater maturity of mind and some grasp of exact ideas in allied sciences;

8) The teaching of geography and of other subjects such as botany, geology, cosmography, history, etc., should be coordinated so that the pupil may better understand the interrelation and the scientific basis of geographical facts;

9) Verbal memorisation of meaningless names should find no place in the teaching, which should be intuitive in character and based essentially on activity methods;

10) The educational authorities should equip the schools with teaching material — maps, collections of slides, cinematograph apparatus, projectors, etc. — and should make grants-in-aid for excursions within the country and abroad;

11) It is desirable that educational authorities should contribute financially towards the publication of textbooks on economic geography, with a view to extending the knowledge of the agricultural, industrial and commercial life of their countries;

12) Individual research work, local or regional surveys made by groups of pupils, and inter-regional and international school correspondence are means of education that should be employed;

13) Classrooms specially equipped for geography are greatly to be desired;

14) The pupil should be expected to share actively in the preparation of teaching material: graphic representations, sections of soil and subsoil, collections of folklore, etc.;

15) In view of the nature of this teaching, the training of the teachers should be both theoretical and practical and should ensure acquaintance with the biological and geological sciences, as well as with certain social sciences, especially political economy, history, and sociology;

16) The educational authorities should encourage teachers to improve their qualifications by awarding grants for foreign travel, facilitating exchanges of teachers and organising holiday courses.

RECOMMENDATION No. 19
concerning
EQUALITY OF OPPORTUNITY FOR SECONDARY
EDUCATION
(1946)

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the fourth of March at its ninth session, adopts on the fifth March, nineteen hundred and forty-six, the following recommendation:

The Conference,

Bearing in mind that the social tendencies of the present time exercise a profound influence on the organization of education, particularly with regard to equality of conditions for access to secondary schools, upon which must fall the cultivation of special abilities for a large number of pupils;

Considering that the principle of equality has been clearly expressed, at the International Labour Conference as well as in the Convention establishing the United Nations Educational, Scientific and Cultural Organization, where provision is made for collaboration among the nations to advance the ideal of equality of educational opportunity, without regard to race, sex or any distinctions, economic or social;

Believing moreover that the different aspects of the question should be studied one after the other as they arise, both from the educational and the social point of view;

Calling to mind Recommendation No. 2 on Admission to Secondary Schools, formulated by the International Conference on Public Education convened by the International Bureau of Education in 1934;

Noting also that the question of equality of access to secondary schools is conceived differently when secondary education is reserved for a fraction of the school population and when it is made accessible, in principle at any rate, to the generality of pupils;

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

1) Admission should depend; as it already does in many countries, more on the pupils' previous activity and on the teachers' reports than on the result of an examination bearing on knowledge or techniques acquired;

2) In countries where secondary education is in principle compulsory, the distribution of pupils between the different types of teaching should be decided largely in the light of the systematic investigation of their aptitudes, rather than primarily from the pupil's own preferences or those of their parents;

3) A continuous system of guidance, particularly during the first few years of secondary education, should offer the pupil frequent possibilities of trial, choice, and passage from one type of school to another;

4) Such a system of guidance should be accompanied by a detailed examination of aptitudes, an examination conducted by means of psychologically controlled observation and investigation directed more towards the study of mental processes than on the mere recording of correct results;

5) The greatest importance should be attached to the granting of substantial financial aid to gifted but needy children; not merely by granting them free tuition, scholarships or monetary grants, but also by recouping the parents for the loss of possible wages earned by the children, by helping towards the cost of board and lodging, and by providing for these pupils access to sources of information and cultural enrichment not available in their ordinary environment;

6) In cases where pupils are already in paid employment, facilities should be granted to them to follow courses, permitting them to complete their secondary education;

7) Special measures should be envisaged for young persons whose secondary studies have been interrupted through the war.

RECOMMENDATION No. 20

concerning

**THE TEACHING OF HYGIENE (HEALTH EDUCATION)
IN PRIMARY AND SECONDARY SCHOOLS
(1946)**

The International Conference on Public Education,

Convened at Geneva by the International Bureau of Education and being assembled on the fourth of March at its ninth session, adopts on the eighth of March, nineteen hundred and forty-six, the following recommendation:

The Conference,

Considering that personal hygiene and social hygiene are, in many countries, regarded more and more as educative disciplines, quite apart from their utilitarian value for the individual and for society;

That health education has great moral value since it introduces into school life the ideal of human dignity, of solidarity in time and space and the sense of duty towards oneself and others;

That the necessity of diffusing the principles of hygiene appears urgent as a result of the war;

Recommends to the Ministries of Education in the different countries:

1) That instruction in hygiene and health education be compulsory in all infant schools primary and secondary schools, post-school courses, teacher training colleges and normal schools, though not necessarily in the form of definite lessons;

2) That health education be essentially practical in character in the elementary grades, where, without overloading the programme, it can

be given daily as part of the school life, primarily through training in good health habits, personal cleanliness, tidiness and good manners, etc.;

3) That in the upper classes of the primary schools and in continuation courses, health education be given concurrently with other subjects, in the form of "centres of interest " extending beyond the confines of the school to touch upon family life, labour problems and social questions;

4) That at the secondary school level, instruction in hygiene be complementary to the natural sciences in the junior classes, and be based on anatomy, biology and human physiology, that instruction in the senior classes be more distinctive in character, though still associated with the science of man, but of high moral and social import, rendering the pupil thoroughly aware of his personal, family, and social duties;

5) That, in addition to instruction on bodily functions, nutrition and exercise, health education be understood to include child study and first aid for the older pupils of both sexes, as well as hygiene of vocational employment; that a place be reserved also for mental hygiene and for health education pertaining to relaxation and holidays;

6) That the teaching of hygiene be intensified in a practical manner among children attending holiday camps, camps in the mountains, etc., whose importance nowadays is increasing;

7) That sex education begin at the primary school level- that in courses at the secondary school level doctors should talk to boys and girls on sex questions, taking account of sex and development; that the prevention of venereal diseases be the object of special compulsory instruction before leaving school, particularly in the form of medical talks illustrated by educational films, as is already being done in certain countries;

8) That, in all the teaching, the closest collaboration between the medical officers, teachers and social service workers be established particularly for the common purpose of ensuring good results in health education at all grades;

9) That the collaboration between doctors, teachers and social workers be available to school clubs, pupils' clubs, and sections of public or private organizations working for the inclusion of hygiene and health education in primary and secondary institutions, so as to guide the collective efforts of children for information in these problems toward better results;

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10) That the school medical service, rationally organized in each country for the effective control of the children's and teachers' health, be authorised officially to supervise the teaching of hygiene, to guide and advise primary teachers on all occasions, and to collaborate with the teachers entrusted with hygiene teaching in secondary schools, by giving talks to the pupils, by showing films, by organizing debates between pupils on these questions, and by organizing refresher courses and instruction periods for teachers in service;

11) That the school social services entrusted to qualified welfare workers be associated with the teaching of hygiene and guide the older pupils towards the study of the true human environment through social hygiene;

12) That the doctors entrusted with the inspection of school hygiene be specialists in the problems of education, and be qualified to direct the health teaching at all levels of school life; that the school medical officers responsible for this instruction at the secondary school level have access to the class councils on the same footing as the teachers, and that together they organize the out-of-school activities where personal, family or social hygiene can be freely introduced;

13) That for health education, for which use should be made of activity methods, team work and all the resources of visual techniques, sufficient teaching material be placed at the disposal of teachers;

14) That the doctors and teachers be encouraged to work together in extending health education outside school to adults and parents, by associating the parents of the pupils in health campaigns, family education and social education, by increasing the contact of pupils with life on all possible occasions, and by utilising the reciprocal influence of children and parents;

15) That health education be in part left to groups of children working freely together according to new education methods, in connection with out-of-school or post-school organizations, such as the Junior Red Cross Society, scout movement, etc.;

16) That, finally, as a logical sequence to hygiene teaching, school administrations throughout the world be induced to improve the sanitary conditions of school premises and material so as to ensure better hygienic surroundings for the pupils while at school.

RECOMMENDATION No. 21

concerning

THE FREE PROVISION OF SCHOOL SUPPLIES

(1947)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the fourteenth of July for its tenth session adopts on the fifteenth of July, nineteen hundred and forty-seven, the following recommendation:

The Conference,

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

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

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

Considering that parents' lack of means can be a serious obstacle to the intellectual, moral and social development of a child even when attendance at school is free;

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

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The Conference,

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

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

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

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

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

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

7) Considers that where the expense of providing free supplies is borne by the regional or local authorities, it is desirable that the State should if necessary subsidise the authorities responsible for provision of supplies when their financial resources are known to be inadequate;

8) Considers also that the activities of public and private bodies connected with the school should be encouraged; (it is indeed desirable that as large a number of citizens as possible should be able to give free and spontaneous expression of the interest they take in the school, but this does not relieve school authorities of their responsibilities);

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

10) Expresses the desire-that an international agreement should be made with a view to increasing the number of educational films and other audio-visual material and of facilitating both their purchase and free circulation beyond national boundaries, so that the net cost may be reduced.

RECOMMENDATION No. 22

concerning

PHYSICAL EDUCATION IN SECONDARY SCHOOLS
(1947)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the fourteenth of July for its tenth session, adopts on the nineteenth of July, nineteen hundred and forty-seven, the following recommendation:

The Conference,

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

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

That physical education has for the development of human beings a real value which is not merely physical but also moral and social;

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

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

2) The physical education syllabus should be the result of collaboration between the representatives of the medical profession, the education authorities and the teachers of physical education;

3) It is highly desirable to undertake and to pursue physiological and psychological research on the value of physical education and on the syllabus and teaching methods used;

4) All secondary school pupils participating in physical exercises should be medically examined regularly, at least once each term, and they should have a supplementary examination before taking part in sports competitions;

5) Pupils exempted from regular courses of physical education on account of their health should be given the benefit of special remedial treatment, based on medical advice; similar appropriate treatment should be provided for all pupils with physical defects;

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

7) Care should be taken to avoid fixing the physical education lessons at times likely to prove harmful to the pupils' health or at intervals too close to meals, or at periods of excessive heat, etc.;

8) Within the framework of the syllabus and official instructions, it is desirable that teachers of physical education should be free to adapt their programmes to the peculiar conditions of their school and to the sex and capacities of their pupils;

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

10) In view of the risks arising from physical education, it is reasonable to expect that pupils and teachers should be covered by compulsory school insurance, and that the latter should, if possible, also be insured against civil responsibility;

11) School gymnastics and sports competitions should be encouraged, provided that they do not develop among the pupils an exaggerated taste for sports and too aggressive a spirit of competition, instead of encouraging the team spirit and fair play;

12) It is desirable that educational authorities should encourage organizations of young people which can supplement the action of the school in physical education;

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13) The teachers in charge of physical education in secondary schools should be specialists, and, as far as possible, they should be capable of teaching another subject if required; the standard of their training should be equivalent to that of teachers of other subjects and should include psychological and pedagogical knowledge as well as the theoretical and practical preparation required for their subject;

14) Given equivalent training, teachers of physical education should enjoy an identical status and a salary equal to that of other secondary school teachers;

15) Teachers of physical education should be given frequent opportunities for professional improvement, by attending special courses and by tours abroad, the expenses of which should be covered by study scholarships;

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

RECOMMENDATION No. 23

concerning

THE TEACHING OF HANDWRITING

(1948)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the twenty-eighth of June for its eleventh session, adopts on the thirtieth of June, nineteen hundred and forty-eight, the following recommendation:

The Conference,

Considering the value of essential techniques as instruments of culture and teaching and as indispensable elements in fundamental education,

That writing is not only an educational technique but also a means of expression and an art which should combine a personal style with the maximum elegance,

That the rhythm of modern life demands more and more speed in writing,

That the advances made in educational psychology and experimental teaching suggest the possibility of methods progressively better adapted to the latent capacity of the child,

That the purpose in view is to enable every child to write as well as he is able at a reasonable speed,

Whilst taking into account the diversity of languages and systems of handwriting,

R 23

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

1) The improvement of the teaching of handwriting should be the constant concern of school authorities and educationists;

2) While enjoying a large measure of autonomy, the teacher should be able to base his teaching on methods already perfected in accordance with the most recent discoveries of educational science;

3) A sufficiently long period of concrete, sensory and motor initiation, enabling the child to use his creative ability, ought to precede the learning of letter forms and the actual technique of writing;

4) The systematic teaching of handwriting ought not, therefore, to begin with very young children;

5) In order that the teaching of handwriting may be vital and functional, it should be given simultaneously with the teaching of reading;

6) A clear, plain and harmonious handwriting should be evolved from simplified letter forms, adapted to the perceptive and assimilative powers of the child;

7) It is desirable that the form of the characters put before children should evolve in accordance with current aesthetic ideas;

8) In the early stages, implements inducing suppleness of the hand should be used: soft brushes, soft pencils, blunt pen nibs;

9) Once the elements of writing have been mastered, a cursive writing combining quality with speed should be taught, though each child should be allowed to develop his individual handwriting;

10) Handwriting should not be considered as an end in itself but as a means to be improved whenever written work is done;

11) For children between 12 and 15 years of age — when the handwriting of adolescents changes — it is desirable that corrective teaching should be given, adapted as far as possible to individual needs;

12) The institution of objective scales designed to aid the evaluation of handwriting is desirable;

13) Teachers should be trained to give a rational teaching of handwriting, and should themselves have neat and legible handwriting;

14) In view of the importance of health considerations in the teaching of handwriting, particular care should be taken in the choice of furniture, of writing materials, and of lighting for classrooms.

RECOMMENDATION No. 24
concerning
THE DEVELOPMENT OF INTERNATIONAL
UNDERSTANDING AMONG YOUNG PEOPLE
AND TEACHING ABOUT INTERNATIONAL ORGANIZATIONS
(1948)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the twenty-eighth of June for its eleventh session adopts on the second of July, nineteen hundred and forty-eight, the following recommendation:

The Conference,

Considering that one of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society, rich in its diversity, yet unified in its common goals of peace, security and a fuller life for every human being,

That this preparation should include not only the acquisition of skills, but more particularly the information and the development of psychological attitudes favourable to the construction, maintenance and advancement of a united world,

That this preparation should be adapted to the capacities of school children of all ages, and to the teaching conditions peculiar to the different countries of the world,

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

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1) That all teaching should help to develop a consciousness and understanding of intentional solidarity;

2) That life in all educational institutions should be so organized as to develop in the pupils and students a sense of responsibility and social cooperation, necessary for better understanding between the peoples, and that the various forms of social life being organized at different stages of study should be such as to interest young people in the problems of the world of tomorrow;

3) That a sense of duty towards the world community be developed as an extension of civic duties;

4) That international understanding, based on mutual respect among nations and on an appreciation of historical development, be encouraged by all possible means, including, for example, the commemoration of the great pioneers of human progress and the celebration of special days of world-wide interest;

5) That in this connection the United Nations and its Specialized Agencies, their purpose and principles, their structure and function, be studied objectively and with scrupulous accuracy. Whatever may be the weaknesses of these institutions, they should be viewed as a unified and growing system and considered as a part of the long series of man's attempts to develop international understanding, to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure freedom and better standards of life for all;

6) That as this instruction is new and complex and should appeal as much to the heart as to the head, teachers who are themselves imbued with the spirit of international understanding should be specially trained to carry it out, both by direct and indirect teaching, as an integral part of all education;

7) That local organizations, such as public libraries, museums, youth clubs, and girl guides' and boy scouts' groups, should assist, in collaboration with the school authorities, in developing a spirit of cooperation amongst young people, and, at the same time, in presenting the various aspects of the United Nations, its Specialized Agencies and kindred organizations;

R 8) That having regard to the responsibilities of adults as parents and citizens, steps should be taken to promote an intelligent understanding of international organizations by means of popular adult education;

9) That suitable audio-visual and other material should be prepared, taking into account the age and mental development of the young people and adults to whom it is to be presented and the importance of making the pictures aesthetically satisfying, that young people and adults should be encouraged to take part in the preparation of such material, which should be designed with some reference to studies of child psychology concerning children's reactions to films; and that systematic arrangements should be made for the wide distribution of such material;

10) That textbooks of different countries be re-examined as often as possible; with a view to eliminating the passages that would be likely to lead to misunderstanding among nations, and to incorporating materials that would lead to fuller appreciation of world cooperation;

11) That the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience;

12) That the Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding amongst young people, and to assist teaching about international organizations which are working for the promotion of world peace.

RECOMMENDATION No. 25

concerning

**THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES
IN EDUCATION
(1948)**

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the twenty-eighth of June for its eleventh session, adopts on the second of July, nineteen hundred and forty-eight, the following recommendation:

The Conference,

Considering that the lengthening of the period of compulsory attendance at school, the movement to provide secondary education for all, the growing complexity of the modern world, and the world-wide increase in the school population, impose on schools a progressively larger share of responsibility for the education of children,

That such education is unlikely to be effective unless it is adapted to the psychological characteristics of the individual child,

That the teacher, owing to the multiplicity of his ordinary duties, is not always able at the same time to be fully conversant with the psychological sciences and their applications,

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

1) That the application of educational psychology, even though this can be effective only through the cooperation of the teachers, should be guided by the advice of specialists;

2) That efforts should be made to guide the studies of each pupil in the light of expert interpretation of the results of psychological examinations;

3) That, as far as possible, the psychological services should be organized to deal in particular with the following problems: detection both of backward and of talented children, remedial treatment of maladjusted children, educational guidance and selection, vocational guidance and, in consultation with the teachers and school authorities the adaptation of school curricula and testing of the results of different educational methods;

4) That it should be possible for school authorities to submit for examination by a specialist in psychology, children whose scholastic backwardness, bad behaviour, or abnormal attitudes, indicate social maladjustment, and children who would appear to constitute a special problem of guidance;

5) That the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child, with special reference to his or her social cultural and economic background, and to adapt his studies thereto;

6) That the number of pupils submitted to examination by the psychologist should not be so great as to hinder him from carrying out his duties with the requisite care and attention;

7) That the work of the educational psychologist should not be confined to the examination of individual cases, but that he should be able to cooperate with the teacher in analysing the results of educational methods used and in adapting such methods to the level of mental development reached by the pupils;

8) That the status granted to psychologists should enable them to carry out their duties with the maximum efficiency;

9) That the salaries of educational psychologists should be consonant with the importance of their specialized and responsible services to education;

10) That the training of educational psychologists should consist not only in the acquisition of theoretical knowledge and a greater or lesser number of test techniques, but also in personal research and a period of probation in such work as medical-psychological consultation and educational guidance;

11) That this training should not be confined to psychology but should also include all the essential educational subjects as well as

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periods of probation in the teaching services, to allow of useful cooperation with teachers, doctors and the pupils' families;

12) That the training of specialists in psychology should bring them a wide range of practical experience, it should lead to a diploma from a specialized institute, or to a university degree;

13) That refresher courses should be established for teachers who wish to devote themselves particularly to assisting educational psychologists in their work.

RECOMMENDATION No. 26

concerning

THE TEACHING OF GEOGRAPHY AS A MEANS OF DEVELOPING INTERNATIONAL UNDERSTANDING (1949)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the fourth of July for its twelfth session, adopts on the eighth of July, nineteen hundred and forty-nine, the following recommendation:

The Conference,

Considering that the introductory report, drawn up by the French experts in preparation for the Unesco Seminar devoted to the teaching of geography as a means of developing international understanding, has been accepted as a useful basis for discussion,

That the proposed definition of geography, principles and teaching methods have been adopted, with the reservation that greater stress be laid on the following problems:

a) how to draw up curricula and to set examinations so as to encourage active, concrete, up-to-date and comparative teaching;

b) by what psychological and teaching methods the feeling that may lead a child to regard himself as the centre of the world, may be diminished, and the sense of interdependence and moral unity among mankind increased it being understood that all education should reconcile love of country with an understanding of other countries, and with a respect for their sovereignty in a world where all nations must be considered as possessing equal rights; and

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c) how in the world of to-day to teach geography objectively;

That Unesco has decided to publish this introductory report, after the observations given above have been taken into account;

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

1) That the distribution of this pamphlet be assured in all educational circles, so that secondary and primary teachers may become conscious of the problem, may discuss it, make suggestions, and undertake the necessary experiments;

2) That as soon as possible the experts be nominated to participate in the 1950 Unesco Seminar on the teaching of geography, so that they may actively and usefully prepare for it during a sufficiently long period, and may make the necessary contacts with the various educational circles in their own countries.

RECOMMENDATION No. 27
concerning
THE INTRODUCTION TO NATURAL SCIENCE
IN PRIMARY SCHOOLS
(1949)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the fourth of July for its twelfth session, adopts on the ninth of July, nineteen hundred and forty-nine, the following recommendation:

The Conference,

Bearing in mind that the encouragement of the scientific spirit of observation and experiment, through the spontaneous interests of children, is one of the foremost aims of education, and that the introduction to natural science is particularly suitable as an instrument for such training,

Bearing in mind also that it is necessary to associate schools in common action for the protection of nature,

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

- 1) That natural science be introduced as from the first classes of the primary school;
- 2) That, even if such introductory study is given as a separate subject, natural science be nevertheless correlated with the teaching of other subjects (language, drawing, handicrafts, etc.);

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3) That this introduction to natural science achieve the following objectives:

a) develop a child's intellect by the use of activity methods based as far as possible on individual observation and experiment,

b) stimulate the imagination and the sensitiveness of a school child by making him love nature and her beauties and by interesting him in natural phenomena and the various manifestations of life,

c) support and foster all activity tending to protect and conserve nature;

4) That, since an introduction to natural science in primary schools should be based on observation and experiment, the following be made available in and out of school, for the use of the children, without restricting their own initiative:

a) optical instruments (magnifying glasses, etc.), terraria, aquaria, school gardens, etc. (wherever direct observation is feasible), and

b) educational films, slides, wall pictures and collections (wherever for any reason direct observation is impossible);

5) That children be trained to undertake group research and to check each other's observation and interpretation of facts;

6) That such research go hand-in-hand with expression in picture and word;

7) That children be encouraged to collect things for the class or school museum, for which they will have vivid feelings of personal attachment through thus having contributed to it;

8) That support be given to organizing lessons in the open air, which lend themselves especially well to really educational teaching of natural science, and which conform to the demands of educational theory;

9) That preference be given always, not to the morphological or descriptive, but to the functional method, the method which studies the organs and structure of living creatures, in connection with life, with other living creatures, and with the problems of the locality; and that living creatures never be observed as isolated units;

10) That the teaching of natural science never begin with lists of names, definitions, classifications, laws, etc., as these should rather be the end-products of observation and experiments which the children have themselves made, and of the knowledge they already possess;

11) That, without prejudice to the above points, curricula be flexible enough to allow for the adaptation of teaching to local resources;

12) That, furthermore, if the locality itself is not able to provide certain objects needed for observation, the children be enabled to procure them through inter-school exchanges;

13) That the books used for teaching consist above all of books containing information so written that it stimulates the children to inquire and observe for themselves;

14) That among out-of-school activities (walks, excursions, nature clubs), special preference be given to those tending to develop a love of nature and a desire to conserve natural resources by such means as reforestation, the protection of plants and animals, and the battle against erosion;

15) That teachers occasionally describe how scientific discoveries have been made, and tell their pupils something of the lives of those who have contributed to the advance of science throughout the world;

16) That special attention be paid to the training of teachers, in order that they may be informed of the various methods of teaching natural science, and of such phases of a child's intellectual development as may prove of use in their work;

17) That periodical meetings, conferences and refresher courses keep teachers in touch with developments in science and educational theory and method, and with the results of experiments in the teaching of natural science.

RECOMMENDATION No. 28

concerning

THE TEACHING OF READING

(1949)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the fourth of July for its twelfth session, adopts on the twelfth of July, nineteen hundred and forty-nine, the following recommendation:

The Conference,

Considering that reading is not only a basic educational technique involving a whole group of mental processes, but is also the chief means of achieving knowledge and full cultural development;

That a child should always learn to read with full understanding of what he is reading;

That the teaching of reading cannot be dissociated from the teaching of the mother tongue and its various means of expressions or from the first steps in writing;

That developments in psychology and educational theory permit an increasing use of methods better adapted to a child's capabilities;

Recognising that:

a) methods, such as the phonetic method, satisfy the demands of adult logic and facilitate a teacher's task, but begin with separate elements (e.g., sounds, letters or symbols) of little significance to the child mind,

b) methods based on psychology (the so-called sentence or “global” methods), conform more to the mental capacity of a child, and enable the teaching of reading to be correlated to a greater degree with general class activities, but call for a fuller training of the teacher.

Believing that the choice of reading methods is influenced among other things by the structure of the language and by the school organization of each country,

Taking into account these various points,

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

1) That school authorities be above all concerned to:

a) teach every child of school age and every illiterate adult to read fluently,

b) improve the relevant teaching methods through research and experiment, and

c) ensure by every possible means that adolescents continue to be able to read fluently, after they have left school;

2) That reading be introduced only when a child has already achieved a sufficient command of words and had the necessary sensory-motor training, and is thus adequately prepared;

3) That school organization be such that a teacher is able to remain with his pupils until their first steps in reading are concluded;

4) That, wherever possible, methods of teaching children to read incorporate the findings of educational theory;

5) That a taste for reading be developed from the outset by the use of sentences and good reading matter associated with a child’s immediate interests and activities, and that this taste be sustained throughout the whole of a child’s school life by the establishment and continual enlargement of school libraries;

6) That school printing presses, which are invaluable aids in teaching, be encouraged;

7) That both reading primers and books for leisure-time reading (whether for children or adults) be adapted to the mental development and the interests of their readers, special attention being given to subject matter and the choice of type and illustrations;

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8) That children having special difficulty in learning to read be given supplementary teaching suited to their needs;

9) That tests of oral and silent reading be used, so that the results obtained at various ages may be objectively measured and compared;

10) That in view of the need to combat adult illiteracy in many parts of the world, a concerted effort be made to develop mass techniques of language teaching, to prepare suitable reading material, and to exchange experience among the nations concerned with this problem.

RECOMMENDATION No. 29

concerning

THE INTERNATIONAL INTERCHANGE OF TEACHERS
(1950)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the sixth of July for its thirteenth session, adopts on the seventh of July, nineteen hundred and fifty, the following recommendation:

The Conference,

Convinced that one of the most effective and practical ways of promoting a deeper understanding among peoples of different nationalities and cultures and of raising educational standards, is the international exchange of teachers and educators,

Bearing in mind also that it is necessary to associate governments in the facilitation and promotion of programmes providing for the interchange of educators between countries and for non-permanent appointments of teaching personnel abroad,

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

1) That wide publicity be given, among governmental or private institutions and professional organizations concerned with education and with the promotion of international understanding, to programmes for non-permanent appointments and the interchange of teachers;

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2) That particular attention be given, in the continuation or planning of programmes for the promotion of international cultural relations, to the interchange of teachers and the establishment of non-permanent posts abroad;

3) That such interchange schemes and arrangements for non-permanent appointments be extended where possible to other countries and to other regions, and that they be broadened to include all categories of teachers;

4) That steps be taken to ensure that teachers sent abroad on non-permanent appointments or interchange arrangements do not lose status, superannuation rights, etc., during their period of teaching abroad;

5) That steps be taken to encourage educational institutions to receive teachers from abroad, and to release teachers for periods of teaching in other countries, and, with this end in view, to consider the removal, as far as possible, of legal or administrative obstacles to such movements;

6) That steps be taken to remove restrictions on the exportation or importation of currency for persons appointed to non-permanent appointments abroad and interchange posts, and, where necessary, to make special arrangements with respect to taxation of persons engaged on such teaching appointments;

7) That steps be taken financially to support interchange schemes and arrangements for non-permanent appointments, handicapped through lack of subsidy for transportation, cost-of-living differential, or other necessary expenses;

Takes note of and supports the following recommendations to the Director-General of Unesco, of the Meeting of Experts on the International Interchange of Teachers convened by Unesco:

“The Committee of Experts recommends to the Director-General that he continue to promote the international interchange of teachers and arrangements for non-permanent appointments abroad:

a) by keeping governments aware of the importance of these exchanges in order to promote international understanding,

b) by giving wide dissemination to information on opportunities to teach abroad,

c) by encouraging public and private educational institutions to promote exchange programmes,

d) by publishing and disseminating reports of Member States on their experiences in the field of teacher interchange and non-permanent appointments abroad, and rendering advice, on request, for the organization of programmes,

e) by placing the services of its educational clearing-house at the disposal of persons requiring information on the educational structure of other countries and the significance of academic qualifications, and

f) by enabling experts of interchange programmes to meet periodically to study developments in the field of interchange and non-permanent appointments abroad and to develop plans to meet new problems and requirements.

“The Committee views with particular concern the needs of certain less developed areas of the world, for advanced specialized teaching staff from abroad. It recommends to the Director-General that he assist in the recruitment of suitable personnel in accordance with the capacity of his Organization, and suggests in particular that he:

a) invite Member States to investigate and inform him of their requirements,

b) give wide publicity to the requirements,

c) study the various possibilities of recruiting exchange personnel, and

d) in exceptional cases and when particularly requested to do so, undertake direct recruitment of exchange personnel on behalf of Member States.”

RECOMMENDATION No. 30
concerning
THE TEACHING OF HANDICRAFTS
IN SECONDARY SCHOOLS
(1950)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the sixth of July for its thirteenth session adopts on the twelfth of July, nineteen hundred and fifty, the following recommendation:

The Conference,

Considering that progress in the science of education shows the necessity of developing all the potentialities of children and adolescents in order to obtain a complete and harmonious personality;

That this is a valid principle for the whole period of an individual's development and not only for the period of primary schooling;

That educational craft activities are indispensable for correcting the effects of a secondary training which is often too bookish, giving young people a greater sense of reality, turning to account their inner need to be active and helping them to appreciate the value of work with the hands;

That handicrafts constitute not only a valuable element in the moral, social and aesthetic training of children and adolescents, but also provide the pupils with inexhaustible sources of interest and means of self-expression, and that they help to make instruction concrete and to integrate the various subjects of the curriculum;

That handicrafts are especially valuable as a means of revealing the aptitudes and other aspects of the adolescent's personality, and thus of facilitating school and vocational guidance;

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

1) That handicrafts be included wherever possible in the curricula of the different courses, of all secondary schools, as:

a) an obligatory subject in the lower classes,

b) at least an optional subject in the upper classes, and that where it is optional, students be encouraged to take it;

2) That the time devoted to handicrafts be sufficient to maintain interest, and wherever they constitute a separate subject, the periods be grouped so as to permit a reasonable continuity of work;

3) That the handicrafts syllabus comprise not only the customary activities (woodwork, metalwork, dressmaking, domestic science, cardboard work, etc.), but also other activities such as bookbinding, weaving leather work, ceramics, pottery and modelling, and gardening, animal husbandry or agriculture;

4) That, in selecting the crafts to be offered, due regard be paid to the resources, needs and facilities peculiar to each local, regional and national environment;

5) That greater opportunity be given to pupils of either sex to engage in crafts hitherto reserved for one sex;

6) That the teaching methods employed appeal to an adolescent's creative freedom, and give him the opportunity to make complete and useful objects suited to his interests and age, and his individual abilities and educational needs;

7) That educational handicrafts should not be confused with vocational training, but should not fail to inculcate correct habits of workmanship;

8) That teachers responsible for handicrafts endeavour to obtain from their pupils work that is not only useful but also beautiful, and thus develop artistic taste;

9) That handicrafts be treated where appropriate as a group activity so as to give pupils the experience of working together;

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10) That secondary handicrafts classes should recognize the value of making things useful for the school, or simple materials for the infant or primary school, and thus help to create a relationship and a spirit of cooperation between the different levels of education;

11) That handicrafts teachers establish close contact with the teachers of other subjects, so as to give concrete support when possible;

12) That work cards should be published to guide the pupils, and books to inform teachers about the methods of the subject;

13) That an effort be made to provide every school with an adequately built and equipped workshop and, if possible, with a piece of land for gardening or agriculture;

14) That the equipment and tools used take account of the age, health and physical capacity of the pupils;

15) That materials for handicrafts be supplied free, wherever possible;

16) That the subject be taught by persons qualified pedagogically as well as technically;

17) That introductory and further training courses be organized periodically to keep teachers of the subject informed of current methods and developments;

18) That national or international exhibitions, such as the Permanent Exhibition of the International Bureau of Education, be organized, that educational authorities facilitate visits to schools at home or even abroad, and that exchanges of craft work be encouraged between the schools of different countries;

19) That all secondary teachers should be made aware of the importance and the value of handicrafts and of the help that can be derived from them in teaching general subjects;

20) That teachers of handicrafts be encouraged to form associations with a view to the organization of introductory and refresher courses and to the steady improvement of the teaching of the subject.

RECOMMENDATION No. 31

concerning

**INTRODUCTION TO MATHEMATICS
IN PRIMARY SCHOOLS
(up to the age of 11 or 12 years)
(1950)**

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the sixth of July for its thirteenth session adopts on the thirteenth of July, nineteen hundred and fifty, the following recommendation:

The Conference,

Considering that on the one hand, an introduction to mathematics is one of the essential and universal aspects of training in objective and accurate judgment,

That, on the other hand, the lively activity and the checking of results especially called for by an introduction to mathematics have an intellectual and moral influence which should benefit the study of other subjects,

That a great deal of relevant psychological and educational research is available for use in connection with the teaching of mathematics — one of the most difficult subjects,

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

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1) That the introduction to mathematics be adapted step by step to the mental processes peculiar to each stage of a child's intellectual development and make full use of all his powers;

2) That even in the nursery-infant school, a child be given opportunity, through his own activities, to discover the elementary relationships (that the part is contained by the whole, order, similarity, etc.) of number and space;

3) That a child be enabled to discover for himself, through suitable activities, the meaning of the arithmetical rules and processes to which is he introduced in the first primary classes, and by the same means to find the answers to those questions which his spontaneous interests provoke him to ask;

4) That, closely linked with a child's growing knowledge of number, a series of graded activities be arranged to introduce some of the simple spatial forms, their relationships and their measurement, in such a way as to show clearly the relation between arithmetic and geometry;

5) That special care be taken in all the activities which introduce mathematical operations, to secure a thorough grasp of qualitative and logical relationships, because upon these depend a child's subsequent understanding of the logical structure and numerical data involved in all his problems;

6) That in the classes which follow, problems involving new ideas (such as time, speed, etc.) be given after further experience calling in each case for the same kind of practical activity and for the realisation of logical concepts;

7) That the exercise of a child's imagination through his practical activities be accompanied by a steadily increasing demand that he check his results, so that his conquest of each new system of operations or relationships marks a step forward in the accuracy of his reasoning;

8) That particular attention be paid to a child's verbal expression of the correct vocabulary corresponding to each step learnt;

9) That exercises for developing the skills of arithmetical computation, especially as regards mental arithmetic, be employed only after a child has learnt the meaning of the operations through play and experiment, and has understood the circumstances in which those skills are required;

10) That methods involving group activities be used to sustain and increase the children's interest, and to give them opportunity for discussing their problems and checking their results;

11) That by all means at their disposal, including psychological tests, teachers endeavour systematically to discover where and why their pupils fail, and take steps to overcome the causes of failure in each individual case;

12) That mathematics be associated as closely as possible with other subjects, and that exercises and problems be taken from everyday life and related to the child's environment, and involve only numbers of reasonable size;

13) That primary teacher training establishments be invited to endorse the principles set out above and to encourage their students to put them into practice.

RECOMMENDATION No. 32

concerning

COMPULSORY EDUCATION AND ITS PROLONGATION (1951)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the twelfth of July, nineteen hundred and fifty-one for its fourteenth session, adopts on the twentieth of July, nineteen hundred and fifty-one, the following recommendation:

The Conference,

Considering that the Universal Declaration of Human Rights adopted on the 10th december, 1948, recognises the right of every person to education, and stipulates that fundamental and primary education shall be free, and that primary education shall in addition be compulsory,

That the Draft Covenant on the Universal Declaration of Human Rights, to be submitted to the General Assembly of the United Nations, recognises that "primary education shall be compulsory and available free to all" and that "secondary education, in its different forms including technical and professional secondary education, shall be generally available and shall be made progressively free,

That this Draft Covenant provides that: "Each State Party to the Covenant which, at the time of becoming a Party to this Covenant, has not been able to secure within its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years to work out and adopt a detailed plan of action for the progressive implementation within a reasonable number of years, to be fixed in the plan, of the principle of compulsory primary education free of charge for all",

That the universalisation of the basic right to education is a problem which arises not only in the educationally less advanced countries, but also in other countries where the educational needs of steadily increasing populations have to be met,

That the problem of the prolongation of compulsory education is in its turn becoming a major concern for the authorities in an increasing number of countries, including educationally less advanced countries with large urban and industrial centres,

That the IIIrd International Conference on Public Education, held in Geneva in 1934, recognised that the problem of compulsory education and its prolongation takes different forms in different countries, and that the proposed solutions of it should take account of national, and in some cases regional and local, conditions,

That the techniques of teaching and education to be employed should (a) serve to develop the potentialities of each culture in accordance with its historical traditions, and to encourage between the various cultures the harmony which will generate peace and concord; and (b) be kept in line with social and economic developments, by means of international cooperation on the widest possible scale,

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

Compulsory education enforcement plans

1. Plans for the full enforcement of compulsory education, in the spirit of Article 26 of the Universal Declaration of Human Rights adopted on the 10th December, 1948, should be drawn up without delay in those countries where the problem arises;

2. Since the plans for the full enforcement of compulsory education would involve not only educational measures, but also financial, social and other measures, they should be drawn up by inter-ministerial committees or other competent joint bodies, assisted possibly by the representative bodies and active forces in the country;

3. The plans for the full enforcement of compulsory education should include both measures for immediate execution and measures to be gradually applied over a fixed number of years;

4. The plans for the full enforcement of compulsory education should be preceded by careful enquiries, based on statistical estimates of the present and future school population, into the quantitative aspects of the problem;

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5. The plans for the full enforcement of compulsory education should also be coordinated with, and have due priority among, the country's plans for reform and for economic and social development; preliminary study should be made, in particular, of the following factors:

a) economic factors (total of the national income, degree of industrialisation, agricultural organization, the country's standard of living, etc.);

b) financial factors (system of taxation, administration of national, regional and local budgets, etc.);

c) social factors (organization of the various communities, general social structure, existence of nomadic tribes, family life, status of women, etc.);

d) geographical factors (population density and distribution, development of urban as compared with rural areas, climate and topography, communications, etc.);

e) political factors (political and administrative structure, etc);

f) linguistic factors (co-existence of two or more languages, unwritten languages, etc.);

6. The plans for the full enforcement of compulsory education should be flexible, and subject to constant amendment and re-adaptation in the light both of the results obtained and of changes in the general situation, which should be under permanent observation;

7. The plans for compulsory education and its full enforcement should be widely publicised, and their value to individuals and society alike emphasised, so as to secure the complete and unreserved backing of public opinion;

8. Since the plans for the full enforcement of compulsory education will necessarily extend over a more or less long period in a number of countries, it will be advisable to consider whether the campaign should be conducted throughout the country, or confined at first to certain regions so as to concentrate energies;

9. The campaign in favour of the full enforcement of compulsory education should be undertaken simultaneously for boys and for girls.

Financing the plans

10. Lack of funds being the greatest obstacle to the full enforcement of compulsory education, careful study should be made of the financial aspects of the enforcement plans; such study should cover not only the

means of securing the necessary funds, but also a scheme of expenditure, so as to ensure the best use of the sums involved;

11) Since ways of raising revenue vary from country to country, no one method of financing the plans for the full enforcement of compulsory education can be put forward; in some countries new local or nation-wide taxes will have to be imposed, while in others it will be necessary to earmark for the plans an adequate percentage of the ordinary public education budget or to institute a special credit extending over a fixed number of years;

12) Insofar as the country's financial structure permits, joint participation by the central and local authorities in financing the plans may well be desirable, especially if participation by one party is made conditional on participation by the other;

13) Widespread publicity should be given to the financial aspects of the plans, in order to convince public opinion that, since all educational advance is expressed sooner or later in a considerable increase in the national revenue, investment in education is sound policy.

Duration of compulsory education

14) The term of compulsory education should not be too short especially in countries where the language problem arises; a child should not leave school before what he learns in school is sufficiently consolidated to be lasting, and to enable him to play his full part in the life of the community;

15) In countries where no legislation on compulsory education as yet exists, the minimum term of compulsory education should be fixed according to the principles of the preceding article, but not so as to run the risk of never being translated into practice;

16) The lowering of the term of compulsory education, in countries where it has already been fixed at 5, 6, 7 or more years, is inadvisable even if a large proportion (50 % or more in some cases) of the children of school age are evading the compulsory education provisions; in such cases the enforcement plan should concentrate on gradually bringing practice into line with the law;

17) In countries where compulsory education provisions will in all probability be fully enforced in the near future, the number of children enrolled being already not less than 70-80 % of the number

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of children of school age, the term of compulsory education should be gradually extended to 7 or 8 years;

18) The prolongation of compulsory education beyond the age of 14 or 15, on a full-time basis, or on a part-time basis within the framework of primary education or of a variety of secondary schools, is more especially to be encouraged in countries where compulsory education provisions are already fully enforced;

19) The age at which children are authorised by law to take up employment and the school-leaving age should be fixed in accordance with each other; the maximum cooperation should exist between the national education and labour authorities; such cooperation should be established, moreover, at the international level as well, among the organizations concerned with compulsory education and those concerned with the conditions of work of children and young persons.

Special cases

20) Since all children have the right to be educated, the education authorities should wherever possible create the necessary institutions, and take adequate steps to ensure that the statutory or customary exemption of, for example, invalid children, mentally or physically handicapped children, and children exempt from schooling on the grounds of distance of their home from the school, can be suppressed;

21) Under certain conditions children whose parents (showmen boatmen or sailors, etc.) have no fixed abode, may well be provided for through residential schools, and correspondence or broadcast courses, etc.;

22) The education of the children of nomads raises special problems to which the education authorities will find varying solutions; one satisfactory solution, under certain circumstances, being that of mobile schools.

Aids to enforcement and penalties

23) A periodic census of the children of school age should be taken in each locality, in order that enforcement of compulsory education may be effectively controlled;

24) Although penalties should exist for serious cases of failure to comply with compulsory education provisions, the approach in this connection to parents and guardians should be mainly made through persuasion and other facilitating measures;

25) The cooperation of parents and teachers should be encouraged; parents' associations, as well as attendance officers and social workers can render very real assistance in cases of failure to comply with compulsory education provisions;

26) The free provision of compulsory education, in conformity with Recommendation No. 21 passed by the Xth International Conference on Public Education, should not be limited to exemption from school fees, but should also be extended gradually to include school materials and textbooks;

27) Wherever possible, obstacles to attendance arising through the distance of pupils' homes from their school should be overcome through the better siting of schools, provision of transport facilities, establishment of boarding schools, etc.;

28) When pupils live nearer a school under an authority other than that of the school they would normally attend, they should be authorized to attend the nearer school;

29) School medical services, meals and, if necessary clothing services should be developed by the school authorities, not only because of their essential value, but also to facilitate school attendance, even where social aid of this kind is provided by other official or private bodies;

30) Family allowances may be regarded as aids to enforcement, as they compensate, for example, for the inability of children of school age to earn money, and offset other potential causes of non-attendance.

Teaching aspects of compulsory education

31) In order that parents should appreciate school work and welcome compulsory education for their children, schools should be integrated as closely as possible with the community; schools should play their part in raising living standards in the community, and in its social, economic, civic, artistic and cultural advance; with these ends in view, schools should adopt curricula adapted to the children, and techniques such as active methods, which relate education to the children's surroundings, arouse their interest, and make them wish to improve their surroundings; schools should also profit from the experiments and pilot-projects made in the field of fundamental education;

32) In communities where illiteracy prevails, plans for the full enforcement of compulsory education should be accompanied by plans for the fundamental education of adults; parents will thus be encouraged

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to welcome the education of their children, and greater harmony created between children leaving school and the grown-ups; the fundamental education work should be closely coordinated with that of the ordinary schools;

33) Although the system of one-teacher primary schools presents technical difficulties, it is of value wherever its adoption may contribute to the full enforcement of compulsory education;

34) In fixing the length of the school year, due account should be taken of regional characteristics (climate, period of seasonal work, etc.);

35) Account of such characteristics should also be taken in drawing up time-tables, in order to facilitate school attendance to the greatest possible extent;

36) Although a time-table based on two sessions a day is in general to be preferred, a time-table based on one session may be adopted as an exceptional measure, a) wherever shortage of buildings and teachers or seasonal conditions are such that the children's right to education could not otherwise be made effective; and b) where the social or economic conditions make it desirable;

37) A time-table based on one session only should not entail overwork for pupil or teacher, and should not impair their health or efficiency;

38) Given the very considerable obstacle to the full enforcement of compulsory education in certain countries, presented by the language problem, and though stressing the role which in principle may be played by the mother tongue, the solution of this problem should be sought on the basis of each country's national, regional or local conditions, and of the findings of child and educational psychology.

Staffing problems

39) The essential factor in any campaign for the full enforcement of compulsory education consists of the teachers themselves; lack of teachers is at the present time one of the obstacles to full enforcement, and great effort will be called for before it is overcome; it will therefore be necessary, as proposed in Recommendations Nos. 4 and 13, passed by the IVth and VIIth International Conferences on Public Education:

a) to offer teachers salaries in conformity with the importance of their task;

b) to grant them security of employment;

c) to create a sufficient number of training colleges;

40) Both the general and the professional training of teachers should be as advanced and as complete as possible; in order to implement compulsory education provisions, however, shortened training courses might in addition be required in certain countries; such courses being regarded only as emergency measures, and possibilities for further training (in the form of study periods, educational missions, vacation courses, education journals, and the like) should be available for all teachers, whatever their training;

41) Their professional training should enable teachers, especially those in rural areas, not only to become technically efficient, but also to take an active part in the life and work of their locality, based on a knowledge of its customs, needs and ambitions; teachers should be the active mediators of a fundamental education comprising general culture, hygiene, crafts and agriculture;

42) Where necessary, school authorities should make every endeavour to provide sufficient incentives to attract teachers to rural areas.

School building problems

43) In the light of Recommendation No. 9, passed by the Vth International Conference on Public Education, the following proposals are worthy of consideration;

44) All plans for the full enforcement of compulsory education should be accompanied by school building programmes; these programmes should cover not only schools, but also living accommodation for teachers where the need for it arises;

45) The siting of schools should be studied with care, due account being taken of the distribution of the school population, and of the distance children will have to travel to school;

46) School building programmes should take due account, within the limits of economic possibilities, of the educational, hygienic and climatic conditions of the localities where the schools are to be erected;

47) Under certain circumstances, it would be of value to secure the cooperation of the people in the construction of their own schools without in any way absolving the authorities from their responsibilities in the matter;

48) Emergency school building programmes might be envisaged to meet the most pressing needs, covering the use of prefabricated materials and of the provisional use of buildings not originally intended as schools, etc.;

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49) Even where in principle financial responsibility for school building falls on the public authorities, private individuals or associations might be encouraged to render assistance in the form, for example, of the free grant of building sites, donations and subscriptions; in cases of urgency, special loans might also be envisaged;

50) Wherever possible, schools should be equipped with a playground, a workshop, and a field or garden;

51) Wherever climatic conditions permit, open air schools may solve the school building problem, given their educational, financial and hygienic advantages;

52) School building should form an integral part of all town-planning, in order that a sufficient number of schools for the full enforcement of compulsory education may be provided for and built.

Prolongation of compulsory education

53) The Conference, recalling Recommendations Nos. 1, 2 and 19 passed by the IIIrd and IXth International conferences on Public Education, recommends that those countries which have fully enforced compulsory education already should draw up, with the least possible delay, a programme for the gradual extension of compulsory education to young persons;

54) Financial aid should be considered, when necessary, for families of limited means, especially at the period when children are of an age to begin work, to compensate such families for the loss of earning ability and thus enable them to continue sending their children to school;

55) The prolonged education should be adapted to the children's varying abilities, aptitudes and interests, and to varying social and economic needs, and should make full use of modern culture; a wide choice of studies should be offered to the pupils, with full possibilities of getting guidance, of changing course, and of making leeway in subjects in which they are backward;

56) The study of science and technology should be sufficiently humanised to make it as suitable for general as for specialist education;

57) The maximum coordination should exist among the various types of schools for prolonged education (academic and "modern" secondary schools technical and vocational schools, primary schools, etc.), so as to facilitate transfer from one type to another and enable rational selection and guidance to be made;

58) Efficient continuation classes in the employer's time should enable young persons between school-leaving age and the age of 18 already in employment, to perfect their vocational and general education.

Assistance from international organizations

The Conference,

Submits to the United Nations Organization and its Specialised Agencies and to the Inter-governmental Organizations the following recommendation:

59) That the United Nations Educational, Scientific and Cultural Organisation, in consultation with Member States concerned and appropriate United Nations Agencies and International Organizations, consider the possibility of formulating a programme for assistance to Member States who apply for such assistance, in introducing free and compulsory education according to national requirements, and in accordance with the Covenant of the United Nations; such a programme to coordinate all sources of assistance now available, explore the possibility of loans, and raise funds from voluntary contributions;

60) That, in drawing up plans for technical assistance, priority be given those concerning the full enforcement of compulsory education;

61) That such assistance be not only of a financial kind, but also include the efficient cooperation of the international bodies in the drawing up and execution of the plans for the full enforcement of compulsory education;

62) That the International Bank for Reconstruction and Development consider the possibility of making long-term loans to countries requesting them, for the purpose of implementing the compulsory education enforcement plans, until the programme of economic development of these countries has advanced sufficiently to enable them to meet the necessary expenditure on compulsory education themselves;

63) That the United Nations Educational, Scientific and Cultural Organization assist by the organization of regional conferences on the adaptation of the principles put forward by the XIVth International Conference on Public Education to the particular conditions of each world region;

64) That missions of experts be sent to countries so requesting, to make direct study of their special problems in connexion with the full enforcement of compulsory education, and that international scholar-

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ships be available for the experts of these countries, to enable them to study the problems of compulsory education in countries where it is already fully enforced;

65) That the United Nations Educational, Scientific and Cultural Organization continue enquiries and research on compulsory education and its prolongation, and on school guidance and coordination of schools at secondary level, and that the results be published and brought to the knowledge of education authorities and educationists generally;

66) That, through bilateral or multilateral agreements, and with a view to the full enforcement and the prolongation of compulsory education, exchanges of information, meetings of specialists, and possibly mutual assistance, be arranged.

RECOMMENDATION No. 33
TO THE MINISTRIES OF EDUCATION
concerning
SCHOOL MEALS AND CLOTHING
(1951)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the twelfth of July for its fourteenth session, adopts on the eighteenth of July, nineteen hundred and fifty-one, the following recommendation:

The Conference,

Considering that, in many countries, in regard to attendance at school, the distance factor is important;

That so far as possible, compulsory education should not involve the family in additional expenses;

That in many countries women are more and more required to go out to work, and that mothers of families thus working away from home cannot satisfactorily supervise their children's meals;

That rational feeding is an essential factor in the health and school work of the pupils and in the harmonious growth of their personality;

That the feeding tradition of many families does not always conform to the rules laid down as a result of dietetic research, and that all too often it does not take into account the necessity of providing children with a diet which is both adequate and well-balanced quantitatively and qualitatively;

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That the school should furnish the model and the example of a scientifically based nutrition;

That, moreover, other things being equal, the collective organization of school meals, even where a charge must still be made, involves very considerably less expense than similar meals taken at home;

That, in order to attend school, children must be clothed and shod decently and in such a way as to give them adequate protection against the vagaries of the weather;

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

1) That, whenever a new school or school group is built, provision be made for a school canteen or for a general purposes room in which a school meals service can be operated;

2) That wherever possible a school canteen be attached to the existing schools or school groups;

3) That the cost of building premises for the canteen and its equipment be met by the authorities paying the building costs of the school;

4) That canteen operational expenses be met by the central or local authorities responsible for the operational expenditure of the school;

5) That school canteens be so equipped as to create a welcoming and pleasant atmosphere for the children, to encourage them to relax as they should after their class work, to enable them to express themselves freely as at home with their parents, to develop their aesthetic sense and to facilitate social training and education through teaching them good food habits, habits of cleanliness, good manners, cooperation and comradeship;

6) That, with these ends in view and as far as possible, the children be seated in rooms, so as to avoid overcrowding, and grouped in each room round separate tables so as to recall the family table atmosphere of the home;

7) That with these ends in view the materials and furniture, rather than being rough and strictly utilitarian, be chosen with the confident feeling that the children will respect pleasing objects and look after them as if they were their own;

8) That school meals should be available to all children without distinction, because of the nutritional and educational benefits they confer on them;

9) That, wherever it is impossible to make school meals completely free, the financial means of the parents could be taken into account in regard to their contribution; it is desirable that such contribution should not exceed the cost of the unprepared food;

10) That the menus of school meals be composed and balanced in such a way as to facilitate children's physical and mental development;

11) That school clothing facilities be operated for the benefit of children coming from families of limited means, wherever children's clothing needs are not covered by family allowances or some other form of social aid to their parents;

12) That school clothing facilities be financed by the central or local authorities, and that distribution be effected with the utmost tact and discretion;

13) That, to give effect to these recommendations and to make possible concrete achievements, it be considered necessary:

a) To make provision for the training of dieticians;

b) To exercise effective control over school meals services on the same lines as control over education by public authorities.

RECOMMENDATION No. 34
TO THE MINISTRIES OF EDUCATION
concerning
ACCESS OF WOMEN TO EDUCATION
(1952)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the seventh July, nineteen hundred and fifty-two for its fifteenth session, adopts on the fifteenth of July, nineteen hundred and fifty-two, the following recommendation:

The Conference,

Considering that every person without distinction of sex should enjoy all the rights and freedoms proclaimed by the Universal Declaration of Human Rights, and that such equality should apply in all fields, particularly in that of education;

Considering that every person, man or woman, should be able to receive an education enabling him to develop his aptitudes as fully as possible, play an effective part as a member or citizen of his community his nation and the world, and meet the demands of his special tasks in life;

Considering that in principle, women, like men, should have opportunity to fulfil the tasks appropriate to their aptitudes;

Considering that, account being taken of differences in psycho-physiological development between the sexes, general education for girls should be equal in value and status to that for boys, in order to avoid introducing or increasing social discrimination;

Considering that a varied general and specialised education will certainly help women to fulfil their essential role in the family and in society, and also to develop their special aptitudes;

Considering that nowadays more and more women are obliged to earn their own living, help support their family, or even support it entirely;

Considering that women are called on to play an increasingly active part in social and civic affairs, and that in this respect they bear the same responsibility as men;

Considering that, in practice both economic factors and certain mental attitudes and ways of life limit women's opportunities for access to education, and that the measures proposed should pay due regard to these obstacles while endeavouring to moderate them as much as possible;

Recognising the necessity of adapting the measures proposed and their rate of application to the particular conditions of each country;

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

**Studies and plans to facilitate women's access
to education**

1) That nationwide studies be made on the various aspects of women's access to each level and type of education, and the possibilities of using the educational qualifications they thus acquire;

2) That such studies cover among others the following topics:

a) the legal aspect of women's access to education, including not only basic legislation but also its conformity with school regulations and practice, particularly in the field of professional and higher education;

b) statistical data giving a clear idea of the present situation and future quantitative problems;

c) the positive or negative effect of social economic, educational or other factors on women's access to each level and type of education;

d) ways of taking advantage of all available opportunities to overcome obstacles to women's access to education;

e) the financial aspect of measures to be taken to give women further possibilities of access to each level and type of education;

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f) the economic and social measures to be taken to enable women to make active use of their new opportunities of education and training;

g) the actual experience of women in the new fields which are opening up to them in professional life;

3) That the groups responsible for these studies represent not only education authorities and teachers, but also other Ministries concerned, employers' and workers' associations, and the organizations most directly concerned with women's equality of access to each level of education (women's associations, parents' associations, economic and social groupings, cultural and religious organizations, etc.);

4) That, on the basis of the results of these studies, plans be drawn up to make women's education of one or more levels and types, according to the particular situation in each country, universally available;

5) That in drawing up such plans, provision be made for close coordination between the Ministry of Education and other Ministries concerned;

6) That such plans pay due regard to existing family, social, economic, and geographical conditions, etc., and the rhythm of development of each country, and be sufficiently elastic to meet the changing needs of both urban and rural areas;

7) That such plans also be widely publicised by all available means, especially through adult education, in order that the public in general and parents in particular may become familiar with them and take an active part in their implementation;

8) That the financing of new schools, the increase of teaching staff and the construction of new buildings involved by such plans, be given special consideration when each country is drawing up its budget, and that under no circumstances should the educational provision for girls be sacrificed to that for boys;

9) That the implementation of such plans be spread over as short a period as each country's economic resources and its development permit;

General measures concerning all types of education

10) That all new educational laws and regulations be based on the principle of women's equality of access to education, and so designed as to remove any existing legislation contravening this principle;

11) That a study be made of the causes of, and the remedies for, girls not attending school or leaving too early;

12) That under no circumstances should the separation of the sexes lead to the exclusion of girls; where only one school exists, it should be either mixed or available alternately to both sexes; in any case teachers should be trained to take account of differences between the sexes and of individual differences, particularly in the rhythm of psycho-physiological development;

13) That under no circumstances should the duration of compulsory education be shorter for girls than for boys;

14) That the compulsory school attendance authorities attach the same importance to school attendance by either sex;

15) That the extension of free education, a factor favourable to the principle of women's equality of access, be envisaged;

16) That women be given the same facilities (scholarships, family allowances, reduction of fees, etc.) as men to pursue and to continue their education at secondary, vocational, technical, and higher levels;

17) That the various subjects in either compulsory or optional curricula be given the same importance and duration for girls as for boys;

18) That practical courses offered as options be open equally to both sexes; on the other hand it will always be useful to provide, at every level and in every type of schooling, courses which prepare girls for their family responsibilities;

19) That moral, civic and social training and education for home and family life be included in curricula at all levels for girls and women, as for boys and men, so that women may be able to understand and shoulder their family, local, national and international tasks and responsibilities; special attention should be paid to the training of social workers;

20) That aesthetic education, essential to the development of personality, be given special attention in the case of girls and women, in order that they may participate fully in the community's artistic activities and that continuity of aesthetic values may be ensured through their influence in the family;

Measures concerning fundamental education

21) That in fundamental education projects great importance be attached to the education of women, so that women may be led to secure education for their children, having experienced its benefits themselves;

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22) That women be associated to the fullest extent possible with the planning, organization and operation of fundamental education projects;

23) That through fundamental education women be enabled to associate themselves closely with the activities and achievements of the community;

24) That fundamental education be so planned as to secure the participation of the community as a whole, and allow women to study the same subjects as men; at the same time, it should give women a practical, affective and moral education which will prepare them better to fulfil their natural role in the family and in society;

25) That for the spread of fundamental education temporary and permanent training centres should be set up; women should participate to a great extent in training, and in coordinating the work of, those engaged in fundamental education projects (teachers, social welfare workers etc.); the centre should thus lead to the enrichment of community life and culture;

26) That in addition to State activity in respect of fundamental education, every necessary opportunity be given to voluntary organizations concerned with vocational, civic, cultural and recreational education, to contribute to the advance of women's education;

27) That all official or voluntary bodies providing fundamental education for girls or women consider the establishment of nursery schools and kindergartens to look after the children of women collaborating with these bodies and to give women instruction in child care, hygiene, etc.;

Measures concerning vocational education

28) That opportunities for vocational training be equal, legally and in practice, for both sexes, account being taken of aptitudes;

29) That information and announcements about occupations trades and careers should not be limited to those traditionally feminine and those employing large numbers of women;

30) That provision be made for educational and vocational guidance services available equally to girls and boys and that they take into account the characteristics of each sex and individual aptitudes, and the conditions of the labour market;

31) That a campaign should be undertaken to show women the advantages of having as advanced a vocational and professional training as possible in fields suited to their individual aptitudes and inclinations;

32) That opportunities for complementary vocational training leading to appointment to responsible executive posts, be available for women as well as men;

Measures concerning higher education

33) That to facilitate women's access to higher education and the use of their abilities for the greatest good of society, university studies permit women to specialise in fields particularly suited to feminine aptitudes and assure them more adequate training for the new careers now being opened up to them;

Measures concerning educational staffs

34) That legally and in practice, teaching, headship, administrative, and inspection appointments at all levels of education, including vocational and higher education, be fully open to women;

35) That the required standard of teacher training for any given level or type of education be the same for both sexes;

36) That conditions of service, particularly those concerning appointment, security of tenure, salaries, and pension rights, be the same for all members of educational staffs (including administrative and inspecting staffs) with equal qualifications;

37) That such conditions of service include provisions enabling women teachers to reconcile their professional with their maternal responsibilities.

RECOMMENDATION No. 35
TO THE MINISTRIES OF EDUCATION
concerning
TEACHING OF NATURAL SCIENCE IN SECONDARY SCHOOLS
(1952)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on the seventh of July, nineteen hundred and fifty-two for its fifteenth session, adopts on the sixteenth of July, nineteen hundred and fifty-two, the following recommendation:

The Conference,

Considering that education is incomplete without a study of natural science;

Considering that modern life requires everyone to have a stock of basic scientific knowledge, so that he may the better understand his natural environment and apply scientific discoveries to improving the community's standard of living;

Considering the value that a study of natural science has for the development of moral qualities;

Considering that such a study also brings to light the achievements of international cooperation in the field of scientific research, and thus helps to improve relationships among men;

Drawing attention to the recommendation on the introduction to natural science in primary schools, adopted by the XIIIth International Conference on Public Education in 1949;

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

1) It is desirable that in secondary schools the teaching of natural science should be as extensive as possible, and in any case should provide a common core of fundamental knowledge for all pupils between 11 and 15 years of age and a wider and deeper study for certain groups of older pupils;

2) The teaching of natural science in secondary schools should provide pupils with basic knowledge about the world and man, give them experience in scientific method, and develop their general culture and sensitiveness. Its aims are as follows:

a) teaching children (the adults, parents and citizens of tomorrow) about the structure, functioning, and care of the bodies of human beings and other living creatures; the nature of the earth on which they live; and the interdependence of living creatures and their dependence on the soil;

b) aiding children's intellectual growth through activity methods designed to cultivate and, if need be, awaken, their capacity to observe, describe, and evaluate (discovering, investigating, comparing, classifying); fostering a love of truth and intellectual honesty, pleasure in work well done, and a liking for order; developing manual skill; developing love for nature and natural beauty, and respect for living creatures; inculcating the duty to safeguard human and natural resources;

3) On account of the quite special character of natural science teaching, syllabuses should:

a) pay greater regard than those of other subjects to regional needs and potentialities, while giving priority to knowledge of man and the conditions of his existence;

b) give an important place to actual problems concerning food, public and private health, agriculture and animal husbandry;

c) be suggestive rather than prescriptive, in order that teachers may be free to organize their work in the light of local resources and the individual abilities and interests of their pupils;

4) Sound natural science teaching calls for the greatest possible activity from the pupils, and requires them to observe the facts and study their inter-relationships, to experiment, and to discuss the results, so that they may pass from concrete cases to abstract laws;

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5) For such teaching pupils should be provided with adequate and varied material aids:

- a)* collections and the means to maintain and enrich them;
- b)* funds for securing living or fresh specimens (aquaria, vivaria, terraria);
- c)* laboratory materials, instruments for dissection and observation, projectors for still and moving pictures, cameras, works of reference;
- d)* centres from which schools may obtain all necessary equipment and materials;
- e)* national or regional centres for making, distributing and exchanging films in collaboration with the teachers concerned;
- f)* facilities of access to State and private museums, exhibitions, zoological and botanical gardens, woods, ponds, quarries; mountains, and beaches. The construction and use of teaching aids by the pupils themselves is a practice to be highly recommended;

6) The use of audio-visual aids is to be recommended provided they form an integral part of the teaching;

7) The teaching of natural science should interest pupils in safeguarding fauna and flora and natural beauty spots, and the creation of national parks to prevent encroachment by agriculture and housing;

8) It is desirable that children should be encouraged to express their thoughts in correct and precise language, and in certain circumstances by drawing and modelling;

9) School work should be supplemented by the organization of leisure activities, particularly in the form of young naturalists' clubs or societies, enabling teachers and pupils by means of conversations individual work, excursions, etc., to get to know each other better widen their mental horizon, and effectively interest themselves in problems and experiments extending beyond the classroom;

10) The teaching of natural science requires teachers who have the special qualities of the naturalist and it is therefore desirable that even the lowest secondary classes should be taken by teachers well qualified from the point of view both of their knowledge and of their ability to arouse and stimulate the interest of their pupils;

11) It is desirable that educational supervisors be appointed, that is to say, teachers of recognised ability, with the responsibility of guiding a certain number of their less experienced colleagues;

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12) Apart from the constant personal effort to increase their knowledge which teachers may be expected to make, it is necessary to offer them inservice facilities for verifying and refreshing their knowledge in the form of courses and conferences;

13) The need should always be kept in mind of coordinating natural science with other subjects such as geography, social studies, history and philosophy, and even literature, through the reading of authors whose best work has been devoted to natural phenomena and problems.

RECOMMENDATION No. 36
TO THE MINISTRIES OF EDUCATION
concerning
PRIMARY TEACHER TRAINING
(1953)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau Of Education and having assembled on the sixth day of July, nineteen hundred and fifty-three for its sixteenth session, adopts on the fourteenth of July nineteen hundred and fifty-three, the following recommendation:

The Conference,

Considering the needs resulting from the extension of compulsory education, as dealt with in Recommendation No. 32, concerning Compulsory Education and its Prolongation, which the Conference adopted in 1951;

Considering that all children throughout the world have the right to be educated by primary teachers whose health, intelligence and character meet the required standards, and who have had a good general education and a satisfactory professional training;

Considering that the professional training of primary teachers should be to an increasing extent supported by a general education of an equivalent level to that required as a minimum for admission to a university;

Considering that no person should be appointed to teach, even in a temporary capacity, unless he possesses recognized professional qualifications;

Considering that primary teachers have to take an active part in the cultural and social activities of the community, and should be given training for the purpose;

Considering that the progress made by the educational sciences (genetic and social psychology, psychology of the emotions, experimental and comparative education, mental hygiene, etc.) can give primary teachers ideas and information which help them to improve their professional competence;

Considering that countries with different geographical, demographic, social, historical and cultural conditions, should bring forward, although sharing similar aims, varied solutions to the problems of primary teacher training;

Submits to the Ministries of Education of the different countries the following recommendation:

Organization and administration of primary teacher training

1) The evolution and extension of school education call for the continuous study of primary teacher training and its periodical adaptation to newly emerging circumstances and needs;

2) In view of the increasing complexity of teacher training problems, it is advisable to have one specialized body (a directorate, department or service) responsible for the coordination of all administrative, financial and technical questions concerning such training;

3) For the solution of problems coming within its field of competence, such specialized body should be assisted by consultative committees on which teacher training and primary teaching staffs are represented;

4) One of the main tasks of such specialized body would be to estimate and train the numbers of teachers needed for meeting the expansion of education, due regard being paid to factors such as population changes, prolongation of compulsory education, reduction of the size of classes, and rate of resignation and retirement;

5) In countries where compulsory education is not yet in full operation, such specialized body would also be responsible, in consultation with the bodies directly interested, for drawing up short-term and long-term plans for training sufficient numbers of primary teachers to permit the extension of compulsory education measures by stages, and similar plans for diminishing as quickly as possible the number of inadequately qualified teachers;

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6) Even when responsible for the organization of primary teacher training programmes and the control of primary teacher training establishments, such specialized body should allow these establishments the autonomy and latitude necessary for the efficient management of any educational establishment, particularly in regard to methods and curricula;

7) It is desirable that teachers and students of a primary teacher training establishment participate as much as possible in its internal management, to which they can make a valuable contribution;

8) Whatever their precise form, financial appropriations for primary teacher training should be sufficient to maintain the establishments needed to train the required number of primary teachers, to pay adequate salaries to the training staffs, to provide premises which conform to the required material and educational standards and which include where necessary boarding accommodation for the students, to supply all necessary equipment (library, laboratories, workshops, playing fields, etc.), to establish demonstration schools attached to the training establishments, and to provide students with free tuition and adequate living allowances;

9) In order that the necessary funds may be readily available, it is desirable that the press, the public, members of Parliament, and those responsible for the allocation of financial appropriations be fully informed of the importance of the primary teacher training establishments;

10) In deciding whether primary teacher training should be at secondary level (with or without boarding accommodation for the students), at an intermediate level, or provided by university institutes or faculties, each country or State will with advantage choose the system or systems which afford the most adequate training possible and which are compatible with its geographical make-up, financial resources, and possibilities of recruitment and remuneration; the ideal to be gradually reached is training at university level;

11) It is desirable that primary teachers should have every facility for pursuing their studies at university level, that the number of faculties or institutes of education should be increased, and that the diplomas awarded by them should give access to teaching posts at secondary level;

12) The adoption within a given country or State of two or more systems of primary teacher training differing as to age and other conditions of admission duration and level of course, and standing of certificates awarded may be justified, but too great a variety of systems

has disadvantages, especially in regard to equality of salaries of practising teachers;

13) In countries where differentiated training for urban or rural primary teachers exists, it is important that the courses as well as the diplomas awarded should be equivalent;

14) In addition to a common core of training for all students, provision should be made for special, or parallel or complementary, training for students intending to teach in nursery-infant schools, schools for mentally and physically handicapped, and maladjusted children (the ideal here being the award of a special diploma), or senior primary schools and complementary classes; it is also desirable that the necessary training facilities should exist to enable serving teachers to transfer from one branch of primary education to another;

15) In countries where completion of secondary education is not a condition of admission to primary teacher training, every facility should be given to persons who have completed such education to secure teacher training which is not less advanced than the ordinary course of training;

16) Persons who find at a relatively mature age that they have the ability and desire to take up teaching, should also be given every facility to acquire or complete the necessary general and professional training;

17) Valuable work has been done by the primary teacher training establishments at secondary level that exist in some countries, and that afford an opportunity for general education to all comers, but steps should nevertheless be taken to transform them into training establishments reserved essentially for students intending to take up teaching.

Recruitment and conditions of admission

18) Every possible endeavour should be made to attract into the teaching profession those persons who possess the requisite aptitudes but who may be tempted into other professions; it should be remembered that the decisive factor in any successful recruitment campaign is the improvement of teachers' social and material status;

19) Both sexes should have access to primary teacher training on the same terms;

20) The attention of primary and secondary teachers should be drawn to the contribution they can make to the recruitment of primary teachers by discovering the children who already show signs of possessing

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the requisite qualities for teaching, and by encouraging them to take up the profession;

21) Vocational guidance services can also make a valuable contribution to the recruitment of primary teachers by publishing and distributing, as they do for other professions, information sheets about teaching as a career, giving talks on the subject to pupils about to leave school, writing articles for the press, and making broadcasts;

22) In order to encourage recruitment of primary teachers from among all social classes, it is desirable to provide free training (tuition, board and upkeep), or scholarships, or remuneration;

23) When candidates for primary teacher training are required to agree to teach for a certain minimum of years, in return for the material assistance they receive during their training, such necessary agreement should be fairly elastic, especially in the case of women, so that the requirement may not discourage recruitment;

24) The minimum age of admission to primary teacher training establishments must naturally be fixed in accordance with the level (secondary, intermediate, or university) of these establishments; thus no one minimum age is applicable to all countries, but the danger of admitting candidates not mature enough to realise the responsibilities of the teaching profession or to cope with its difficulties should be borne in mind;

25) As simplification of admission procedures appears desirable, qualifications, certificates and diplomas should be taken into account when candidates seek admission to training;

26) Selection of candidates for primary teacher training should in no circumstances, however, be based solely on intelligence and knowledge, but should pay equal attention to such criteria as character mental and physical health, love of children, devotion to work, and social qualities; it is desirable that all candidates should undergo psychological examination immediately before and during training, with a view to eliminating those possessing anomalies of character or behaviour which are incompatible with teaching; entrance examinations can be with advantage supplemented by interviews and, if necessary, by short periods of probation;

27) Account should also be taken of mental traits, emotional balance, personal interests, and difficulties of adjustment; it is therefore desirable that all primary teacher training establishments should offer a course in mental health, given by a teacher to whom the teachers-in-training can turn for help in solving their personal problems.

Curricula

28) Representatives of the principals and teachers of primary teacher training establishments and primary teaching staffs should participate in the elaboration and revision of teacher training programmes and curricula;

29) The duration of primary teacher training depends on the nature of the course, if it covers general education in addition to professional studies, it should be longer than would otherwise be the case;

30) In training establishments at secondary level, a balance should be achieved between general education and professional training;

31) The professional training of primary teachers should include not only psychology, education and teaching practice, but also a selection of special courses in such fields as social studies, domestic economy, hygiene, physical education, singing, drawing, handwork, and agriculture;

32) The psychological and pedagogical aspects of primary teacher training should include a study of the nature of the child and the learning process, the relation of education to society, the materials of instruction, and the methods of teaching, attention being paid throughout to both theory and practice;

33) The psychological studies of primary teachers should cover general and child psychology, and, in addition to the technique of testing, a qualitative study of children's intellectual development; formal teaching should be supplemented by direct observation and experiment on children's intellectual and emotional behaviour, as individuals and as members of a group;

34) The pedagogical aspects of primary teacher training should include principles of education, history of education and comparative education, experimental education teaching methods, school organization, administration and legislation, and educational problems pertaining to the country concerned;

35) In teaching principles of education and the history of education the aim should be to familiarize teachers-in-training not merely with accepted ideas to be found in all educational philosophies, but also with the way educational principles and organization have evolved; a study of comparative education should enable teachers-in-training to grasp the universal nature of certain educational problems, and at the same time to realize the necessity of adapting principles to national, regional and local conditions;

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36) Primary teacher training curricula should allot ample time to teaching methods, both those calculated to develop the growing personality, powers and initiative of the child, as well as those employed in teaching the different subjects, especially the methods of reading, writing, and arithmetic, and such instruction should be closely correlated with the psychological and practical training;

37) Formal pedagogical training should be supplemented by, for example, seminars, discussion groups, and individual research; primary teacher training establishments will for this purpose need to be fully equipped with all the necessary teaching and research materials and aids, and a well-stocked library of educational journals, classical and modern works on education, reference books, and textbooks;

38) As soon as circumstances permit, primary teacher training curricula should include non-compulsory subjects or options enabling the students to do advanced work in subjects in which they are specially interested;

39) Practical work is an essential part of primary teacher training, and must therefore be given ample time in the pedagogical part of the curriculum;

40) Such practical work should comprise not only observation of experienced teachers' work and a graded introduction to the actual practice of teaching, but also active participation in every aspect of school life;

41) Primary teacher training establishments should have under their authority one or more schools, preferably of the experimental type, where students can do part of their practical training;

42) The practical experience of teachers-in-training should not be limited to demonstration schools, but should also embrace experience in ordinary primary schools where they can meet all the problems in the school and the community (premises, equipment and size of classes, social environment, etc.) that they will in all probability encounter when they secure a post;

43) Teachers-in-training should have opportunities for practice in schools with different sizes of staffs, including one-teacher schools, and in schools situated in different localities;

44) In countries where primary teachers are required to teach adults in, for example, evening and fundamental education classes their training should include formal and practical instruction in this type of work;

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45) The training of primary teachers should also include courses on school hygiene, preventive health care of children, and protection against contagious diseases and epidemics; primary teachers working in isolated areas should themselves be able at least to safeguard their own and their family's health;

46) Primary teacher training should include formal and practical instruction enabling the students to understand the important social role they will be called upon to play in the local community; such instruction might usefully include, for instance, the organization of leisure-time activities and cultural events, and the improvement of local hygienic and economic standards;

47) Primary teacher training establishments need to foster the aesthetic sensibilities of teachers-in-training, if the schools to which the latter are ultimately appointed are in their turn to develop such gifts; the siting and installation of primary teacher training establishments should for this reason be the object of careful study, and musical, dramatic, literary and sporting events should be organized in such establishments or in the local primary schools;

48) Teachers-in-training should have opportunities of becoming acquainted with extra-scholastic activities such as school meals and clothing services, vacation camps, youth movements, and parent-teacher associations;

49) The general behaviour of the students of a training establishment depends to a large extent on the way the course is organized, the spirit in which the instruction is given, and, in boarding establishments the kind of accommodation; discipline should therefore be liberal and inspired by respect for human personality, and should stimulate the development of the individual's gifts; the instruction should be mainly grounded in the study of man, and should develop the students' civic spirit and sense of responsibility;

50) Because one of man's greatest unsolved problems is his relationship to his fellow men, the teacher should have the interests, the attitudes, the knowledge and the skills necessary to teach good human relations, tolerance and solidarity in class-room and home, and the local, national and world community; the training establishment should recognize the paramount importance of this problem and both through instruction and practice, qualify the teacher to teach good human relations and world understanding;

51) Special attention should be given to the selection of the staffs of primary teacher training establishments and demonstration schools,

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since they are the human beings called on to approach the ideal of the perfect teacher to be presented to the students;

52) The teachers of pedagogy and psychology should possess high theoretical and practical qualifications; the other teachers should be masters of their several subjects, and of the psychological, pedagogical and social aspects of them;

53) Every endeavour should be made to keep primary teachers in lasting touch with the primary teacher training establishments and prevent the beneficial contact being severed as soon as the students have left college;

54) Psychological and educational research institutes should be established to ensure, in collaboration with the primary teacher training establishments and also with the demonstration and other primary schools, the constant improvement of primary teaching methods and aids.

Further training and refresher courses

55) It is highly desirable that primary teachers should have opportunities of further training throughout their career, and thus be enabled to keep abreast of new ideas and methods;

56) Further training of this kind is especially necessary for primary teachers trained through emergency courses and for those appointed before obtaining the qualifications normally required;

57) Further training courses should be available to raise the standard of primary teachers' work and encourage its accomplishment; these should also enable teachers to improve their qualifications and thus their salaries, wherever there is a relation between the two;

58) Whatever form further training may take (lectures, demonstration lessons, discussion groups, seminars, vacation courses, correspondence courses, broadcasts, etc.), prime responsibility for its organization should lie with inspectors, principals and teaching staffs of primary teacher training establishments, and groups or associations of primary teachers;

59) Where the education authorities do not themselves assume responsibility for organizing further training, funds should be made available for the purpose to primary teachers' associations and other appropriate bodies and groups;

60) Primary teaching staffs, especially unqualified staffs working in rural areas, should be given every facility, in the form, for example, of leave and allowances, for securing further training;

61) In addition to the provision made by the education authorities and other bodies for further training, the primary teachers themselves may with advantage be encouraged to form seminars or study groups on the theoretical and practical problems of education that interest them most;

62) Individual and group travel in their own country or abroad for study purposes is also one of the most effective means of improving primary teachers' standard of work and their grasp of educational problems and of stimulating them to apply new methods; numerous scholarships should be available for the purpose; teachers who have had such experience will pass on their discoveries to their colleagues;

63) The exchange of primary teachers with other countries is also an effective means of further training, and should be encouraged wherever linguistic and other conditions make it possible, on the lines suggested by Recommendation No. 29 concerning the International Interchanges of Teachers, passed by the XIIIth International Conference on Public Education in 1950;

64) Every encouragement should be given to the publication of books and journals dealing with primary teachers' specific problems and enabling teachers to keep abreast of developments in educational science and refresh their knowledge, and to facilities for the purchase or loan of such books and journals, for example through school and circulating libraries; the primary teacher training establishments, the educational documentation centres existing in many countries, and the research institutes recommended in Article 54, have an increasingly important field of activity in this connection.

Emergency courses

65) The competent authorities should estimate the number of primary teachers that will be needed in the coming years, and make timely provision for their training by the customary establishments; if through unforeseen circumstances they are forced to abrogate the customary training and institute emergency courses, they should regard the latter only as a temporary measure, and make every endeavour to return to normal at the earliest possible date;

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66) When the institution of emergency courses appears justified on account of more or less sudden increases in the school population resulting from population changes or the implementation or prolongation of compulsory education, such courses should require a sufficient standard of general education from the students and ensure them adequate professional training before they secure appointments;

67) Primary teachers trained in emergency courses should have opportunities of completing their training, if they give evidence of possessing the necessary aptitude, so that they can be admitted to the normally trained grades.

Assistance from international organizations

68) It is highly desirable that Unesco, the other specialized agencies of the United Nations, and the various regional organizations should furnish immediate moral, material and financial aid on a large scale to the countries experiencing great difficulty, especially as regards training the necessary primary teachers, in organizing or extending compulsory education.

RECOMMENDATION No. 37
TO THE MINISTRIES OF EDUCATION
concerning
THE STATUS OF PRIMARY TEACHERS
(1953)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and having assembled on the sixth day of July, nineteen hundred and fifty-three for its sixteenth session, adopts on the fifteenth of July nineteen hundred and fifty-three, the following recommendation:

The Conference,

Considering that good service conditions are necessary to attract to the primary teaching profession suitably gifted young men and women, in sufficient numbers to provide for the extension of free and compulsory education to all children;

Considering that the status of primary teachers is closely linked with their professional training which is dealt with in Recommendation No. 36 concerning Primary Teacher Training, adopted by the Conference in its present session;

Considering that the status of primary teachers in common with that of other teachers is determined in part by legal and administrative guarantees of contract, tenure, remuneration, conditions of service, and social security, and in part by other less easily measured factors which influence the esteem in which the teaching profession is held both by employing authorities and by public opinion;

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Considering that the status of the teaching profession as a whole depends largely on the profession's internal unity, its good relations with the education authorities, the extents to which teachers are consulted in matters affecting both their conditions of work and the standards and content of education, and on the freedom of teachers from direction in matters of personal convictions, it being understood that this freedom does not entitle teachers to impart such convictions to their pupils in despite of the rights of the parents;

Considering that primary teachers, in common with others, contribute to their prestige by the quality of their spiritual and intellectual contribution to the nation's life, by bearing their share, individually, in the social demands of their local communities, and by displaying a spirit of service in the interests of their pupils which is evidenced outside as well as inside the hours of paid employment;

Considering on the one hand, that outside the classroom, and without distinction of sex, race, colour, opinion or personal beliefs primary teachers like all educationists should be free to exercise their civic rights, in accordance with the Universal Declaration of Human Rights, but on the other hand, that their mission as educationists imposes on them duties towards the children, whose conscience and personality they should respect, towards the families who entrust their children to them, and towards the community in which they are called upon to serve;

Submits to the Ministries of Education of the different countries the following recommendation:

Administrative status

1) Where primary teachers enjoy the status of public servants, the general rights and guarantees conferred by such status should not be inferior to those conferred on other categories of public servants;

2) In cases where primary teachers do not enjoy the status of public servants, they should be engaged on contract, the general terms of which should not be less favourable than those of comparable staffs engaged on contract;

3) Without advocating rigid uniformity, sympathetic attention should be given to the steps taken in countries with decentralized systems of education to eliminate as far as possible any excessive inequalities that may exist in the conditions of service, especially as regards salaries, of primary teachers within a given country;

4) Where for administrative purposes primary teachers come under local authorities, steps should be taken to ensure that such authorities, particularly those in rural areas, are in a position to guarantee the rights of primary teachers, especially in regard to the regular payment of their salaries;

5) Primary teachers should enjoy the maximum security of tenure except in the case of grave misconduct specified in the appropriate regulations as entailing dismissal; if they fulfil the conditions required, they should be given permanent appointments, or, where this is not considered possible, long-term appointments with the possibility of renewal;

6) The application of the regulations concerning the rights and duties of primary teachers should be the responsibility of the competent authorities who should not be subject to any extraneous pressure or interference;

7) In the event of unsatisfactory work or conduct on the part of a primary teacher, the penalties as defined in the relevant regulations should be applied objectively, and the teacher should have the right of appeal to the appropriate authorities if he feels that he has been treated unjustly;

8) Primary teachers should also have the right of appeal if they feel that the administrative provisions as specified in the law or regulations have been unjustly applied to them.

9) As a general rule authorized delegates of primary teaching staffs should form part of the bodies responsible for examining appeals lodged by such staffs against decisions concerning them made by the education authorities in disciplinary matters or matters concerning professional competence;

10) Primary teachers or their representatives should be accorded the privilege of participating in the formulation of policies which affect their work, and in education conferences at which problems relating to the work of primary teachers are being considered;

11) Teachers should have the right to join freely whichever professional organizations they prefer, which would be qualified to represent them on all occasions.

Appointment

12) The procedure for the appointment of primary school teachers should be as simple as possible and should be carried out with complete objectivity;

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13) The automatic appointment of primary teachers who have obtained the required teaching certificates presents advantages, wherever there is a shortage of teaching staff; in making appointments for which both men and women candidates are equally qualified and in circumstances where the appointment of either would be suitable, there should be no discrimination because of sex;

14) In countries where automatic appointment is not applicable, it is advisable to use a selection procedure which affords the candidates all possible guarantees, and takes account of their records of character and achievement during the training course, their qualifications, their extra-curricular activities, and the results of tests and interviews;

15) Where a selection procedure has been adopted for promotion or appointment to higher posts, this should be based on principles similar to those described in Clause 14, and also on candidates' service record and seniority;

16) The periods of probation required in certain countries before confirmation of appointment, should not be unduly long, in order that teachers may enjoy their full rights as soon as possible;

17) Among the means of encouraging teachers to remain as long as possible in one post, and of avoiding too frequent changes, especially in rural areas, appropriate steps should be included which facilitate the appointment of teachers to posts, if they so desire, in their own locality or its neighbourhood;

18) When husband and wife are both teachers, appropriate steps should be taken to facilitate their appointment to the same or neighbouring localities, wherever suitable vacancies exist;

19) In countries where it is possible to do so, the promotion of teachers to a higher salary level should be provided for without necessarily involving the transfer of the teacher to another locality.

Hours of work

20) In view of the pupils' limited capacity for classroom work, and the supplementary work which the teacher is called on to do outside the classroom, the number of actual teaching hours should not exceed 30 per week; teaching programmes should permit teachers to prepare their lessons thoroughly, correct the work of their pupils, and leave time for extra-curricular activities, meetings with parents, and professional and cultural studies;

21) The duration of holidays and their distribution over the year should take into account the special need of pupils and teachers for recreation and leisure;

22) Where schools are organized on the basis of double shifts, and where the teacher has charge of alternate groups of pupils, care should be taken to provide adequate staffing so as to keep the teaching load within the limits recommended in Clause 20;

23) The salaries primary teachers receive, should as a rule be sufficient to permit them to devote all their energies to their educational and social activities; paid work outside the hours of normal employment should be undertaken only if it does not prejudice these activities, and does not undermine the respect for teachers of the public in general, and of parents and pupils in particular.

Salaries

24) Given the fact that the low qualifications of teachers in public or private schools are often among the main reasons for their low salaries and unfavourable conditions of employment, and are also detrimental to the interests of the children, public authorities should consider the desirability of fixing by law the minimum qualifications of teachers in all types of primary schools;

25) Primary teachers' salaries should correspond to the importance of their task, and should not place them in an inferior position as compared with the various categories of public servants or employees with equivalent training or social status;

26) Salary minima should be sufficient to ensure primary teachers, from the very beginning of their career, living conditions which enable them to work well and to establish a home;

27) Salary scales should be drawn up on the simplest lines possible, and in such a way that the proportion of teachers on the lower scale should be as small as possible;

28) While recognizing that systems of remuneration vary from one country to another, it appears desirable that the gap between minimum and maximum salaries should not be too great within the same country, provided both minimum and maximum salaries ensure adequate remuneration to the teachers;

29) In countries where there are two or more systems of primary teacher training, teachers possessing qualifications involving a longer and completer training should be placed on a higher salary scale;

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30) Equally qualified men and women primary teachers should be on the same salary scale; in countries where this principle is not applied, steps should be taken progressively to reduce the existing differences;

31) Progress on the increment scale should permit primary teachers to reach the intermediate salary grades as quickly as possible, and at the end of their career to obtain a reasonable pension or lump sum, assuming these are calculated on the basis of salary;

32) Wherever promotion to a higher level of salary is based mainly on selection, steps should be taken to ensure that such selection is made by the responsible authorities, not arbitrarily, but on the basis of seniority, qualifications, ability, efficiency, and merit, considered together;

33) Within any given country with a decentralized educational system, where primary teachers have varying allowances and are on varying salary scales, appropriate means should be found to eliminate as far as possible any undue differences that may exist between rates of remuneration;

34) In countries where pre-school teachers are on lower salary scales than primary teachers, it is desirable to consider the elimination of such inequality, given the same qualifications and training for both;

35) Wherever teachers in demonstration schools attached to training establishments, or in senior, complementary or special primary schools, require supplementary or specialist qualification or training, it appears justifiable that such teachers should receive higher remuneration than other primary teachers;

36) In view of their special responsibilities, head-teachers are entitled to higher salaries graded, where necessary, according to the size of their school;

37) Probationary, replacement, supply, and uncertified primary teachers are entitled to salaries which, although they may be lower than those of permanently appointed teachers, enable them to live in reasonable comfort;

38) In countries where it is not already the case, steps should be taken to ensure that primary teachers' holidays and authorized leave are fully paid.

Allowances and privileges

39) In countries where salary scales have not been adjusted to meet the higher cost of living, primary teachers should receive cost-of-living allowances, and such allowances should be periodically revised;

40) Special allowances should be paid to primary teachers working in localities less favoured by reason of their isolation, climate, unhealthy conditions, or other factors, or in large towns with a relatively high cost of living; determination of such factors should rest with the competent authorities;

41) In view of the housing shortage existing in most countries, it is becoming increasingly desirable that the authorities should provide primary teachers with living accommodation, either free or at a low rent, or with an allowance in lieu;

42) It is desirable that where family allowances exist for other public servants or employees, they should be granted to primary teachers on the same terms as for other public servants or employees of comparable status;

43) In cases where teachers are called upon to transfer to other localities in the interest of the service, removal allowances should be paid.

Social insurance

44) All primary teaching staffs should have a social insurance scheme covering the following contingencies: retirement, compensation for survivors, disability, illness and maternity;

45) Whatever organizations are responsible for administering the social insurance scheme (public bodies, associations of public servants, or private insurance companies), the public authorities should ensure that they are in a position to afford the necessary guarantees and to meet their liabilities towards the beneficiaries of the scheme;

46) Countries exist where primary teachers are not required to pay contributions to the social insurance scheme of which they are members, but wherever they are required to do so, such contributions should not be higher than those paid into the scheme by the public authorities;

47) On reaching a given age or completing a given number of years of service, primary teachers should be entitled to a retirement pension or lump sum, or both; they should be paid at a proportional level if they leave the service before the given limits after completing a stipulated minimum number of years of service, with the proviso that such arrangement does not encourage them to leave the service prematurely;

48) In the event of disability or incapacity leading to enforced retirement, primary teachers should be entitled to a pension or lump sum proportional in amount to years of service, with a minimum high enough to ensure that the teachers concerned are not in want;

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49) In the event of illness, primary teaching staffs should be entitled to sick leave with full pay for a given period, their replacement being supplied by the education authorities; it is desirable that they should receive an allowance for medical expenses and medicines, where provision is not otherwise made; in the event of the illness lasting beyond the given period, the pay should be only gradually reduced, until recovery or premature retirement on disability pension;

50) All women primary teachers should be entitled to maternity leave with full pay before and after the birth of the child lasting in all not less than three months, leave in excess of this minimum being reckoned as sick leave;

51) In the event of a primary teacher's death, compensation should be paid to his dependent survivors or at least to his widow, provided she does not remarry, and his children up to a certain maximum age which is not lower than that of the end of compulsory education, and beyond such age if they are pursuing their general or vocational education;

52) It is desirable that representatives of primary teaching staffs should assist in formulating the regulations of social insurance schemes, and should be associated with the administration of the funds and the settlement of disputed claims.

Teachers from other areas

53) Due account being taken of the various factors on which existing legal provisions concerning the employment of teachers from other countries are based, it is desirable, especially where there is a shortage of teachers, that the possibility be envisaged of admitting such teachers, under certain conditions;

54) To be eligible for appointment to public primary school posts, such teachers should possess the same diplomas as the teachers of the countries concerned, or the equivalent;

55) In countries with a federal system, it is desirable that members of a given constituent state, province or canton have every possible facility for appointment throughout the federation concerned.

RECOMMENDATION No. 38
TO THE MINISTRIES OF EDUCATION
concerning
SECONDARY TEACHER TRAINING
(1954)

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and having assembled on the fifth day of July, nineteen hundred and fifty-four for its seventeenth session, adopts on the tenth day of July, nineteen hundred and fifty-four, the following recommendation:

The Conference,

Considering the inalienable right of every person to the fullest education within the limits of his aptitudes, irrespective of his class, race, sex, language, or belief,

Considering the many changes now taking place in the conception and structure of secondary education,

Considering that secondary education now caters for an ever-increasing number of pupils, and that in one form or another it tends to include all adolescents,

Considering, in view of the important part played by secondary teachers in modern society, that the recruitment and training of these teachers are of first importance in raising the general level of culture,

Considering that the aim of secondary education is the balanced education of man on the spiritual, mental, physical, and practical planes, and that secondary teachers must therefore themselves enjoy training which meets the demands of such an education,

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Considering the secondary teacher's delicate task of guiding pupils and of helping each one of them to receive the kind of education best fitted to his aptitudes and to the needs of society,

Considering the secondary teacher's responsibility for the discovery and nurture of the various talents needed in the modern world,

Considering the necessity of adapting secondary education to the continuous developments and demands of the modern world,

Considering also that countries with different geographical, demographic, social, historical and cultural conditions, may well, although sharing similar aims develop varied solutions to the problems of secondary teacher training,

Submits to the Ministries of Education of the several countries the following recommendation:

Systems of training

1) It is desirable that the competent authorities should give the utmost consideration to the question of secondary teacher training, and ensure that secondary teachers receive the best possible general education and specialist professional and moral training, so as to enable them to fulfil their duties and tasks adequately;

2) Representatives of secondary teacher training establishments and of serving secondary teachers should be associated with the work of the bodies responsible for drawing up and revising secondary teacher training plans and curricula;

3) In choosing between the various systems of secondary teacher training (e. g., in a specialist type of establishment, or in a university with additional professional training, concurrently or subsequently), each country is well advised to select the one which best fits the structure of its higher education, its resources, its needs for teachers, etc.;

4) While the existence in a given country of a variety of secondary teacher training systems has undeniable advantages, the level of the training provided by the different systems should be as far as possible the same; when the general, specialist and professional training of secondary teachers is provided in one establishment, the length of the course and the extent of the training should not be less than when separate provision is made for professional training, concurrently or subsequently;

5) Secondary teachers of subjects which pupils can continue to study at university level, should receive training at university level;

6) Every system of secondary teacher training should make the greatest possible provision for the teachers of other subjects, for supernumerary teachers, and for all housemasters or teachers in charge of hostels for secondary pupils, where they exist;

7) Frequent contacts and exchanges of experience should be arranged between the authorities responsible for primary teacher training and those responsible for secondary teacher training, so as to ensure more adequately the continuity of education and facilitate the transfer from one educational level to the other.

Recruitment and admission to training

8) As at other levels of education, every endeavour should be made to achieve a good social and financial standing for secondary teachers, in order to attract persons who, while possessing the necessary aptitudes for secondary teaching, might otherwise be tempted to enter other professions;

9) Steps should be taken to provide facilities (scholarships, allowances, etc.) so that no suitable person is prevented by lack of means from securing secondary teacher training; the same purpose may be served by making boarding establishments for secondary teacher training, wherever they exist, free of charge;

10) Both sexes should have equal opportunities of access to secondary teaching, and of securing the necessary training;

11) Where the systems of training and the official qualifications for primary and secondary teachers are different, primary teachers should be enabled to secure appointment to secondary teaching posts, on their acquiring the appropriate qualifications;

12) In the recruitment and training of secondary teachers, account must be taken, not only of candidates' intellectual aptitudes and academic achievement, but also of their sense of vocation, their moral and educational worth, character, understanding of children devotion to work, emotional stability, and sense of social responsibility; where there are examinations or other forms of competition for the recruitment of candidates, personal interviews can serve to give a more complete picture of the personality of each candidate.

Curricula

13) While the training of secondary teachers should be sufficiently specialized to give them a thorough knowledge of their teaching subjects, a balance should nevertheless be maintained between their specialist training and general culture; the provision of optional courses can serve this purpose;

14) The professional training of secondary teachers should include, not only courses in psychology and education (including philosophy of education) and teaching practice, but also special courses involving, for example, a study of social background and relationships, professional ethics, international understanding, etc., so as to foster a spirit of democracy and freedom and of the brotherhood of man;

15) Secondary teacher training curricula should give emphasis to the problem of international cooperation, so as to foster understanding, tolerance, and respect for the freedom and independence of all nations;

16) The courses in psychology and education forming part of secondary teachers' professional training must give adequate emphasis to practical research in psychology and education, adolescent psychology, and the special methods of teaching the various subjects, to school organization, administration and legislation, and to the educational problems of the country concerned; such courses should also include experimental education (evaluation techniques) and sociology, and for junior secondary school teachers, special instruction in educational guidance (differential adolescent psychology covering aptitudes and sentiments) and functional methods of teaching and individual work;

17) Every secondary teacher training establishment, whether of the specialist or university type, should offer an adequate number of theoretical and practical courses in psychology and education and make ample provision of the necessary books and journals;

18) Great emphasis should be given to the practical side of secondary teachers' professional training; it is not sufficient for trainees to attend lessons given by other teachers or to give trial lessons; it is better to require them to undertake sufficiently long periods of practical work with various classes in various schools, and thus accustom themselves to being in charge of a class and to participating in all aspects of school life;

19) While the value of demonstration schools is recognized in the practical training of secondary teachers, it is desirable that the greater part of teaching practice should take place in ordinary secondary

schools, so that the trainees are brought into touch with the school conditions under which they will more commonly be working;

20) It is important to introduce future secondary school teachers not to one but to a variety of teaching methods appropriate to the secondary level, so that they may themselves choose the method best suited to their teaching situation; in this connection participation in educational research and experimentation can be of great value;

21) The practical side of secondary teachers' professional training should include an introduction to social activities, such as the organization of leisure-time pursuits, cultural activities and youth movements, and participation in parent-teacher associations;

22) The staff of secondary teacher training establishments should be selected not only for their academic qualifications, but also in the light of their personal worth and teaching experience.

Further training

23) It is desirable that secondary teachers should have opportunities for further training throughout their career both in their teaching subjects and in the principles and methods of teaching;

24) Whatever form such opportunities for further training may take (conferences, seminars, discussion groups, study weeks, vacation courses, etc.), an important share in their organization should be taken by inspectors, principals and teachers of teacher training establishments, and by secondary teachers' associations;

25) Where the education authorities do not themselves assume responsibility for organizing further training for secondary teachers, funds should be made available for the purpose to teachers' associations and other appropriate bodies and groups;

26) Secondary teachers should be given every facility (scholarships, allowances, leave) to enable them to take advantage of the opportunities for further training offered them; for this purpose it is desirable in principle and where compatible with service needs to grant several months of paid leave on completion of a certain length of service;

27) In addition to individual and group travel at home and abroad for study purposes, valuable means of further training for secondary teachers include teacher exchanges with countries abroad, on the lines suggested in Recommendation No. 29 concerning the International Interchange of Teachers, adopted by the XIIIth International Conference on Public Education in 1950;

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28) Every endeavour should be made to promote the publication of the books and journals that secondary teachers require, and to facilitate their reading and discussion of them; this is a field in which teacher training establishments, information centres, and psychological and educational research institutes are particularly well qualified to take increasingly effective action.

Emergency training

29) Wherever the introduction of emergency training appears justifiable on the grounds of a rapid increase of school enrolments, persons undergoing such training should be required to reach a certain academic and professional level before being appointed to a post;

30) Persons trained through emergency courses, who give evidence of possessing the required aptitudes, should be given opportunities of completing their professional training and thus of qualifying for admission to the regular secondary teaching grades.

Assistance from international organizations

31) It is highly desirable that Unesco, the International Bureau of Education, and regional organizations should assist in promoting secondary teacher training and further training.

RECOMMENDATION No. 39
TO THE MINISTRIES OF EDUCATION
concerning
THE STATUS OF SECONDARY TEACHERS
(1954)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and having assembled on the fifth day of July, nineteen hundred and fifty-four in its seventeenth session, adopts on the thirteenth day of July, nineteen hundred and fifty-four, the following recommendation:

The Conference,

Considering on the one hand that outside the classroom, and without distinction of sex, race, colour religion, opinion, or personal beliefs, secondary teachers like all educationists, should be free to exercise their civic rights, in accordance with the Universal Declaration of Human Rights; but, on the other hand, that their mission as educationists imposes on them duties towards the children, whose conscience and personality they should respect, towards the families who entrust their children to them, and towards the community in which they are called upon to serve.

Considering that the status of the teaching profession as a whole depends largely on its internal unity, its good relations with the education authorities, the extent to which teachers are consulted in matters affecting both their conditions of work and the standards and content of education, and on the freedom of teachers from direction in matters of personal convictions, it being understood that this freedom does not

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entitle teachers to impart such convictions to their pupils in spite of the rights of the children and parents,

Considering that secondary teachers, in common with others, contribute to their prestige by the quality of their spiritual and intellectual contribution to the nation's life, by bearing their share, individually, in the social demands of their local communities, and by displaying a spirit of service in the interests of their pupils which is evidenced outside as well as inside the hours of paid employment,

Considering that good conditions of service are necessary to attract to the teaching profession suitably gifted young men and women, in sufficient numbers to satisfy the increasing need and demand for secondary education,

Considering that the future general level of thought and culture is largely dependent upon the quality of secondary school teachers and that everything possible should be done to ensure the high standard of the quality of these teachers, both at the beginning of and throughout their careers,

Considering that the status of secondary teachers is closely linked with their professional training, which is the subject of Recommendation No. 38 concerning Secondary Teacher Training, adopted by the Conference in its present session,

Considering that important developments are constantly occurring in the content and methods of education, and that secondary teachers should be afforded every opportunity by employing authorities to keep abreast of such developments,

Submits to the Ministries of Education of the several countries the following recommendation:

Administrative and professional status

1) There should be statutes or regulations governing the administrative status of secondary teachers in publicly maintained schools,

2) Authorized representatives of secondary teachers should have the opportunity and the responsibility of sharing in the shaping of policies which affect their conditions of service;

3) The administrative and professional status of secondary teachers, whether public servants or not, should in no case be inferior to that of other public servants or of members of other professions and occupations with equivalent qualifications, training and responsibilities;

4) Secondary teachers should enjoy the maximum security of tenure; where it does not prove possible to make their appointment permanent, they should be given long-term appointment with the possibility of renewal;

5) Secondary teachers should freely enjoy all civic rights, including a recognized right of joining whichever professional associations they prefer, these associations being qualified to represent them;

6) The application of the regulations concerning the rights and the duties of secondary teachers should be the responsibility of suitably constituted bodies which should not be subject to extraneous pressure of any kind;

7) Each secondary teacher should be kept informed of such official evaluations as are made concerning him; these should be known only to the teacher and his appropriate superiors, and the teacher should have the right, should an evaluation be unfavourable, to an independent evaluation;

8) In the event of unsatisfactory work or conduct on the part of a secondary teacher, the penalties as defined in the relevant regulations should be applied objectively, and the teacher should have the right of appeal to the appropriate authorities if he feels that he has been treated unjustly;

9) Secondary teachers should also have the right of appeal if they feel that the administrative provisions as specified in the statutes or regulations have been unjustly applied to them;

10) As a general rule authorized representatives of secondary teachers should form part of the bodies responsible for examining appeals lodged by such teachers against decisions concerning them made by the education authorities.

Appointment and promotion

11) The procedure for the appointment of secondary teachers should be as simple as possible and should be carried out with complete objectivity; it should take account, among other things, of candidates' qualifications and ability, and the required minimum qualifications should be fixed by law;

12) In making appointments for which both men and women candidates are equally qualified and in circumstances where the appointment of either would be suitable, there should be no discrimination because of sex;

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13) In making appointments care should be taken to avoid unjustified distinction because of teachers' race, religion, colour or nationality;

14) Suitably qualified and experienced secondary teachers should be regarded as eligible for appointment to any teaching or administrative post throughout the range of the profession;

15) As regards promotion, steps should be taken to ensure that selection for appointment is made by the competent authorities in accordance with a clearly defined procedure which gives due consideration only to ability, qualifications, and seniority;

16) Periods of probation, where required, should not be unduly prolonged;

17) In those countries where there are unemployed teachers, measures should be taken to help them to obtain work corresponding to their qualifications.

Conditions of work

18) In fixing secondary teachers' hours of work, due account should be taken of the fact that they must prepare their lessons, correct the work of their pupils, maintain contact with parents, and continue their academic and professional training;

19) On completion of a certain length of service, twenty years, for example, secondary teachers should have their hours of work reduced, without prejudice to their salaries, and thus enabled to participate in the work of consultative and selection committees, examination boards, etc.;

20) The duration of holidays and their distribution over the year should take into account the need of both teachers and pupils for recreation and leisure;

21) Where compatible with the needs of the service, secondary teachers should be granted several months of paid leave on completion of a certain period of teaching;

22) Secondary teachers' salaries should be sufficient to permit them to devote all their energies to their school work; paid work additional to their ordinary duties should not be undertaken if it prejudices the fulfilment of those duties or undermines the respect for teachers of the public in general and of parents and pupils in particular;

23) Marriage should not be considered a bar to the appointment or to the continued employment of women secondary teachers.

Salaries

24) Secondary teachers' salaries should correspond to the importance of their task, and should be at least equal to those of the various categories of public servants or of members of other professions and occupations with equivalent qualifications, training and responsibilities;

25) In view of the moral value of family life, secondary teachers should enjoy salaries high enough for them to establish and support a home;

26) Salary scales should be drawn up on the simplest lines possible; they should provide a basic scale which affords the secondary teacher, both at the minimum and the maximum, a standard of living adequate to those two stages of his career; the rate of increment should enable the maximum to be reached reasonably early in his career;

27) There should as far as possible be additions to the basic salary for higher academic qualifications, further training and posts of special responsibility;

28) In view of their special responsibilities head teachers are entitled to higher grades of salaries;

29) Equally qualified men and women secondary teachers should be on the same salary scale; in countries where this principle is not yet applied, immediate steps should be taken to remove the existing differences;

30) Within any given country with a decentralized educational system, where secondary teachers have varying salary scales, appropriate means should be found to eliminate as far as possible any undue differences that may exist between rates of remuneration;

31) Wherever a secondary teacher engaged part-time is paid on an hourly basis, the rate should be proportional to the rate paid to a full-time teacher doing similar work;

32) Teachers outside the fixed establishment are entitled to salaries which, although they may be lower than those of permanently appointed teachers, ensure a reasonable standard of living;

33) In countries where it is not already the case, steps should be taken to ensure that secondary teachers' holidays and authorized leave are fully paid.

Special emoluments

34) In many countries secondary teachers receive allowance or special emoluments such as lodging facilities and total or partial exemption from tuition fees for their children; in countries where such allowance as cost-of-living, residential, transfer expenses, and family allowances are paid to teachers in common with other categories of public servants and of members of other comparable professions, they should be paid at the same rate and on the same terms.

Social insurance

35) All secondary teachers should have a social insurance scheme covering the following contingencies: retirement, compensation for survivors, disability, illness and maternity; wherever they are required to make contributions for such benefits, these contributions, other than in exceptional circumstances, should not be higher than those paid into the scheme by the public authorities;

36) On reaching a given age, or completing a given number of years of service, secondary teachers should be entitled to a retirement pension or lump sum, or both; they should be paid at a proportional level if they leave the service before the given limits, after completing a stipulated minimum length of service, with the proviso that such arrangement does not encourage them to leave the service prematurely;

37) In the event of disability or incapacity leading to enforced retirement, secondary teachers should be entitled to a pension or lump sum with a minimum high enough to ensure that the teachers concerned are not in want;

38) In the event of illness, secondary teachers should be entitled to sick leave with full pay for an adequate period, their replacement being supplied by the education authorities; it is desirable that they should receive an allowance for medical expenses and medicines, where provision is not otherwise made; in the event of illness lasting beyond the given period, the pay should be reduced only gradually, until recovery or premature retirement on disability pension;

39) Women secondary teachers should be entitled to maternity leave with full pay before and after the birth of the child, lasting in all not less than three months, leave in excess of the time granted being reckoned as sick leave;

40) In the event of a secondary teacher's death, compensation should be paid to his or her dependent survivors; in the case of a widow

such payment should continue as long as she remains a widow; in the case of dependent children such payment should continue up to a certain maximum age which is not lower than that of the end of compulsory education, and beyond such age if they are pursuing full-time education;

41) It is desirable that authorized representatives of secondary teachers should assist in formulating and applying the regulations of social insurance schemes.

Teachers from other countries and areas

42) Due account being taken of the various factors on which existing legal provisions concerning the employment of persons from other countries are based, it is desirable that such persons should be eligible, under certain conditions, for appointment to secondary teaching posts if they hold the qualifications required of teachers of the country in which they wish to teach, or the recognized equivalent;

43) In countries with a federal system, it is desirable that teachers from a given constituent state, province or canton should have every possible facility for appointment throughout the federation concerned, provided they have the required linguistic and professional competence.

RECOMMENDATION No. 40
TO THE MINISTRIES OF EDUCATION
concerning
THE FINANCING OF EDUCATION
(1955)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five for its eighteenth session, adopts, on the eleventh day of July, nineteen hundred and fifty-five, the following Recommendation:

The Conference,

Considering that education authorities must dispose of adequate funds to be able fully to implement Recommendations Nos. 32, 34, 36, 37, 38 and 39, on Compulsory Education and Its Prolongation, Access of Women to Education, Primary and Secondary Teacher Training, and the Status of Primary and Secondary Teachers, as formulated and adopted by the XIVth, XVth, XVIth and XVIIth Sessions of the International Conference on Public Education,

Considering that in the field of educational financing no discrimination should be made in regard to such matters as race, nationality, sex, religion or social position,

Considering that increases in the funds required for education are inevitable, in view of the development of education at all levels, due to an increased birth rate, to the introduction or extension of compulsory education, and to the extension of adult education, and in view of the rising costs of school equipment, staff and welfare activities,

Considering that increases in public education budgets have in many cases been largely offset by inflation,

Considering that without prejudice to contributions from both public and private bodies, the main source of financing public education should be the budgets of the public authorities at different levels, as these budgets are the most stable source of financing,

Considering that peace is the basic condition of the development of education, since it is a source of wealth whereas war is a source of destruction and non-productive expenditure, and that it is therefore desirable to devote to education a portion of the funds now devoted to armaments,

Considering that well-developed systems of education have promoted economic, social and human progress in countries where such systems exist, and that the progress in these countries offers a forceful argument for further increases in the funds for education in all countries,

Considering that the rapid development of national culture and education in dependent and under-developed countries is of great importance,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of financing education,

Submits to the Ministries of Education of the several countries the following Recommendation:

General

1) Without contesting the importance of other items, education should be given, at all times, a leading place among the financial responsibilities borne by the public authorities;

2) The steady expansion of education requires increase of the education budget as a whole; the creation of new services or the development of already existing services should not involve a reduction in other essential educational services;

3) The leading place in regard to financing to which education may justly lay claim, should go hand-in-hand with the utmost care by the education services to make the best use of the funds placed at their disposal through the sacrifices agreed upon by the community;

4) In view of the increasing importance of the financial factor in the expansion of education, it is desirable that legal provisions, whether

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constitutional or statutory, should make reference to the financial responsibilities for education of the public authorities at the various levels;

5) It would be desirable to collect and publish data which might be used to inform the public of the economic, and the resulting moral and cultural, benefits of expenditure on education.

Study of educational financing

6) In order to raise the efficiency of systems of financing education, it is desirable, where other suitable methods and procedures are not available, to set up a commission of inquiry in each country, composed of representatives of the competent educational and financial authorities, and of the persons benefiting from education;

7) The activities of commissions of inquiry on educational financing should cover not only current problems, but also estimates of future needs as seen in the light of present trends, quantitative and qualitative changes in education, and changes in national income and tax revenues;

8) The findings of commissions of inquiry on educational financing should be used in

a) the preparation of the annual education budgets at the various levels of responsibility,

b) the planning of specific educational programmes with a term exceeding that of the fiscal year,

c) the drafting of all new legislation of educational financing, and

d) the preparation of all education acts and decrees involving appropriations;

9) The work of commissions of inquiry on educational financing should give emphasis to statistical data and include consideration of the following factors:

a) economic factors, such as level of national income, natural resources, degree of industrialization, agricultural production, standard of living, and possibilities of economic development;

b) administrative factors, such as administrative structure at national, regional, and local levels, fiscal system, and systems of financing;

c) demographic factors, such as changes in population, changes in distribution of population as between urban and rural areas, and

increases in school enrolments, in particular at primary level in countries where compulsory education is not yet universal;

d) educational factors, such as the level of development of the educational system in regard to staffing, equipment, auxiliary and extra-scholastic services, etc.;

10) Among the matters calling for study by commissions of inquiry on educational financing, the following appear most urgent: coordination of financing effected by the public authorities concerned with education; simplification of the administration and control of financing; comparison of the national system of educational financing with that of other countries; study of those types of education urgently needing increased financial support; estimation of future educational needs in terms of predicted fiscal resources.

Financial responsibilities of public authorities at the various levels

11) Without evaluating the educational financing system of any given country, which derives from that country's administrative structure, which in turn derives from its geographical, historical, political, economic, social, and other conditions, endeavours should be made to eliminate all duplication of effort to simplify without prejudice to efficiency the distribution of financial responsibility among the central (federal) authorities, the regional authorities (states, provinces, cantons, etc., in federal countries, provinces, departments, etc., in non-federal countries), and the local authorities (municipalities or school district authorities combining a number of communes);

12) In countries of large area or with sharply differentiated racial and cultural groupings, a large measure of financial responsibility for education should be given to the public authorities of the states, provinces, cantons, etc., the function of these authorities then being comparable to that of the central authorities in other countries;

13) In deciding the part to be played by local authorities in educational financing, in relation to the central (federal) and regional authorities, due account should be taken of the degree of development and vigour of local activity, and of the resources available to local authorities for meeting the financial and other responsibilities envisaged for them; the central authority should concern itself with a just distribution of the funds available for education in each district, so as to ensure each citizen the full exercise of his right to education;

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14) In countries where financial responsibilities are distributed among the public authorities at the different levels, it is desirable that with a varying amount of support from the central (federal) and regional authorities, local authorities should mainly be made financially responsible for pre-primary and compulsory education, and auxiliary services, and (especially where the local authorities are of adequate size) for other kinds of educational expenditure;

15) Where financial assistance is provided by a higher authority to local authorities, such assistance should be based on the principle that assistance should be higher in the case of local or regional authorities whose economic or tax-paying ability is low, and vice versa;

16) The financial control exercised by the several public authorities over the various categories of schools and educational activities they finance, should be rationalized and simplified as fully as possible, and should never be allowed to impede the operation, efficiency, and development of educational work.

Financing the several levels of education

17) Although the public authorities generally attach less importance to pre-primary education, their attention should be drawn to the increasingly heavy responsibilities they will be called on to bear in this field, due account being taken of the rights and duties of the family;

18) In countries where compulsory primary education for both sexes is not yet effectively universal, priority should be given to the capital and operational expenditures involved, so as to make it universal as rapidly as possible;

19) The attention of the public authorities of all countries needs urgently to be drawn to the financial implications of the growing movement towards equality of access to secondary education without discrimination as to race, sex, social position, or religion; all the evidence seems to indicate that secondary enrolments will reach the level of primary enrolments, by a date varying from country to country;

20) In view of the quantitative and qualitative development of technical and vocational education (involving increasingly advanced specialization) and of the high cost of the equipment required, there is every reason to believe that expenditures on this type of education will increase; inasmuch as the structure of technical and vocational education is still fairly elastic in certain countries, it is now the time to envisage

a) coordination of that structure with that of primary, secondary, and higher education,

b) efficient planning of the financing of technical and vocational education by the central (federal), regional, and local authorities,

c) coordination of the financing effected by Ministries of Education on the one hand, and non-educational Ministries on the other, and

d) an increase of voluntary assistance from private quarters, which thanks to the development of technical and vocational education have now been largely relieved of responsibility for apprenticeship training;

21) Since universities in all countries are facing additional expenditures because of increased enrolments, additional specialized courses, the need for modern equipment in certain departments and faculties, the expansion of scientific research, and the introduction of new methods, such as seminars, which involve an increase in staff, additional funds should be supplied to the universities from public authorities, without prejudice to the increasing trend toward the autonomy of these institutions in certain countries;

22) All countries, in particular those in which compulsory education is not yet universal, are being called on to bear increased burdens in respect of teacher training, arising from the increase of primary enrolments and the resulting shortage of teachers, and the need for longer and more thorough programmes of teacher training; primary teacher training is most affected, but steps should nevertheless be taken at once to make plans for expanding the training of teachers for secondary and technical and vocational schools;

23) Public authorities should give financial support, both directly and through other organizations working in the field, to the establishment and development of adult education programmes, already being developed in some countries in the form of literacy and fundamental education campaigns linked up with the universalization of compulsory education, and in other countries as part of post-primary cultural education schemes which will gain in importance and be increasingly demanded as working hours diminish;

24) The education of handicapped children (mentally deficient, blind, deaf-and-dumb, backward, physically handicapped, socially maladjusted children, etc.), should receive adequate financial support from public authorities, and there should be close coordination between these authorities and the various public and private bodies engaged in this field in certain countries.

Financing specific categories of expenditures

25) The unavoidable necessity of ensuring teachers living conditions worthy of their mission, and the increased need for teachers at all levels of education, will necessarily accentuate the increase of operational costs; while a better organization (of secondary, and technical and vocational education, for example) may effect some economies, it is nevertheless evident that delay in considering the whole problem of increasing expenditures on the recruitment and salaries of teachers will merely retard and impede the solution of that problem;

26) The increase of enrolments at all levels, new educational, hygienic, and technical demands in respect of buildings and equipment, and the steadily rising cost of materials and labour, will call for a series of emergency measures based on sound statistical data and embracing among others:

a) simplification and standardization of plans for school buildings and equipment,

b) the drawing up of school building programmes where need be in the framework of long-term economic and social development plans;

c) appeals and loans to implement these programmes, and

d) assistance in money or kind from private sources;

27) The public authorities should set up and develop such services as school meals and clothing services, scholarship schemes, excursions and holiday camps; they and the private bodies concerned should coordinate their work in these fields, in order to secure satisfactory distribution of the available resources.

Special means of financing education

28) The execution of large-scale programmes of school construction, and of plans involving, for example, literacy and fundamental education campaigns, can be accelerated if, in addition to the ordinary budgets, the responsible public authorities provide special funds or extraordinary budgets for financing such programmes or plans;

29) The drawing up of plans for financing education, the term of which exceeds that of the financial year (five-year plans, for example), seems to be necessary in connection with the planning of programmes; gradual realization over a number of years makes a rationalization and coordination of efforts possible such as could not be hoped for with programmes which have to be completed within twelve months;

30) It is desirable to resort, where appropriate, to loans for financing capital expenditures (school building, repair, equipment, etc.); this system permits the financial charges to be spread over a number of years and enables the coming generations to share in paying for improvements in which they will benefit; while the higher authorities should authorize and control the use of loans, they should also facilitate the negotiation of such loans on advantageous terms;

31) From the financial point of view, in those countries where some educational establishments are under non-educational Ministries or Departments (of Labour Public Works, the Interior, Justice, Public Health, etc.), it is desirable that close coordination should be instituted among all the authorities responsible for financing;

32) In those countries where some specific categories of educational expenditures (school building, for example or school meals or medical services) are under non-educational Ministries or Departments, the same close coordination should be set up among all the authorities involved.

Sources of educational appropriations

33) In most countries funds for financing education derive from general receipts, especially in the case of central authorities, and regional authorities in federal countries; it might nevertheless be useful to note that some countries have recourse to special taxes (on property, sales tobacco, liquors, etc.), particularly at local level;

34) As part of the movement to extend free education the abolition of enrolment, examination, and certification fees for all kinds of education may well be envisaged;

35) Collections, gifts of materials, festivals, sport events, school cooperatives, aid from parents' associations, etc., are all useful aids to financing certain educational expenditures, and are of special value at the local level.

Private initiative and educational financing

36) In certain countries where compulsory education has not yet been universalized, substantial commercial, industrial, mining, and agricultural undertakings are required to assist with the financing of compulsory education from their own resources; this requirement appears to find its main justification in isolated areas or places situated at great distances from centres operating public schools;

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37) The immediate beneficiaries of certain educational programmes should, whenever possible, actively assist in their implementation; the press and publishers, for example, might assist in literacy campaigns and industrial undertakings in the promotion of technical and vocational education;

38) Appropriate means should be found (publicity for donors, for example) to foster and encourage bequests and gifts from private sources, for such purposes as school building, sites, scholarships, and the establishment of endowments for research;

39) In countries where the public authorities deem it desirable to raise the standard of independent educational establishments through the grant of assistance in money or kind, the following considerations, due account being taken of the diversity of the problems involved, merit attention:

a) without prejudice to the rightful independence of a private service, independent educational establishments receiving public aid may reasonably be asked to give certain minimum guarantees in respect of the standard of their buildings, equipment, materials, and teachers' qualifications and salaries;

b) the various steps taken to assist independent educational establishments should be coordinated, whether such steps take the form of grants and subsidies, free equipment and materials, teachers seconded from the public service, free provision of school materials, medical attention, transport of pupils or public provision of welfare services, etc.

Aid from international sources

40) While all thanks are due to the international, regional, and national bodies responsible for the increased aid given to educational activities in certain countries, it is nevertheless desirable to remind all such bodies that even more aid is urgently required, either by increasing the proportion which is to be given to education in the United Nations Technical Assistance Programme, or possibly by the creation of an international fund for education;

41) For financing projects such as school building, literacy and fundamental education campaigns, aid from foreign international or national sources can perhaps most usefully be offered in the form of loans or subsidies; other forms of aid, however, are also of very great

value, whether technical (the dispatch of experts on missions, seconding of teachers, organizing of conferences and seminars, grant of scholarships and fellowships, etc.) or made in kind (school equipment and materials, scientific and other books, food for school meals services, etc.);

42) National isolation in regard to educational matters is now almost a thing of the past, thanks to the scholarships offered by international and national bodies to the citizens of all nations, and the aid given from external sources to educational establishments in certain countries; the coming of the spirit of worldwide cooperation to which this fact witnesses has an important bearing on the financing of education, and will strengthen the cultural linking-up of different nations and civilizations.

RECOMMENDATION No. 41
TO THE MINISTRIES OF EDUCATION
concerning
THE TEACHING OF ART
IN PRIMARY AND SECONDARY SCHOOLS
(1955)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five, for its eighteenth session, adopts on the twelfth day of July, nineteen hundred and fifty-five, the following Recommendation:

The Conference,

Considering that art education, which makes an appeal to so many of the child's activities, provides an important means of aesthetic, intellectual and moral education, and enables the teacher to find out what the child is thinking and feeling and to discover his artistic aptitude,

Considering that, in the pursuit of learning, the pursuit of a profession, and the enlightened use of leisure, the skill and understanding acquired by studying art encourage the appreciation of beauty in nature, life, production and art,

Considering that art is an educational factor necessary to the all-round development of personality, and an important means to a deeper understanding of reality,

Considering that the multiplication of images, through photography, books, advertisements, films and television, to-day represents an advance as important as was the invention of printing, and that the visual education of children should therefore be more widely developed so as to guide

their thinking, cultivate their taste, and prevent their awareness from being blunted by vulgarity and ugliness,

Considering that the visual arts, as well as the other arts, can make a contribution to confidence and understanding among mankind,

Submits to the Ministries of Education of the several countries the following Recommendation:

1) Art, that is to say, drawing, painting, modelling and other similar activities, should be taught in all primary schools; it should have its place as a subject in its own right and as a means of expression, and should contribute to the teaching of other subjects.

2) Art, as a subject in its own right, should be compulsory in most classes in secondary schools, and optional for the rest.

3) Whether compulsory or optional, art should be coordinated with other subjects in the curriculum and with other school activities; this should be done whether or not the various subjects are taught by the same teacher.

4) So as to give the most gifted pupils opportunities of developing their aptitudes, and to make the study of art more attractive, it is desirable that a supplementary course with a flexible programme be provided for such pupils from different classes.

5) Because it is a valuable means of education in itself and because of its importance as a means of teaching skills, art should be regarded as of equal importance with other subjects.

6) When drawing up time-tables, adequate time should be given for art as a subject in its own right.

7) Since arts demands individual rather than group teaching, art classes should be small enough to enable a teacher to give attention to individual pupils.

8) In drawing up the syllabus for art and in deciding on the choice of methods, the aims of teaching the subject should constantly be borne in mind; the following aims should especially be taken into account:

a) educational aims: the cultivation, for example, of observation, imagination, expression, self-control, the capacity for sustained work and the ability to cooperate with others in group undertakings;

b) cultural aims: for example, the formation of taste, and the encouragement of an understanding of works of art and of a respect for them;

c) practical aims: the acquisition of skills useful in school, in everyday life, and for professional purposes;

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d) aims relating to the study of children: to find out what children are thinking and feeling from a study of their work;

e) social aims: to foster an understanding of the worldwide significance of art through an interest in and respect for the art of other countries, big or small, and to contribute to bringing up the rising generation in the spirit of peace and of humanity and friendship among the nations.

9) An important place should be given to the systematic teaching of the theory and practice of techniques, but the subject should be dealt with in such a way that the pupils' activities are related to the needs of everyday life.

10) The various stages of the mental growth of the young child and of the adolescent, as well as their interests, should be taken into account in elaborating the art syllabus and teaching methods.

11) In the use of methods and the choice of subjects to be set exercises to be carried out, and materials to be used, the teacher should be free to relate the work to local conditions and to the aptitudes and requirements of each pupil.

12) Encouraging children to find their own form of expression by means of free drawing, painting, modelling, and other similar activities is a valuable method of teaching.

13) The teaching of art should derive inspiration from artistic traditions both in the country as a whole and in the locality concerned.

14) In the secondary school, the appreciation of works of art and the history of art should be included in the curriculum; the teaching of the history of art should pave the way to an understanding of the evolution of art as being part of the development of civilization in each age.

15) It is recommended that all post-primary schools should have specialist studio-workshops for art and crafts.

16) It is much to be desired that, especially in primary schools, the equipment and materials required for art should be supplied free of charge by the school authorities or other bodies; materials obtainable locally should be used as far as possible.

17) Textbooks and all literature for boys and girls should be regarded as potent influences in the teaching of art; binding, paper typography and illustrations should combine both to cultivate and to satisfy the pupil's taste and sense for design.

18) It is recommended that the responsible authorities should supply such reproductions, casts, slides and films as may be required for the teaching of art; school libraries should contain a useful collection of books on art, both on history and appreciation and on techniques which the pupils can themselves put into practice.

19) The school should in itself provide an environment characterized by good taste and artistic understanding; this especially applies to the school building, the playgrounds and gardens, the internal planning of the school, its furniture, and the attention given to maintenance.

20) So far as possible, the pupils themselves should play a part either individually or in teams, in the maintenance and decoration of the school, and in creating the setting for school festivities.

21) The growth of artistic appreciation on the part of boys and girls will be greatly facilitated by their familiarity with local resources, such as art galleries and museums, buildings of artistic and architectural interest, private collections, local crafts and industries, and popular and folk art, and with the beauties of nature, as well as by occasional visits to special exhibitions, films and other such events.

22) The formation of circulating collections of reproductions and of original works of art for schools of various kinds should be encouraged.

23) It is desirable to request the education authorities to examine ways of providing schools with television sets, and thus of giving art teachers even in the least favoured areas an excellent teaching aid; such provision would also facilitate the organization of correspondence courses for children and adults living at a distance from the centres of artistic culture.

24) Like other mass media, the universal use of the cinema, which is undeniably a means of artistic expression, imparting news, and impressing ideas, sets teachers a problem to which great attention must be given; it is desirable to use the appeal of the cinema to children for good ends, and it will in fact be so used if care is taken during and after schooling to train their judgement and taste in respect of films.

25) Not only should exhibitions of children's work be held in their own locality or country, but such exhibitions should be exchanged between one nation and another.

26) The responsible authorities should pay special attention to the pupil who is artistically gifted and ensure that he receives the best advice and takes the most suitable course of study.

27) In view of the general character of primary education and the

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close links between the various subjects, it is desirable that art should be taken by the class teacher.

28) Secondary school art teachers should be selected not only for their artistic and technical capacity, but also because of their teaching ability and experience.

29) The artistic outlook of the future primary school teacher should be a matter of real importance; practical instruction in art and the teaching of the history and appreciation of art, and penmanship, should be included in the curriculum of the training college.

30) Secondary teachers of art should have training equivalent to that of their colleagues teaching other subjects, and the same status, standing and privileges.

31) In both primary and secondary teacher training great importance should be attached to psychology, particularly the psychology of spontaneous expression in children.

32) The buildings, interior planning and furnishing of training colleges should be such as to create an artistic environment for the future teacher; visits to buildings of architectural and artistic interest and to exhibitions, including those of childrens' work, will serve to enhance the student's usefulness as a teacher.

33) Collections of children's work from the infant school to the latest stages should be formed for exhibition in training colleges in order to illustrate methods of teaching art, both old and new; children's work from other countries should be included; there is also the fact that these collections would provide a source for the circulating schemes described above in clause 22.

34) It is desirable that the teaching of art should be subject to the advice of artistically qualified organizers or specialist inspectors; if this is not possible, the inspectors or advisers concerned should do their best to appreciate the requirements of art teaching and to encourage its development as far as possible.

35) Conferences and refresher courses, both at home and abroad should be encouraged in order to help teachers of art to perfect their knowledge of their subject, to keep up-to-date with the various outlooks which are encountered in the teaching of art, and to exchange views on all matters of common interest.

36) It is very desirable to grant in-service teachers travelling and practical training scholarships, so as to give them opportunities of making a first-hand study of historical monuments, contemporary works of art, and teaching methods abroad.

RECOMMENDATION No. 42
TO THE MINISTRIES OF EDUCATION
concerning
SCHOOL INSPECTION
(1956)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the ninth of July, nineteen hundred and fifty-six for its nineteenth session, adopts on the sixteenth of July, nineteen hundred and fifty-six the following Recommendation:

The Conference,

Considering that the principles set forth in Recommendation No. 10 on School Inspection, adopted on the twentieth of July, nineteen hundred and thirty-seven by the VIth International Conference on Public Education, need to be reinforced, re-defined, and adapted to new situations,

Considering the success recently obtained through common endeavour to consolidate peace and to develop economic and cultural contacts among the different countries of the world,

Considering that inspection should contribute to the expansion of education designed to bring about the all-round education of children and youth, through their moral, intellectual and physical development in the service of their mother country, and to further democracy, peace and friendship among nations,

Considering that the increasing importance of education in national life requires education authorities and educationalists generally to do all

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in their power to improve the professional and administrative structure of education, so as to ensure the progress of the educational services and to increase their efficiency,

Considering that the complex, difficult and ever-changing role of the teacher requires inspectors to possess special knowledge and skill,

Considering that the constant improvement and change in curricula teaching materials and methods, and evaluation techniques, call for the unceasing professional growth of teachers — to which inspectors can greatly contribute,

Considering that the inspector, whatever designation he may bear, and whatever conception is entertained of the range and nature of his functions, is an important factor in the smooth and effective working of schools, and in the coordination of school work with the educational and other activities of the local community,

Considering that in almost all countries the inspector is regarded as teacher counsellor, that in the majority of those countries he is entitled to control both teachers' work and school administration, and that he is required to contribute towards improving teaching and education in the schools through appropriate intervention with teachers and with the higher educational authorities,

Considering that views about the inspection of higher education are far from unanimous, and that it is mainly the inspection of primary education and of general and vocational secondary education which appears to be generally thought necessary,

Considering that it is important to organize inspection at each level — central or federal, regional, local — but that it is above all the category of inspector in direct contact with teachers, who can best be made the object of a recommendation of more or less general applicability,

considering that countries sharing similar aims but with very different conditions, need to find varied solutions to the problem of school inspection,

Submits to the Ministries of Education of the several countries the following recommendation:

Objectives of inspection

1) The fundamental aim of inspection should be to promote by every possible means the development and efficiency of educational establishments, and to ensure a two-way liaison between education authorities, and the school and local communities.

2) Inspection should be considered as a service to interpret to teachers and the public the educational policies of the authorities and modern educational ideas and methods, and also to interpret to the competent authorities the experiences, needs, and aspirations of teachers and local communities.

3) The inspector should contribute to ensuring for teachers the necessary means for executing their mission effectively and with dignity, through facilitating further training, precluding their intellectual isolation, and guaranteeing respect of their personalities and ideas, so as to encourage them to take the initiative as often as possible.

4) The inspector should make every endeavour to create among teachers, parents and in the community at large, an atmosphere of understanding, sympathy and esteem, such as is essential for the effective accomplishment of any kind of educational work and for the community's moral and material support of teachers' work.

Structure and organization of inspection

5) Whatever system of school inspection and teacher counselling a country may have, that system should be in harmony with the country's administrative and educational structure,.

6) When, as in certain countries, school inspection and teacher counselling are shared by bodies situated at different levels of school administration, it is desirable that flexible coordination be established amongst the various categories of inspectors and among the various bodies.

7) In countries where the inspector is responsible both to his superiors and to local or regional public or education authorities, it is necessary to avoid any interference liable to make his work more difficult.

8) The control of the inspector's work by the bodies to whom he is responsible — his superiors or the education authorities at the various levels — should be informed by the same principles of understanding and cooperation as the inspector is himself expected to honour in his relations with teachers.

9) It is of advantage for the inspector to have his headquarters as near as possible to the educational establishments and communities he has to serve.

10) Whether inspectors have their headquarters in their own district or are grouped in a single centre, it is essential that mutual contact should enable them to harmonise their points of view, exchange ideas, and consider problems of common interest.

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11) Given the importance of the relationship between primary, secondary and vocational education, it is desirable for the inspectors of these three categories of education to meet together from time to time to discuss common problems.

12) The organization of inspection by subjects or groups of subjects fits naturally into general and vocational secondary education, provided the pupil's all-round development is safeguarded.

13) It is the general practice for inspectors of primary education not to be subject specialists; nevertheless, with subjects such as physical education, art, handicrafts and homecrafts, it may be of advantage to employ specialist inspectors, or ordinary inspectors accompanied by experts in the teaching of those subjects.

14) The increasingly specialised character of certain types of school, such as nursery-infant schools, schools for backward and handicapped children, and schools for adults, justifies the use of specialist inspectors and women inspectors for the inspection of such schools.

15) With a view to ensuring the coordination of education, independent and public schools should be inspected by one and the same body of official inspectors.

16) Although it is not possible to fix rules applying to all situations, it should be recognised that the number of schools and teachers under a single inspector must be made to depend on, among other things, the dispersion of the schools and on the available means of communication, and thus to permit as effective contacts with rural schools as with urban schools.

17) It is, moreover, impossible to fix the minimum number of visits the inspector should make during a given period, depending as this does on factors such as the needs of the schools, the experience of the teachers, and the various problems under consideration; nevertheless, excluding incidental visits, the inspector should be able to visit all the various educational establishments in his district, especially the one-teacher schools within the course of not more than a year; it is fully recognized that, in less well-developed systems, more frequent visits will be essential.

18) Without establishing strict norms for the duration of inspection visits, due note should be taken of the dangers of too hasty visits; it is through calm and human contacts that the inspector will best succeed in winning teachers' confidence and in giving them the help and advice they need.

19) Although the inspector is responsible for advising the schools his advice should be given only in close consultation with the headmaster;

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in certain cases it might be advisable to convene a conference of the whole staff or of groups within it.

Inspectors' duties and methods

20) While the advantage of limiting the inspector's role to counselling and guidance cannot be denied, it should be noted that the majority of countries nevertheless continue to insist that he should retain other functions including those connected with administration and supply.

21) Wherever the inspector is considered as being both counsellor and administrator responsible for ensuring educational advance in his district — two duties difficult to separate — it is desirable that he should be relieved of the more routine official tasks that so often absorb a large part of his time.

22) The assistance which the inspector should have with secretarial work, is even more necessary wherever his duties extend to such matters as compulsory education, school building and equipment, appointments, transfers, promotions, and disciplinary measures in regard to teachers.

23) It is mainly in administrative tasks that the inspector incurs the risk of duplication of effort and even of conflict with other agents of school administration; every possible simplification and coordination of administrative procedure is therefore of advantage.

24) It should be remembered that, even in countries where the inspector has no administrative duties, he is expected to act, at regional and local level in particular, as the agent of the educational authorities, by proposing measures for the quantitative or qualitative development of education, by undertaking statistical and other studies of the various aspects of school life, and by taking an active part in committee work, etc.

25) As counsellor and leader the inspector can do a great deal for the pre-service and further training of teachers, through the organization of meetings both national and international, conferences, seminars, and vacation courses; when he participates in such services, effective liaison must be ensured between the inspector, the teacher training centres, and all the administrative bodies involved.

26) The inspector should supervise the application of official instructions, and when necessary explain to teachers how to apply them; the inspector should also transmit the desires, wishes and hopes of the teachers in his charge, to the higher authorities.

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27) Without his necessarily assuming direct responsibility, and provided a rationally arranged schedule gives him the necessary time, the inspector should encourage extra-scholastic activities, of both a social and an educational kind, such as school meals services, holiday camps, and parent-teacher meetings; he should assist the schools to enter into appropriate international contacts.

28) When during his visits, an inspector is led to make suggestions of an educational character, and perhaps to follow them up with a practical demonstration, he should take every care to respect the teacher's intellectual freedom and initiative.

29) It is desirable that the inspector should take account of educational suggestions made to him by teachers and teachers' associations.

30) Wherever the inspector is required to make any kind of direct assessment of the teacher's work, such assessment should be objective, and designed to guide and encourage the teacher, and should be made known to the teacher.

31) The right should be guaranteed to teachers to make appeal against inspectors' judgments which they deem to be unjustified.

Inspectors' appointment and status

32) Whatever body may be responsible for appointing inspectors, and whatever system of selection may be adopted, every guarantee should be given to candidates and teachers to ensure that such appointment is objective and based only on personal worth, professional capacity, and merit.

33) Since the appointment of inspectors depends essentially on their professional qualities, care must be taken to avoid all discrimination based on race, sex, beliefs, philosophical or political opinions or the social origin of candidates.

34) In the appointment of inspectors, special consideration should be given to scholastic attainments and diplomas, knowledge of psychology and pedagogy, and educational experience, a certain minimum number of years of teaching service being deemed essential.

35) In addition to the academic and educational knowledge the prospective inspector may reasonably be required to possess, he should have certain specific qualifications: health, integrity, impartiality, an independent character, goodwill and kindness, initiative, and enthusiasm.

36) The professional training of inspectors has certain advantages; in addition to advanced pedagogical and psychological courses, such training should comprise a study of comparative education which familiarises inspectors with the educational problems of other countries, and their solutions.

37) Serving inspectors should be given every possible facility for further training (conferences and vacation courses, seminars, and, above all, scholarships for study and travel abroad), and should also enjoy courses in audio-visual aids, a special library covering literature on new educational experiments, ideas and viewpoints, and lectures by eminent educationalists on school supervision and inspection, new trends in educational theory, child psychology, etc.

38) Inspectors' salaries should correspond to the importance of the duties assigned to them, and should be equal to those of other officials doing administrative or social work of comparable importance; inspectors should enjoy the material and social advantages which are accorded to officials of the same grade.

39) It is important to ease as far as possible the travelling involved in inspectors' work; inspectors' travelling and subsistence allowances should be commensurate with the dignity and needs of the inspector's function.

40) With a view to encouraging inspectors in the performance of their duties, and enabling technical and administrative services to benefit from their experience, it is desirable wherever possible that inspectors should be eligible for promotion to higher posts both in their own hierarchy and in school administration.

RECOMMENDATION No. 43
TO THE MINISTRIES OF EDUCATION
concerning
THE TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS
(1956)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the ninth of July, nineteen hundred and fifty-six for its nineteenth session, adopts on the seventeenth of July, nineteen hundred and fifty-six the following Recommendation:

The Conference,

Considering that mathematics has always had undisputed cultural and practical value and an important role in scientific, technical and economic progress, and that the present situation in the mathematical field is without precedent,

Considering that mathematical training is a benefit and a privilege for every human being, whatever his race, sex, condition, and activities,

Considering that to ensure world progress and prosperity the general mathematical level must be raised in line with higher technical and scientific expansion,

Considering that the various civilizations have all played a part in the creation and development of mathematics,

Considering that psychology recognises that practically every human being is capable of a certain amount of mathematical activity, and that there is no reason to believe that girls are less able to study mathematics than boys,

Considering that the teaching of mathematics is becoming increasingly scientific and efficient,

Considering that Recommendation No. 31 concerning the Introduction to Mathematics in Primary Schools, adopted by the XIIIth International Conference on Public Education, needs to be extended,

Submits to the Ministries of Education of the several countries the following recommendation:

Aims of mathematics teaching

1) Throughout both general and vocational secondary education every possible endeavour should be made to achieve the aims of mathematics teaching bearing on intellectual capacity and the formation of character. These aims lead to the logical process in action (thinking, analysing, abstracting, schematizing, reasoning deductively, generalizing, specializing, applying, criticizing, etc.), to the qualities of rational thought and its expression (order, precision, clarity, concision, etc.), to observation, the concepts of space and number, intuition and imagination in the abstract field, attention and the power to concentrate, perseverance and the habit of ordered effort, and finally to the formation of the scientific outlook (objectivity, intellectual honesty, interest in research, etc.).

2) The operations of a practical order, the adaptation to the natural environment, and the need to understand the problems raised by technical, economic and social activities, make it more and more necessary to understand current mathematical processes (computation, fundamental geometry, geometrical representation, equations, formulas, functions, tables and graphs). These fundamental ideas and means also play a part in an increasing number of professions.

3) Mathematics and the appropriate process of thought should be regarded as an essential part of the education of a modern person, even if his work is not of a scientific or technical nature. The teaching of mathematics, closely coordinated with that of other subjects, should lead pupils to understand the part played by mathematics in the scientific and philosophical conceptions of the modern world.

4) One of the main aims of the advanced course of mathematics in upper secondary classes should be preparation for scientific or technical studies at higher level, whose mathematical basis is steadily increasing.

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Place given to mathematics

5) Mathematics, a required subject in the various classes of the lower stage of secondary education, should have an adequate number of hours allotted to it.

6) In the upper stage of the science sections, ample time should be allotted to the mathematics course.

7) It is desirable that pupils with special aptitudes for the study of science should have the opportunity of following a more advanced syllabus and of working by themselves.

8) Instruction in mathematics of a cultural rather than a purely technical kind should be offered, at least as an option, in countries where in certain sections (arts sections, for example) mathematics is not a required subject.

9) In any marking scheme the weight given to mathematics should be proportional to the importance of the subject. Where mathematics is a required subject, and particularly in science sections, it should be considered as one of the main branches, especially for class promotion and the award of leaving certificates.

Syllabuses

10) The mathematics syllabus of any particular section of a secondary school conform to the general aims of mathematics teaching and the particular needs of the section.

11) Mathematics syllabuses should be kept up-to-date and adapted to the progress of science and the needs of technical activities and modern life, by discarding outdated questions. Special consideration should be given to the fact that some countries, in order to raise the level of upper secondary syllabuses, have introduced analytical geometry, infinitesimal calculus, statistics and probability, and attach increasing importance to the study of functions and vectors as well as to the applications of mathematics.

12) The difficulty and the extent of the subject matter to be taught should be related to the mental age corresponding to each class, and to the pupils' interests and needs. If it is desirable to teach more advanced work to gifted pupils, care should be taken not to discourage the less gifted pupils by imposing on them subject matter too complex for their intellectual ability.

13) It is desirable to draw up curricula so as to base the teaching of mathematics on functional topics which bring out the general notions while coordinating the separate branches.

14) In this connection, it is also desirable to determine, by careful experiment, to what extent the multiform structure of modern mathematics can be made to enrich secondary education.

15) It is desirable that teachers should be given freedom to extend the scope of basic syllabuses by optional additions.

Methods

16) Where instructions on methods are given, they should take the form of advice and suggestions to bring teaching into line with advances in the psychology of intelligence and the teaching of mathematics, and with the nature and use of mathematics, a theoretical science with origins in the real world and effective power for action upon it.

17) Every effort should be made to stimulate and encourage pupils to learn mathematics by active participation in the development of the subject.

18) It is essential:

a) to awaken and maintain the pupils' interest in both mathematics and its applications;

b) to pay attention to the pupils' own way of thinking in mathematics;

c) to adapt teaching to the pupils' individual capacities and intellectual growth, and gradually to adapt it to the needs of their future activities.

19) It is essential:

a) to proceed as often as possible from the concrete to the abstract, especially in the lower classes, and whenever possible to make use of actual, figurative or imagined experimentation, in order to suggest definition or demonstration;

b) to take into account that mathematical knowledge arises through the interiorisation of concrete activity and the development of operations;

c) to make use of questions which have a practical origin, not only in order to emphasise the utility of mathematics, but also to motivate theoretical developments.

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20) It is important:

a) to lead the pupils to formulate ideas and discover mathematical relations and properties for themselves, rather than impose on them ready-made adult thinking;

b) to ensure the assimilation of ideas and operational processes before introducing formal generalisation;

c) to convert into skills only those processes which have been fully assimilated.

21) It is essential:

a) to give pupils experience of mathematical entities and relations first, and only then to introduce them to deductive reasoning;

b) to extend deductive processes in mathematics gradually;

c) to train pupils to make up problems, to search for and utilize data, and to evaluate results;

d) to develop the subject heuristically rather than to teach it dogmatically;

e) to make pupils conscious of the structure of a hypothetical deductive theory in which, on the basis of postulates, the theorems are built up by demonstrations and new terms are introduced by definitions, so as to lead up to deductive logical treatment.

22) It is necessary:

a) to study the mistakes pupils make, and to see in them a means of understanding their thought processes in mathematics;

b) to lead pupils to control and to correct their work themselves;

c) to give pupils a sense of approximation, order of magnitude, and the reasonableness of results;

d) to give preference to thought and reasoning rather than to mechanical drill and learning by heart, and to limit the use of memory to fixing fundamental results; *e)* to set examination papers which will call for mathematical skill rather than mere cramming.

23) It is important:

a) to encourage individual modes of expression, even if only approximate, and to improve them gradually;

b) to lead pupils towards precision and exactitude through their need to communicate effectively with other persons and to clarify their thoughts;

c) to foster individual research and initiative as much as team work;

d) to increase the number of pupils interested in mathematics and to assist in developing their formation and knowledge, by organizing clubs, lectures, competitions and other activities of an optional nature, and by providing them with the necessary books and periodicals.

24) It is essential:

a) to emphasise the intrinsic unity of mathematics, to cease putting its various branches into watertight compartments, and to bring together the various ways of solving a problem;

b) to indicate the main stages in the historical growth of the mathematical ideas and theories being studied.

25) It is essential:

a) to maintain the coordination of mathematics with the sciences which make use of mathematics;

b) to utilize the requirements of mathematical thought in order to increase accuracy, clarity and concision of language;

c) to keep the link intact between mathematics, on the one hand, and life and reality, on the other.

Teaching materials

26) The evolution of the methodology of mathematics calls for the adaptation of textbooks. Besides textbooks giving a graded introduction to abstract ideas, the pupil should have access to books for revision where the subject matter is taken up again and organized on a higher level. Books of reference, supplementary material, popular handbooks, periodicals, etc., should be available in every class library. Such documentation should be adapted to the needs of the different sections and pay due heed to practical and technical needs, theoretical developments, and educational considerations.

27) Audio-visual aids, concrete mathematical models (from daily life, constructed by pupils or teachers, or manufactured by commercial firms), play an increasingly large part in teaching, and advantage should be taken of their use to enable pupils to acquire mathematical abstractions actively.

Teachers

28) In mathematics, perhaps even more than in other subjects, the role of the teacher is of prime importance. The recruitment, training and further training of mathematics teachers should be the object of special care on the part of the education authorities.

29) Teachers entrusted with the teaching of mathematics in secondary schools should have studied mathematics at a level considerably beyond that to which they will be required to teach. These studies should include not only theoretical mathematics but also some applied mathematics, an outline of the history of mathematical thought, the methodology of mathematical science itself, and the study of elementary mathematics considered from a higher point of view.

30) Care should be taken to ensure that all pupils in the earlier years and the less-able pupils in the later years are taught by the best possible teachers.

31) Adequate professional and psychological training should be regarded as a necessary complement of the teacher's mathematical studies, and should be based on clear and mature understanding of the principles and objectives of humanistic education. It should give emphasis to the structural evolution of intelligence in relation to the development of mathematical thought. It should include the relations of the concrete and the abstract and give proper place to the methodology of models in mathematics teaching. The prospective teacher should be trained to observe and experiment in the teaching of mathematics. Above all, he should be interested in adolescents and their aspirations and thus enabled to act as their leader and guide.

32) Serving mathematics teachers should be in a position to keep abreast of modern developments in the theoretical mathematical sciences important present-day applications of mathematics, and recent advances in the teaching of the subject. Steps should be taken to facilitate teachers' further training (lectures, vacation courses, seminars, workshops, practical courses, publications, etc.).

33) Suggestions from specialist inspectors and educational advisers and the example of the work of experienced teachers, are excellent ways of improving the teaching.

34) In modern society secondary mathematics teachers should enjoy the esteem and standing to which their scientific studies and their vocation entitle them.

35) The adequate teaching of mathematics being an essential part of education in all countries, the teaching profession must attract sufficient qualified teachers in this subject. This is of special importance since an adequate supply of mathematics teachers governs the scientific, technical, economic and social development of all nations.

International collaboration

36) Governments and international cultural and educational bodies such as Unesco, the International Bureau of Education, the International Commission on the Teaching of Mathematics, and the International Commission for the Study and Improvement of the Teaching of Mathematics, should promote by all means at their disposal (publications, lectures, meetings, exhibitions, travel and study abroad, etc.) the international exchange of ideas, work, research and results obtained in the teaching of mathematics, so that the youth of the whole world may benefit without delay from the experience and progress of teachers in all countries.

RECOMMENDATION No. 44
TO THE MINISTRIES OF EDUCATION
concerning
THE EXPANSION OF SCHOOL BUILDING
(1957)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education and having assembled on the eighth of July, nineteen hundred and fifty-seven for its twentieth session, adopts on the sixteenth of July, nineteen hundred and fifty-seven the following Recommendation:

The Conference,

Considering that past and future recommendations of the International Conference on Public Education cannot be fully implemented without the provision of adequate school buildings in the various countries,

Considering Recommendation No. 9 on the legislation governing school building, adopted on the seventeenth day of July, nineteen hundred and thirty-six, by the International Conference on Public Education at its fifth session,

Considering that educational development is one of the essential problems to be solved in coming years for the future good of mankind, for cultural, economic and social progress and for international understanding, and that this development largely depends on the provision of school buildings,

Considering that the right to education implies for all children without distinction the opportunity of receiving their education in

suitable accommodation, with classrooms specially designed and equipped for that purpose,

Considering that all countries, whatever the stage of their material and cultural development, are suffering from a shortage of school buildings,

Considering that growth and internal movements of population, the introduction or prolongation of compulsory education for all and the extension of secondary education must increase school enrolments year by year,

Considering that, on account of the complexity of the problem, effective collaboration must be established within each country between all the authorities and interests which are concerned with school building development,

Considering that while all countries must benefit from international cooperation in this field many countries need positive international aid,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of school building,

Submits to the Ministries of Education of the several countries the following recommendation:

Survey of needs

1) In order to find a rational solution to the problem and avoid all unnecessary expense, it is essential to draw up well in advance an overall plan based on a study of present and future needs in school building.

2) This study should be based on the educational requirements of each country, and should include:

a) a census of existing school buildings including rented premises, provisional accommodation and hutments, with details of their present use, the extent to which they can be adapted to new needs, etc.;

b) statistical data regarding present and future trends in school population;

c) a study of the possible effects on the growth and distribution of school enrolments of: (i) the introduction, where it does not already exist, of compulsory education for all; (ii) a possible extension of the

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compulsory schooling period; (iii) the provision of secondary education for an increasing number of children; (iv) internal movements of population; (v) a better distribution of school accommodation;

d) an estimate of the financial outlay necessary to give effect to the plan;

e) an analysis of the availability of technicians, building labour and materials;

f) arrangements for carrying out the plan in phases.

3) The nature of the bodies responsible for carrying out this study and keeping the results up to date will vary according to the administrative structure of each country and the degree of centralisation of its educational system; but it is desirable, even when the responsibility rests with local authorities, that an overall study giving a general view of the whole country's requirements should be provided.

4) The production of such long-term development plans, as well as revealing issues requiring decision, also offers particularly effective means of awakening authorities and public opinion to the urgent demands to be met by the country and the financial effort involved.

Administrative measures

5) The administrative procedure for the erection of school buildings should be as simple and as speedy as possible; it should never impede or delay the planning and building of schools.

6) Where different authorities are concerned at different levels with school building, it is necessary to avoid duplication or overlapping in the work of central, federal, regional and local administrative bodies.

7) It is in the interests of education to associate the local public authority with the school building programme in so far as their contribution would be effective.

8) In cases where different departments (education, public works, finance, etc.) are directly responsible in the matter of school building, every effort must be made to coordinate their roles on a permanent basis.

9) The adoption of national, regional or local long-term plans, whether mandatory or not, will facilitate action, increase efficiency and save time; all plans for social and economic development should include a special section comprising the needs and plans for school building expansion in the coming four or five years.

10) It is important to build accommodation for teachers at the same time as the schools themselves, especially in areas where the housing shortage threatens to affect the recruitment of teachers.

Financial and economic measures

11) Whatever the stage of development reached in the educational field, expenditure on school building in every country must be regarded as a continuing necessity; in order to provide for this outlay a long-term financial policy is necessary.

12) Depending on the administrative and economic structure of each country, a balance must be established as rationally as possible between the respective shares of financial responsibility for school building which are to be borne by local, regional and central or federal authorities.

13) In view of the magnitude of the financial outlay required for school construction, every effort should be made to keep capital expenditure as low as possible, provided that the quality of the building and educational and health standards do not suffer as a result.

14) When it is a question of providing basic educational facilities or of meeting new demands which are particularly urgent, the following exceptional financial measures have been found useful:

a) supplementary budgets or specially created national or local funds or loans to cover extraordinary programmes of work;

b) additional revenue from special taxes, collections, stamp issues, etc.;

c) the attraction of private capital by issues of stocks;

d) private gifts by individuals or local communities of money, land, labour or materials.

15) In some countries, the legal obligation requiring large industrial, commercial, mining, agricultural or housing concerns to share in some way in the building of schools, may help to solve the school building problem in certain areas.

Technical measures

16) The design of schools must be based upon educational, sociological and sanitary requirements and meet the needs of children and families, taking into account such factors as climate, surroundings,

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economic situation and building techniques; therefore the design of schools must be the result of a close collaboration between educators, parents, designers, builders and administrators.

17) Experience has shown the value of the study, by bodies set up for that purpose, of school design and actual construction.

18) In designing new buildings, it is necessary to take into consideration changes in teaching methods as well as continuous technical progress.

19) School premises should not be conceived as monuments intended to last for centuries but as buildings which may be easily adapted to changes in the distribution of population and to educational and technical progress.

20) Without seeking undue uniformity or inflexibility which would be incompatible with varying local conditions and the evolution of educational ideas, the simplification and standardization of building components, and, where necessary, the drawing up of adaptable and varied model plans can be of great help in reducing capital costs and speeding up construction.

21) Rational examination of user needs can lead to substantial economy by reducing the floor area and, in certain cases, the cubic content of school buildings. Provided that the needs of education and health are safeguarded it appears essential to secure such economies.

22) Much school building will have to be carried out in stages for reasons of expediency; nevertheless each project should be planned as a whole before any part is built, so that the completed project is satisfactory educationally and architecturally.

23) In areas where the climate is suitable, the provision of open-air accommodation may constitute an economical method of partially solving the school building problem.

24) It is essential that in all town planning, space be reserved from the start for all types of schools, including boarding accommodation if necessary, without losing sight of the fact that in the none too distant future more space will be required for secondary education than for primary education.

25) In the choice of sites for new schools it is desirable to take into account such factors as possible population changes, traffic hazards, means of transport, sanitary requirements, availability of public utilities, topography and soil conditions, etc.

26) In sparsely populated areas advantage should be taken of any development in transport facilities; centrally placed schools, for example, able to accommodate larger numbers of pupils, might be more economically substituted for separate small schools; on the other hand the building of large schools with an excessive number of classes and pupils should be avoided; it is better to build, whenever possible, rationally distributed schools which will be suited to the child and where life and work in common will be possible, where the social conscience of the children can be trained and contact with the outside world and with nature facilitated.

27) It is educationally desirable that children should contribute to the greatest possible extent to the furnishing and decoration of their own school.

28) Building services and concerns should have at their disposal reliable information on school building in order to allow them to establish programmes of work covering a substantial period ahead and to organize their labour and equipment as efficiently as possible.

29) For the purpose of enabling building services and concerns to obtain materials at better prices, to standardise certain constructional elements and to organize operations on a rational basis, it may be found desirable, in some cases, to combine the erection of several schools in one inclusive contract.

30) Encouragement should be given to the organizing of national congresses and seminars for specialists, of exhibitions, of competitions for designs, etc., connected with the building of schools.

Emergency measures

31) Some emergency solutions cannot be entirely rejected; as far as possible, however, they should be recognised as necessary evils to be remedied as quickly as possible and not allowed to become permanent.

32) Emergency measures such as increasing the number of pupils per class or taking classes in shifts (one classroom being used for two or three groups of pupils in turn) have obvious disadvantages and should only be adopted in exceptional circumstances.

33) The use of premises designed for other purposes than teaching, and the erection of temporary structures, are often unavoidable expedients. For short-term use they probably offer the easiest and cheapest way of providing emergency accommodation. If retained in use for long periods, however, there is evidence that, apart from their educational and environmental disadvantages, their cost (purchase price, rent, upkeep, etc.) may exceed that of well designed permanent school buildings.

International cooperation

The Conference submits to the United Nations and its Specialised Agencies and to the Inter-governmental Organizations the following recommendation:

34) It is of advantage to all countries to combat everything which may hinder educational development, and consequently to help each other acquire increased efficiency in their school building activity.

35) It is desirable to pay particular attention to the case of under-developed countries. As they have great requirements and considerable leeway to make up, they suffer, despite every possible effort on their part, from a shortage of material, financial and technical facilities which renders positive foreign aid a necessity. For this reason it is desirable that international organs whose activities are on a world or regional scale continue and if possible increase their assistance in the matter of school building to countries in particular need.

36) In the field of school building construction, design and costing (which should always be worked out with reference to local conditions), international aid can take the form of:

a) Exchanges of ideas, experience and information. In this connection it would be advisable to set up, with the assistance of Unesco, the International Bureau of Education and other international institutions, an international school building centre with appropriate technicians and educators on the staff. Such a centre should stimulate and assist the development of similar regional centres.

b) The awarding of scholarships in connection with technical assistance programmes, the sending of architects and technicians to under-developed countries, in particular to study the use of available local material, to draw up plans specially conceived for the various areas and to suggest the economies which are even more necessary in those countries than elsewhere.

c) The organization jointly by important international associations of educators, architects and economists of international meetings school building exhibitions and study travel.

d) The publication of pamphlets, handbooks and reviews devoted to modern methods of school building.

37) International organizations could also play a useful part in the setting up of national and regional research centres which would devise suitable building plans and speedy, economic methods of construction suitable for different areas.

38) International aid may take the form of grants, loans on particularly favourable conditions and even of contributions to an international fund, set up under the United Nations, for advancing school building.

39) It is indispensable for the International Bank for Reconstruction and Development to consider the possibility of making long-term loans for school building to countries which request them. These loans will be needed so long as the economic development of these countries has not advanced sufficiently to enable them to meet the necessary expenditure themselves.

40) It would be advisable to have experts examine the question of the international circulation of capital available for investment in school building, particularly building by under-developed countries.

41) International aid may be constituted by donations and by offers of school building materials at favourable prices; the possibility of such exchanges should form the subject of special study by international and national organizations concerned with economic and social questions.

42) It is important for the United Nations Educational, Scientific and Cultural Organization in its programmes of activities for the next few years to make provision for a major project devoted to school building.

RECOMMENDATION No. 45
TO THE MINISTRIES OF EDUCATION
concerning
THE TRAINING OF PRIMARY TEACHER TRAINING STAFFS
(1957)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education and having assembled on the eighth of July, nineteen hundred and fifty-seven for its twentieth session, adopts on the seventeenth of July nineteen hundred and fifty-seven the following Recommendation:

The Conference,

Considering the rapid changes brought about by economic, technical and social progress in the modern world,

Considering that the problem of the training of primary teacher training staff is a permanent one; that the responsibilities of the primary school have greatly increased and must now include character training and sound social and civic training as well as instruction in academic skills,

Considering that these increased responsibilities will require from primary school teachers even higher standards of knowledge and skill in humanistic and social studies as well as in purely scientific and technical subjects,

Considering Recommendation No. 36 on primary teacher training adopted on the fourteenth of July, nineteen hundred and fifty-three by the International Conference on Public Education at its sixteenth session,

Considering that the staffs of primary teacher training establishments, during their own training, need particularly to acquire personal experience of the various facets of the intellectual, economic and social life of their time,

Considering more particularly that the development of the social studies and of educational science now requires that primary teachers must be well trained in these fields so that they are able to make wise and independent judgments,

Considering that it seems difficult for those who give practical training in education to prepare primary teachers without being themselves thoroughly familiar with primary teaching,

Considering that teachers entrusted with training primary teachers cannot rest content, in their own training, with purely theoretical studies, and that they should be able to transmit to their pupils modern and effective teaching methods, together with a capacity for individual study and creative work,

Considering that the almost universal shortage of primary teachers necessitates the continued development of establishments responsible for their training and of all institutions dealing with the study of education,

Considering that, if professional training is indispensable for those who are to teach general education subjects, it is even more indispensable for teachers of the educational sciences,

Considering the tendency of certain universities and establishments at higher level to concern themselves with educational science and research without dealing sufficiently with its practical application to teaching,

Considering that the teacher training establishment should be a centre of research, and to this end should be under the direction of a person who is not only an experienced teacher but also interested in educational science and research,

Considering that modern society demands more and more international collaboration and mutual understanding,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of preparing staff responsible for the training of primary teachers,

Submits to the Ministries of Education of the several countries the following recommendation:

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1) It is necessary that the competent authorities should pay increasingly close attention to the training of the staff who are to train primary teachers in general and special studies and in the educational sciences, and that such instruction should be a condition of their appointment.

2) The training of primary teachers is at present carried out in establishments at secondary level, at post-secondary level and at university level. In view of the constantly improving status of the teaching profession it is desirable that primary teachers should be trained in educational establishments at higher level.

3) In choosing between the two kinds of training for the staff of primary teacher training establishments (i. e. in a university institute or faculty or else in an establishment outside the university) each country should select the pattern which best fits its need for teachers and the structure of its higher education.

4) In countries where the two types of training duplicate each other, every effort should be made to avoid a waste of effort and to ensure the closest collaboration.

5) Since teacher training institutions at university level depend for their success on staff with advanced university training, it is recommended that the availability of such staff be assured in advance.

6) Where the training of primary teacher training staff is given in a university faculty, it is desirable that it should include common study with other faculties.

7) In countries where this training is carried out in establishments outside the university, collaboration with the universities which would enable students of these establishments to attend certain university courses should be encouraged.

8) Establishments preparing staff for primary teacher training could usefully provide training for school administrators and inspectors also; in this case every opportunity should be afforded for experienced teachers to take advantage of this training.

9) The principal of a teacher training establishment should be himself an educator and should have an outstanding knowledge and experience of educational problems. If circumstances should require the appointment of a teacher trained-primarily in an academic subject, he should have the assistance of a specialist in the problems of the primary school.

10) Each country, according to its educational system, should endeavour both to coordinate and promote educational methods at the national level and also to ensure progress and research in teacher training establishments by all suitable means, such as an inspectorate, a central commission, a university body, etc.

11) When a country does not yet have the necessary institutions, international cooperation leading to the training of staff for primary teacher training in well established institutes and universities abroad should be encouraged, and financial support to make this possible should be provided.

12) In whatever type of establishment training for future primary teacher training staff is provided, the staff and students of these establishments should be of comparable quality to those in university faculties or institutes.

13) Training at university or higher level at least equivalent to a bachelor's degree, ought to be required as qualification from all teachers responsible for primary teacher training.

14) In the selection of candidates for the staff of teacher training colleges, account should be taken not only of their moral, intellectual and professional capabilities, but also of their sense of vocation and of social responsibility.

15) Whatever the method of appointment (competitive examinations, selective appointment, etc.) the appointment of staff responsible for primary teacher training should be strictly impartial and based only on the knowledge and qualifications of the candidates and on their qualities as educators.

16) Men and women with equal qualifications should have equal opportunities of access to teaching posts in primary teacher training establishments and receive the same salary.

17) Staff in training, when their financial situation requires should receive free tuition and scholarships or other financial aid, as well as free board and lodging where residential facilities are in force; those who have already been teaching should receive leave with pay and, when necessary, a displacement allowance.

18) Where teachers of general education subjects for primary teacher training establishments receive the same academic training as secondary school teachers, staff can be selected from among this group taking into account both their qualifications and teaching experience. This selection should be equivalent to promotion and entitle them to

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a higher salary. After recruitment they should undergo a period of probation which will enable them, among other things, to make or resume contact with the primary school.

19) In order to increase the intake of particularly well qualified staff for primary teacher training establishments, it is highly desirable to grant leave with pay to those primary teachers who have shown outstanding qualities in their teaching and who desire to undertake the necessary further study.

20) Teachers entrusted with the training of future primary teachers in special subjects such as art and handicrafts, domestic economy music and physical education, should receive a training of comparable standard to those who teach academic subjects.

21) Training in education and psychology should normally be required of those teaching special subjects as well as of those who teach academic subjects, so that both may learn to adapt their subject to the needs of primary teachers.

22) The special training of those who teach psychology and education to future primary teachers should be both theoretical and practical and include child and adolescent psychology, teaching methods, experimental psychology, educational guidance, history of education comparative education, school organization and administration, civic education, national and local traditions, etc.; this instruction should be of a high standard and should include advanced study and research in one selected branch.

23) Programmes of training for staff responsible for primary teacher training should include an introduction to research into educational policy and practice; the duties of the staff in teacher training establishments should include research activities.

24) It is desirable that teachers of courses in psychology and education should have had personal experience in primary teaching especially those in charge of teaching practice.

25) Special attention should be given to providing an opportunity for staff members to participate actively in international relations and to study the problems and methods of fostering international understanding through education.

26) Care should be taken that staff responsible for the training of primary teachers for rural areas should be introduced to the study of rural conditions and methods of rural education.

27) As the training of teachers for handicapped children of primary school age requires special studies and experience, it should be entrusted to staff with special additional training who will teach either in an ordinary teacher training college or in a special institution.

28) Of whatever type they may be, establishments for preparing staff to be responsible for primary teacher training should have at their disposal an adequate number of chairs of education, psychological and educational research laboratories, and demonstration schools or classes. They should also possess a library well stocked with books and reviews on educational psychology and a collection of audio-visual material commercially produced or teacher-improvised. Future teachers should be familiarized with all this material and with the utilization of all available local means of rendering their teaching more concrete and lively for their students.

29) Steps should be taken by the authorities concerned to provide facilities for further training for staff responsible for primary teacher training, in the shape of publications, work or discussion groups, further training centres, study courses, fellowships and foreign travel, etc. It is desirable that a close collaboration be established, for their mutual benefit, between these staff and learned societies in a position to help them in their educational research.

30) It is desirable that the staff of primary school classes in which staff in training will receive their practical training should be specially selected for their high qualifications and experience.

31) It is highly beneficial for the teacher of education to maintain regular contact with actual teaching, and also for the inspector to have the opportunity of making a synthesis of his ideas in the light of his experience, possibly through giving a series of lectures in education; to this end and where it is practicable, an interchange between teachers of education and primary school inspectors should be encouraged.

32) Staff responsible for primary teacher training should enjoy as a minimum all the advantages of other teaching staff of the same standing (periods of leave, time-tables, retirement, superannuation, etc.); it is desirable that they should be able to obtain periodic sabbatical leave with pay for one year in order to continue their professional studies.

33) The remuneration of staff responsible for primary teacher training should be at least equal to that of other teachers or civil servants occupying posts at the same level; in particular, training school teachers at secondary level selected as indicated in clause 18, should receive a higher salary than that of other secondary school staffs.

RECOMMENDATION No. 46
TO THE MINISTRIES OF EDUCATION
concerning
THE PREPARATION AND ISSUING
OF THE PRIMARY SCHOOL CURRICULUM
(1958)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education having assembled on the seventh of July, nineteen hundred and fifty-eight for its twenty-first session adopts on the fifteenth of July, nineteen hundred and fifty-eight the following Recommendation:

The Conference,

Considering that present-day development is characterized by rapid changes in the knowledge, social systems and activity of mankind,

Considering that the schoolchildren of today will grow up into a world widely influenced by the application of science to all types of activity,

Considering that although progress in educational science is to a great extent a product of the evolution of ideas, discussion and the exchange of opinions, the first requirement is objective research on educational problems,

Considering that the preparation of curricula must take into account both the ability and interests of the individual boy or girl and the needs of society,

Considering that the basic purpose of primary education is to give children, together with a love of and a respect for work, the necessary equipment for acquiring knowledge and developing their whole personality,

Considering that the primary school should provide opportunities for its pupils to undertake tasks which challenge their best efforts,

Considering that for their work to be fully efficient, teachers should enjoy adequate freedom, within the syllabus, in the choice of topics and methods, enabling them to work at a pace suited to themselves and to their pupils,

Considering that educators are unanimous in condemning overwork and the overloading of primary school syllabuses,

Considering that primary school pupils should be protected against any tendency to overload them with studies and responsibilities beyond the range of their age and differing abilities,

Considering that, in spite of similar aspirations, countries in very different positions must reach varied solutions of the problem of the preparation and issuing of the primary school curriculum,

Submits to the Ministries of Education of the different countries the following Recommendation:

Principles governing the preparation of primary syllabuses

1) There has frequently been confusion in various countries between the meaning of the terms primary education and compulsory education; wherever these two do not coincide, the tendency to attribute to primary education aims which are foreign to it, often resulting in an overloading of primary syllabuses, should be resisted.

2) In all countries, primary education should aim:

a) at giving the child the basic instruments of thought and action suited to his age, which will enable him to live his personal and civic life to the full and to understand the world in which he has to live;

b) not only at transmitting a heritage and a culture, but also at providing the means of enriching them;

c) at turning out free human beings, who are aware of their responsibilities, have self-respect and respect for others, and play an active and useful part in the national life.

R 46

3) One of the main aims of modern education should be to prepare children to take a conscious and active part, appropriate to their age and stage of development, in the life of the family, the community and the nation, and in building a more fraternal world society, rich in variety but united in the pursuit of common aims: peace, security and fruitful collaboration among all men.

4) All curricula should include three elements: knowledge to be assimilated, skills to be mastered, and means of satisfying physical, emotional, aesthetic and spiritual needs of an individual and a social nature.

5) In drawing up syllabuses for successive grades, children's capacity to understand and assimilate at various stages of growth should be taken into account in order to ensure that they receive a well organized intellectual education proceeding at a normal pace.

6) In fixing the content of syllabuses, regard should be had not only to children's mental processes, but also to their interests and needs and to the whole of their emotional life and their health.

7) Every teaching programme must take into account the standard of the teacher and the actual working time available to both teachers and pupils.

8) In drafting primary school syllabuses, it should be remembered that moral and intellectual development should have the following aims: learning to learn, learning to think and to express oneself, learning to act and learning to behave.

9) Syllabuses offering an accumulation of subject matter should be replaced by a selection of essential topics.

Drafting procedure

10) Whatever the system of educational administration in force in a country, the drafting of syllabuses should be the work of specialized bodies, either permanent or temporary.

11) Committees responsible for drafting primary syllabuses should include, in addition to practising teachers from the different levels of education, specialists in the different branches of educational science and child psychology.

12) It would, in certain circumstances, be helpful if authorities responsible for the preparation and revision of primary syllabuses worked in conjunction with representatives of parents, of cultural circles and of the national economy, whether these be employers or employees.

13) The attention of the responsible authorities is drawn to the danger of too rapid and improvised a method of drawing up and revising primary syllabuses.

14) All work on the preparation and revision of syllabuses requires very thorough preliminary documentation and research on the needs of the country, the ability of available teaching staff, the particular pace of the child's psychological development, comparative studies of primary syllabuses in other countries and the findings of educational experiment.

15) Since it is desirable that experimental-educational research should assume a role of major importance in the reform and revision of primary syllabuses, the number of centres and teachers undertaking such research, as well as the tools provided for their work, should be increased.

16) It is important to intensify the international exchange of information on the question of primary syllabuses.

Issuing and application

17) Experience has shown the advantages of giving syllabuses a preliminary trial of adequate length before they are issued, either in experimental schools or in ordinary primary schools.

18) Authorities responsible for issuing primary syllabuses necessarily vary according to the centralized or decentralized system in force in each country, in the first case, it is desirable that legislation on the issuing of syllabuses should leave room for considerable adaptation of these syllabuses to regional and local requirements.

19) In countries where primary school syllabuses are of a compulsory nature, it is desirable to leave head teachers and teachers themselves the necessary latitude to interpret and adapt them.

20) It is highly desirable to present the syllabuses with accompanying suggestions on method, which remind the teacher of the aims pursued and at the same time give him the information required for the practical application of the syllabuses.

21) When new syllabuses or new suggestions on method are issued, means should be used (lectures, conferences, study groups, talks by inspectors, etc.) to inform the teachers concerned of the principles underlying the proposed changes.

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22) All suitable steps should be taken to ensure that textbooks and teaching material should correspond to the new syllabuses.

23) Although it is obviously impossible to fix limits which would apply to all countries and to all areas of study, and although there are disadvantages in revising syllabuses at too close or too distant intervals, in principle a periodic re-examination should be undertaken in accordance with the progress of culture and teaching techniques, and with social change.

RECOMMENDATION No. 47
TO THE MINISTRIES OF EDUCATION
concerning
FACILITIES FOR EDUCATION IN RURAL AREAS
(1958)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the seventh of July, nineteen hundred and fifty-eight for its twenty-first session, adopts on the sixteenth of July, nineteen hundred and fifty-eight the following Recommendation:

The Conference,

Considering Recommendation No. 8 on the organization of rural education, adopted on the thirteenth day of July, nineteen hundred and thirty-six by the International Conference on Public Education at its fifth session,

Considering that ignorance among a large part of the rural population of the world, representing more than half mankind, is a major cause of disequilibrium and inevitably retards the progress of the nations,

Considering that the position of rural children in some countries is in open contradiction with the principle of free and compulsory primary schooling for all, laid down in article 26 of the Universal Declaration of Human Rights,

Considering that the inequality of educational opportunity of which many country children are in fact the victims constitutes an injustice which urgently calls for a remedy,

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Considering that the increasing similarity of the country to the urban way of life, especially where improved transport methods and communication techniques have been introduced, makes it imperative to give rural children educational opportunities equal to those provided for urban children,

Considering that the rapid cultural, economic and social development of mankind requires a continuous process of readjustment on the part of all people, in rural as well as urban areas,

Considering that the interdependence of cultural, economic and social factors is particularly evident in under-developed rural areas, and that consequently efforts to raise the standard of living require an over-all plan for these areas,

Considering that a constant awareness of the need for the conservation and wise use of natural resources is essential to the welfare of mankind, and that country dwellers have a primary concern and responsibility in this matter,

Considering that the rural school, as also the urban school, should be a centre of culture and of social and economic progress for the whole community,

Considering that in some places rural school courses have been introduced which are as effective as those in urban areas, and that in some countries with extreme rural education problems, noteworthy progress has been made,

Considering that in regions where there is a drift to the towns the education of country children raises special problems arising from the need to retain capable teachers in rural areas,

Considering that international cooperation should help to provide facilities for rural education in all countries, and for this purpose will require positive assistance from national and international organizations

Considering that, in spite of similar aspirations, countries in very different positions must reach varied solutions of the problem of facilities for education in rural areas,

Submits to the Ministries of Education of the different countries the following Recommendation:

Administration

1) Authorities responsible for school administration should organize for all children in rural areas education of the same standard as that provided for children in urban areas. To this end, their duties should include in particular:

a) drawing up an inventory of the educational requirements of rural areas;

b) determining the particular nature of educational organization, curricula and methods to be adopted in rural areas;

c) launching plans of action (courses, school buildings, teaching staff, equipment, school social services, etc.);

d) ensuring that there are sufficient funds available for education and that they are apportioned between rural and urban areas in accordance with the needs as ascertained;

e) providing children in rural areas with equal opportunities of access to special education services and post-primary studies. In this work, it is desirable that the authorities should inform the community including parent groups and teachers' organizations, of their intentions, and when appropriate involve them in the development of plans.

2) Authorities responsible for school administration should organize campaigns for the speedy elimination of factors which contribute to inequality between rural and urban areas (incomplete schooling, lack of premises, shortage of qualified staff, etc.) and for creating an awareness of the harm done to the cultural and economic development of the country by this state of affairs. They should also organize campaigns to interest rural communities in working for the development of their own schools, and in mobilizing for this purpose their material and moral resources.

3) In countries where educational administration is centralized, and where also the problem of providing education in rural areas is particularly difficult, it may be useful to set up administrative bodies specially responsible for promoting education in these areas, provided that this temporary separation of duties does not lead to a perpetuation of existing forms of educational inequality.

4) In order to ensure that the education of rural children is in harmony with general educational policy, the above-mentioned administrative bodies should be subordinate to the public education authorities; they should also cooperate closely with other ministries or departments aiming at the rapid social and economic development of rural areas.

5) These administrative bodies should have as their main object the progressive introduction of rural primary education of the same standard as that provided for children in urban areas, but should also aim at giving country children equal opportunities of access to post-primary studies.

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6) In opportune circumstances, it is desirable to call upon the resources of private initiative of every kind, placed, however, under the control of the public education authorities.

7) It would be useful to establish special local or regional funds for financing the construction of schools in rural areas.

8) The inspectorate should take into account the special characteristics of rural schools and recognize their particular type of organization; when there is a special inspection service for rural education, it is important that it should not lead to the reinforcement of any discrimination, however unintentional, against rural schools.

9) The usefulness of special administrative bodies may seem less obvious in decentralized countries where local education authorities play a direct part in the administration and organization of education. Even so, it is desirable that these authorities base their work on the principles set out above.

10) It is desirable to interest local authorities in rural education and to encourage them to take positive steps in its favour; however, higher authorities should always have a controlling power, which may even extend to complete responsibility in the least favoured areas.

Organization

11) Once the principle that rural education should not be inferior in quality or extent to that enjoyed by children in urban areas is accepted, this education should be organized with reference to the advantages and drawbacks of rural areas; it is therefore essential to adapt time-tables and holidays in rural schools to local conditions.

12) Every child has a right to the entire course of compulsory education. To achieve this ideal, in small communities the system of the complete one-teacher primary school may profitably be used, as in many highly developed countries; under this system, with the cooperation of the pupils themselves, the teacher may provide the full course for all the classes covered by this stage of education.

13) The use of this system requires that the prospective teacher be initiated into its methods while in training; if he draws on the principles of educational psychology, his school may become as lively and effective as one where the pupils are grouped according to their age and standard.

14) Another useful method in some rural areas is the system of central schools which have a similar organization and equipment to those of urban schools and can provide the entire course of education for all the pupils in their area.

15) Where lines of communication permit, central school pupils should enjoy free or cheap transport to enable them to return home every day; this system combines the advantages of life in the family and at school.

16) The provision at central schools of free boarding facilities with specially trained staff may also be contemplated; in this case, it is desirable that steps be taken to maintain regular contact between boarders and their families.

17) When circumstances permit (enough pupils, easy communications), a system combining a one-teacher school for the youngest children and the transport of older children to central schools may be used.

18) School attendance in rural areas may be greatly facilitated by the provision of school canteens and clothing services; these services can also be beneficial to pupils' health and make a useful contribution to the spread of the principles of hygiene among the people.

19) If parents are sufficiently well educated to supervise their children's studies, correspondence teaching is a suitable method of providing a complete education for isolated children.

20) Teaching by radio or television may be a valuable means of providing education for children who cannot attend school, and an effective way of supplementing class teaching for others.

21) Education by correspondence and by radio should be supplemented by provision for periodic group activities and studies under the supervision of the teacher, for at least a week once a term.

Curricula, syllabuses and methods

22) Every possible means should be employed to ensure that rural school curricula and syllabuses are not inferior in quality or in scope to those of urban schools, and that they enable primary pupils to acquire the skills, knowledge and processes of thinking which are essential for proceeding to secondary education without a break in continuity, in the same way as urban schoolchildren.

23) Nevertheless, teaching in rural schools, without being vocational in character, should draw its inspiration from the life and work of the countryside and should contribute to the development of a practical outlook, the improvement of life in the rural community and an awareness of the relationship between this improvement and a wise use of natural resources.

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24) Societies for practical activities (scouting, young farmers' clubs, groups for local studies, etc.) are a valuable means of continuing the educational action of rural schools.

25) The use of textbooks and teaching material specially designed for rural schools may be useful in countries where the necessary means are available.

26) Conditions in rural areas, no less than in urban areas, are well suited to the use of activity methods in teaching.

27) The further training of in-service teachers in rural areas may be promoted by educational broadcasting and television; in this way the standard of teaching may be improved and the teacher's isolation diminished.

Facilities for post-primary education

28) Educational facilities in rural areas are not only required at primary level, but general and technical education at secondary level should also be developed wherever this is feasible.

29) When it is not possible to set up suitable schools for post-primary education in each rural community, the necessary services should be established in easily accessible centres serving several communities.

Adult education

30) Young people who take up work on the land after the end of compulsory education should be given the opportunity to follow part-time continuation courses aimed both at continuing the general education begun at school and at improving the pupils' vocational training.

31) For the improvement of living conditions in rural areas, it is important that the education authorities, in conjunction with agricultural authorities and agricultural workers' organizations, should concern themselves with adult education.

32) Local communities should possess rural education centres which would group together in special premises all the necessary sources of information (cinema, radio, television, libraries, etc.).

33) In advanced areas, adult education on a continuing basis should be available to all in order to impart further vocational information and training, to advance general culture and to extend knowledge of the important problems of modern life.

34) In under-developed areas, adult education will take the form of literacy and basic education campaigns.

35) In all areas, adult education should not neglect the better utilization of leisure time, which is an important factor in the struggle to prevent the exodus from rural areas.

36) Particular attention should be given to the training of as many adult education specialists as possible, by means of lectures, textbooks, special courses, etc.

Teaching staff

37) In countries where rural primary teachers are trained separately, the course for future rural teachers should not be shorter or of a lower standard than that for urban teachers.

38) In countries where primary teachers all receive exactly the same training they should be acquainted with the particular problems of rural education and with methods of teaching in one-teacher schools.

39) An equivalent or identical training should mean that all primary school teachers have the same professional status (conditions of appointment, salary, transfer, etc.).

40) In countries where rural primary teachers have received training at a lower level than urban primary teachers, steps should be taken to remedy this (vacation courses, weekly refresher courses, correspondence courses, etc.).

41) Suitable steps should be taken to protect the rural teacher from any feeling of isolation (sufficiently frequent visits from inspectors, teachers' meetings and refresher courses, library and audio-visual aid services, further training courses, correspondence courses, etc.).

42) Since living conditions in rural areas may be less favourable and the rural teacher's task more arduous, including as it may both school work and participation in literacy and basic education campaigns and taking into account also the resulting difficulty of recruiting rural teachers, it is desirable to offer them particular advantages (accommodation, special allowances, facilities for their children's education and for their own general and professional culture, etc.) and give them, when equally qualified, the same opportunities as their urban colleagues of rising in the profession.

R 47

43) In the recruitment of primary teaching staff, efforts should be made to attract prospective teachers from rural areas; in order to secure a supply of properly qualified candidates from these areas, complementary or secondary classes should be opened wherever necessary.

44) Given the importance and the special nature in rural areas of literacy campaigns and basic education, and also of post-secondary and adult education, it is desirable to train for this work special staff who, in addition to the usual educational qualifications, have an adequate knowledge of social psychology and rural sociology.

International cooperation

45) In view of the importance of the problem of providing educational facilities in rural areas it is highly desirable that regional conferences should be held on this question with the aim of adapting to each large region the principles set out in the present recommendation.

46) The attention of international organizations and their member nations interested in the extension of education should be drawn to the desirability of including in their projects the question of continuing and increasing their aid to under-developed countries, so enabling these countries to provide material and technical facilities for the education of children in rural areas.

47) In places where the complete one-teacher school system is unknown, and where conditions make this a necessary or desirable means of extending primary education facilities, it is advisable to arrange study groups on this subject and to make available the assistance of experts if the system is to be introduced.

RECOMMENDATION No. 48

concerning the

PREPARATION, SELECTION AND USE OF PRIMARY SCHOOL TEXTBOOKS

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the sixth of July, nineteen hundred and fifty-nine for its twenty-second session, adopts on the thirteenth of July, nineteen hundred and fifty-nine the following Recommendation:

The Conference,

Considering Recommendation No. 15 to the Ministries of Education concerning the drafting, utilisation and choice of school textbooks, adopted on the twenty-second of July, nineteen hundred and thirty-eight by the International Conference on Public Education at its seventh session,

Considering that, whatever method is used for the publication of school textbooks (State monopoly, completely unrestricted private initiative; a combination allowing either State control or free production; publication by private industry with the possible provision of subsidies or other facilities by public authorities), nothing should be neglected in the effort to ensure that textbooks used in primary schools correspond, in content and appearance, to the requirements of modern educational science,

Considering that, in order to meet present-day needs, close collaboration between authors, publishers and teachers is increasingly necessary,

Considering that, according to reliable estimates, the publication of school books represents half of the world book production and that textbooks are published in larger editions than any other type of work,

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Considering that the procedure governing the selection of textbooks from among those published can have a direct influence on the part this teaching aid has to play in educational activity,

Considering that, from both the social and educational points of view, it is of vital importance that no pupil should be denied the opportunity of obtaining the textbooks used in each primary class,

Considering that although the most important role in class work is undoubtedly played by the teacher, the school textbook is nevertheless a valuable aid which can help him bring life to his teaching,

Considering that, generally speaking and especially in schools where the teacher is obliged to work under difficult conditions (over-large classes, one-teacher schools, etc.), the textbook is an indispensable instrument for the educator,

Considering that in some cases the school textbook is the first book to come into the home and should therefore form as it were the core of a small family library,

Considering that the school textbook is not only a teaching aid but also an important instrument of moral education, developing the pupil's social attitudes, his respect for work and a sense of brotherhood between nations,

Considering that education and culture are the most rapid and easy means of bringing nations closer and helping them to know each other, and that textbooks can contribute in the same way as the teacher's words and general attitude to greater understanding among peoples,

Considering that international assistance and collaboration can help to improve textbooks as regards their composition, publication and use,

Submits to the Ministries of Education of the different countries the following Recommendation:

Composition

1) In view of the role of school textbooks in primary education it is important that, whatever the system applied for compiling them, education authorities should pay increasing attention to the quality of these books from all points of view.

2) Especially in countries where the composition of textbooks is the prerogative of private initiative, it is advisable to ensure that books used in teaching should be of an unquestionably high scientific, educational and aesthetic standard.

3) In view of requirements both as regards the content of school textbooks and their value as aids to teaching, it is increasingly desirable that there should be collaboration during the drafting between specialists in educational research, specialists in the subjects treated and the staff who will teach them.

4) Competitions between authors or group of authors may help to improve the quality of school textbooks.

5) Especially in countries where the publishing of textbooks is the direct responsibility of a public authority, it seems desirable to appoint drafting commissions or committees to work on their composition.

6) When the composition of school textbooks is entrusted to drafting commissions or committees, these bodies ought to include, among others, primary teachers in charge of classes for the corresponding level drawn from environments as varied as possible.

7) When circumstances permit, recourse to the experimental method offers definite advantages; the preliminary use of a proposed textbook in a limited number of classes enables the opinion, suggestions and criticisms of educators who have employed it on a trial basis to be collected.

Publication

8) In countries where private initiative plays a part in the publication of textbooks for primary schools, the education authorities might arrange competitions between publishing houses for the purpose of raising the quality and reducing the cost price of the works published.

9) Whatever the practice adopted for the publication of school textbooks, it is desirable to use all possible means to continue the improvement noted during the past few years as regards typography, illustration, binding, etc.

10) In countries where production is too limited to allow every pupil to have the books required for the whole curriculum for each class, it is important to take emergency measures giving priority to textbook publication over the production of less indispensable types of school equipment.

11) In agreement with the other authorities concerned (national economy, finance, customs, etc.), the education authorities should study the means of organizing the production and possibly the importation of textbooks as efficiently as possible; this should lead to a reduction in cost and sale prices without, however, reducing the quality.

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12) Countries obliged, for lack of sufficient means of production, to import school textbooks from abroad would do well to require that these be adapted as completely as possible to the country's syllabuses and to its national characteristics.

13) In countries of a centralized type where school textbooks are published for use throughout the whole national territory, it would be advisable, especially in the case of geography and natural science, to provide for adaptations which would take into account local or at least regional differences.

14) In countries' of a decentralized type which have adopted the practice of official publication of textbooks, the education authorities of the different administrative areas should agree to publish textbooks for certain subjects jointly, so that the number of copies printed may be increased and the cost price reduced.

15) Very careful attention should be given to legibility (choice of type and arrangement) especially for readers intended for the first school years.

16) Although illustrations, particularly in colour, tend to increase the price of textbooks, consideration should be given to the fact that they aid in comprehension and assimilation particularly in subjects of an abstract nature, in which case they are indispensable, and in books for beginners.

17) Since the artistic presentation of the textbook exerts a direct influence on the pupils' aesthetic education, it is desirable to follow the example of the progress made in the field of books for children's leisure reading, both recreational and instructive.

18) In view of the constant wear and tear on school textbooks, consideration should be given to the quality of the paper and to the strength of the binding.

Selection

19) In countries where the publication of textbooks for primary schools is the prerogative of private industry, or is not the exclusive responsibility of the education authorities, one of the best means of ensuring that textbooks used are of good quality is to draw up and keep up to date lists of selected works from which a final choice should be made for each school or group of schools.

20) Committees appointed to draw up lists of selected textbooks should be completely objective in their choice, taking into account educational and scientific quality, presentation and sale price, as well as pos-