

*EPD*

JPRS: 3141

4 April 1960

MAIN FILE

SELECTED EASTERN EUROPE SOCIOLOGICAL TRANSLATIONS

No. 17

**RETURN TO MAIN FILE**

**DISTRIBUTION STATEMENT A**  
Approved for Public Release  
Distribution Unlimited

Photocopies of this report may be purchased from:

PHOTODUPLICATION SERVICE  
LIBRARY OF CONGRESS  
WASHINGTON 25, D. C.

**THIS QUALITY INSPECTED**

---

U. S. JOINT PUBLICATIONS RESEARCH SERVICE  
205 EAST 42nd STREET, SUITE 300  
NEW YORK 17, N. Y.

Reproduced From  
Best Available Copy

20000104 073

FOREWORD

This publication was prepared under contract by the UNITED STATES JOINT PUBLICATIONS RESEARCH SERVICE, a federal government organization established to service the translation and research needs of the various government departments.

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

SELECTED EASTERN EUROPE SOCIOLOGICAL TRANSLATIONS

This series of reports contains full translations and/or extensive extracts of selected articles of sociological significance appearing in publications of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumaninia, and Yugoslavia.

Since the inclusion of translations from any given area or source will necessarily depend upon their availability at the time of publication, no single report of this series should be considered as necessarily including all categories of information to be presented in this series.

Table of Contents

	<u>Page</u>
<u>Poland</u>	
Polish Education and Pedagogy	1
1. Principles of Educational Policy in the Polish Democratic Republic	1
2. Organization of Polish Education	2
3. The Contents of a Basic Elementary Education	5
4. Attention to Teacher Training	7
5. Pedagogical Research	10
<u>Bulgaria</u>	
Reform of Education in the Bulgarian People's Republic	12
<u>Poland</u>	
Results of Research on Group of Young Offenders in Poland	25
<u>Poland</u>	
Polish Minister of Education Discusses Problems Faced by Elementary School System	36

Poland

POLISH EDUCATION AND PEDAGOGY

Pedagogika  
/Pedagogy/  
No.4, 1959, Prague  
Pages 513-519  
Czech, per  
CSO: 3347-D

Miroslav Cipro

1. Principles of Educational Policy in the Polish Democratic Republic

W. Gomulka, first secretary of the central committee of the Polish Social Democratic Party, formulated the basic principles of the educational policy in Poland at the state conference on present-day problems in Polish education on 24 September 1958. Above all, he stressed the necessity of lengthening the period of compulsory schooling by two years, that is to say, from seven to nine years, keeping in mind the vast population growth, which means that during a single decade—from 1955 through 1965—the number of youth in the 14-17 year age bracket will have increased by about 1,000,000 (from 1,710,000 to 2,620,000). In this connection, the first and foremost task is the construction of new schools, a task upon which the entire public must focus its attention as a national duty.

In the words of Comrade Gomulka, work, science and education must be brought into a harmonious whole in the construction of socialism. Every effort must be directed toward the reformation of the organization and content of education. "The goal of this reformation must be to bring the forms and requirements of education closer to the needs of daily life, the education of youth through work". For this we must learn from the experiences of brotherly countries. Comrade Gomulka was especially appreciative of the tremendous accomplishments which the Soviet Union has realized in this respect.

In order that Polish education may serve the working people well, it must be armed with dialectical materialism. A period of vulgarization in educational work has only recently ended, during which correct methods of education were altered because of shrill agitation and foreign pressures. The work of education must be predicated on the moral policies basic to socialism. Success here depends mainly upon the teacher. The social activity of the teacher derives from his main function in such a way that he spreads his influence beyond the school building.

THIS  
PAGE  
IS  
MISSING  
IN  
ORIGINAL  
DOCUMENT

After the war, in 1949-50, of the total of 3,352,905 students, 75.3% attended schools with seven grades. In the year 1955-56 this number grew to 89.9% although the absolute number of students had climbed to 3,386,000. In the following year of 1956-57 of a total student body of 3,654,000 90.6% attended such schools and in 1957-58 of 3,923,876 students 90.4% attended schools with seven grades. For the year 1958-59 a further increase of students in seven-grade schools is planned, that is, 92.1 percent of 4,288,000 students. This steady increase is the more noteworthy, since the Polish population has grown so much in recent years that about 300,000 new students come of school age every year, and in the future the number will be even greater. In the school year of 1958-59, 730,000 children entered first grade; within two years half a million pupils will leave the seven-year school.

Following the elementary school are either four years of the "high school" (lycee) or the trade school which is divided into the so-called "zasadniczy" (similar to the basic trade schools) which are of three years duration and the five year technical school which gives the "maturita" examination. The proportion of lycee students to students in trade school is now about 1:2.5. That is to say, for every 10 students in the lycee, there are about 25 at the trade schools. In 1954-55, 21.6 percent of the students entered the eighth grade at the lycee and 60.8 percent entered the first year of the trade school. In 1955-56, 25.1 percent of the students entered the eighth grade at the lycee and 58.1 percent entered trade school while in 1956-57, 25.1 percent of the students enrolled in the eighth grade at the lycee and 51.7 percent entered trade schools. The proportion in 1957-58 was 24.3 percent in the lycee and 45.4 percent in the trade schools.

Grades eight through eleven can be conducted independently as a lycee or as a part of the eleven year school. The latter are so to speak a "federation" of two schools. Their principal is a teacher on the third level, and his assistant is a teacher from the "primary" school. About 1,600 pupils attend the large eleven year schools, but this has not proved to be beneficial. The school with about 15 grades is at present considered ideal. Thus, there is now a tendency to divide the eleven year schools into separate seven year schools and lycees, and to split the large schools into two smaller ones. In 1957, there were 826 lycee type schools in all (including eleven year schools). These latter numbered 447.

The major problem is the repeating student. In 1956-57, 13.8 percent of the seven year school students repeated grades, and in 1957-58, about 12 percent repeated. The greatest number of failures comes in grades five and six. In grade five, 15.9 percent failed and in grade six, 18.2 percent. Students mainly fail Polish Language and mathematics. Until students complete the seventh grade, they continue to attend school until they are sixteen.

There are several types of trade school. The most common is the five year technical school, attended by 252,000 students in 1956-57. One hundred and twenty-nine thousand students attended the three year basic trade schools. Sixty thousand workers studied at the technical schools as correspondence course students, and 14,000 took evening courses. Five thousand students passed the so-called first year preparatory course at the factory and ultimately 1,566 workers attended special technical schools for innovators.

At the present time, the school administration is faced with the task of lengthening school attendance by two years for the youngsters who neither enter the lycees nor the trade schools after their seven year schooling. About 25 percent of youth are left without any sort of training after graduating from the seven year schools. There are at the moment various opinions as to what these additional two years should contain. Some want to give them the character of specialized preparation, others are partial to a more polytechnical slant so that the graduate does not have the opportunity to choose his calling until later. Keeping in mind the fact that the population wave is quickly approaching (one half million children will graduate from the seven year school within two years), the number of children destined for the planned two year additional training will approach fifty percent of the entire population. Hence, the re-organization must be carried out quickly, perhaps after only one year of trial. After completion of these reforms, the Polish educational system will look something like this:

Diagram 1.

Projected Development of the Educational System in Poland

13	Advanced Training			
12	3 years	Technical		
11		School	Lycee	
10	Basic Technical	5 years	4 years	New Type School
9	School		(grades 8-11)	2 years
8	3 years			
7				
6				
5				
4		7 year Primary School		
3				
2				
1				

Insofar as the lycee graduates are concerned, there is no difficulty placing them. All of them have a chance at higher education, or at two year courses or at least to a one year course for laboratory assistants, etc.

### 3. The Contents of a Basic Elementary Education

At the present time, instruction at the general education school follows the teaching plan presented in Table 1. The current teaching plan is generally considered to be overloaded, especially in the seven year school. The former eight year plan has been reduced to seven, but the contents of the material were preserved in condensed form. Esthetic subjects suffered mainly. The outlines for specific subjects, e.g. mathematics, correspond much more closely to a system of science than to the demands of methodology. Furthermore, certain deficiencies in the preparation of the materials stem from an earlier attempt to create a homogeneity of the second and third level. The central principles which must guide in the improvement of the curriculum are: 1. respect for the capabilities of the children; 2. combined school and life experience through polytechnical education, which is a matter of method.

Courses in the Polish language, beginning with grade five, are divided as follows: 1. reading selections; 2. drill in speech and writing (exclusive of reading); 3. rules of language and orthography. Reading is divided into basic and advanced courses. In the basic reading courses, drill is carried on in reading, speaking, and writing, and basic information concerning the science of literature and books are interwoven. Basic readings in grade five are devoted to Polish literature from Mickiewicz to the present, in grade six from Krasicky to the present, and in grade seven from Kochanowsky to the present. Thus, the student advances concentrically. Of foreign authors, Andersen and Amicis are studied (grade five). In the advanced reading courses, Gajdar, Molnar, Nosov, and Twain are introduced (in grade five), Defoe, Hugo, Ilyin, Kuistet, Lagerlof, Montgomery, Thackeray, Verne, (grade six), Curwood, Daudet, Dickens, Drda, Gorky, Kataev, Polevoi, and London (grade seven).



Table 1

Teaching Plan in Effect for General-Educational Schools

Subjects	Class (grade)										
	Primary School						Lycee				
	1	2	3	4	5	6	7	8	9	10	11
Polish Language	9	10	9	8	7	6	6	5	5	5	5
Russian Language								3	3/2	3	3
Foreign Language					3	3	3	3	3	3	3
History				2	2	3	2/3	3	3	3	3
Poland and the Contemporary World											2
Biology			3	2	3/2	2	2		2/3	3	2
Geography				2	2/3	2	3/2	2	3	2	
Astronomy											1
Mathematics	4	5	5	6	6	6	4	5	4	4	4
Logic											1
Physics						3	3	4	3	3	3
Chemistry							2	2	2	2	
Drawing	1	1	1	1	1	1	1	2	1		
Manual Work	1	1	1	1	1	1	1				
Singing	1	1	1	1	1	1	1				
Physical Education	2	2	2	2	3	3	3	3	2	2	2
Military Training									2	2	2
Total Class Hours (students)	18	20	22	25	29	31	31	32	33	32	31
Hours at disposition of teacher					1	1	1				
Total Class hours, teacher	18	20	22	25	30	32	32	32	33	32	31

Remarks: 1. In grades eight through 11 Latin may be taken as a foreign language

2. In grades eight through 11 two hours per week are devoted to choral singing for gifted students

Instruction in history in grades five through seven is devoted to a basic survey of Polish history. Ideas are arranged chronologically and are supplemented with data from world history. In the new curriculum, lectures on ancient history are omitted from grade five. In this grade, Polish history is studied from the beginning to the year 1505. In grade

six, Polish history is continued, through the year 1864, and in grade seven, up to the present day. In grades nine through eleven, the students take up the most important stages in the development of certain nations and states and simultaneously systematize their knowledge of Polish history.

Systematic instruction in the biological sciences begins in grade five which is dedicated to botany. In grade six zoology is studied and in grade seven, the science of man.

Geography in grades five through seven is broken down as follows: grade five, general geography; grade six, Polish geography; grade seven, geography of the world.

The aim of mathematics instruction is formulated as follows in the guide to the curriculum: a. the student completing grade five must be fully able to carry out numerical operations with whole numbers and be able without hesitation to handle simple fractions in conducting the four arithmetical operations; b. the student completing grade six must demonstrate a thorough competence in simple fractions and decimals; c. the student graduating from grade seven must evince skill in carrying out operations with whole numbers and fractions, expertness in solving verbal problems of various types (for example, calculating percentages) and at the same time to calculate surfaces of figures and sizes of bodies.

Physics courses are divided as follows between grades six and seven: grade six, mechanics and study of heat; grade seven, acoustics, optics, magnetic fields, and electricity.

Chemistry is concentrated upon in grade seven and embraces the following fields: 1. metals; 2. metals and the atmosphere, oxygen; 3. metals and water, hydrogen; 4. chemical concepts; 5. chemical laws; 6. non-metals and their oxides; 7. atoms and molecules; 8. chlorine; 9. valences; 10. oxides; 11. gramme atoms and gramme molecules; 12. bases; 13. acids; 14. extraction of salt; 15. kinds of salt; 16. salt in nature and human society.

#### 4. Attention to Teacher Training

Teachers in the seven year schools gain their education partly in pedagogical lycees and partly in the so-called teachers colleges. Pedagogical lycees follow the seven year schools. Before the war they were three year schools but after the war they were extended to four years and since 1956 have become five year institutions. There are presently 148 of them in Poland, and in addition there are 38 pedagogical lycees for kindergarten teachers. The "teachers colleges" also have something of the nature of a university. They follow the eleven year school and are of two years duration. It is anticipated that they

will be extended to three years and will gradually replace the pedagogical lycees. At the present time in Poland there are 28 daytime "teachers colleges" and 24 "correspondence colleges". The "teachers colleges" originally offered two specialties of instruction from years five through seven. However, this did not work out. Graduates were as a rule unable to use their specialties and even taught other subjects. Thus, the "teachers colleges" now give two year preparation for the entire seven year school and thus it is that they offer a certificate to teach in years one through four and at the same time a certificate for one subject in years five through seven.

Teachers in years eight through eleven study partly in universities and partly in the so-called higher pedagogical schools. The subject of study at the university is a single specialty and the course requires five years. Pedagogical preparation consists of the study of methods and "principles of the science of education" to which is allocated about 200 hours in all. Practice teaching lasts about 14 days. According to the new plan the "principles of the science of education" are to be replaced by "pedagogical studies" of about 600 hours duration. Students at universities are not divided into two groups on the basis of whether they will teach or carry on scientific work. It is taken for granted that even for those who do not go into education, the study of pedagogy is beneficial. In addition to the universities, there are four "higher schools of pedagogy" which are at present of four years duration, but which are to be extended to five years in the future. Until recently, there were six of these, but two of them were absorbed by universities.

A greater pedagogical and practical orientation characterizes these schools. The students have only one speciality here, too, but supplementary work in a further so called "minor" subject is projected.

Insofar as the preparation of teachers of shop-type subjects is concerned, seven special day sections and 15 correspondence sections have been set up in the "teachers' colleges" for this purpose. In the future all students will pass a course containing a minimum of technical knowledge and the study of natural science subjects will be combined with manual work.

Educators are taught at "teachers' colleges" where in addition to a specialization for years one through four and a specialization in pre-school teaching there is an additional specialization in child care and work in various pedagogical institutions.

The weekly load of a woman teacher in a kindergarten is 30 hours; for a teacher in primary school (seven-year school) it is 26 hours, unless their qualifications are higher, in which case the load is only 21-23 hours. The teacher in the primary seven-year school with pedagogical

lycees has 20 hours per week. Secondary school teachers have a 21-23 hour teaching load, at a pedagogical lycee 18-21 hours, at "teachers' colleges" 12 hours, and at the university level, seven hours.

Teachers' pay is determined partly by their level of qualification, partly by length of service. Beginning pay for a graduate of a pedagogical lycee is 900 zlotys, maximum pay (after 25 years) is 1,400 zlotys. The graduate of a "teachers' college" earns from 1,050 to 1,550 zlotys, while a university graduate's salary ranges from 1,200-1,800 zlotys. An additional 10% is awarded for the academic title of "master". Teachers in primary schools with pedagogical lycees receive 10-15% increases.

Advanced education for teachers takes two main forms: systematic and general. Systematic study is of three types. To the first belongs correspondence study at "teachers' colleges". Such study lasts for three years, and 12,500 teachers are taking part in it. They have a right to 21 days' leave before major examinations and 10 days in consultation. A second type of systematic study takes place at higher teaching institutions and universities. 3,500 teachers are currently enrolled in these courses. Such teachers, in the last academic year (year five or six), have an annual paid vacation to prepare for the master's examinations. Teachers who have already graduated from a higher institution and have just completed their qualifications have their loads reduced by four to eight hours. Finally, the third type of systematic study is the so-called "simplified examinations" for older teachers who cannot study three entire years at "teachers' colleges". These "simplified examinations" give them the privileges of "teachers' colleges".

General advanced education for teachers is offered partly along state and partly along trade union lines. The former system of state institutions for the advanced training of teachers has been abolished (Central Institute for Development of a Culture Cadre-CODKO, Regional Centers- VODKO and District Centers-POTKO). The function of CODKO was given to the Ministry of Education, where a special division was established for the advanced education of teachers (it now has about eight professional workers and is headed by a former director, Comrade Markowski). Two to three week courses for secondary school teachers and district inspectors are centrally organized, and twice a year for one week central instruction is given for regional specialists in methods. Central courses are conducted in three centers (two near Warsaw, one on the coast). Regional institutions have been replaced by methods centers, which were set up by the school administration. They give their attention to secondary school teachers and district centers. Their members are combined methods specialists and teachers who teach about six hours at the school and work in problems of method the remainder of the time. They draw teachers' pay with appropriate increments. There are similar centers in the districts which take care of the seven-year schools. Their methods specialists are teachers whose loads have been reduced by

ten hours. On the average there are 11 methods experts per district, as a rule one for every subject. Methods experts in regional and district centers organize different courses, conduct open classes and carry out work in current methodology.

Courses in different subjects are arranged for the holidays, and about 5,000 teachers are participating in them.

Another form of advanced training for teachers is mass reading of pedagogical literature, to which teachers receive invitations. These are of a voluntary character.

Pedagogical journals and periodicals dealing with methods whose number will continue to increase, are also an important tool. Up to now, in addition to journals on methods for individual subjects the following pedagogical publications have appeared: Zycie Szkoły [Educational Life], Nowa Szkoła [The New Education], Rodzina i Szkoła [Motherland and School], and Kwartalnik Pedagogiczny [Teachers' Quarterly]. The teachers' federation will also publish two new periodicals: Ruch Pedagogiczny [The Pedagogical Movement] and Psychologia Wychowawca [Educational Psychology].

Regional pedagogical conferences are organized along union lines in which 15-60 teachers from a given region participate. These are held five times a year and the teachers everywhere have a free day. The conferences consist of reports and discussions. Teachers, professors and workers in scientific fields take part.

## 5. Pedagogical Research

The organization of pedagogical research is the subject of discussion. At the present time, in addition to the institute of pedagogy under the Ministry of Education a small pedagogical laboratory with an academy has been set up (its director is Professor Falski) and an institute of educational sciences, which includes the chair of pedagogy at the university, has been established. The institute is administered by the Ministry of Higher Education and is headed by Professor Suchodolski. The director of the pedagogical institute under the Ministry of Education is Professor Tomaszewski. The task of this institution is to take up important questions in the service of the Ministry of Education, in particular, contents of courses and methods of instruction.

The structure of the work of the institute is clear from the following survey:

A) The branch dealing with teaching theory has 1) a section devoted to moral education, and its director is H. Kowalewska; 2) a section for individual collectivist training (headed by A. Lewin);

- 3) a section for cooperation between school and state (A. Chmielewska);  
4) a section on pre-school training (headed by Dr. M. Parnowska-Kwiatowska).

B) A branch of didactics, directed by Professor Dr. Wincenty Okon, has two sections: 1) a section on theory of education W. Czerniewski, section chief); 2) a section on polytechnical education, headed by Dr. T. Nowacki.

C) A branch on contents and methods of education (K. Lech, branch chief) is divided into four sections: 1) elementary education (headed by Dr. T. Wrobel); 2) humanistic subjects (Dr. S. Antoszczuk); mathematics-natural sciences (chief J. Gorska); and 4) teaching aids (Z. Fleming).

D) A psychology branch, headed by Professor A. Szeminska, has two sections: 1) study of thought processes (Professor Szeminska) and study of motivation (the section chief is A. Gurycka).

E) A branch on teacher training has a single section, directed by J. Kozlowski.

F) A branch dealing with the study of defectives, likewise has one section, headed by Dr. R. Przewanski.

G) A documents branch is run by F. Korniszewski, and I. Lewandowska is librarian.

5849

- END -

Bulgaria

REFORM OF EDUCATION IN THE BULGARIAN PEOPLE'S REPUBLIC

Pedagogika

/Pedagogy/

Vol IX, No 4, April 1959, Prague

Pages 502-508

Czech, per

CSO: 3347-D

A. Strizova

Todor Zhivkov, first secretary of the Communist Party, states in his report to the 11 November session of the Central Committee that under the leadership of the Bulgarian Communist Party which "has taken into its hands the destiny of the people and has an important international obligation to contribute to the victory of Communism over capitalism", the Bulgarian people have made great progress not only in reconstruction but also in education and culture.

If industrial production since the liberation (9 September 1944) is eight times greater than in 1933 and real wages are up 55 percent, it is no wonder that our education is also achieving successes. From Zhivkov's report of 25 April 1959, "Basic Procedures in Reforming the Educational System in the Direction of the Closest Possible Connection Between the Training and Instruction of Youth and Productive Work", and from earlier reports, we learn that all children up to 15 years of age are assured of attending school although in the year 1943-1944, 7.9 percent of the children did not go to school (a mandatory attendance at school for seven years had already been proclaimed in 1933, but this remained on paper). The people's government remedied the basic educational deficiencies. Over a thousand schools have been built, so that today there is a school in every village. The number of secondary schools (general education) has grown from 196 to 541, and more than twice the number of students attend them as in 1939. Some 73 evening schools have been established and more than 18,000 students attend them without interrupting their work. Technical education is making progress, to the point where in 1958, 77,750 students were engaged in study, about 11,700 of whom were studying while on the job. Over 75 percent of the graduates of the 7-year schools continue their education. The number of universities has increased since 1944 from five to 20, and the number of students from 10,000 to 43,550. In agriculture, industry and the cultural fields, there are 79,000 technicians with university educations, of whom 68,700 acquired their education after the liberation. In addition to this, 124,000 middle level technical cadres have been trained in the same period. In all, every sixth citizen of Bulgaria is studying at one or another of the educational institutions. The vast majority of workers are increasing their qualifications in various courses.

The party, which pays systematic attention to the training and education of the youth had already called attention in 1957 to the fact that education was lagging behind socialist construction and that there were deficiencies in training and education. This was manifested particularly in the bookish nature of the instruction, in the poor practical training, and in the overburdening of the students with material. The seventh session of the party charged the Ministry of Culture and Enlightenment to take more energetic action in converting the schools of general education into schools with a general educational polytechnical curriculum in which not only working methods but also the entire content are to be improved. The polytechnical school must assure the students of a well-rounded development and must implement practical training and preparation of the youth for work in production. They must cease overloading the students, and thus on the basis of the changes in curriculum and method, the school must approach actual life.

In the spirit of these suggestions, an outline of a plan of instruction for a 12-year general polytechnical school has been drawn up. This plan outline won the approval of teachers and the general public and was approved by the Council of Ministers in a decree dated 8 July 1958.

A characteristic feature of the new plan is that it increases the number of hours of manual work in the third and fourth years by one hour (two hours a week in all) and adds an hour of laboratory work in the fifth, sixth, and seventh years, so that there are two hours per week altogether. Furthermore, it offers instruction in new subjects: 1) principles of agriculture (grain and livestock production), two hours in the eighth and ninth years; 2) principles of industrial production (in the tenth year, mechanics, 3 hours, in the eleventh year, tractors and automobiles, 2 hours, and in the twelfth year, electricity; also 2 hours per week). One third of the class hours in both the principles of agriculture and principles of industry are devoted to theoretical and two thirds to practical work in school laboratories or at the factory.

In the fifth and sixth years, sixteen hours per year are given over to experimental work and the number of days dedicated to field trips and work beneficial to the community are increased from 10 to 20 per year. In the ninth, tenth, eleventh, and twelfth years practical work in agriculture and in industrial plants receives 30 days per year with 6 hours of working time per day. This work may be performed in any manner at the discretion of the school: One day per week, or by the season, or otherwise in accordance with need, e.g., for a period of one solid month at the beginning or end of the school year. Optional courses of instruction will be introduced in order to develop individual interests of those students who wish to gain better technical preparation or specialized qualifications. In 1958-59, 18,000 students attempted to become better prepared for work and production through these optional courses.



There is a growing demand for the esthetic development of the students, and this is being met by an increased number of hours of drawing and singing. The number of hours devoted to drawing has been doubled and six additional hours have been set aside for singing. Physical education also receives six hours, so that instead of 22 there are now 28.

Instruction in the principles of Marxism-Leninism is given one hour per week in the eleventh year and two hours a week in the twelfth year. Psychology is taught two hours a week in the eleventh year and logic one hour in the twelfth.

Instruction in foreign languages loses a number of hours by comparison with the previous plan: such instruction will be given on a two hour a week basis through a six year period. However, the number of "language gymnasia" that is, 12-year schools, are to be increased in which particular attention is given to foreign languages. These general educational language schools will assure a significant number of individuals who have a thorough knowledge of a foreign language.

In the plan, furthermore, certain subjects have been shifted: algebra and plane geometry will be moved from the sixth and seventh years to the eighth and ninth years.

The new teaching plan will be introduced at the beginning of the 1960-61 school year in years one through nine; in the following three years, it will be gradually introduced into all classes. Pupils who will be in the ninth year will be the first to continue through year 12.

The Minister of Culture and Enlightenment, Zhivko Zhivkov, emphasized throughout his report on the new plan of 25 July 1958 that the decisive factor in raising the educational level will be an improvement in teaching methods.

The rapid development of the Bulgarian economy and society and the carefully garnered experiences with the introduction of polytechnical education in 1957 into 14 schools and in 1958 into 46 institutions calls for a new approach to questions of educational reform. The Central Committee of the Bulgarian Communist Party occupied itself with these questions at the October and November sessions. These sessions discussed the national drive toward the fulfillment of the Five-Year Plan in a shortened time, and the tasks of the Party in connection with this drive. Educational reform was the subject of discussion in the second plenum of the Central Committee of the Union of Educational and Cultural workers; reform also came under discussion at the Ninth Youth Congress in December, and finally at the joint session of the Central Committee of the Georgi Dimitrov Communist Youth Federation and the Committee of the Ministry of Culture and Enlightenment in February 1959.

In reports by Todor Zhivkov, First Secretary of the Communist Party, at the sessions of the Central Committee of the Bulgarian Communist Party, stress is laid on the fact that in resolving the question of educational reform it is essential to start from the basis of Marxist-Leninist pedagogical science and to learn from Bulgarian and particularly Soviet experiences, as well as from those of the other countries of the Socialist camp.

The great aid which Soviet experience offers in questions of the development and reformation of education is frankly acknowledged in Bulgaria. Of particular value, too, has been the clarification of the whole problem of education by N. S. Khrushchev. This clarification is the driving force in the new progress toward its solution.

The Party stresses that views of education must be directed toward the future, that it is necessary to divorce ourselves from the past and to reshape the school in accordance with the most recent attainments of our time, since it will prepare the younger generation for a life substantially different from contemporary life.

The last teaching plan has been considered unsatisfactory, since it essentially preserves the old educational system, without sufficiently resolving the problem of combining instruction with productive work or the question of the technical preparation of the students. An attempt at introducing specialized education is manifest from the fact that five, ten, and even more students apply for the first opening at the technical schools, and although the number of technical schools as well as the acceptance of students at these institutions has been greatly increased, the number of openings for each student continually decreases. (23 "gymnasia", that is, complete secondary schools, have been converted into specialized agricultural schools). Thus the current solution to the reshaping of education was characterized as superficial, and it must be replaced by a more fundamental solution closely corresponding to the stage of the building of Socialism and the demands of the Communist order.

The principles of the new type of education as enunciated by the Party Secretary and the Minister of Education and Enlightenment are as follows:

- a) Combining and unifying general and technical education must be carried out, according to Lenin's thesis, by means of general polytechnical and specialized polytechnical training.
- b) All students of a given age must without exception study and work at the same time.
- c) It is essential to attain the right combination of instruction, work, and rest, in order to insure the normal physical growth of the children.

d) Simultaneous with the general development of the educational preparation of the student and with the mastery of the principles of science the school must offer preparation in productive work: the students are to acquire a basic skill or specialization. The schools must prepare qualified workers for industry, agriculture and construction.

e) Secondary schools of varying casts are to be established with a view to the demands of industry and agriculture in individual areas.

f) Instruction must correspond to the level of the current science, technology, and production.

g) The improvement of the Communist training of the students is vital.

The practical solution of the question of productive labor is the subject of greatest concern in Bulgaria. Schools in Sofia's Vasil Levsky suburb are having excellent results with the introduction of one day of training in productive work, which is taught not in school but at the factory. Two hours are devoted to theory in which factory specialists give instruction to the students, three hours to practical work which the students perform under experienced factory workers. Four schools in the agricultural districts are enjoying great success with an experiment which they are conducting according to the model of the schools in the Stalin oblast of the USSR: they work on land assigned to them by the collective for one year of cultivation. Students in the senior class of the Stalin technical school of mechanics, the Kirov School of Electrical Technology, and the Technical School of Mechanics in Sofia are applying different methods in combining training with production: some of the students work half a day in school and half a day in the factory; others work several consecutive days in the factory and then return to school. By working in the factory they take part in its plan and the manufacture of certain items is entrusted to them. Students and teachers enthusiastically welcome the opportunity for factory work.

The Party's directives remind us that in the practical solution of all problems of reshaping education we must keep in mind that a) every piece of productive work done by the students must have an educational as well as a production goal, and that we must view the connection between education and work only in this light, b) it is equally vital to prepare the students in a general educational and cultural sense and to give them the Communist training whereby they may grasp the peculiarities of production within a system of polytechnical training under specific conditions in industry and agriculture, c) students at a certain age must become accustomed to such work, which in addition to pursuing educational goals creates material values which aid in raising the level of income in the country.

The solution of the problem of a mutual reconciliation of the distinct strata of society as well as the problem of raising the level of work was discussed at the November plenum of the Central Committee of the Bulgarian Communist Party, and will unquestionably exercise an influence on the education of youth for productive work.

The Party has ordered the workers of the Party apparatus, public organizations, employees of ministries and other offices and enterprises who do not do physical work to dedicate 30 to 40 days a year to physical labor in construction work, agriculture or industry. Such work is to be done not during free time or on Sundays or holidays, but during normal working hours.

A form of publicly useful work is involved here, work which is understood as a vital factor in the development of Socialist construction and an important ideological factor which aids in the spiritual development of man. Nor can youth stand aside when gigantic tasks of international significance are at stake; youth is not to develop any feeling of being in a special category, and it must not become alienated from this national movement. Party Secretary Todor Zhivkov in his report at the Central Committee session of 18 November 1958 spoke of the necessity of seeking ways to harness youth for action in the drive toward a more rapid development of industry, construction and agriculture. In bringing youth into the work of construction the possibilities of educating the younger generation in the spirit of Communist labor become evident.

Within a short time after the announcement of the drive toward fulfilling the Five-Year Plan ahead of schedule, teachers and students began to join in this drive on a wide front. In particular, they expressed an interest in the construction of school and university buildings, which is of direct interest to them. Thus Sofia youths from secondary schools have taken on the task of making bricks; each of them produce 500 bricks and from the money saved school equipment can be bought. Their help has hastened construction and made it less costly.

In February 1959 the joint sessions of the Central Committee of the Communist Youth Federation, Georgi Dimitrov and the committee from the Ministry of Culture and Enlightenment discussed the role of secondary school and university students in the brigade movement. From the resolutions adopted at these sessions it is clear that the youth movement into volunteer work brigades, which is growing with tremendous speed, is considered a beneficial form of work education and a closer union with life; it gives youth a sense of usefulness, strengthens its belief in its own powers and its determination to overcome obstacles.

The Youth Federation was assigned the task of determining the conditions, form, and term of student work in consultation with the appropriate enterprises, and of helping the brigades to organize. The

Federation must also ensure that university students head brigades, each in his own field; they must take pains to prepare these students by means of training courses for their functions as leaders and they must see to the cultural life of the brigades.

Brigade work is chiefly useful as a planned and directed pedagogical tool, and proof of this is that the leader must make sure that the work does not exceed seven hours a day, and that it corresponds to the powers and capabilities of the students. Acceptable work includes work in forestry, irrigation, clearing land, beautifying cities and towns, tilling and harvesting, construction of buildings designated for youth, helping in industry, etc.

Teachers and leaders must advise the students of what processes they should take particular note, so that the latter may round out the knowledge they have acquired in school. Surely a correct view of training implies that insofar as teachers take part in brigades as student leaders, they should also do physical work, even though they are not to be placed in brigade groups.

The resolution on student brigades also calls upon local libraries, state film organizations, writers, composers and creative artists to devote appropriate attention to youth brigades.

The trade union organization has shown great initiative in assisting in the reform of education. The resolutions passed by the second plenum of the General Committee of the Union Federation of Culture and Enlightenment employees on 21 October 1958 are a concrete expression of the tasks of the federation. We learn in the Bulgarian pedagogical press only of the realization of points 8 and 14, since the others are of a different character. Point 8 is concerned with the popularization of the experiences of Bulgarian and Soviet schools and teachers, the organization for mutual aid of rural and urban teaching collectives, the setting up of general-educational and technical schools, and finally, cooperation of Turkish schools with the Bulgarians. Point 14 deals with the newspaper *Uchitelsko Delo* /Teachers' Affairs/ which is charged with the responsibility of working the resolutions of the seventh Party Congress into reports and directives, of publishing articles on a priority basis which concern Communist training, polytechnical education and instruction in productive work, and of disseminating in popularized form reports of experiences in these fields. In the sections which we can study the unions are fulfilling their tasks in an exemplary fashion.

The state competitions are also of service in the mutual aid of urban and rural schools. They are organized departments which are concerned with both school construction and educational work. The results of the second round of the competitions which was held last year

and concerning which we can find information in several numbers of Uchitelsko Delo are surprising both because of the wide participation of schools and the financial savings which they indicate and the significance they have for the material equipment of school buildings.

The third round of the state competitions has been announced by the Ministry of Culture and Enlightenment, the Ministry of Health and Social Welfare, the Central Committee of the Union of Employees of the Ministry of Culture and Enlightenment, the Central Committee of the Georgi Dimitrov Communist Youth Federation and the Central Committee of the Red Cross. The competitions include the creation of provisions for polytechnical education and work instruction, the economics of Socialist ownership, the improvement of hygiene in the general-educational and technical schools, in boarding schools, in nurseries and kindergartens. For every kind of school or children's institution three types of prizes have been announced, ranging between 3,000 and 12,000 levs. The present competition has brought excellent results; reports of it carried by Uchitelsko Delo evoke honest amazement that everything can be accomplished by voluntary work. The results of past rounds of competition show savings to the extent of 84 million levs.

For the third round which will be run this year, the Burgas district has undertaken the task of constructing 172 physics, chemistry and biology laboratories; adding to laboratories already in the schools; setting up 145 new school workshops and improving existing ones; building 20 new schools and four boarding schools; they will also carry out structural improvements in nine schools. All of this is based upon voluntary, self-sacrificing work of teachers and students which is carried out with the support of patronage factories, JZD, STS, and with the direct aid of Party and Union organizations.

The following are the most immediate problems to be solved in the Bulgarian People's Republic in connection with the reformation of the education which is to prepare the generation born into a period of transition to Communism:

a) to establish the number of years of basic schooling. A new type of 12-year school is to be created which will be of a general educational nature, as well as polytechnical; training in productive work will also be included. This school is to have two levels, and consideration is being given as to whether the lower level should have eight or nine grades, and the upper level three or four.

b) to solve the problem of the different types of schools, so that youth may be given the greatest possible benefits in its education, and profit from the best combination of instruction and productive work.

c) to work out the problem of evening classes, extension courses and other forms of special study.

d) to reshape higher education: in this connection, one third of the time must be devoted to practical work in the first or last year, according to the field. Students are to enter upon their careers when they have passed through every kind of work associated with their fields, e.g., students in the medical faculty must undergo every type of work in the hospitals or other institutions, beginning as assistants to staff personnel. Higher education must develop in every way possible independence in its students.

e) to reorganize the preparation of teachers: teachers in the national schools and kindergartens must take courses at a three-year institution upon graduation from secondary school. Teachers who instruct in grades five through 12 must prepare at a university-level institution where more stress is laid on preparation in pedagogy and methods. Teachers of polytechnical and technical subjects must also receive university training. For teachers of grades five through eight arrangements will be made so that they can get their higher education either as regular or special students. Teachers of technical subjects and teachers in trade schools who do not possess full qualifications and have already taught two years may fulfill their requirements at an appropriate university. Shock workers and pioneer leaders must have the same preparation as teachers.

f) to improve Communist training.

g) to prepare conditions for the realization of the motto: the education and training of youth is the business of the whole nation.

These are some of the ideas contained in the report of Todor Zhivkov which was presented at the joint sessions of the Central Committee of the Bulgarian Communist Party and the Council of Ministers on 20-21 April of this year. The program of basic guiding principles for the reshaping of education, for the closer union of youth training and education with productive work was published 25 April 1959 in Rabotnichesko Delo [Workers' Affairs] with a call for national discussion (certain problems which are very similar to our conditions, which are thoroughly known and whose solution is similar to ours, are not analyzed here).

Table

Curriculum of the 12-Year General-Educational Schools in the  
Bulgarian People's Republic, Approved in 1958

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
Bulgarian Language and Literature	11	10	8	7	6	6	5	4	4	3	4	4	72
Russian Language	-	-	-	-	2	2	2	2	2	2	2	2	16
Mathematics	4	5	5	4	4	4	4	5	5	4	4	4	52
Physics	-	-	-	-	-	1	2	-	2	3	3	3	14
Astronomy	-	-	-	-	-	-	-	-	-	-	-	1	1
Chemistry	-	-	-	-	-	-	2	3	2	2	1	2	12
Natural Sciences	-	-	-	2	2	2	1	2	2	1	2	2	16
Civics	-	-	2	-	-	-	-	-	-	-	-	-	2
History and Constitution	-	-	-	2	2	2	2	2	2	2	2	9	19
Geography	-	-	-	2	2	2	2	2	2	1	2	-	15
Western Language	-	-	-	-	-	-	2	2	2	2	2	2	12
Psychology	-	-	-	-	-	-	-	-	-	-	2	-	2
Logic	-	-	-	-	-	-	-	-	-	-	-	1	1
Marxism-Leninism	-	-	-	-	-	-	-	-	-	-	1	2	3
Drafting	-	-	-	-	-	-	-	-	-	2	-	-	2
Singing	1	2	2	2	2	2	1	1	1	1	1	-	16
Drawing	1	1	1	1	2	2	2	2	2	2	-	-	16
Physical Education	2	2	2	2	3	3	3	3	2	2	2	2	28
Manual work and Practical work in shop	1	1	2	2	2	2	2	-	-	-	-	-	12
Principles of Agricultural (Livestock, grain)	-	-	-	-	-	-	-	2	2	-	-	-	4
Principles of Indus. Prod. (Mechanics, electrical technology)	-	-	-	-	-	-	-	-	-	3	2	2	7
Practice in Prod. Work	-	-	-	-	-	-	-	-	-	180	180	180	180
	20	21	22	24	27	28	30	30	30	30	30	30	322
Optional Subjects	-	-	-	-	-	-	-	-	-	2	2	2	6
Some kind of Productive Work, Stenography	-	-	-	-	-	-	-	2	2	-	-	-	4

According to the article "Basic Procedures in Reforming the Educational System, in the Direction of the Closest Possible Connection between Youth Training and Education, and Productive Work", about one



Table (cont'd)

third of the training time is to be devoted to productive work. In this connection, the working day in the tenth grade is not to exceed four hours, in the 11th grade, five hours and in the 12th grade, six hours; at the beginning and end of the school year, practice work is to be continuous. The transition to the new type of school begins in 1960-61 and in 1959-60 one day per week of training in productive work will be introduced.

---

The Bulgarian contribution to the solution of the problem of reforming education is clearly two-fold. The first contribution is to the theory of polytechnical education, the definition of what this concept comprises. The Minister of Culture and Enlightenment says in his article of 12 December 1958 that the experience of experimental education contradicts the notion that polytechnical education should not mean schooling in a single field, the acquiring of basic qualifications for one kind of employment, and that it should offer only working habits and skills. The experimental schools in Bulgaria show that in addition to the study of basic sciences, and the assuring of a Communist education, as well as an education in esthetics, productive work and physical development; and besides the study of the principles of industry, the direct participation of students in productive work must be provided for. "The first strides of experimental polytechnical education show that by means of the direct combining of instruction and productive work", says the Minister, "one must study a given field and earn basic technical qualifications for a given job".

The second contribution is the progress toward resolving the question of work in the life of society, and taking account of the work of school youth in this connection. Bulgarian comrades are not afraid to discuss the harnessing of youth for work in construction: they have boldly resolved the experiences of higher education, and this not only requires courage, one of the splendid Bulgarian traits, but also a correct self-appraisal. It must be expected, and it should even be hoped, that in the West they will start talking about "exploiting child labor", etc. But the People's Democratic Bulgaria is conscious of what she has accomplished by her allegiance to the Socialist camp and finally of what she wants to offer her people and in what way she desires to contribute to the world-wide drive toward the victory of Socialism. She may safely ignore remarks emanating from the Capitalist concept of child labor.

And it is also to be expected that our Bulgarian allies will, under the Party's leadership, succeed in reforming education, and attain results whose significance will extend beyond the borders of the Bulgarian People's Republic.

The most important articles from the Bulgarian press which have been used in this report are:

1. Zhivkov, T. "Acceleration of the Development of the National Economy, the Improvement of Material and Cultural Conditions and the Reorganization of State and Economic Leadership", Uchitelsko Delo /Teachers' Affairs/, no 7, 1959, Sofia.
2. Zhivkov, T. "Information Report to the Plenary Assembly of the Central Committee of the Bulgarian Communist Party: the National Drive toward the Fulfillment of the Five-Year Plan ahead of Schedule, and our Tasks" Uchitelsko Delo, no 93, 1958, Sofia.
3. Zhivkov, Zh. "The new Teaching Plan for General-Educational Institutions", Uchitelsko Delo, no. 60, 1958, Sofia.
4. "Resolution of the Plenum of the Central Committee of the Union of Educational and Cultural Workers", Uchitelsko Delo, no. 89 1958, Sofia.
5. "Resolution of the Bureau of the Central Committee of the DKMS and the Committee of the MPK on the Organization of the Youth Brigade Movement in Schools and Universities", Uchitelsko Delo no 18, 1959, Sofia.
6. "Conference to Analyze the Results of the Educational and Cultural Work in Experimental Polytechnical Schools" Uchitelsko Delo, 18 July, 1958, Sofia.
7. Zhivkov, T. "A Closer Union of Education and Instruction of Youth with Daily Life and Productive Work", Uchitelsko Delo, no. 100, Dec. 58.
8. "Survey of Period before the Third Republic. Appeal of the Commission in Jambol-Republican Leading Figure in the Second Republic Survey of General-Educational and Professional Institutions, and Kindergartens", Uchitelsko Delo, no. 84, Oct. 1959, Sofia.
9. "Third Republic Survey", Uchitelsko Delo, 26 Dec. 1958, Sofia.

10. "Utilization of the Third Republic Survey in the Struggle to Fulfill the Five-Year Plan Ahead of Schedule", Uchitel'sko Delo, no. 3, Jan. 1959 Sofia.

11. "Basic Conditions for the Reformation of Education, in Assuring a Closer Unity between Youth Training and Productive Work," Rabotnichesko Delo, Workers' Affairs 25 Apr. 1959, Sofia.

5489

- END -

Poland

RESULTS OF RESEARCH ON GROUP OF YOUNG OFFENDERS IN POLAND

Nowe Prawo

/New Law/

Vol XV, No 12, December 1959, Warsaw,

Pages 1428-1437

Polish, per

CSO: 3395-D

Pawel Zakrzewski

I

The present article, part of a more extensive work (which will be published next year by the Jagiellonski University), is based -- in its published form -- on a detailed analysis of about 150 judiciary record files from Warsaw, Krakow and Lodz, dating from 1953-1955, and on case work investigations made on 30 of these cases. Figure data supplied below to the reader are from the file material, and the results of the case work investigations served to complete certain data which were lacking in the files, and to give a more thorough picture of those problems which could not be adequately presented on the basis of files alone.

The collected material concerns groups of young offenders, i.e., groups which, in addition to minors, also included juveniles between 17 and 20 years of age. Some groups also contained delinquents over 20 years of age. As the participation of minors under 15 was minimal in these groups, just as was the participation of delinquents over 20, actually we had to deal with groups composed mainly of youth between 15 and 20 years of age.

We use the term "group" in the meaning of any delinquent cooperation of at least three persons, because, on the basis of court files as they are now, it was very difficult to decide in many cases whether the delinquents formed a group in the sociological meaning. We did not have the opportunity to carry out, for all doubtful cases, the thorough investigations which would have permitted to resolve the doubts. However, we want to stress that, when discussing the various problems concerning a group, we rely mainly on those court cases where the existence of a group in the sociological sense was unquestionable.

The division of delinquent groups was based on the nature of the offense. We have distinguished two types of groups: those which have engaged in offenses against property and those which have engaged in offenses in the nature of hooliganism. We shall briefly refer to them as "groups against property" and as "hooligan groups." Despite the fact

that there are groups which are not limited narrowly by one category of offenses, the accepted division should not be questioned, especially when one considers the following circumstances.

In almost every group, we encounter a repeated delinquent activity going on for a certain period of time. This delinquent activity gives to each group its characteristic nature, and the occasion of a single or a double engagement in an offense of another type has no influence on the character of the group. Even if during the initial period of activity of the group its members engage in various types of offenses, after a certain period the activity concentrates either on offenses against property or on hooliganism and the group character becomes stabilized. The collected material demonstrates that, in theory, the delinquent group always specializes in some sort of activity, that some actions constitute the essential elements of that activity, and that others are marginal. Each individual offense must be considered in the context of the entire activity of the delinquent group. Otherwise we could not learn anything about its true character.

If offenses which took place only once were to be viewed as significant, it would appear that there are no groups with a uniform character because, with the present popularity of hooliganism, almost every group engaged in thievery and robbery, has at least once committed some offense in the nature of hooliganism.

The following table shows how many delinquent groups were included in our material from 1953-1955, how strong they were, and how many belonged to each category.

TABLE I  
(absolute figures)

Type of group	Total	Size of the group				
		3-4 persons	5-7 persons	8-10 persons	11-20 persons	Over 20 persons
Total number of groups	120	67	30	9	12	2
Groups against property	76	45	22	8	1	-
Hooligan groups	44	22	8	1	11	2

This table shows that the majority of groups studied committed offenses against property (63%). Groups against property are as a rule less strong than hooligan groups. Almost 90% of the groups against property had 3-7 persons, and only 10% had more members, whereas less than 70% of hooligan groups were composed by 3-7 persons, and over 30% of the groups had more members.

## II

Studies on the formation of groups indicate that the members, in the majority of cases, are acquainted as the result of living in the same neighborhood. A minor, whose home situation is depressing, or who is restless and unwilling to stay at home, has many opportunities to meet and get friendly with other boys living in the neighborhood. According to many circumstances, such as the age of members, their individual character, conditions at home, the participation of older and more demoralized members, or the nature of the given neighborhood, the fate of these acquaintances and friendships, which result from living close one to another, are different. Sometimes boys meet together and have fun together for many years, and they only run away and undertake their first robberies when home conflicts become more important.

Groups which resulted from neighborhood ties present generally a smaller spread of age than the other groups. Doubtless as the result of this fact, they are also less demoralized than the others. An exception is provided by neighborhood groups in some districts where social pathological phenomena are particularly intense. Groups which originate in such districts are thoroughly demoralized despite a small general difference of age between their members.

In the collected material, we have stressed the relatively important number of groups from Annopol which engaged in robberies and other serious offenses. A district of Warsaw such as Annopol, where the minor sees around him negative norms of behavior, and where alcoholism and delinquency of adults are widespread, presents favorable conditions for the creation, on its territory, of many delinquent groups composed of minors and highly demoralized juveniles.

Sometimes neighborhood acquaintance is reinforced by common attendance at school (for example, evening school or professional school). It also happens that acquaintance is made at school and goes on as the result of the fact that the boys are living close one to another. It must be remembered that school is a place which for many hours a day, gathers together boys from different environments, with different properties of character and temperament, and various moral and social attitudes. The growing dislike of some boys against school and study may become the cement which will form them into a group and set them against the "good" pupils. Their practice of playing hooky, and their unacceptable jokes in school, attract other pupils, who also encounter some difficulty in studying and are deprived of adequate care at home. With time, the behaviour of some boys belonging to the group, especially the older ones who are straggling in their studies, becomes ever worse, till they are finally dismissed from school or leave it by themselves: the groups then begins partly to be composed by pupils of the given school and partly by

older boys who are no longer at school. The latter, as can be easily understood, have an especially negative attitude toward school, teachers and good pupils. And this is why some of them not only come to the school and call out their former comrades engaged in studies, but also attach other pupils, raid the school, disorganize its activity and damage the facilities. These facts are most often encountered in evening schools.

The river, the sport field, or the park constitutes the occasion and the place for the formation of acquaintances and for common activities of minors and juveniles who are playing hooky, or have managed to leave the house, or sometimes have received their parents' permission to spend some time with other boys of their age.

Quite different is the path leading to the group those minors who get acquainted with juveniles while dragging along the streets, in grain stations, or staying at sleeping places. These minors usually join a group which is already formed, engaged in vagrancy and living by thefts. The participation of a minor in such a group will mainly depend on the analogy between his situation and that of other vagrants. A minor who ran away from his home or from an institution, and is afraid to go back, is deprived of any help or assistance, and finds himself outside of social life, just like the members of groups which he meets at the station. A very similar life situation of the minor and the newly met comrades favors the establishment of contacts and at once creates a bond between them. The group is going to fulfill the needs of the minor, who no longer will be left in isolation; the past loneliness will be replaced by the companionship of comrades who are experienced in the vagrant type of life. It must be added that groups where the offenders were linked by a common life situation and a common type of existence of a vagrant character, and not living in the same neighborhood (some of them were originally from various towns), were among the most demoralized. These groups contain juveniles, and even adults, who have recently left prison, ran away from reformatory institutions, abandoned their family and came to another town. We no longer deal with a group where a minor will play ball with his comrades, organize expeditions in the country, or raid other people's orchards or gardens, as often happens with boys who are not over 18 years old, but with a group where a minor will participate in a definitely criminal activity and in a way of life which will quickly bring him to a point of considerable social demoralization.

In each case when we wonder how it happened that a given minor, or juvenile, commits, together with his comrades, some thefts or other offenses, we must remember that the process of individual demoralization is dynamic by nature, and that its origins must not be sought at the time of the individual's membership in the group, and the common delinquent behavior, but during the earlier period. The research made shows that the delinquent group appears in the life of the individual generally

after a certain stage of demoralization has already been achieved. The function of the group consists of grounding and strengthening this demoralization, but rarely initiating it. Or it would be perhaps truer to say that the individual has not been demoralized because he was in the group but found his way to the group because he was already demoralized to a certain extent. The dynamic process of demoralization, originated in the totality of environmental conditions acting upon the given minor, and especially in his home and school situations, results at a certain stage of its development in the reinforcement of bonds between the minor and other boys who are in the same situation as he, leading thus to the formation of the group; it is also possible that the minor joins an already formed group.

As we propose now to deal with the activity of delinquent groups, we must first note that groups against property were as a rule more compact and homogenous than hooligan groups. This results probably from the fact that members of groups against property have generally moved farther away from their previous milieu and became more deeply engaged in the group. It also results from the monetary nature of the offenses. Such a group provides a more exhaustive meaning of life than a hooligan group. This fact is expressed by the circumstance that groups against property, more frequently than hooligan groups, have places where they spend their time together, play cards, drink alcohol, bring stolen goods, eat meals. Sometimes these places are used at least by a part of the delinquents to spend the night. Groups against property had the so-called meliny (shelters); unused station buildings, railway carriages, fortifications, cellars, a fluvial port empty in winter, cemeteries, park stands, bridge foundations, a gypsy camp. Some groups had no fixed shelter and slept sometimes at the station, and sometimes in cabins on lots or in haystacks on the outskirts of the town.

Some of the delinquents described in detail, during the investigation, how they undertook individual offenses. These reports show that future offenses and the way of committing them were usually decided in the shelters, and that alcohol helped to dispel the doubts of those who found it difficult to take part in the offense because it was the first time that they had participated in one or because the given plan seemed to them too risky. Almost each member of the group would present his ideas and describe the territory with which he was familiar and which, in his opinion, lent itself to thefts, for no one wanted to appear less useful than others. Some proposed the schools which they still attended or which they recently left, others institutions where they worked or from which they had been dismissed, others apartments of neighbors. The experience of one, the cleverness and slyness of another, the courage of a third, would cumulate and result in activities which could not have been performed by individuals.



The dispelling of doubts of the hesitant ones, the mockery of those who are not courageous enough to perform more serious offenses, should not be confused with incitation, for the latter assumes the action on someone who has no intention of committing an offense, whereas each member of a delinquent group counts on the fact that he will take part in this type of group activity. The persuasion of one or several other members of the group to take part in a first or a more risky offense does not deserve to be called incitation, but nevertheless constitutes one of the forms of demoralization of younger members of the group by older and more demoralized ones.

In addition to this type of demoralization, we encounter in many groups many other types. One must first mention lessons and directives concerning the way in which an offense would be carried out. This type of learning took place in the shelter where the given group used to meet. For instance, the members of a group in Warsaw, specialized as pickpockets, were meeting daily in a park stand "under the roof, toward 1700, after having committed many petty thefts in streetcars" during the rush hour. Two group leaders, 2-3 years older than the other members, took the money away from those who stole it that day, divided it among all group members while retaining the greatest portion for themselves, and then started their "lectures" on the best way of taking advantage of the crowded conditions when boarding a streetcar, on the way of emptying a pocket, on behavior after stealing, etc. In the case of another group, the "learning" took place in the shelter offered by a receiver of stolen goods, the mother of one of group members. The latter, as well as other experienced criminals, a few years older than the rest, would teach the minors, recently added to the group, whom to select as victims of robbery, how to prepare the organization of robberies requiring several participants, etc.

A dozen minors, between 13 and 15 years old, confessed during the police interrogation that they were forced by 18-20 years old boys to steal food, clothing and even jewelry from their homes and to bring them to the group. When they showed resistance, the older boys would beat them up or threaten that they would report their insubordination to a mythical gang leader who actually never existed.

The depositions of minors further reveal that older and more experienced delinquents tell the younger members of the group in what crimes they formerly took part, how they profited from them, how they avoided prosecution by the Citizens Militia, etc. Serious criminal offenses are presented as daring feats or as great adventure. One can easily understand that, in such an atmosphere, it is easy, for highly demoralized individuals, to encourage the other group members to commit ever worse offenses.

Previously sentenced individuals, often the leaders of a group, give instructions to minors concerning the way of behaving in case of an arrest by the militia. These individuals forbid them ever to confess to the offense, and threatened that they would take revenge, on those who have confessed even though it might be after they leave prison. They also told minors that they should say, during interrogations and trials, that they are older than they are, because they will thus be condemned to one-half or one year of prison, and will be soon released, whereas as minors they would be sent to a reformatory institution "where they would stay a long time and would have to study."

The atmosphere and the character of the group are shaped by the influence of the most demoralized members, usually the oldest and the most active ones. Because he wants to gain their respect, a minor must show cynicism, courage and cleverness in carrying out anti-social actions. He also can gain respect by showing dislike and scorn for his family, school, and honest work. A delinquent group has its own system of values, different from that of conventional groups, and the minor must adjust to it, if he does not want to suffer from a negative attitude shown to him by the other members of the group. This type of atmosphere, and especially a constant contact with individuals sentenced several times, explains why a minor, who previously had educational problems in school and at home, undergoes a quick process of demoralization once he becomes the member of the group.

The duration of the uncovered delinquent activity of groups against property may be presented as follows:

less than 3 months	.....	29 groups
from 3 to 6 months	.....	27 groups
from 6 to 12 months	.....	16 groups
from 1 to 2 years	.....	4 groups.

The act of accusation for almost each delinquent group contained not one but several or over a dozen actual offenses. The following table presents the figures:

1 offense in the act of accusation	.....	7 groups
2-5 offenses " "	"	..... 26 groups
6-10 " " "	"	..... 24 groups
over 10 " " "	"	..... 19 groups

Insofar as groups engaged in picking pockets are concerned, the amount of these theft reached over 50 and sometimes over 100, because these offenses were committed daily, and, also the activity of such groups generally went on longer than that of groups engaged in burglaries and attacks.

Groups against property mainly committed the following offenses (in decreasing order of importance): attacks on passersby with intent to rob, attacks on taxi drivers, robberies of drunks (often using force), burglaries of merchandise depots, shops, stands, apartments and schools, burglaries of larders, attics and cellars, burglaries (with breaking windows) of passenger cars left without a guard, stealing from recreation rooms and open food stores, stealing of construction materials in open air, stealing of bicycles left on the street, stealing of travelers luggage at the station, picking pockets and finally stealing poultry in streets and courtyards and flowers and fruit from gardens.

Material concerning the second category of groups showed the existence of a great variety of types, starting with those which engaged sporadically in hooliganism and those which committed this offense in a systematic way. It may be said that the use of free time by various groups shows different proportions and intensities of hooligan behavior. Out of 44 groups, 14 (32%) deserved decidedly to be called hooligan. In these groups, delinquents systematically drank too much alcohol and then would purposefully go out on the street in order to beat someone up, create a riot, or break up some youth organization. These groups were composed of demoralized individuals, repeatedly noted by the Citizens Militia as engaging in hooliganism.

At the opposite of this category, were groups (11-25%) with a playsport rather than hooligan character. These groups were composed by younger boys, usually under 18 years of age, and they mainly sought some form of amusement that neither their family, nor school, nor other institutions or youth organizations could provide for them. Hooliganism has for them a marginal character, resulting less from the attitude of the members than from an excessive freedom and negative norms of behavior popularized among the youth. Some boys would gather to relate the plots of movies they saw, read together some attractive book which was difficult to purchase, or to plan various amusements and excursions. Then they would go to movies or play ball in the fields; at other times they would run along the Wisla banks, or steal fruit from gardens. Other boys formed sport clubs, and their main activity consisted of the practice of some specific category of sport, mainly soccer.

There were 19 groups (43%) with an intermediary character between the sport-play and the frankly hooligan groups. We have counted in that number those groups for which the court files did not have enough data to permit lumping them together with one of the preceding groups.

About one-third of hooligan groups had a permanent meeting point, which did not deserve, however, to be called a "shelter" because the members did not spend the night there nor had to hide in it, any goods resulting from criminal activity. For their meeting points the hooligan

groups used: ruins and burned down buildings, cellars, war time fortifications, old forts in the suburbs, various stands in parks, waiting rooms at the terminus of streetcars, and also facilities of houses of culture, recreation rooms and sport clubs.

The activity of hooligan groups was often connected with a determined territory. It may be said, concerning 5-10 groups, that they oppressed entire districts and constituted a real plague. These were numerous groups, composed by a dozen or several dozens (20-40) boys between 15 and 20 years old, whose permanent place of residence was situated on the territory of the given district, and who would gather there, then go out in the street, bother the passersby, raid orchards and gardens, settle accounts with persons who formerly had opposed them. These groups sometimes concentrated their activity on a fight against another hooligan group from a neighboring or distant district. This mutual antagonism of two hooligan groups, or that of a hooligan group and young boys from a different street, school or boarding school, who did not form a group, manifested itself in the preparation and execution of mutual attacks using stones, bricks, bottles, etc. In a few cases, there existed a permanent territory where the hooligan groups would meet and fight and where, therefore, individual members of one groups risked especially to be set upon and beaten up by the members of another group. Thus, in Lodz, in summer of 1955, two very strong hooligan groups -- one from the Stoki district and another from the neighborhood of the Plac Niepodlegosci -- for several months would wage war in a park where a "festival village" was built, for both groups wanted to take advantage of its facilities and entertainment. This formed the background for an antagonism which manifested itself in many mutual attacks and fights and which eventually found its epilogue in the court.

The majority of other groups also had their favorite territory of activity. They could be found in front of the buildings of evening schools, in the house of culture, in recreation rooms, in the "merry village," in front of motion picture theaters and in trains. These groups partly took advantage from the entertainment facilities of a given institution, say, a recreation room, but to a considerable extent would disturb and make more difficult its work and would frustrate its educational influence on the rest of youth. The members of these groups often would come to the mentioned institution while drunk, or would drink alcohol there, and then would start quarrels and fights with the personnel and with visitors and would break up the facilities.

The collected material shows that 28 hooligan groups existed for 12 months, and 16 groups for 1-2 years, before all, or the majority, of members were arrested. During that time, individual members were arrested or noted by the Citizens Militia, or even stood trial, but this fact did not entail the destruction of the group as a body.

Hooligan groups, just as groups against property, mainly were accused in court of having committed not one but at least several offenses.

Out of 44 hooligan groups (totalling 206 delinquents), the members of 21 groups, i.e., a total amount of 91 delinquents, committed their last offense while being drunk. These figures testify, it is true, to the considerable role of alcohol in the etiology of offenses with a hooligan nature, but, in view of the well known fact that the majority of delinquents commit these offenses while under the influence of alcohol, these figures are nevertheless very surprising. According to our material, indeed, only 44% of the members in 48% of groups engaged in hooligan offenses while under influence of alcohol. This phenomenon can be only explained by the fact that, on some situations, the very membership in a hooligan group brings an individual to a psychic condition which brings about easily all kinds of aggressive behavior.

### III

Groups of youthful offenders, composed generally by individuals 15 - 20 years old, constitute an important problem which deserves to be attentively considered both in practice and in the framework of future scientific investigations. A considerable amount of groups of young offenders grows out from the large number of uncontrolled youth groups which are encountered in the large cities (it is easy to observe how these groups loiter in the streets, stand at corners, drink alcohol at night in apartment house doorways, etc.). These groups constitute the reserve army where new delinquent groups are continuously recruited.

[Note: See A. Pawelczynska, "On Some Causes of Hooliganism," (in the collective work: Hooliganism - Studies, edited by Prof. J. Sawicki, Wyd, Prawnicz e, Warsaw, 1956, p.18). The author says that at the time when, as the result of the undermining of social structure, "the traditional education provided by adults was no longer able to perform its function which was natural in a stabilized culture," age groups began to play a dominant role in the formation of ideas and attitudes of youth. "Among these groups, were also created hooligan groups."]

It is necessary to take steps which would stop the influx of youth to these groups and would prevent the process through which the existing groups are transformed into delinquent groups.

The considerable number of juveniles who testify to advanced symptoms of social demoralization and who have been committing offenses for a long time together with minors, and the individual biographies of these juveniles whose case stories were established, indicate that they

were not exposed at the right time to adequate educational-corrective measures, and that prison sentences, which were laterx given to them, instead of stopping the process of social demoralization, actually intensified it. The present research has once again confirmed the necessity of treating a juvenile delinquent in a different way than an adult, as various criminological studies have already stressed many times.

5064

- END -

Poland

POLISH MINISTER OF EDUCATION DISCUSSES PROBLEMS FACED BY  
ELEMENTARY SCHOOL SYSTEM

Nowa Szkoła  
/New School/

Waclaw Tulodziecki

No 12, December 1959, Warsaw,  
Pages 1-4,  
Polish, per  
CSO: 3396-D

The III Congress of the Polish United Workers Party determined the directives for the development of the Polish People's Republic during the years 1959-1965. These directives established the key objectives and the basic direction of the development of education and learning. On the basis of these decisions, the Ministry of Education undertook an action aiming at "raising to a higher level school work on all levels and of all types, and strengthening the socialist direction of its development."

The basic problem in this field is now constituted by the question of how to make universal the teaching on the level of the full time elementary school, and what the content and level of educational and instructional work in that school should be.

What are the bases for this statement?

During the school year 1958/1959, 25,249 elementary schools were active, out of which 17,068 were 7 grade schools and 8,181 schools were organized on a lower level (4, 5 or 6 grades). These schools were attended by 4,240,072 pupils, with 3,871,000 (91.3%) pupils attending 7 grade schools and 368,111 (8.7%) attending lower level schools.

These schools may be divided as follows:

1 teacher per school	- 4,528 schools	- 131,000 pupils (3.1%)
2 teachers per school	- 3,282 "	- 179,000 " (4.2%)
3 " " "	- 1,950 "	- 147,800 " (3.5%)
4 " " "	- 6,491 "	- 731,700 " (17.2%)
5 " " "	- 2,903 "	- 458,900 " (10.8%)
6 " " "	- 1,269 "	- 267,000 " (6.3%)
7 or more " " "	- 4,826 "	- 2,324,700 " (54.9%)

During the school year 1958/59, 4,378,836 children had the legal obligation to attend school: 4,097,609 children between 7 and 13 years of age, and 285,227 children either 14 or 15 years old. The latter were

children who did not finish the elementary 7 grade school at the required age and whose legal obligation of attending school was extended according to the law.

Out of the total number of children legally obliged to attend school, 99,826 (2.2%) did not attend any school, to wit: 15,346 city children (0.7% of the total number of children in cities) and 84,480 country children (3.4% of all country children). With reference to age groups, the compulsory attendance was satisfied in the following percentages: 99.5% of 7 to 13 year old children satisfied the attendance requirement, and 74.1% of 14-15 year old children. The respective indexes for urban areas were 99.7% and 90.6%, and for rural areas 99.1% and 63.7%

Out of the total number of pupils in schools, 100,695 pupils (2.5%) lived farther from school than the prescribed distance.

Out of the total number of 99,826 children not satisfying the attendance requirement, 64,724 children failed to attend school without a good reason: 8,256 in cities and 56,468 in rural areas.

The number of children of school age had increased by about 270,000 on 1 September 1959. School space must be provided for them if education is really to be made universal.

In connection with this situation, it became necessary to improve conditions guaranteeing a full realization of the principle of universal education, i.e., a universal education in 7 grade elementary schools. With that purpose in mind, the Ministry of Education has already taken, or will take in the near future, the following decisions which, if they are adequately carried out, will guarantee a full realization of the principle of universal education:

School inspectors were directed to undertake a detailed analysis of the school network, and to determine to what extent the school system on the level of a county will permit the possibility of satisfying the school attendance requirement. If the existing school system does not make it possible to embrace all localities, new schools must be set up in localities which are left out of the school system.

Within the limits of the territory covered by each school inspector, a plan must be prepared aiming at the assurance that each child will be able to finish a 7 grade school. In connection with this plan, there certainly will occur the necessity for extending the system of 7 grade schools in rural areas, which will be brought about, in addition to other means, by the transformation of some incomplete and independent schools into 7 grade schools.



An instruction was issued concerning the duties of schools and people's councils concerning the control of the failure of satisfying school attendance requirements. On the basis of this instruction, the school principal has the duty of keeping, on the basis of data supplied by population evidence offices within certain time limits, a record of all children of school age, the office of the school inspector has the duty of keeping an up-to-date register of children who do not satisfy the school attendance requirement and to provide these children with the opportunity to satisfy this requirement, and the people's councils have the duty of deciding the culpability and punishment for failure to send children to school.

In view of the fact that, among children who do not attend school, a considerable percentage consists of mentally retarded, deaf, blind and crippled children, it is necessary to extend the system of special schools or institutions for children who are seriously retarded mentally.

The extent of the realization of the principle of universal education on the level of complete elementary schools is also influenced by the high proportion of repeating and dropping out in elementary schools.

During the school year 1958/1959, about 480,000 children had not been promoted to the next class (11.5% of all pupils). By the end of the year, about 100,000 pupils had dropped out (2.5% of all pupils), out of whom about 35,000 (0.9%) dropped out at mid-year, and about 65,000 (1.6%) at the end of the year. The largest amount of repeating occurs in grades 4-6 (13.5%, 15.3% and 14.5%), and the largest amount of dropping out in grades 5-7 (5.0%, 8.2% and 4.8%).

In the majority of cases, repeating and dropping out are caused by the lack of success in school studies. In addition, repeating and dropping out are also often caused by keeping the child home to help in the domestic chores, by desintegration of the family, the lack of care and the helplessness of parents who are supposed to raise children.

Losses experienced on this account by national economy and culture are tremendous and cannot be recouped by the education of working research:

a) Curriculums must be adjusted to the possibilities of children and school textbooks must correspond to curriculums; and the schools must be better supplied with necessary facilities and study materials.

b) A greater care must be given to children in school, especially to those who are missing class periods and making slow progress in studies; assistance for weaker students, and activities in the school recreation room must be organized.

c) Development of the system of classes and schools for children retarded in their studies and special schools and institutions.

d) Parents must be made aware of the fact that children must be provided at home with conditions which enable them to do their home work and regularly attend school.

e) The professional improvement of teachers, directors and principals of schools, and pedagogical supervisors, must be carried out on a large scale, on the basis of the principle of a dutiful and systematic performance.

The realization of these decisions and projects of the Ministry of Education ought to bring about: a considerable improvement of educational and instructional work in school; a decrease repeating and dropping out; a full realization of the principle of universal education on the level of the 7 grade elementary school.

The realization of the principle of universal education on the level of the 7 grade school and the improvement of the level of instructional work in the elementary school, are connected with the increase in school construction, including the socially financed construction in the framework of the program of 1,000 schools for the 1,000 years of existence of the Polish State, as well as with the preparation of an adequately qualified personnel for the schools.

On 1 January 1959, elementary education had at its disposal 107,775 classrooms, out of which 26,869 classrooms were built during the 15 years of People's Poland. In 1959, about 5,000 classrooms will be built, out of which 1,560 will be socially financed; in 1960, 5,650 classrooms, and between 1961 and 1965, about 35,000 classrooms will be built.

The average number of pupils per classroom now amounts to 39.4 pupils. However, 49.2% of city classrooms are used in two shifts, and 2.7% of city classrooms even in three shifts.

In view of the fact that additional classrooms must be prepared for 1,200,000 children because of the increase in these age groups, and old and no longer usable classrooms must be replaced (about 16,000 classrooms), the projected plan of school construction does not provide for any considerable change in the classroom situation before 1965/1966. The need is therefore evident for a yearly increase in the outlays for, and speed of school construction.

During the school year 1958/1959, elementary schools had 133,505 full time teachers. In this number, there were:

7,554 teachers with university degrees  
12,592 teachers with unfinished university education  
104,894 teachers with secondary teaching certificates  
8,465 teachers without qualifications.

Full time teachers had the following number of years of experience:

less than 3 years - 19,562 persons	- 14.7%
between 3 and 15 years - 70,930 persons	- 53.1%
between 15 and 25 years - 9,740 persons	- 7.3%
over 25 years - 24,808 persons	- 18.6%
non-qualified - 8,465 persons	- 6.3%

Among retired teachers in 1958/1959, 10,392 were employed full time in the elementary schools, and 1,255 were employed part time. The total amount of over-time was 890,000 hours.

The demand for elementary school teachers in 1965/1966 will amount to about 70,000 persons, to wit:

on account of the increase of the planned services, about - 25,000 persons;  
on account of losses (natural losses, retirement, other reasons) about - 37,000 persons;  
on account of the ending of part of overtime hours, about - 8,000 persons.

Thus, even assuming that all graduates of teachers secondary schools, teachers studies, and teachers colleges in 1960-1965 will be working in elementary schools (about 50,000 persons), the elementary schools will still be 20,000 teachers short. These figures stress the need for a larger enrollment of youth in teachers' training institutions, and perhaps even for the organization of additional forms of teachers' training, based on general high school certificates.

Also, since during that period, of time we shall not be able to train our teachers exclusively in teachers' courses and higher institutions of learning, it is necessary to expand the programs of teachers' studies in the framework of evening and correspondence courses, and also to give our attention to the possibility of using other forms of emergency training of teachers, such as one-year teachers' courses.

The most important and the most urgent work of the Ministry of Education is, however, its initiative in the field of the transformation of the educational and instructional content of the elementary school, aiming at a better preparation of youth for work and life in society.

Even during study in elementary schools, youth ought to gain not only theoretical knowledge but also basic skills and the habit of manual work.

The realization of this objective requires a re-examination of the content of elementary school curriculums: on the one hand, eliminating unnecessary material which burdens excessively the youth and adjusting curriculums to the mental level and interests of pupils, and, on the other, drawing the school closer to the demands of life, which requires that the unquestionably important and necessary humanistic and mathematical-natural education be completed with elements of techniques, work and esthetic education. Practically, in school, this means not only that the part played by shop activities in our educational system as well as by useful social activities in school and outside must be reinforced, but also that studies such as physics, chemistry, biology and geography must be better taught to provide a manifold technical education through an adequate selection of content and methods of teaching. This is obviously, connected with the necessity for a better supply of scientific aids and laboratories to schools.

However, this is not all, we are faced with a primordial task: the intensification of the ideological and educational influence in school and outside of school work; the preparation of children for the understanding of nature and social phenomena in the spirit of the principles of a scientific and materialist conception of the universe. To a much larger extent than now, the elementary school must see that youth is closely related to the new reality. Both the teaching material and the entire school life ought to insure a correct attitude toward work and working men, our social and economic regime, and socialism.

In view of the existence of these demands, the Ministry of Education has engaged in research on curriculums, textbooks, and selection of study aids.

The idea of an extension of compulsory school attendance beyond the 7th grade is often advanced. It is justified by many arguments of a pedagogical, social and economic nature. However, during the present period of increase in the number of children of school age, the realization of this idea is rather impossible. Another reason is the failure to satisfy completely the principle of universal education on the level of the 7 grade school, the difficult classroom situation, and the lack of an adequately qualified teaching personnel.

The decisions of the III Congress of the PZPR, concerning the progressive re-organization of the 7 grade elementary school through the addition of two years of study on the level of general and professional education, were carried out on 1 October 1959, with the creation of the

two year SPZ and SPR. These schools ought gradually to provide educational and instructional direction for all the 14-15 years old youth who, after finishing the elementary schools, do not enter general or professional secondary schools.

The improvement of the educational and instructional work of the 7 grade elementary school, the guarantee of classrooms and material bases for the increased needs of the elementary school, the guarantee of elementary schools with a teaching personnel with, at least, an unfinished college education, the preparation of adequate curriculums -- all this will permit a decision to be made concerning the extension of the period of study in elementary schools.

Elementary schools are indeed the No 1 problem facing the educational policy of the Ministry of Education during 1959-1965.

5064

- END -