

DOCUMENT RESUME

ED 034 455

72

FL 001 537

AUTHOR Azzouz, Azzedine; And Others
TITLE Selected Bibliography of Educational Materials:
Algeria, Libya, Morocco, Tunisia. Volume 3, Number
4, 1969.

INSTITUTION Agence Tunisienne de Public Relations, Tunis
(Tunisia).

SPONS AGENCY National Science Foundation, Washington, D.C.;
Office of Education (DHEW), Washington, D.C. Bureau
of Research.

REPORT NO TT-69-52000-4
BUREAU NO BR-7-1275
PUB DATE 69
NOTE 34p.

EDPS PRICE MF-\$0.25 HC-\$1.80

DESCRIPTORS Adult Education, *Annotated Bibliographies,
Educational Administration, Educational Methods,
Educational Needs, Educational Objectives,
Educational Planning, Educational Practice,
*Educational Problems, *Educational Programs,
*Foreign Countries, Instructional Aids,
Instructional Materials, Instructional Program
Divisions, International Education, Statistical
Studies, Teacher Education

IDENTIFIERS Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

ABSTRACT

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French dating from 1953 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, and FL 001 501. (RL)

FL

BR 7-1275

PA-72

OE/115

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA

LIBYA

MOROCCO

TUNISIA

Vol. 3 No. 4 1969

ED034455

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FL 001 537

Compiled for the Office of Education,
U.S. Department of Health, Education and Welfare
and the National Science Foundation, Washington D.C.
by the Agence Tunisienne de Public Relations,
6, rue de Hollande, Tunis, Tunisia.

ED034455

TT 69-52000/4

Prepared for
THE OFFICE OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

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Prepared by Azzedine Azzouz
with the assistance of
Rala Stone
Yannick Yotte

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Note : Each entry is marked with either A (Algeria),
L (Libya), M (Morocco), T (Tunisia) or MAG (Maghreb countries
to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

- A 1. SAYAD A. "Bilinguisme et Education en Algérie" (Bilingualism and Education in Algeria). Communication to the Colloquium held in Dubrovnik in 1965 about "Social Systems in Rural Milieus and Education systems in the Mediterranean Countries", published together with the communications to the Madrid Colloquium (1964) by the CAHIERS DU CENTRE DE SOCIOLOGIE EUROPEENNE under the general title "Education, Development and Democracy" (1967).
Abdelmalek Sayad, from the European Center of Sociology, explains the role of bilingualism and its problems, in formerly colonized countries which now have to build new national cultures. Both an instrument and an object of education, language is a priori the center of any education problem. In Algeria, after Independence, new life conditions have given separate functions to French, to Arabic and to the different Berber dialects. As the latter languages always become more charged with religious and sacred meanings, and are in part useless languages (except for women and in family life) French appears as a secular, realistic and "positive" language granting efficiency in the modern world. It is seen as a criterion of adaptation to modern life, and reveals a whole hierarchy of representations, aspirations and ideological references differentiating social groups. Bilingualism therefore leads to conflicts because it is obviously the manifestation of a general cultural situation. A. Sayad concludes with a typology of the uses of bilingualism in Algeria. At the educational level, bilingualism appears as an effort to create a new language which would be an adaptative answer to the objective situation of Algeria.
- M 2. BELAL A. "L'Investissement Intellectuel au Maroc" (Intellectual Investment in Morocco), in "L'Orientation des Investissements et les Impératifs du Développement Economique National" (The Orientation of Investments and the Imperatives of National Development). Bulletin Economique et Social du Maroc, January-March 1966.
The author suggests that a larger proportion of the Moroccan financial resources should be reserved for intellectual investment and generally that education should be conceived and oriented according to the necessities of economical development. Intellectual investment should be considered parallel to the increase of material investments, which means economical growth through the development of the capacities of material production.
- Mag 3. MAZOUNI A. "Culture et Enseignement en Algérie et au Maghreb" (Culture and Education in Algeria and in the Maghreb) printed by Maspero, Paris: 250 pp.

The author tries to give a definition of Algerian "national specificity". He thus meets the problem of languages in the Maghreb : would it be better to teach classical Arabic, or to synthesize the Algerian dialect and the literary language ? The other question broached is that of bilingualism which may compromise the future of the Algerian personality. Mr Mazouni feels that, finally, the double opening of Algeria towards the occident and towards the orient represents a chance to realize a new destiny for the Arabo-Islamic world.

- T 4. VEYSSIER R. "Kerschensteiner : Education et Culture" (Kerschensteiner : Education and Culture) Bulletin Pédagogique de l'Enseignement Primaire, n. 56, May 1968, Tunis, pp. 22-25. After a short biography of the German pedagogue Kerschensteiner who died in 1932, the author analyzes the basic principles that Kerschensteiner exposed in two of his books (French titles : "Considérations sur le Plan de l'Enseignement" and "Le Maître Camarade").

Mr. Veyssier underlines the necessity of organizing knowledge, the educative effect of linking theoretical and practical work and the necessity of personal experience in science studies. In the second part of his article he stresses the idea set forth by Dewey and Kerschensteiner of an "active school".

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

- A 5. "Plan Quadriennal : Résorber le Corps des Moniteurs et Algérianiser Totalement l'Enseignement Élémentaire" (Four-Year Plan : To reabsorb the Monitors and Completely Algerianize Primary Education), El Moudjahid, August 8, 1969. In order to be able to adjust its equipment and operating program within the framework of the future development plan from 1970-1973, national education set three main objectives. First, to provide for the system of education a rhythm of expansion which will be compatible with the available resources. Second, to start the process of reforming the system of education. Third, to institute instruments of control, evaluation and correction so that a better future plan can be achieved.

- A 6. "En Algérie 80 % de la Population est Analphabète" (In Algeria 80 % of the Population is Illiterate), Croissance des Jeunes Nations, February 1964. In this article, two important problems are analysed. On the one hand, 80 % of the population is illiterate, and on the other hand, one and one-half million children do not attend school. Various experiments are being carried out to resolve the problem of illiteracy, and the author is optimistic concerning scholarization and the education of adults.

- A 7 "La Politique Scolaire en Algerie" (School Policy in Algeria), Institut d'Etude et du Developpement Economique, Etudes Tiers-Monde, 1962.

1962 is the year of Algeria's Independence; the author of this article, F. Perroux, wonders how the Algerian Government is going to go about handling the problems with which it is now faced. In an article entitled "L'Algerie de Demain" (Algeria of Tomorrow), Mr. Perroux gives an outline of what should be governmental policy concerning education, after having analyzed the given situation. He uses as his point of departure the work that was done during the colonial period to show the changes that must be made.

- A 8. "Developpement Quantitatif" (Quantitative Development), Le Mouvement Educatif en 1966-67, UNESCO, Vol. XXIX, Geneva, 1967, p.6.

A table gives the number of pupils in 1966-67 together with percentages, at every level of education. In every branch of education there is an increase of children especially in secondary education (13.9 %) and in higher education (15.3 %). The number of teachers increased by 31 % in Technical Education, but decreased by 14 % in Normal Education.

- L 9. "La Planification de l'Education" (Educational Planning) XXV. International Conference on Public Education, UNESCO, 1962, p. 108.

The Libyan Ministry of Education gave a report on educational planning according to a 5 year plan. He dealt with the organization of this plan, its services, the studies on which it is based, staff training, international collaboration through UNESCO and United Nations fellowships. He also provided some insight into some of the difficulties being faced by Libya, for example, the lack of qualified teaching staff.

- L 10. "Five Year Economic and Social Development Plan : 1963-1968", Ministry of Planning and Development, Tripoli
It is without doubt that the economic and social development of a country depends to a large extent upon its intellectual and technical development. The Libyan authorities being aware of this, have reserved an important place in the Libyan Five Year Plan for education. In this report can be found the broad lines of government policy concerning school attendance and vocational training.

- L 11. "Libya Plans Six New Schools", Sunday Ghibli, July 17, 1966.

Plans for the construction of six new national schools, three in Benghazi and three in Tripoli, were approved by the Cabinet. The proposed new schools, expected to accommodate over 2000 pupils by 1972 are to replace Tripoli College,

which was founded in 1957 as an Anglo-Libyan enterprise, but which has now proved to be too small for its purpose. According to present estimates, Tripoli and Benghazi will each have Libyan-English kindergartens, primary and secondary schools administered by a board appointed by the Ministry of Education.

According to this article, the plans were for Benghazi to open its kindergarten for 100 pupils by January 1967, and Tripoli its kindergarten for 100 children by September 1968.

- L 12. RUMMEL : Development of Education in Cyrenaica, 1957.
UNESCO, Paris, 26 pp.

The different stages of education that have been established and the increase in pupil enrollment show an outstanding effort on the part of the Libyan government to provide educational opportunities for Libyan children. The program is moving ahead according to plans to create new generations of youth who will be better able to assume the responsibility of improving the way of life in Libya. All efforts in this respect are being strongly encouraged and supported by the Government.

- M 13. Plan Quinquennal 1960-64 (Five Year Plan 1960-64),
Ministere de l'Education Nationale, 2 Vol. Rabat, 1960.

The plan gives an idea of the entire governmental policy concerning school attendance and the problems facing education in general. One of the main objectives of the plan is related to the economic development of the country. It concerns the training of administrative personnel as well as the creation of vocational training centers for skilled workers.

- M 14. "Plan Triennal 1965-67" (Three year Plan for 1965-67)
Part III of this plan is devoted to the training of personnel. The first chapter deals with teaching (ideology, needs, programs) ; the second chapter deals with specialized teaching (training of teachers, agricultural teaching, vocational training, touristic training, military schools). Part VII deals with Primary Education, Youth and Sports, It is a survey of the present period, and a forecast for the next three year period. It outlines the needs of and the problems created by non-educated children and children who leave school after the "middle courses".

- M 15. SALMI M. "Conference Internationale sur l'Instruction Publique" (International Conference on Public Education),
UNESCO, XXI. Session, Geneva 1968, p.51.
Mr Salmi, Representative of Morocco, dealt with the following four subjects : 1- Observation classes, or reconversion classes
2 - Discontinuation of middle technical teaching. 3 - Refresher courses for teachers.

1. - "Observation classes" or "Reconversion Classes" constitute an intermediate year between primary education (in Arabic) and secondary education (in French), so that children may improve their knowledge of the French language before entering secondary classes.

T 16. Bourguiba "L'Annee 1967 Sera Celle de l'Enseignement" (The year 1967 will be the Year of Education), Faiza, No. 55, Jan-Feb. 1967, Tunis, p. 11.

This article contains extracts of the speech given by the President Bourguiba on January 31st, 1967, the day when he formed a sub-commission to examine the problems of education at every level. This article is followed by an interview of Mr Messadi, then Minister of Education. In this interview, Mr Messadi examined the question of the decline in the quality of education, the role now played by French in Tunisian education, and the problem of illiteracy. He predicted a stabilization of the school population by about 1973 and the progressive elimination of French personnel, especially in higher education.

EDUCATIONAL STATISTICS

A 17 "Bilan de l'annee Scolaire Ecoulee" (Statistics for the Past School Year), El Moudjahid, August 7, 1968.

Figures now available enable a comprehension of the magnitude of the efforts made in the field of education during the past three years. The number of primary school teachers rose from 30,072 in 1965 to 36,255 in 1969. From 6,406, the number of teachers in general and technical secondary education increased to 8,620. Finally the number of professors in higher education showed an increase from 568 to 762.

The number of children attending school showed the same increasing trend : 1,568,000 pupils were registered in primary education, 166,945 in secondary education at 10,681 in higher education.

A 18. "Informations Statistiques" (statistical information) Service de la Planification Scolaire, 1964.

Detailed statistics are given concerning the different types of education offered and the number of girls enrolled in these courses. There are general national statistics and statistics by regions. It is interesting to compare the differences between developed regions and deserted regions under the colonial regime. Statistics are also given concerning school construction.

- L 19. "Libya Plans for Far-Reaching Development", Maghreb Informations, July 11, 1966.
The two sections of the economy being given priority in Libya are communications and education. This article, as well as outlining Libyan plans for constructing modern roads across the desert, also notes the rapidly increasing school enrollment (32,000 in 1954 up to 250,000 in 1966) as well as the increasing number of schools (208 in 1952 and 1,000 in 1966).
- M 20. "Statistiques Scolaires" (School Statistics), Bulletin Economique et Social du Maroc, January-March 1966, p. 154.
This article contains annual figures for the number of children attending school from the year 1961-62 until the year 1964-65. In 1961-62 public modern education handled 925,637 children, public traditional education, 32,260, and private education 106,668. The total number of children attending school was 1,064,132. Corresponding figures for the 1964-65 school year are : public modern education 1,150,151; public traditional, 32,250; private, 106,668. This gives a total of 1,289,079.
Statistics given also show that from 1961-62 to 1964-65, the number of students in secondary schools increased by 77 % and in higher education establishments by 20 %.
- M 21. ROUZE : Maroc (Morocco), Suisse, 1962, 230 pp.
In October 1956, 300,000 children were receiving primary education, which was a school attendance rate of 20 %. In October 1960, the official figures gave 900,000 children, or 45 %. In 1961, it is estimated that more than one million or 50 % of the school-age population will be attending schools. 1100 teacher trainees were admitted to normal schools in October 1960. By 1961, out of 18,000 teachers, 15,000 will be Moroccans. In 1961, 700 classrooms were to be constructed by rural communities. A special program, designed to complete the normal program was set up in July 1961, and will account for 1,000 schools in new localities.
Higher education in 1961 had a total of nearly 5,000 students 2,498 in the Faculty of Law, 1950 in the Faculty of Arts, 1019 in the Faculty of Science and only 33 in Medicine.
- M 22. Annuaire Statistique du Maroc 1962-63 (Statistical Annual for Morocco 1962-63), Delegation Generale a la Promotion Nationale et au Plan.
This issue contains detailed and complete statistics concerning education in Morocco. There is first of all the number of pupils in primary, secondary, technical and higher education. There is a classification by sex and by region. One notes the difference in the rate of scholarization in the city as compared to the rural milieu. Finally, in an analysis comparing figures for

preceding years, he shows that Morocco has made great progress in scholarization.

- M 23. "Population Marocaine d'Age Scolaire, des Deux Sexes, Estimee au Milieu des Annees 1964 a 1970". (Moroccan School Age Population of Both Sexes, Estimated in the Middle of the Years 1964 to 1970). Bulletin Economique et Social du Maroc, January-March 1966, p. 156.

A table gives the number of scholarized children, by age (from 6 to 14 years) for the years 1964 to 1970. It shows totals of 3,460,500 children in 1964, 3,576,300 children in 1965, 3,696,300 in 1966, and estimations of 3,820,900 in 1967, 3,954,800 in 1968, 4,091,800 in 1969 and 4,231,000 in 1970.

STRUCTURE OF EDUCATION ORGANIZATION IN NORTH AFRICA

- A 24. "Algeria since Independence", Times Educational Supplement, Vol. 2534, December 1963.

The most serious problem which the Algerian Government has had to face is that of illiteracy. One-half of the population aged less than twenty years and only one-third of the school age children are enrolled in schools. In addition there is a lack of teaching personnel. But projects have been planned to attain complete scholarization in primary education within from 10 to 15 years.

- A 25. "Bulletin de Liaison des Services de Planification de l'Education" (Bulletin Linking the Services of the Plan and Education), Ministere de l'Education Nationale, October 1965. This is a bi-monthly bulletin with limited distribution. The following gives an example of the subjects with which it deals
First Part :

1. The situation of the problems related to illiteracy according to the World Congress of Teheran.
2. School and Vocational orientation and educational planning.

Second Part :

1. Brief glance at the school situation immediately following the opening of the 1965-66 school year.
2. Examination results (June and October 1965)
3. Structure of the University in 1964-65 and 1965-66.

Third Part :

1. Statistical study of primary schools.
2. Summary of previous bulletins from the 1964-65 school year.

- A 26. "Examens 69, La Nouvelle Formule a Donne de Bons Resultats" (Examinations 69, The New Formula Gave Good Results), El Moudjahid, July 17, 1969.

The past school year has been marked by major changes, the most important of which concerned the system of examinations. The main consideration which led the education authorities to adapt the system was the search for a balance between the ambitions of students and the possibility of satisfying these ambitions. The first objectives were directed towards the simplification and the unification of examinations of the same level.

- L 27. Prasad. The Economic Development of Libya, Baltimore, 1960, 524 pp.

This report by the World Bank on Libya deals, in a special chapter, with the problem of education. It points out the priorities that must be given to certain branches of education so that the general development of the country can be carried out more efficiently and more quickly.

- M 28. Area Handbook for Morocco, The American University, Washington 1965, 459 pp.

The public educational system has developed by evolution from the inadequate system previously offered under the Protectorate through the creation of new facilities and training of new teachers on a massive scale. By 1965 school facilities were adequate to take care of those children of primary school age who wished to attend. Secondary schools were taking 40 % of primary school graduates, and two universities, one modern, and one traditional, were expanding their fields of study and developing new faculties.

All private Jewish schools and most private Islamic schools had been completely integrated into the national system, and the remaining Islamic and private French schools were in the process of integration.

Teacher training institutes were coming progressively closer to providing enough graduates for the needs of the country, while foreign teachers, mostly French, were reorganized in France as the equivalent of French diplomas.

M 29. The Middle East and North Africa 1966-67. (The Middle East and North Africa 1966-67), Europa Publications Limited, London 1967, 903 pp.
Education is divided among the Government, the French University and Cultural Mission, the Jewish Universal Alliance, and other private bodies, although the major part of education is given in government schools. In 1964 there were about a million and a half children receiving primary education, a figure which is rapidly being increased, Instruction is given in Arabic for the first two years, in Arabic and French for the following three years. English is the first additional language. Exams have been standardized.

M 30. Cerych, Européens et Marocains 1930-1956, Sociologie d'une Décolonisation (Europeans and Moroccans, 1930-1956, Sociology of a Decolonization). Bruges, 1964, 430 pp.
In his thirteenth chapter, the author deals with the problem of education. The first observation that he makes on life in Morocco is that during the colonial regime the number of children attending school was insignificant. This considerably hampered the economic and social development of Independent Morocco.

At present, Morocco has achieved enormous progress in the field of education. The rate of school construction and teacher training is good. But it will be necessary to wait more years to reach the situation in which Morocco will be able to gather the fruit of its efforts.

The author includes several tables on the number of children attending school and compares these tables with those from other countries of the third world. Finally, he studies the influence of education on the economic and political life of the country.

Mag. 31. The Educated African, A Country by Country Survey of Educational Development in Africa, Ruth Sloan Associates, Great Britain, 1962, 542 pp.

The author analyzes the situation of education in Africa country by country. He devotes one part of his study, from page 11 to page 66, to North Africa. The book gives a quick glance at the situation in the various countries.

32. Debiesse : Projet de Reforme de l'Enseignement en Tunisie (Project for Educational Reform in Tunisia), Tunis, 1958, 114pp
Today, the lightning past development of sciences and technology has driven modern states to provide a more elaborate day-to-day culture to larger portions of the population. A better education for all the youth is now a vital necessity for a nation that wishes to remain competitive. This, however, involves an enormous expenditure of money for equipment and the operation of the national education program. Problems of return of the investments and efficiency are problems

with which educators must deal.

The study of the educational system in Tunisia has been done especially as a function of the general economy and by delineating the desirable objectives in relation to the economic future of the country.

- T 33. Le Thanh Khoi : Le Coût de l'Éducation en Tunisie (the Cost of Education in Tunisia), Tunis, 1964, 14 pp.
By education, the author includes not only education given by the school, but all types of education : literacy campaigns vocational training, education given by youth and sport organisations. He says that only a large conception of education can give an idea of the effort being made by the country and can provide the basis for international comparisons. If one limits oneself to analysing the budget of National Education, one risks the chance of underestimating the effort and especially, one precludes the possibility of making time and space comparisons.
Having defined what he considers to be included in education, the author goes on to provide information concerning the cost of education in Tunisia.

Primary Education

- A 34. "Construction d'Ecoles Primaires en Zones Rurales" (Construction of Primary Schools in Rural Areas), Ministere de l'Orientation Nationale, Algiers, 1964.

The Minister of National Orientation gives some of the aims of his department concerning education. The first of his objectives is to give priority to rural zones. After the campaign to set up school cafeterias which now serve more than 400,000 people, there is now the campaign to set up cultural workshops, the purpose of which is to improve the intellectual and professional level of the young monitors as well as secondary school students coming from the most depressed areas.

The campaign for school construction will aid this program and will answer the requests of the working classes.

- A-35 "Suppression du Monitariat en 1973" annonce le Ministere de l'Éducation Nationale - ("Abolition of Monitors by 1973" announces the Minister of National Education), El Moudjahid, July 1, 1969.

By 1973 there will be no longer any monitors; Algeria will have enough teachers to answer its needs particularly for primary education. At Mostaganem, despite certain difficulties, classes to enable young people to finish their studies, have been opened. The classes are designed for young adolescents of fifteen or sixteen years of age who would otherwise be running around in the streets with nothing to do.

- M 36. BELAL J. "Enseignement Primaire" (Primary Education) in "Orientation et les Imperatifs du Developpement Economique National" (The Orientation of Investments and the Imperatives of National Development), Bulletin Economique et Social du Maroc, January-March 1966.

Within the framework of the necessary intellectual investments a substantial reduction of cost could be realized in Primary Education, if economical norms of building were observed, and if the population participated in the national effort through gifts, and voluntary services. This idea is brought forth by the author of this article who studied the economical development of Morocco.

- T 37. CHENOUI M. "Bulletin Pedagogique et Nasra Tarbawiyya" (Pedagogical Bulletin and Primary Education in Tunisia), Ibla, 1967, No. 120, p. 383.

The author analyses the activities of the Bulletin Pedagogique and the quality of its information concerning general pedagogical questions, audio-visual processes, the grading system, oral expression, and its treatment of foreign pedagogical systems. The second part of the article deals with the problems of primary education in Tunisia (Nasra Tarbawiyya) especially the teaching of Arabic, the problems of the "Arabization" and the reform of Arabic grammar, and the questions that have arisen concerning the teaching of history geography and the French language in Tunisia. After a general review of related pedagogical papers the author concludes that the principles of bilingualism and biculturalism cannot be contested but that their application should be constantly reconsidered.

Secondary Education

- A 38. "Nouveaux Horaires pour la Prochaine Rentree" (New Timetables for the Next School Year), El Moudjahid, July 19, 1969.

Adjustments will be made in the timetables for students in the second half of secondary education and for students in normal schools. This has been done so that pupils will be better prepared for higher education. These new timetables have been designed to achieve three objectives: more specialization, perceptible lightening of the schedules, and to a certain extent, introduction of new work methods.

- L. 39. "Improved examinations Linked to Educational Advancement"
Sunday Ghibli, June 26, 1966.

Libya's system of examining secondary students for university admission is being reviewed by the Ministry of Education. "To keep pace with educational advancement" the Ministry aimed to root weaknesses in the examination system. Any deficiencies were reported to special committees composed of leading educators whose job was then to recommend alternative procedures. The Ministry also had plans to attempt to improve the methods of teaching English. Libya's educational expansion was evident from the number of students taking the university entrance examination, 1,633 in 1966 as compared to 1,196 in 1965.

- T 40. "Le Rendement de l'Enseignement Secondaire" (The Returns of Secondary Education), Education Nationale, Bruxelles 1964
70 pp.

This is an account by Mr Van Maeyenberghe, an expert from UNESCO, who made a quantitative analysis of the 1963-1964 school year. His work is divided into four sections dealing with the role of tradition, the weight of economic needs, the price of selective schooling and the weight of ambitions. He says that secondary education follows its old role of preparing students for higher education. The necessity of quickly training a sufficient number of semi-skilled workers to satisfy the infinite varieties of economic needs, has resulted in the opening of very differentiated sections in secondary education.

For the first time, since Independence, the possibility of social and economic success has been offered to young graduates. However, selective schooling involves excessive losses; less than 10% the graduates advance on to higher studies.

- T 41. "Seminaire des Chefs des Etablissements d'Enseignement Secondaire et des Directeurs des Ecoles Normales d'Instituteurs, Avril 1965"- (Seminar of the Heads of Secondary Education Establishments and of the Directors of Normal Schools for Teachers, April 1965) - Bulletin Pedagogique, No. 22 (Special Issue), Tunis.

This is a complete survey in both French and Arabic, of the Seminar held in Tunis on the development of education after the reform. Five inspectors and pedagogical counsellors gave papers on the evolution of the educational reform in Tunisia, four heads of secondary school establishments gave addresses on special pedagogical problems, and three school directors spoke about teacher training. Finally, Mr Campan, General Inspector, gave an overall survey of the orientation and evolution of the teaching of natural sciences.

T 42. "Financement Suedois pour la Construction de deux Lycees Mixtes"- (Swedish Financing for the Construction of 2 Co-Educational High Schools), La Presse, June 6, 1969, Tunis
Sweden has made a gift of 2,250,000 dollars to UNESCO (which gives Sweden a total contribution of \$ 7,321,000) for financing women's education in Africa. Mr Masmoudi, Tunisian Ambassador in France, and permanent representative to UNESCO, proposed a plan of operation and an agreement was signed between the director of UNESCO and the Swedish representative to UNESCO so that the above gift could be used to build and equip two co-educational high-schools (one in Nabeul and one in Beja).

T 43. "Certains Examens Probatoires seront remplaces par trois compositions trimestrielles" - (Some Probatory Examinations will be replaced by Three Trimestrial Compositions), La Presse May 16, 1969, Tunis.
The Secretary of State for National Education announced that from the next school year, the diplomas prepared in secondary education and for the baccalaureat will be eliminated and replaced by three compositions. Two of these compositions will follow the ordinary rules of each school establishment, but the last one will be corrected by a jury at the national level. For all these compositions, uniform topics will be proposed throughout the country, at dates fixed by the board of education.

Vocational Education

L "Manpower and Employment in Libya", International Labor Review January 1962.

This is a report made by an expert from the International Labor Organization at the request of the Libyan government. It is concerned with the problem of man-power and unemployment. It suggests solutions for vocational training which could eventually absorb the unemployed people.

M 45. GRAVIER L. "La Formation au Maroc d'Ouvriers Qualifiés" (The Training in Morocco of Skilled Workers), Confluent, No. 29-31, March-May 1963.

This is an interview with the director of the center for the training of skilled workers in Morocco. He describes the programs of the center and speaks of the problems peculiar to Morocco. He goes into great detail concerning the training center.

- M 46. L'Opération Labour (The Labor Operation), Faculté des Sciences Juridiques, Economiques et Sociales de Rabat, Rabat, 1961, 79 pp.
 Within the framework of the Faculty of Law of Rabat, a Study Center for Economic and Social Development has been set up. This center has done some interesting studies which it publishes. For example it has done a study on vocational training in developing countries, and one on the promotion of workers within national industrial enterprises in developing countries.
- T 47. MAGNIN, I.G. "Préparation aux Professions Intermédiaires" (Preparation for Intermediate Professions), Ibla, No. 109, 1965, pp. 103-111.
 This article analyses the activities of the Applied School for Technicians and Assistant Technicians, the Regional Aeronotic and Meteorological School, and the School for Public Health. The author emphasizes the fact that the medical-aide professions and those of second degree technicians, have in common the fact that they are situated at an intermediate level between the conception and the execution of an idea. Those who work in these professions find that their work complements that of the doctor or the engineer.
- T 48. "Au Séminaire des Etudiants à Monastir, M. Mokhtar Zannad définit le Rôle de l'Union Tunisienne de la Jeunesse" (At the Seminar for Students in Monastir, Mr. Mokhtar Zannad defines the Role of the Tunisian Union of Youth), La Presse, August 14, 1969, Tunis.
 In his conference given at the Seminar for Students in Monastir Mr. Zannad, General Secretary for the Tunisian Union of Youth explains the role of this organization. UTJ supplements school education and trains men capable of participating in the struggle against under-development. UTJ follows three main principles: to stimulate interest in ancient and modern history of Tunisia in order to consolidate the tunisian personality, to help the youth to become aware of other currents of civilization by organizing travels etc..., to base education on objectivity and realism, to allow the youth to evaluate its possibilities, and to be in direct contact with the current situation in Tunisia.
- T 49. "Les Ecoles Commerciales" (Commercial Schools), La Presse, August 14, 1969, Tunis.
 The article analyses the activities of the numerous private commercial schools and criticizes the lack of organization in the teaching methods of each school and the lack of coordination between these schools. Moreover, the article states that the quality of education should and could easily be improved as it is limited to the teaching of typing and shorthand methods

50. "Restructuration de l'OFPE pour une Meilleure Unité d'Action" - (Restructuration of OFPE for a More Unified Action) La Presse, August 14, 1969, Tunis.

With the beginning of the application of the 4 year plan, which has been designed to industrialize Tunisia, and create new employment possibilities, the article analyses the activities of the Office of Vocational Training and Employment (OFPE). The office was recently reorganized so that its new structures may answer the needs of the economy. For this purpose new services were created : one dealing with the training of personnel and the giving of assistance to enterprises, one with Higher Promotion of Work, in coordination with the university, one with the administration of professional training and the last one dealing with the Direction of Employment.

HIGHER EDUCATION

A 51. "Création de l'Ecole Normale Supérieure de l'Enseignement Technique pour Répondre aux Exigences du Plan National de Développement" (Creation of a Higher Normal School for Technical Education to Answer the Requirements of the National Development Plan), El Moudjahid, August 5, 1969

The Higher Normal School for Technical Education will open its doors in 1970. Situated near Oran, it will be capable of accommodating 2000 students. The school is an establishment of advanced study, independent of the University. The length of studies will be four years. Annual graduates will number approximately 400 certified teachers from 1975. When it is in full operation, it will recruit 600 students a year.

A 52. Mandouze, "Problèmes actuels de l'Université Algérienne" (Present Problems of the Algerian University), Etudes Tiers Monde, 1964.

Mr. Mandouze was the director of higher education in Algeria. He analyses the problems which are being experienced by higher education, and cites the dangers caused by the desire to rush ahead too quickly with the program of Arabization. He favors continuation of the double Franco-Islamic culture. He sees the future of the Algerian University within a revolutionary context.

T 53. Campan : "l'Enseignement Scientifique en Tunisie et les Problèmes Posés par la Réforme de l'Enseignement" (Scientific Education in Tunisia and Problems Posed by the Reform of Education), 1959, 103 pp.

In the modern world, any project for reforming the educational system of any country, signifies as well, a desire to improve scientific education. The following is the outline that was followed for studying scientific education in Tunisia.

1. The teaching of the natural sciences
Timetables and curricula:
Methods.
Miscellaneous problems;
2. Other scientific education;
Physical sciences;
Mathematics;
3. Problems of laboratories.
4. Problem of equipment and material.
5. Problem of laboratory assistants.
6. The general problem of recruitment and training of teachers.

T 54. DEBEAUVAIS : "Formation Technique et Développement Economique en Tunisie" (Technical Training and Economic Development in Tunisia), Tunis, 1961, 167 pp.

A mission from UNESCO was set up to study Tunisian training programmes in the field of technical education, within the framework of a national educational plan, and as a function of the perspectives for economic development.

The link between these two problems is obvious : the effort towards economic development would be in vain and the returns from the investments risky, if the men responsible for the invested capital had not received the appropriate training. Total school attendance, adult education, vocational advancement will allow large portions of the population to participate creatively in the national development effort. The educated worker will not only be better integrated into the national whole, but also better prepared to become an active participant in the economic progress and modernization of the country. The transformation of the social structures which will result from the expansion of education will favor economic changes.

T Baccouche A. "Le Congrès de Mahdia a décidé de changer les structures générales de l'UGET" (The Congress of Mahdia Decided to change the General Structure of UGET (General Union of Tunisian Students), La Presse, August 19, 1969. Mr Baccouche, General Secretary of the Union of Tunisian Students (UGET) presided over a meeting concerning the participation of the students in the transformation of the society. This congress led Mr Baccouche to decide to change the general structure of UGET in order to adapt them to the new structures of the University. Moreover, UGET henceforth will not have its congress once a year, but only every two years in order to grant more time to the executive bureau for the organization of projects.

- T 56. XVII° Congrès de l'U.G.E.T. : LADGHAM : "L'Université est Désormais appelée à Cerner la Réalité Tunisienne" (The University is Now Called Upon to Tackle Tunisian Realities), La Presse, August 7, 1969, Tunis.
 This is the speech made by Mr Bahi Ladgham, Secretary of State to the Presidency, on the opening of the XVII° Congress of U.G.E.T. (General Union of the Tunisian Students). After giving a history of this organization, he urged the students to reject foreign social theories which ignore the specific realities of Tunisia. He also encouraged the students to participate in instruction periods in cooperatives during their holiday. He then stressed the preponderant role of the students in the future social and economical evolution of Tunisia, so that the country reaches the rank of modern countries.
- T 57. "Travaux au Niveau des Commissions au 17° Congrès de l'U.G.E.T." (Work at the Commission Level at the 17° Congress of U.G.E.T.), Tunis, La Presse, August 8, 1969.
 At the end of the plenary meeting of the General Union of Tunisian Students, 5 commissions were created to deal with questions of general politics, external affairs, unions and university affairs, internal affairs, culture and press. Among the main questions discussed, was the problem of the reform of the economic structures in Tunisia. The students promised their full support of this effort. A financial survey was also discussed and adopted. The problems of racist repression in South Africa and in the African Portuguese Colonies were also debated.
- T-58 "Centres d'Etudes et de Recherches Pédagogiques" (Study Centers and Centers for Pedagogical Research), in Formation et Perfectionnement Pédagogique du Personnel Enseignant, a special issue of the Office Pédagogique, Tunis 1963.
 The article delineates the activities of the National Study Center and the Center for Pedagogical Training (Psychology of the Child) and the development of those concerned with such a center. The second part deals with the didactic and audio-visual center of La Rabta (Center for Study and Experimentation, for production of audio-visual means, for teaching, for distribution and documentation). The last part of same article deals with the activities carried out by the Bourguiba Institute of Foreign Languages.
- T 59. "Enquête auprès des Etudiants de l'Université de Tunis" (Study Concerning Students at the University of Tunis), Centre d'Etudes et de Recherches Economiques et Sociales, Tunis, 1967
 14 pp.

This is the complete questionnaire that was used as a research tool in a public opinion study concerning the problems of the University and of student life. The study was a comparative one, as the same questionnaire was administered in 15 universities of Asia, Africa and South America. The complete results of the inquiry will be issued later.

- T 60. "Pour une Stratégie Nationale de la Formation des Cadres Dirigeants" (For a National Strategy for Training Management Personnel). La Presse, May 5, 1969, Tunis.
A meeting concerning the training of management personnel was held on May 14, in the INPGE (National Institute for Productivity and Management of Enterprises). This organization will be assisted in carrying out its work by the Belgium Foundation "Industrie-Université". Stress was put on the necessity for gathering all national productivity reserves (in every branch of activity) and for training personnel of a high professional level in the existing universities and institutes and in the enterprises, considered as centers of economical and social activity.

ADULT EDUCATION

- A 61. "Les Cours de Promotion Sociale : Améliorer les Connaissances des Ouvriers et des Employés", El Moudjahid, July 3, 1969.
Social promotion is the possibility of improving one's knowledge when one can no longer study in a high school or the University. It is open to all workers in industry, commerce, banks, ministries etc... By this means of training numerous organizations are rapidly provided with personnel. On January 29, 1964, the first courses were organized. The number of pupils today has reached more than 1200, that of professors reaching 200.
- A 62. "Cours par Correspondance, Parus dans la Presse Nationale du 23 Octobre 1964 au 17 Mars 1965" (Correspondence Course, in the National Press from October 23, 1964 to March 17, 1965) Service des Etudes et de la Recherche Pédagogique, Oran, 15 pp.
On the basis of a Ministerial decision, cultural and vocational training centers have been created in each primary education inspection district. For the preparation of a certificate for primary studies, the pupils will have three evenings of courses per week during which the teachers will explain and expand upon the lessons published every Wednesday in the newspaper. On set dates students living in isolated areas will send their homework to the director of the center who will be responsible for having it corrected and returned to the student.

M 63. BELAL A. "Formation Accélérée des Travailleurs Marocains" (Accelerated Training of Moroccan Workers) in "l'Orientation des Investissements et les Impératifs du Développement Economique National" (The Orientation of Investments and Imperatives of National Development), Bulletin Economique et Social du Maroc, January-March 1966.

This is a part of a doctorate thesis in Economics written by Mr. A. Belal. The author suggests that, literacy campaigns should be developed in the enterprises to remedy illiteracy among adults, especially among workers. This cannot be realized without enlisting the assistance of the enterprises either through workers' organizations or through public powers. In the same thesis the author gives general suggestions for making education more efficient and better adapted to Moroccan needs.

M 64. BELAL A. "Alphabétisation" (Literacy) in "l'Orientation des Investissements et les Impératifs du Développement National" (The Orientation of Investments and the Imperatives of National Development), Bulletin Economique et Social du Maroc, January-March 1966.

Literacy can be considered as a means of reducing the cost of intellectual investments : it requires a national effort, organized with the volunteers help of educated people, especially among the youth, who would themselves be convinced of the national importance of such a task

M 65. "Discours Prononcé par M. Boutaleb, Ministre, à l'occasion du 10^e Anniversaire de la Révolution du Roi et du Peuple (1953-1963)" - (Speech given by Mr. Boutaleb, Minister, in the Occasion of the 10th Anniversary of the Revolution of the King and of the People, 1953-1963) - Ministère de l'Information de la Jeunesse et des Sports, Rabat, 1963, 17 pp.

The government has launched a plan to abolish completely illiteracy, one of the plagues of the country. The programs have been studied and elaborated to answer the cultural needs of illiterate adults, that is to say that the ideas that they will be taught will include topics on religion, sanitation, agriculture, history, geography and basic education.

The steps to be followed for this project are as follows :

- 1) Counting of all the illiterates
- 2) Determination of all the teachers that will be needed (one fquih, or teacher, being able of teaching 50 adults);
- 3) Pedagogical training period for these fquihs
- 4) Education campaigns

- T 66. "La Perception et la Motivation chez l'Adulte Analphabète Tunisien" - (Perception and Motivation of the Tunisian Illiterate Adult), La Presse, August 15, 1969, Tunis. This is an interview of Mr. Taoufik Rabah, an expert from UNESCO, who is publishing a thesis entitled "Perception and Motivation of the Tunisian Illiterate Adult". According to him literacy has a great effect on the normal course of family life, especially promoting a kind of disorganization. He stresses the different motivations which incite adults to attend the evening courses : motivations pertaining to family considerations, economical situations, desire to learn French, political, religious and cultural motivations.
- T 67. "l'Action Educative sera Généralisée à tous les Analphabètes Tunisiens" - (Education will be generalized to all Illiterate Tunisians), La Presse, August 15, 1969, Tunis. Statistics from 1966 show that at the same time 2/3 of the Tunisian population was illiterate. Literacy is felt to be necessary for the individual but also for the village, to participate in the economical development of the country. The Tunisian project which covers 15 years is organized by the board of Social Education. Started in 1966, it will last until 1981. It includes 3 periods : the first one, lasting 3 years (from 1966), called "pre-plan" period, enabled 60 thousands adults to become literate. The second period will last ten years and will enable all illiterate persons to become literate. The last period, lasting 2 years, will allow for the completion of the campaign.
- T 68. "L'Alphabétisation dans l'Entreprise" (Literacy in the Factory), La Presse, August 15, 1969, Tunis. Experience has proved that literate workers increase their work yield by 17 %. Harvard University is carrying out a study concerning the economical profitability of social education in Tunisia. Factory committees organize teaching programs on the pattern of a program-type developed by the Board of Social Education. Workers who attend the courses are encouraged by the enterprise, with indemnities. The cycle now lasts 3 years. Special teaching personnel are trained during periods in the national center of Khaughet Hajjej together with other foreign people sent by UNESCO. There were 270 trainees in 1969.
- T 69. "L'Intégration de la Lutte contre l'Analphabétisme dans le Développement Economique" (Integration of the Struggle Against Illiteracy in Economic Development), Secrétariat d'Etat aux Affaires Culturelles, Tunis, 1965, 11 pp. This is a report given, in Teheran in 1965, to the World Congress of Ministers of Education on the Elimination of illiteracy.

Tunisia's efforts in this field are in accord with the principles of UNESCO which has always maintained that the problem of illiteracy can only be resolved by first dealing with primary education.

However, the desire to improve future conditions has not prevented the Tunisian government from trying to correct the past. The very principles of Tunisian Socialism are contrary to having a deliberate sacrifice made by generations of illiterate people.

Tunisia has come to the conclusion that it is of benefit both to the new literate and to the society to continue a literacy program, particularly if this education is given within a vocational context.

TEACHER TRAINING

- A 70. "Un Programme Exceptionnel pour Former un Personnel Qualifié en Nombre Suffisant" (An Exceptional Program to Train Qualified Personnel in Sufficient Numbers), El Moudjahid, July 23, 1969.

The ten year plan for scolarization has fixed the number of teachers required for the period from 1966-1976 at 40,000 which is approximately 4,000 per year.

With the exceptional training program that has been developed, it is thought that it will be possible to train 5,500 per year which would enable foreign teachers to be replaced by Algerians

- A 71. Enseigner en Algérie (To teach in Algeria), Ministère de l'Education Nationale, Algiers, 48 pp. This brochure, illustrated with photos of Algerian cities and villages, is designed for French "cooperants" who are coming to teach in Algeria. It includes general information on education in Algeria and administrative information such as the recruitment of applicants, and the statute for cooperants. Finally, information is given concerning the material life, and culture of the cooperant.

- L 72. "Conférence Internationale de l'Instruction Publique" (International Conference on Public Instruction), XXVIII^e Session, 1965, UNESCO, p. 111. Mr. Yacoub, Representative of Libya explains the problems that have arisen from the lack of teachers. This is due to a too highly accelerated creative movement in Primary education, and has forced Libya to call for Egyptian teachers. Now Normal Schools have been opened with training courses lasting 4 years, and University graduated teachers are being enlisted in secondary education. A new program has begun to alter secondary education which will be completely reformed in 1966.

M

73. "Personnel Enseignant" (Teaching Staff). Le Mouvement Educatif en 1966-67, Annuaire International de l'Education, Vol. XIX, UNESCO, Geneva 1967, p. 322.

Training periods were organized for bilingual teachers who wished to improve their knowledge of the French language and civilization. These training periods included trips to France, and for people living far from French cultural centers there were weeks of French Studies in Fes, Marrakech and Casablanca, organized by the French Cultural Mission together with the Ministry of National Education.

T

74. "Recrutement et Formation des Maitres" (Recruitment and Training of Teachers), Formation et Perfectionnement Pédagogique du Personnel Enseignant, a special issue of the Office Pédagogique, Tunis, 1963, 18 pp.

This bulletin gives complete information about the training of teachers in primary education, with 3 tables showing the number of students in Normal Schools since 1958. In the Second Part of the study, the problems of the training of teaching assistants for intermediate education and 1st cycle secondary education are discussed : creation of the ENPA, (Normal School of Teaching Assistants), recruitment of students for the ENPA, number of students in this school since 1961 (table), forecast of the number of future graduates from ENPA. In the third part of the article, teacher training, at the ENS (Higher Normal School) and at the University is brought up as is the question of fellowships. The last part of the same article deals with the pedagogical training of various categories of teachers : for teachers having the baccalaureate, pedagogical conferences and colloquiums are foreseen; for teachers having the Tahcil (Diploma of Zitounian Education) pedagogical conferences, directed practise programs and pedagogical documentation. Theoretical and practical programs will be organized for University graduate teachers and the teaching assistants who did not attend the ENPA courses.

T

75. "Perfectionnement Pédagogique des Maitres en Exercice" (Pedagogical Training of Already Practising Teachers), Formation et Perfectionnement Pédagogique du Personnel Enseignant, a special issue of the Office Pédagogique, Tunis, 1963. This is a plan of pedagogical action, carried out from three points of view : 1) inspection and control, 2) discussion of pedagogical thought, 3) institution of a fund for pedagogical studies and documentation. This part is given the most emphasis in the article, and foresees the creation of pedagogical libraries, school manuals for every level of education and pedagogical bulletins and reviews. The article is followed by a list of the main works and articles in Arabic and in French.

T 76. "La Formation des Maitres" (Training of Teachers), Bulletin Pédagogique de l'Enseignement Secondaire et Moyen, Tunis, March 1966.

The Director of the ENPA (Normal School for Assistant Teachers) explains the main problems faced in teacher training. There are first, pedagogical problems in both preparatory and higher section, then problems of recruitment in both sections. He concludes that the training of teaching assistants could be improved if the directors of schools would "lend" some of their qualified teachers to the ENPA. In the second part of the article, the author exposes the difficulties encountered, from the pedagogical point of view, by the new teacher who graduates from the University without having received sufficient pedagogical training. The author deals with the problem of training these teachers and proposes that they receive, during their second year of higher education, a preparatory pedagogical training. During their third year of the university they could receive practical pedagogical training; and during their first year of teaching, after graduation, they could benefit from reduced schedules (15 hours a week) in 1st and 2nd cycle classes, and thus complete their practical pedagogical training

TEACHING AIDS

A 77. "Plans d'Etudes, Programmes, Méthodes" (Study Plans, Programs and Methods), Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva 1967, p. 7.

Teaching of Latin has been reorganized in secondary education and history is now being taught in Arabic in general education establishments.

New methods are being experimented with in secondary schools, for the teaching of Mathematics. New books are being printed in French, for Mathematics and the French Language in primary education. Other books are being printed in Arabic. All these manuals are published under the guidance of trained educators and are specifically orientated towards Algeria.

T 78. "Les Mathématiques Modernes pour Préparer le Recyclage des Parents et des Ingénieurs" (Modern Mathematics to Prepare the Re-training of Parents and Engineers), La Presse, Tunis, August 6, 1969.

This article is addressed to parents to acquaint them with the book "Mathématiques Nouvelles pour le Recyclage des Parents" (New Mathematics for the Re-train of Parents), by Kaufmann and Kullmann, and printed by Dunod - Paris.

The book is especially designed for parents who are not aware of new mathematics methods, so that they can follow the work and progress of their children. Such a book may also interest engineers and technicians. The book is the first of a series of 3 books on modern mathematics.

- T 79. BAILLY P. et RINEAU C. "Langue et Communication" (Language and Communication) Bulletin Pédagogique de l'Enseignement Primaire No. 53, February 1968, Tunis, pp 14-23.

At a pedagogical conference on methods of teaching languages based on Tunisian experiences ("Oral Methods") and on the book of Mr. Aupecle ("Pour un Renouveau de la Pédagogie du Français à l'École Tunisienne"), the author stressed the value of the structuralist theories which allow a scientific analysis of the linguistic system and of the phenomenologic theories which try to assimilate the structuralist conclusions. Such are the departure points of an essay for a new method of teaching languages using means of communication between teacher and pupil.

- T 80. Annabi "Compte Rendu du Séminaire de Gattegno" (Account of a Seminar Given by Professor Gattegno), Bulletin Pédagogique de l'Enseignement Primaire, No. 56-57, May-June 1968, Tunis.

This is a summary of the seminar given by Professor Gattegno in Switzerland, in July 1967, and which was attended by seven Tunisian teachers. Through modern methods of teaching mathematics, the whole conception of education is changed; Professor Gattegno recommends the use of the teaching material developed by Cuisenaire and discusses the pedagogical value of such material : it develops the possibility of communication in mathematics, of association and distribution, and explains the link between such objective notions and the psychological faculties of the children. As examples, the Cuisenaire materials may be used for teaching the theory of powers and the relations of equivalence (addition and soustraction), Mrs. Annabi, Directrice of the "École d'Application" in Tunis proposes a practical plan for teaching a mathematics lesson according to this method.

L **RELIGIOUS EDUCATION**

- L 81. "Education in Libya", The Moslem World, 1962. The author, Mr. Shemmas Yusuf, deals with Libya's efforts since Independence to provide schooling for all school-age children. He cites figures to support this study, and speaks, as well, of official Libyan policy concerning education

which he says is based on the Islamic ideology. Much importance is given to the study of Islam.

Mag 82. BUTTIN P. "Education Chretienne, Ecole Libre, Pression Sociale" (Christian Education, Free School, Social Pressure) Positions d'un Chretien en Terre d'Afrique, pp. 351-384.

This article, after a general study of the controversy in France concerning free and secular schools transposes the problem to North Africa where there are still large Christian communities (especially in Morocco). The author, conscious of the realities of the Maghreb countries, stresses the necessity of maintaining Christian schools and in general of maintaining religious teaching in national establishments as well.

Mag 83. BUTTIN P. "Lettre aux Educateurs Nord-Africains" - (Letter to North African Teachers), Positions d'un Chretien en Terre d'Afrique, Meknes, 1960,

This letter, addressed especially to European teachers working in the Maghreb countries, is to remind them of the daily necessity of adapting themselves to the realities of the countries in which they work, particularly the complex situation of education intended for children belonging to the different spiritual communities, Jewish, Christian and Moslem. Teachers in North Africa should always bear in mind that in such conditions, education in its methods and in its spiritual content cannot be conceived in the same way as it is in Europe. Account must be taken of different needs of urban children and of children of the "bled".

Artistic Education

A 84. "Le Conservatoire Municipal d'Alger Recompense les Meilleurs Eleves" (The Municipal Conservatory of Algiers Rewards the Best Pupils), El Moudjahid, July 1, 1969.

At the end of June prizes were awarded to mark the end of the school year at the Municipal Conservatory of Algiers. A recital was given during which there were interpretations of various Andalusian, Algerian and classical European pieces. The prize list included more than 100 young musicians. The director of the Conservatory announced the creation of four schools of music for the opening of the 1969-1970 school year.

L 85. "Schools and State Encourage Authors", Sunday Ghibli, July 10, 1966.

Under a governmental scheme designed to encourage writers and publishers, Libyan authors have been assured a guaranteed sale to the Libyan government of 1000 copies of each book published. Additionally, the author will be paid an allowance in accordance with the book's merit.

Such works will first undergo the careful scrutiny and study of a cultural committee which will decide whether or not they warrant publication. If the book meets the Committee's approval, it will be published at the government's expense. Not only is the state concerned about the arts in Libya, but the schools also expressed interest in encouraging authors. Recently the Ministry of Education expressed its desire that books used in Libyan schools be written by Libyans.

L 86. Haquqi : Libya Al Krabiya, Beirut, 1962, 191 pp. The author retraces the progress achieved by Libya in the intellectual and artistic fields.- Fields to which Italian colonization contributed nothing. When Libya obtained her Independence she had to begin from almost nothing. Those Libyans however, who had lived abroad during the occupation were able to become educated and trained. Many of the present trained personnel attended foreign universities before Independence. But it is indisputable that lately a new impetus has developed in the intellectual and artistic sectors.

M 87. BELAL A. "Nouvelles Conceptions de l'Artisanat au Maroc" (New Conceptions of Handicraft in Morocco), in "L'Orientation des Investissements et les Imperatifs du Developpement National" (The Orientation of Investments and the Imperatives of National Development), Bulletin Economique et Social du Maroc, January-March, 1966, p.41-58.

To maximize the results of investments the author suggests an economical orientation in which traditional agriculture would be encouraged and skilled crafts progressively modernized in a line with industrial development. The author proposes solutions for the revalorization of handicraft, as this branch involves 10 % of the Moroccan population. All measures taken should avoid an increase of unemployment.

T 88. Germadi S. "Pas de Tabou Contre l'Arabe Parle" (No Taboo Against Spoken Arabic), La Presse, May 27, 1969. This interview of Mr Germadi, Assistant Lecturer at the Faculty of Arts in Tunis, took place on the occasion of the presentation of a play by G. Eich translated by Mr. Germadi into Tunisian dialectal Arabic. Mr. Germadi analyses Tunisian literary production in Arabic since Independence, and insists that it is necessary to use Dialectical Arabic as a means of artistic communication, Literary Arabic and French being the product of the privileged social classes.

SPECIAL EDUCATION

A
89. "Services Auxiliaires et Activités Extra-Scolaires" (Auxiliary Services and Extra-Curricular Activities) - Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva, 1967, p.9.

The development of school cafeterias is still being carried on, the number of children benefiting from them being 600,000 for this year. Schools were opened and teachers sent to France for special training for the education of retarded children. School psychologists and guidance officers help children and parents confronted with the problems of adaptation upon entering and upon leaving school. Knowledge and aptitude tests are especially used in Primary and Secondary schools.

The plan to offer cultural and artistic activities (educational movies, popular lectures) was completely realized this year. The office of documentation issues a monthly paper "Informations and Documents", the Official Bulletin of the Board of Education and the Guide for Higher Education. Algeria submitted to UNESCO a pilot-project for a literacy campaign and obtained financial help for the elaboration and experimentation of educational means in the region of Staoueli, Arzew and Annaba.

L
90. "Séminaire sur l'Enseignement Agricole à Tripoli du 29 Septembre au 5 Octobre 1963" - (Seminar on Agricultural Education in Tripoli from September 29 to October 5, 1963) FAO, Rome, 1963, 42 pp.

The seminar on agricultural education is one of three meetings organized on this topic under the auspices of a special FAO program on education and agricultural training in Africa. The seminar was arranged by FAO upon the invitation of the government of the Kingdom of Libya and with the collaboration of UNESCO. The objective of the three seminars was to give teachers the opportunity to exchange their views on the following subjects : methods of determining the needs of personnel specialized in the fields related to food and agriculture; procedures which could be followed to create or improve the establishments and programmes for training a sufficient number of competent personnel.

T
91. "La Municipalité de Tunis a eu à Résoudre des Problèmes d'Ordre Social, Economique et Culturel" (The Municipality of Tunis has solved its Social, Economic and Cultural Problems), La Presse, April 30, 1969.

This article analyses the social and economic activities and achievements of the Municipality of Tunis since Independence. During the last three years, ten kindergartens

accommodating 1630 children have been created, two libraries and sports clubs have been opened. Summer camps are organized each summer and many youth and sport events, which reached 6,000 young athletes in 1968, have taken place.

T 92. "Conférence-Débat sur l'Education Permanente" (Conference Debate Concerning Continuous Education), La Presse, May 23, 1969, Tunis.

This was the theme of a conference presided over by Mr. A. Ben Salah, Minister of Education. The conference was followed by a debate the purpose of which was to define the means of obtaining continuous education in Tunisia. Mr Ben Salah stressed the importance of continuous education saying that it was necessary in order to avoid a rupture between individuals and progress and to ensure a better adaptation to modern society.

Cooperation

Mag 93. "Séminaire sur l'Enseignement Agricole à Tripoli du 29 Septembre au 5 Octobre 1963" (Seminar on Agricultural Education in Tripoli from September 29 to October 5, 1963), Food and Agriculture Organization, Rome, 1963, 42 pp. At its 11th session in 1961, the FAO conference authorized the implementation of a special agricultural education and training programme in Africa. The justification for this program is the fact that 90 % of the african population makes its living from agriculture, raising stock, fishing, or forestry, to such an extent that the economic and social progress depends largely on the development of these branches of the economy. Many African countries having recognized that education and training are key factors to agricultural progress, wish to intensify their efforts in this field. In 1962 and 1963, the objective of the special program was to help countries plan, create or strengthen various types of programs to train qualified personnel.

Mag 94. Gallagher "The Peace Corps in the Maghreb", American Universities Field Staff Reports Service, Vol. 10, 1964. This is a report on the first year of operation of the Peace Corps in Tunisia and in Morocco. Considerable success have been obtained in these two countries. There is a comparison made, concerning attitude and method, with French teachers. Also included is an appreciation of the diversity of the two concepts of education - the French and the American.

T 95. MASMOUDI M. "Du Nouveau entre la France et la Tunisie" (Something New Between France and Tunisia), Jeune Afrique No. 424, 1969, p. 30-33.

In an interview dealing with diplomatic relations between France and Tunisia, Mohamed Masmoudi, Ambassador of Tunisia in France supplies information on aid received from France in the field of education. From 2900 French teachers in 1969 this help will pass to 4100 in 1972, which will represent for Tunisia an expenditure of 12 billion old francs each year.

Special problems

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96. GOUSSAULT "Education des Masses et Encadrement dans la Réforme Agraire" (Education of Masses and Training of Workers in the Agrarian Reform), Etudes Tiers-Monde, 1964.

François Perroux, Secretary General of the "Institut International de Recherches et d'Application des Méthodes du Développement" (International Institute of Research and the Application of Methods of Development), studies the problems of agrarian reform and unemployment in the rural milieu. He considers it necessary to give a general education to all the farm workers, to select some of these workers for training to become specialized workers, and to organize all the workers. The reform itself remains insufficient in the case when the rural mass cannot profit from it because of its lack of qualifications in modern methods.

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97. COHEN, Morocco, Old Land, New Nation, London, 1966, 309 pp. During the protectorate, the French followed a deliberate policy of keeping the Moroccan masses ignorant. The figures show that French children in Morocco were obtaining an education similar to that of French children in France (94 % were enrolled in schools), but by and large, Moslem children were not better educated than their grandfathers before the Protectorate began. (By contrast, 67 per cent of the Jewish children were enrolled in their own schools, which educated 29,000 Moroccan Jews in 1956).

In response to this situation, the nationalists opened a number of "free" schools (50 named because they were free of French control, not of tuition fees), beginning in 1938, with money provided by well-to-do urban Moroccan families.

The education, at these schools was conventional, supplemented by extensive nationalist political indoctrination. As a result, they were abolished by the Protectorate in 1944. Two years later, they were permitted to reopen, but only under individual permits granted in cases where no political activities were involved. In 1948, there were approximately fifty such schools with a total enrollment of 20,000.

Mag. 98. Gallagher : "North African Problems and Prospects : language and identity", American Universities Field Staff Reports Service, Vol. 10, 1964.

Language and the problem of national identity are much written upon subjects. Should the spoken or the literary language be used? Should a foreign language which is better adapted to modern society be given preference over the national language, or should the latter be improved so that it can be used for teaching in all disciplines?

This report gives statistics on the various dialects spoken in Morocco, Algeria and Tunisia as well as school statistics.

- T 99. Séminaire des Educatrices, Mr. Ben Salah : "Pour être libre, la femme doit être à la hauteur de ses responsabilités" (At the seminar for Women Teachers, Mr. Ben Salah : "To be Free, Women must be Conscious of their Responsibilities")
La Presse, August 14, 1969.

In his speech at the closing of the seminar for women teachers, Mr. Ben Salah, Minister of Education, dealt with the question of the place of the woman in Tunisian society : the woman must be able to influence her milieu in order to accelerate the development of the society. She should also be able to participate in national life. In these respects, he stressed the situation of the education of girls. Presently, only 60% of school-age girls are attending school.

- T 100. "Une Heureuse Initiative : des Colonies de Vacances pour les Handicapés" (A Good Effort : Camps for Handicapped Children)
La Presse, July 13, 1968.

Mr. Mondher Ben Ammar, Minister of Youth and Social Affairs, on the occasion of a visit to a camp for handicapped children, noted that the government intends to establish other similar camps throughout the country. The camp which was set up by social security funds accommodates 21 children of both sexes. The purpose of this type of camp is to educate these children, to permit them to play games and to be looked after by skillful doctors.