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W.17

NEW OUTLOOK ON EDUCATION

Changes In France And Poland

NEW ZEALANDERS who frequently feel overwhelmed by the encyclopedic "culture" of Europeans whom they meet as visitors or as refugee immigrants, would regain much self-respect after chatting with Mlle. Jeanne Chaton and Dr. Maria Sebrovska, two delegates to the recent New Education Fellowship Conference in Australia who are passing homeward through New Zealand. Dr. Sebrovska (whom we interviewed for our last issue about radio in Poland) is Assistant Professor of Educational Psychology in the University of Warsaw, and Mlle. Chaton teaches in a Parisian College and is a Member of the Legion of Honour. Accordingly, as one would expect, their personal range of intellectual and artistic interests and their command of English in which to express them more than reaches the standard we have come to expect in educated continentals. But both are dissatisfied with Europe's culture and education. For—they separately informed *The Listener*—it has hitherto been almost wholly the possession of one class. And both enthusiastically described drives in Eastern and Western Europe respectively to "democratise" education and to share its benefits among the people as a whole—"as you do in New Zealand."



Mlle. JEANNE CHATON

"We cannot go back"

planned a new kind of democratic education to enable the youth of France to defend themselves against the evil forces to which their elders had succumbed. At liberation we seemed all united for this. But since then in every sphere the old forces have had time to re-form their ranks. Yet we cannot go back. Women will stay full citizens. 'Equal pay for equal work'—as you call it—will continue. The peasants more and more will form unions for buying tools and marketing their produce and we shall have one education system—not two any more."

"A Real Revolution"

"But children at some stage must begin specialising, mustn't they?"

"Our French schools," replied Mlle. Chaton, "will not only provide for that, they will henceforth concentrate between 11 and 16 on giving children means to discover what they are best fitted to do and to enjoy doing. In the mornings the children will all work together at 'core subjects.' But in the afternoons each will follow his own 'option.' Children who do badly with their option will, after two years at most, be advised to switch to some other course and free tuition will have to be denied if they keep persisting against the advice of the committee of all their teachers together. But children who seem to have suited themselves will specialise more and more year after year—though the University can, we hope, be reached by the most capable in every line, whether it is technical or academic. This is all very obvious, no doubt, to people in your new, free and democratic country," concluded Mlle. Chaton. "But for us in bourgeois Europe it is a real revolution."

Position in Poland

Dr. Sebrovska spoke of a similar change of attitude in the eastern European countries and of their similar creation of one new "classless" education system out of the pre-war two systems.

(continued on next page)

Democracy Grew Underground

"Right up to last year," said Mlle. Chaton, "technical schools were not looked upon as Education in France. The Ministry of Education had no control over them or interest in them. They were left to big factories to run for their own employees, or to the Ministry of Production and Industry. But at the same time the education in the established secondary schools had become so academic that it, too, was a sort of technical training—a gaining of ancient or modern book knowledge as a groundwork for professional jobs. Long, long before the war many of us teachers were very dissatisfied with this, of course. But we could do nothing. Parents insisted that their children must take the old courses to be sure of getting the sort of positions that they traditionally led to. And they valued the two quite different products of the two quite different kinds of schools—the academic school on the one hand and the elementary and then trade-training schools on the other—because they liked society to consist of two distinct classes, the bourgeoisie and the workers."

Then the war must have brought a real revolution in outlook to France, we commented.

It had indeed, said Mlle. Chaton. "The direction into which the Vichy men tried to turn our development precipitated contrary ideas that had before been too uncertain among us to form themselves clearly. French people realised that democracy had to extend beyond constitutional matters into everyday relationships. Underground, the teachers

GO OUT WITH HIM ?
NOT ME!

THE thing that women simply loathe in men is the thing of which men are frequently guilty... halitosis (bad breath). It is the offence unpardonable, the bar to friendships, romance, and business relations. And men, according to women, are the worst offenders—so flagrant, in fact, that women write to ask that we do something about it in our advertising. Well, gentlemen (we hope), here's a hint: The sensible, easy, delightful precaution against halitosis is Listerine Antiseptic, with its amazing antiseptic and deodorizing power. You simply rinse the mouth with it morning and night, and between times before business or social engagements. Listerine Antiseptic freshens and cleanses the entire mouth, quickly halts the fermentation of



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