

UNOFFICIAL TRANSLATION

FROM: The Minister of Education, Fine Arts, and
Sports and Youth

July 12, 1962

TO: The Primary School Inspectors

EXPLANATION OF THE 1962 EDUCATION REFORM ACT

CHARACTERISTICS OF THE NEW PROGRAM

1. More useful instruction, emphasizing agriculture, animal husbandry, crafts, hygiene, and religious, social and moral education.
2. More practical instruction: acquiring habits is more important than acquiring information; knowledge must lead to action and bring about an immediate improvement of the standard of living in Laos.
3. More vital instruction: the students' observations of life around them in their villages or towns will be the foundation of their instruction, and when they study a remote country, they will always compare it with the things they know near them (comparison of life in France and in Laos in the second cycles).
4. More unified instruction: all the subjects will be related to each other and each will help in the comprehension of the other.

APPLICATION OF THE NEW PROGRAM

The new program is immediately applicable to grades 1, 2, and 3 of the first cycle and grade 4 of the second cycle.

Implementing "un mouvement de jeunesse scolaire" (Youth Movement) in each class, since it does not need any materials, will not be difficult.

In schools where it would be absolutely impossible to practice gardening, animal husbandry, or handicrafts, the children will do some useful manual work to improve either the school or the town.

In order not to cause confusion in the course of studies, the new program will not be obligatory in grade 5 until July 1963 and in grade 6 until July, 1964. However, the Directors of Groupes Scolaires could introduce school gardening and the "mouvement de jeunesse" in their classes if they think it appropriate.

FRENCH

French will begin in grade 4. However, in schools where the teachers are qualified, French could begin in the third grade or even in second. This is left up to the inspectors, the Directors of Groupes Scolaires and the teachers themselves. It would be desirable, in the greatest number of schools possible, if the students learned, in grade 3, to read the French alphabet, even if they do not go beyond that. They could thus recognize the name of a medicine, or a product, read the title of an official document, etc.

ADULT EDUCATION

The Education Reform states that the village school from now on will be a Center of Rural Community Education. You will receive in the near future some instructions on evening courses for adults and on the rate of payment for the teachers who will be in charge of these courses.

TOOLS, MANUALS, RADIO BROADCASTS, PROFESSIONAL JOURNAL

The Ministry of Education and other interested Ministries (Cultes, Affaires Rurales, Agriculture, Sante, Information, Travaux Publics) will assist the Teachers in every way possible to carry out the Education Reform.

Some small tools, some seeds, and some insecticides have been ordered from abroad and are already on the way.

Beginning in August, sixty-six Fundamental Educators will begin to visit the villages in order to help the teachers in school gardening, in the organization of the "mouvement de jeunesse" and in adult education.

A series of manuals adapted to the program and to the methods of the Reform are in preparation. The teachers will have, in the not too distant future, modern books, made to help them in their work. We are also preparing some wall charts related to the centres of interest.

We hope to have going, by the end of 1962 or the beginning of 1963, some radio broadcasts for the different classes. We cannot give the exact date when these will begin because the program depends on receptors and some experts that we have asked for from foreign aid. We have previewed some programs for both the elementary and adult education program.

SCHEDULE OF CLASSES FOR GRADES 1-3

<u>SUBJECTS</u>	<u>HOURS DAILY</u>	<u>HOURS WEEKLY</u>
1. Gardening or Animal Husbandry (rural schools) or Handicrafts (urban schools)	1:40	8:20
2. "Mouvement de Jeunesse" (Student Life, Morals, Religion, Hygiene, Singing)	1	5
3. Observation	:20	1:40
4. Lao Language	1	5
5. Arithmetic	:40	3:20
6. Geography (3 lessons of 20 minutes)	-	1
7. History (3 lessons of 20 minutes)	-	1
8. Science (3 lessons of 20 minutes)	-	1
9. Agriculture Theory (1 lesson of 20 minutes)	-	:20
10. Drawing	:20	1:40
11. Recreation	$\frac{:20}{6}$	$\frac{1:40}{30}$

1. Taking care of the class and school will be done, in teams before and after class.

2. Physical education will be held after class and Saturday mornings.

3. At times when it is impossible to do gardening, the time will be utilized by courses in Agriculture Theory and by work with handicrafts or home arts for the girls, when possible.

MODEL DAILY SCHEDULE FOR GRADES 1-3

7 - 7:20	"Mouvement de Jeunesse" -- Salute, Anthem, Plan Program for the Day.
7:20 - 8:20	Grades 1 and 3 -- Gardening Grade 2 -- Observation, Lao Language (oral), drawing
8:20 - 8:30	Recreation
8:30 - 9:30	Grades 1 and 3 -- Observation, Lao Language (oral), drawing Grade 2 -- Gardening
9:30 - 9:50	Lao Language (writing)
9:50 - 10:10	Arithmetic
10:10 - 10:30	Mon: Science; Tues: History; Wed: Agriculture Theory Thurs: History; Fri: Geography
3 - 3:20	"Mouvement de Jeunesse" Mon: Religion; Tues: Hygiene; Wed: Morals; Thurs: Singing; Fri: Hygiene
3:20 - 3:40	Lao Language (Reading)
3:40 - 3:50	Recreation
3:50 - 4:30	Grades 1 and 3 -- Arithmetic and Geography (Mon., Wed.); Science (Tues., Thurs.); History (Fri.) Grade 2 -- Gardening
4:30 - 5:10	Grades 1 and 3 -- Gardening Grade 2 -- Arithmetic and Geography (Mon., Wed.); Science (Tues., Thurs.); History (Fri.)
5:10 - 5:30	"Mouvement de Jeunesse" -- Evaluation of the day; plans for next day

SCHEDULE OF CLASSES FOR GRADES 4 - 5

<u>SUBJECT</u>	<u>HOURS WEEKLY</u>
FRENCH	7:30
LAO	4
MATHEMATICS	3
GEOGRAPHY	1:30
SCIENCE	1:30
HISTORY	1:30
HYGIENE	:30
RELIGION	:30
"MOVEMENT de JEUNESSE"	3:45
GARDENING, COMMUNITY PROJECTS, OR HANDICRAFTS	5:00
RECREATION	<u>1:15</u> 30

(NOTE ON TRANSLATION: This corrects an error in the schedule as issued by the Ministry, which called for eight hours of French per week, and omitted the time allowed for recreation. The correction is based on a reckoning of the model daily schedule, which follows.)

In urban schools, where handicrafts will be practiced, the hours may be reduced from five to $2\frac{1}{2}$. The remaining $2\frac{1}{2}$ hours may be used for one-half hour of physical education at the end of each day.

MODEL DAILY SCHEDULE FOR GRADES 4 - 6

(RURAL SCHOOLS)

7 - 7:15	"Mouvement de Jeunesse" - Salute, Anthem, Assignment of work, Announcements by the Class President
7:15 - 8:15	Gardening
8:15 - 9	French
9 - 9:30	Mathematics
9:30 - 9:45	Recreation
9:45 - 10:15	Mon: Geography; Tues: History; Wed: Science; Thurs: Hygiene; Fri: Religion.
10:15 - 10:45	Lao
3 - 3:30	Mon: Lao; Tues: Math; Wed: Lao; Thurs: Geography; Fri: Lao.
3:30 - 4:15	French
4:15 - 4:45	Mon: History; Tues: Science; Wed: Geography; Thurs: History; Fri: Science
4:45 - 5:15	"Mouvement de Jeunesse" Evaluation of the day; plans for the next day.

NOTE: These are summer schedules. In winter, morning classes are from 8 to 11:45; afternoon classes from 2:30 to 4:45.

CENTERS OF INTEREST -- GRADES 1 - 3

There are ten centers of interest, one for each month. The lessons in "observation", language, drawing, arithmetic, and, as much as possible, in geography, history, science, and morals and religion must be related to the center for the month. In this way, the children will always talk about things they have observed and that they know; they will study things that have reality for them, that they can see and touch. This teaching is not only for knowing, but knowing in order to act: observation must lead to the improvement of the school and village. It is a study of real life with the aim of improving life.

CENTERS OF INTEREST

MONTH

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| 1st | The school, the buildings, the life of the school, its care, the "Mouvement de Jeunesse". |
| 2nd | The pagoda, religious activities and holidays. |
| 3rd | The family, the home, the activities of family members. |
| 4th | The village, the houses, the paths, village activities. |
| 5th | The farming of the village, the rice farms, the gardens, domestic animals. |
| 6th | Nature around the village, the forest, the brush, the rivers, the animals and the plants, the rocks and minerals; their utilization. |
| 7th | The artisans in the village, wood workers, smiths, weavers, etc. |
| 8th | The ways of communication in the village; paths, trails, dams, rivers, bridges; their construction, their maintenance. |
| 9th | The means of communication in the village: bicycles, busses, trucks. |
| 10th | Relations of the village with the tasseng, the muong, the province, the town, Laos; Laos in Southeast Asia and the world. |

- NOTE: 1) Teachers in rural schools will receive soon, detailed instructions on the ten centers of interest, with details on the ten sub-centers for each unit, and some examples of oral and written exercises for each.
- 2) Centers of interest for urban schools have also been prepared. They vary only slightly from those for rural schools.

CENTERS OF INTEREST - GRADES 4 - 6

In the second cycle, the students must widen their horizons more and more. They begin the study of French in the fourth grade. France, chosen as an example of a European Country and a country with a temperate climate, constitutes an appropriate center of interest. However, in studying nature and life in France, and the activities of the French people, the students will continuously compare these things with those of Laos, which is taken as an example of an Asian country, and a country with a tropical climate.

This does not mean, of course, that the students will be limited to studying France and Laos. Laos and France, let us repeat, are taken only as examples—the two examples that our children are able to know best— of two different societies and geographic areas. Apart from these two examples, it will be permissible to use other countries for a similar comparison (either tropical and Asiatic like Laos, or temperate and Western like France); but it is important in good teaching to have two solid bases of reference that the student knows well and that will permit him to clearly evaluate differences and similarities.

We have provided a progression from grade four to grade six, going from the rural life, which is immediately around the students, passing to the city, machines, and man-made products, and on to the more abstract domain of social intercourse (government, religion, commerce, etc.).

PATHOM 4

MONTH

1. The school and student life in France and in Laos.
2. The seasons in France and in Laos.
3. Plants and agriculture in France and in Laos.
4. Animals and animal husbandry in France and in Laos.
5. Fishing in France and in Laos; the rivers, the sea.
6. Food in France and in Laos.
7. The woods and products of the forest in France and in Laos.
8. A village house in France (a farm) and in Laos.
9. A day (from getting up to going to bed) in a village in France and in Laos.
10. A life (from birth to death) in France and in Laos.

PATHOM 5

MONTH

1. The town in France and in Laos.
2. Public water supplies in France and in Laos.
3. Mining industries in France and in Laos.
4. Metalurgic industries in France and in Laos.
5. Chemical industries in France and in Laos.
6. Food processing industries in France and in Laos.
7. Textile industries in France and in Laos.
8. Transportation in France and in Laos.
9. Cooking, heating, refrigeration, lighting in France and in Laos.
10. Man discovers the secrets of the universe: the telescope and the microscope; the world of the stars and the world of the microbes; the atom; peaceful uses of the atom.

PATHOM 6

1. Government and administration in France and in Laos.
2. The post, telegraph, and telephone in France and in Laos.
3. Medicine, hospitals, and public health in France and in Laos.
4. Interior commerce in France and in Laos.
5. Exports and imports in France and in Laos.
6. Trades in France and in Laos; professional orientation.
7. Church and temple in France and in Laos; the religions of the world.
8. The holidays of the year in France and in Laos.
9. Amusement in France and in Laos; theater, cinema, radio, television; the arts, music, dance, painting; sports.
10. A trip by train and by sea from Vientiane to Paris; return by air plane.

DETAILS OF PROGRAM FOR GRADES 1 - 3

GENERAL REMARKS

The teacher must try to unify the different subjects, either around the centers of interest, or around gardening, animal husbandry or handicrafts, or the activities of the "Mouvement de Jeunesse". The child quickly forgets unrelated information; he easily understands and retains information that is unified. A good teacher knows how to utilize science, history, geography, etc., for language lessons and arithmetic.

The time given to language (5 hours per week) may seem too short. But, in fact, the activities of the "mouvement de jeunesse", the lessons in geography and science, should also be time for talking, reading, and writing. In Grade 1, for example, the daily lesson of 20 minutes for reading is certainly too short, if the students do not have other time for reading. That lesson, therefore, must be strictly reserved for the systematic learning of reading. The teacher must take advantage of every opportunity for the children in Grade 1 to read and write.

Some teachers will be disturbed in the beginning, perhaps, by the new programs or the gardening activities and the "mouvement de jeunesse" having so much time. They will quickly realize that the "Mouvement de Jeunesse" will greatly assist them in their work. In one-teacher schools, particularly, the class president and those responsible for the garden, health, games, etc., will greatly help the teacher. The system which makes Grade 3 the "guides" for Grade 1, will permit the teacher when he is occupied with Grade 2 to conduct his class smoothly.

The teacher must therefore, before all, put the "Mouvement de Jeunesse" on solid footing in his class. When these habits are well formed, he will find much less disorder than before, and there will be more time for planning and guidance.

GARDENING AND ANIMAL HUSBANDRY (RURAL SCHOOLS)

- P. I. Prepare the ground, water, harvest. Clean the tools, Feed the poultry, Clean the poultry yard.
- P. II. Fertilizer, mulch; thinning; the farming calendar.
- P. III. Insecticides, selection of seeds, nourishing the soil. A garden plan. Caring for sick animals.

HANDICRAFTS (URBAN SCHOOLS)

These activities will vary with the region and the needs. They should be practical and produce something that can be immediately used or sold. We suggest: construction, woodwork (especially things for the school), printing, weaving, basket-making, pottery, wood carving.

MOUVEMENT DE JEUNESSE

A. Hygiene

- P. I. Personal health habits, washing hands and mouth and taking care of the body; taking care of the school; not dirtying the toilets.
- P. II. Nutrition, controlling flies, cockroaches; boiling water, washing greens and vegetables; taking care of the toilets; taking care of the village.
- P. III. The human body, intestinal parasites, insects that carry disease; respiratory diseases.

B. Morals

- P. I. Habits of work, punctuality; respecting elderly people.
- P. II. Helping those younger and weaker; working in groups; helping each other; leadership responsibilities.
- P. III. Devotion to the community and country; dedicating oneself to help improve them; brotherhood.

C. Religion

- P. I. Respect for the Bonzes and the Pagoda; recitations.
- P. II. The life of Buddha; religious holidays in Laos.
- P. III. Buddhist morals; superstitions contrary to the real Buddhism; all men are equal and brothers.

OBSERVATION

Observations at the school or in and around the village on the themes of the ten centers of interest, and also observing animals, plants, etc. All the lessons should be related, as much as possible, to the observations. When the thing to be observed is far from the school, or will take more than the 20 minutes a day set aside for observation, the teacher could use several days' time for observation at once.

LAO LANGUAGE

- P. I. Oral expression about the observations; elocution; pronunciation. Vocabulary based on oral expression (make a list of new words and expressions). Learning of reading (using at the same time the syllabic method, letter by letter, and the global method); the alphabet. Silent reading (check to see if the student understands what he has read); reading aloud (beginning from sentences from the best students written on the board). Dictation of words and very short sentences.

- P. II. Silent reading or reading aloud of short passages. Short recitations, proverbs, poetry.
Penmanship.
Dictation of short texts.
Exercises: Completing a sentence, constructing several sentences on the same theme.
Composition (10 lines) describing an incident, an object, etc.
Enrichment of vocabulary.
- P. III. Improve vocabulary.
Learn to read a newspaper, learn to look up information in books.
Spelling, prepared dictation.
Elements of grammar.
Composition: Write a letter, an account, fill out a form.

ARITHMETIC

- P. I. Manipulate collections of objects (pebbles, nuts, etc.)
Sort, group, add, take away, divide by 2, 3, and 4.
Count 2, 3, and 4 groups of equal objects; dominoes.
Vocabulary: a lot, a little, more, less, as much as, one, several, all, add, subtract, double, etc.
Count to 100.
Addition and subtraction with two digits.
Carrying.
Multiply by 2, 3, and 4.
The meter, the kilogram, and the liter.
- P. II. Count to 1000.
Addition and subtraction with three digits.
Multiplication and division with one digit.
Problem solving: written, oral, and mental.
Metric system; judge and figure distances and weights.
Recognize geometric figures: square, circle, rectangle, cube, globe, etc.
- P. III. All the addition and subtraction facts.
Multiplication table.
Multiplication and division by two figures.
Decimals.
Surface of a square, circle, rectangle, trapezoid.
Compare the metric system and local measurements.

DRAWING

Free drawing according to observation of centers of interest, science lessons, geography, history (in P. III. only). Imitation drawing.

HISTORY

- P. I. Time concepts: how long it takes to do something; length of life of an animal, vegetable, and man.

Division of time: hours, minutes, days, weeks, month, year; seasons, the calendar.

Yesterday, to-day, and tomorrow.

The child's early years.

- P. II. History of the family, the school, the Pagoda, the village.
Elementary concepts of the origin of man, from the stone age to the air age.
- P. III. The progress of humanity, the future of humanity.
Laos: the remote past, the immediate past (French protectorate), present, future. Avoid listing wars and kings, but emphasize man's way of living.

GEOGRAPHY

- P. I. Large, small, far, near; dimensions, distances, right, left, in front of, behind, etc.
The earth, water (rain, wind), sky (the sun, moon, stars), fire.
- P. II. The village, the tasseng, the muong.
Diagram of the class, school, Pagoda, village.
Map of the province, of Laos, of neighboring countries, world.
Elements of general geography: the plain, the mountains, the rivers, the sea, the climates, the country, the towns.
The cardinal points, the earth and the sun; the days and nights; the seasons, the earth and the moon.
- P. III. Physical, human, and economic geography of Laos.
Laos and its neighbors (Thailand, China, Cambodia, Burma, Vietnam); Laos and the world: the oceans, the continents.
The principal countries (China, India, Japan, Russia, France, and its neighbors--England, Belgium, Germany, Switzerland, Italy, Spain; USA. This should be limited to locating the countries on the map, to know how many times larger, and how many more people there are than in Laos; the name of the capitals, the traits of the people.

SCIENCE

- P. I. Observation and nomenclature of animals and plants that the child knows.
Classification of animals: animals which walk on four legs, which crawl, which fly, which swim; insects.
Classification of plants: trees, herbs, mushrooms.
The animals and plants are our brothers; they live and die like us, they are happy and they suffer like us; Buddha and living things.
- P. II. Classification of useful animals and pests, useful plants and pest plants.
The organs of plants (root, stem, leaves, flowers, fruits),

Animals and plants eat and work as we do; application of agriculture.
Planting schedule; calendar of animal life.
Useful minerals.

2. (1) Animals are built like us (in relation to hygiene program);
skeleton, digestive system, respiratory system, circulatory
system.
Plants eat, breathe, and have circulation as we do.
Animals and plants have diseases as we do; how to prevent
diseases; cleanliness, insecticides, avoid contagion.
Basic concepts of germination, explanation of planting
schedules, good soil, the water table (springs, wells)
and application of agriculture.

PHYSICAL EDUCATION

Field sports: walking, running, jumping, climbing, lifting, carrying,
throwing, crawling and, if possible, swimming.
Free activities and group sports, shooting.
Football (F. III.).

DETAILS OF THE PROGRAM FOR ELEMENTARY GRADES 4-6

GENERAL REMARKS

As in the first cycle of elementary school, all the instruction each month is related to a center of interest. This center of interest furnishes the theme of the reading and exercises in Lao and in French, as well as the arithmetic exercises. To the degree possible, lessons in geography, science, agriculture, animal husbandry (or handicrafts), hygiene, and religion should also relate to the center of interest.

The programs have been set up in such a way that the subjects for one year complement each other around a center of interest. For example, in grade 4, one of the centers of interest is food. Therefore, in history, the history of food could be studied; in science, the food for animals; in agriculture, digestion and diet; in religion, the rules for moderation in food; in geography, the largest producers of rice, corn, meat, etc. Each point of the program, in each subject, is thus related to something analogous in the other subjects.

LAO LANGUAGE

1. Brief descriptive talks, vocabulary, reading (as much as possible), and written exercises will be related to the center of interest for the month. Aspects of Lao culture will be approached during Lao language study, but not exclusively.
2. The brief descriptive talks by the students should be related to the observation periods, which will be concerned with Lao aspects of centers of interest, and to the activities of the class, such as gardening, community projects, hygiene, etc. They will be followed by brief discussions and be directed towards practical application (improving existing conditions, adopting certain things from abroad, preserving that which is good in Laos).
3. Dictations taken from the reading and also spelling lists will be given, but never use words that the students have not already seen and understood. The official spelling set by "le comite Litteraire" will be used.
4. Compositions should concern something concrete, either on work done, or to do, or on a problem of school life. Letter writing should also be utilized.
5. In grade 4 the students will begin to read selections from Lao literature and poetry. They should learn to recite some of the selections. By grade 5, they should be encouraged to write some poems.

FRENCH LANGUAGE (Details not Translated)

MATHEMATICS

- P. 4. Study decimal numbers in relation to the study of measurements, weights, capacity; multiplication and division by 10, 100, 1,000.

Practices the four operations with decimal numbers.

Review the multiplication table; prove by 9's.

Review problems of surface.

Measures of volume and capacity; relate to local measures.

Teach rapid mental problem solving.

Problems about the centers of interest, the activities of the class, the garden, or animal husbandry.

- P. 5. Units of cost and weight; percentage and decimal fractions; problems on interest rates.

Simple fractions.

Comparison of fractions, reducing to common denominator.

Adding and subtracting simple fractions; multiplication and division of a fraction by a whole number.

Problems using fractions; measuring time, speed.

- P. 6. General Review

Practical problems: estimates, bills; customs, taxes, insurance, interest; a small business, investment, maintenance and operation costs, etc.

Converting money (kip, baht, franc, dollar, pound); problems of the cost of transportation.

GEOGRAPHY

- P. 4. The different climates: Zones of vegetation; fauna.

Agriculture in the world; the important producers of corn, wheat, rice, animals, wood (Emphasize France and, chiefly, Laos and neighboring countries).

- P. 5. The mineral resources of the world; mining possibilities in Laos; the great industrial centers of the world.

The city; the great cities of the world.

P. 6. Human geography: races, religions, languages.

Commercial geography: means of communication; natural obstacles to commerce (the case of Laos); international commerce.

Review: Laos and its neighbors; France; the great powers: China, Japan, India, USSR, USA, Great Britain; former colonies which have become independent since 1945.

HISTORY

P. 4. History of civilization: development of agriculture, domestic animals, shelter.

At the same time, world history until the 16th century: history of the earth, the evolution of animals - the appearance of man, the long infancy of humanity, the first agricultural civilizations (Examples: China and India); the development of agriculture in Europe to the end of the Middle Ages; Laos from pre-history to the 16th century (Emphasize the duration of the different periods).

P. 5. History of civilization: the development of machines: simple machines (lever, inclined plane, wheel, wedge); use of natural forces (water wheel, wind mill); discovery of steam and its application; the discoveries of the past 100 years: the combustion engine and its uses, electricity and its uses, atomic energy.

At the same time, world history from the 16th century to 1939: the rise of Europe and of science and technical knowledge; Europe and the discovery of the world; European colonization, particularly in Asia, Indo-China, and Laos.

P. 6. History of civilization: the progress of human society (slavery and its suppression; social law and work conditions, the status of women); the advent of democracy: the fight against racism; compulsory education; UNESCO; the contribution of Buddhism to civilization.

At the same time: World War II, nationalism, the UN, independence for Laos, the role of an independent and Buddhist Laos in the world.

SCIENCE

P. 4. Zoology and animal husbandry.

a) the digestive system of animals, non-ruminants, ruminants: poultry--practices as a consequence.

b) different types of weeding.

c) the manner of grazing of buffalo, horses, sheep, and goats--practices as a consequence (rotation).

d) preparation of feed.

Botany and Agriculture

- a) review the organs of plants, roots (reproduction by roots), means of absorbing moisture, the collar of the root (importance for planting); the stem (cuttings); leaves (recognizing common plants by their leaves); flowers and fruit (how to obtain good fruit and seeds).

Concepts of meteorology; the weather; barometer, rain gauge.

Concepts about erosion.

- P. 5. Plants from which we get medicines, dyes and medicines.

Wood producing animals.

Preserving fruits, vegetables, meats.

Geology: concepts about the formation of the earth and the land; principal minerals and rocks; collection.

Physics: common scientific vessels; the kinetic system of matter (example: ice, water, vapor); magnets, compass, electricity.

- P. 6. Agriculture: the reproduction of vegetation, the flowers, seeds, selection, conservation, germination.

Animal husbandry: gestation, weaning; breeds, selection.

Packing, transporting, and marketing the products of agriculture and domestic animals.

The balance, weighing (in relation to the diet program), mixing in fixed proportions.

HYGIENE THEORY

- P. 4. Digestion (role of the teeth, saliva, the stomach, the liver, the intestines); digestive troubles.

Nourishment necessary for health; a balanced diet; harmful foods: alcohol, excess fats, poisons, dangerous medicines; spoiled food; badly cooked, badly washed, and badly preserved food; parasites and microbes.

Personal hygiene for the student: eating wholesome foods slowly, at regular hours, and without excess; exercise and rest; sleep; the care of the body and of clothing; the care of the eyes; glasses; the correct position.

P. 5. Wounds; hemorrhages; cleaning of wounds, bandaging; infection of wounds; tetanus, gangrene; poisonous snakes; preventing accidents.

Microbes; the microscope; antiseptics, disinfectants, anti-biotics.

6. Infectious diseases (general review)

Contagion by the digestive system (typhoid, dysentery, cholera)

Contagion by the respiratory system ("rhume, grippe, bronchite, tuberculose")

Contagion by the circulatory system -- rabies, tetanus, malaria

Contagion by lice (typhus)

Other: leprosy, small pox.

Preventing the spread of disease (review)

A tired person is more easily a victim of contagious disease than a strong person; need for a balanced, natural life; mental health; friendship with classmates, the teacher, and neighbors; the love of nature; hygiene and Buddhist ethics.

RELIGION (Translation Omitted)

GARDENING ANIMAL HUSBANDRY, HANDICRAFTS

(See special instructions)

Science classes will be utilized for the theory of agriculture and animal husbandry.