

Lary - Paper No. ① is new material from the Ministry, sent out when they reprinted the 62 Reform Act.
(unofficial translation) *Noum*

Letter 37/EDU
April 4, 1973

TO : Directors of Departments, Ministry of Education,
Arts and Sports and Youth

FROM: Deputy Prime Minister, Minister of Education,
Arts and Sports and Youth

It has been observed that many educational officials and teachers still lack proper understanding of principles and responsibilities contained in the 1962 Education Reform Act. In order to help solve this problem, I am sending to you three important documents:

1. Suggestions on Implementation of the Reform Act
2. Revised Principles of the Education Reform Act
(Royal Order No. 248, dated 30 July 1962)
3. Revised Educational Objectives

To achieve the proposed objectives, officials responsible at all levels are hereby requested to distribute the above materials to their colleagues and provide additional explanations and directions as necessary.

For Primary Education, the Chiefs of Provincial Education Services will, through normal channels, distribute and explain the documents to directors of groupe scolaires and teachers in service, as well as to those who are training to become teachers.

For Teacher Training, copies of the materials should be made available to professors so that they can teach and explain the contents as well as give the materials to the student teachers. Student teachers should know and be filled with the concepts contained in these documents, plus the method of using them, prior to departing for their teaching assignments; otherwise the results of their instruction will not be as satisfactory as expected. At the same time, it is recommended that all teacher training schools revive school gardening, raising animals,

handicrafts, and co-ops, as well as encourage youth movement activities in order to increase the school-community relationship.

For Secondary, Vocational, and Art Education, it is requested that the materials be given to all professors. Also, responsible officials at department and school levels are hereby asked to study the possibility of:

1. Establishing Youth Movement Organizations--to develop schools and communities and to improve and maintain good relations between the community and the school.
2. Establishing co-op(s) for rural craft schools, technical colleges, secondary schools, comprehensive high schools, handicraft schools, and others.
3. Continuing and encouraging the establishment of PTAs.

Furthermore, Directors of Primary and Secondary Education (Fa Ngum Comprehensive Schools) are asked to have their curricula revised according to the objectives of the Reform Act.

It is also suggested that the General Direction, itself, help explain the principles of the Reform Act to personnel who are in charge of developing textbooks and producing educational materials so that they understand what they are actually supposed to do within their prescribed duties.

The Department of Sports and Youth should also follow a similar procedure. That is, the three types of materials are to be distributed to teachers or sports and youth advisors in schools so that they understand their jobs and can really help groupe scolaire directors in the activities of their field.

I herewith request that all concerned try to develop clearly their understanding of this type of educational guideline and conform to the provisions of the Reform Act according to their individual responsibilities. In conclusion, I hope that in the near future, we will be receiving satisfactory results.

(Signed) Phya Salyaphet Champhone
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