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Universities set up in France

In the wake of the events in May, the normal program of lectures at French universities has been largely interrupted and replaced by joint discussions on the future of the university.

Special discussion points are the regionalization of the universities, equal representation for students and teachers in faculty councils, and the nomination of professors.

Most examinations have been put off until the autumn. Work commissions have been formed and committees of equal numbers of students and teachers have been elected in the faculties to replace previous administrative bodies.

At a June 5 press conference, the vice-president of the French National Union of Students (UNEF), M. Sauvageot, announced the establishment of a "People's Summer University" under workers' control.

He said UNEF had no intention of negotiating with the government since the main demands of the students largely had been fulfilled thanks to their own efforts; the setting up of student supervisory bodies in the faculty councils; the autonomy of the university at a financial, educational and political level; the opening of the university of the workers. M. Sauvageot criticized the "university hierarchy" and condemned selective examinations ("concours").

Unrest flared up again in Paris' Latin Quarter June 11. The previous day there had been a demonstration of solidarity with workers on strike

at the Renault factory near Paris, and the police had intervened so brutally that a number of students panicked and jumped in fright into the Seine. One of them drowned.

On June 13 the government dissolved several revolutionary student and youth groups, including the "Movement of March 22" which is not, however, organized on a formal basis. In contrast to this, right-wing radical movements such as "occident" and other armed groups remained in existence. On June 17 police forced their way into the Sorbonne and occupied the university.

In Strasbourg and Paris the first structural elements of the critical Summer University for students, teachers and workers have been set up. This is intended as an experimental university which workers, employees and foreigners can attend.

It is to run according to the following principles; no more separation of the various subjects. Economics, sociology and literature, for example, are to be taught at the natural science faculty, and mathematics at the philosophical faculty. New educational methods are to be tried out.

Relations between students and teachers will be revolutionized. There will be no main lectures, but only seminars and working-groups. A critical examination is to be made of the bourgeois culture, university and society.

The Summer University is intended to form a transition to the People's University.

Chinese university canned

A campaign by a section of Malaysia's Chinese community to establish a private Chinese language university in the multiracial federation has been received two major setbacks.

First, the Prime Minister of the Federation, in a recent speech, made it clear he didn't like the idea because it didn't agree with his concept of a united Malaysia. A similar statement came from the Malaysia Chinese Association, a partner in the ruling Alliance Party led by the Prime Minister.

Under the educational legacy left by the former British colonial regime, there are two official national school "streams" one teaching in English, and one in Malay, and two Government-aided streams, Chinese and Tamil.

All communities are represented in the English language schools, though the Chinese tend to be in the majority. The Malay schools dominate rural areas where the majority of the Malay community lives.

Many Chinese parents be-

lieve their Chinese cultural heritage can't be maintained without sending their children to the Chinese schools. The same holds true for the Tamil minority.

But the federation's English-educated have always had the advantage, no matter what race they are. There are more places for them at overseas universities, and the Universities, and the University of Malaya, with a large majority of Chinese students, teaches largely in English, though a number of courses in Malay have been introduced.

The Chinese-educated assert that they need a Chinese-language university because the choices open to them for higher education present too many hardships - they must either cram in English to attend the University of Malaya or other English-language universities overseas, or else seek entry to the Nanyang Chinese University in Singapore or educational institutions in Taiwan. (News Features, New York)

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