

COURIER

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Jaime Torres Bodet Elected Director - General



WHEN the President of the Beirut Conference, M. Hamid Bey Frangie, Lebanese Minister of Education and Foreign Affairs, rapped the gavel on the evening of December 11, 1948, he entrusted Unesco to another Foreign Minister and Minister of Education, Dr. Jaime Torres Bodet of Mexico.

The new Director-General, who was elected by the delegates to the Third Session of Unesco's General Conference on November 26, succeeded Dr. Julian Huxley whose term of office as first head of the Organization had ended. The Conference also elected seven new members of the Executive Board, which, in turn, voted Sir Sarvepalli Radhakrishnan (India) its Chairman, and Dr. C. Parra-Perez (Venezuela) and M. Roger Seydoux (France) Vice-Chairmen for 1949.

Immediately following the election of the new Director-General, M. Frangie cabled to Dr. Torres Bodet in Mexico, on behalf of the Conference, inviting him to come to Beirut, to participate in the closing days of the Session.

On December 10, the newly-elected Director-General made his appearance before the delegates to the Third Session. In his inaugural address he assured his listeners "that I shall dedicate myself unreservedly to Unesco's service" and stressed that Unesco's most urgent duty was to defend the moral and intellectual rights of man. (The full text of Dr. Torres Bodet's address will be found on the centre page of this issue).

For three and one half weeks, from November 17 to December 11, the Third Session worked methodically in elaborating the new programme during morning, afternoon and often evening meetings of Plenary Sessions, Commissions and Sub-Commissions. In a similar fashion, questions concerning Unesco's budget, administration and external relations were the subject of careful, detailed examination and study.

At the end of their deliberations, the delegates agreed not only on specific, practical activities for the year 1949, but on a broad educational programme for the years to come which would assure continuity in Unesco's work and facilitate greater understanding and participation by the general public. (For details of Unesco's new programme please see special SUPPLEMENT).

THE General Conference opened with an impressive flourish. As delegates poured into the Conference Hall, cameras clicked and movie men filmed the proceedings. Inside Klieg lights occasionally intensified the lighting for the cameramen.

Dr. Francisco del Rio y Canedo, Mexican Ambassador to Paris and chairman of the Mexican delegation delivered the opening speech as temporary President of the Conference. He was followed by M. Hamid Bey Frangie, who was later that day to be elected President of the Third Session.

(Continued on Page 8)

"Human Rights Day" Urged By Unesco Head

THE celebration of December 10th as "Human Rights Day" in all schools has been recommended to Unesco Member States by Dr. Jaime Torres Bodet, Director General.

In a message sent on December 30th, Dr. Torres Bodet recalls that at the close of its Third Session at Beirut, on December 11th, 1948, the General Conference of Unesco greeted with enthusiasm the International Declaration of Human Rights which had been adopted the day before in Paris by the General Assembly of the United Nations.

At the same time, the General Conference instructed the Director-General to take all necessary steps to publicize this document of historical significance and to encourage its study and use by Unesco in all its activities.

In pursuance of these instructions, the Director-General has invited Member States of the Organization, to support Unesco and the United Nations in their joint efforts to make the Declaration of Human Rights as widely known as possible.

In his message, the Director-General says:

"The world yearns for an age of peace and justice which shall give to all the opportunity to develop to the fullest their creative faculties in the cause of right and progress. Peace and justice require above everything else the strengthening of that intellectual and moral solidarity, without which, in the words of Unesco's Constitution, the political and economic arrangements of Governments alone could not secure the lasting and sincere support of the peoples of the world. But for that solidarity to be the expression of a true harmony of minds and not a mere passive coincidence of wills, there is one fundamental condition, namely, respect for the human being with his essential integrity and with all this manifold diversity.

To Unesco the International Declaration of Human Rights affords support and encouragement. Recognition of the principles therein proclaimed and their dis-

semination through education will help to strengthen the faith of every human being in the dignity of his own experience, and to fortify the urge to brotherhood which bids civilization by common action."

The Director-General further suggests that, in order to imprint upon the imaginations and hearts of youth the memory of that historic moment when the value of human personality was universally proclaimed the Tenth of December of every year should henceforth be devoted, in the programme of all schools, to render homage to the principles of freedom and the dignity of man.

Mrs. Roosevelt Links U.S. And U.N. Rights Declaration

Mrs. Franklin D. Roosevelt in a special statement, on December 15, paid tribute to the newly-adopted U.N. Declaration of Human Rights as a "milestone" in the progress of people everywhere.

The statement was made on the anniversary of the Bill of Rights drafted 157 years ago as the first 10 amendments to the U.S. Constitution. Citing the common goals of the Bill of Rights and the U.N. Declaration, Mrs. Roosevelt called for a joint celebration in the United States this year, honoring both documents.

Duty-Free Film Agreement Up For World Ratification

A draft agreement providing for the duty-free importation of educational and scientific films was submitted to the governments of Unesco Member States, early in January 1949.

The agreement which will become operative after acceptance by ten states, is the first international agreement drawn up by Unesco.

In addition to films the agreement applies to sound recording and other audio-visual material of an educational, scientific and cultural character, when it is so certified by the exporting country. This material includes film strips and microfilm, glass slides, models, wall charts, maps and posters.

New agreement planned for books and newspapers

Besides abolishing customs duties, the agreement also does away with quota restrictions on the types of material covered. As a protection to commercial interests within the importing country, use of the material may be restricted to non-profit-making purposes.

The draft agreement has been described as an important step in Unesco's campaign to lower technical, economic and political barriers to the free flow of information.

Another agreement, approved in principle at Beirut, is being drafted to deal with free importation of books, periodicals and newspapers.

"COURIER" NOW REPRINTED IN U.S.

We take pleasure in notifying our readers in the United States that, beginning with the present issue, the Unesco Courier will be reprinted in New York every month. In addition, the Columbia University Press, has been designated as the official agent in the United States for the sale and distribution of the Unesco Courier as well as other Unesco publications.

Subscriptions to the Unesco Courier may now be obtained by writing to:

Columbia University Press
Columbia University,
New York, 27, N.Y.

A full year's subscription is still only one dollar (US).

We draw the attention of our readers inside and outside of France, who use French Francs purchasing the Unesco Courier, to the following new prices:

Year's subscription:
France Fr. Francs 250
Other countries Fr. Francs 300
Single Copies:
France Fr. Francs 25
Other countries Fr. Francs 30

- ◆ The Story of Torres Bodet's Life. (P. 2.)
- ◆ Inaugural Address of new Director General. (Centre Page.)
- ◆ Farewell Address of Dr. Huxley. (Centre Page.)



View of main Conference Hall of the "Palais de l'Unesco" in Beirut

EDUCATION: A DOCTRINE FOR PEACE

Story of Torres Bodet's Life

AT 46, Dr. Jaime Torres Bodet, newly elected Director-General of Unesco at the Beirut Conference, is one of the youngest statesmen and educators to lead a United Nations international organization.

Born in Mexico City on April 17, 1902, the former Foreign Minister of Mexico has had a distinguished career as poet, novelist, essayist, critic, educationist, diplomat and international statesman, coupled with a reputation for driving energy, vigour and hard work.

Dr. Torres Bodet was educated at the Teacher's College of Mexico, the National Preparatory College and the Faculty of Philosophy and Letters of the University of Mexico. His first book of verse, "Fervor", was published at the age of 17, with an introduction by the great contemporary poet of Mexico, Enrique Gonzalez Martinez.

At 19, already steeped in French literature, he completed the translation into Spanish of several of the works of André Gide.

When in 1922, the Libraries Department of the Ministry of Education was created, the Mexican Government asked 20 year old Torres Bodet to step in and get the Department under way.

Libraries Campaign Developed

Torres Bodet immediately developed an ambitious libraries campaign to make good books better known throughout Mexico. He set to work on a programme of translation of the world's classics, edited by the Mexican Government, organized a series of "travelling libraries", installed reading centres for workers in industrial regions and for farmers and peasants in rural centres. In the short period between 1923-24, young Torres Bodet had circulated and distributed several millions of books to villages, hamlets and industrial towns throughout Mexico.

At the same time, his own literary efforts were appearing in private bookshops throughout the country. In 1923, two books of poems were acclaimed by critics: "La Casa" and "Los Dias". In 1924 his famous "Poemas" appeared, and in 1925 "Paravento" and "Biombo" were published.

From 1924 to 1928 he occupied the Chair of French Literature at the University of Mexico. As a poet and writer, these years were perhaps the most decisive for Torres Bodet. For it was during this period that the most important publishing house of the Spanish speaking world, Espasa Calpe, included a selection of his works in its famed "Coleccion Contemporanea".

The Mexican poet, Torres Bodet, immediately gained international fame in the new school of American and European poets. The noted Spanish critic, Gomez de Baquero, saw in his poems "the marriage of classic and modern freshness... a sculptured, lyrical cry-transmitting the voice of a living, modern poetry". French critics, including Jean Cassou, also hailed the young Mexican poet.

A Leading Literary Figure

Thus, in 1929, when he entered the Mexican Foreign Service and reached Madrid as Secretary of the Mexican Legation, he was greeted as a leading literary figure of his country.

In the pages of the Spanish reviews "El Sol" and "La Revista de Occidente", his latest literary works began to appear along side those of José Ortega y Gasset, Gabriel Miró, Garcia Lorca and other Spanish writers of note. It was during this period that chapters of his novels, which were later to be published under the titles "Proserpina rescatada" (1931) and "Estrella de día" (1933), first appeared in "La Revista de Occidente".

Between 1932 and 1940, his diplomatic career took Torres Bodet to Holland as Chargé d'Affaires, to Paris as Secretary of the Mexican Legation (1933-35) and to Argentina. Returning to Mexico in 1936, Dr. Torres Bodet was named Director of the Diplomatic Department in the Ministry of Foreign Affairs, a position he occupied until 1937.

In 1938, he returned to Europe as Chargé d'Affaires in Brussels, leaving Belgium with the German invasion of the Low Countries in 1940. Shortly after his return to Mexico, in December, 1940, he was



Torres Bodet addresses new literates in village of Guelatao, Mexico.

appointed Under-Secretary for Foreign Affairs by President Manuel Avila Camacho.

Educating Mexico's Millions

Torres Bodet kept his post as Under Secretary for Foreign Affairs for three years until one day, towards the end of 1943, the Mexican President began looking around for someone capable of taking over the tough job of educating the Mexican masses.

Millions of Mexicans, unable either to read or write, unfamiliar with the elementary principles of hygiene and sanitation were crying out for help. The country was desperately in need of a revolutionary-minded educator and administrator as head of the Ministry of Education. President Camacho pointed to Torres Bodet, then only 41 years of age.

Torres Bodet's three years as Minister of Education mark one of the most brilliant phases in the history of Mexican education.

To him, the problem of education, whether in Mexico or in other parts of the world, was not merely one of teaching people to read and write. He saw it as a world battle for peace, for democracy and for human justice.

"If victory", Torres Bodet said in 1945, "is to guarantee the principles for which the free peoples of the world have fought, the first standards that nations must adopt in education, will be to make it a permanent doctrine for peace, both on the international and the national level."

"For so long as liberties are enshrined in treaties and in charters only as faculties devoid of reality, and so long as individuals in different countries do not have full opportunity of enjoying them, peace and democracy will continue to be in danger."

Torres Bodet therefore attacked the problem at its very base. To teach his countrymen the basic elements of education, Mexico needed good teachers more than anything else.

His first job was to galvanize into action the existing professional teachers and to inspire them with his new principles for teaching the younger generation. He completely re-cast the then existing educational programmes and textbooks, and set about building up-to-date modern training schools for young instructors and schools for new students.

Then in August 1944, with this programme already under way, he launched three full-scale campaigns to eradicate illiteracy. Many were sceptical. For as Dr.

Francisco Larroyo writes in "Mexico y la Cultura": "No campaign of such scope had ever before been undertaken in Mexico".

Torres Bodet, however, adopted an unusual technique.

Each one teach one

He issued an urgent call to all educated Mexicans between the ages of 18 and 60 to become "emergency" teachers for at least one of their illiterate countrymen in the 6 to 40 age bracket. Personally touring Mexico's villages and towns, he aroused and inspired the population to take up the challenge. The movement caught on and began to sweep across the entire nation.

Soon over 60,000 collective teaching centres had been organized throughout Mexico. Lawyers, doctors, business men, industrialists, farmers and landowners all began "pitching in" to make the campaign a success.

Such was the enthusiasm aroused, that country doctors, for example, began forming special classes in their offices, devoting one and two hours daily to teaching the first two "R's" to their neighbours.

Thus the campaign not only made headway, but actually took on the character of a national education "race". Individuals and groups began vying with one another to obtain the best results in the shortest time.

Sewing Machines and Farm Tools

In the interior of Mexico, industrial leaders and landowners took to organizing Sunday fiestas in their factories and haciendas so as to spur their students on and guarantee promptness at classes. Free lunches and special prizes were awarded to the brightest students. "Give-aways" included such useful and prized objects as sewing machines for women, tools and farm equipment for country workers.

But for these people, Torres Bodet knew, there had to be some kind of simple, easy reading material, if their new knowledge was not to be quickly forgotten. Printing presses started rolling and special newspapers began appearing on the walls of Mexico's towns and villages. Over 10,000,000 ele-



Over 1,200,000 Mexicans learned to read, write through Torres Bodet's literacy campaigns. Above: model students welcome Minister

mentary reading books and primers began flooding the country, containing not only the Spanish ABCs but brief history lessons and short chapters on good citizenship and simple hygiene.

But a part of Mexico's population is made up of Indians who do not speak Spanish. For these people, Torres Bodet had special primers prepared in their own language. These he thought, would serve as a basis for later instruction in Spanish. In many cases, the alphabets of these languages had never been written down. The Minister of Education called in a



From 1943 to 1946, as Mexican Minister of Education, Torres Bodet initiated and developed an intensive campaign against illiteracy unparalleled in Mexican education.

team of linguists who accomplished the job.

When, after only two years of work, the results had been tabulated, the sceptics were convinced. More than 1,200,000 Mexicans had been taught to read and write. This was an unparalleled achievement in the history of Mexican education.

Becomes Foreign Minister

While Minister of Education, Dr. Torres Bodet was selected, in November 1945, to lead his country's delegation to the Unesco Preparatory Commission in London. His name appears as one of the signatories of the Charter of Unesco.

A year later, he was named Foreign Minister of Mexico and occupied this position until December 1948, when he was elected Director-General of Unesco by the General Conference in Beirut.

As Foreign Minister, Torres Bodet led the Mexican delegation to the Inter-American Conference for the Maintenance of Peace and Continental Security, held at Petropolis, Brazil, in the summer of 1947. At the Second Session of the UN General Assembly (September 1947) he was elected Vice-President, and at Bogota early in 1948, he led the Mexican delegation to the Ninth-Inter-American Conference.

For his outstanding record in the educational and international

field, the University of Mexico and the University of Southern California (USA) conferred on him the title of Doctor of Letters, Honoris Causa.

Dr. Jaime Torres Bodet's written works to date include the following books:

Poetry: Poesia (Poems) Madrid 1926; "Destierro" (Exile) Madrid 1930 "Cripta" (Crypt) Mexico City 1937; Novels: "Margarita de Niebla."

(Margarita of the Mist) Mexico 1927; "La Educacion sentimental" (Sentimental Education) Madrid 1929; "Proserpina rescatada" (Proserpina Redeemed) Madrid 1931; "Primero de Enero" (New Year's Day) 1934; "Sombras" (Shadows) 1937; "Nacimiento de Venus y otros relatos" (Birth of Venus and Other Stories) 1941.

Essays: "Contemporaneos" (Contemporaries) 1928; "Educacion Mexicana" (Mexican Education) 1944; "Educacion y Concordia internacional" (Education and International Understanding) 1948.

Appeal To World Press

Early in January Dr. Torres Bodet, Director-General of Unesco, was the guest of honour at the weekly lunch of the Anglo-American Press Association in Paris.

Addressing the journalists, the Director-General emphasized the importance of close collaboration between Unesco and the press. Recalling that Unesco aims above all at establishing a true "brotherliness of the mind", he pointed out that the first condition of that brotherliness was a campaign against the ignorance of the masses; but that that condition was not enough in itself.

"Education is one thing, propaganda is another", declared Dr. Torres Bodet. To spread the rudiments of learning among the masses and then to expose them to the dangers of demagoguery and propaganda, he continued, was in contradiction to the end in view: While education aimed at putting the individual in communion with mankind, propaganda often imprisoned him in the fiercest forms of nationalism.

Serving Truth

The work of Unesco the Director-General said would therefore be useless unless the press, for its part, placed at the service of education, that is, of truth, its own potent means of persuasion. It was for the press to form the judgment of the masses, by giving them impartial information without flattering their foibles.

Dr. Torres Bodet stated that Unesco in its turn was anxious to help the press. He then gave special attention to its problems, particularly to the question of freedom of information, the universal character of which had just been proclaimed in the International Declaration of Human Rights.

The Director-General mentioned the inquiries carried out by Unesco all over the world into the technical needs of the press, radio and films, emphasizing the importance given by these inquiries to the professional training of journalists.

Mobilize Opinion

The information thus gathered, he added, would "enable Unesco to take positive action in full knowledge of the facts." Such action would of course be difficult, because Unesco is an inter-governmental Agency and the press had to keep free of governmental power.

It was also difficult, he said, because Unesco was an intellectual organization and could not make a direct impact on economic and political factors. It was therefore for the press itself to assist Unesco's efforts and make its action effective by mobilizing opinion

FOOD AND PEOPLE

Unesco Issues Challenge To Society and Science

EVERY generation has to learn afresh the growing part which science plays in our everyday life. We begin by taking the daily comforts and achievements for granted; and then some outstanding advances suddenly make us aware how remarkable is the world which science is re-creating around us. In the last few years everyone has been taken by surprise by the achievements of science during the war: by radar and rockets, by penicillin and atomic energy.

They have helped to create in the minds of simple people everywhere an enormous increase of interest in science, and of respect, almost awe, for it. But because all this has happened in war-time, because much of it was first applied to destruction, this interest and this respect have carried with them an unmistakable pessimism and even fear. Science

is running away with us, people say; it is getting out of control; who knows but that it will destroy us?

There are two things to be said

By
J. BRONOWSKI,
Head of Projects Division, Mass
Communications Department.

about this pessimism. In the first place, it is of course quite mistaken. In every generation, and even during the recent war, the positive gains from science have far outweighed the destruction; only they don't get as much publicity. Everyone remembers the 80,000 dead at Hiroshima. But how many people know that the population of the world was greater at the end of the war than at the beginning?

But the second point is even more important. People feel that science is running away with them personally because they don't understand how it works, and what are its underlying ideas. No one has shown them how and where science fits into their daily lives. They need help to see science in its perspective, and only so can they in turn help us to guide scientific work towards peace and the fulfilment of human needs.



...That is no longer enough...

This is an important task for Unesco, in which a number of Departments are working together. It must be carried out broadly, must have a wide appeal, and must address itself above all to matters which are urgent and immediate and within the understanding of people everywhere. It is not enough to talk of the impact of science on society; we must bring home to everyone the impact of science on their lives.

For this reason the Director General, after going over this problem with members of the Secretariat, decided to pick a single theme for the campaign, to popularize it, and to discuss it in all its implications.

The theme that has been chosen for 1949 is "food and people". Under this title two related problems are presented, the growth of world population and the strain on the world's food resources now and in the future. In a number of countries people have already begun to think about these problems, though few people yet understand how very much they are their daily concern and will be the concern of their children.

And such discussion as has been

started has mostly been itself alarmist and pessimistic, as if these problems were handed to us by Nature and we had no other choice but to sit and starve.

Unesco will be presenting these problems, not as matters for alarm but as a challenge; a challenge to science to show how, for example, world food shortages should be met, and a challenge to humanity to put into practice the solutions which science has already made possible.

We want to bring this challenge into the conscience of everyone in every country and at every level. These discussions and this campaign are not for scientists alone, because the problems are not only scientific ones.

Dr. J. Bronowski is a mathematician and statistician. He was a scientific member of the British Mission which in 1945 visited Hiroshima and Nagasaki to assess the damage done by the atomic bombs. He has also written books on literature, including an authoritative life of the English poet, artist and mystic, William Blake.

We want to make everyone see how much science has already done and how much more it can do; and we want them to feel that it is their business to see that what can be done shall be done. We want to create an informed and an active public opinion.

Details of the campaign will be given in these pages regularly; and we shall also publish here extracts

from the work of the many distinguished authors who are helping us. The first step in the campaign is the production of a series of discussion pamphlets by writers of repute who can present the contribution of their branch of science clearly and simply and in a non-technical way.

There will be four levels of such pamphlets, ranging from the most popular to a comparatively scientific level; though even such scientific subjects as Nutrition or Population Balance will be presented in a manner which, while intelligent, does not demand a specialized scientific background.

A list of the pamphlets and the authors who are writing them appears on this page, and is itself

Unesco Discussion Guides

The following is a list of the pamphlets which Unesco will publish during 1949 as part of its effort to arouse discussion on the major Unesco theme of the year FOOD AND PEOPLE.

A. General pamphlet on Food and People — A. Huxley and E.J. Russell.

B. Background pamphlets for popular level discussions:

1. Population, Facts and Prospects—Mrs A. Myrdal & Dr. P. Vincent;
2. Food: Facts and Prospects ... Dr. E. Kellogg.

C. Background pamphlets for semi-popular levels:

1. Fundamental Education and Natural Resources (Fundamental Education experiments in Mexico and Latin America) — Dr. Guillermo Nannetti;

2. Family and Food Habits (Anthropological study) — Mrs. Margaret Mead;

3. International Co-operation (Summary discussion on behalf of Specialized Agencies and United Nations) — (Author still indefinite);

4. Child Nutrition — (Author still indefinite).

D. Background pamphlets for academic levels:

1. Science, Technology and Population — Dr. Warren S. Thompson;

2. Balance and Movements of Population, including three papers:
a) Areas of Rapid Population Growth — Dr. Kingsley Davis;

b) Areas of Low Population — Dr. G. Loyo;

c) Movements of Population — Dr. Julius Isaacs.

3. Population Problems of China — Dr. Ta Chen;

4. Population Problems of India — Dr. S. Chandrasekhar;

5. Genetics, Food and People (General story on genetics) — Dr. C.H. Waddington;

6. Food and Nutrition, including:
a) Introduction: food and welfare — Dr. André Meyer;

b) South America — (Author still indefinite);

c) Eastern Europe — (Author still indefinite);

d) Switzerland — or — United Kingdom — (Author still indefinite).

7. Scientific Advances in Agriculture — Dr. B.A. Keen;

8. Soil, Forests and Water — Dr. Raymond Furon;

9. Food from Stream and Sea — Dr. H. B. Belgvad;

10. Full Development of the World's Food Resources — Dr. E. de Vries;

11. Distribution of the World's Food — Dr. S. Krotkowsky.

a guarantee that the material will be lively and universal; and further details will be given from time to time.

But the campaign will not stop at the pamphlets or at the discussion which will be organized on the basis of this material. We shall popularize the topic on the radio and in the press, we shall draw the attention of people to films that deal with it, we shall put it on wall charts, and we shall do everything to bring it into the homes of people.

FOOD AND PEOPLE will be a Unesco subject to which a great effort will be devoted in 1949; and we hope that it will be a model for other campaigns in the future for mass education.



It wasn't enough before the war, and there are 200 million more people now. Population increase is not matched by production.



Although food production is nearing prewar level...

Weekly Radio Review To Start February 19

ON February 19, Unesco is presenting to world radio organizations its first programme for weekly broadcast, "Unesco World Review". Sub-titled "A Weekly Radio Review on Education, Science and Culture", it is the result of months of research and testing by the Projects Division of Mass Communications.

Even before last October, when a Conference of Radio Experts from eighteen countries meeting in Unesco House gave its complete approval to the idea, members of the Division have been planning the approach.

The problem was to present developments in the fields of Unesco interest, to show concrete examples of international co-operation within these areas, and in those of other UN Specialized Agencies, and to make these items alive and interesting.

For people of different countries do work together, there are steps being taken towards a better life for all. There is an interdependence between men and women of various nationalities and many things that are happening to-day transcend narrow nationalistic ideas. There are many examples. A broadcast giving these can be a real weapon for peace.

FOR instance, recently an art exhibition was held in Italy to pay for the reconstruction of a war-damaged bridge; 3,000 British students, 15 to 18 years old, met in London during the Christmas holidays to debate problems facing their country and the world.

It is news when countries differing in political ideology co-operated to aid blind people regain sight through the Eye Bank, co-operate in attempts to curb traffic in drugs. It is news when modern science helps grow more food for the world, elsewhere aids the fight for world health. Constant interchange of scholarships takes place between the countries of the world. Besides this, new methods in medicine are being discovered to prolong human life; arts and the theatre daily cross national barriers. It was thought that these events leading to international understanding should be brought to the attention of the world and that their application in every-day life should be stressed.

Mass Media experts are convinced that a definite interest in constructive achievements exists and that they can be presented in attention-holding fashion. In the "Unesco World Review", the listener will not be preached to, nor will any particular culture be stressed above others.

THE programme is divided into three parts. The first five minutes consist of a round-up of short items which might otherwise be missed in the hurried world of to-day. The next two periods, also of five minutes each, are devoted to features dealing with the news behind the news.

In preliminary searches for the first section, much of interest has been uncovered. Items have come from international organizations, conferences, medical associations, teachers.

Items which contribute to international understanding are still being sought. Members of National Commissions and of other Unesco groups may send such

news to Mr. Melton Davis, Mass Communications, Room 323, Unesco. Provision has been made to treat events such as the millenary of Ibn Sina, better known as Avicenna, in the "Unesco World Review".

It should be clearly understood that the programme does not intend to publicize Unesco, but to place before as wide a public as possible those ideals for which Unesco stands.

The five-minute features are being produced in collaboration with personalities qualified in the particular subject treated. It is here for example that the background of new scientific discoveries will be given.

Food and People, chosen as the discussion theme of the project on the Social Implications of Science, will also be the subject of 5-minute "features".

Plans have been made to include frequent items resulting from the Declaration of Human Rights, passed by the UN Assembly at its last session. Since Unesco is charged with publicizing the Declaration, features are being specially prepared to carry out this mission. Thumb-nail biographies of men who have been leaders in the fight for human rights are being scheduled.

A book of the month which, in the opinion of Unesco, deserves wide publicity because of its contribution to international understanding, will also be presented.

The first trial "Unesco World Review" programme, made up for the radio conference, included a story from the Unesco Calendar of World Affairs. It told of a poor coolie who conducted a one-man campaign against illiteracy in the villages of North China. He had begun by selling his pig-tail to start a fund for building schools.

Certain of the programmes will be sent by air-mail, others may be broadcast over UN short wave stations and then re-transmitted to local networks. It is not known at present how many radio stations will carry the programme from its start since most radio schedules have been made up months in advance. But it is hoped that members of interested groups will keep in touch with their local radio stations in order to learn when they will be able to hear "Unesco World Review".

Much of the eventual success of this important and ambitious project depends on the help given it by the national radio organizations of the world. At Unesco every effort will be made to see that the programme—on educational, scientific and cultural events—will be human, interesting and constructive, and that it will appeal to popular taste. In the final analysis, this can really be "Peoples speaking to Peoples".

"We Must Raise the Moral And Intellectual Conditions Of the Masses"

TORRES BODET

The following is the complete text of the inaugural address delivered by Dr. Jaime Torres Bodet, Director-General of Unesco, on the occasion of his presentation to the Third Session of the General Conference of Unesco at Beirut, Lebanon, on December 10, 1948:

I wish first of all, Gentlemen, to express my deepest and sincerest gratitude.

I am profoundly moved by the honour you have shown me in appointing me Director-General of Unesco. I am quite aware that I should regard this honour, above all, as the symbol of a great responsibility, which I should not be justified in accepting, unless I tried to deserve it by my loyalty to Unesco and my devotion to the task before us.

Your confidence must be matched by the entire self-dedication of the man in whom you repose it. I want to assure you today that I shall dedicate myself unreservedly to Unesco's service.

I have always had the most complete faith in Unesco. Before assisting at its birth, I had opportunities of appreciating the work of the Allied Ministers of Education who, during their meetings in Great Britain, took advantage of one of the darkest days of the struggle to reflect on the destinies of a civilization which cannot be based on hatred and ignorance.

In 1945, I took part in the London Conference, as delegate of Mexico. In transmitting the good wishes of my country to that Assembly, I renewed my assurance that I would do my modest best to advance the noblest cause of humanity: to establish peace in truth, on truth and by truth.

NO DIVIDING LINE BETWEEN EDUCATOR AND DIPLOMAT

In Mexico, I have been Minister of Education and Minister for Foreign Affairs. In these two posts, I came to realize that there could be no sharp dividing line between the duties of the educationist and the obligations of the diplomat. If the teacher trains the new generations to intolerance, in obedience to a blind and exclusive nationalism, the diplomat in his turn will be compelled to pursue a policy of aggression or revenge.

Peoples, in their international conduct, show themselves no other than they are in their school class-rooms, in their books, in their dramas, or in their laboratories. It is therefore futile for diplomats to seek to shape the figure of concord in the perishable clay of treaties, if the educationist continues to model the spirit of the mighty into the countenance of despotism, or to carve into the minds of the weak the features of abnegation.

Truth is universal. Those who deny that first principle and found their hegemony on biased and incomplete reasoning preach lies. Hence the importance of Unesco's task, because Unesco, truth and peace constitute essentially a single enterprise.

A serious and disquieting doubt at present prevails among all nations about the power of our Organization. It would be a betrayal of the ideas we preach to ignore this doubt. To recognize its existence, as I do now however, in no way implies that we share it. Quite the contrary. But we must realize that many of the aims which inspired us in creating Unesco are now in jeopardy. Nonetheless, far from allowing ourselves to be disheartened, it is our duty to work with added zeal to restore the real value of those aims. The United Nations are the body politic of a new world, and Unesco is its conscience. Unless that conscience triumphs, it will be difficult for the new World Order to assert itself durably.

In pondering over the present world crisis, we realize that the discords of the time constitute the most eloquent proof of the distress of the peoples in their efforts to attain at one bound, to the three aims: Liberty, Equality, Fraternity, proclaimed by the French Revolution. There are still individuals and groups who place the ideal of liberty above that of equality. Other groups and individuals set the ideal of equality above that of liberty.

Both of them suffer, for both of them forget that, without equality of opportunity, liberty becomes a vain symbol, to the advantage of the readier and more powerful; and that, without individual liberty, equality would speedily become a sorry, undistinguished thing.

Furthermore, how is it possible to achieve fraternity without a proper balance between equality and liberty? Looking back over a century and a half, we now perceive clearly the necessity which justified the indissoluble link between the three great principles enunciated by the men of 1789.

The most distressing feature in the drama of our civilization is that the two main actors are society, on the one hand, a joint and inseparable whole, which it is, alas, so difficult to guide and stimulate in one direction; and, on the other, individual Man. In other words, the whole and the individual, the universe and the atom, the discourse of the ages and the syllable of a moment...

In the endeavour to reconcile these two terms, the world has, after every great struggle, believed that a saving formula had been discovered in a treaty of international co-operation. The 1914 war led to the Treaty of Versailles, the war of 1939 to the San Francisco Charter.

The League of Nations. The United Nations. But how can secure an effective union of nations without a previous union of the minds, which are the common denominator of each nation? And how can these be united, and their individuality safeguarded, without the help of education, science and culture?

The machinery of the State must constitute a bridge for good understanding between man and humanity. This is Unesco's goal, since the promotion of the spirit of peace—which Unesco must encourage everywhere—aims at a single victory by way of a double achievement: the happiness of man and the progress of mankind.

We were well aware, when we founded Unesco, that the new institution would be faced with obstacles of every kind. We never sought to hide the formidable difficulties inherent in the fulfilment of its purpose: "to determine the general aims of man's education"—difficulties due to the cultural diversity of the modern world, a diversity which is further emphasized by the imminent crisis in every culture.

We also knew that Unesco's ideals could not be attained if, although supported by the teachers, scientists, artists and poets, they were under-rated in the prevailing economic and political systems. Let me say, in passing, that this shows how unjust it would be to hold Unesco alone responsible for the inadequate results so far achieved.

Of all the various international bodies which have been established,

Unesco is the only one which claims to touch man directly. It is not unfair to say that the others regard human conditions in their external manifestations, seeking to prevent or to remove sources of conflict.

UNESCO, in its turn, owed its creation to the belief that "wars begin in the minds of men". Unless we accepted this postulate, our institution would be meaningless. Peace, like war, is above all, a state of mind. We have no hesitation in affirming that to all of us who went to London at the request of our Governments, this was our fundamental idea.

We believed, and still believe, that in whatever philosophy man seeks the reason for his being, he is a living centre of self-determination. Neither the backwardness of material life, nor the evolution of science could urge man irresistibly to war, had his mind not already been invaded by a hostile determination.

That being so, the essential purpose of the United Nations: "to save succeeding generations from the scourge of war", will be vain and sterile unless we strive to dislodge war from its most secret stronghold: the human mind. It is a good thing to organize a security system, ready to mobilize all the resources of constraint to combat any threat to peace. It is clear, however, that measures

A DUAL DUTY FOR UNES

We publish below the full text of Dr. Julian Huxley's final address as Director-General of Unesco, to the Third Session of the General Conference in Beirut, delivered on December 10, 1948:

I CANNOT help feeling some regrets at leaving an infant whose development I have helped to foster and to guide, just when it is becoming really interesting. I cannot claim, like some of those here present who took part in the discussions of the Committee of Allied Ministers in exile during the late war, to have known Unesco from the time when it was, if I may say, no more than "a gleam in its father's eye" or, if I may adopt a paraphrase, no more than a reaction against the glare of the bombs falling on London; but I have now been serving the Organization for nearly three years, and some regrets are, as I say, inevitable.

However, any regrets that I feel are much tempered by the knowledge that I am handing over my office to a man of the calibre of H.E. Señor Torres Bodet. You all know his distinguished record; as what I may call an international statesman; as Minister of Foreign Affairs of his country; as Minister of Education, in which function he rendered notable services to the cause of education, not only in his own country but in the whole world; as poet; as writer.

But I would like here to pay my personal tribute to him. I have had the good fortune to have had dealings with him on three several occasions: in 1946, when I visited a few Latin-American countries on behalf of the Preparatory Commissions, in the early summer of 1947, when I was helping to prepare for the Conference in Mexico City, and again during the Conference itself; and can testify to his deep personal interest in education in its broadest sense, including matters such as the necessity of educating all the peoples in regard to the conservation of natural resources, a question too often neglected by educators. I can testify to his broad culture, his intellectual energy, his deep sincerity; and thus in passing over the reins of office, I am happy to be doing so to a man whom I not only respect, and admire but one whom I am happy to be able to call my friend.

HUXLEY'S PAI

A Call To For Self

I would like to take this opportunity of making a few observations here which, while retrospective from my point of view, may perhaps have some prospective value for my successor.

First of all, I think I am expressing not only my own opinion, but that of the great majority of delegates at this Conference, and indeed that of the Organization as a whole, that the progress made by Unesco in the first two years of its life has been not merely encouraging but remarkable; and that it has been equally remarkable to note the degree of agreement—indeed of cordial agreement—attained in the discussions and operations of Unesco as compared with that attained in some other Organizations and Agencies of the United Nations.

While this happy result is due largely to the interest and energy of our Member Governments, of their delegations and National Commissions, of the international non-governmental organizations which aid us in our work, of the general public, and of the Secretariat, it is, I am sure, also proof of the fact that Unesco fills a vital need in the present circumstances of our planet, the fact that the world has become ripe for the emergence of an international organization dealing with the things of the mind and spirit.

Individuals and governments who disagree elsewhere and on other matters find that they can agree here on the practical projects included in Unesco's programme. They find that they can agree upon a common aim, in trying to make a more civilized world; a world which can become more civilized as it becomes more unified, but also can become more unified as it becomes

more civilized. There is no common ideology involved in this, but a common practical idea; and finding that all can agree on such a



practical idea and participate in such a common aim is undoubtedly proving a source of inspiration.

We Must Reduce Psychological Distances Between Peoples and Nations

I WOULD like to reiterate here what I said on other occasions, namely that no peace will be permanent unless it is based on co-operation in scientific and cultural affairs. To achieve this may be a long and not always spectacular job, but it is none the less a necessary one. As was well said during discussions at this Conference, to have reduced the physical distances between countries is of no avail, unless at the same time we reduce psychological distances between peoples and nations. In fact, in the

of expediency are not enough; else, is a sound foundation.

INTERNATIONAL action to promote has its field in the deep forces of mere intellectual agreement has produced in the last century the mistake was made of this automatically follow if the peoples' reality of scientific truths.

For this reason, we gave Unesco a culture, which covers both man's intellect of his aesthetic sense and moral in the preamble to Unesco's Constitution the intellectual and moral solidarity

◆ INTELLECTUAL SOLIDARITY achieve. Scientific truth, indeed, cons which is comprehensible to all and problem here is to discover the best knowledge as widely as possible. The exchanges of books and information measures.

◆ MORAL SOLIDARITY, on the and we might easily be discouraged by systems and the variety of ways of lo

We do not, of course, claim that a should agree on the philosophical principle be a naive illusion and would imply desirable. If there has been talk of a not of this type. But it would be enough maxims, such as respect for freedom conditional preference for a peace for as an instrument of hegemony, the end but an end, the condemnation of all religious discrimination, and similar

"WE ARE MOVING A NEW H

THE interdependence of peoples, confined to the political and economic to the spheres of culture and the voices proclaim that we are moving to that we can no longer accept, unmodified that classical humanism bequeathed

Each day brings home to us more, based almost exclusively on the intellectual acceptance. It has not even succeeded problems peculiar to our Western civilization all its latent energies in the field of

h; what is needed, above everything

note friendship between the peoples of feeling and thought. In this respect, proved inadequate. In the nineteenth century, thinking that peace and concord would be possible only by demonstrating the

a task not only in science but also in intellectual progress and the development of nations. We therefore affirmed in our Declaration that peace "must be founded upon the brotherhood of mankind".

It is, in appearance, the easier to establish a body of objective evidence whose validity all must admit. The means of disseminating scientific knowledge depends on educational policy, on the taking of other similar

On the other hand, it bristles with difficulties, not only by the number of different existing points of view looking at the world and at life, but also by the principles of their conduct. This would require a degree of uniformity not even a philosophy of Unesco, it was surely enough to agree on a certain number of principles, the renouncing of violence, unbounded on justice, as opposed to war, the conviction that man is not a means to an end, all sexual, racial, linguistic, social or universal standards.

MOVING TOWARDS HUMANISM

An overriding necessity today, is not economic fields; it applies as much to the mind. In every part of the world, we are moving towards a new humanism. This means a unified idea of man and of culture to us.

It is clearly that humanism, which was neglected, no longer commands universal respect, as can be seen, in solving the problem of civilization. The intellect has exercised its power of technology, in the subjection of



nature to man, but has proved incapable of firing the train of virtue and harmony.

After centuries of rationalism, disillusionment with rationalism has caused many to fall a prey to the irrationalism of dictatorship. What, therefore, has to be done is, without sacrificing the intellect, to combine it harmoniously with other human virtues, which we may learn from cultures

UNESCO AND ITS MEMBERS

STARTING WORDS

All Nations - Inquiry

For a long run, peace depends on Unesco. Here I would go further than those who assert that Unesco is not merely devoted to the cause of peace, but itself depends on the maintenance of peace; on the contrary, I believe that if — which God forbid — a new war should break out, Unesco would still continue to exist (as did the ILO during the First World War) and be ready to begin its fruitful work again immediately afterwards.

Twelve Probing Questions

This brings me to my second main point. It has often—and rightly been said that Unesco can only operate efficiently with the active co-operation of Member States—through their governments, their National Commissions, their specialists and experts in the fields of education, science and culture, and the general mass of their peoples.

In relinquishing my office, I would like to thank all Member States for all that they have done to make it possible for us on the Secretariat to get on with the execution of Unesco's programme. But I would also like to ask them to do something more, namely to examine critically and dispassionately what they themselves are doing in education, science and culture, against the yardstick of the aims and purposes laid down in our Constitution, and the directives set forth in our programme, and also to measure against the achievements of other nations.

I will give a few examples of what I mean:

▶ ARE YOU EXAMINING SCIENTIFICALLY YOUR PROBLEMS OF GOVERNMENT AND OF

SOCIAL AND ECONOMIC ORGANIZATION, with the aid of advice from the best social scientists and economists, and in a dispassionate spirit of science; or are you treating them ad hoc on an essentially political basis, and in the light of emotional or material interests? Are you profiting by the experience of other countries in the field of administration, by studying their methods and sending your young men to be trained abroad?

◆ ARE YOU ALLOWING THAT FULL FREEDOM OF PRESS AND OPINION, OF EXPRESSION, RESEARCH AND TEACHING, which is laid down in our Constitution?

◆ Are you profiting by the experience of the various countries which have been attempting, in such fields as radio or film to combine freedom in presenting different points of view with some reasonable degree of control?

◆ ARE YOU ATTEMPTING TO USE NATURAL SCIENCE TO THE FULL — whether in education to give to your citizens a proper understanding of the method and the actual and potential achievements of science, or in practice, in the actual solution of concrete problems?

I may mention that my own country has recently made a survey of the number of trained scientists it requires and has decided that it must attempt to double the output of scientific graduates in the next twenty-five years.

◆ ARE YOU TAKING STEPS TO PRESERVE THE POPULAR TRADITIONS OF YOUR COUNTRY in ballads and songs, in costume, in art and craftsmanship, and to adapt them to the changed conditions of modern life, so that these rich sources of cultural achieve-

ment, in all their diversity, shall not perish from the face of the earth?

◆ HAVE YOU TAKEN ADEQUATE STEPS TOWARDS THE CONSERVATION OF NATURE IN YOUR COUNTRY — whether for economic, or social, or aesthetic reasons, a question one asks oneself with added force in this region where mountain sides which we know in biblical times were covered with forests are now largely bare where great regions of once fertile land which helped to nourish Rome are now barren or even desert, and where birds and beasts have decreased to such an alarming extent.

◆ WHAT HAVE YOU DONE TO PRESERVE AND MAKE KNOWN YOUR CULTURAL HERITAGE? Have you taken steps to preserve your historical and ancient monuments, to unearth further remains of your past history, to exhibit its treasures and make them known to the world at large—another question one asks here, in this region of ancient history and incomparable cultural diversity, still too little known by the peoples of other lands.

◆ HAVE YOU TAKEN STEPS TO REMOVE THE SCOURGE OF ILLITERACY FROM YOUR PEOPLE; and have you profited to the fullest extent by the experience of other nations in this important field?

◆ HAVE YOU PROVIDED THE POSSIBILITY OF HIGHER EDUCATION FOR ALL CLASSES OF YOUR POPULATION? Here again the knowledge of what some colonial powers have recently done for their colonial peoples might serve as an incentive, not only for other colonial powers, but for some countries without colonies but with large classes and sectors of educationally under-privileged people.

◆ HAVE YOU TAKEN PAINS TO PROVIDE THE BEST ARCHITECTURE FOR YOUR PUBLIC BUILDINGS, and in this domain to consider not only material cost or practical efficiency, but also the worthy expression of public spirit and national pride?

◆ HAVE YOU ENCOURAGED THE CREATIVE ARTIST, whether in painting or music, in literature or drama, to express the spirit of his country and to make life more interesting and more worthwhile for its people?

(Continued on Page 8)

other than our own. Classical humanism was at one time restricted to the Mediterranean region. Modern humanism must know no limit or frontiers. It is Unesco's supreme task to help to bring this new type of humanism to birth.

THE Specialized Agencies of the United Nations for education, economics and health respectively, form a triple front in the battle against the greatest enemies of human progress—ignorance, hunger and disease. I have already had occasion elsewhere to emphasize the value of these Agencies.

I then said that for the purpose of consolidating peace there had been no happier idea than the founding of the Specialized Agencies as an integral part of the structure of the United Nations. If I return to the theme today, it is because the good work of these Agencies cannot be sufficiently emphasized; that work is often forgotten in the concentration of most men's interest on political problems.

BY connecting culture with health and economics, I want to stress the humanitarian and, in the broadest sense of the term, democratic character of Unesco. We must never forget that the intellectual and moral solidarity at which we aim will be but a beautiful dream so long as men lack health and sustenance. Nor must we lose sight of the fact that, just as Unesco's sister organizations are concerned with man's essential needs, Unesco too must work for the good of the greatest number.

If leading scientists and educationists are to pool their efforts within Unesco, the object of this is not to form a centre of intellectual co-operation for the benefit of a select minority, but to improve the moral and intellectual conditions of the great mass of the people.

"LET US KEEP TO ESSENTIALS"

MANY difficulties lie in Unesco's way, one of which is particularly dangerous: the multitude of projects and programmes which have so far not commanded popular acceptance. We must make a choice and try to set to work without undue hesitation. The peoples expect of Unesco concrete work, which shall make a direct and immediate appeal to the wishes of mankind in general.

◆ SINCE we know the limits of our resources, let us not be diverted to too many projects, and so dissipate our energies and resources. Let us keep to essentials and, if need be, reduce the area of our activities so as to be able to pursue them thoroughly and to a finish.

◆ THE SECOND difficulty is the idea, to my mind false, that Unesco has become an instrument of propaganda for one way of thinking and in favour of one system of cultural policy. I do not think I need spend much time over such a completely wrong and tendentious view as this.

There is and always will be room among us for all schools of thought, as long as they contribute loyally to international understanding and to friendly association between cultures, in an atmosphere of peace. Chinese and Peruvians, Arabs and Frenchmen, Australians and Turks, Czechs and Poles, Anglo-Saxons from Great Britain and from the United States, negroes from Liberia or Indians from Mexico or Bolivia—all make their own distinctive contribution.

We are persuaded that only by respecting the individuality of each country and by hearkening to its characteristic accent shall we attain to that full co-ordination which is essential to any concert, be it of instruments, wills, races or doctrines.

Our one wish is to set a fair and just goal to private ambitions, namely, service to man as man. Unesco does not claim to impose peace on a world permanently based on victors and vanquished. Born of the war, its mission is to fight against war. And it is precisely the slender nature of the means available to us in this fight that brings me to the third difficulty.

SPEARS AND SHIELDS OF SOVEREIGNTY

VERY often, words have little relation to the true implications of ideas. A disastrous gulf has opened between speech and action. In the presence of this danger, Unesco must build up a rampart of truth against the eloquence of officialdom, all too ready to make promises but tardy in keeping them.

The difficulty in this, as in so many other matters, is due to the atmosphere of transition in which we are now living. Undivided sovereignty of the State is today a legal survival which there is no eluding. The strong brandish it like a spear; the weak shelter behind it as behind a shield. So internationalism is as yet merely a noble hope for the future.

To expect Unesco, by its mere existence, to change the innermost nature of men, is to expect a miracle which Unesco can never perform. We do not possess a magician's skill, but we have our principles. For the fulfilment of our mission to advance the welfare of man, a path has been marked out for us which we cannot ignore. To follow this path, we must have the consent of governments.

The National Commissions, it is true, make up for certain constitutional restrictions upon our Organization, but have we made sure that in all countries the National Commissions are able to operate on the scale which the problems of our times require?

This is a very delicate task. Unesco has no right to interfere in the domestic affairs of governments. We have neither the power nor the wish to transform the Organization into a world Ministry of Education. Nor do we want to burden the impoverished countries still further with unjustifiable bureaucratic machinery.

OUR work must be based, above all, on two factors for which no substitute has so far been found: the good faith of governments and the persuasive force of principles. We shall continue to demand these essential conditions, for, without them, it would be wiser to postpone our hopes to better days.

Fortunately, that is not necessary. We do not view the future with pessimism. Much has been accomplished by Unesco since the London Conference. It is only fair to recognize that all the members of the Executive Board, as well as the whole staff of the Secretariat, have contributed in a marked degree to these successes; and I will ask them to collaborate with me in the same spirit in which they worked with my distinguished predecessor, Dr. Huxley.

In naming that eminent representative of contemporary learning, I realize how much Unesco has lost by his departure. For us, the memory of Dr. Huxley's gifts and authority will be imperishable. Unesco owes him the highest possible tribute.

The applause which follows him as he goes brings home to me the tremendous effort I shall be called upon to make. And, in the accomplishment of that effort, I shall need your constant goodwill and support.

THE MINES OF INTOLERANCE

GENTLEMEN, during the summer of 1947, we read of an event which filled our hearts with dismay. I refer to an accident that occurred off the coast of Italy. Some fifty children, on holiday, were taking a sea trip, when their boat struck a mine laid during the war. All the unhappy victims were killed by the explosion.

This posthumous act of vengeance by the war may serve us as a symbol. Conflicts never cease at a given time or in a given place. Those responsible for them leave concealed in the waters, theoretically restored to peaceful traffic, many deadly mines. The most dangerous of them all is intolerance.

To perpetuate intolerance would be to allow our way to be strewn with a mechanism as fearful as that which caused the death of those Italian children on that bright summer's day. But, in our case, should we forget our duty, we should be risking the final destruction of the basic principles of human civilization, the abandonment of all hope in a new world. To remove the lurking mines of enmity and discord is surely the duty of all men of goodwill.

Let us shoulder that duty, gentlemen, and thus fulfil Unesco's noble mission.

NOTED INDIAN THINKER HEADS EXECUTIVE BOARD

ON 1 December 1948 Sir Sarvepalli Radhakrishnan, the eminent Hindu humanist, President of the Indian University Commission and a Fellow of All Souls' College, Oxford, where he also holds the Spalding Chair of Oriental Ethics and Religions, was appointed to the important post of Chairman of the Executive Board of Unesco.

Sir Sarvepalli Radhakrishnan, who is known all over the world for his works on philosophy, succeeds Dr. E. Ronald Walker, Counsellor of the Australian Embassy in Paris. Dr. Walker had been appointed in Mexico for one year in place of the former Chairman of the Executive Board, H.E. M. Victor Doré, Canadian Ambassador in Brussels.

At the same time that it elected Sir Sarvepalli, the Board elected its other officers, choosing as its two Vice-Chairmen M. Parra-Perez (Venezuela) and M. Roger Seydoux (France).

The Executive Board, which is responsible to the General Conference for the carrying out of the Programme, consists of eighteen members, of whom one-third are re-eligible every year.

At Beirut the General Conference re-elected for three years five of the six members of the Board whose term of office expired in 1948. These are Shafik Ghorbal Bey (Egypt), Professor Louis Verniers (Belgium), M. Victor Doré (Canada), Professor Alex Photiades (Greece) and Sir Sarvepalli Radhakrishnan. M. Roger Seydoux, who replaced M. Pierre Auger when the latter resigned his membership of the Board to take over Unesco's Natural Sciences Department, was confirmed in his office until expiry of the original term in 1949.

Stefano Jacini of Italy

On the same occasion, December 1, the Conference elected Count Stefano Jacini (Italy) for three years in the place of M. Jan Opocensky (Czechoslovakia) who had expressed his wish not to stand for membership a second time.

In recognition of his services to Unesco while on the Board, M. Opocensky was invited by his former colleagues to sit with them in an advisory capacity until the end of the Board's Thirteenth Session.

During that Thirteenth Session the Board received a telegram of resignation from one of its members, Dr. Benjamin Carrión (Ecuador), whose duties had prevented him from going to Beirut. To replace him on the Board, the General Conference chose a prominent South American in Dr. Guillermo Nannetti of Colombia. While the General Conference was meeting in Beirut, the Executive Board concluded its Twelfth Session, the first meetings of which had been in Istanbul, and began the Thirteenth Session, which was completed at Cairo after the Conference closed.

These two sessions, besides reaching several very important decisions, enabled the Board to make close contact with cultural circles in the Middle East, from Istanbul to Cairo, and to make Unesco's work and purposes known to the inhabitants of the region.

In particular, the Executive Board received an application for membership of Unesco from the Government of Ceylon. As is the rule in such cases, this application has been transmitted for the opinion of the Economic and Social Council of the United Nations.

The Board further decided to give the Director-General of Unesco all latitude as regards the steps to be taken, by the means of mass communication at his disposal, to make the international Declaration of Human Rights known both to governments and to National Commissions.

Among the other decisions taken by the Board since November, are: the approval of an agreement concluded between Unesco and the International Theatre Institute; and the approval of contracts concluded with the Interim Committee of the World Conference of University Representatives; with the International Association for Exchanges of Students for technical training; with the International Union for the Scientific Study of Demographic Problems, the Permanent Commission for Industrial Medi-

cine, the Anti-Cancer Union, the World Health Federation, the Institute of Statistics, and the Union for the Protection of Nature. The Board also approved the granting of further financial aid to the International Unions of Chemistry, the Biological Sciences and the History of Science.

During the five days spent in Turkey, the members of the Board were received by the Governor-Mayor of Istanbul and by the Vice-Chancellors of the two Universities there. A visit to a "People's Institute" allowed the Board to see at work some of the men who have carried out in Turkey one of the finest experiments in fundamental education in existence.



Biographical Notes On Sir S. Radhakrishnan

PROFESSOR Sarvepalli Radhakrishnan, M.A., D. Litt., LL.D., D.L., F.B.A., Leader of the Indian Delegation to the Third Session of the General Conference of Unesco and newly elected Chairman of the Executive Board for 1948-49, was born on September 5, 1888. He is Fellow of All Souls College, Oxford, and Spalding Professor of Eastern Religions and Ethics.

Career: Assistant Professor of Philosophy, Presidency College, Madras, 1911-16; Professor of Philosophy, Presidency College, Madras 1916-17, University Professor of Philosophy, Mysore, 1916-21; George VI Professor of Philosophy, Calcutta University 1921-31; Haskell Lecturer in Comparative Religion, University of Chicago, 1926; Upton Lecturer in Manchester College, Oxford 1926 and 1929-30; Vice Chancellor Andhra University, Waltair 1931-36. Professor of Philosophy, Calcutta University 1937-41; Vice Chancellor of Benares Hindu University, 1939-47; Chairman Indian University Commission.

Public Activities: General President, Third Session of Indian Philosophical Congress, Bombay, 1927; Chairman Executive Council Indian Philosophical Congress, 1925-37; President Post-Graduate Council in Arts, 1927-31; Hibbert Lecturer 1929; Member of International Committee on Intellectual Cooperation of the League of Nations, Geneva, 1931-39; Honorary Fellow Royal Asiatic Society of Bengal; Leader of the Indian Delegation to Unesco at the Second General Conference in Mexico City; Member Indian Constituent Assembly 1947.

Publications: *The Reign of Religion in Contemporary Philosophy*, 1920; *Indian Philosophy in the*

Library of Philosophy volume I 1923, volume II 1927, 2nd Edition 1930 and 1931. *The Philosophy of Upanishad*, 1924, 2nd Edition 1935; *The Hindu View of Life*, 1927; Fifth Impression, translated into French and German, etc.; *The Religion we Need*, 1928; *Kalki or the Future of Civilization*, 1929, 2nd Edition 1934; *An Idealist's View of Life* 1932, *East and West in Religion* 1938; *Eastern Religions and Western Thoughts*, 1939, Editor of *Mahatma Gandhi*, 1939, Joint Editor "*Contemporary Indian Philosophy*", *India and China*, 1944; *Education, Politics and War*, 1944; *Religion and Society*, 1945; *Is this Peace?* 1945; Articles on India Philosophy in *Encyclopedia Britannica* and *Religion in Mind*, *International Journal of Ethics*, *Hibbert Journal* and other reviews.

Siam Joins Unesco

The Government of Siam became the 45th Member State of Unesco on January 1949, after signing the Constitution of Unesco and depositing the Instruments of Acceptance with the Foreign Office of the United Kingdom.

Unesco Signs Agreement With World Theatre Institute

An agreement has been signed between the United Nations Educational, Scientific and Cultural Organization and the International Theatre Institute.

Under the terms of this agreement, Unesco grants the I.T.I. a subsidy of \$20,000 for the year 1949 and, against payment, certain administrative services. The I.T.I. will "provide expert technical advice on Unesco's activities in the field of the theatre and offer Unesco world-wide liaison services and other professional and non-professional contacts and sources including theatre artists". The I.T.I. also agrees to consult Unesco on

matters falling within the latter's scope of interests.

The terms of the agreement had earlier been approved by the Executive Board of Unesco. Dr Jaime Torres Bodet, Director-General, signed for Unesco, and Mr Llewelyn Rees, Chairman of the Executive Committee, for the I.T.I.

The International Theatre Institute was formed last year with the assistance and under the sponsorship of Unesco. At a meeting in Prague last summer theatre personalities from twenty countries agreed on a Charter which brought the body into being.

The purpose of the Institute is to promote international exchange of knowledge and practice in theatre arts; in other words, to help each nation make known its best theatrical products. It also aims at lowering, if not eliminating, the obstacles which interfere with the international movement of new playscripts, opera and ballet scores performing companies and the various types of information, leading to increased and better professional relations between theatre circles of all countries.

The headquarters of the I.T.I. are provisionally at Unesco House.

Executive Board To Meet

The Executive Board of Unesco will open its Fourteenth Session at Unesco House, Paris, on 7 February. Sir Sarvepalli Radhakrishnan, who was elected Chairman for 1949, by the Beirut General Conference, will be presiding.

The Board will discuss the Director-General's report on priorities to be given to items within the programme for 1949 and 1950, as well as progress made in the diffusion of the Declaration of Human Rights.

New Book Currency Now In Circulation

SINCE December 8 a new international currency, created by Unesco exclusively for the purchase of books and publications, has been in circulation in thirteen countries of Western and Eastern Europe and of the Middle and Far East.

This currency is Unesco's "Book Coupon".

Philippine Libraries Offer Book Exchanges

An exchange of locally published books and other printed matter with publications of similar nature in foreign countries will be sponsored by the Philippine Bureau of Public Libraries in connection with its present exchange service.

Heretofore, in the course of its exchange relations with foreign libraries, the Bureau of Public Libraries was frequently asked for publications that were essentially private or non-governmental in nature. Because of the dearth of materials, the exchange in the past has been limited to government publications.

One way of broadening the scope of the present literary exchange service and at the same time "sell" the Philippines abroad is to encourage local writers and authors to exchange their works for similar publications in other countries. Authors and writers are requested by the Bureau of Public Libraries to submit at least three copies of each of their works intended for exchange, two of which will be sent at the expense of the Bureau of Public Libraries to foreign countries, and one retained in the Library files.

Upon receipt of the foreign publications, one will be delivered to the local author concerned and the second copy will remain with the Library. Developments along this line will be communicated to the "Unesco Bulletin for Libraries" which will be asked to co-operate with the said Bureau in effecting the desired exchange.

Two ceremonies early in December — one at the Organization's Headquarters in Paris, and another at the seat of the General Conference in Beirut—celebrated the first distribution of about 150,000 dollars worth of Book Coupons to the representatives of thirteen countries who have joined with Unesco to release part of the international trade in educational, scientific and cultural books from the obstacles of currency restrictions.

In putting the first Book Coupons into circulation, Dr. Julian Fluxley, and E.J. Carter, Head of the Libraries Department—at Beirut—and Mr. Gordon Menzies, then Acting Director-General in Paris, emphasized Unesco's wish to contribute by this means not only to the international circulation of ideas, but also, and more particularly, to the restoration of cultural institutions in the war-devastated countries. One of the obstacles to their recovery is the scarcity of hard currencies.

Of the 150,000 dollars of Coupons issued by Unesco, approximately 50,000 dollars have been given as a gift by the Organization to the following countries: Austria, China, Greece, Hungary, Indonesia, Iran, Italy, the Philippines, Poland and Czechoslovakia. The remainder of the issue will be offered for sale in China, France, India, Poland, Great Britain and Czechoslovakia.

The main purpose of the Book Coupon is to enable educational and scientific institutions in soft-currency countries to buy books and publications in hard-currency countries and to pay for them in their own money. The necessary guarantee in hard currency is furnished by Unesco. For example, American booksellers who accept Book coupons from abroad as payment will be refunded in their national currency. The American booksellers' Association, a powerful professional organization of United States bookshops, has informed Unesco that it has agreed to accept Book Coupons in payment of orders received from abroad. British, French and Czech booksellers will also accept Coupons for purchases from other countries.

As was pointed out to the representatives of the countries, cultural institutions and the press who were present at the distribution in December, this endeavour by Unesco to make up for the scarcity of hard currency which hampers the international circulation of books and publications is regarded for the time being as a one-year experiment.

At the end of 1949, Unesco will review the question in the light of that experiment. If it is successful, the Organization will continue it on a wider basis and will consider extending the scheme to facilitate the international exchange of other educational and scientific material, particularly the circulation of educational films.

"Universities In Need" Published

An illustrated booklet, "Universities In Need", has recently been published by Unesco in co-operation with the World Student Relief Organization of Geneva Switzerland.

Describing how stricken universities in war-ravaged areas of Europe and Asia are struggling to resume normal activities with few books and almost no equipment, the booklet depicts the hardships of young men and women students, who, are endeavouring to gain a higher education.

The booklet is designed to stimulate the collection of funds, books, scientific and other equipment for distribution to needy students and universities.

"STUDY ABROAD" OVER 10,500 AWARDS In Fellowship Handbook

A French printer in the little town of Fontenay-aux-Roses, near Paris, oiled up his presses on November 17, 1948—the same day as the opening of the General Conference in Beirut—and began running off final proofs in English of a unique Unesco publication called "Study Abroad—International Handbook of Fellowships, Scholarships and Educational Exchange".

The first volume of its kind ever to appear, the Handbook covers over 10,500 opportunities for international study in 166 subject fields in twenty-seven countries.

The largest number of awards is available in the various branches of science, especially medical sciences and public health, engineering, technology and chemistry. The second subject is education and the third social sciences.

In addition, the Handbook contains notes on the fellowship programme of the United Nations and the Specialized Agencies as well as summaries on the techniques of fellowship administration for those engaged in planning fellowship programmes. Fifteen per cent of the reported opportunities are unrestricted both as to the nationality of eligible candidates and the subject field of study.

The aim of the publication is to increase the number and quality of candidates applying for fellowships, to suggest to prospective donors where new programmes may be developed, and to bring into perspective possible overlappings of emphasis and areas of outstanding need.

The reporting countries are Australia, Belgium, Burma, Canada, China, Colombia, Czechoslovakia, Ecuador, Eire, Finland, France, India, Italy, New Zealand, Norway, the Philippines, Portugal, South Africa, the United Kingdom and the United States of America. These have also supplied information on seven other countries.

As Dr. Julian Huxley writes in a Preface to the Handbook: This inaugural edition . . . is the first of a series designed to provide details of all available opportunities for trans-national study and organized arrangements made in this field.

"It should therefore, be of practical assistance for those wishing to travel out of their own countries for purposes of study."

The Handbook is published in English and French and will be distributed to Ministries of Education, National Commissions of Unesco, International non-governmental organizations, universities, educational periodicals and libraries throughout the world. It is also on sale for individuals at Unesco House, Paris, and Unesco sales agents throughout the world, at the price of \$1,300 French francs, or 5 shillings sterling, plus postage.

Canadian Council Grants \$15,000 To Pasteur Institute

A GIFT of \$15,000 to the Pasteur Institute of France by the Canadian Council for Reconstruction through Unesco has been presented to Dr. Jacques Tréfoeuil, Director of the Institute, by Dr. James A. Gibson, Chairman of the Executive Committee of the CCRU.

The money has been put at the disposal of the Institute to be used for the purchase of scientific equipment.

In addition, the Institute has been offered, for a period of three years, subscriptions to a number of learned and professional periodicals.

At a short ceremony at the Institute on 5 January, Dr. Gibson read a letter from Mr. Mackenzie King, until recently Prime Minister of Canada, saying this gift is designed to help the institution "to continue the scientific and humanitarian services which have earned for it the highest recognition throughout the world."

The CCRU is a national body which groups some sixty non-governmental organizations dealing with educational and social problems in Canada.

Allen Discusses Unesco Aims And Accomplishments

"History has shown that tyrants can hold their sway for awhile, but the human instinct for freedom and liberty will finally prevail, and it is that instinct to which Unesco must appeal," declared U.S. Assistant Secretary of State George V. Allen, head of the U.S. delegation to Beirut, in a discussion over the National Broadcasting Company, with Dr. Luther Evans, Librarian of Congress and also delegate to the conference.

National Groups End First World Meeting

"NO other international institution cooperates so closely with the masses as Unesco", said Dr. Julian Huxley last November 15. He was welcoming the representatives of 28 National Commissions who had met in Beirut for a two day conference immediately before the opening of the General Conference. For the first time an inter-governmental organization had invited persons who directly represented the citizens of their countries.

Unesco's primary object was to enable its national co-operating bodies to become better acquainted with one another.

And, indeed, when submitting their reports on what they had done to carry out Unesco's programme in their own countries, the Commissions were able to compare the problems they had to cope with in 1948 and the solutions they had found for them. These exchanges were useful, especially for countries which still lack the experience gained by some of the others, either because their Commissions are of recent creation or because they have not yet been sufficiently developed.

BY convening the meeting at Beirut two days before the General Conference, Unesco also gave the National Commissions a chance to put forward concrete suggestions on what Member States can do to help Unesco on the national level and on what Unesco itself can do in return.

Most of these suggestions were accepted by the General Conference unamended and appear among the recommendations and binding resolutions which make up Unesco's new programme.



Milton S. Eisenhower, chairman of Commissions meeting

In formulating these suggestions, the Conference of National Commissions was inspired by a principle which its President, Mr. Milton S. Eisenhower, defined as follows:

"The total programme of Unesco must be developed in a manner which would permit National Commissions throughout the world to develop common programmes of action involving the maximum number of citizens."

In order to mobilize this public opinion, several methods were recommended to the National Commissions. They were invited to set up in 1949 national Committees of journalists and writers, such as already exist in some countries, in Great Britain and the United States, for instance. The duty of these writers and journalists is to prepare articles and pamphlets on the major themes with which Unesco is concerned.

THESE questions, it was said at Beirut, should also be treated on the radio by the arrangement of broadcasts and radio forums.

Obviously such broadcasts could do a great deal to make listeners as interested in Unesco's efforts to obtain duty-free importation of educational film, to take one instance, as in the other subjects which habitually occupy their attention.

The topic of "Food and People", discussion of which Unesco wishes to develop in 1949, would thus, because of its many educational and scientific aspects of immediate and world-wide interest, be treated on the air by experts who would know how to approach it from such an angle as to catch the ear of the public in their different countries.

Among the other forms which this programme might take, the National Commissions mentioned the organization of travelling exhibitions on Unesco.

A method recommended to the National Commissions for giving their work the desired drive is the establishment by each of them of specialized committees made up of distinguished representatives of culture in each country.

That, however, as the National Commissions Conference acknowledged, raises many questions which only the governments can settle; first of all, the question of personnel.

WHILE certain Commissions have adequate funds, others made no secret of the fact that they would think themselves lucky to receive the equivalent of only 2 per cent of their country's contribution to Unesco. Member States were therefore asked to furnish their Commissions with the funds required to establish the necessary secretariats and for the organization of meetings of the Commissions, their committees and their other subsidiary bodies.

To ease the work of those who are to be in charge of the Commissions, Unesco will, in 1949, invite the Secretaries of about 15 Commissions to pay short visits to Unesco House. It was recommended that the Director-General and other senior members of the Organization should visit Member States and National Commissions in 1949 in order to strengthen the links between the Commissions and the Paris Secretariat.

This liaison often takes the form of the exchange of information between the Commissions and Unesco. These exchanges were closely examined at Beirut and both parties suggested measures to facilitate in particular, the co-operation needed in carrying out the Organization's surveys.

The Commissions further stressed the necessity to secure the widest possible circulation of Unesco's publications. As regards the "Unesco Courier", Member States were asked to consider the possibility of reproducing Unesco's monthly journal in their own country.

The Commissions were asked to keep Unesco's Public Information services regularly informed of their activities so that its periodicals could tell their readers how Unesco's campaign for closer understanding between the nations is progressing in all its different fields.

EDUCATION MISSIONS LEAVING FOR PHILIPPINES, AFGHANISTAN

LATE in January 1949, an international team of specialists is leaving for the Philippines to launch a survey of the educational system of this war-devastated country. This marks the first of a series of Educational Missions which will be undertaken by Unesco in different parts of the world. A second Mission is expected to depart shortly for Afghanistan on a similar job.

On December 29 a contract, defining the terms of the Philippine Mission, was signed at Unesco Headquarters in Paris. Dr. Gabriel R. Manalac, head of the Philippine delegation to the Beirut Conference, signed the contract for his government, and Dr. Torres Bodet, in one of the first official acts since he became Director-General, signed on behalf of Unesco.

Under the terms of this contract, the Mission will assist the Government of the Philippines in developing its primary and adult education and will also study the problems of education and training in citizenship.

The international team will start work in the Philippines at the beginning of February and will study the existing system of schooling for a period of about five months. On completing its task, the Unesco Mission will submit its recommendations to a commission which has been appointed by the government to reorganize its education system.

"We Need a Survey Badly"

In a special statement to the Unesco Courier on December 29, Dr. Manalac expressed his country's appreciation for Unesco's help, and confidence in the results of the Mission.

"For 400 years", he pointed out, "we have lived under the Spanish educational system, for 50 years under American educational methods, and during the late war, we lived in a complete educational blackout under Japanese control. Since 1946 we have gained independence and with it a change in our political and mental outlook."

"Our social conditions", Dr. Manalac added, "have changed very much and our educational system must keep pace with these social changes. We need a survey very badly in our country."

Referring to the Mission as the "type of help extended by Unesco which can easily be appreciated by the masses of the people", Dr. Manalac voiced his belief that "it will serve both as an example and encouragement to the countries of the Far East and other parts of the world."

Mission to Afghanistan

The Unesco-Philippine contract is the second of its kind to be concluded with a Member State. The first was signed at Beirut on December 8, during the General Conference.

H.E. M. Nadjit Ullah Khan, Minister of Education and representative of Afghanistan at the Beirut Conference, signed in the name of his country. The Mission, which will begin work in the spring, will study elementary and

secondary education and particularly questions of vocational guidance and technical training in this Middle East country.

Unesco Educational Missions are undertaken on request of Member States, after the conclusion of a formal agreement. Expenses are shared by Unesco and the signatory country.

The missions will only begin to exercise their effects after their work is officially completed. The report submitted to the governments will certainly not be intended to justify a mission's existence by the publication of an "interesting" report. It will contain a definite plan of action. Unesco could not itself accept the responsibility for enforcement; nevertheless, it is ready at any time to help the Member State in whatever work of reorganization it decides to undertake.

Experts Make Plans To Assist Intellectual And M.E. Refugees

THE problem of resettling intellectual refugees and of bringing educational relief to refugees who have been driven from their homes by the war in the Middle East has been discussed at a two-day conference of educational reconstruction experts which was held early in January at Unesco House, Paris.

The experts, who represented some four hundred non-governmental organizations, agreed to plans for raising \$50,000 to meet the emergency needs of four hundred thousand refugees in the Middle East. They also made plans to try to resettle as many as possible of the 40,000 intellectual refugees, at present in the keeping of the International Refugee Organization, in Germany, Austria and Italy.

Among other questions reviewed by the Conference, which was called by the Reconstruction Department of Unesco, was the problem of war-handicapped children, and ways and means of raising more funds in 1949 for emergency educational reconstruction.

It was agreed to call upon national organizations of Member States, and particularly, the United States, the United Kingdom and Canada, to cooperate fully with Unesco and among themselves in order to solve these problems. Particular stress was laid on campaigns to obtain assistance from all sources and to bring home to people the urgency and importance of educational reconstruction throughout the world.

Among those who attended the conference were Dr. T.G. Pullen, Chairman of the Commission for International Educational Reconstruction (USA), and Dr. James Gibson (Canada), Acting Chairman of the Temporary International Council for Educational Reconstruction.

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"Unesco Month" in Beirut Attracts Thousands of Visitors

(Continued from Page 1)

H.E. Sheik Bechara El-Khoury, President of the Lebanese Republic, then began his stately address in French with a quotation from a Latin poet: "I am a man; nothing human is alien to me." He welcomed the Conference to "this soil of ancient civilizations, this... crossroads of Eastern and Western cultures."

Towards the close of his speech, he touched upon the "intellectual spiritual and human efforts which may one day clash with the law of force, that *ultima ratio regum* of old, with the unleashed forces of atomic energy." But he assured his audience that "the stakes are worth the effort and that the risk deserves to be run since these stakes are world peace."

Among the many eminent personalities who attended the General Conference were Mr. D.R. Hardman, Permanent Parliamentary Under-Secretary to the British Ministry of Education; Mr. George V. Allen, U.S. Assistant Secretary of State for Public Affairs; M. Georges Bidault, former Prime Minister of France; M. Camille Huysmans, Belgian Minister of Education; M. Paul Rivet, Director of the French

a co-ordinated programme of mutual aid for the coming months. "This", Dr. Eisenhower remarked, "is an important event in current history."

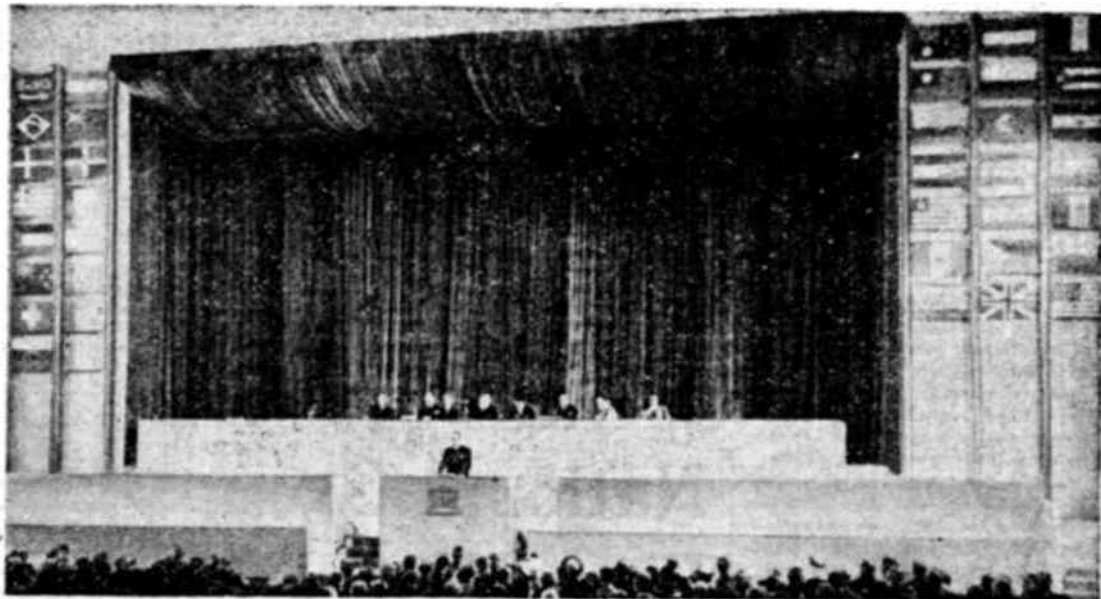
1950 Conference in Italy

The General Conference voted to change the time of year of its annual meetings, beginning with the 1950 Assembly which will be convened in Italy, following an invitation extended by the Italian Government. This has been done to comply with a United Nations recommendation that all Specialized Agencies hold their annual conferences in the first half of the year.

Because of this change, the 1949 Conference will be held at Headquarters in Paris, during the autumn, and will devote itself to a more limited number of considerations.

Unesco Month

As has been the case in previous Conferences one of the more colourful highlights of the Beirut Conference was the organization of a special "Unesco Month" programme by the Lebanese Government and particularly Monseigneur Jean Maroun, his country's delegate to the Unesco Assembly.



Rostrum of Main Conference Hall (above) during opening meeting of Beirut Conference. Building was specially constructed for Unesco sessions.

Simultaneous Translation Saves Time at Beirut

The radio system of simultaneous translation, which saved so much time at the Beirut Conference, was first used at a world conference of teachers in Endicott, New-York State. Since then, the pocket radio — or "personal" radio — has been adopted by Unesco for its important Conferences.

The strap which is placed around the neck, serves in fact as an aerial, being two thin wires encased in a ribbon of plastic. Three frequencies were used at the Beirut Conference, for the Arabic, French and English languages and towards the close of the Conference a fourth—for Spanish— was added.

HUXLEY'S PARTING WORDS

A Call To All Nations For Self-Inquiry

(Continued from Page 5)

And so I might continue with questions in respect of the various fields of Unesco's work. However, I will merely ask one final but overriding question.

◆ HAVE YOU LOOKED AT YOUR PROBLEMS FROM A UNESCO ANGLE—that is to say not merely as national problems but as part of a single world problem, where the several nations must learn to make adjustments in the interest of the whole body of nations? I think of such problems as over-population, facilities for study

abroad, the utilization and conservation of natural resources, the making available to the world the treasures of national art and history, the removal of those sources of social discontent which are too often the seeds of war, and so forth.

In this regard as well as in measuring your own achievements against those of other nations, Unesco's Secretariat, through their clearing house functions, can be of real service.

It has been my privilege to assist, with your aid and that of my secretariat, in the first phase of Unesco's development, when the broad outlines of its structure and its mode of working have become established, and it has been able to embark on a number of valuable and practical projects. I venture to suggest that an essential further step in its growth will be for it to develop, in addition, the maturer functions of reflection and self-criticism, and that these can be exercised through the process of critical but constructive stock-taking which I have just outlined.

World Citizens of the Human Mind

Another forward step which, in my belief, it is essential that Unesco should soon take, is that it should adopt the policy of calling upon distinguished men and women in their individual capacity to assist in its task. As I suggested in my report, there are limitations to what delegates at our Conferences can say or do—limitations imposed by the very fact that they are official representatives of Governments. But there do exist writers and scientists, artists and philosophers, who have by virtue of their individual genius become truly citizens of the world, who are in advance of individual Governments and of the common man in their thinking. We need to call on them to give us a lead in our thinking, to give us a bold clarification of our general aims and of the paths we should pursue in realizing them.

I am very glad that this Conference has agreed on one step in this direction; that at our next Conference in Paris there should be discussion of one or two themes of general importance, and that we should call on distinguished public figures in their individual capacity, to take part in these discussions.

However, I believe that we should go further, and deliberately adopt the policy of relying wherever possible on these citizens of the One World of the human mind, and helping them to find their place in some form of organization which would make it possible for them to render help more efficiently to Unesco and to the cause in which it and they believe.

I have every confidence that Senor Torres Bodet will enjoy the fullest success in directing the further development of our youthful but vigorous organization, and in that confidence, I welcome him here, on your behalf, as well as my own, as the man on whom will fall, immediately after the close of this Conference, the responsibilities of the Director-Generalship.

Some Statements Made During General Conference

H. E. Hamid Bey Frangié (Lebanon): "International understanding does not clash with that other tendency of man to be an individual... a citizen of a nation. In trying to make man a citizen of the world UNESCO does not propose to tear him away from the peculiar and concrete reality into which he fits, a reality from which he draws his drive and will to live. UNESCO does not ask for the abolition of States or frontiers. It aims at shaping minds that can cross them."

Mr. George V. Allen (U.S.A.): "Unesco is not a luxury or a side issue, as some observers are inclined to believe. I am convinced that if Unesco fails, the United Nations itself cannot succeed. Unesco's particular task is to bring about better human understanding and sympathy among all the peoples of the world... I am fully convinced that Unesco is one of the principal pillars on which a solid United Nations structure must rest."

M. Georges Bidault (France): "Scientists cannot be held responsible for the uses to which science is put... It is not scientists as such, but unfortunately men as such, who sometimes misuse science. François Rabelais, a western scientist as far

as anyone could be in his time, said that science without conscience was the ruin of the soul. That is a maxim which every scientist should adopt."

Dr. Paulo de Berredo Carneiro (Brazil): "A Unesco man, the bearer of Unesco's message, a man inspired by feelings of dignity and liberty and inheriting all that is best in our tradition... to subordinate his personal interests, his national and regional interests to the universal interest of mankind. He would inherit all our efforts, be an agent of peace; he will be the cement of human brotherhood and solidarity. It is for this man of the future that the men of the past have worked; we are only a passing link, but we carry with us the flag and the message of the future."

Mr. King Chu (China): "We stress the importance of cultural activities, first because they have more direct bearing on international understanding and sympathy, and, second, because we like to understand by the word "culture" not something belonging to the elite, but something which is deep down in the traditions of the people, something which plays a great part in the shaping of their everyday life."



Over 22,000 people attended the Plenary Sessions of Unesco's General Conference in Beirut. Above, a large audience in Main Conference Hall.

Musée de l'Homme; M. Nadjib Ullah Khan, Afghanistan Minister of Education, and Mrs. Anne O'Hare McCormick, world-famous journalist.

Toward the close of the Third Session, the General Conference paid its tribute to another distinguished personality: its first Director-General. A resolution, passed unanimously, "pays tribute to the striking contribution which Dr. Huxley has made to the development of Unesco since the days of the Preparatory Commission and during the first two years of its existence."

"If Unesco is today established on firm foundation", the resolution continues, "and is beginning its concrete achievements in answer to the hope which men of goodwill have placed in it, this is mainly due to the indefatigable work of the pioneer who was its first Director-General."

Prior to the opening of the General Conference, members of 32 National Commissions gathered in Beirut "not as official spokesmen for our governments", as Dr. Milton S. Eisenhower, President of the meetings, pointed out. "but as representatives of the educational, scientific and cultural forces of our countries."

This was the first time that a meeting of this kind had ever taken place. It afforded a unique opportunity for pooling ideas concerning the development of National Commissions, and permitted the representatives to formulate

This year "Unesco Month" was principally devoted to the theme of Arab culture. It included a series of lectures on the contributions of Arab science, literature and art, to world civilization, exhibitions on the History of the Lebanon, on Lebanese and Middle Eastern artists, and educational exhibits devoted to books, science and various aspects of education in the Arab countries. By this means, delegates and visitors were afforded an unusual opportunity to study and appreciate the rich cultural heritage of the Arab countries.

That the Lebanese Government succeeded in arousing the interest of the public in the work of Unesco and in "Unesco Month" was shown by the fact that more than 20,000 people attended the specially organized lectures given by delegates and other personalities, 22,000 persons attended Unesco's Plenary Sessions alone, and over 70,000 people visited the exhibitions.

To thank the people of the Lebanon for the hospitality, cooperation and interest they had shown in the work of Unesco, the General Conference, at its last meeting on December 11, voted a resolution establishing three fellowships, to be known as "Unesco Conference Fellowships". These are to be awarded to qualified citizens of the Lebanon to study abroad for six months in subjects related to Unesco's programme.



Above, Esplanade of the Flags, Main Street of Unesco site in Beirut. Buildings will be used to house future Lebanon University.

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C O U R I E R

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DECEMBER 1948 — JANUARY 1949.



Our cover photo, taken on the future site of the United Nations headquarters in New York, is reproduced from the U.N. film "Clearing the Way". Through its new programme presented on the following pages, Unesco hopes that it, too, will help clear the way for international understanding among all peoples of all ages everywhere.

On the Threshold of 1949 The New Unesco Programme

UNESCO, the educational, scientific and cultural agency of the United Nations, is now entering on its third year.

It has before it a new world programme and at its head a new Director-General, Dr. Jaime Torres Bodet, a Mexican poet and former Foreign Minister and Minister of Education. A noted Indian philosopher and educator—Sir Sarvepalli Radhakrishnan—is now the new Chairman of its Executive Board.

The new Unesco programme, the result of three and a half weeks of careful deliberation and study by the Third Session of the General Conference which met in Beirut, Lebanon, from November 17 to December 11, is a more closely knit, more integrated attempt to get people working together across national frontiers through education, science and culture—and thus to get a little sanity into the "minds of men".

TO carry out this task, Unesco has been given a 1949 budget of \$7,780,000, an increase of \$97,363 over 1948. Of this \$7,780,000 total, the Beirut Conference voted \$4,357,936 which will be used for the development of Unesco's six major programme activities as follows:

Reconstruction	\$ 420,638
Education	810,165
Natural Sciences	679,505
Social Sciences and Humanities	405,913
Cultural Activities	523,667
Communications (Exchange of Persons and Mass Communications)...	1,518,048

In addition, the sum of \$275,700 will be used by Unesco's Bureau of External Relations to encourage a greater participation in the Organization's work by its Member States, their National Commissions, and private international organizations, and to extend parts of its programme to occupied countries such as Germany and Japan, and to autonomous and Trust territories.

Unesco has found that the National Commission is an essential vehicle for getting its message directly to the

THE DECLARATION OF HUMAN RIGHTS

AS Unesco's General Conference drew to its end on December 11, 1948, in the last hour of the last Plenary Session, the announcement came that the United Nations General Assembly in Paris had adopted the International Declaration of Human Rights.

Following this announcement, the Unesco delegates unanimously and dramatically voted one of the most important resolutions of the programme, calling upon the Director-General to employ all of Unesco's facilities, especially the press, film and radio, to bring this document—which has been compared to the Magna Charta of Great Britain, the French Declaration on the Rights of Man, and the Constitution of the United States—to the knowledge of men and women throughout the world.

The newly elected Director-General, Dr. Jaime Torres Bodet, rose to pledge his full efforts and those of the Unesco Secretariat in publicizing the Declaration and in working towards its ultimate world realization. "The United Nations", Dr. Torres Bodet added, "have just provided Unesco with an excellent basis for support."

The entire Conference rose to its feet and applauded for five minutes to mark the solemn occasion.

people. By January 1949, thirty-three Commissions had been set up out of a total of 45 Member States. Unesco is working for the development and strengthening of those already in operation and towards the formation of

similar Commissions in the remaining 12 countries. Unesco is now ready, too, after a preliminary study of the problem in Germany and Japan, to extend parts of its programme to these countries. During the coming months, Unesco will launch a plan to help develop democratic ways of thinking in Germany and Japan by encouraging renewed scientific, educational and intellectual contacts between the occupied countries and the rest of the world. Nor will the Organization neglect action on behalf of the non-autonomous and Trust territories which come within its scope.

As a member of the United Nations family, Unesco will continue to build a spirit of close co-operation with its parent organization and the other Specialized Agencies.

In this special Supplement, the Unesco Courier presents the new programme of Unesco. This programme, adapted by the General Conference at Beirut, is Unesco's "Operation Education Science and Culture" for the year 1949. And yet it is more than just that.

In many respects it is a continuation of the basic programme adopted in 1947 by the General Conference at Mexico City and as such emphasizes the long-term, continuous nature of Unesco's work.

But above all, "Operation Education, Science and Culture" is Unesco's, only in the sense that its Director-General and its Secretariat are the international servants of all the peoples throughout the world, whether they be Lebanese, Indian, American, French or Chinese.

As Dr. Julian Huxley recently remarked:

"Alone, Unesco can accomplish nothing. Just as this Specialized Agency of the United Nations is a product of increasingly widespread belief in the necessity and the practicability of an ordered world, so the activities undertaken to implement that belief cannot be carried out alone by a secretariat in Paris. The measure of Unesco's progress and the measure of its worth will be the degree to which there is co-operation and participation in its work by the people of the world."

Reconstructing the Damages of War

SINCE the end of the last war, the world has been faced with two critical problems of educational reconstruction: a material problem of rebuilding and re-equipping destroyed schools and universities, museums and libraries; a human problem of rebuilding the shattered lives of thousands of children and young people who have been almost totally deprived of normal schooling.

Unesco's basic role in educational reconstruction is to hunt down the facts, find out what human and material reconstruction is needed, and where, and bring this information to the attention of the public.

By this "brass tacks" method of procedure, Unesco has been helping to arouse public opinion in many countries and to stimulate the efforts of voluntary organizations which in 1948 alone contributed over \$100,000,000 in funds and materials. The job, however, is far from completed.

Here is how Unesco intends to tackle the two problems of human and material reconstruction during 1949. Let us look first at the human side of the problem.

The Human Problems

Aid to Youth

BETWEEN 1939 and 1945 thousands of children suddenly found themselves without homes and without parents. Many of these war orphans wandered about the war-torn countries and were later found and given care and attention in spontaneously created "Children's Villages", "Children's Communities" and "Children's Republics".

Today, however, these same children are no longer children. They are growing up and are ready to learn a useful trade as citizens of society.

Unesco strongly feels its responsibility in facing the problem of the education of these young workers. In 1949, therefore, in co-operation with the ILO and the UN Social Commission and other Specialized Agencies, Unesco will devote part of its attention to the organization of the technical and professional training of adolescent workers. This, Unesco believes, is a matter of urgent necessity.

Until now, international and national voluntary agencies which have organized work camps have drawn largely on student and teacher groups. Unesco feels that young workers and young farmers should also be included in the work camp movement.

DURING 1949, Unesco will consequently approach trade unions and workers' educational associations as well as the United Nations organization mentioned above, to arouse their interest and inspire their collaboration in the apprenticeship problems of war-handicapped adolescents.

At the same time Unesco will seek to broaden the recruitment basis for youth camps so as to include these groups of the younger generation which until now have not received sufficient attention.

In addition Unesco will expand its overall programme of aid to work camps generally through greater assistance to these organizations in developing their educational programmes, supplying libraries on international affairs and other subjects.

Youth Camp Leaders

ONE of the weaknesses of the youth camp movement lies in the present lack of trained leaders. To meet this need in part, Unesco, working with the organizations responsible for such movements, will publish in 1949, the

of War

first handbook of its kind in the world for camp leaders. This handbook will treat all the varied aspects of the organization and work of voluntary youth camps.

Unesco had already begun preparation, with the International Federation of Children's Communities, created by Unesco last year, for the organization during the summer holidays of 1949, of a big international children's convention as well as a holiday camp in one of the French "Children's Republics". This convention will bring together boys and girls from different national children's villages to get them to learn one another's way of living.

Child Editors

UNESCO also hopes to be able, with the Federation, to initiate the publication of an international children's newspaper, in which children themselves—all citizens of different "villages" and "communities"—will be able to express their ideas and build an international chain of friendship and brotherhood.

Plans for this newspaper are being worked out as part of a proposed World Community Centre to be built in Pestalozzi Village, Switzerland. The Centre would serve as a meeting place for educators engaged in work on war-handicapped children, and as a nucleus of special training courses for camp leaders.

Refugees

OTHER new phases of Unesco's "human" Reconstruction programme, as formulated by the Beirut Conference, include assistance to refugees driven from their homes by military operations in the Middle East and aid to refugee intellectuals everywhere.

In collaboration with officers delegated by the UN to examine refugee problems in the Middle East, Unesco has already completed a study of the educational needs of 800,000 refugees. Of these, 200,000 are of school age. The study will be used for stimulating campaigns to provide these refugees with basic educational needs.

Unesco will also co-operate with the IRO in order to find suitable employment for refugee intellectuals. Unesco Member States will be asked to call upon their educational institutions to aid this employment programme.

The Material Problems

WHEN microscopes and other scientific equipment arrive by plane over the waters of the Pacific and start a run-down Philippine laboratory going again; when a standard library with its 30 books becomes a prized possession of an Austrian university and rapidly achieves a long waiting list of readers; when a scientific review received in a youth camp library is prized as the only copy in all northern Italy and helps, in its small way, to bridge the years of intellectual isolation caused by the war, Unesco feels that the laborious job of rebuilding and re-equipping the damaged institutions of the world is achieving results.

Millions of people in many countries have found in educational reconstruction a positive, concrete way of expressing their goodwill towards other nations and their fervent desire for a decent and peaceful world.

The core of the problem, in reality, lies in what

Americans call "know-how"—that is in knowing and ensuring that the right things are sent to the right places.

Through its fact-finding surveys, Unesco has been attempting to bring to light the "right things needed in the right places".

Thus, Volume II of the Book of Needs, which will appear early in 1949, as a result of Unesco's 1948 surveys, will point up the acute shortages and the pressing problems of the devastated countries of Asia.

In a similar effort to give the facts and arouse the people's conscience to the needs of the war-hit countries, Unesco will publish, early in 1949, a series of booklets showing how libraries, art galleries, museums and scientific laboratories have suffered as a result of war-damage. Special pamphlets will also appear on the problems of child war victims and children's communities.

In collaboration with the United Nations Film Board and the United States National Commission, Unesco is preparing two films for 1949. The first will depict the vast cultural destruction suffered by invaded countries and efforts being made to repair those losses. The second film will tell the tragic story of child victims of the war.

Emergency Aid

OF Unesco's budget for 1949, \$175,000 has been set aside for its Emergency Aid Fund to meet some of the special high-priority needs of the war-hit countries.

This necessarily limited contribution, however, can meet only a tiny fraction of the total needs. Even if the entire Unesco Reconstruction budget of \$420,000 were ear-marked for direct re-building purposes, it would hardly suffice to build one up-to-date school.

The main task of raising funds and organizing other forms of aid had been undertaken by national and international voluntary organizations, with Unesco assisting them as a stimulating and co-ordinating agent. We have already seen that, thanks to this effort, over \$100,000,000 was collected in 1948.

Unesco will therefore continue to encourage national campaigns and help voluntary agencies to increase their already outstanding efforts.

Many of these agencies are now working in unison as members of the Temporary Council for Educational Reconstruction (TICER) whose headquarters are located at Unesco House in Paris and whose secretariat is provided by Unesco. TICER member-agencies now total 28 and represent over 700 national organizations in more than 60 countries.

Unesco will also continue to work closely with the International Children's Emergency Fund so that part of the funds raised by its campaigns is devoted to educational needs.

Transition to Construction

The Beirut Conference, while fully recognizing that the needs of devastated countries must continue to have priority, resolved that Unesco will, in future years, effect a gradual transition from reconstruction to a long-term constructive programme of development of education, science and culture in all countries and in under-developed areas in particular.

During 1949 Unesco will accordingly develop a study-plan, with the International Bureau of Education, to determine the needs of countries which have been unable for social and economic reasons to reach adequate educational levels. This study will give preliminary indications as to the degree and time of Unesco's transition from reconstruction to construction.

A BROAD EDUCATIONAL PROGRAMME FOR PEOPLE OF ALL AGES

In his inaugural address on December 10, 1948, before the General Conference in Beirut, Dr. Torres Bodet, Director-General of Unesco, pointed out that "no clear-cut line can be drawn between the duties of the educator and the obligations of the diplomat".

"For", he said, "if the former brings up new generations to believe in intolerance, in conformity with some inhuman form of nationalism, the diplomat in his turn will find himself compelled to pursue a policy of aggression or to practise tactics dictated by spite or envy. Peoples, in their international conduct reveal the same characteristics that they have revealed in the classroom at school."

Unesco feels, in effect, that by getting teachers to think internationally and to understand other customs and habits, it will be paving the road for global thinking by the younger generations.

The Beirut Conference called upon all teachers and educationists to make every effort "in primary and secondary schools... both in teaching and in framing programmes of study, to avoid inculcating by word or implication, the belief that lands, peoples and customs other than one's own are necessarily inferior, or are otherwise unworthy of understanding and sympathy".

International-Minded Teachers

UNESCO itself has mapped out a programme designed to encourage international-mindedness amongst teachers and young people alike, through educa-



tional seminars, the revision of textbooks, educational missions, competitions for youth and through its work towards an Educational Charter for Youth.

Unesco will, of course, continue to develop its overall programme to improve educational standards generally throughout the world, by serving as an educational "exchange and mart", and providing information on the contributions of each country and its most pressing needs in education.

Among the more active methods which will be carried out during the next twelve months for bringing about this cross-fertilization of educational ideas, are the following.

Schools and Youth

UNESCO will attempt to find ways of associating the youth of the world with all of Unesco's programme in general. Last year, for example, the Organization launched two competitions—an essay and a poster contest—to arouse interest in Unesco's work. Entries for these competitions must be posted before July 1, 1949, and later in the year Unesco will announce the winners and make the awards. These will consist of grants for travel abroad, either for study or to attend a conference on world affairs, or to purchase books and other educational material.

Unesco, however, is only one part of the family of the United Nations. The Teachers' Seminar held in New York last year prepared a large number of materials to help in teaching about the UN and its Agencies. These are now being edited and will be sent to Member States early in

1949, along with a forthcoming publication on "Suggestions and Recommendations on Teaching about the UN and its Agencies".

During 1949, Unesco will place special emphasis on the development of international understanding through geography teaching. A Teachers' Guide, showing how, by using an historic approach, pupils between 15 and 18 years of age can be interested in the DECLARATION OF HUMAN RIGHTS will also be prepared.

Unesco will continue to work toward an International Charter for Youth.

This Charter, which would complement the Declaration of Human Rights, would specify that distinctions of colour, race, sex or religion should not operate against any group of young people and that no young person should be deprived of instruction suited to his capacities by reason of financial handicap.

In many of its activities to encourage education for international understanding in schools, Unesco will continue to work



in close collaboration with the United Nations itself, and with other international organizations such as the International Bureau of Education (IBE) in Geneva.

Educational Missions

One of Unesco's chief functions in the field of Education is to find out the most urgent needs of its Member States and to help out, where it can, in meeting these needs.

Several of Unesco's Member States have asked the Organization to send "Educational Missions" to help them survey and improve their educational systems. Two missions have already been arranged for 1949 to visit the Philippines and Afghanistan.

The Philippine Government is considering the re-organization of its Educational system, and with this in view, has asked Unesco to undertake a survey of its elementary, secondary and adult education. The mission will probably begin work at the end of January 1949.

The Afghanistan Mission will study the vocational education system of the country as well as elementary and secondary education.

It is hoped that a third Mission will be organized in 1949.

Educational Seminars

WHAT started out as an experiment two years ago in bringing teachers and educators from different parts of the world together to talk over their special problems and getting to understand one another's ways, has had such success that Unesco's General Conference in Beirut decided to put its international teachers' Seminars on a more permanent footing.

Unesco will therefore arrange for two more Seminars in 1949 and prepare for a further two in 1950.

The first 1949 Seminar, to be held in India, will discuss adult education in rural areas. The second (in Brazil) to be planned as a joint enterprise of the Pan American Union, the Government of

Brazil and Unesco, will have as its theme the problem of combatting illiteracy.

In addition, Unesco will begin the preparation of materials and documentation for the two 1950 Seminars, one on the teaching of geography in relation to international understanding, and the other on the revision of textbooks, with special emphasis on history books.

Improvements of Textbooks

THIS Seminar on textbook revision will undoubtedly serve to highlight the work carried out by Unesco in 1948 and 1949 in the general field of textbook improvement.

Unesco has already worked out a set of principles and criteria as well as a Model Plan that will help countries to analyse their school textbooks to prevent exaggerated national bias. These criteria and the Model Plan will be published as a handbook by the end of January 1949.

Work with Universities

AS another step in its programme to bring world educators together to talk over their problems and learn each other's ways, Unesco called a conference of university leaders in 1948. This meeting decided to create a world Universities Bureau which will be set up in 1949 and will serve as a clearing house for all matters of interest to colleges and universities the world over.

* * *

WE have seen that Unesco is striving to build the will for world peace by reaching out to the minds of young persons in elementary and secondary schools, that it is drawing teachers and university leaders together from all corners of the globe.

Unesco's aim, however, is to reach out to the minds of ordinary citizens everywhere. This means that Unesco cannot neglect the education of the whole adult population and that it must look to the needs of the millions who still lack the very basic elements of education (Fundamental Education).

Adult Education

AN important change has taken place in recent years in the very conception of Adult Education. In many countries it was originally conceived to fill the gaps left by inadequate schooling or to provide apprenticeship training for a trade. Today, adult education is also concerned with meeting the needs for further education of those who have even had a university education.

Today adult education activities range from evening courses to musical and dramatic performances. It includes domestic and technical training and nourishes such leisure-time interests as the arts and crafts, folk-dancing and hobbies.

Unesco feels that the time is ripe for the pooling of techniques and experiments in this rapidly developing field. To provide workers in adult education with their first opportunity since the war for exchanging ideas on the most characteristic developments in each country and to ensure among them a feeling of common responsibility, Unesco is calling a Conference on Adult Education in 1949.

Every country in the world—whether a member of Unesco or not—will be invited to send representatives to the meetings which will be held in Denmark. To prepare adult education leaders for this conference, Unesco has already published an attractive pamphlet on Adult Education

which is being distributed throughout Member States.

In addition, Unesco has been gathering information on adult education developments all over the world which will be incorporated into an International Directory on Adult Education, to be published in 1949.

Fundamental Education

IN many parts of the world, millions of men, women and children still live in the most primitive ignorance and superstition. These people lack the basic intellectual tools of modern existence. Not only must they learn to read and write, but they must also be taught how to check disease, how to use machines, how to grow their food more efficiently. They must also acquire the ability to govern themselves. Only thus can they become useful partners in a world community.

The Fundamental Education campaigns carried out during the past years by countries such as China, Mexico, and Turkey represent only a "drop in the fundamental education bucket", as it were.

Similar experiments are being carried out effectively in many remote spots on the globe. Until now, the results of these efforts have not been available in systematic, co-ordinated form, so that work in one country has rarely benefitted workers in another.

Unesco's Clearing House in Fundamental Education is an attempt to pool such information, analyze it and make it available to field workers everywhere. In 1949, Unesco will begin publication of a Quarterly Bulletin of Fundamental Education as well as a Monthly Abstract Service of articles to fill this much-needed gap.

HAITI PILOT PROJECT: In 1948, Unesco undertook preliminary surveys for a Pilot Project in the Marbial Valley of Haiti. Pending a report from the



United Nations Mission to Haiti, on which Unesco was represented, final decisions as to the nature and scope of the project was held up. In the meantime, however, there has been quite a remarkable upsurge of spontaneous activity amongst the inhabitants of the Marbial Valley as a result of Unesco's preliminary survey. During the coming year it is hoped that this undertaking will be able to show positive, definite results.

CARTOONS FOR EDUCATION:

In 1949, Unesco began work on a Fundamental Education experiment, rich in potentialities, in which an animated cartoon specialist will attempt to "marry" the work of Chinese artists with Western techniques of animation.

In this wholly new enterprise, Unesco is co-operating with Jimmy Yen's famous Mass Education Movement in China in the production of sample films, film-strips, charts and other materials for the education of illiterate adults.

The first theme on which materials are being prepared for 1949 is "A Healthy Village". The Mass Education Movement in China will provide a testing ground for all the teaching materials produced.

THE NATURAL SCIENCES

JUST as Unesco's chief aim in Education is to help raise living standards everywhere by encouraging the sharing of the world's knowledge and using all the means we have for learning to live together in peace, so Unesco's principal aim in the Natural Sciences is to help international collaboration among workers in science and technology, to improve man's understanding of the world he lives in, and to overcome the inequalities in living standards which are a contributing cause to international war.

To promote international co-operation and understanding among scientists, and to aid in the pooling and sharing of existing scientific knowledge, Unesco's programme includes a wide field of activities ranging from Science Co-operation Offices spread around the globe to a broad plan for financial assistance to international scientific organizations. Unesco provides a World Centre of Scientific Liaison and has developed an extensive programme for arousing public interest in the impact of modern scientific development on society.



WORLD CENTRE OF SCIENTIFIC LIAISON

Aid to Organizations in the Pure and Applied Sciences

SINCE its creation in 1946, Unesco has recognized the important contribution made by international non-governmental organizations in the fields of the pure and applied sciences in furthering the aims and purposes of Unesco and in showing how people of all countries can work together on concrete problems.

Through grants-in-aids and contracts to organizations, such as the International Council of Scientific Unions (ICSU) and its ten federated Unions (Astronomy, Biological Sciences, Chemistry, Crystallography, Geography, Geodesy and Geophysics, History of Science, Pure and Applied Physics, Scientific Radio, and Theoretical and Applied Mechanics), the World Power Conference, the World Engineering Conference and various International Medical Congresses, Unesco has given renewed life and vigour to the work of international scientific collaboration.

In the fields of Agricultural and Medical Sciences Unesco's work is closely co-ordinated with the Food and Agricultural Organization and the World Health Organization.

Aid to Over 100 Enterprises

IN reviewing the effectiveness of Unesco's grants-in-aid for the pure sciences, the General Conference at Beirut voted to increase the proposed sum for 1949 from an originally planned \$192,010 to \$200,000, and approved a substantial amount for contracts for the applied sciences. In this way, Unesco will stimulate greater teamwork between professors, students, research workers, engineers and doctors all over the globe and will further help these groups to develop a truly international spirit based on common work and common ideals.

The grants-in-aid and contracts will make possible over one hundred different enterprises, including international symposia on important and urgent scientific subjects, increased travel grants to enable scientists to pursue work in countries other than their own, the publication of the reports of international congresses, organizational assistance to nascent international bodies, preparation of special studies for Unesco, etc.

In April 1949, a meeting to create a Permanent Council for the Co-ordination of International Congresses of Medical Sciences will be held in Brussels, Belgium, in collaboration with WHO. *The World Health Organization has allocated the sum of \$20,000 for 1949 to assist in the organization of this Council.* The Council will be an independent non-govern-

mental organization, with agreements with Unesco and WHO. The Council will press forward the publication of the results of the Congresses to spread new medical knowledge to the widest international public.

Scientific Literature

CONSIDERABLE progress has already been made on the internationally vital problem of what is called "Science abstracting". As in most other parts of Unesco's programme, this work is carried on in close co-operation not only with other aspects of the Organization's programme (Libraries), but with other Agencies of the United Nations (WHO, FAO).

It is estimated that about a million technical articles are published in different countries each year. Since no scientist can possibly hope to read all the articles even within his special field of interest, abstracts or resumés of these articles are published. However, some articles are abstracted many times and others not at all.

Unesco has set itself the goal of attempting to achieve a co-ordination of the activities of different abstracting organizations. Already an Interim Co-ordinating Committee on Medical and Biological Abstracting has been formed under the auspices of Unesco and WHO. A world Conference on science abstracting and other problems concerning scientific literature will be held in Unesco House in June 1949.

Multi-lingual

Scientific Dictionaries

DURING the next twelve months, Unesco will also begin preliminary studies for the preparation of authoritative multi-lingual scientific dictionaries by establishing co-operation between publishers and scientific bodies. Such co-operation is greatly needed at the present time and its scope is such that only an international organization such as Unesco could successfully stimulate it.

In collaboration with FAO, Unesco will aid in maintaining and operating the Library of the International Institute of Agriculture in Rome during 1949. Unesco will provide an emergency grant of \$15,000 towards the upkeep of the Rome Library.



Scientific Apparatus

THE Beirut Conference approved the further development of the Scientific Apparatus Information Service (SAIS), whose establishment was recommended by the Conference of Allied Ministers of Education in London. This novel service answers queries concerning scientific and technological apparatus for education and research.

In order to extend the available services of information, assurances of close co-operation have been obtained from representatives of scientific equipment manufacturers in nine countries. Such contacts are being further extended to include universities, research associations and international scientific organizations.

There has been a long-felt need among science teachers the world over for an internationally agreed standard of basic equipment for teaching science in primary and secondary schools, universities and technical colleges.

To meet this need Unesco has obtained the services of experts in five leading countries to compile such inventories, and it is planned to publish them during 1949 in French, English and Spanish and later in Chinese and Arabic.

Scientific Reconstruction

DURING 1948 Unesco purchased about a quarter of a million dollars worth of scientific equipment for the war-devastated countries of Europe and Asia. In addition to this Unesco has been asked to spend a quarter of a million dollars for Educational Reconstruction on behalf of the London Lord Mayor's Fund.

In 1949 a sum of \$175,000 has been set aside by Unesco for Reconstruction of war-devastated countries. Of this sum, it

is estimated that approximately 50 per cent will be spent on scientific equipment. Credits will be allocated to various institutions in these countries for the purchase of scientific equipment, of their own choice, through Unesco.

SCIENCE CO-OPERATION OFFICES

THROUGH its four Science Co-operation Offices, located in the Middle East (Cairo), East Asia (Nanking and Shanghai), South Asia (Delhi) and Latin America (Montevideo), Unesco is overcoming the feeling of isolation and even abandonment in which many scientific groups still find themselves in various parts of the world.

These stations or science "bases" will continue to aid scientists and technicians to raise the local standards of living and to facilitate the exchange of scientific knowledge and information within the regions and with the rest of the world. The peoples in the regions are thus given a feeling of being a part of the world community and of taking part in its modern development.

In view of the success of these Offices, the Beirut Conference agreed that such activities should be maintained "as an undertaking of the highest priority in the Natural Sciences programme".



SPECIAL PROJECTS

Popularization of Science and its Social Implications

THE principal goal of Unesco in the field of science popularization is to make available to the general public information on new scientific and technological discoveries and to spread understanding of the scientific attitude and methods.

During 1949 it is planned to disseminate reports prepared by experts familiar with popularization of science through the press, radio, films and museums. It is also planned to call a meeting of science club organizers to consider ways of increasing the international effectiveness of such clubs and to co-operate in the development of Unesco's Adult Education programme.

At Mexico City Unesco decided to launch a programme to initiate in Member States discussions each year on a

scientific theme of current international importance. For 1949 the theme selected is **FOOD AND PEOPLE** (for further details see Mass Communications, Projects Division, Page 7 of this Supplement.)

Conservation of Resources and Protection of Nature

IN July 1949 the United Nations is calling a Scientific Conference on the Conservation and Utilization of Resources. Unesco has participated in the preparations for this Conference especial-



ly concentrating on the problems of education for conservation.

Unesco is calling, jointly with the newly established International Union for the Protection of Nature, an International Technical Conference on the Protection of Nature. It will be held in the U.S.A. immediately following the United Nations Conference.

International Scientific Institutes

THE International Institute of the Hylean Amazon is expected to start on its first programme of research during 1949. At Beirut a \$12,000 subvention to the new Institute was approved to cover projects of special interest to Unesco.

A new venture along this line was proposed by India and approved by the Beirut Conference. During 1949 Unesco will study the possibilities of establishing an **INTERNATIONAL INSTITUTE OF THE ARID ZONE** which would devote its efforts to the problems of the ever-expanding desert areas that now cover one-fourth of the earth's surface.

Another new aspect of Unesco's 1949 programme in the Natural Sciences will be a preliminary study towards the possible establishment of an international computation centre.

Today few countries possess modern, high-speed calculating equipment capable of making complex computations needed in many branches of pure and applied science. An International Computation Centre, especially available to countries lacking specialized equipment, is considered of great value.

THE UNESCO BUDGET

THE budget of Unesco for 1949 totals \$7,780,000.

Following the procedure they adopted at Mexico City in 1947, the delegates to the Beirut Conference began, on 23 November, by fixing the ceiling budget for the financial year 1949, before discussing the Programme in any detail. This was placed at 8,000,000 dollars, and finally reduced to \$7,780,000.

The budgetary ceiling which the Conference set itself, enabled the delegates to select the most important and urgent among the projects which had been submitted, and to define clearly the practical scope, in 1949, of those adopted.

The Programme budget for Unesco's six Departments, in order of size of the appropriation, follows:

	Dollars
Communication, Exchange of Persons and Promotion.....	1,518,043
Education	810,165
Natural Sciences	679,505
Cultural Activities	523,667
Reconstruction	420,638
Human and Social Relations...	405,913

This makes a total of 4,357,936 dollars for the development of Unesco's programme activities.

It should, however, be noted, as Dr. Julian Huxley pointed out when presenting the Organization's budgetary estimates to the Beirut Conference, that part of the appropriation for administrative expenditure also includes activities directly involved in the carrying out of the Programme.

This applies particularly to the sums allocated to the Bureau of External Relations for the purpose of extending to Germany and Japan a part of Unesco's programme.

The heading "Administration" also includes the Director-General's Office and the Bureau of Conference Planning.

The other sections of the Budget are the following:

	Dollars
General Conference and Executive Board	268,740
General Administration	2,019,798
Common Service Costs	1,000,000
Budgetary Reserve	133,526

The details of the appropriation for

THE SOCIAL SCIENCES

MAN has now reached a stage in his history where he can study scientifically the causes of the tensions that make for war. Eight prominent social scientists, brought together by Unesco during 1948, worked out and signed a common statement on the causes of world friction beginning with the words just quoted.

"Modern wars between nations and groups of nations", this 12-point statement continues, "are fostered by many of the myths, traditions and symbols of national pride handed down from one generation to another".

Study of Fascism in Germany and Italy

AS part of its broad programme on Tensions Affecting International Understanding, Unesco is undertaking in 1949 an important study of some of these myths, traditions and symbols of national pride which lay at the root of Fascism in Germany and Italy.

It is true that the origins of German Nazism and Italian Fascism have been the subject of study by individuals before. Unesco feels, however, that by getting social scientists from all parts of the world to work together on this subject, and by organizing intensive research with documentary material now available but not yet adequately exploited, it will be able to achieve new and more revealing results. In this way, Unesco hopes it can assist in the early recognition of similar movements of this kind in the future.

Community studies

THE study of the origin and development of Fascism is only one new development in Unesco's "Tensions" programme. In 1949, Unesco will also undertake a series of intensive studies of individual communities to "determine the distinctive character of the various national cultures".

These enquiries will be arranged as a number of "pilot studies" in four countries — France, India, Hungary and Australia — presenting widely varying cultural patterns. In each country at least two distinctly different communities will be selected for study to determine whether "national" characteristics emerge in spite of the differences between one community and another. The studies will be carried on under the direct supervision of scientific organizations in these four countries.

A preliminary meeting of a small group of special scientists — anthropologists, social psychologists and psychiatrists — will be held at Unesco House from January 24-28, to prepare the way for

this whole investigation. Among these experts will be representatives from the WHO and the World Federation of Mental Health.

"Way of Life" series

THE community studies will in no way duplicate or replace the "Way of Life" series begun in 1948 which will be continued in 1949. They will serve rather to supplement that series by the use of more intensive methods.

Early in 1948, Unesco enlisted the co-operation of the International Studies Conference to prepare a series of monographs on the "Way of Life", of various peoples of the world, including France, Norway, Poland, Switzerland, Canada, India and Hungary.

A number of additional countries are being asked to prepare similar memoranda during the next twelve months, and Unesco will publish several volumes in this series.

Population and Technological Change

ANOTHER new aspect of Unesco's 1949 "Tensions" programme deals with the relations between population problems and technological changes on the one hand, and international tensions on the other.

Two studies will be undertaken in this field. One on the effect of modern technology on international tensions (in collaboration with the International Labour Organization). The other on the relation between population problems, especially as related to minority and immigrant groups, and international relations. This latter work will be carried out in collaboration with ECOSOC.

What do you think of your neighbours?

DURING the past twelve months Unesco asked various organizations to help in studies to find out what people in one country think of their own and other nations.

A number of surveys of the "public opinion" type were conducted in the U.S.A., France, U.K., Australia, the Netherlands, Norway, Italy, China and Mexico. Studies were also completed of the treatment of certain foreign groups in U.S. films and in the American press and radio. The results of these studies will be published in 1949.

IN all of its activities in the field of "Tensions", Unesco is seeking to encourage and facilitate co-operative international research by social scientists. It is gathering together and examining critically the results of such research and is serving to make these results available to social scientists, educators and others throughout the world.

As the social scientists who drafted the

statement on the causes of tensions which make for war so aptly put it:

"The social scientist can help make clear to people of all nations that the freedom and welfare of one are ultimately bound up with the freedom and welfare of all, that the world need not continue to be a place where men must either kill or be killed".

Standards of political science

DURING 1949, the Social Sciences Department of Unesco will continue research into the technique of international conferences in order to develop more effective methods of planning and conducting such conferences.

Unesco will also continue its work on the methods and techniques in Political Science. A report, stressing recommendations for the promotion of international standards in political science, will probably be published in 1949.

CULTURAL ACTIVITY

Philosophy and Humanistic Studies

ALTHOUGH in the field of the Natural Sciences Unesco's ideal is unqualified universality, the same principle cannot be applied in the field of the Humanistic Sciences. Here diversity is legitimate and any attempt at artificial levelling would spell death for cultures, which are the natural products of the history and living conditions of every human group. Here too, however, Unesco has a vital role to play in securing universality of a kind, but the universality which must be sought is that of mutual understanding and not of levelling.

In organizing its Philosophic Round Tables Unesco's aim is to consult the best, the clearest, and the most sensitive minds of the contemporary world, to enable them to clarify its work, and to associate themselves with its endeavours. These Round Tables will supply a meeting place for people in different fields: writers, artists, scientists, men of action, or philosophers, and they will have as their subject these problems of values which are central to Unesco's task.

IN 1949 Unesco will organize a Round Table discussion on the complex question of the freedom and responsibility of the artist. This will be designed to isolate the underlying significance of the concept of freedom of artistic creation, without neglecting the concomitant problem of the relationship between the artist and the public, and of the artist's responsibility (see next page "Freedom of the Artist").

In another series, Unesco will endeavour to convene leading men of letters and thinkers, and will ask them to determine the position of modern intellectuals towards the problem of peace in a world which has never been more highly conscious, but which at the same time, has never been more disturbed.

Inquiry into Ideological Conflicts

THERE are some problems so grave and complex that more elaborate methods must be adopted to explore them properly and to arrive at conclusions capable of application in the present state of international affairs. A mere discussion, however profound, between prominent personalities would be inadequate in such a matter as the misunderstandings so often implicit in the use of the commonest political concepts.

Words like "democracy", "equality", "law" seem clear enough. In fact, however, each is a tangled complex of ideas which must be patiently unravelled in order to eliminate the powers of suggestion and the possibilities of discord which arise from the ambiguous use of such words.

It is with this in mind that Unesco will complete, in 1949, an inquiry begun in 1948 into the varying connotations of democracy. Unesco has chosen the concept of democracy because it has felt that it is the most important stake in contemporary political discussions.

Unesco drafted a detailed, precise questionnaire which was sent to National Commissions and to a large number of specialists in Member States. During the coming months, a Committee will study the replies received and sum up its findings. The result will provide a veritable catalogue of the accepted meanings of the word "democracy", and of the misunderstandings revealed by the inquiry.

SOCIAL scientists have long felt the need for a world organization, similar to the International Council of Scientific Unions, which would knit their work together on an international level and increase their effectiveness.

Unesco is actively engaged in aiding three of the principal social sciences (economics, sociology and political science) to set up international associations — for the first time in their history. In each of these three disciplines an international Congress is planned for 1949.

By this means Unesco hopes to advance the scientific standards in each of these fields, and to promote the setting up of national associations of economists, sociologists and political scientists in countries where no associations at present exist. Eventually, Unesco hopes that an International Council of the Social Sciences will also be created which will speak for social scientists as a whole the world over.

Comparative Study of Cultures

HOWEVER, if the study of political concepts is at the core of the whole task of pacification, it must not be forgotten that these comparatively clear and easily defined ideas are only a small part of the complexity of a particular culture.

It is often said that civilization is passing through a crisis, that mankind is no longer agreed on the content of a common civilization which all nations could adopt, and which teachers could propagate; each people feels that it has an original contribution to make to the joint creation of the human civilization of to-morrow. But what is that contribution? And how frequently is the idea of an original contribution clouded by pride or an inferiority complex—both of which are often inter-related?

In view of this, Unesco has undertaken an inquiry to determine how far the cultures of the various world areas either do, or without much difficulty could, influence each other. Conversely Unesco wants to find out how much mutual understanding, and a possible pooling of certain elements, are checked by deep-seated antipathies which could be isolated and eventually eliminated.

Scientific and Cultural History of Mankind

UNESCO feels that a scientific and cultural history of mankind, prepared with a truly international spirit and in keeping with all modern scientific data is strongly needed to-day. Such a history, Unesco feels, should be widely distributed throughout the world, once it is completed.

This, however, is a long-term task which can best be carried out in two stages: first the preparation of small textbooks for pupils and teachers in schools all over the world. These textbooks would tell the story of man's progress, not by citing examples of war, or political deals devoid of any humane significance, but by showing the slow rise of civilization through the combined efforts of all peoples.

The second stage would utilize all modern scientific means to draw up a great synthesis of the history of mankind from the point of view of scientific progress and cultural achievement.

International Council

TO accomplish all these tasks it is necessary that Unesco bring together the world's best minds as often as possible. More than that, however, it must also encourage and support the great international learned societies of the world which can ensure the continuity of relationships and exchanges necessary for the creation of a common outlook transcending national frontiers and the strict confines of particular subjects.

Unesco, therefore, will continue in 1949 the work begun in 1948 for the foundation of an International Council of Philosophy and Humanistic Studies. To this end it will encourage the formation of international societies or federations of philosophers, historians, linguists, anthropologists and archaeologists, and will associate them in a Council where the various groups may exchange notes and strive to avoid the perils of excessive specialization.

BUDGET FOR 1949

each part of the Programme itself are as follows:

RECONSTRUCTION: Reconstruction Campaigns, \$151,040; Emergency Action by Unesco, \$226,743.

EDUCATION: Clearing House Activities, Seminars and Improvement of Teaching Materials, \$291,272; Fundamen-



tal Education, \$241,645; Schools and Youth (Education for International Understanding, Teachers' Charter and Educational Charter for Youth, Science and the Arts in General Education, etc.), \$121,652; Higher and Adult Education, \$94,690.

NATURAL SCIENCES: Science Co-operation Offices, \$221,856; World Cen-

tre of Scientific Liaison, \$146,111; Co-operation with United Nations, Specialized Agencies and Non-Governmental Organizations (Grants-in-Aid to Scientific Bodies, Institute of the Hylean Amazon, etc.), \$242,374; Popularization of Science, \$14,476.

HUMAN AND SOCIAL RELATIONS: General Social Science Activities (Study of International Collaboration, etc.), \$74,291; Tensions, \$148,058; Social Implications of Science, \$10,633.

PHILOSOPHY AND HUMAN RELATIONS, \$119,399.

CULTURAL ACTIVITIES: Arts and Letters, \$140,266; Translation of Great Books, \$33,751; Museums, \$71,651; Libraries, \$147,740; Copyright, \$63,401; Cultural Liaison Office for the Middle East, \$29,849.

COMMUNICATION: Exchange of Persons, \$119,012; Mass Communications, \$569,671 (This includes: a.—Technical Needs, \$109,505; b.—Removal of Obstacles, \$77,200; c.—Projects Division, \$382,966); Exchange of Information (Archives, Publications, etc.), \$311,584; Programme Promotion (National Commissions, Public Information, etc.), \$428,421.

CULTURAL INTERCHANGE BETWEEN COUNTRIES

ARTS AND LETTERS

THOUGH supported financially by Unesco, the **International Theatre Institute**, with headquarters at Paris, is a young independent organization working to encourage and facilitate theatrical exchanges of all types.

At present, Unesco is making preparations for the foundation, on similar autonomous lines, of an **International Organization for Music**. The preliminary investigation has been made and a committee of experts and of representatives of specialized international organizations is to meet at Unesco House to consider the possibility of such an organization of its programme and its constitution.

Unesco has also undertaken the preparation of catalogues of existing recorded music, which, it is hoped, will prove of the utmost value to the general public, schools and professional musicians of all countries. Three catalogues are in course of preparation and will cover Western and Oriental classical music and folk music.

Reproductions of Paintings

A similar effort is being made regarding art reproductions. Unesco is preparing lists of the fine reproductions currently available in all countries. A catalogue of reproductions of western paintings since 1860 is in course of preparation and will be followed this year by a second catalogue covering paintings prior to that date. Catalogues on oriental painting will also be completed.

The finest reproductions, selected with the assistance of highly qualified experts, and covering major periods in the history of art, will be made available to school and other education groups, so that they may arrange travelling exhibitions for the countries most lacking in original works.

Closely connected with the preceding projects is Unesco's task of encouraging Member States to take steps to strengthen the role of the arts in teaching and general culture. Committees are in course of organization in several countries, and an international committee will be convened at Unesco in 1949 to report on this subject and publish its results.

Literary Pool

IN the field of Letters the **International Pool of Literature** enables reviews of all countries to offer to their readers articles published in the reviews of other lands, and sometimes original works, through a scheme of translations and exchanges. During 1949 it will devote special attention to forging closer links between distant cultures.

Unesco is now carrying out a plan drawn up by the international committee of experts, which met in Paris in 1948, to increase the translation of literary, philosophic and scientific works. Steps have already been taken for the translation of world classics into Arabic, and of Arabic classics into other languages. A similar programme has begun for Latin America, and will be applied later to other regions of the world.

Unesco is also to resume the publication of the **Index Translationum** formerly published by the International Institute of Intellectual Co-operation.

Freedom of the Artist

IN addition to the programme outlined above, the Arts and Letters Division will this year undertake an inquiry into the way in which artists can serve the ends of Unesco and into the obstacles of all kinds preventing the free exercise of their art. This inquiry will enable the Director-General to submit to the next General Conference concrete plans designed to improve the working conditions of artists in the world.

Unesco will also study the possibility of creating a series of annual awards to be made on the recommendation of recognized international authorities for the best musical, theatrical, artistic and literary works produced during the preceding twelve months.

MUSEUMS AND HISTORIC MONUMENTS

DURING the coming months Unesco will devote considerable effort to the questions of scientific, technical and art museums, work on which in

1948 has already made considerable progress.

Consideration will also be given to the problem of the protection and conservation of ancient monuments of artistic and cultural significance.

The projects now in hand stress the international contacts and future activities to be effected through museums. The most important of these projects calls for the co-operation of Member States of Unesco in a scheme for the organization of international exchange of exhibitions. It is based on reports furnished by the International Council of Museums and by experts from all parts of the world. These reports bring out the present difficulties and make recommendations for surmounting them.

The second volume of **Museum**, the quarterly review of museographical technique, will be published during 1949. It will include issues on the conservation of works of arts, archaeological sites and ancient monuments, on the new techniques perfected in Swedish museums; on the teaching role of museums and the technique of its application. Co-operation with the International Council of Museums, with its world experience and world-wide influence will be intensified.

On the basis of the inquiries conducted in 1948 and of the report submitted by the experts of the International Council of Museums, the Secretariat will prepare draft proposals designed to secure access to archaeological sites,

which will be submitted to Member States for consideration.

The problem of the protection against destruction, and, where necessary the restoration, of ancient monuments and historic sites is assuming an alarming degree of acuteness and gravity in many Member States. The Secretariat has been instructed by the General Conference to investigate, in co-operation with the International Council of Museums, the desirability of setting up, under Unesco's auspices, an international committee of experts and the possibility of creating an international fund to subsidize the work of preservation and restoration.

COPYRIGHT

AFTER overcoming the initial difficulties of a new activity and the establishment of a truly effective network of international relations, the Copyright Division completed in 1948 the launching of the vast inquiry into comparative law.

In 1949, the Copyright Division will study replies received to its 1948 inquiry on comparative law. The results will then be submitted to Unesco's Member States. Thereafter the result of the inquiry and the remarks of Member States will be submitted for study by an international copyright committee, which will decide on the future drafting of a Universal Copyright Convention.

CULTURAL LIAISON OFFICE FOR MIDDLE EAST

ON the basis of the report submitted to it, after the most thorough investigation by the Director-General, the General Conference voted to set up within the Secretariat, a cultural liaison office with the special task of encouraging the exchange of ideas, documentary information, material and persons, between the countries of the Middle East and between those countries and other parts of the world.

This unit, though small in number, will endeavour to draw up, in consultation with the governments and national Commissions of the countries concerned, a programme of cultural liaison in the field of arts, letters, philosophy and humanistic studies, in which the first step will be to encourage translations of world masterpieces and collaboration among the libraries of the Middle East.

BOOKS AND LIBRARIES

AS an outcome of contacts established during the Beirut Conference Unesco will publish a practical guide to Middle East libraries as a practical contribution to the work of the Middle East Cultural Liaison Office and to cultural contacts between the Middle East and the rest of the world. Also, as another publications project the reproduction is being organized of a number of highly important out-of-print periodicals.

Unesco will especially undertake the publication of manuals in promotion of public library work and assistance to public libraries. This is largely based on the valuable discussions held during the 1948 Unesco Summer School for Public Librarians.

Libraries Reconstruction

TO a large extent Unesco's libraries programme is directly concerned with the establishment of libraries—particularly public libraries for the general reader—with the technical efficiency of libraries, the education of librarians and with the background library services of bibliography and documentation.

But in the foreground of this coming year's work, as of previous years, is the problem of library reconstruction widely conceived as the problem of international library communications and the distribution of publications. All libraries everywhere are inter-dependent and the problem of reconstruction cannot be isolated as affecting only libraries in war-damaged countries.

The largest part of the Division's work is concerned with the operation of **Unesco's Clearing House for Publications**, as an advice centre in connection with all book distribution and exchange activity and the promotion of national book exchange centres.

Bulletin for Libraries

THROUGH the Clearing House, donors of books and periodicals can obtain accurate and up-to-date advice on library needs of war-damaged countries; the libraries in these countries can be helped to find the books they need and, to a limited extent, direct purchase is made of publications and equipment for reconstruction area libraries.

A main Clearing House activity is the publication of a monthly **Bulletin for Libraries**, in which needs and offers of donations and proposals for inter-library exchange are advertised. The Bulletin goes free to 6,500 libraries and has proved its value as a unique and essentially practical journal of international library communication.

A fundamental obstruction to all library development is the lack of information on what publications exist and the deficiencies in bibliographical services. No librarian can build up his collection and no scholar conduct his studies unless he has good bibliographies on which to base his purchases and reading.

This complex and vast problem is being studied cooperatively with the U.S. Library of Congress and other national libraries as a long term survey project, leading towards proposals for practical improvement in bibliographical services. During 1949 an attempt will be made to prepare guides to the main bibliographical sources in various Unesco fields.

Unesco's Fellowship Programme

THERE are thousands of people today who would like to study in other countries and exchange ideas with those from whom they have been isolated for many years. While many governments, universities, foundations and charitable institutions are actively promoting international study, very often information about such opportunities is not easily available to those who could best benefit from them.

Unesco's programme in 1949 for the interchange of persons will attempt to remedy this situation, at least in part, by expanding the work already begun in past years. Unesco will carry out its programme by means of three chief methods.

First by gathering together, analyzing and making available information on international fellowship programmes and similar opportunities for study abroad. Second, by planning and encouraging new fellowship schemes in its Member States, National Commissions and interested agencies. Third, by promoting and administering both Unesco-sponsored and Unesco-financed fellowships.

Although Unesco's major job will continue to be to stress fellowship opportunities for mature persons such as scientists, librarians, museum personnel and radio and film technicians, etc., attention will also be given to the problems of young peoples' exchanges.

Fellowship Handbook

THE most important tool developed by Unesco for the stimulation of study in other countries is Unesco's "Study Abroad - International Handbook of Fellowships, Scholarships and Educational Exchange", the first volume of which was published early in January 1949. The volume, which is the first comprehensive mapping of an important aspect of international cultural relations, covers more than 10,000 fellowship awards for 1948-49 and includes data from over 20 countries.

The Handbook also contains analyses of national programmes and other problems related to the movement of scholars, scientists, technicians and students from country to country.

Survey Brings Results

“STUDY ABROAD” is a result of a detailed enquiry sent to countries throughout the world and long months of painstaking investigation undertaken during 1948. It is a concrete example of how the questionnaire-enquiry technique adopted by Unesco can be made to work. For it has undoubtedly served as an "eye-opener" for certain countries, where this type of in-

formation had never before existed in collected form, by making them aware of the facilities available in their own countries.

In April 1949, Unesco hopes to publish a supplement to Volume I of "Study Abroad" and later in the year a second volume will appear containing material on facilities available in 1949-50.

The participation of the nations of the world in preparing material for these periodic reports will, Unesco hopes, stimulate new fellowships and increase the interest of the various countries in international study.

New Fellowships

THE information obtained from the survey, together with the advice of other programme Departments of Unesco, will enable the Organization in 1949 to develop plans for new fellowship programmes in various Member States.

Special attention will be given to fellowship programmes aimed at developing trained personnel for press, radio and film, the social implications of science, public administration, certain branches of education, and certain aspects of the cultural programme of Unesco.

Scholarships for Young People

THE Beirut Conference urged the extension of Unesco's international fellowship programme beyond the more academic area to include all types of artists, technicians, civil servants, industrial and agricultural workers.

In this work, the Exchange of Persons Department is already working closely with the Reconstruction Department, particularly with respect to the work camps programme (see Chapter on Reconstruction: Human Problems), and with the Education Department for the promotion of world understanding through Seminars and summer courses. In addition, a consultant has been engaged to conduct a special investigation into exchange schemes for young persons.

Unesco will also study ways of extending the fellowship programme beyond war-devastated Member States to include the needs of under-developed areas and trust territories.

225 Fellowships Administered

AT the present time approximately 225 fellowships are being administered by Unesco. During 1949, Unesco will be responsible for about 20 new Unesco fellowships and for such new opportunities which the Organization may be called upon to sponsor in the course of the coming year.