

Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

UNESCO

BALANCE-SHEET of a CONFERENCE

“Balance-sheet of a Conference”—such is the title under which *Le Monde*, an influential French daily, sums up its impressions of the Fourth Session of Unesco's General Conference.

Is it possible—the question is worth raising—to strike a balance at this date? Unesco, and particularly its legislative body, the General Conference, has so frequently been engaged in this kind of self-probing that it has been ironically called “an organization in search of a purpose”. Would it not be better to get on with the work in hand? Should one not leave the striking of balances to the future when the programme resolutions adopted in Paris have been translated into the realities of contemporary life?

But realities, for men, do not exist independently of ends. The health of the spirit, implies a ceaseless self-interrogation. This much we have learned in the first years of Unesco's existence. And we have also learned that every meeting of men—whether it be a football match a symphonic concert or an international conference—has this in common: it adds up, as man himself adds up, to more than the sum of its parts. The balance-sheet of the Fourth Session can scarcely be a mathematical one. And the significance of a Conference cannot be found in a mere enumeration of the matters inscribed on its agenda.

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It should be noted, of course, that a meeting of men, *a fortiori* a conference of some fifty nations, could scarcely address itself more energetically than did the Fourth Session, to a given series of practical tasks. Between September 19th and October 5th, the delegates examined and adopted a new budget, involving important matters of detail and principle.

They defined Unesco's position with respect to the United Nations Plan for Technical Assistance to Under-developed Countries. They discussed and voted on the Director General's proposals for simplifying and concentrating the programme of Unesco, which meant a point-by-point analysis of projects in every field of education, science and culture. They elected six delegates to sit on the Executive Board. And they settled such thorny questions as the extension of Unesco's work to Germany and Japan.

These and many others, were the practical tasks of the General Conference. A detailed account of how they were handled will be found on other pages of the *Courier*. But the question remains: what is the balance, how does it all add up?

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The *Courier* cannot pretend to give a final answer to this question. We have a suggestion, however, and one which proceeds from the proposition that Unesco must be, at this stage of its growth, “an organization in search of a purpose”...

A few days after President E. Ronald Walker declared the Fourth Session closed, Unesco held a meeting of experts on the problem of juvenile vagrancy. This gathering, which took place in the Children's Village of Marcinelle, near Charleroi, in Belgium, focussed the attention of many eminent sociologists and child psychologists on one of the most moving phenomena of the post-war world. Newspapersmen who attended the conference



These expressive hands are those of a very old worker. They have shaped, created and toiled. Now, in the evening of his life, their owner, taking advantage of the opportunity offered by an adult education campaign against illiteracy, has experienced the wonder of being able to read and has solved the mystery of writing.

So, he has found a new use for the gnarled old hands. Carefully, he traces the “magic” letters across the page.

(Photo “O Cruzeiro” — Brazil).

wrote articles vibrant with compassion and protest. And then, after praising Unesco for organizing this confrontation of methods experience and ideas, one Parisian journal asked: But what is Unesco going to do?

The answer, in despite of all irony, lies in one more reference to our ends. The Organization has done what it can, within the limits of its meagre resources, to expose the anguishing problem of homeless children. It is doing what it can to help the experts who are trying to create conditions in which these children can become healthy men and women. And now it can only turn to the States which have solemnly ratified Unesco's Charter,

and the Universal Declaration of Human Rights, and say to them: What are you going to do?

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Seen thus in its proper light, the meeting at Charleroi confronts the nations with their responsibilities. And does not this suggest a useful way to strike the balance-sheet of the General Conference?

Our Charter has now been signed by fifty sovereign nations. Let the reader of the *Courier*, in examining the decisions of the Fourth Session, remember: this is what the nations have decided.

Now what are they going to do?

IN THIS ISSUE

Bertrand RUSSELL
Georges BIDAULT
Reinhold NIEBUHR
Ferdinand HERCIK

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UNESCO in GERMANY

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THE PROBLEM OF
JUVENILE VAGRANCY

NATIONAL COMMISSIONS DRAW UP BLUEPRINT FOR FLORENCE MEETING

BY LORNA McPHEE, HEAD OF NATIONAL COMMISSIONS DIVISION

Delegations to Unesco's Fourth General Conference this year included over one hundred representatives of permanent or provisional National Commissions from the 41 countries where they have been formed.

Advantage was therefore taken of their presence in Paris to hold two informal meetings for an exchange of views and information, and these took place on September 23 and October 4, under the chairmanship of Professor Marcel Florin, vice-chairman of the Belgian National Commission.

The main subject under discussion was the important meeting of representatives of National Commissions to be held in connection with Unesco's Fifth General Conference in Florence, next year.

The first official meeting of National Commission representatives was held last November immediately before the opening of the Beirut Conference and was attended by members of 28 commissions. The purpose of such gatherings is to enable the members of Unesco's National Cooperating bodies to become better acquainted with one another and to exchange ideas and experience.

At the recent informal discussion it was decided that a three day meeting should be held before the opening of the Florence Conference on May 22, and that, if necessary, a further meeting could be called before the conference ended.

Before the representatives considered in detail the Agenda for the Florence meeting, a long discussion was held on a draft resolution proposed by the Vice-Chairman of the Turkish National Commission, Dr. Tefvik Saglam.

"The Director-General is instructed to convene in the near future a meeting composed of a member from each National Commission or National Co-operating Body, with a view to co-ordinating the methods of work to be applied in common, in order to ensure that these National Commissions, in their relations both with Unesco and with their Governments, achieve better results."

The essence of the Turkish proposal was that a special expert meeting of National Commissions representatives of a maximum duration of three weeks should be held quite separately from sessions of the General Conference.

While this proposal was received with great interest, many representatives considered that the problems relating to methods of work of the various commissions might be more easily solved by the sending of Secretaries of National Commissions to the headquarters of Unesco for periods of study and consultation and by the general discussion of common problems at the annual meetings of National Commissions held in connection with General Conferences.

It was, moreover, considered impracticable to hold such a meeting before the Fifth Session of the General Conference. Finally, it was agreed that the Secretariat should prepare a document on the implications of this proposal for consideration at the National Commissions Meeting to be held in Florence in 1950.

AGENDA FOR FLORENCE

After a lively discussion, the representatives agreed that the Agenda for the Florence meeting should allow opportunities for reports and discussion on the programme activities and organization of the various National Commissions.

These subjects would include: Organization of National Commission Secretariats and the financial resources at their disposal for programme activities; action taken by Commissions in response to requests from the Secretariat; action taken on their own initiative in support of Unesco's programme; areas of activity in which they may effectively engage; methods of work employed by National Commissions; decentralization of activities and relations between National Commissions and non-governmental organizations, e. g. Youth Organizations, Labour Organizations, Universities, etc.

The meeting would also consider the report of the Secretariat on action taken to carry out the decisions of the Fourth Session of the General Conference on liaison with National Commissions, and the report on the Turkish proposal.

It was agreed that a Committee consisting of the representatives of the United Kingdom, the United States, France and Belgium, should assist the Head of the National Commissions Division, in the drawing up of the final Agenda for the Florence Meeting, which should later be circulated to all National Commissions.

The representatives at the Florence Meeting will, therefore, come prepared to speak with authority on the various items in the Agenda, since a sufficient interval of time will have been allowed to enable National Commissions to study these questions in detail.

MESSAGE IN ANCIENT GREEK

Relations between National Commissions and the Secretariat, it was agreed, had been more fruitful and generally more satisfactory in 1949 than in previous years. Certain suggestions for improvement in liaison arrangements and on the subject of documents for National Commissions were made by the representatives of Australia and the United Kingdom.

Mr. Gordon Menzies, the Head of

Central Administrative Services, replying to representatives who had suggested the need for improvement in the content and distribution of documents, informed the meeting that a Committee of Experts on documentation would meet shortly.

It was hoped, he said, that the findings of the Committee would enable the Director-General and the Executive Board to evolve a sound policy for the future.

The co-operation of the National Commissions in the distribution of information documents and publications of Unesco was essential to the success of any policy adopted by the Unesco Secretariat. It was generally agreed that « a two-way effort » was required for the solution of liaison problems.

Before the close of the meeting, Professor C. Eustathiades (Greece) announced the creation of the Greek National Commission for Unesco and read part of a message addressed in ancient Greek by the President of the National Commission to the Director-General of Unesco.

The following Members of Delegations attended the meetings as spokesmen for their National Commissions or Governments:

Mohammed Anas Khan (Afghanistan), Mr. A.J.A. Nelson (Australia), Dr.

Hermann Zeissel (Austria), Professor Marcel Florin (Belgium), M. Gustavo Medeiros (Bolivia), Mrs. Heloisa Alberto Torres (Brazil), U Ba Lwin (Burma), Dr. Mei Yi Chi (China), Dr. Natalio Chediak (Cuba), Mr. Hans Kjems (Denmark), Dr. Hassan Fouad El Diwany (Egypt), M. Marcel Abraham and M. Yves Brunswick (France), Professor C. Eustathiades (Greece), Mr. Gustav Erdos (Hungary), Mr. P.N. Kirpal (India), Dr. Zabihollah Safa (Iran), Professor Samuel Sambursky (Israel), Professor V. Branca (Italy), Professor Joseph Naggear (Lebanon), Professor Carlos Gonzalez Pena and Dr. Victor Manuel Ruiz Esparza (Mexico), Dr. John C. Beaglehole (New Zealand), Professor H.R. Kruyt and Dr. C.A. Van Peursen (Netherlands), Dr. Mariano V. de los Santos and Dr. Encarnacion Alzona (Philippines), Professor I. Düring, Mr. Nils Goude and Mr. Rune Eriksson (Sweden), M. Emil Oprecht (Switzerland), Dr. Tefvik Saglam and M. Nadir Nadi (Turkey), Dr. A.J. Van Zyl (Union of South Africa), Mr. F.R. Cowell and Mr. Alan Thompson (United Kingdom) and Dr. Milton Eisenhower and Mr. Max McCullough (United States of America). The United Nations and various non-governmental organizations were represented by observers.

ONE HUNDRED NON-GOVERNMENTAL ORGANIZATIONS NOW WORKING WITH UNESCO

by Vladimir Hercik, Head, Non-Governmental Organizations Division

ALTHOUGH planned as "A short business session", Unesco's Fourth General Conference has surpassed all previous Conferences as regards the numbers of observers sent by international non-governmental organizations.

The fact that headquarters of most of these organizations are located relatively near to Paris, and some of them in Paris itself, does not wholly explain this record attendance of seventy-nine observers from sixty-three organizations.

A more significant fact is that the number of non-governmental Organizations entitled to send observers to the General Conference has more than trebled since the Second Session in Mexico City, to which only thirty such organizations were invited.

Participation in the General Conference with a right to speak is one of the basic privileges granted to organizations with which Unesco has concluded "consultative arrangements". On the eve of the Conference, the Executive Board had approved 18 additional organizations to be included in this category, thus bringing the total number to one hundred.

The organizations represented at the General Conference reflected in a striking way an amazing variety of interests pursued by these groups on an international level. A large majority of them have been in existence considerably longer than Unesco and have consequently accumulated invaluable experience in most fields of Unesco's programme.

Apart from specialized, professional bodies of educators, scientists, artists, architects, the groups represented included a number of women's organizations, others concerned with religious, humanitarian, relief, and child welfare work, as well as youth, students and trade-union groups.

Something for Everyone

EVERY one of these organizations was able to find in the programme that Unesco proposed for 1950 at least one, and often more than one, activity of particular interest to its members. Representatives of several bodies spoke in the commissions on matters falling within the competence of their organizations.

The Commission of Official and External Relations devoted two full sessions to discussion of relations between Unesco and non-governmental organizations. An annual review was made of all international non-governmental organizations with which Unesco maintains official relationship, either under consultative arrangements, or formal agreements.

A report has been submitted on more than thirty contracts concluded in the course of 1949 for a total amount of nearly \$200,000 between Unesco and competent non-governmental organizations for the execution of specific tasks listed in Unesco's programme, such as surveys, investigations, bibliogra-

"The evidence of good will which we have already received in abundance from these associations is most encouraging. Whether it is a case of calling on the services of experts or mobilizing public opinion, they are ready to help us, so that there may be grouped around the work of the Secretariat great numbers of people united by a common interest, who, in conjunction with the work of governments, will convert Unesco into a true popular crusade for peace."

M. Jaime TORRES BODET, in his Report to the Fourth General Conference

phies, international meetings and various studies.

Another report gave an account of grants-in-aid accorded by Unesco to certain very representative organizations which are in daily working relations with Unesco programme departments and contribute by their activity to the furtherance of Unesco's objectives. These grants amounted in 1949 to \$320,000.

The Commission discussed at great length the question of how to make the co-operation with non-governmental bodies more effective. It was felt that the time had come to make a thorough review of the directives governing Unesco's relationship with these bodies and in the light of the experience acquired during the past two years, to amend and complete the policy of Unesco in these matters when necessary.

Two-way Help

It has therefore been decided to give special attention to this problem at the next session of the General Conference in Florence. A comprehensive report will have to be prepared for the Florence Conference on the contribution to the work of Unesco made by all international organizations which have been brought into official relations with Unesco and have received assistance in any form from the Organization.

This decision is in line with the policy of the Economic and Social Council of the United Nations which is contemplating, for its forthcoming Tenth Session, a similar review of its relations with non-governmental Organizations.

In view of this special item on the agenda, the next General Conference is likely to attract at least as large a number of observers of non-governmental organizations as the last one. Moreover, by giving its attention to this matter, the Florence Conference will be able to realize what valuable resources may be made available for Unesco by these bodies representing all sections of public opinion and manifold forms of voluntary effort throughout the world.

It is safe to predict that in its own interest, Unesco will increase and intensify co-operation with international non-governmental organizations which are in their daily work bringing about the underlying community of organized interests without which no form of international co-operation can succeed.

Courier
UNESCO

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Uruguay: Centro de Cooperación Científica para la América Latina, Unesco, Avenida Agraciada 1875, Montevideo.

GENERAL CONFERENCE ACCEPTS COMPROMISE FIGURE

BUDGET FOR 1950 8,000,000 DOLLARS

A move by the United Kingdom, backed by several other General Conference delegations to apply the "axe" to Unesco's proposed budget figure for 1950, so as to maintain it at the 1949 figure of \$7,780,000 was rejected at the close of a dramatic discussion before a special session of Unesco's Programme and Budget Commission on September 29.

Mr David Hardman, Member of the British Parliament, and head of the United Kingdom delegation, had, up to this point, led his delegation colleagues in a strenuous fight for economy cuts in the Budget. He finally agreed at the close of the debate, to accept a "target" figure of \$8,000,000, proposed to the conference by Mr George V. Allen, principal United States delegate in place of the "devaluation-adjusted" sum of \$8,170,000, submitted by the Director-General.

An indication that the U.K. delegation intended to press for a reduced budget ceiling was given by Mr Hardman in an earlier speech to the Conference.

Quoting a phrase used by M. Torres Bodet, that Unesco's mission was "both militant and practical" Mr Hardman commented "My delegation feels that being militant and practical means concentration: not through re-organization necessarily, but in particular by wielding the axe and cutting out a lot of dead wood."

Mr Hardman asked for a careful examination of the system of payment of fees, and said he wondered if preparation by Unesco of forty million pages of cyclostyled memoranda and documents in a year was really necessary.

Needs Not Sole Criteria

HE also advocated extended use of private publishing houses rather than an attempt to set up a "grandiose Unesco, avenue Kleber, publishing house." For the sake of concentration he appealed to delegations to give up some of their "pet schemes." Mr Proceso Sebastian (Philippines) declared that while he had no quarrel with the principles enunciated by Mr Hardman, it must be remembered that Unesco was a growing concern. "It must grow," he said, "and we should not tie the hands of the Director-General by not giving an increase, simply because we do not want an increase".

Mr. John B. C. Watkins, of Canada, who followed the Philippines delegate, expressed the following view: "Needs alone cannot be accepted as the sole criteria for deciding on the extent of the Unesco programme. The world's capacity to meet these needs must also be taken into account". It was for the conference to decide, he told delegates, whether projects already under way and those still to be initiated were really a basic minimum which could be maintained. He added:

"It would seem that, in the light of the general international situation, it is desirable to effect substantial economies, and thereby limit expenditure to a figure which can more easily be borne by member states during 1950".

Previously, at a joint meeting of the Programme and Budget and Official and External Relations Commission on September 24, M. Torres Bodet presented delegates with revised budget estimates "in the light of devaluation measures".

The Director General stated that, after consultation with the Executive Board, and in full agreement with the Board, investigations carried out by the Secretariat showed that a reduction of \$575,000 might be made to the total budget figure under discussion, thus reducing the increase over the 1949 Budget from \$968,000 to \$393,000.

Delegations had the Director-General's report before them until the "key" discussion on the Budget ceiling took place at the meetings of the Programme and Budget Commission on September 29.

Dr. Tara Chand, of India, then opened the discussion by requesting delegates to accept the adjusted Budget figure submitted by the Director-General, amounting to \$8,170,000. He was sup-

ported by Dr. Portuondo (Cuba), M. Bidault (France), M. Verniers (Belgium), M. Photiades (Greece) and Count Jacini (Italy).

Mr. Hardman intervened after the Cuban delegate, with a United Kingdom proposal that the former ceiling of \$7,780,000 should be maintained for the year 1950. "The National Commission of the United Kingdom," he said, "has studied each item of the programme and has come to the conclusion that the former ceiling should be maintained during the coming year."

His proposal was supported by several other delegations.

"Prestige of Unesco Not At Stake"

DR. VAN ZYL, of South Africa, said: "The prestige of Unesco is not at stake, but the fact must be considered that all over the world nations are having difficulties in balancing their Budgets. It will be a very delicate matter to go back home and say that more money must be contributed to Unesco" "The proposed ceiling of \$8,170,000 really means an increase of more than one million dollars," he added.

Dr. Alf Sommerfelt of Norway, backed the United Kingdom proposal and said: "My position is motivated by economic difficulties now

DEVALUATION MEASURES RESULT IN BUDGET SAVING OF \$575,000

being experienced by a number of countries."

Mr George Allen, head of the United States delegation, here provided the turning point in the debate. "I feel," he told delegates, "it will be best not to fix a ceiling, but rather a target figure which the approximate total might be expected to come to."

"I propose that the Commission should send instructions to the Drafting and Co-ordination Sub-Committee that the target figure should be \$8,000,000."

This new proposal had support from M. Jean Piaget, of Switzerland, and was agreed to by Mr Watkins, of Canada, with the qualification that the sub-committee would be very careful in its consideration of the appropriation of each item.

When Dr. Chand expressed acceptance of the American figure, delegates turned

expectantly to the United Kingdom delegation. Mr Hardman said he regretted "that he could not accept the terms" presented by Mr Allen. "While fully agreeing" he explained "that the proposed programme is most excellent, my conclusion is based on the complete discussion which has been held by the National Commission of the United Kingdom, and on a full consideration of the Budgetary implications by those who would be obligated to request the appropriation of funds."

The Chairman of the Commission, Professor Carneiro, of Brazil, called for a vote on the United Kingdom proposition. It was rejected by 23 votes to 7.

U.S. Compromise Accepted

PROFESSOR CARNEIRO then put the United States recommendation. As the delegates raised their hands to vote they saw that the United Kingdom delegation and the other supporters of Mr Hardman's recommendation had waived their opposition to join in the unanimous approval accorded by the Commission to the \$8,000,000 figure proposed by Mr George Allen.

With the fixing of the Budget figure, there remained only a number of technical discussions in sub-committee before the final vote was taken at the last Plenary meeting.

Sir John Maud, of the United Kingdom, while joining in the general support of the \$8,000,000 figure at the last Plenary session, added: "I think we ought not, at a conference, too hurriedly to assume that there are not disadvantages in, on future occasions, fixing a Budget figure, and not proceeding towards a Budget figure by stages, the first of which is to decide provisionally on a ceiling... In our experience during the past three years, we do not think that there are distinct advantages in starting with a ceiling."

Sir John suggested that in future years, on the lines of the House of Commons Public Accounts Committee, before the Conference assembled, there might be some small Commission of government representatives who would look at Budget proposals, not from the point of view of policy, but with a view to seeing whether all the proposed expenditure was justifiable from an economic point of view.

The Chairman put the resolution to the Conference and the Budget discussion had ended.

THE UNESCO BUDGET FOR 1950

At the Beirut Conference the Unesco Budget « ceiling » for 1949 was first fixed at 8,000,000 dollars, and finally reduced to \$7,780,000. This year, delegates voted down a United Kingdom proposal for retaining last year's figure, and accepted a United States « target » figure of 8,000,000 dollars for 1950.

This accepted total is to embrace the most important and urgent of the projects submitted to the Fourth Session of the General Conference.

The Programme Budget for the Departments of Unesco is distributed, in order of size of appropriation, as follows:

	Dollars
COMMUNICATION, EXCHANGE OF PERSONS AND PROMOTION	1,693,565
EDUCATION	1,055,815
NATURAL SCIENCES	755,975
CULTURAL ACTIVITIES	631,799
RECONSTRUCTION	396,009
HUMAN AND SOCIAL RELATIONS	518,813

This makes a total of 5,051,976 dollars for the development of Unesco programme activities.

Part of the administrative expenditure, which brings this figure up to the approved 8,000,000 dollars target includes activities directly involved in the carrying out of the Programme. This applies notably to sums allocated to the Bureau of External Relations for the purpose of carrying out Unesco's programme in Germany and Japan.

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

Other sections of the Budget are as follows:

	Dollars
GENERAL CONFERENCE AND EXECUTIVE BOARD	308,504
GENERAL ADMINISTRATION	1,966,202
COMMON SERVICE COSTS	673,318

Details of the appropriation for each section of the Programme itself are given below:

RECONSTRUCTION : Reconstruction campaigns \$130,883 ; Emergency Action by Unesco \$237,649.

EDUCATION : Clearing House Activities, Seminars Educational Missions, and Improvement of Teaching Material \$431,926; Fundamental Education \$354,421; Schools and Youth (Education for International Understanding, Teachers' Charter and Educational Charter for Youth, Science and Arts in Education etc.), Handicapped Children \$131,245; Higher and Adult Education, Work with Universities \$71,376.

NATURAL SCIENCES : Science Co-operation Offices \$258,978; World Centre of Scientific Liaison \$380,921; Co-operation with United Nations, Specialized Agencies and Non-Governmental Organizations (Grants-in-aid to Scientific bodies, Institute of the Hylean Amazon, International Institute of the Arid Zone etc.) \$23,010; Popularization of Science \$60,376.

HUMAN AND SOCIAL RELATIONS: International Organization in the Social Sciences (Study of International Co-operation etc.) \$94,345; Tensions \$161,988; Applied Social Science Activities (Study of Racial Problems, Methods in Political Science etc.) \$104,113.

PHILOSOPHY AND HUMAN RELATIONS: \$131,866.

CULTURAL ACTIVITIES: Arts \$110,893; Letters (Translation of Great Books, Freedom of the Artist etc.) \$69,903; Museums \$74,666; Libraries \$154,794; Copyright \$65,226; Service of Cultural Liaison in the Middle East \$27,197.

COMMUNICATIONS : Exchange of Persons \$257,964; Mass Communication : Technical Needs \$166,085, Removal of Obstacles to Free Flow of Information \$79,189, and Action through Radio, Films and Press \$388,652; Programme Promotion (National Commissions, Public Information etc.) \$450,576.

"BALANCE SHEET of the CONFERENCE"

SEVENTEEN days after the opening of the Fourth Session of Unesco's General Conference on September 19, delegates, hard at work in plenary sessions and committee rooms, had reviewed the current Unesco programme and that for 1950, established the budget "ceiling" of the Organization at \$8,000,000 and also prepared the way for the Fifth General Conference, to be held in Florence next May.

On the afternoon of October 5, Dr. E. Ronald Walker, head of the Australian delegation, and Chairman of the Fourth Session, rapped his presidential gavel on the desk before him in the main conference hall at Unesco House for the last time. He said "Je déclare close la Quatrième Conférence Générale de l'Unesco".

Dr. Walker, speaking in French, had just made a businesslike and friendly concluding speech to the 47 delegates

in draft, for final consideration by the plenary sessions.

Four large-scale modern tragedies were brought home to delegates at a meeting of the Programme and Budget Commission on December 24 in a discussion on what Unesco could do to help victims of the Ecuador earthquake, the child refugees in Greece and the Middle East, and to aid the people of war-stricken China.

Subsequent appeals by the Director-General, recommendations of the Executive Board, various statements by local delegates describing the tragic state of present conditions in their countries, were heard and discussed in commission, sub-commission, and plenary session.

At the close of the conference, four important resolutions were approved, thus expressing in practical terms the urgent desire by all delegates to help.

UNESCO CLEARS the WAY

Delegates to the Fourth General Conference

packed public gallery, the three-power motion for rejection was again turned down, this time by 35 votes to 4, Israel joining in opposition and Mexico abstaining.

A Brazilian proposal, designed to strengthen the hand of the Executive Board in Germany, and to bring together the allied powers for promotion of Unesco work there, was carried and incorporated in the Executive Board programme for Germany for 1950. The animated debate ended with a vigorous protest by Mr P. Ogradzinski (Poland) on behalf of his own and the Czechoslovakian and Hungarian delegations, against the adopted resolution.

other currencies in relation to the dollar.

(A report on the Budget debate appears on page 3.)

By the opening of the second week of the Conference, the delegates of the 47 nations, in commission, sub-commission or committee were deeply immersed in the hard work of shaping, for ultimate approval by the concluding plenary session, the technically complex programme of Unesco's educational, scientific and cultural projects.

On Monday, September 26, the Programme and Budget Commission adopted the remainder of the Education budget, and the entire Natural Science budget. At the same meeting Dr. Hugo D. Barbagelata (Uruguay) confirmed his government's readiness to bear the entire cost of a Seminar to be held next in Montevideo, on Primary Education problems in Latin America.

During these discussions Dr. G. Zook (United States) sought assurances that Unesco's provisions for war-handicapped children adequately covered all handicapped children, and the Chinese delegation asked for the creation of two more Field Science Co-operation Offices in China. The Israeli delegation requested and received assurances that its government could co-operate with Unesco Middle East office in Cairo.

policy on the American contribution of two-thirds towards non-local costs of Unesco activities in connection with the Technical Assistance programme.

The debate at the Programme and Budget Commission session of September 28 on Cultural Activities produced a proposal from the Israeli representative that Unesco should organize in 1950 appropriate celebrations to mark the bi-centenary of Johann Sebastian Bach. A representative of the Director-General replied that plans for this were already under discussion, but further suggestions would be welcome.

Miss Myrna Loy, the film actress, and active member of the U.S. delegation, told the meeting: "There seems to be a very general idea that Unesco is difficult to interpret. It is my belief that it would not be difficult to interpret Unesco once the interpreters had been enlisted". This statement drew applause, as did the later comment of Sir John Maud of the United Kingdom that his delegation would like to include a famous film star among its members next year. Miss Loy had also assured the conference of film world's interest in Unesco.

Spanish As Third Unesco Language

M. LEOPOLD Sedar Senghor, French delegate, Senegalese representative in the French Parliament, and author of the French Constitution, added, in this connection, the view that Unesco could produce an important contribution to films, but he warned the organization against substituting itself for a censorship.

September 29 was notable for the liveliness of its debates. Outstanding was the discussion leading up to provisional fixation of the Unesco 1950 Budget "ceiling" at \$8,000,000 (dealt with on page 3). In the Procedure Commission the chief delegate for Mexico, M. Antonio Castro Leal, was leading his Latin American colleagues into an animated discussion, urging the introduction of Spanish as a third working language of Unesco. Even voting of 11-11 on this issue threw the Commission into deadlock, but later conference developments resulted in the Mexican resolution being accepted for further discussion at the Florence conference.

A United States delegation proposal this day aimed at the setting up of a Unesco Headquarters Commission, with the objective of arranging permanent headquarters in Paris for Unesco, was welcomed by most delegations as a possible means of whittling down present high maintenance costs of the Organization. At the final plenary session of the conference the American plan was handed over to a seven-nation ways and means commission.

The following day the Chairman of the Executive Board announced the Board's approval of Ceylon's application for membership. There were cheers from delegates when the official observer from the prospective 51st member state of Unesco, Mr L. J. de S. Seneviratne, thanked the conference from the rostrum.

Executive Board Elections

DELEGATES crowded into Unesco House concert hall, in the afternoon of September 30, to observe the Nominations Committee vote for the successors of six outgoing members of the Executive Board of eighteen. This "test" vote brought back again to the Executive Board, Messrs. Carneiro (Brazil), Seydoux (France), Sommerfelt (Norway) and Parra-Perez (Ve-



"International Interest" is strikingly expressed in this picture of delegates and visitors examining Unesco publications at the special stand set up in Unesco House, during the General Conference.

of Unesco's fifty member states represented at the fifteenth and closing session of this Unesco "Business Meeting" conference.

His review of the tasks accomplished was loudly applauded by the 49 member states "shareholders" in Unesco, the observers from interested non-member countries, and the representatives of associated non-governmental organizations.

Looking back, the delegates had cause for satisfaction at the results achieved during the previous 17 days.

After the opening meetings of the conference, as reported in the last issue of the Courier, several main issues had emerged. There was a general demand for closer concentration of Unesco's programme. There was unanimity on the question of Unesco making an all-out effort to participate in the United Nations plan for Technical Assistance to Underdeveloped Countries, and on the resolutions concerned with the welfare of the young, with special emphasis on help for the refugee children of Greece and the Middle East.

Another encouraging fact was the staunch support accorded M. Torres Bodet in his plea for the development of Unesco National Commissions in Member States.

With the end of the sixth plenary meeting on September 22, much of the work of the conference was transferred to committees or commissions. It was, therefore, during these meetings that many of the thorny problems of the conference were thrashed out.

Most important of these working parties was the Programme and Budget Commission which held all its meetings in the big hall used for plenary meetings. It was, in fact, a committee of the whole conference, at which the existing programme, plans for the future, and the Budget were sifted, criticised, and approved

These final resolutions called on Unesco to: —

Co-operate actively with the United Nations and other Specialized Agencies concerned with victims of the recent earthquake in Ecuador, and to address an appeal to donor organizations towards meeting these needs.

Appeal to governments, National Commissions and International Organizations to secure aid in education, science and culture, additional to that already given by Unesco, for refugees driven from their homes in the Middle East.

Appeal, on the same basis, for assistance to refugee Greek children, and to open and administer a special fund for this purpose.

Establish a special China Reconstruction Fund, out of unused funds allocated by the Executive Board for emergency aid to China in 1949, particularly for assistance to child and student refugees.

Unesco in Germany and Japan

AT a joint meeting of the Programme and Budget Commission and Official and External Relations Commission on September 24, the delegations of Poland, Czechoslovakia, and Hungary, made it clear they were opposed to the Unesco programme for Germany. They stated forcibly that they were against the inclusion of Germany in Unesco's activities, so long as Germany was split in two. Later, when the matter came to a vote and their rejection plea was defeated by 25 votes to 3, all three delegations left the meeting as a protest.

Ten days elapsed before the three delegations returned to resume their fight against Unesco plans in Germany. This time during a full dress debate, spread over two plenary meetings, on October 4. After a lively discussion, followed by a



Some members of the Conference delegations wore their national dress. Above, one of the secretaries of the Indian delegation, leaves a plenary session.

The joint commissions had reviewed at the same meeting Unesco plans for Japan, and turned down a Philippines amendment, which would have barred Japanese experts from attending Unesco-convened meetings, until the Allied powers had signed a peace treaty with Japan. Forwarded to the plenary session, the Japanese programme of Unesco was also endorsed.

An important part of the business of the joint commissions on September 24 was the announcement by M. Torres Bodet that a decrease in the Unesco Budget had been made possible by the devaluation of

Delegates to the Administrative Commission session of September 26 heard the auditors report that the finances of Unesco were satisfactory, but a committee was set up to discuss arrears in contribution payments of certain member states.

At the next day's meeting of this commission a generous gesture was made by the United States delegation which announced that it would not press for the full reduction of the United States contribution to Unesco, as originally planned. This was followed by an important statement reiterating United States Government

"Business Session" FOR FLORENCE

Approve Programme and Budget for 1950

nezuela), introduced as new members Mr Luther Evans (United States), Librarian to the U.S. Library of Congress, and M. Kudsi Tecer (Turkey), Cultural Attaché to the Turkish Embassy in Paris. The two retiring members were Dr. George Stoddard (U.S.) and Resat Nuri Guntekin (Turkey). The Czechoslovakian nominee, M. Jan Boor, proposed by the Polish delegate, received 8 votes against an average 35 of other candidates. The plenary session the following day endorsed the voting of the Nominations Committee, with the exception that the Czechoslovakian candidate, though not elected, received 15 votes, after speeches, pleading for impartiality, from the French delegate, M. Senghor, and M. Jean Piaget of Switzerland.

Busiest week of an energetic fortnight ended on Saturday, October 1, with unanimous agreement of the delegations to the recommendation that the Fifth General Conference should take place in Florence in May next year.

After the heat of the debate on Unesco activities in Germany which occupied most of the Twelfth and Thirteenth plenary sessions of October 4, and the "winding-up" sessions of the various commissions and committees, delegates went into the final Fifteenth plenary meeting on the afternoon of October 5, with the most important work of the conference ahead of them — approval of the Programme and Budget Commission Report.

But there was no serious opposition to any of the many resolutions, fixing Unesco's immensely detailed programme and budget, carefully presented to the conference by the Rapporteur of the Commission, Mr W. D. Pile (United Kingdom).

Final Programme Decisions

OTHER outstanding action directives approved by the conference that afternoon included:

Arrangement of two international seminars in 1950 on the Teaching of Geography and on the Improvement of Textbooks, particularly of history books.

Unesco is to study, jointly with the International Bureau of Education, problems involved in making free compulsory primary education more universal and of longer duration.

Provision for three educational advisory investigation missions. Projects now under way in Haiti and China will continue.

Appointment of Unesco representatives to Member States, directed at closer co-operation between the states and the Organization.

Unesco Field Science Co-operation Offices in Montevideo, Cairo, Delhi, Shanghai will

next year include more national representatives.

Unesco will pursue its inquiries into various scientific problems, provide financial aid to international organizations, including the International Union for the Protection of Nature.

Study opened last year towards setting up an International Institute of the Arid Zones will be carried forward through discussions with Member States.

Unesco is to stimulate studies of the philosophic bases of Fascism and National Socialism.

Analysis undertaken by Unesco in social science fields will continue.

Comparative study of cultures of various countries and their relationship with others will be made with the help of international organizations.

Member States are invited to submit lists of existing photographic archives of works of a cultural character, for developing an exchange of exhibitions and collections plan.

A Dutch proposal has been accepted by member states for protecting monuments and works of art in cases of armed conflict.

It is planned to extend Unesco Book Coupon scheme to include films and scientific equipment.

Unesco is to prepare for drafting and adoption a Copyright Convention.

Unesco fellowships programme is to be extended, with increase in the number of fellowships and scholarships.

Mass Communications department of Unesco has been instructed to take practical steps to carry out recommendations following surveys made of the technical needs of film, press and radio in certain countries. The surveys are to be extended to other countries.

In co-operation with United Nations and the other Specialized Agencies Unesco is to stimulate provision and distribution of raw materials, notably newsprint and paper, low-priced radio sets and film projectors.

Unesco is to encourage creation of an International Institute of Press and Information.

A Unesco Regional Office for Latin America is to be opened in Havana.

This vital work accomplished, the conference went on to adopt the non-programme resolutions, after listening to the texts of appeals for Middle East refugees and for Greek refugee children, and speeches, in support of these appeals from Professor Carneiro of Brazil, Professor Photiades of Greece, and Mgr. Jean Maroun of the Lebanon.

With the acceptance of the Appropriation Resolution for 1950 the Director-General requested heads of delegations to intervene with their National Commission and governments in order to facilitate the work of the Executive Board in revising the programme. He was referring to an amendment, proposed by Mr Luther Evans (U.S.), supported by the French delegation, and agreed to by the Conference, that the Director-General should be exempted from the requirements to report to the Fifth Session on any matter which in the Executive Board's judgment was not urgent.

The conference adopted the report of the Sub-committee for Technical Assistance, with the addition of an Australian amendment, providing for maximum consultation on the project between Unesco and international scientific unions and established scientific bodies throughout the world.

Signifying the approval of delegates was the applause for the Director-General when he suggested amending a proposal by Professor Louis Verniers (Belgium) for publication of all M. Torres Bodet's speeches for Unesco, to include only the more important. The proposal and amendment were accepted.

Tribute To José Clemente Orozco

MRS. Gladys Tillet (United States) then suggested that the Director-General and the Executive Board should, in conjunction with United Nations, consider the services Unesco could render to bring about greater understanding of the Convention against Genocide.

A eulogy from Mr David Hardman (United Kingdom) on the Mexican painter, José Clemente Orozco, was acknowledged with tributes to the artist from M. Torres Bodet and M. Antonio Castro Leal. Mr Hardman had asked that Unesco associate itself in the tribute to the painter, whose death, he said, was a great loss to the world of art. The conference supported this request.

Business of the 17-day Business Meeting of Unesco ended that afternoon with the passing by 32 votes to 3 of an amendment to Article 9 of the Organization's Constitution, depriving of voting powers any Member State with two years contributions unpaid.

It fell upon M. Leo Mundeleeer (Belgium) and M. Jean Sarrailh (France) to thank Dr. Walker, the Director General and the Secretariat for their efforts on behalf of the conference, and for Dr. Walker to sum up that work before bidding his conference colleagues *au revoir* until next May, in Florence.



United Nations Day - 24 October

EACH year, United Nations Day becomes more and more a truly international festival, an occasion on which people gather together in every part of the world to voice their longing for peace.

In capital cities, provincial towns and in the countryside, men and women of all races and creeds meet to celebrate the birth of the United Nations Organization and to affirm their belief in its future.

IN PARIS, this year, important ceremonies brought together many distinguished Frenchmen and women to take part in the various celebrations arranged by the United Nations Information Centre. Those attending a reception at the Paris Hotel de Ville heard a speech from M. Jaime Torres Bodet, Director-General of Unesco, in which he outlined the purposes of the United Nations and described Unesco's important contribution to its work of peace.

In addition to a formal gathering in the great amphitheatre of the Sorbonne, the press, radio, cinemas and many of the Paris theatres all collaborated in honouring United Nations Day.

IN THE ARGENTINE, important ceremonies, in which educational institutions of all kinds were particularly prominent, were organized at Buenos Aires.

THE PRESS IN COPENHAGEN published special articles, and all Danish radio stations broadcast feature programmes which included educational and cultural subjects.

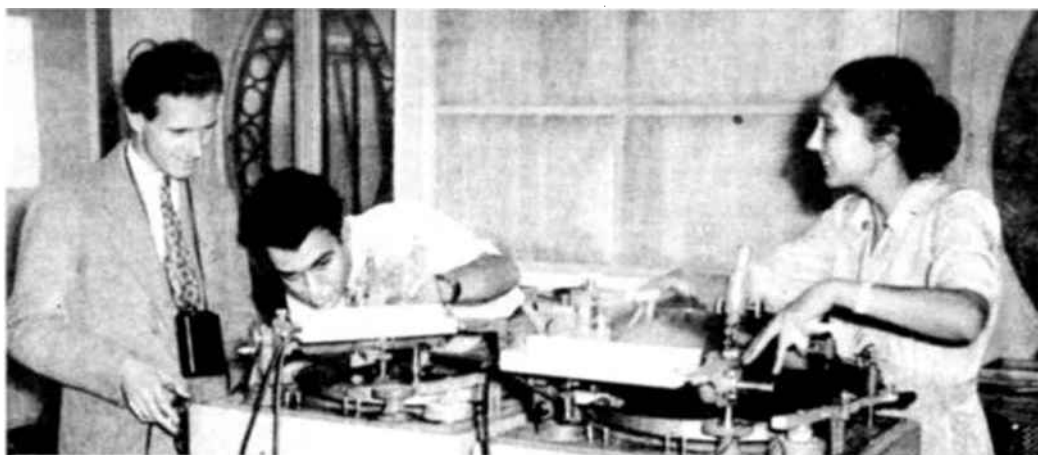
THE BRITISH FOREIGN OFFICE, the Ministry of Education, the Specialized Agencies and non-governmental organizations arranged a United Nations Week in Great Britain, covering London and the rest of the country.

IN INDIA there was a happy coincidence in the fact that United Nations Day fell on the same day as the « Divani » or « Festival of Light », a great Indian traditional holiday. Local authorities there organized many joint ceremonies to honour the two occasions.

AUSTRALIA, which had established a National Committee for United Nations Day, marked the anniversary with ceremonies in big cities and remote townships throughout the country.

IN THE UNITED STATES, a National Committee was responsible for a big programme of commemoration held simultaneously in the forty-eight States. An address by President Truman and proclamations by all State Governors were widely disseminated with the help of 3,500 local authorities. Tens of thousands of posters were displayed and hundreds of thousands of leaflets distributed.

Thus, all over the world, with the growing support of more and more peoples, the custom is being established of setting aside October 24 as the day for spreading the aims and ideals of the United Nations. In years to come this symbolic day will become for future generations the Festival of Nations.



During the General Conference many of the delegates visited the studio in Unesco House to record their impressions of the work being done. These recordings, as well as others made during the plenary sessions, were then flown to all parts of the world for use by broadcasting stations.



"A new duty for the State has come into being. It has not only to consider its own people; it must consider all, even if only for the safety of its own people." M. Georges Bidault, leader of the French delegation (above), made this affirmation at the first of the three UNESCO debates in Paris, on September 27. (Photo Eclair Continental.)

Each evening, at the Maison de la Chimie, three eminent international personalities, gave their points of view on the duties of the State. Following these speeches, five or six delegates from the General Conference discussed the views advanced. Above, Professor Giuseppe Vedovato, of Florence University, speaking during the debate on September 27. (Photo Eclair Continental.)



In the heart of each man can be found the heart of all men

M. Georges BIDAULT
(Head of French Delegation)

THE unity of the world has become a necessity and the small communities must make the effort to merge into the single community, for henceforth everything is on a large scale and universal.

This means that a new duty for the State has come into being. It has not only to consider its own people; it must consider all, even if only for the safety of its own people.

It is not so easy, and it is not self-evident in advance that a person who knows a foreign country will be friendly-disposed towards it. In some cases, this is so. In others, the reverse is true. Knowledge may be converted into love, but equally, ignorance may be nearer to love than knowledge. Nevertheless, ignorance becomes love only through ignorance, and love based on knowledge is always preferable to the other. Thus, when all is said and done, Montaigne was right: it is necessary for us all, assembled here from so many different countries, to try to know one another; it is perhaps more difficult to love each other when we know each other, but love without knowledge is a less hardy growth. It is, in any case, essential to understand and, if need be, to allow tolerance. Not all differences between countries deserve to be calmly accepted, but neither do they deserve to be rejected. We have to try to bring out the likenesses between our peoples.

When Giraudoux sent his Suzanne across the Pacific, he made her a little poem, which I venture to read to you only because he is the author of it. "What have you seen on your travels in Rome, Vienna, Bergamo and Calcutta?" asked Spencer's wife. "Nothing," he said. "If you wish to discover the world, Rosamond, close your eyes." That is Giraudoux. But the gentle Joubert put the idea in almost the same words, in a maxim which, like all good maxims, has been entirely forgotten, when he said: "Close your eyes and you will see."

Man exists in all men, and that is one thing which I think Unesco might proclaim: that differences are not fundamental and that all men can be found in the mind and heart of every man.

Preponderance of power is not merely power

Dr. Reinhold NIEBUHR
(United States of America)

WHEN we talk about peace, and we have a right to talk about it, we are thinking of peace in the largest sense of the concord of life with life, in common ends and purposes, and this precedes all political instruments. There are people who would create world community through constitutional means alone, or primarily so. When they become conscious of the fact that laws do not enforce themselves, they dream up a world police force by which they are going to enforce this law. But unfortunately, even a police force

T A S K S F O R

THE most important new feature of Unesco's Fourth General Conference in Paris, last month, was an international debate at which members of the public were able to "sit in" on discussions of one of to-day's fundamental problems: what are the duties of the State in the modern World?

The idea for Unesco to hold a discussion of this kind, coinciding with the General Conference, was proposed by the French delegation at last year's Conference, in Beirut.

One purpose of the debate was to broaden the scope of the Conference by bringing the public, as it were, "inside", and the interest shown in the discussions, which took place at the Maison de la Chimie, in Paris, on September, 27, 28 and 29, gave ample proof of its success and emphasized the significance of the subject being debated.

Each evening, three eminent personalities from among the members of delegations to the General Conference, presented their points of view on the following question: "What are the duties of the State in regard to education, science and culture for the purpose of ensuring a better understanding between peoples, and what practical steps should be taken to discharge those duties?" Following these speeches, five or six "debaters" from different countries, took part in a discussion on the views that had been expressed.

In addition to associating the general public more directly with the activities of the General Conference, the debate helped to define the prospects open to Unesco in the present day world.

This hope was expressed by M. Torres Bodet, Director-General of Unesco, in his report to the General Conference in which he said: "The very existence of Unesco shows that States, bearing an immense responsibility, have felt the desire to break the vicious circle of the old struggles for power in order to accept in full measure their duty towards humanity.

"We may therefore hope that the discussion will allow us to decide on a more accurate conception of the economic, social, political and legal functions in relation to spiritual considerations."

Lack of space prevents the Courier from publishing the full texts of the speeches made by delegates from many countries, particularly representative page, of the main opinions put forward, includes passages from speeches made by delegates from many countries, particularly representative of different cultures...

The speakers who took part in the debate were: M. Georges BIDAULT (France), Dr. Reinhold NIEBUHR (U.S.A.), Prof. E. Zerega FOMBONA (Venezuela), Prof. Ozorio de ALMEIDA (Brazil), Prof. Giuseppe VEDOVATO (Italy), Dr. BEAGLEHOLE (New Zealand), M. Jamal FARRA (Syria), Dr. Los SANTOS (Philippines), Prof. Jean PIAGET (Switzerland), Prof. F. HERCIK (Czechoslovakia), Mr. U BA LWIN (Burma), Mr. Tara CHAND (India), Prof. Adam Schaff (Poland), Prof. FRISCH (Denmark), Prof. Roberto IBANEZ (Uruguay), Dr. B. Ernst BUSCHBECK (Austria), Earl Bertrand RUSSELL (United Kingdom), Rector SIASSI (Iran), Prof. E. Gustave DUPREEL (Belgium).

cannot enforce law, if there is not a community that wants to obey it. If there is not an integral community the police power is effective only upon a recalcitrant minority, and it is a significant thing that behind the very power of a state there is not merely law and its police power, but the authority of the community itself, its willing and implicit acceptance of certain standards of justice. The community comes first. We cannot create a world community by law, we cannot create it by police force. We can create it only by the gradual growth of mutual forbearance within this multi-coloured world society.

Now, we must not claim too much for this process, we must not claim that the process of cultural co-operation can obviate the necessities of political arbitration. There are particular kinds of friction in any community, even in national communities, where the particular problem of cultural interchange stops. This becomes a matter for the police or for the courts. There can be tragic situations in the world community, where we can maintain peace only by the preponderance of power on the part of those who want peace, as against those who would break it. I am not afraid to throw this idea, which belongs to the very stuff of our common contemporary life, into the idealism of Unesco. We may be at such a moment now, and we must not pretend that we have particular spiritual forces which will lift us above this tragic situation. We must not be too cynical either, if we say that we will maintain peace by the preponderance of power of those who want peace.

An international standard for the schools

Earl RUSSELL
(United Kingdom)

Iwould like to say to begin with, that I consider this a matter of the very greatest importance, in the long run the possibility of peace depends upon the existence of friendly feelings between nations more than upon any other one factor, but in the creation of such feelings education must play a major part.

...Academic freedom I am sorry to have to mention as a separate heading, because I should have hoped that it might be taken for granted. Any State or any university which demands that its teachers should accept, or that they should reject, the doctrines of Marx or of Thomas Aquinas or of anybody else from Confucius to Stalin, is failing in its elementary duty, and cannot be admitted to the comity of the world of learning. The battle for academic freedom was long and arduous; in the nineteenth century it seemed to be won. Now, alas, it is explicitly repudiated over a large part of the earth's surface, and is in danger of being forgotten in many other parts, though not, I hope as yet, in Western Europe. Its importance, I believe, is greater in our age than at any former time.

...There should be in as many universities as possible an international club. These clubs should form a network, and every member of one of them should receive the hospitality of any other during any authorized period abroad.

...The main stress in history should be on world history, treated — as for instance, in Wells "Outline of History" — in a manner to exhibit the collective development of mankind, and to make wars appear foolish rather than glorious. I do not mean that there should be a dull and colourless neutrality, still less a concealment of things discreditable to this or that country. What I mean is that the emphasis should be on humanity in general, not on any one nation, and on collective achievements rather than on the virtue or prowess of one's own country.

I do not, of course, deny children must learn more of the history of their own country than of that of other countries, but it should be taught in an international setting, and not made to seem more important than other history.

...I suggest that, in place of the national flag, schools should display an international flag. And in place of the national anthem, they should be taught to sing a new international anthem.

WORLD UNDERSTANDING DEFINED AT UNESCO INTERNATIONAL DEBATE

Human sensibility

Professor E. Zerega
FOMBONA
(Venezuela)

BY drawing the attention of Member States to the duty of creating and fostering better understanding between the peoples, Unesco has induced us to raise the question of human solidarity in a novel and striking fashion at our Conferences. The Organization has asked us to look into our consciences and to reflect on this sense of solidarity, seeking the most effective means of carrying into practice the spirit which inspires the Organization and the aims which it has set itself.

Is not science international, by nature and definition? Does it not find its native soil in every land? A famous scientist is as much admired and respected abroad as in his own country, sometimes more, if we believe Christ's saying that "A prophet is not without honour

merely nominal self-government, where under a very clever camouflage of so-called people's government the power is in actual fact concentrated in the hands of a small group.

In our eastern democracies the decisive influence is held by the people and we know very well that our people want peace. We are trying with all means at our disposal to show to our people that they are not alone in this peaceful endeavour, but that they have the support of millions of people from countries of East and West, and that there is a longing for peace in North and South, East and West alike. This longing for peace is the only common denominator of the most divergent sections of mankind. We are daily working for the intellectual and moral solidarity of men. In this respect our endeavours are in full accord with the Preamble of Unesco which reads: "that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind".



It is the close relation between human rights and the duties of the State, and the need for defining States' duties so as to safeguard man's universal rights, which inspired Unesco to choose the subject for the debates. Public recognition of its importance was shown by the large number of people who came to the Maison de la Chimie, each evening. Conference delegates from all parts of the world were there to hear their colleagues speak.

save in his own country." But this scientific fraternity in its various forms — exchanges of teachers, student fellowships and the international recruitment of scientific staff — can have no influence (or very little) on the growth of a sense of unity in public opinion, unless the creation of an international public opinion is brought about by other means.

This sense of solidarity and understanding is indeed already found in statesmen, philosophers, sociologists, scientists, writers and artists who are well acquainted with the present-day world. These men feel as true members of humanity, they are conscious of the interdependence of mankind, and they can derive happiness, comfort and hope from a fine and noble action or a scientific discovery, wherever it may take place. They are tragically and agonisingly afflicted at the idea of those catastrophes, near at hand or far away, which, if they occur, will not be local or national but general and universal, like those foreshadowed in the Apocalypse.

This state of mind and sensibility, which are still confined to a few, must be developed in all human beings, by giving them access to the great currents of information and opening their hearts to the emotions of all mankind. That is the duty of the State which Unesco has asked us to define and hopes to see carried out in practice.

The brotherhood of nations

Professor Jean
PIAGET
(Switzerland)

I contend that international education, mass education, the education of youth, is a task that Unesco must embark on and must be able to demand of States, and is no more than a Copernican revolution in intellectual and moral attitudes in every field of spiritual life. And that is why the problem of international education which I was asked to speak of tonight is such a difficult one, infinitely more so than is generally supposed. This education entails a total change in the instinctive attitude of the mind, a complete reversal of instinctive egocentricity and socio-centricity in the direction of reciprocity.

... It is quite hopeless to depend on specialized education for the building up of world-mindedness if the other branches of education do not inculcate a sense of the solidarity and interdependence of peoples. I am thinking of history lessons. Provided history is not regarded simply as the story of kings and of battles, but, as is generally accepted today, a history of civilizations, their coincidence or lack of coincidence in time and their interdependence — then nothing can be of greater help to the development of an international sense. The teaching of geography seems particularly designed to rid us of the egocentric illusions I have mentioned. The teaching of languages and of literature can help us to read the soul of foreign nations. In the teaching of science, the close interdependence of research and discoveries, and their striking international character, proceeding simultaneously in different countries, with repercussions from one country to another, and also the interdependence of techniques — these are all fields that illustrate this solidarity.

... Our generation has known only gropings and setbacks in international life and that is not a stimulating example for the generations to come. International teaching and the introduction to international life must therefore be based on careful study of the complexities of the problem.

The love of peace

Professor F. HERCIK
(Czechoslovakia)

THE state is an instrument for governing which passes through various stages of historical development. In different periods the state served the interest of different classes of society, as for example, the aristocracy, the bourgeoisie and the capitalistic class — for all of them the state was an instrument of government. Under all these systems the broad masses of the population, the really creative part of the community was not properly respected, its interests were not considered. On the contrary, we were and we are at the present time, well aware of the fact that in many countries the creative part of the population, the working class, is receiving inadequate treatment. Our state system avoids all these shortcomings, since it is based on the self-government of the broad masses of the population. It is a real people's government, and not a

Moral disarmament

Rector SIASSI
(Iran)

CONFLICT between the nations, like conflicts between the individuals who compose them, arises from a complex body of prejudices, mistaken ideas, hostile passions and misunderstandings, which constitute grievances and weapons to arm them and stir them up against one another. If we are to bring about international understanding and enduring peace, we must clear up these misunderstandings and remove these weapons from individuals and nations. That is what I mean by mental disarmament — a form of disarmament which, when clearly comprehended and carried out will necessarily create among the peoples the mental attitude of tolerance without which no understanding, no spirit of equity, peace and justice could truly come into being.

... The sincerity and goodwill of States — small and great, weak and strong — are necessary conditions for moral disarmament.

The foregoing will show that in future, the States must no longer confine themselves to bringing about this disarmament, the mental tolerance among the members of their respective communities; they must work for that end on an international scale.

... The most important of the scientific reforms we should undertake is probably the establishment of an independent institute where, in addition to lectures and courses on general history, geography, literature, general sociology in relation to education, scientific research on international relations could be carried out. These institutions could also be used as a meeting place for teachers and scholars interested in these subjects and particularly in social science.

Social symbiosis

Professor Eugène
Gustave DUPREEL
(Belgium)

WE are faced with the real character of social reality; society is composed, neither simply of the sum of self-sufficient individuals nor simply of the sum of nations, or political, territorial or military states; the complete human factor comprises the sum of all the individuals contained in groups of this kind, each individual belonging simultaneously to several different groups — family, religion, political party, trade union and many more. The sociological conception which I wish to put before you is this: this sum of intermingled groups, serving both to unite individuals whilst at the same time separating them from their fellows I propose to designate by the term **social symbiosis**.

The term 'symbiosis' is borrowed from natural sciences and it signifies that social groups of differing and frequently conflicting types are agreed not only to exist side by side but, normally, also to help one another.

... Many advocate the formation of a single strong unified group to which all other groups would be more or less directly subordinate. Their theory is that humanity must pass from the stage of social symbiosis to that of a single social group based, if necessary, on force.

What we must realize, however, is that the chief aim of all these groups is to perpetuate themselves. Any of the desires made manifest to unite with other groups is inspired, not by the desire to merge, to lose their identity in the whole; on the contrary, they desire to confirm and prolong their existence. It is thus clearly the duty of all those who understand the need and the desirability of a society comprising plural groups to work for the organization of social symbiosis. The aim is not to eliminate different groups but to make them more mutually compatible: antagonisms and rivalries cannot be entirely eradicated but their probability can be lessened, they can be reduced to tolerable limits, even made to act as a stimulus.

But, ladies and gentlemen, you will doubtless anticipate my words; there is an inner logic which moves faster than I can speak: "What then is Unesco? Basically surely it is a manifestation of a symbiosis, an organ designed to bring about that plurality of groups which constitutes social symbiosis."

A SIGHTLESS SOLDIER

WORKS
for the
BLIND

THE problem of educating and assisting millions of blind persons, especially those in Asia and Africa, should be greatly reduced through a plan approved by Unesco's Fourth General Conference, last month.

After considering a report on the problems caused by the diversity of Braille alphabets in use in different parts of the world, the conference decided that Unesco should study the world Braille situation and, with the advice of a committee of experts who are due to meet this month, call an international conference in 1950 for the purpose of reaching agreement on the standardization of Braille methods.

The conference would comprise representatives from 18 or 19 countries, representing each of the main Braille groups, who would try to establish certain international principles which would allow the greatest degree of uniformity in Braille and would improve its rationalization and develop its extension.

The article below describes the preliminary work already carried out for Unesco in this field by Sir Clutha MacKenzie, of New Zealand, who, since he was blinded in the first World War, has devoted his life to helping the blind.

By Daniel BEHRMAN

The world's population of blind persons is great enough to make up a city rivalling New York, London or Shanghai in size. An estimated 7,000,000 men, women and children on five continents either are totally blind or unable to see enough to obtain a normal education or normal employment.

Only two centuries ago, a vast majority of them would have spent their lives shut off by a wall of darkness from nearly all human relationships. A sightless person, before the beginnings of blind welfare activity, lived as a charge upon his family... or scraped his existence out of whatever he could earn as a beggar.

«The blind long to have a normal place—not to be unwanted, miserable people on the edge of society. Through history, there are many blind persons who have taken leading places as poets, musicians, philosophers and statesmen, but even the most humble of the blind yearns to find a way of ending the monotony of long hours in the darkness.»

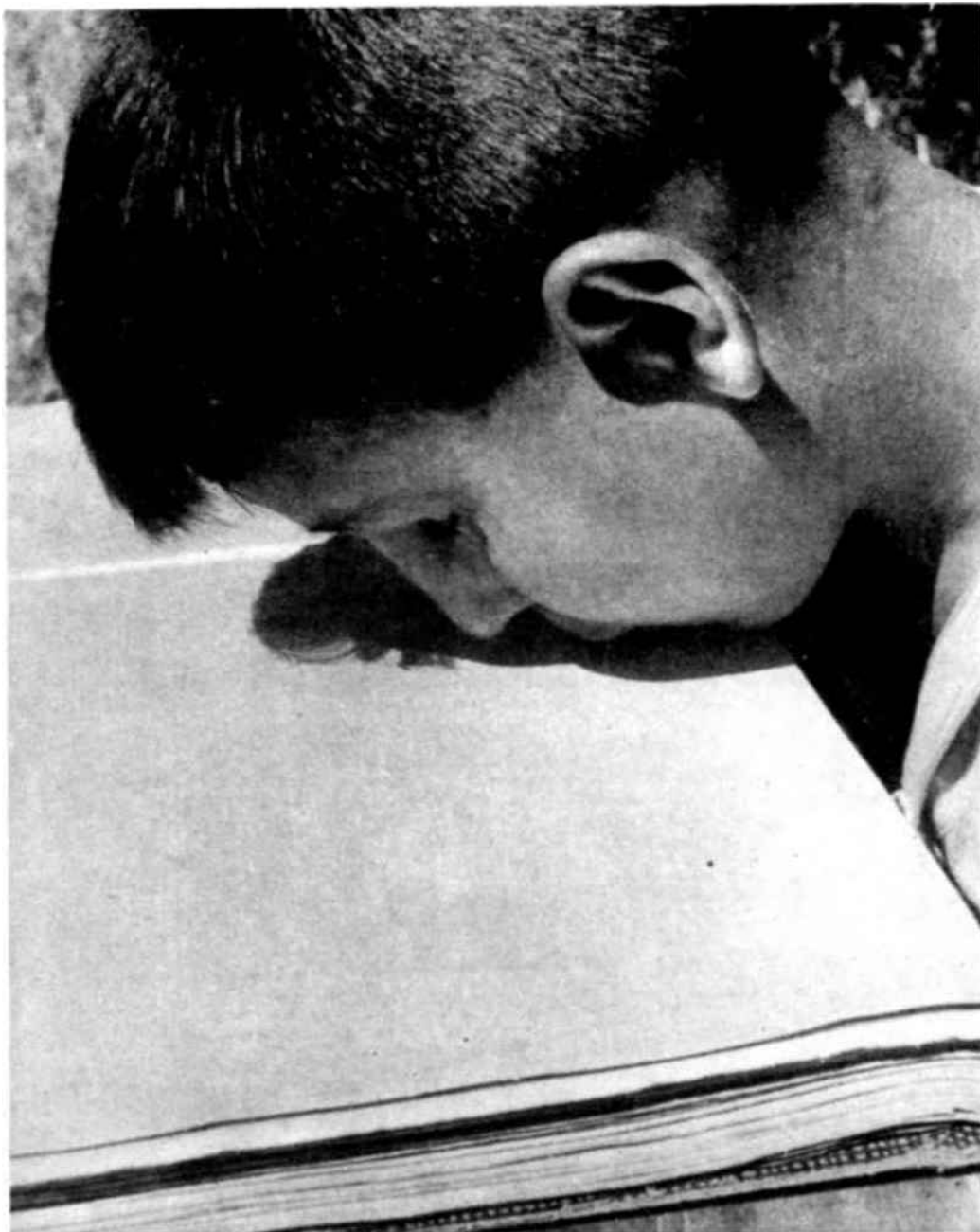
These are the aims of the blind, as summed up by one

of the world's leading blind welfare workers, Sir Clutha MacKenzie, now at Unesco House in Paris to study the problem of setting up a single international system of Braille symbols for the blind in all nations.

Sir Clutha was totally blinded himself in 1915 by a shell during the Gallipoli campaign of World War I while serving with the New Zealand Expeditionary Force. He then became one of the first students at St. Dunstan's Hostel for Blinded Soldiers, Sailors and Airmen, founded in London in 1915. From St. Dunstan's, he returned to duty and edited the New Zealanders' army newspaper in Europe, occasionally acting as his own front-line reporter. Once the war ended, he entered the field of blind welfare and it has become his life's work.

A TRAGIC CONFUSION

Sir Clutha is a well-built man of 54 who has travelled alone throughout most of the world in his 30 years of working to aid the blind. He re-entered the army at the request



This Italian boy, blind and armless through a hand-grenade explosion during the battle for Rome, has learned to read Braille with his lips.

of the British War Office in 1942 to take charge of rehabilitating and resettling the war blind of Southeastern Asia. It was in India that he first ran up against the tragic confusion in Braille systems.

«In one training centre for blind soldiers near the Himalayan foothills of Northern India», Sir Clutha recalled, «eighteen mother tongues were spoken.»

There are from five to eight Braille systems extant for each of Asia's three principal linguistic areas—China, India and the Persi-Arabic nations.

«The result is that the education and cultural development of the blind have suffered. There are not sufficient readers of any one Braille system in Asia to make Braille printing economically possible, and there always is the danger that a book may become obsolete overnight through an administrative decision changing the Braille system in use», Sir Clutha explained.

He has been surveying these differences in Braille systems for Unesco and his reports were presented to the Unesco General Conference in Paris last month.

A UNIVERSAL SCRIPT

Sir Clutha believes that the task of unifying Braille systems, while a tedious and complicated one, can be successfully tackled. «The blind, by being in possession of Braille, are a good lap ahead of sighted people—we have a universal script,» he said.

Braille consists of 63 symbols, based on the Roman alphabet because the system's founder, Louis Braille, was a Frenchman. Most letters in the Roman alphabet can be correlated with Oriental languages, such as «kh» or «ch,» which can be given related Braille symbols. Special sounds, like variants of «s» and «z» in Persi-Arabic languages, call for linking with their own linguistic families.

Since its invention in 1829, Braille has been adopted in a standardized form by nearly all of the western world. It was transmitted to Asia, however, mainly by missionaries and teachers who worked in remote areas where they were unaware of what was going on elsewhere and often made their own modifications. The result is the situation which Sir Clutha is trying to clear up.

ASIA'S BLIND

In his office in Paris, he talks eagerly about blind welfare work and his own task of modifying Braille. He was knighted for his work with the blind in New Zealand. There still is much to be done, however, especially in Asia where more than half of the world's blind population is to be found.

«The aim of blind welfare,» Sir Clutha summed up, «is to give to the blind the same general opportunities for a full life as are provided for sighted people.»

HAS UNESCO
ANYTHING
TO DECLARE?

Customs officials will soon
see special tag on
Book Coupon Scheme
parcels

Is there anything to declare? In future, when parcels of books bought under the Unesco book coupon scheme are being examined at frontiers, the answer to this question will be plainly shown on the parcels themselves.

To save the time and trouble of the customs men, and the buyer at the receiving end, it has been decided that the parcels shall carry a special label bringing them to the notice of the customs authorities in different countries. This decision was taken at a meeting of experts on the Book Coupon scheme, held at Unesco House from 4 to 6 October, which made a thorough study of results of the scheme since its inception in December 1948.

The new «Please hurry it through the customs» tag is one small move in the general policy of Unesco, aimed at securing abolition of present restrictions on free movement of books and scientific and

educational material. Governments are to be approached by the organization, with a request that they reduce to the minimum customs and other formalities in respect of parcels and packets bearing the Unesco Book Coupon label.

With facts and figures before them of the immense success of the Coupon Scheme in many countries, the experts had hoped to bring into action an extension of the scheme to embrace purchases abroad of scientific material and educational films. Examination proved that the projected widening of the scheme could not be achieved immediately, and that any hasty move might compromise the future of the scheme.

The idea was not dropped. Unesco will, very soon, be convening two separate committees of experts responsible for working out proposals for extending Unesco Book Coupons to scientific equipment and educational films. The principle

of this extension has already been accepted by many dealers in science equipment and films, in France, the United States, United Kingdom, Sweden and other countries.

Demand exceeds Supply

Most encouraging news before the Unesco House experts was that a total of Coupons worth \$250,000 has been issued by Unesco in ten months. But the demand greatly exceeds the financial resources which Unesco can at present place at the disposal of buyers.

France, which has so far been allocated 20,000 dollars' worth of Coupons, thinks that she could dispose of Coupons up to \$150,000. Czechoslovakia up to now has used 50,000 dollars worth, and is asking for Coupons totalling \$240,000. India has received Coupons for \$15,000, and is now estimating her annual needs at \$200,000.

From some of the other countries to which Unesco had allocated \$56,000 worth of free Coupons came welcome expressions of wishes to join the Coupon Scheme. Israel has just enrolled as a member, and Belgium, Italy and Burma will be joining shortly.

The object of the Unesco Book Coupon Scheme is generally well known. It is to help cultural bodies and private persons to overcome currency and other difficulties. Since the war these barriers have made it almost impossible for some countries to obtain books from abroad, particularly from hard currency areas. The Book Coupon is a kind of international currency for the purchase of books, issued by Unesco, and guaranteed by its own reserves of hard currency.

Final target of Unesco is destruction of all restrictions on the free circulation of indispensable media of culture.

INTEGRATION IS KEYNOTE OF UNESCO'S 1950

EDUCATION PROGRAMME

By
Dr. Cheng Chi-Pao

ONE of the most encouraging developments of Unesco's Education Programme for 1950 is the growing cohesion between its different parts.

The experience of the last two years has greatly assisted the clarification of the Department's work and this, more than ever, is reflected in the progress being made in carrying out the programme.

In general, the whole education programme has been built around three fundamental aims:

- the interchange of experience between individuals and organizations as well as between States;
- the raising of the world's education standard;
- and the promotion of international understanding.

The main task of the Education Department is to act as a centre of exchange between the different parts of the world which are doing interesting and useful education work, and those parts desirous of knowing the results.

This so-called clearing house function is, however, not merely mechanical. It is a matter of judging what is good education and what it is desirable to help to spread. Under this category, the major activities for 1950 will include:

(a) the development of a centre of educational documentation. Materials on the specially significant contributions of each country to educational theory and practice will be collected and analyzed.

(b) publication of a world handbook of educational systems including statistics. The work was started in 1949 and will be continued through 1950. When completed, it will form an important source of reference.

(c) Publication of a series of monographs on current educational topics of practical interest to Member States. One of the first to be published will be on school buildings, in which different types of school architecture suitable to varied conditions will be fully described.

(d) Continued collaboration with the International Bureau of Education, firstly to arrange the 13th Annual Conference on Public Education; and secondly to study the problems involved in making free compulsory primary education more nearly universal and of longer duration throughout the world, with a view to submitting the result to a meeting of Ministers of Education, which it is hoped to arrange at a future date.

Attacking Ignorance And Illiteracy

THE second important task of the Department will be concerned with Fundamental Education. It is a recognized fact that no one

can be an informed and responsible citizen of the modern world without a certain minimum of education, nor without it can he achieve his full development as a human being.

In many countries, low and uneven standards of education are intimately connected with poverty, ill-health, inefficient methods of agricultural production and poor social organization. If nations are widely separated by differences of educational standard, it is certainly difficult for them to understand one another.

Unesco considers it, therefore, its duty to launch a world-wide attack on ignorance and illiteracy, aiming at the eventual realization of a minimum standard of education for all peoples in all countries. This work represents a common problem for both fundamental education and adult education. Consequently in 1950, attempts will be made to fuse the activities of fundamental and adult education as far as possible.

Much useful work of this kind has already been done in many parts of the world. But each country has been acting more or less independently and often in ignorance of what other countries are doing.

Hence there is a genuine need for Unesco to act as a clearing house of information about Fundamental Education, to experiment with new techniques, to provide expert advice and to help train people for work in this field.

Among the major projects under Fundamental Education for 1950 will be:

(1) *The development of a system of associated projects and agencies. Many important works and experiments are being carried out in different parts of the world: the cultural mission in Mexico; co-operatives in China; the basic education movement in India; school broadcasting in the United Kingdom; literacy campaign in Thailand; and Village Institutes in Turkey are but a few of such examples. Unesco can do a useful job by linking them together to facilitate exchange of experiences and information likely to be of mutual benefit to all.*

(2) *The continuation of the Pilot Project in Haiti. This Project, initiated in 1947 has met many difficulties, but has also achieved striking results. We will continue our effort to employ the technical means within the field of Fundamental Education to develop the Marbial Valley, where the project is located, to test and develop new techniques in Fundamental Education, so that other localities requiring such educational development can have a source of information based on experience.*

(3) *The establishment and operation of a regional training and production centre. Fundamental Education is still a comparatively new and unorganized field. There is need for both personnel and materials. We need to train personnel for the specific tasks embodied in the field of Fundamental Education, and we need to produce the necessary materials in the form of books and audio-visual aids, such as films, filmstrips, posters, etc. A training and production centre for the preparation of new educational materials and the training of about 40 students during a seven-month period is planned for 1950.*

(4) *The completion of the international study of successful methods employed in different countries to overcome the barriers to universal education;*

The study of textbooks of the different countries is one of the main features of this branch of the Department's work. During 1949, a model plan by which each country can analyze its own textbooks as aids to international understanding was prepared. This has now been sent to all Unesco Member States with the suggestion that they examine their own textbooks from the point of view of their probable effects on world understanding. Unesco has no power to force any country to make changes in its textbooks. But it is expected that as a result of making surveys of their own textbooks, many countries will themselves decide that some revision of the books is desirable.

Linking Up The Peoples

IN this connection, the Department finds it extremely useful to bring people with similar interests together thus effecting across frontiers a functional link-up between peoples. Here, the organization of missions and seminars plays an important part. The consultative education mission is the most direct method of bringing to bear on the problems of one country the accumulated experiences of a number of others. The international seminar constitutes one of Unesco's most useful contributions to the interchange of educational experiences and the fostering of international understanding.

In 1950, three missions have been provided for, and they are at the disposal of any Member State which cares to ask for them. Two international seminars, one on teaching of Geography as an aid to international understanding planned to take place in Canada, and one on improvement of textbooks, particularly history textbooks, to take place in Belgium, are already being prepared.

A third seminar on adult education, as a result of the Elsinore conference on Adult Education, will be organized, and will probably take place in Austria in the summer of 1950.

There are two remaining items in the educational programme which should be mentioned. One is the work with universities. Following the Universities Conference in Utrecht in 1948, a Universities Bureau was created, and as soon as the Bureau gets into full operation it will take over much of the work concerned with Universities formerly carried on by the Education Department.

The other is the work with war-handicapped children. Four years after the war, it is becoming increasingly difficult to separate the problems of war-handicapped children from those of handicapped children in general. Consequently, starting in 1950, this project will have to be broadened to include studies of all types of handicapped children. As in 1949, it will confine its activities to publishing reports so as to create a wider understanding of the problems, and to co-operating with national and international organizations engaged in similar work.

PROFESSOR JEAN PIAGET PSYCHOLOGIST AND EDUCATOR

PROFESSOR Jean Piaget, who has become Acting Assistant Director-General for Education, following the departure of Dr. C. E. Beeby, was born at Neuchâtel in Switzerland, in 1896. He holds the chairs of Psychology and Sociology at the Universities of Geneva and Lausanne and is in charge of the University Institute of Educational Sciences. His many books on child psychology, translated into several languages, have made him internationally famous, and he has been honoured with degrees from the Universities of Harvard, Brussels, and Paris. Recently, he was made a Professor honoris causa of the University of Rio de Janeiro.

Besides his psychological investigations, Professor Piaget has done valuable work in the field of international education. As Head of the International Bureau of Education in Geneva for the last twenty years, he has been particularly well placed for studying the international aspects of educational questions.

Professor Piaget has been associated with Unesco's work from the beginning. He attended the Constitutive Conference of 1945 in London as observer for the International Bureau of Education, and in 1947 he gave a course of lectures at the Sévres Seminar. Recently, he represented the Director-General of Unesco at the Seminar on Literary and Adult Education in Rio de Janeiro. He is also President of the Swiss National Commission for Unesco.

As head of the Swiss delegation to the Fourth Session of the General Conference of Unesco, Professor Piaget was elected Vice-Chairman of the Programme and Budget Commission, and took an important part in the discussion of the general policy of the Organization.



Dr BEEBY — AN APPRECIATION

EIGHTEEN months may seem a short time in which to leave one's mark on an Organization, but it is nearly half the present lifetime of Unesco, and in saying good-bye last month to Dr. C. E. Beeby, who has been Assistant Director-General for Education since April 1948, delegates to the General Conference, his

friends and colleagues on the Secretariat, all realized with something of a shock how much his contribution to Unesco would be missed in future.

An implacable enemy of vague and woolly phrases, of verbosity and lack of precision, of any attempt to disguise little things with big pretentious

words, he expected of his staff in the Education Department the same high standards of clear, logical thought and hard work which he always showed himself.

Under his leadership, Unesco's educational programme has become integrated and the members of the Department have become a team of colleagues who can see the relationship of their own work with that of the Department as a whole.

His conception of Unesco's clearing house function in education is now bearing fruit and Unesco's educational missions have, since Dr. Beeby's arrival, developed into one of the Organization's most valuable methods of placing the knowledge and experience of other countries at the disposal of the States who have need of them. He, too, has been responsible to a very large extent for the plans that Unesco has presented for the help which it can give to the provision of technical assistance to under-developed countries.

But even more than his work, for the foundations that he has laid will remain, Unesco will miss Dr. Beeby personally. His friendliness, his quick wit and love of absurdity his complete lack of pomposity, and his frankness and courage, will be missed as much as his wisdom and his stimulating belief in the value of the work that Unesco can do.

Four Ways To Understanding

LASTLY, all the projects in the education programme are concerned with developing international understanding. The projects which have the most direct bearing on this development are grouped together under the special heading of Education for International Understanding. These important activities include:

(1) *Assistance to Member States in teaching about the United Nations and its Specialized Agencies, and the organization of centres to experiment with materials prepared by United Nations and Unesco as a result of the Seminar on Teaching about the United Nations;*

(2) *The preparation and distribution of educational aids to teachers, such as handbooks on teaching of geography and history, and the Universal Declaration of Human Rights.*

(3) *The preparation of a series of pamphlets for youth organizations and the publication of periodical bulletins on the international activities of youth and student organizations; and*



Dr. C. E. Beeby (on left) Unesco's Assistant-Director General for Education, shortly before he left Unesco to return to his post as Director of Education for New Zealand. With Dr. Cheng Chi-Pao, who wrote the article which appears on this page.

EXPERTS REVIEW EDUCATIONAL INTERCHANGE PROGRAMMES

UNESCO'S "STUDY ABROAD"
HANDBOOK IMPORTANT
FACTOR IN WORLD
FELLOWSHIP SCHEMES

UNESCO's meeting of experts on exchange of persons which was held recently, in Paris, provided an opportunity for exchanges of views and news on cultural policies and marked a stage in the further development of international co-ordination of exchange of persons programmes.

Unesco's annual Handbook on international fellowships and related opportunities was recognized as an important tool in this field and suggestions for expanding and improving its publication and distribution were made.

The experts also recommended that Unesco assist countries which offer fellowships and receive foreign students with technical advice, continue its statistical information on the international movement of students and define fields of study in which fellowships are required.

Furthermore, countries engaged in sending large numbers of their nationals for overseas training requested Unesco's help in developing techniques for analytical study in the country of its needs for overseas scientific and educational training and the provision of periodic information on outstanding facilities for study of specific subjects available in various countries. These suggestions, it was felt, would not only promote additional fellowship opportunities but would also rationalize and co-ordinate existing programmes.

Expert discussion also centred around certain specialized interchange programmes. In reviewing the Unesco survey of young people's exchanges, the group suggested that

National Commissions and sponsoring organizations should use teachers, youth leaders and mass media material in preparing young people for their travel abroad, that Unesco's efforts to co-ordinate and publicise information on exchange programmes should be widened and an information manual to facilitate young peoples' exchanges should be published.

It was also suggested that Unesco call a meeting of youth experts in 1951 to carry forward co-ordination and expansion of efforts.

In discussing worker's educational and training exchange programmes, it was felt that the close collaboration between the International Labour Office and Unesco in publicising programmes in the Unesco Handbook and promoting further exchanges should be continued. Existing schemes for the exchange of primary and secondary school teachers were reviewed and Unesco's initial efforts in this field were commended.

BREAKING THE BARRIERS

THE experts discussed the development of techniques for determining the success of programmes in promoting international understanding. The group was sharply divided between those who felt that over elaborate investigations would not achieve desired results and those who wished to evaluate the results of existing programmes with a minimum of technical machinery in order to better the administrative procedures of ex-

change schemes. It was decided that any study of the effects of exchange programmes should be limited in scope and related to the practical needs of programmes.

One of the major problems facing all administrators in this field is the many barriers — legal, economic and academic — which impede, to a greater or lesser degree, the movement of persons for educational purposes. In surveying this problem, it was agreed that it was part of a larger problem of bar-

riers to travel faced by all persons and currently under study by the United Nations. It was also felt that as the problem of barriers arose primarily at the national level it could best be met by action within member States.

It was urged that Unesco's role in this field was to define clearly and make known the various obstacles which obstruct the movement of persons and to publicise current proposals by States and groups of States to reduce these barriers.

★ ★

UNESCO'S EXCHANGE of PERSONS PROGRAMME TO BE EXTENDED IN 1950

THE Fourth Session of the General Conference authorised a considerable increase in the exchange of persons programme of Unesco, both with respect to information and clearing-house activities and in the number of Unesco-financed fellowships available for the year 1950.

The publication of "STUDY ABROAD", Volume I, during 1948 and Volume II in November of this year has provided the basic information for the extension of Unesco's planning and advisory services in the whole field of international educational exchange.

The first major event in the extension of this part of the programme was a meeting of experts on fellowships and related problems, held at Unesco House in September, attended by individuals from fourteen countries and four United Nations agencies. This group, composed of administrators of cultural relations programmes from five continents, commended Unesco's work in the information field, and urged development of further studies and advisory services.

UNESCO FELLOWSHIPS INCREASED

DURING 1950 a meeting of experts will be called, in collaboration with the International Labour Office, to discuss ways of increasing activities in the field of cultural exchanges of industrial and agricultural wor-

kers. Later in the year, in connection with the International Bureau of Education/Unesco Conference, a group of experts will discuss ways of increasing and extending programmes for the international exchange of teachers.

Special efforts will be made during 1950 also to extend Unesco's current enquiries into organizations and programmes promoting the educational exchange of young people. The Supplement to Volume II, to appear in the Spring of 1950, will contain an extensive listing of opportunities for vacation study, which will be of particular interest to young people and students throughout the world.

The General Conference authorised an increase in the number of Unesco-financed fellowships from 20 to 55. This increase was explained by the extension of the fellowship programme, approved at Beirut, to include under-developed areas and trust territories. During the course of the year Unesco fellowships designed to promote studies in fields directly related to the programme of Unesco, will be allocated to various Member States.

In addition, five fellowships were authorised for the study of teaching about the United Nations. These fellowships are planned to implement a resolution of the Economic and Social Council and form part of Unesco's collaboration with the United Nations in promoting teaching about the United Nations system.

BARI HOLDS A "UNESCO DAY"

VISITORS to this year's Levant Fair held at Bari, Italy, from September 10 to 26 were surprised to see among the exhibition stands one devoted to the activities of Unesco.

Encouraged by the success of a similar exhibition it organized at the Milan Fair last April, Unesco accepted an invitation to take part in the Levant Fair so as to make its aims and activities better known in Southern Italy and South Eastern Europe.

A stand, situated in the Gallery of Nations, was placed at Unesco's disposal and enabled the Bureau of Public Information to display illustrated panels, graphs and pamphlets covering the different aspects of Unesco's work and its practical achievements in education, culture, science and reconstruction.

The representatives of the Eastern Mediterranean States were greatly interested in the illustrations of Unesco's work on behalf of the refugee children of Greece and the Middle East.

At the suggestion of the organizers of the Fair, a "Unesco Day" was held, on 25 September, in the great amphitheatre of the Adriatic University.

The Deputy Director of Cultural Relations at the Italian Ministry of Foreign Affairs, M. Orlandini, sent a telegram to M. Torres Bodet, Director-General of Unesco, informing him of the success of this Day, and including the following passage:

"Unesco Day has just been celebrated in the presence of representatives of the Government, delegations of several foreign universities, and a very large public. The Rector of the University, M. Presta, and the speakers who followed him emphasized the great importance of Unesco's aims and the work it is doing for science, education and culture in order to promote understanding between the peoples and to contribute to a fruitful and lasting peace".



Under a fellowship granted by the Canadian Council for Reconstruction through UNESCO, a young man from the Philippines, Fidel de Castro, is now in Ottawa, studying the technique of documentary film making with the Canadian National Film Board.

Mr. de Castro, who has already made a number of films dealing with the wartime resistance movement in the Philippines, hopes to use his Canadian experience to produce films which will explain Philippine life and culture to world audiences.

He is seen here working with a Moviola, a device which aids film cutting, by allowing editors to view film rapidly and to remove or change the position of sequences.

THE over-all pattern of Unesco Reconstruction programme for 1950, as approved by the Fourth General Conference, follows much the same lines as that of 1949. But it is an enlarged pattern, bringing in more areas where reconstruction is badly needed.

The emphasis is gradually shifting from the mechanical fulfilment of emergency requirements, and with greatly limited resources, to the marshalling of public endeavour and goodwill for the further alleviation of educational, scientific and cultural needs.

Directly concerning the Unesco Secretariat and



The chief reconstruction function of Unesco rests in the stimulation and channeling of the immeasurable fund of goodwill existing in member nations capable of helping less fortunate neighbours.

Nation-wide aid projects

In the United States of America, the National Commission is sponsoring a nation-wide series of reconstruction projects. These will offer American welfare societies and civic groups a wide selection of activities through which to collect assistance in cash and kind for devastated

PATTERN OF UNESCO'S RECONSTRUCTION WORK FOR 1950

widening its scope of responsibility, is the Emergency Action resolution agreed to by the Conference. This instructed the Director General to take action to assist in meeting educational, scientific and cultural needs, not only of victims of war, but of several other modern tragedies.

This decision to widen the range of the reconstruction activities was hastened by the recent earthquake disaster in Ecuador. To help the victims of this catastrophe, Unesco, acting on another resolve of the conference, will co-operate with United Nations and other Specialized Agencies concerned with aiding these stricken people, and will address an appeal to donor organizations to contribute towards meeting their needs. These include gifts of books for the libraries of Quito, teaching equipment for schools, and

money grants for intellectual reconstruction in Ecuador.

Unesco will also handle two special appeals the Conference decided to make to governments, national commissions, and international organizations, on behalf of Greek refugee children and Middle East refugees.

Twelve war-hit countries on aid list

BURMA was designated by Unesco Executive Board, at a meeting held just before the General Conference, as eligible for educational reconstruction aid. This brings the list of countries in this category to twelve. The other countries are: Austria, China, Czechoslovakia, Greece,

by
Bernard DRZEWIESKI
Head,
Reconstruction Department

Hungary, Indonesia, Iran, Italy, Philippines, Poland, and Tunisia.

The kind of direct emergency grants these countries receive from Unesco is limited to specific and urgently needed items of scientific and school equipment, to technical books, and to museum and musical supplies. Last year, Unesco allocated \$175,000 for shipments of this sort to the eleven countries then listed. For 1950 a slightly larger sum will be allocated among the twelve states now listed.

Unesco's general reconstructive programme of

helping rebuild schools, libraries, museums and science laboratories, of sponsoring international voluntary work camps and developing children's communities and of supporting schools for Palestinian refugees will continue through 1950.

During the past few days, additional resources have been received towards helping Middle East refugee schools. About 20,000 pupils are at present attending the schools in Syria, the Lebanon, Arab Palestine, and Transjordan. A donation has been received of \$4,000 from the National Education Association of the United States, to be used as grant to 400 school-teachers in the Gaza area.

schools and libraries overseas.

The U.S. National Commission has conceived an entire range of assorted projects, from equipping a high school chemistry laboratory to supplying a set of paints and brushes to a promising young artist. At Unesco House the Department of Reconstruction studies analyses and reports on the type of help needed in war-devastated countries, which lends itself to action by voluntary groups.

Recently the first group of post-graduate students arrived in England under fellowships granted by the Lord Mayor of London's Fund, and co-ordinated by Unesco. To join the hands of those who can give, with those who are in need remains the mission of Unesco in 1950.



The Republic of Ecuador, bounded on the West by the Pacific Ocean, with the Andes mountains running throughout its length, and spreading out in the East as far as the vast Amazon basin, became an independent state in 1830. Its capital, Quito, was devastated by earthquakes in 1775 and 1797.

On August 5, this year, the town of Ambato the country's fourth largest city, 100 miles from Quito, was shaken by one of the worst earthquakes in history.

In the space of a few moments, between five and six thousand people were killed and the exact total of those missing and homeless has not yet been estimated.

A few days after this catastrophe, Mr. Walter H.C. Laves, Assistant Director-General of Unesco, on behalf of M. Torres Bodet, the Director-General, sent a telegram to the Government of Ecuador. In it, Mr. Laves expressed the "deep sympathy and fellow-feeling" of Unesco for the people of Ecuador. "Our sorrow," said Mr. Laves, "is based not only on human fraternity but on the ideals of co-operation which are the 'raison d'être' of our Organization". Following this, Unesco's General Conference, at its recent session in Paris, issued a world appeal for help on behalf of the victims of the earthquake.

PRESS RADIO FILM

Two of the first-line enterprises of the Department of Mass Communications: Technical Needs and the Free Flow of Information, approved by the Conference, with slight modifications, will be carried on in 1950, as in the past twelve months.

The Conference had noted with satisfaction that the Projects Division of the Department of Mass Communications is now becoming an original operation, by which Unesco is materially increasing the flow of educational scientific and cultural material through the world's press, radio and films.

Plans for 1950 will, of course, embrace extension in circulation of two important Mass Communications publications: Unesco Features and World Review.

Started in the summer of this year, Unesco Features appears fortnightly, contains news of current international cultural life, and is distributed to the world's press, principally in the provinces and in underdeveloped areas.

Unesco World Review, an older publication than its contemporary, is published weekly in three languages:

French, Spanish and English. It carries radio news and script material about Unesco's activities. This radio material is currently used in 38 countries and territories.

Unesco will, in 1950, extend to other countries the surveys, already carried out in certain countries, covering technical needs of Press, Radio and Film. Dissemination of information about the Universal Declaration of Human Rights, Fundamental Education and the Food and People project will be continued and expanded.

Plans for 1950 also include preparation of a new draft agreement on the importation of educational scientific and cultural material. The new draft agreement will be based on a text recommended to Unesco by the 34 nations participating in the recent Ancey Conference of the Contracting Parties to the General Agreement on Tariffs and Trade. A Committee of Experts and representatives of interested governments are to meet at the invitation of Unesco to prepare a revised text which will be submitted to the Florence Conference next May.

“WHY WE FIGHT.” During the War, while the world struggled to determine its future, the United Nations illustrated their aims in a remarkable film whose title the Courier has taken to express the peaceful aims of UNESCO, to-day.

The Constitution of UNESCO proclaims the basic aims which determine its action, and in these pages the Courier is presenting pictorially the essential themes of this fight for peace in which no cannons speak — a fight whose outcome is as vital as that of the struggle which ended in 1945.

The duties incumbent on all men and women in the fight for peace were recently defined by M. Jaime Torres Bodet, Director-General of Unesco, when he spoke at the United Nations Day ceremony, held at the Paris City Hall, on October 24.

Below, we publish extracts from this speech.



THE war which has recently wrought such havoc, was a crisis without precedent in history. Begun in 1914, with an interval more apparent than real of twenty years, it attained between 1939 and 1945 such proportions that we should today feel no surprise that peace is so difficult to establish, but rather wonder that civilization did not sink without trace during the storm, and that even before peace has been signed, the peoples had the wisdom to evolve a law designed to bind them all.

We have barely started to blaze the trail of international co-operation through the darkness, our hands still stained with blood. We know that the task will be a harsh one, but we know, too, that there is no work more urgent or worthier of our devotion.

Today all problems are universal; neither economics, education nor health can any longer be treated solely on national lines. Mankind has at long last realized this unchallengeable truth: its life is a single whole and its future indivisible. From now on, no race, no nation, can either owe salvation to, or seek it for, itself alone. For years it was said that collective security was an impracticable theory. Events have swiftly shown the futility of that assertion. The only security is collective security; and in our day collective means world-wide. The temporary check suffered by this principle was due not to the ideal itself, stated before the war by the League of Nations, but rather to the dangerous spirit of passivity with which the peoples received it, as though they saw in it an encouragement to sloth, a pretext for negligence and a premium on irresponsibility.

Peace is only a finer name for work, for daily self-sacrifice. Or if we prefer, it is the collective name for all occupations and all skills aimed at serving humanity. Peace is not a rampart, erected once and for all against the forces of evil. Peace is man's dwelling, which must constantly be rebuilt and strengthened, enlarged, adapted to changing needs, for as long as man survives and because man survives.

As a result of the obstacles against which the United Nations have inevitably stumbled, the impatient lose hope on finding once again that peace calls for vigilance as stern and unceasing as in war. In so doing, they discover merely that collective security can never be a synonym for the collective neglect of duties incumbent on all and on each one.

We must not hesitate to repeat, on every occasion and in whatever words and tones suit best, that the measure of peace's worth is the degree of freedom and justice which it secures for the world.

We have been shown clearly enough that there is no victory to be won in modern war; for the conquered there is suffering and humiliation; and for the conqueror, suffering and responsibility.

All European wars, said Voltaire, are civil wars. In the twentieth century his formula applies to the whole earth. In our world, which shrinks progressively as communications become swifter, all wars are civil wars; all battles are battles between fellow-citizens, nay more, between brothers.

...Through the Food and Agriculture Organization they concern themselves with the needs of a world which must eat to live. Through the International Labour Organization they co-ordinate endeavours to secure working conditions which are in accord with social justice. Through the World Health Organization they combat disease and contribute to bringing health to unhealthy regions. Through UNESCO they endeavour to increase international understanding by ensuring the spread of education, science and culture.

The work of these Specialized Agencies does not always capture the interest of the general public as much as it deserves. Usually the newspaper reader does not attach much importance to an anti-malaria campaign, or to the ratification of a Convention on Women's Hours of Work, or an agreement on the agricultural resources of Polynesia, or a pilot project in Fundamental Education in Haiti. He is more concerned with the political discussions proceeding in the limelight of actuality.

In the final analysis, the most urgent political questions are no more than the consequence of age-long chronic problems, economic and social, ethical and educational, problems ill-stated and ill-resolved. In every political issue there lies latent a history, sometimes centuries old, of incalculable and disastrous technical shortcomings.

Undoubtedly, it is of very great importance to decide who is to rule over a particular area of the earth, for it may happen that such a decision may threaten the peace we need in order to rebuild a civilization in ruins. But if we take a truly historical view, the most urgent task is to satisfy the manifold necessities of men, by devoting to that end all the resources available through international co-operation. Political solutions merely cure the symptoms; and they do not always do that much. Economic and social solutions go to the very roots of the evil.

In the few years of their existence, the several Institutions making up the complex system of the United Nations have been able to do no more than plot the course they must follow in the future. Let us not grudge them the support they need. Let us not despair of their success, for that would be to despair of humanity itself.

A rule of justice such as the San Francisco Charter offers us, is not born full-fledged in the moment of its acceptance by the plenipotentiaries of governments, nor even later when it is ratified by the parliaments of the peoples. Such a rule must be ratified by every man, at every moment, everywhere and by all his acts.

WHY

THE RIGHTS OF MAN

PEACE



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CULTURE

SCIENCE



TRYGVE LIE commends UNESCO'S work for Palestine Refugees

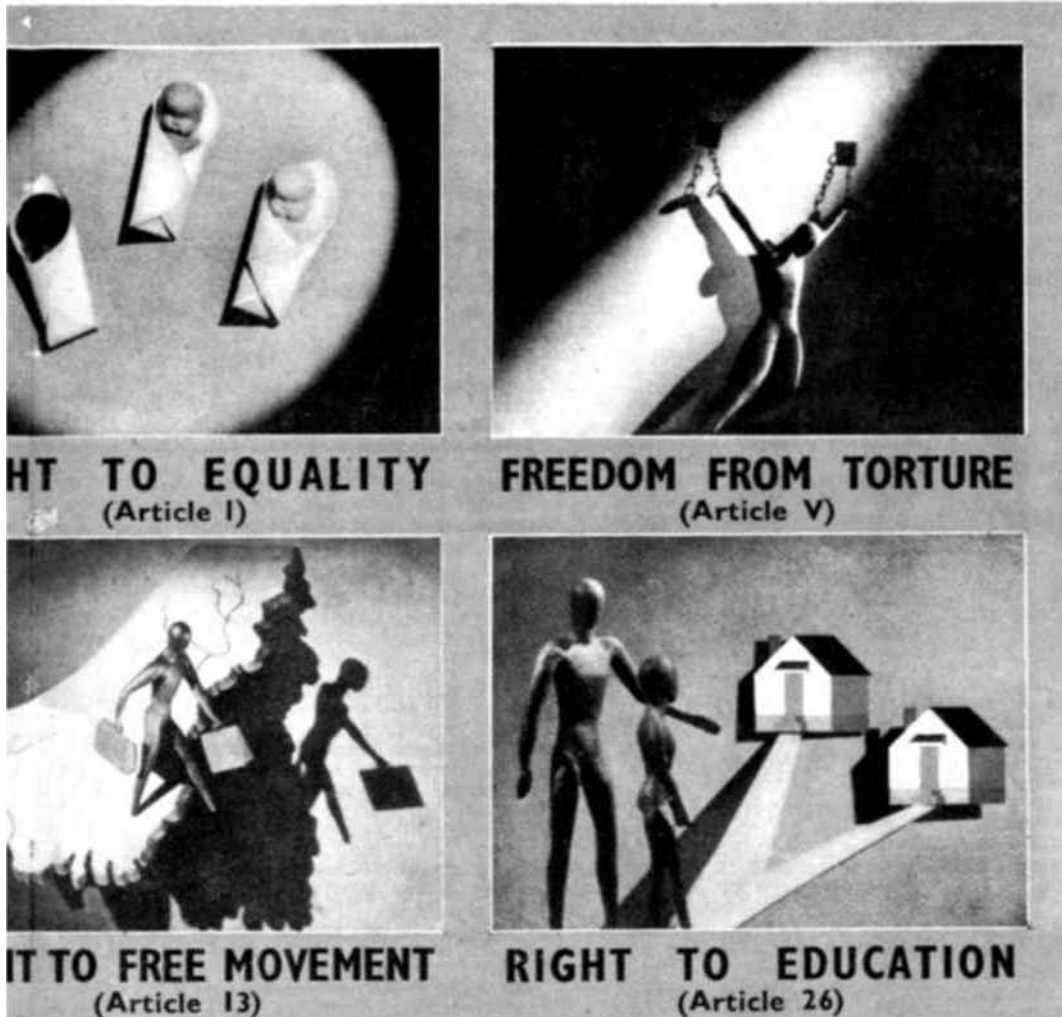
“WARM commendation” for Unesco's work in supplying urgent educational assistance to Arab children in Middle Eastern refugee camps, was expressed in a telegram received October 13, at Unesco Headquarters, from Trygve Lie, Secretary General of the United Nations Organization. The telegram, addressed to Director-General Jaime Torres Bodet, declares that an Advisory Committee on Palestine Relief which recently met at Lake Success has associated itself with Mr. Lie, “in expressing warm commendation for the valuable work being done” by Unesco in its programme of urgent aid to Arab children.

Reference was made in Mr. Lie's message to the thirty-odd Unesco-sponsored schools which were improvised this year with the help of such organizations as the International Red Cross and the American Friends Service Committee. These schools, located in Syria, Transjordan, the Lebanon and the Gaza area

of Palestine, are designed to provide elementary instruction to homeless children. Conceived by Unesco as emergency measures, they are part of an integrate United Nations campaign to relieve the physical and moral sufferings of several hundred thousand victims of the Palestine war.

Taking note of an appeal for aid to Arab children refugees issued by the Fourth Session of Unesco's General Conference, the UN Secretary General stated: “The recent actions of Unesco's General Conference, taking cognizance of the situation of the Palestine refugees are most gratifying. I trust that existing cooperative arrangements between Unesco and field missions of International Red Cross Organizations and the American Friends Service Committee in their respective areas of administration can be continued and strengthened”.

WE FIGHT



THE RIGHTS OF MAN. — In response to an appeal by the United Nations and in particular by the press in all parts of the world is helping to make known the Universal Declaration of Rights. In October, for example, the American newsmagazine "Time", describing the Declaration summing up man's aspiration in 30 articles, published four drawings from a photographic illustration of the Universal Declaration, and placed in the entrance corridor of UN Headquarters. Success. The photos above were taken from the same exhibition.

FUNDAMENTAL LIBERTIES

JUSTICE

Appeal on behalf of greek children

THE General Conference of Unesco meeting in plenary session, urgently appeals to the Governments of Member States, to the National Commissions and to international organizations on behalf of the 340,000 Greek refugee children from the northern provinces at present living in makeshift camps or in hastily requisitioned buildings. They are without schools, teachers, teaching material, clothing, medical attention and a social and cultural environment capable of meeting their essential needs. Out of 10,000 schools, 7,625 have been completely destroyed or badly damaged. In the educational field alone the losses amount to more than 50 million dollars.

Instead of the relief which the end of the war brought to almost every country, the situation in Greece today is worse than during the bitter years of 1940-1944. Nine years of incessant fighting have reduced the children of this country to an indescribable state of physical debility and moral dis-

stress. In spite of the ordeals of the second World War, which have blunted human sensibilities, we cannot but be moved at the thought of these 340,000 children whom it is necessary to save from ignorance and from revolt against an inhuman destiny.

The sense of continuity and of cultural influences needs no rekindling in regard to Greece, which gave birth to the art, science and philosophy that are ours today. All those who share the advantages of modern civilization know well what they owe to its Hellenic sources.

Resolved to give effective help to the Greek refugee children, Unesco is anxious to find the means necessary for this work of mercy.

It therefore launches this appeal with confidence. In the name of civilization as well as of humanity it asks for a gesture of gratitude and solidarity which will help education, science and culture to flourish once more on the devastated soil of Greece.

APPEAL ON BEHALF OF REFUGEE CHILDREN IN THE MIDDLE EAST

UNESCO's General Conference, at its Fourth Session, again draws the attention of the Governments of Member States, of the National Commissions and of international organizations to the plight of refugee children in the Middle East. The result of events in Palestine, 800,000 persons, 200,000 children, are living in camps. If their plight is ignored, the consequences will be dire.

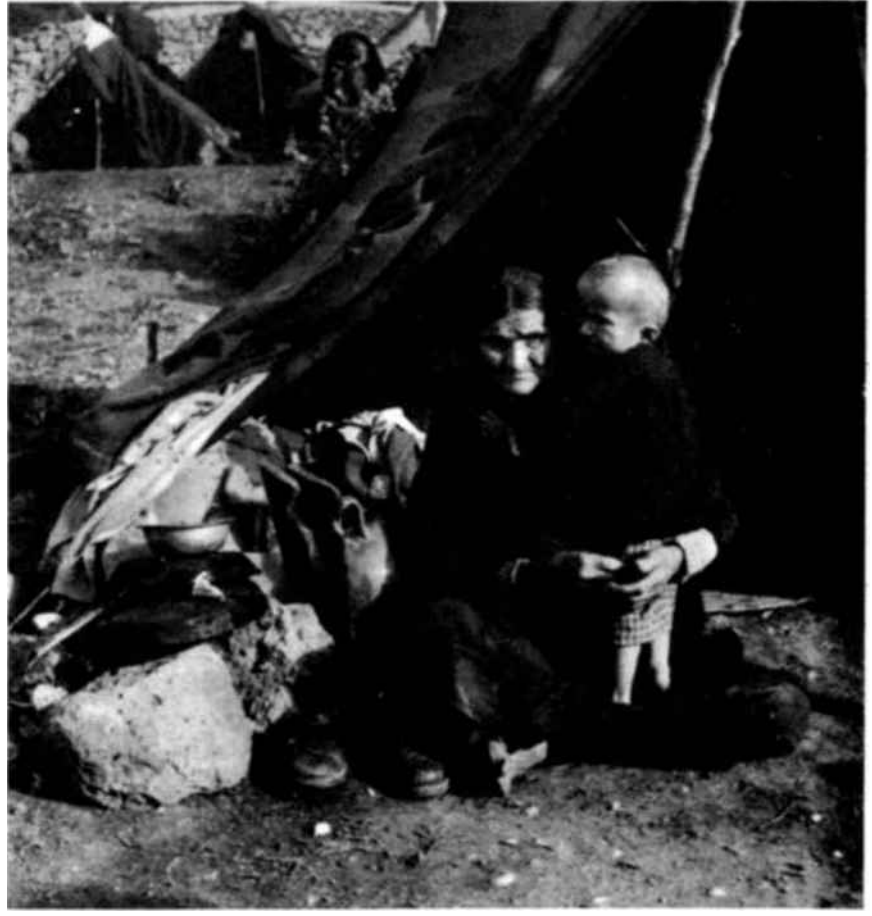
Peace has already begun in the Middle East. The children out of the 200,000 victims of the war are learning reading, writing, arithmetic, the elements of history and geography. Their living conditions are wretched, they lack to generous international help, one must be educated like other people.

The situation is in danger. If further progress is not rapidly forthcoming, Unesco's schools in the Middle East will have to suspend their already limited activity. The governments and organizations have undertaken the maintenance and

education of these refugees will not be able to meet all needs unless a big collective effort brings them immediate relief.

These children cannot be brought up on bread alone. Like other children, they have the right to learn, to develop themselves and to grow up into men and women. Unesco wants to enable them to do so by providing them, in the camps where they are forced to live, with the schools, books, materials and teachers they need. And those are what Unesco is asking for. To condemn these children to ignorance would be to condemn men and women to despair. If the world of tomorrow were to be peopled by desperate souls, it would be doomed to the most atrocious of wars.

Unesco therefore appeals to its Member States, the National Commissions and international organizations to co-operate in a charitable work which is justified by the most natural of human sentiments as well as by the duty of constructing more stable defences of peace in the minds of men.



Help for the people of countries devastated by war. One of the most urgent problems UNESCO is tackling is to help Greek refugee children, like the ones shown above, driven from their homes by war.



INTERNATIONAL CO-OPERATION

EDUCATION

THE QUESTION OF RACE AND THE DEMOCRATIC WORLD

by Dr. Arthur RAMOS, Head of Unesco's Social Sciences Department

While endeavouring to make known and understood the Universal Declaration of Human Rights, UNESCO must also encourage the creation of conditions favourable to their application.

One of the important ways it can do this is by fighting against all forms of racial prejudice—a task which the UN Economic and Social Council has already requested it to undertake.

It is by seeking and assembling historical scientific data on racial questions, and in making them widely known, that UNESCO can strike a useful blow in this fight.

Already it is carrying out preliminary investigations into present day fallacies concerning racial questions, and the results will be given wide publicity.

IN any discussion on the re-organization of the post-war world, particular account must be taken of anthropology. No other science has been so deflected from its true ends. In its name, whole nations have resorted to conflict, to defend the false ideal of racial or ethnic supremacy. It is, therefore, entirely natural that anthropology, restored to its proper place and stripped of the myths in which it had been veiled, should now deliver its scientific message to the world.

War is the most serious example of a lack of balance in communities. Its causes are many and complex, but the form it takes is always strife between men — peoples, races and civilizations. Regarded, in its accepted modern sense, as the «general science of men», anthropology is no longer a mere descriptive or illustrative study of the so-called «primitive» peoples, but is, at any

rate for some, a science of «human relations».

The objective attempt to establish the importance of these variable factors inevitably produces the normative attitude, which today is rightly one of the most essential objects of what is known as «applied anthropology». This branch of science, at first merely a technical means of securing better treatment for colonial peoples, is now concerned with the more far-reaching task of analyzing and adjusting human relations.

Before suggesting rules or measures for correcting and preventing lack of racial balance in the world of tomorrow, it would be interesting to turn back for a moment and take a general look at this tremendous history of the relations between peoples and between races. The mythology of racial inequality and superiority is a very old one. And the theory of the «chosen people»

has always been adopted, at various periods of history, when a civilization at its zenith attempted to rationalize its «ethnocentric» feelings.

As regards psychological «grading», it was Aristotle who sought to define the differences between the free man and the slave. It was the view of the Greek philosopher that those differences did not derive from the vicissitudes of the environment or society, but were in fact «gradings» prescribed by nature. According to the same train of reasoning, some «races» are destined to command, others to obey.

Grafting of Culture

THE contrary view of the Sophists, who maintained that these inequalities were merely a man-made convention, was accepted by many people, including certain politicians and generals of ancient times like Alexander the Great, who even advocated intermarriage between the conquering Greeks and the barbarians. Christian humanism gave a new turn to this old dispute by preaching the doctrine of the fundamental equality of all human beings.

We have seen that, in human relations, the «racial» technique has led to one of the greatest states of disequilibrium that exist, namely war. The present century has paid tribute in the shape of two great wars of the European nations, wars of which there were many causes; but one cause was undoubtedly the philosophy of racial domination espoused by several nations.

We see then, in the last analysis, that racialism is a direct result of Europeanization and imperialism. This is amply proved by the research engaged in by contemporary European sociologists and anthropologists themselves. Economic and cultural supremacy leads to a feeling of «ethnocentricity», and this is rationalized in biological terms of racial supremacy. Everything, in the last resort, is reduced to «methods of domination».

It is on the peoples of Europe that the results of having had to accept domination by the «master races» have borne most heavily and disastrously. Cultural disequi-



librium has led to processes whose favoured form today is the transfer of cultural characteristics from one group to another (the «grafting» of culture). Cedric Dover has provided us with a masterly analysis of the half-castes in India, those types of men who oscillate between two conflicting kinds of culture. They are the men whom Park and Stonequist have described as «marginal» man, an admirable expression meaning individuals who live on the borderland of two civilizations or two ethnic groups, but who fail to attain a balance between the two.

The studies conducted by contemporary sociologists and anthropologists into cultural contacts, with particular reference to those transfers of culture between different groups, reveal all the results of contacts between two or more types of culture. As these authors show us, the usual results of this state of things are acceptance, compromise and reaction. But in most cases, despite an apparent, superficial equilibrium, there is a clash produced by a reaction against these transfers of culture.

Objective analysis of all the results of contacts between races and civilizations has led some observers to propose certain steps for safe-guarding so-called «primitive» peoples against the various attempts summarily to impose on them the methods of the ruler nations, that is to say, generally speaking, the European whites. After the First World War, British colonial policy registered some progress by introducing «indirect rule» («Gouvernement indirect», indirekte Verwaltung).

Applied Social Anthropology

STRUCK by the demoralization caused by the breaking up of the tribal and cultural units, the flight of the natives, the loosening of social and political ties, the loss of the characteristic marks of culture, the «disillusioned melancholy» and so forth, and also by the inevitable repercussion of this state of things on economic output, the British administrators recalled many native chiefs who had been banished from their territories and reinstated them as leaders of their former subjects.

They also tried to reconstruct, so far as they could, the aboriginal cultural framework which was in process of disappearance or dissolution. This «indirect rule», i.e. rule exercised through the native chiefs, was designed to repair the serious damage previously caused to the natives' traditional civilization. And the seal was set on this policy by the establishment of institutions which set about trying to give concrete effect to the liberal principles of applied social anthropology.

Several other nations have, since the 1914-1918 war, pursued an enlightened policy in regard to ethnic minorities. The work done by the Danes as regards their Eskimoes should be mentioned; anthropologists have, at various congresses, constantly suggested steps that should be taken for the preservation and defence of the culture of these Arctic peoples.

In the United States, too, after many years of vain

effort, the policy of protecting the Indians seems to have become more humane and scientific. Here it is a question not only of protecting the Indians' «reserves», but of respecting the characteristics of their civilization, material or otherwise; liberal protective measures of an economic kind have even been taken as regards the inheritance of tribal land that had formerly been taken from the natives.

In Brazil, the National Service for the Protection of the Indians, mainly through its authorized spokesman, General Rondon, has fought for a policy of cordial and peaceful co-operation with the native masses who are still scattered throughout the vast area of the country. The results have been highly encouraging.

In this humanitarian and scientific movement in applied anthropology the religious missions are making every effort to co-operate.

The work accomplished between the two wars shows us what lines to follow for the future. Much, indeed, remains to be done, and much to be corrected. The violence of the last war shows us clearly that men are still unbalanced. In many countries, contacts between groups and castes continue to be dominated by misunderstanding and hostility. In some, racial antagonism breaks out in hatred and violence. Anti-semitism and anti-negro feeling are still two disagreeable phenomena. And in its contacts with so-called «primitive» peoples, colonial policy still reveals features that hark back to the early days of European exploitation.

One cause of the recent war was a conflict between racial castes, brought about by a false philosophy of racial supremacy. The first task, then, will be to correct this odious frame of mind scientifically. The working must be laid bare of that «historical rationalization», which reached its zenith in European racialism, beginning with Gobineau and Chamberlain and ending with Rosenberg. The ideological battle is just as important as the military battle fought by armies. Disarmament of the mind can only be achieved through a reasonable, humane and scientific policy, designed to bring about harmonious contact between the different races of the world.

Enyé amé— «He is a Man»

THIS is the new humanism we all hope will triumph in the post-war world. It involves, not the imposition of the ways of life and culture by a dominant nation but the democratic view of existence.

Westermann reminds us that the Ewe of Dahomey, when speaking of a cherished friend, say *enyé amé* — «he is a man». For their enemies, for egotistical and cruel people (including Europeans), they reserve the expression *menyé amé* — «he is not a man». These expressions correspond to the Latin *humanus* and *inhumanus*, and reveal an empirical view of human nature. Only those who as Terence says, bring scientific curiosity to bear on human affairs, with a generous desire to help to remove conflicts between human beings, truly deserve the name of men.

ACTIVITIES FOR 1950

INTERNATIONAL ORGANIZATION IN THE SOCIAL SCIENCES. The Department of Social Sciences has begun quarterly publication of an International Social Sciences Bulletin designed to act as a link between specialists in different countries and Unesco, and to spread knowledge of the activities of the new international associations in the Social Sciences: the International Association of Economists, the International Association of Comparative Law, the International Political Science Association and the International Association of Sociology. The formation of an international association of social psychology is also planned.

A scheme to co-ordinate the exchange of social science information has been completed and should make possible an extension of the services of documentary analysis. In point of fact, abstracting and bibliographical index services are channels of communication essential to any science and more particularly to those of relatively recent origin. Lastly, three scholarships for higher studies have been founded to assist the advancement of social sciences in countries where they have made little headway.

TENSIONS AFFECTING INTERNATIONAL UNDERSTANDING. The work planned under the heading of «Tensions» comprises the following activities: (1) the scientific investigation by experts of the Consequences of Technical Progress, the Origins of Fascism, ethnical and immigrant minorities; (2) publicity for the conclusions of such investigations by the issue of publications on the following subjects: the way of life of the countries concerned, community studies, children's concepts, differences between legal systems, prejudices, and a history textbook to serve as a model; (3) transmission of the results of Unesco's Social Science work to universities and institutions of higher learning.

STUDY OF INTERNATIONAL COLLABORATION. The study of international co-operation comprises firstly a comparative study of the participation by Member States in the activities of international organizations in general and the United Nations and Specialized Agencies in particular. This investigation will help to improve the functioning of international organizations.

Secondly, there is the technical study of the organization of conferences covering not only administrative or procedural questions, but also the psychological problems involved, so as to ensure the smooth running of conferences and to facilitate the improvement of methods of international negotiation.

Lastly, a research brochure is to be published to encourage and assist social scientists in studying questions arising from the new forms of international co-operation, in particular the problems presented to governments by the development of the United Nations.

STUDY OF RACIAL PROBLEMS. A preliminary enquiry is already in hand on the following points: A. Race prejudice. (1) Science and racial theories. Anthropology and bio-typology. (2) Race theories in general sociology and their influence on political ideas and social doctrines.

(3) «Racialist» activities: propaganda directed to the masses, and the political results of racialism.

B. The combating of race prejudice: the defense of humanism in international relations.

C. The co-ordination of efforts against race prejudice: Study Centre, information and defense centres.

A series of pamphlets on race questions will be published in 1950.

METHODS IN POLITICAL SCIENCE. The work entitled «Enquiry into Political Science» summarizing the present position regarding the teaching of research and the methodology of political science during the past thirty years, to be published in French and English by Unesco at the end of 1949, will be widely distributed in all countries.

POLITICAL SCIENTISTS FORM FIRST INTERNATIONAL ASSOCIATION

A NEW organization in the field of social sciences—the International Political Science Association—was set up in Paris at a conference held under the auspices of Unesco's Social Sciences Department from September 12 to 16.

Meeting at Unesco House, scientists from 17 countries set up a Provisional Executive Committee with Professor Quincy Wright, of the University of Chicago as chairman, and Professor M. Bridel, University of Lausanne, and Dr. W. Brogan, University of Cambridge, as vice-chairmen. Professor François Goguel, of the Institut d'Etudes Politiques, Paris, is the Association's first executive secretary.

The Association will work to stimulate the creation of political science groups in countries where the study of political phenomena is not yet recognized as a distinct academic discipline. At present, professional associations of political science specialists exist only in Canada, France, India and the United States, although plans are under way to form groups in other countries, including the United Kingdom.

With the recently established associations of Economics and Sociology, the Political Science Association should become an important instrument for furthering international understanding.

SCIENTISTS

"IN THE FRONT LINE"

"WE may say that the conception of the network of Field Science Co-operation Offices is precisely in line with the intentions of the founders of Unesco. Science had to be included in the organization because it affords perhaps the most striking example of the unity of humanity, and also because the understanding of the world of nature alone permits its control, and hence the raising of the standard of life of millions of our fellowmen in those farflung countries which, perhaps by a series of historical accidents, have remained underdeveloped.

"In the building of a better world, the fostering of culture without science and technology would become a mockery; and the attempt to spread education without spreading decent minimum standards of freedom from disease and malnutrition would only lead to a discontent worse, and more justified, than before.

"Hence the watchword, All Aid to the Scientists and Technologists in the Front Line! While not neglecting the due provision of facilities for the men in the great centres of science and technology to meet together, to publish, and to work for the advancement of knowledge, help must urgently be sent to the less favoured areas.

"Whether it is a Chinese engineer building a bridge on the borders of Mongolia, or a Haitian entomologist studying insect carriers of disease through the microscope in a tropical grass hut, or an Arabic successor of al-Razi teaching chemistry to young Iraqis, these are the men who stand at the invisible focal points of the advance of civilization.

"These are the men who need, and most fully deserve, all possible help. The International Science Co-operation Service which earlier scientists hoped for, is now in being — let it not fail for lack of means."

These are the concluding paragraphs of a booklet "Science Liaison, Unesco" describing the Unesco Field Science Co-operation Offices obtainable from Unesco House.

FORCES TO SERVE MANKIND

A prediction that natural science, whose revolutionary advances in recent years have plunged mankind into the maelstrom of social upheaval, will yet lead us safely through to a better world, was made by Professor Arthur B. Lamb, of Harvard University at Atlantic City recently.

"With the advance of science", said Professor Lamb, "a host of favorable forces will operate on mankind's behalf: his ever-increasing power; his wider and deeper understanding of his environment, of himself, and of the social organism; his enhanced realization of the unity of the human family; his heightened intellectual activity resulting from the eager and widespread prosecution of science; and, best of all, the increasing myriads of men and women with active and trained intellects available to

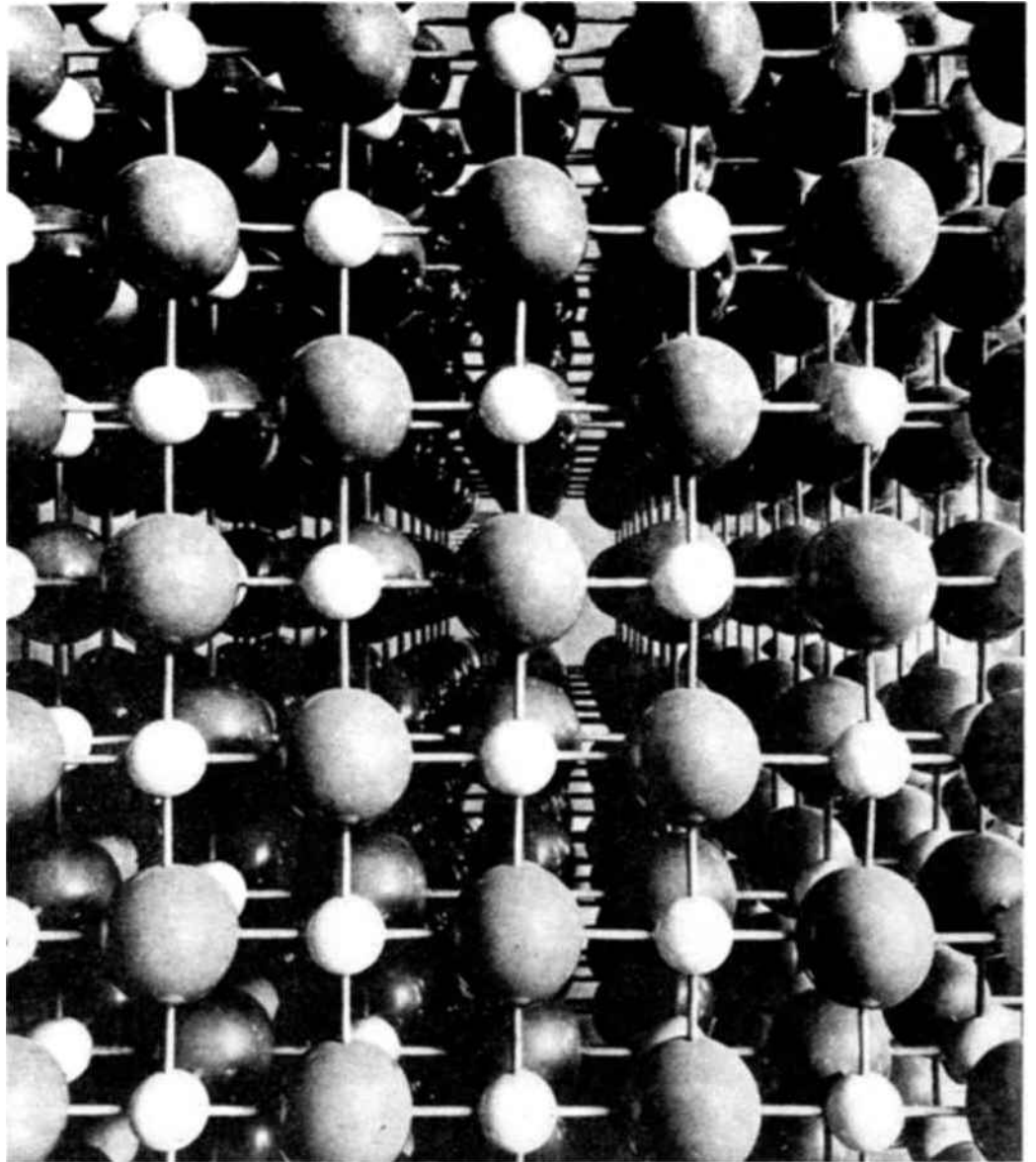
study the problems of the moment with the enthusiasm and objectivity of the scientist.

"By these means mankind will master his difficulties and achieve a richer and more significant existence. Our watchword should then be not to falter but with confidence to redouble our efforts toward the progress of science."

A CALL FROM SOUTH AFRICA

A recommendation that the National Commission for Unesco in the Union of South Africa should give its full support to the Natural Science Department's work is made by Dr. A.J. van Zyl, Secretary, the South African Commission, in a report to the Director General, following a recent visit to Unesco House.

"The National Commis-



Museums provide an important means of presenting scientific information to the masses. Above, for example, is one of the fascinating exhibits that can be seen in Paris at the famous Palais de la Découverte. It represents a grain of salt enlarged 400 million times, the chlorine atoms being shown as dark spheres and the sodium atoms as white ones. M. André Lévillé, Director of the Palais de la Découverte, has written a book on "Museums, and the Popularization of Science", copies of which can be obtained from Unesco.

sion" said Dr. Van Zyl, "should give its full support to Unesco's work on abstracting, rationalization and other aspects of scientific documentation; the standardization of scientific terminology and the maintenance of a scientific apparatus information service. For this purpose it should obtain the full co-operation of South African universities and scientific organizations. It should keep these bodies informed and encourage them to affiliate with international organizations.

"Through the schools a programme for the popularization of science and its social and international implications should be launched. The Departmental Examinations Commissions of the provinces and the Matriculation Board could perhaps be influenced to include in their history syllabuses a topic such as the following: Scientific discoveries since 1900; their social and international implications.

"The widest possible publicity should be given to Unesco's campaign on Food and People... The cooperation of radio, press, study groups, local and national organizations, government departments and education departments should be solicited by the National Commission."

EXPLAINING SCIENCE TO THE WORLD

THERE is a great demand for popular science articles throughout the world, particularly in underdeveloped territories, where the need is, as yet, largely unsatisfied.

An indication of the extent to which there is a desire to read popular science articles is given through the fortnightly Unesco Features Service.

There appears in each issue of this Service a column called "Science and You" written by Maurice Goldsmith of the Section for the Popularization of Science in the Natural Sciences Department. This column has probably one of the widest circulations throughout the world of any popular science articles at present being written.

Press clippings sent to Unesco show that the column has been published in at least eleven countries.

FOOD AND PEOPLE

REPORTS reaching Unesco show how its "Food and People" campaign to stimulate discussions about and understanding of the problems of world population and world food resources, is being taken up in all parts of the world.

In London, last month, the third of a series of briefing courses on the subject, designed to equip people to play their part in Unesco's campaign, was organized by the United Nations Association and the Council for Education in World Citizenship. The course was attended by extra-mural lecturers, tutors and discussion group leaders.

Publication in Dutch of some of Unesco's Food and People pamphlets has also begun. The first to appear, called "Komt er Honger" by Aldous Huxley and Sir John Russell, can be obtained directly from the publishers, Stichting IVIO West-einde 13, Amsterdam.

In South America, during the period May to September, four meetings were organized by the Centre of Scientific Co-operation for Latin America, in collaboration with scientific organizations in the different

countries where the meetings took place. The initiative for the meetings which took place in Montevideo, Lima, Quito and Santiago was taken by Unesco's Field Science Office in Montevideo.

A SOUTH SEAS OBSERVATORY

THE Bosscha Sterrewacht Observatory at Leembang in Indonesia, which was seriously damaged during the war, is to receive material assistance organized by Unesco.

American and Dutch astronomers are collaborating to ensure the construction of a new type of astronomical telescope, consisting of two mirrors, one of them 3 ft. in diameter.

The Bosscha Observatory is situated in what the famous astronomer Dr. Gerard P. Kuiper of the University of Chicago Yerkes Observatory describes as "one of the most beautiful spots on earth".

The opportunities for good research work at this observatory are great, because of its favourable location 7° south of the Equator, which makes the southern stars visible; and its adequate elevation, 4,200 ft., which ensures a good climate.

The observatory was heavily damaged during the war and the young Director and his two assistants died at the hands of the Japanese. Chicago University and Yerkes Observatory, the University of Leiden, Holland, the University of Louvain, Belgium, and Unesco are shortly to sign an agreement whereby this Far East observatory will receive help, and thus be able to play an important part in advancing astronomical knowledge.



The meeting of Science Club leaders at Unesco House last July has stimulated a greater interest in the activities of science clubs throughout the world. This photo shows two young Finnish girls, members of a Science Club, at work in a laboratory.

In Finland, the universities and technical schools have set an example, that might well be followed in other countries, by throwing open their laboratories to members of science clubs. In a number of countries, faced with a rapid increase in the school population and a limited number of schools and teachers, the Science Club movement provides a useful means of easing the strain on available resources. It is an activity that can be undertaken very simply and easily as part of the school curriculum, without requiring new equipment or teachers.

UNESCO'S CULTURAL ACTIVITIES

UNESCO's programme of cultural activities approved by the 4th General Conference is not designed to break into many new fields, but at the same time it allows for a considerable development of existing activities.

So far as ideologies are concerned, it is not UNESCO's task to suggest the imposition of any given doctrine or belief, still less to claim the right to impose it. UNESCO can suggest no choice between different and virtually conflicting ideologies; but it must provoke comparisons and exchanges of ideas, and try to find occasions and subjects on which practical collaboration is possible.

It is therefore essential to maintain and promote co-operation between UNESCO and those international associations which, in every country, comprise men who work to enrich and disseminate culture, whether they be artists, authors, thinkers, humanists, librarians or curators of museums and monuments. This form of indirect action is more necessary in the cultural than in any other field.

One of the direct activities planned by UNESCO is to ask an international committee of distinguished experts to put the final touches to the plan for the Scientific and Cultural History of Mankind. Once in possession of this plan, the Member States will be able to consider it before the Florence General Conference, and if they agree, a start can be made in carrying it out.

Carrying on its work of disseminating and popularizing the arts, to which the exhibitions of colour reproductions have already made a considerable contribution, UNESCO will arrange next year for the publication, in several languages, of an international review of art. This will be, not a critical or biased periodical, nor one with an educational purpose, but an objective, popular publication designed to spread among the public a taste for and a knowledge of the outstanding works of art of all periods and all countries. Drafted by the best available experts and amply illustrated, it will be published at a low price for sale through the ordinary commercial channels.

"UNESCO must provoke comparisons and exchanges of ideas, and try to find occasions and subjects on which practical collaboration is possible".

The preservation of historic monuments and archaeological sites, including their protection against the ravages of time and the dangers of war, raises difficult technical and financial problems for many countries. UNESCO is, therefore, trying to bring about real co-operation between the various States, through exchanges of information (for example as regards methods), the despatch of expert missions, and the establishment of a special international fund. Measures will also be suggested with a view to co-ordinating excavation and ensuring access to sites.

There can be no world-wide dissemination of culture without a free flow of books and publications. UNESCO's international "book coupon" system has produced such good results that the General Conference has decided to extend it to other materials like scientific and educational films. But it is not enough to facilitate the purchase of books; exchanges between libraries, and particularly the international lending of publications, must also be encouraged.

There cannot, moreover, be any proper circulation of books and publications unless readers are kept informed of the important works that are published in the various countries. UNESCO will try to encourage the preparation, in each country, of lists of bibliographies, and the international co-ordination of the sciences of bibliography and documentation, by re-starting, in particular, the publication of the Index Bibliographicus.

Government of India, as part of the literacy campaign undertaken by the local authorities. The purpose of this project is to provide persons who have just learned to read with carefully chosen libraries, and to assemble the staff required. The results achieved in the Delhi area can be applied on a larger scale and later used in other countries.

As regards UNESCO's work in the field of copyright, preliminary investigations have convinced the experts concerned of the need for a universal convention, to which all countries could agree. The principle of such a convention has now been accepted, as has also the idea of convoking an international conference to work out its text. Member States are shortly to be consulted in order that their points of view and policies in this matter may be ascertained.

MESSAGES FROM GREAT MEN

THIS very substantial programme of cultural activities, which is taking concrete and detailed shape as UNESCO defines more closely its purpose and methods in this particular field of international collaboration, involves a considerable number of publications. Some of these periodicals like the Bulletin for Libraries, Museum, the Copyright Bulletin and the Index Translationum are part of the normal functioning of the permanent services of UNESCO as an international centre of information and exchange. Others, like the publication on the Rights of Man and the Scientific and Cultural History, bring to all peoples what UNESCO has to say on the subject of peace and international understanding.

Others, again, like the recently published collection of essays on Goethe or the similar collection which is being prepared on Balzac, convey messages from great men who have been educators of humanity. There are, no doubt, many ways in which UNESCO can deliver its own message to the world, and of these, the printed word is one of the most effective and least ephemeral.

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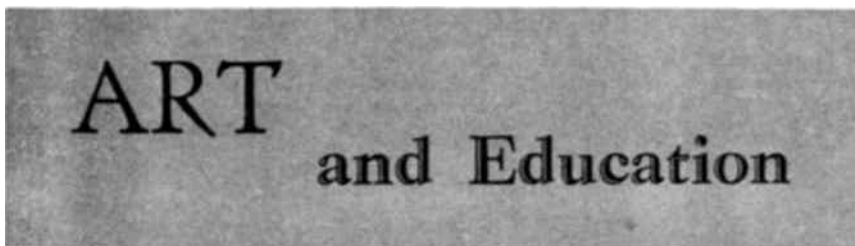
UNESCO catalogue lists recorded works of CHOPIN

A catalogue, which constitutes the first general list of the works of Frederic Chopin in recorded form, has just been published by UNESCO and thus coincides with the tribute paid to the great composer by UNESCO, in the form of a concert of chamber music. At the concert, which took place at the Salle Gaveau, in Paris, on October 3, unpublished works written by leading contemporary composers "in homage to Chopin" were heard for the first time.

The catalogue of Chopin recordings — it comprises 5,000 — was prepared under the direction of M. Armand Pagniel and presents full details of each — title, interpreter's name, date of recording, record number and publishing company.

In the preface to the catalogue, M. Marcel Beaufils, a noted musicologist and author of several works on Wagner, analyses the works of Chopin, including the very few works which have not yet been recorded. His informative study makes the catalogue a valuable reference book both for record collectors and professional musicians.

Following the Chopin catalogue, UNESCO proposes to make a list of the recorded works of Western and Eastern music, and also of ethnographical and folk music. The first to appear will cover the recorded works of J.S. Bach and Mozart, the music of India and China, and the collections of the National Records Library (Phonothèque Nationale) and the Musée de l'Homme in Paris.



IN recent years there has been a great increase of interest in the part which art can play in education, not merely as subjects such as painting, music, dance or drama in the school syllabus but as a principal means towards education. We all need the arts in our daily lives and they play a much more important part in our general well-being than many of us realize.

Apart from the ways in which we decorate our homes, or choose our clothes or lay out our gardens, most of us go to the theatre, the cinema, the concert hall, the dance floor, or even sit at home alongside the radio, in order to relax from our regular routine. These are mostly forms of passive relaxation but is through the most active forms of artistic creation that the greatest personal satisfaction can be found, as one world-renowned statesman has recently testified in his war memoirs.

One of the projects which come within the framework of UNESCO's aim in promoting international understanding is concerned with the role of the arts in general education. It is intended to find out what is being done by various people in different parts of the world in reference to art education, in order to circulate this information.

UNESCO has just published the first issue of a Bulletin entitled « Arts and Education » (Publication N° 349) which in future will be published quarterly as separate issues in French and in English. In the first issue there is a general account of this project, the range of subjects which it covers.

Towards World Peace

Dr. Thomas Munro, of the Cleveland Museum of Art, U.S.A., contributes the main article, an authoritative account of interchange in the arts as a means to world peace and of the place of the arts in education. He writes that underlying the UNESCO project is "a belief that the arts can and should be used as a means to international understanding... and to develop mutual tolerance and friendship". He advocates that the arts should be used in a systematic way under some such administration as that of UNESCO, and points out that it is "not enough to train and encourage artists themselves, or even to help circulate their works among the general public".

Of the other items in this Bulletin, one of the most stimulating is an account by M. Marcel Cuvelier, Director-General of the Brussels Philharmonic Society, of the creation in Belgium in 1940 and extraordinary subsequent development of the movement known as "Jeunesses Musicales" which aims at encouraging young people to appreciate and perform good music.

Forbidden by the Germans, this movement carried on clandestinely during the occupation, spread its influence to other European countries and North Africa, and after the war held the first Congress of the International Federation of Musical Youth which has now become an annual event with its own international orchestra of young musicians.

From the Museum of Modern Art in New York, Mr Victor d'Amico sends an account of two major activities sponsored by the Museum in the interests of art and education. The first is the Committee on Art Education which is an organization of teachers, parents and students acting as a forum for the exchange of ideas through its conferences. It has workshops and groups for the discovery and development of new and improved methods.

by
Trevor THOMAS

But perhaps it is the second activity, the People's Art Centre, "organized to help satisfy the creative needs of the community", which is of the widest interest because it provides classes for children and adults in which they can receive expert guidance of a practical character.

Schools, institutions and individuals who want or can provide information on the arts and education are invited to communicate with the Programme Specialist for Arts and Education at UNESCO House, 19, Avenue Kléber, Paris-16^e.



As part of its work to encourage the growth of a popular appreciation of the arts, UNESCO has just published a catalogue containing information on over 400 colour reproductions of paintings.

Because of the difficulties encountered in moving exhibitions of works of art from one country to another at the present time, most people are obliged to develop or complete their artistic culture, through studying reproductions of the original works.

The UNESCO catalogue, which lists reproductions of paintings from 1860 to the present time, will be of great help to schools, museums and other institutions, in choosing good quality reproductions.

In a preface to the catalogue, Jean Cassou, Curator, of the Paris Modern Art Museum, who helped to choose the reproductions from among 700 in UNESCO's archives, writes: "Art is a language which all the peoples of the world are now learning to speak, and which they are eager to use in understanding one another. They need to become familiar with the symbols of this language, and with symbols that are as close as possible to the thing expressed, that is to say, to the heart of a masterpiece which the genius of man has invested with such vital and pregnant meaning."

A second catalogue of colour reproductions covering paintings prior to 1860 is being prepared and will be published by UNESCO, next year.

CASE DEI BAMBINI

BECAME MODEL FOR THE WORLD

THE Eighth International Montessori Congress held at San Remo this year honoured the work of a very distinguished woman, Maria Montessori, who has spent forty years studying the psychology of children and their educational problems.

More than five hundred delegates from all parts of the world joined in a well earned tribute to the originator of the now famous educational system which bears her name.

Although Maria Montessori is 79 — she was born near Ancona, in Italy, on August 31, 1870 — she is still engaged in the work she began so many years ago and she herself presided at the Congress, whose main discussions concerned the training of men and women for world reconstruction.

The applause which greeted her speech to the congress was also a heart-felt tribute to a life of devoted effort.

Her written works cover an enormous field extending over methods of teaching, self-education, the organization of instruction at different grades, the secrets hidden in a child's mind, and the cultural and religious training of the young.

The great educationist has devoted much care and study to the work of the schools in the cause of peace. In 1932 the Geneva International Bureau of Education published a volume called "Peace and Education". Its principles confirm Madame Montessori's theory that man must be the subject of study from the very day of his birth, when his natural faculties are still in the potential stage. "If man had been studied scientifically with a view to developing the maximum forces latent in the child, it would now be less difficult to attain the social and international harmony we are aiming at", she has said.

Speaking to the Congress on conclusions she has drawn from her experience as a teacher, Dr. Montessori, paraphrasing Unesco's Constitution, said that "peace as well as war is born in the minds of men" and that therefore it is within our own power to establish the conditions necessary in order that peace and not war may reign among men.

Listening delegations were well aware of her tremendous influence in education, and notably how her inspiration and personal efforts created children's schools in the rural areas of Lazio and Abruzzi in Italy, where the

population lives in desperate poverty under extremely primitive conditions.

Of her work there, one writer has said: "It was with bewilderment, and therefore distrustfully, that these backward people greeted the idea of the Montessori schools, which made a complete break with the local habit of allowing children to wander about in the woods and fields as they liked. At the end of a year the whole physical and mental make-up of the children had been miraculously transformed: their manners and speech had greatly improved, and they began to apply themselves to their work. The pupils developed a new personality, a sense of solidarity, all the more remarkable in this poverty-stricken community, which the schools converted into oases of happiness".

Dr. Montessori believes that childhood is a critically important period, during which extreme care must be taken if the child's mind is not to be enslaved. Children must be enabled to express themselves in the family and in the school. Education will only achieve its purpose if the pupil's personality is given the room to expand so that he may fully develop his natural interests.

"All my experience", writes Madame Montessori, "confirms my belief that children, without distinction of race, religion or social standing, obey their own instinct in accordance with the laws of growth". She adds: "The child must be regarded not only as a spiritual entity, but as a cosmic force with the capacity to influence the development of the human personality".

This Congress, to which many distinguished educationists contributed their views was widely reported in the Italian press, which also published many articles on school problems. The Congress debates also emphasised that Italian educational traditions are still very much alive.

The presence at San Remo of representatives from Ceylon, Austria, Colombia, France, Guatemala, Britain, Lebanon, Greece, India and many other countries demonstrated the general awareness among teachers that education is an international problem, of concern to all men.

Among those who attended the Montessori Congress was Dr. Clarence Beeby, the then Assistant Director-General of Unesco in charge of Education, whose presence was warmly welcomed by the Italian press.

MARIA MONTESSORI

DR Maria Montessori, who was born at Chiaravalle, near Ancona, Italy, in 1870, began her professional career as a pioneer: the first woman in Italy to graduate in medicine, at Rome University, in 1894.

From medicine she turned to the subject of educating defective children and, working on the lines first laid down by a French physician, Dr. Séguin, she soon achieved starting results. She then turned her attention to the education of normal children and began, by examining the various educational systems of Europe.

She was astonished to find the children everywhere reduced to immobility in the class rooms "like rows", as she said, "of butterflies transfixed with a pin". Later, in her schools, the contrary practice was established.

The methods she developed were finally published in 1912 under the title of "THE MONTESSORI METHOD", which described the work she had carried out in the "Case dei Bambini", the "Children's Homes" which were set up in the slum quarters of Rome.

These schools, which were the forerunners of present day kindergarten schools, became world famous, and the "free discipline" methods she employed began to be adopted in schools in other countries.

From 1900 to 1907, Dr. Montessori lectured at Rome University on pedagogical anthropology and in 1922 was appointed government inspector of schools in Italy.

★ ★

ITALY'S DAMAGED ART TREASURES ARE LOSING THEIR SCARS

DISCUSSIONS by a group of experts on the question of restoring and preserving historic and artistic sites and monuments, which took place at UNESCO House from October 17 to 21, served to highlight the tremendous restoration problems resulting from the Second World War.

Among the questions of war losses in works of art and monuments discussed at UNESCO House, those suffered by Italy received special attention, for war damage was spread over almost the whole of the country.

One of the fullest surveys on this subject, "Works of Art in Italy - Losses and Survivals of the War", was published by the British War Office, in 1946, and presents interesting facts about real and apparent losses.

Monte Cassino, for example, was among the names most often mentioned in the war communiqués and the destruction was deeply deplored because it was a famous old centre of culture and religion.

But many people do not realize that, long before its destruction,

this monument had lost most of the traces of its early Christian origin. Between the 16th and 18th Centuries the monastery had been virtually rebuilt and historians agree that in its modern form it was of no great artistic value.

MANUSCRIPTS ESCAPED BOMBS

ON the other hand, the manuscripts in the library were unique, but these it was possible to carry into safety before the bombing began. It is evident, therefore, that in estimating the exact extent of damage to a monument, account must be taken not only of its architecture, but also of sculptures, paintings and frescoes, as though a complete inventory was being drawn up.

To take an instance, the partial destruction of the Church of Santa Maria della Verità at Viterbo would have mattered comparatively little, were it not for the unfortunate loss of all

the frescoes of Antonio da Viterbo. These the Restoration Institute in Rome has only been able to re-assemble in part after very careful work. The restoration of a fresco from often unrecognizable fragments presents insuperable difficulties.

Then, there is the case of the Church of Santa Chiara, the largest church in Naples.

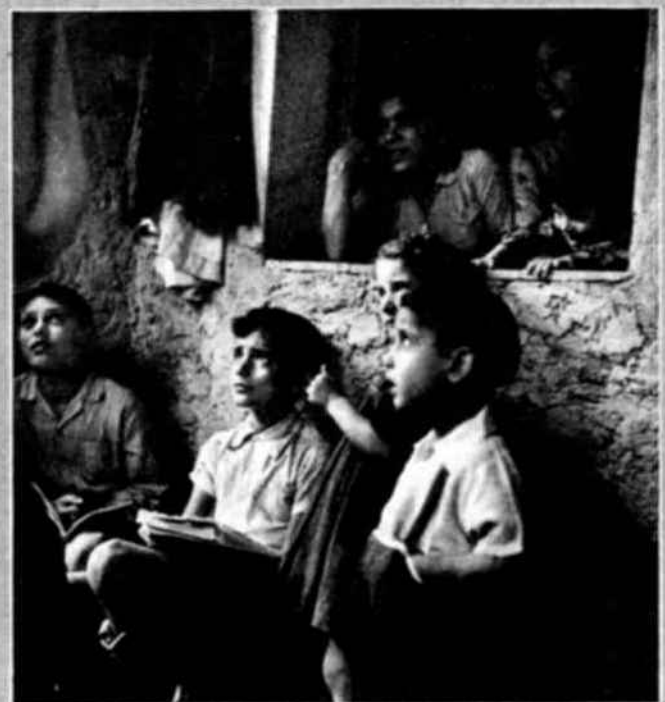
On 4 August 1943, incendiary bombs destroyed the roof and the interior, charring the frescoes and many of the tombs and statues. It was found impossible to restore the baroque interior, as all the 18th Century decoration had disappeared.

There was only one solution: to rebuild on the basis of the 14th Century structure, bringing to light more of the edifice which the fire had partly exposed. This solution, however, presented many difficulties, and it was necessary to sacrifice the stucco pillars and the cornices of the windows, because they had no organic counterpart in the new architectural style of the church.

Other technical problems of reconstruction concern the mate-



It is a far step from the rigid discipline of the schools which Maria Montessori found when she toured Europe 40 years ago to the methods of "free discipline" which, thanks to her teachings, are now used in many infant schools.



In a small village of Southern Italy, badly damaged by the war, lessons are given in the open air. Behind the children, two mothers, looking out of a window, follow the lesson with the same rapt attention as their children.

rials used in the work. The roof of the Cathedral at Bolzano has been rebuilt in reinforced concrete instead of wood, which is locally scarce, or was so when restoration began.

These and other examples show that it is impossible to lay down hard and fast rules in the matter of restoration and that much depends upon the different styles, Gothic or Byzantine, and upon the mathematical design of decorations. The latter can be altogether ruined by the collapse of an arcade or by the shifting of the foundations. In any case, the work to be done exceeds the present resources at Italy's disposal.

"LEANING WALL" OF TREVISO

ANOTHER instance of difficulty in the restoration of old walls is presented by the gallery of the Palazzo del Trecento at Treviso. Here, bomb explosions had left a large part of

the wall on one side of the gallery leaning 87 cm. out of true.

But for the presence of a fresco, it would have been easy to pull down the wall and rebuild it in identical form with the same kind of materials. It was, however, thought better to re-erect the wall piece by piece with the help of steel ties, care being taken to reinforce the wall beforehand with a brick support. Many countries, including Italy with its wealth of historical records, lack the necessary funds to repair the damage. The reconstruction and protection of buildings, sculptures and other art works would call for resources which are beyond the means of any single nation.

Accordingly, UNESCO is trying to make everyone realize that he or she has a share in the world's cultural heritage, and, therefore, an obligation to care for its reconstruction today and for its preservation in the future, disregarding frontiers and the prejudices which have hitherto prevented a general recognition of the fact that art is universal.

UNESCO'S GERMANY, JAPAN PROGRAMMES

**ENDORSED BY
GENERAL CONFERENCE**

FOUR NATIONS OPPOSE CONTINUED ACTION IN GERMANY

UNESCO'S activities in Germany became one of the big policy issues of the Fourth Session of the General Conference, following a speech on September 20 by M. Jan Boor, delegate for Czechoslovakia. "Sooner or later Germany will have to find her place as a member of the community of the European nations", M. Boor told the Conference. "We do not see any other solution of this painful problem than an agreement between the Big Four and the consequent early signing of a peace treaty with a unified Germany. Once this is achieved, the function of Unesco in Germany becomes quite clear".

From then on the delegations of Poland, Czechoslovakia and Hungary made it plain, in words and by vote, that they desired a postponement of the organization's activities in Germany.

The case for this delay was based on the political considerations M. Boor had already put to the conference, plus his contention that there had been a revival of national movements in Germany, which, it was asserted, rendered Unesco's current and projected programme in Germany valueless.

Against this submission the majority of member states taking part in the sometimes lively discussion through commission and plenary session, strongly supported Unesco policy for Germany, which aims at strengthening democratic elements particularly among young Germans, so that they might reject Nazism.

It is with this purpose in view, and with the important final project of bringing Germany as a partner into the community of nations always in mind, that the Organization has drawn up its work-plans for Germany.

These include the revision of textbooks for schools, the spreading of knowledge about Unesco and its purpose, and a variety of projects, in which Germans themselves will co-operate, directed at securing a peaceful and democratic development of cultural life in Germany.

Revival of Hitlerism.

THE first important debate on Unesco policy in Germany took place at a joint meeting of the Programme and Budget and Official and External Relations Commissions on 24 September. A proposal from M. Fleischmann (Czechoslovakia) to remove Unesco's proposed 1950 Germany programme from the agenda was rejected by the majority.

Immediately, M. Ogrodzinski, Vice-president of the Polish delegation, spoke of evidence of a revival of Nazism in Germany, and of monuments erected to the victims of Hitler having been besmirched. "Under these conditions", he said, "the campaign of Unesco becomes useless".

He stressed that the absence of unified control in Germany, the creation of a "pseudo-state" of Western Germany, far from creating an atmosphere favourable to the work of Unesco, had led to exploitation of divergences of opinion with a view to revenge. His delegation could not then vote in favour of the proposed programme.

"To refuse to collaborate with Messrs. Heuss and Adenauer, whose names are associated with the memory of aggressions against Poland, Czechoslovakia and Austria", he said, "will indicate to the Germans that only the way of peace will lead them to become part of a world community. Unesco will not be able to work usefully in Germany until there is a return to agreement between the four occupying powers".

Dr. Kruyt (Netherlands) declared that, after Poland, no country had suffered as much at the hands of the Germans as had Holland. He said: "The general opinion in my country is that it is absolutely necessary to re-educate the German people and it is Unesco's task to do this". He added that the Netherlands delegation was satisfied with the work done by Unesco in Germany in 1949, and wished to approve the Director-General's report.

Italy's viewpoint was expressed by Count Stefano Jacini, who said he sympathised with the sentiments of the Polish and Czechoslovakian delegations, but considered that the activity of Unesco in Germany would only have the consequences implied in its programme.

The importance attached by Switzerland to the activities of Unesco in Germany was emphasised by M. Zutter, who described the educational and cultural interchange his country was prepared to make with Germany.

Four Power Support Requested.

DR. NIEBUHR of the United States delegation, answering the Polish delegation's contention that no work could be accomplished in Germany without Four Power Accord, reminded the meeting that the Director-General had sought Four Power support.

Unesco had initiated in 1947 and continued in 1948. "In my opinion", he said, "the re-education of the German people depends on the re-education of the occupying powers. Unesco has been doing its very best to overcome existing obstacles, to break down barriers and teach German youth to follow Goethe and Kant. The good work has begun and must be continued".

Miss Pedersen, of Denmark, informed delegates that for two years Danish women's organizations had been in close contact with German women's democratic organizations, who represented 65 per cent of the electorate. Everyone would understand the importance of Unesco's co-operation with those women, an importance which transcended the question of who was President of the new German State.

Dr. Vejarano of Colombia, felt that Unesco's action in Germany was a vital matter. He could not believe that the German people, who had contributed so much to world culture and

He re-called that the Unesco Committee of Experts on Germany was in agreement that the current nature of the situation in Germany should be defined, and that it should be recognized as different from that of the epoch of the Mexico and Beirut conferences. They should not precipitate the march of events, and until new orders had been made, all decisions concerning Germany should be made after agreement between the four occupying powers.

M. Verniers (Belgium) approved the programme of the Director-General, but suggested amending the text to throw into relief the importance of providing the fullest Unesco documentation for educators and youth movement leaders in Germany.

M. Ogrodzinski of Poland, here declared that not a single delegate had denied the existence in Germany of a military and nationalist spirit, which continued to grow. He again underlined the necessity for four-power accord in Germany before Unesco could act there.

A compromise was suggested by M. Perrin of France, in the form of an amendment calling on German circles, especially educators: to refrain from action prejudicial to the principles of Unesco, and urging them to help create the atmosphere of international understanding necessary for developing the work in Germany of the Organization.

This brought from M. Gyalmos of Hungary the comment that progressive education for democracy was indispensable in Germany, but conditions in that country, its way of life, the degree of denazification, of minds as well as of institutions, and its genuine desire for democracy must be taken into consideration before any action was undertaken.

Unesco should consider the question of German unity, the fundamental condition of peace and human progress. As German nationalism still existed, he said, his delegation did not think Unesco's action opportune and supported the Polish motion.

The meeting ended on a dramatic note after the motion for the removal of the Germany programme from the agenda, on which the delegations of Czechoslovakia, Hungary and Poland agreed to combine, was put to the vote and defeated by 25 votes to 3 with 2 abstentions. Shortly afterwards, the delegations of these three countries rose and left the meeting.

The United States proposal, made by Dr. Niebuhr, approving the Director-General's report on Germany and the policy to be adopted in 1950 was then unanimously approved by the remaining delegations with one abstention.

As a result of these decisions new resolutions were tabled. In the first, the Czechoslovakian, Polish and Hungarian delegations proposed postponement of the discussion and decision on Unesco's German Programme until next year's Conference in Florence.

The second, presented by the Brazilian delegation, proposed the continuation of Unesco's work in Germany, and called on the Allied Powers to promote German unity. It also emphasised that Unesco could only succeed in its German activities with German co-operation, and underlined the importance of a supervision by Unesco's Executive Board, of the work undertaken.

These two resolutions were the focal points of the debates which took place at two plenary sessions of the Conference on October 4. Professor Vana, of Czechoslovakia, opened what was to prove the liveliest discussion of the conference. Moving the new three-power resolution, he said the fundamental principles on which they could form their relations with Germany after the war were expressed clearly and precisely in the agreements of Yalta and Potsdam.

"On the proposals now before us", he continued, "we must ask ourselves various questions. Has the moment, of which we spoke in the Potsdam agreement, come for Germany to participate in the life of peaceful peoples. Has

Unesco's decision to work in Germany is a message to men of goodwill in all countries

URING the General Conference Debate on Unesco's work in Germany, Professor de Berredo Carneiro, of Brazil, made an impressive speech, from which we print extracts below, in which he urged the continuation and development in 1950, of the work already undertaken in Germany.

Professor Carneiro declared:

"To abandon our task in Germany because it is a difficult one and because Nazi demonstrations are at present taking place would be to betray our mission. The motives of our action and the rules of our conduct in Germany must remain completely independent of political aims and economic interests. We are not swooping down on Germany like vultures, but are going there as missionaries with our charter in our hands, and it is in the name of this code of freedom and solidarity that we intend to act. It is because wars arise in the minds of men that we are going to eradicate them from minds of the Germans.

"What does Unesco propose to do? Its programme includes nine parts, and each is to contribute to the forming of a new public outlook capable of neutralizing the poison of Nazism."

"Mr. President, how can we possibly consider these nine articles as a form of collaboration with anti-democrats or with Nazis? It is precisely in order to help the democratic and anti-Nazi groups — which, alas, are all too weak — that Unesco intends to carry out work in Germany. It is in order not to leave them in that state of abandon in which they found themselves between 1932 and 1940, it is in order that they may constantly be admonished to respect the common rights of mankind, and in order that all governments and peoples and private or governmental organizations, may constantly be reminded of their duties that we intend to be present in Germany."

Professor Carneiro then introduced two amendments, the first emphasising the desirability to work in the whole of Germany and the second aimed at adapting Unesco's activities in Germany, so as to safeguard the interests and ideals of the Organization.

Introducing these amendments, which were finally adopted by the majority of the delegations, Professor Carneiro said:

"The first, recognizing how important it is to defend the unity of Germany and how desirable it is that the Allied Powers should co-operate together for this purpose, aims at informing the Germans and all other peoples that Unesco's voice must be heard everywhere and that it is intended for the whole of the German people; that, from the cultural point of view, which is the point of view of our Organization, there is no iron-curtain separating one part of Germany from the other; that our wireless, pamphlets and publications should circulate freely in both zones and that we appeal to the occupying forces for their co-operation. It is precisely to avoid a cultural scission, conflicting hopes and the existence of chasms between the different parts of the country, that I ask you to accept this first amendment.

"The second amendment, noting that the Executive Board is able to control Unesco's present activities in Germany, and to modify or suspend any or all of these activities if the principles of the Organization and the development of the general situation in Germany so require, meets a need which we all recognize, namely, the need to adapt Unesco's programme more and more and better and better to the circumstances which are ceaselessly evolving and changing in Germany. The programme which we wish to apply is not a rigid and abstract one, but a programme which is always in harmony with reality, and it is for the Executive Board to keep itself constantly informed of the circumstances in order to decide at any moment if it should continue or suspend an activity in the interest of Unesco's ideals."

Unesco, and the whole world, was seeking to help a very sick nation and he advocated the usual therapeutic method of turning to the residual health of the patient. "It is monstrous to suggest", continued Dr. Niebuhr, "that Unesco's programme could aid the re-birth of nationalism in Germany; none of its activities is in any way likely to do that". It was obvious that Unesco's aim was the democratic education of the German people, and, therefore, he moved that the programme be adopted.

Sir Sarvepalli Radhakrishnan of India, seconded Dr. Niebuhr's motion. He recalled that the proposal before them was to extend the scope of the work

science, could be impervious to that action. He emphasised that the democratic neighbours of Germany favoured Unesco's programme and approved the Director-General's report.

Changed German Situation.

M. FLEISCHMANN of Czechoslovakia then renewed his earlier demand for the German question to be removed from the agenda. The first results of the Bonn Constitution had revealed, he said, the real intellectual state of Germany.

ILLITERACY AND HUNGER —TWIN EVILS OF ASIA

Vital Link Between Education and Living Standard is Theme for Mysore Seminar

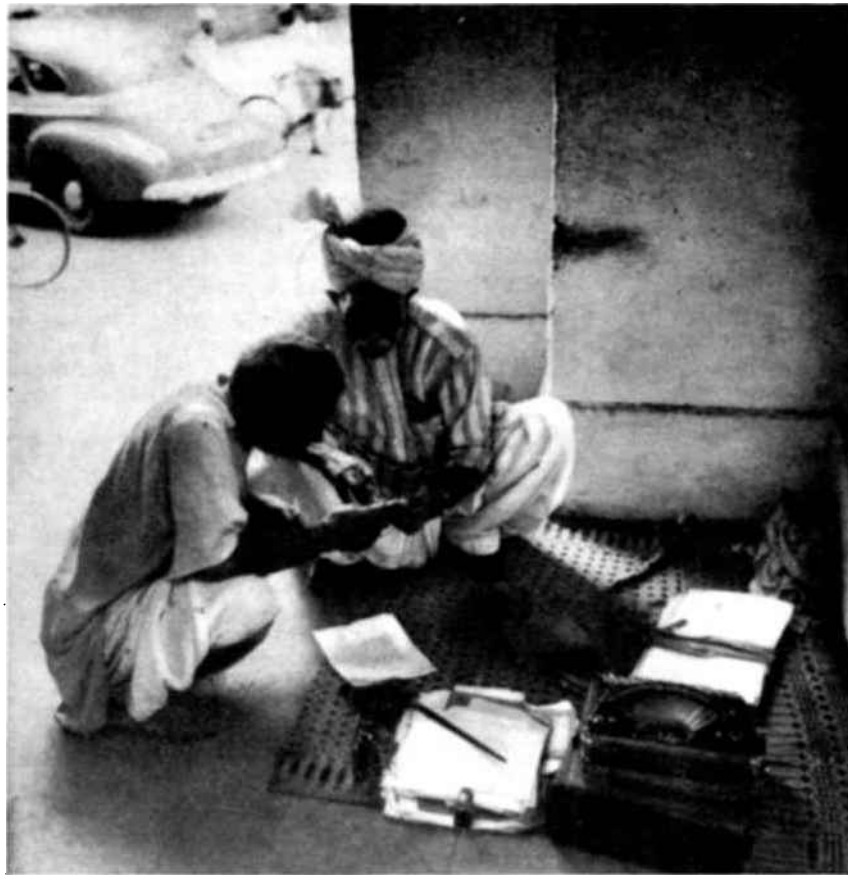
THE connection between learning to read and tending a plot of rice land may seem rather vague—until you sit down at the table of a typical illiterate farmer in Asia. There the tight bond between ignorance and hunger is demonstrated, and much more forcefully than by any column of statistics.

Multiply this man by hundreds of millions and you have an idea of what education must accomplish in its indirect role as a farm tool. The land of Asia can be made to produce more food, but the men who work it are isolated, by ignorance, from new and improved techniques.

This is the reason for the Unesco Seminar on Rural Adult Education in Asia, to be held from November 2nd to December 14th at Mysore under the joint auspices of Unesco and the Government of India. For many years, educators, agricultural scientists, health specialists and other experts have been conducting rural education projects in many areas. Unfortunately, this work cannot be done at a large, centrally-located university under the eyes of an international audience. By its very nature, it is carried on in more remote regions. The purpose of the seminar which will bring together men from such widely-separated nations as Australia, Saudi Arabia, China and Great Britain, is to pool the results of these experiments and extract the best of the techniques tested.

This international meeting in India is part of a continuous pattern of Unesco seminars for educators. The first was held in France a little more than two years ago; the most recent one has just completed its work in Brazil. The Brazil seminar, which took up "Illiteracy in the Americas," provided a wealth of new material on adult education which will be brought into Mysore.

In operation, the seminar at Mysore will be divided into four sections. The first is the only one which could possibly conform to a narrow interpretation of the functions of education.



A symbol of Asia's illiteracy problem. This Indian letter writer does a thriving business on the steps of a New Delhi post office. The typewriter is a modern innovation to deal with business letters.

(Photo Y. Lasmar.)

These methods of fighting adult illiteracy will be discussed. In its other sections, the seminar will cover such fields as the improvement of farming methods, better hygiene and health education techniques, and the training

of the former illiterate to play a healthy role in society.

The men and women who are running the seminar are anything but dry theorists. Typical of the organizers is Dr. Spencer Hatch of the Inter-

American Institute of Agricultural Sciences, who will act as chairman of the group studying the economic side of rural adult education.

Dr. Hatch has become a leading exponent of the rural centre, where, on plots varying from one to fifty acres, the local farmer is shown how he can improve his land and his way of life. A rural centre, as set up by Dr. Hatch in Costa Rica, Mexico, and India, usually consists of demonstrations in strip cropping, erosion control and the proper methods of handling cattle and poultry. In addition, a community kitchen is organised for farmwives, and, in some centres, model houses have been built out of local materials—often nothing more than whitewashed mud.

Dr. Hatch bristles when you describe his rural centres as "model farms." These he considers as attempts by outsiders to do things better than the farmer could possibly do them himself. As a rural educator, he is completely opposed to absentee experiments. He and his students work and live on the job they undertake.

In addition to Dr. Hatch, Unesco is sending two other experts to the seminar. They are Dr. Frederick Rex of its Fundamental Education division, and Dr. Ismael Rodriguez Bou of the University of Porto Rico. Three other United Nations specialized agencies, the International Labour Office, the World Health Organisation and the Food and Agriculture Organization—will send observers to Mysore. Participants from eighteen countries are expected at the seminar.

It is this international mingling of men and their ideas which is one of the most important principles of the Unesco seminar—over and above its printed agenda. The farmer in Asia, his wife and his family, for whom the Mysore seminar has been organized, may hope for a much better chance to escape hunger and misery if they have the educational resources of a good part of the world working to help them.

UNESCO IN GERMANY AND JAPAN (Continued from Page 18)

militarism and Nazism in Germany been extirpated? Has Germany ceased to constitute a threat to her neighbours and to the peace of the world? Has the activity developed or proposed by Unesco in Germany any uniformity for the German population throughout Germany?"

"Germany Divided."

PROFESSOR VANA protested that the activities of Unesco in Germany touched only the Western zone... That signified that Unesco approved the concept of a Germany divided into two parts which was a violation of the Yalta and Potsdam agreements. Unesco should not continue its activities in Germany if it was not possible to spread that activity over the whole of German territory.

Of present conditions in Germany, he said: "The situation is changing, but it is changing only in one direction, manifest in the fact that the renaissance of Nazism in Western Germany is transforming Western Germany, not into a democratic state, but into a centre of Neo-Fascism and militarism. The so-called Parliament of Bonn is merely a platform that calls out for revenge".

M. Paulo de Berredo Carneiro, Head of the Brazilian delegation, put his proposal declaring, "Hitlerism is a contagious epidemic and the countries farthest away from Germany have also gone through its consequences. Unesco cannot fail to give attention to this problem, and try to find a solution. There is in German youth a tendency to follow again the road of yesterday. No one ignores this. No one wishes to ignore it.

"It is because we are faced with this picture that we have to be assured Unesco is working to fight this atmosphere, which, during the Hitler years, allowed this situation in Germany to survive. Give up the task of Unesco in Germany, because at this moment Hitlerite manifestations are taking place? No! Whatever the difficulties of the task Unesco cannot give up without betraying her charter".

Professor Alf Sommerfeld of Norway, while understanding the anxieties and scepticism of the Polish, Czech and Hungarian delegates, said: "We cannot abandon this fight. In reality, if we stop work in Germany, we declare ourselves beaten in this fight. When we cannot work in the whole of Germany, and we have never received a reply from the authorities of Eastern Germany, we have to work where we can, in Western Germany". He therefore supported the Brazilian proposal.

Sir John Maud of the United Kingdom, answered the Czech delegate point by point, stating: "It is solely because the Soviet authorities have not felt it possible, either in quadripartite discussions or in respect of an individual invitation, to agree that Unesco should work in the Soviet Zone, that the answer to the Czechoslovakian delegate's question is probably, that Unesco's activity will not, in the coming year, be in the whole of Germany". But, Sir John added, the Brazil resolution left the door open and invited participation of the Soviet authorities, so that Unesco might work in a united and whole Germany.

To the question: "Is Germany democratic enough?" Sir John said: "Which of us, in all honesty, can say that our Member State is perfectly democratic to-day? Most certainly the United Kingdom would not claim to be perfectly democratic, and it is because we believe that Unesco can help us to become more democratic, that community will become more of a community, because we believe that men and women can forgive each other, that they can be converted, that we remain in Unesco. It is in that faith that we believe it is a perfectly clear answer that we can give to the question of the Czechoslovak delegate. It is because Germany is not yet democratic enough that Unesco should work there".

The first speaker at the second plenary session on October 4 at which Germany was discussed, was Dr. Maurice Fischer, head of the Israel Delegation, who said his delegation would oppose the developing of a Unesco programme in Germany. "We are for-

ced to the conclusion", he said, "from information that comes to us from Germany that the Nazi spirit is very much alive".

"If German People are foolish".

MR. GEORGE V. ALLEN, United States chief delegate, who followed Dr. Fischer, said: "We have listened today to implications that there is evidence that there continues to exist in Germany a spirit of nationalism; that by implication those that favour Unesco's activities in Germany favour that revival of Nazism. That is a most unpleasant reflection for anyone to discern, particularly anyone representing a country which has recently contributed to the defeat of Nazism.

"The German people have brought on a world war twice in the last generation. I am entirely convinced if the German people are so foolish as to bring on another, the destruction of Germany will be greater than it ever has been before. There is not the slightest doubt about the fact that as far as my country is concerned we are as indelibly opposed to the rise of Nazism in Germany as we are in any other country in the world".

"All the action my country has taken is directed against the wiles of the Fascist type of mentality or an aggressive nation — it does not matter who it is — including Germany".

There were those, he added, who thought the only way to treat this or that country was by force. The Unesco approach was directly opposite to that. "There are those who propose the alternative that Unesco should have nothing to do with the German people. I believe that is dangerously on the road towards every principle we detest so strongly in the Nazi regime: that of condemning an entire race because of the actions of certain of its people", he continued.

"I submit to you, that that is dangerously close to the theory of genocide, which we all condemn so bitterly."

For the second time member states were called upon to declare by vote their attitude to Unesco plans for Germany. The first poll rejected the three-power postponement resolution by 35 votes to 4, Israel joining with the minority, and Mexico abstaining. By the same number of votes the Brazil amendment was carried, and was embodied in the introduction to Unesco's programme for Germany.

The German debate ended with a protest on behalf of the Czechoslovak, Polish and Hungarian delegations, made by M. Ogrodzinsky, Polish delegate, who said they considered it necessary to protest energetically against the resolution which had been adopted "By this resolution", he declared, "Unesco recognises and supports the idea of the partition of Germany which is a flagrant violation of the Yalta and Potsdam agreements".

Compared with the protracted interchanges on Germany, the following discussion on Unesco plans for Japan was brief. M. Proceso E. Sebastian of the Philippines, reaffirmed his delegation's belief that it was much too early to admit the Japanese into Unesco's Seminars and Conferences, before a peace treaty had been concluded. He proposed that the section of the resolution enabling Japanese individuals to be invited to conferences and seminars, be suspended until the 5th General Conference. The Philippines, however, wished Unesco's work to continue in Japan.

Mr. A.J.A. Nelson, of Australia, while stressing that their aim in Japan was not to open wounds but to heal them, supported the Philippines proposal. Dr. William K. Bunce, representative of the Supreme Commander for the Allied Powers in Japan here intervened to state that the Supreme Commander believed it was desirable to extend to the Japanese people participation, as observers and visitors, to international conventions or meetings of a technical nature, not involving political considerations. Put to the vote, the Philippines amendment was defeated by 17 votes to 6 with 5 abstentions. Thus, Unesco plans for Japan were finally approved.

The work of the General Conference as viewed

BY DELEGATES :

Sir John MAUD,

a member of the United Kingdom delegation and a member of Unesco's Executive Board :

"I personally leave this Conference feeling happier about Unesco than I have felt since it was set up three years ago. It is doing a job, for all of us, and in the end it is going to make the world a definitely happier place—and a better one."



Don ARMANDO SOLANO,

Head of the Colombian Delegation, Minister Plenipotentiary, and permanent representative of Colombia to Unesco:

"The conscientious and solid hard work done at the Conference by some of the most distinguished scientists in the world, as well as by others in a humbler position who labour in their respective countries on behalf of the Organization, justifies a sober faith in everything that has been done towards achieving our goal. Every matter of controversy or dispute was thoroughly thrashed out. The Conference provided the opportunity for numerous consultations and hard work on every item of the Agenda, ending in that full measure of agreement upon which all fruitful activity must be based."



Professor L. VERNIERS,

Belgian delegate to the conference, after recalling that an organisation is assessed by its principal, said:

"That is why I would like to make a suggestion, a proposition: that the Conference should decide to publish in brochure form, the speeches delivered by the Director General, since he took on his heavy and important duties of assuring the progress of Unesco. This would be the finest propaganda for Unesco".

Note: Professor Verniers' proposal was adopted at the fifteenth plenary meeting, the conference accepting M. Torres Bodet's reservation that speeches on the least prominent activities be omitted.



Dr Martinez BAEZ,

Mexican Delegate and member of the Executive Board.

"The Programme, as drawn up by the Director-General, is an excellent summary of the essential aims of Unesco, and establishes a

very direct link between the activities of the Organization and its general purposes. The compression of the Programme will avoid dissipation of effort, will achieve a full coordination of work, without overlapping, and will undoubtedly make for more effective results."



M. Jean SARRAILH,

Rector of the Academy of France, President of Paris University Council, and a member of the French delegation to the Fourth Session of the General Conference :

"We have all been very well aware of the activity, sometimes extraordinary, with which the members of Unesco Secretariat have acquitted themselves. I would also like to say, at a moment when delegates are leaving for their own countries, we must all assist those directed to carry out the heavy tasks of Unesco.

We must work energetically in our national commissions, in order to combat the scepticism which still exists in the minds of some who could be working with us, and to dispel the ignorance about Unesco, which is still too widespread among the general public."



Don Ramon Diaz SANCHEZ,

Venezuelan Delegate, writer, and director of the Press, Information and Publications Department of the Venezuelan Government:

"This year's Conference was short but fruitful. The Programme for 1950 was approved with its attendant Budget. The

Programme is ambitious and includes everything that is desirable in order to prepare for man a life better worth living. I would call Unesco the World Ministry of Peace and I believe that it has a decisive contribution to make to the cause of mutual understanding, by encouraging the education of the peoples and improvements in their standard of life. Wars are simply the outcome of human resentment, which has its origin in economic injustice and distress."

STUDENT GROUP "BEHIND THE SCENES" AT UNESCO CONFERENCE

By Georges N. SKAFF
PRESIDENT OF THE LEBANESE
STUDENTS UN ASSOCIATION

THIRTY men and women students, representing five continents, gathered round a table in one of the rooms of Unesco House, during the progress of the Fourth Session of the General Conference, to learn about the "know-how" of Unesco. This study group, or seminar, had been inspired by the World Federation of United Nations Associations (WFUNA), whose business it is to spread knowledge to young and old about the behind-the-scenes mechanism of Unesco and other United Nations Specialized Agencies.

An important purpose of WFUNA in convening this seminar was to give the young people concerned, who are preparing for political, economic and international careers, a chance of becoming acquainted with the technique of a large international conference. The Federation had made similar arrangements for doctors to attend the WHO Assembly in Rome and the same opportunity will be given at the Economic Commission for Europe meeting in Geneva, next May.

Students Came From Five Continents

GEOGRAPHICAL distribution of the students was wide. From the Argentine came a student of the Institute of Social Studies, from Belgium a student of journalism, and from Cambodia and Ceylon, law students. A Chinese woman student was preparing a thesis on Unesco, while several French women students were studying law and literature. Science was the chosen study of the Egyptians, Syrians and Turks while Dominican students had taken up social science.



Members of the student group, who had an "inside view" of Unesco's General Conference, with Miss Myrna Loy a member of the United States Delegation, after she had spoken to them on films and mass communications.

Young Americans were going in for international studies, and an Englishman was taking modern languages. All these studies are closely linked with Unesco's work.

For a fortnight, the students were part of the conference organization. They enjoyed the same advantages as delegates, attended plenary and commission meetings, and were guests at official receptions. They had the fullest opportunity to make close contact with those responsible for shaping Unesco's future.

Anthropology and Conference Preview

But the students had not come to the conference merely as observers. They had their own special work in the Unesco House room, where every day an important spokesman or spokeswoman from Unesco spoke to them, often after lunching with them, on one of the problems with which the

cultural organization of the United Nations is concerned.

Dr. E. Ronald Walker, President of the General Conference, was able to present them with a first-hand preview of what the Conference hoped to do in Paris. M. Maquet, of the Belgian delegation, gave up some of his

Mr. David Hardman, British Member of Parliament, and Parliamentary Secretary to the Ministry of Education, broadened the scope of the seminar discussion with a lively, personal account of how education may save our civilization.

Count Jacini, head of the Italian delegation, lectured on Europeans' problems, and gave his conclusions on the work of the Council of Europe at Strasbourg, which he had attended. Dr. Zeissel, head of the Austrian delegation, had a busy time answering questions on current happenings in Austria.

To end this round of prominent Unesco speakers came U Ba Lwin, head of the Burma delegation, who talked about his country, and Miss Myrna Loy, film star, and member of the United States National Commission for Unesco, who spoke on films and mass communications.

Twelve Voices Round a Microphone

FREE discussion followed each talk and this unofficial, frank and lively exchange of views between students was steered by Mr John Ennals, Secretary General of WFUNA, and his assistant, M. Dausset.

Outside their work as observers and debaters, the visiting students made excursions to centres of cultural interest in the vicinity of Paris: museums, historic chateaux and libraries. At the Palais de la Decouverte, M. Leveille spoke to them, on behalf of the International Council of Museums, about the links between Unesco and museography. At the Musée Galliera, they saw the Unesco Exhibition of Human Rights. At the Salle Gaveau, they listened to the concert of works by international composers to commemorate the centenary of the death of Chopin.

A dozen students of different nationalities went to the microphone for a broadcast arranged by the Unesco radio division, to give impressions of their visit to Unesco. They welcomed the invitation of other broadcasting stations, Paris-Inter and Radio-Luxembourg to relay these impressions to students throughout the world.

How Education May Save Civilization

D R. G. Zook, Chairman of the United States Council of Education, spoke about higher education in his country, and described Unesco's work at the Universities Conference held at Utrecht last year. Mr. Mei, president of the Chinese University of Peiping, told about his country's students and their work. M. Sarrailh, Rector of the Academy of France, dealt with the mission of the universities, and detailed his plan to bring higher learning more into line with the needs of modern life.



Paris, October 15th 1949
My dear Elisabeth and John,

Sitting here at a café in the Trocadéro, I will jot down a few notes on an exhibition I have just seen near here, having for a theme what I remember you have always supported rather ardently: "The Rights of Man". Since you aren't able to come over, I shall try and give you a visual sketch of what I saw.

The Musée Galliera is a rather starchy building in the classical manner, which made me fear for a moment that the exhibition itself might be on the dry side. But once within its doors my heart warmed at the first glimpse of the lively and imaginative forms and colours which characterize this show. I should say that this atmosphere of colourful vitality made alive for me, from beginning to end, subjects and events and documents which I had always thought of in terms of the printed word, somehow connected with the pince-nez of our history master.

The introductory spectacle was rather a curiosity, resembling an enormous egg lying on its side, with a hole at the sharp end. Looking inside—it was dark—one saw it was a starry planetarium. In the centre slowly turned a large model of the earth, but an earth far more beautiful than those parti-coloured political globes we are so used to seeing.

This one was the earth itself—as it might be seen from a space-ship—forests, deserts, plains, mountains, blue seas, green seas, arteries of ocean currents, glittering polar ice-caps, it seemed like a living thing. Beside it, in space, stood images of a man and a woman, lit mysteriously by fluorescent light.

As we watched, a voice coming out of space declaimed the first three grand articles of the Declaration. This seemed to give a sort of universal authority to what might otherwise be regarded as just a legal document. It at once put my thoughts on a big scale transcending political decisions.

After this, a gently curving screen bearing the text "How the rights of man were born" led me to a curious looking panel resembling a well-trodden patch of mud. This turned out to be the first fossilised record of the footprint of man, since when, read the text, "he has walked far".

Then began a kind of spiral labyrinth that gave an idea of how far he has walked: at first, a beautiful set of prehistoric rockpaintings and stone and bronze implements, the beginnings of art and techniques now honoured in the Declaration, which proclaims man's right to create and enjoy the fruits of his culture.

Then, a series of tableaux epitomising the great civilizations, Egyptian, Chinese, Indian, Greek, Maya, Phoenician, Roman to Middle Ages and so on. In each, was a central exhibit, such as the stele of laws of Hammurabi, illustrating the special contribution of this culture to our present concepts of rights, whilst behind it or beside it, were dioramas, or photos, or other objects that put the central exhibit in the context of its times. Aesthetically, I enjoyed this labyrinth of history most of

all. It was a frieze, rich in colour and shapes and associations and for me quite a new type of museum technique.

After this tour of history, one saw how all these rights, so painfully acquired over centuries, were destroyed and scorned by the Nazi tyranny. And how the democracies fought for and restored those rights and codified them in the present Declaration.

I passed from here into a long gallery furnished with tall flat rectiline pillars, somehow suggesting Rights by their very form, on each of which was the history of the various Rights proclaimed by the Declaration. These pillars were illustrated with striking pictorial documents, nearly all from contemporary sources, ancient and modern, beautiful and humorous, and assembled with elegance and imagination.

I was told they were selected from over 2,000 submitted from the galleries and archives of the Member States of Unesco. If one wished to, one could certainly spend a whole day studying this unique collection of pictorial documents, but I learnt quite a lot in half an hour.

At the end of this gallery, the Declaration is set up in sculptural relief letters over the whole wall, in white and gold, and is a very impressive looking text.

From here I entered a little museum, scattered with armed guards, containing precious documents of freedom from many nations, most of which had never left their home countries before. Some of the parchments bear superb calligraphy, certified by massive and noble seals.

Then, to the last room, where the text of Article 28 is exposed promising a social order in which all the rights will be realized. In the centre of a great hall, representing activity, is a film screen, showing construction works and the innate goodwill of men and women and calling for its mobilization in the name of our civilization.

Opposite to this, the final spectacle represents the climbing curve of the world population, and is so strikingly shown that it is almost alarming. For instance, there is a big numerical counter, which ticks over as you watch, showing the average rate at which children are born in the world. This display was called "The measure of our responsibility".

Finally, on the way out, I was given a smart rap over the knuckles in the form of that splendid text of Mahatma Gandhi:

"I learnt from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done... Every other right can be shown to be a usurpation hardly worth fighting for..."

I hope this has given you some idea of this rather unusual show. It was organized by Unesco. Incidentally, it is open until the end of December, if you should happen to be over here before then.

Best wishes,

Mary

English architect
designed

HUMAN RIGHTS EXHIBITION

Mr. Clive Entwistle, R.R.I.B.A., M.S.I.A., architect and coordinator of the Human Rights Exhibition, the first major exhibition organized by Unesco, has carried out a number of exhibitions in England, but is better known for some of his large-scale architectural and town-planning projects which have been widely illustrated in the architectural press of Europe and America.

His project for the rebuilding of the burnt-out Crystal Palace in London in the form of a great Cartesian pyramid of glass was described by Le Corbusier, the great French master of the modern movement, as "this brilliant and perfectly magnificent paradox... it has grandeur and nobility... a serious work," thoroughly mature and studied...

Present conditions in England preclude the execution of his capital projects, which led to his coming over to undertake a commission for Unesco that offered interesting scope for designing.



Looking into the planetarium at the start of the Exhibition, this young French student has a « spaceship » view of the earth, an earth from which political divisions have been removed.

A MESSAGE FROM DR. H. V. EVATT

To the General Conference

I believe the Universal Declaration will stand as a lasting monument to the United Nations and to the great city of Paris, especially having regard to its historic association with many past struggles for the liberation of the human spirit. The Declaration was a solemn pronouncement by governments, that power exercised by governments is to be used by them, in trust, for the benefit of those they govern.

"It is my fervent hope that the efforts of the United Nations will be as successful in propounding a Covenant and measures of implementation as it was in propounding the Universal Declaration of Human Rights. I commend the United Nations Educational, Scientific and Cultural Organization for spreading knowledge of and respect for the lofty principles of the Declaration of Human Rights."

Dr. H. V. EVATT (Deputy Prime Minister of Australia, and President of the Third General Assembly of the United Nations, which adopted the Universal Declaration of Human Rights in Paris, last December) in a message to Unesco's Fourth General Conference.

★
THE letter above was written by a visitor to Paris after seeing the Exhibition on Human Rights organized by Unesco at the Musée Galliera. The purpose of the exhibition, which opened on October 1, is to celebrate the moral values enshrined in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly, last December.

The Courier feels that from this letter, readers will obtain both an impression of the exhibition itself and will understand its message—the universal responsibility for achieving and defending human rights.



★
 At the opening of the Human Rights Exhibition, Dr. E. Ronald Walker, President of Unesco's Fourth General Conference, M. Yvon Delbos, French Minister of Education, and M. Jaime Torres Bodet, Director-General of Unesco, pause for a moment before the photo of President Roosevelt, author of the famous « Four Freedoms » message.

New Charter defines Code for Latin American Universities

Meeting in the City of Guatemala, for the first Latin American Congress of Universities, representatives of 134 universities and state and denominational institutions have approved a new Charter, defining the principles which will govern their activities.

The Charter, accepted by the Congress, at a special meeting under the chairmanship of Dr. José Rolz Bennet, Dean of the Faculty of Philosophy of Guatemala, lays down that the Universities of Latin America shall:

« Direct education towards the complete development of the human personality and towards ensuring respect for human rights and fundamental liberties; towards the promotion of understanding, tolerance and friendship between all nations, social or religious groups; towards furthering the activities of the United Nations for the maintenance of peace, in close co-operation with institutions devoted to the advancement of culture, science, education and arts. »

The Charter also enumerates the Principles of the Universal Declaration of Human Rights, to the realization and maintenance of which the Universities must also contribute. In doing so, it confirms the words of M. Jaime Torres Bodet, Director-General of Unesco, who in a message to the Congress said that such a Declaration:

« ...is not the fruit of a moment's legalistic euphoria on the part of governments. Though it yet lacks the contractual character which would make it a legal weapon in the hands of men meeting their current trials, it is even now a spiritual buttress of the future peace. Its importance springs from the fact that every stone in this buttress is a contribution from some different section of the human race. All history, all races and all languages speak its precepts. And with them are heard the voices of all civilizations; for many of the rights here stated found their first refuge in halls of learning like your own ».

Universities Union Established

To carry out the directives of the Congress, the Union of Latin American Universities was established, on a proposal from the University of Havana and the Institute of University Relations and Research of Santiago, Chile.

By these means an improvement of the educational centres will be sought through the strengthening of their relations with Unesco, and with the Inter-American Cultural Council of the Organization of American States.

Wider co-operation in the academic and administrative organization of Latin American Universities is one objective, but without prejudice to the distinctive qualities of each. There will be considerable increase in exchanges of professors, students, research workers and graduates as well as freer flow of publications, articles and research and teaching material.

Thirty-four delegations, under the Presidency of Dr. Carlos Martínez Duran, Rector of the University of San Carlos, approved these fundamental bases for co-operation between educational centres.

M. Jaime Torres Bodet, in his message to the Congress, also stated:

« In this age of transition the fundamental problem is that of Duty in Freedom. To the solution of that problem the universities are committed as irrevocably as Unesco. Were there no other reason, that joint task would alone explain my fraternal interest in your Congress and my eager wishes for your success ».

Living Expression of Community

A number of international observers studied the work carried out by the Congress commissions, set up for examining the various programme items: the mission of the University, organization of studies, University co-operation and the formation and independence of the University patrimony. Among these visitors were the Rector of Brussels University and representatives from the University of California, the George Washington University of Seattle, the University of Tulane, and of the Paris Sorbonne.

The meetings unanimously upheld the principles relating to the intellectual freedom of professors and research workers, and to the independence of Universities.

Another clause in the new Charter declares that the University is:

« The living expression of its times and of the community in which it operates. It is not only an entity which accumulates culture and transmits knowledge, but an active system of functions benefiting the community in which it is born ».

The new code also cites the manner in which a University must contribute to the forming of a civic outlook, in order to achieve an era of peace, based on respect for human personality in accordance with the ideals of democracy and social justice.

Professor Bosch-Gimpera, Head of Unesco's Division of Philosophy and Humanistic Studies, who attended the Congress as personal representative of M. Torres Bodet, has reported that the University spirit dominated the work done in Guatemala.

« The majority of those present were University Rectors », he said, « convinced of the extreme importance of the moment, and of the need for maintaining close contact with Unesco and with the Interim Committee of Universities, which is at present functioning at Unesco House, and which has been instructed to organize the First World Conference of Universities ».

The Congress supported Unesco's drive to ensure that the great Educational Centres in the world co-operate more closely.



Costumes, such as the ones shown above worn by Indians of Latin America, are an important source of information to scientists studying the evolution of ancient civilizations. Recently in connection with the Congress of Americanists, an exhibition of North American Indian costumes was held at the Brooklyn Museum, New York.

CONGRESS OF AMERICANISTS

extends international cultural ties

Di relations by way of the Pacific exist in far-off times between the people of America and those of Southern Asia?

This was one of the questions raised at the Congress of Americanists which recently brought together distinguished American specialists in the historical sciences, archaeology, anthropology, ethnology and history at the Natural History Museum of New York.

The Congress, in addition to studying the linguistic problems presented by the Indian languages and the results of the civilizations of Peru (Inca and Pre-Inca), considered the parallels between Hindu Art and the Mayan Art of the Central American regions.

The research so far carried out reveals a striking coincidence of artistic ideas, religious symbols and ornamental themes in large monuments and in the industrial works of art, as well as in the sculptural decorations and friezes of the temples and in ceramic decorations.

At the same time, various exhibitions were held in order to give a comparative picture between Asian archaeology and that of the New World. The exhibits came from China, Indo-China and the Pacific Regions and included magnificent bronze vases, ceramics and jade ware from the time of the Shang dynasty — the second half of the second millennium B. C. — and from the Shui dynasty, dating from the last centuries of the same millennium up to several centuries before the birth of Christ.

Another exhibition, held in the Brooklyn Museum, contained a collection of North American Indian costumes, which traced the historical evolution of Indian wearing apparel over a period of 1,500 years.

From the international point of view, the Congress was of great importance as a factor in relations between the New and the Old Worlds through its adoption of the constitution of the International Committee of Americanists. This committee will be a permanent member organization of the Union of Anthropological and Ethnological Sciences which forms part of the International Council for Philosophy and Humanistic Studies, which was established under the auspices of Unesco.

In other words, the old cultural relations between the organized institutions of America and Europe will gain in importance by being extended to the whole of the American continent.

Professor Pedro Bosch-Gimpera, Head of Unesco's Division of Philosophy and Humanistic Studies who attended the Congress, reported that he was very satisfied with its results, and particularly with the readiness shown by American investigators in general to try to strengthen their research and co-ordinate it with that of their colleagues in Europe and in other parts of the world, in accordance with the aims of Unesco.

Much of the work of the Congress, whose president was Professor Paul Rivet, was concerned with chronological research and the investigations of the American archaeological groups. The Congress, in fact, served to emphasise the progress which has been made in the use of chronology for the study of ancient American civilizations.



Thirty-seven organizations were represented at the Panama Conference of non-governmental organizations. Above are shown (from left to right): Mr. A. Salsamendi, representative of the United Nations Information Department; Dr. Richard J. Alfaro, Chairman of the Conference Preparatory Commission; Dr. E. Lefevre, President of the Conference and Professor José de Benito, representative of Unesco's Bureau of Public Information.

LATIN AMERICAN ORGANIZATIONS TO TELL U.N. STORY

THE women of South America were active in crusading for a better standard of living at a recently held conference of Latin American non-governmental associations in the City of Panama, according to a report from a Unesco observer who attended the conference.

For four days, delegates, representing 37 organizations, including the International Law Organization, Rotary and Lion Clubs, Trade Union associations, and religious bodies of all denominations, met and talked over problems of Education, Public Information, and methods of reaching the minds and hearts of the people.

Reporting on the conference,

Professor de Benito, a member of Unesco Public Information Bureau, states:

« It is encouraging to note that the women of Latin America do not lag behind in this crusade. Together with the professionals, educators and labour leaders, they have actively co-operated by presenting proposals, amendments and projects for raising the standard of life on a foundation of freedom and peace ».

In accordance with plans of the United Nations, and following a resolution adopted by a UN conference held at Geneva in July, a series of conferences is to be arranged in different Latin American cities, to guide private associations who are able, in one form or another, to help make

known the aims and work of United Nations.

A resolution adopted at Panama affirms the necessity of teaching in schools the fundamental principles of the United Nations Charter, and emphasises that this is one of Unesco's main tasks, adding « the non-governmental organizations will work in close co-operation with this Specialized Agency. »

Call For Information Centres

THE Conference also urged the establishment in each country of a centre of documentation and information to provide the necessary facts and figures to those concerned with teaching

about the structure, aims and ideals of the United Nations and its Specialized Agencies.

It was also proposed to establish a centre of documentation in each country in order to place at the disposal of educators the necessary working materials for carrying out their important educational task.

Delegates to the conference made it substantially clear that the Latin American peoples desire to work in close co-operation with the UN and its Specialized Agencies and for that purpose many of the national associations represented at the conference asked the United Nations and Unesco for working plans relating to each matter discussed.

Delegates in Panama also

approved policies for promoting a common programme for all kindred organizations, in order to accomplish the task of establishing that world peace and international concord proclaimed by the Charter of the United Nations. Various working commissions were set up to carry through details of conference resolutions.

In addition to the prominent Latin Americans who addressed the conference, there were talks by M. A. Salsamendi, representative of the United Nations Department of Public Information; Dr. Ricardo J. Alfaro, Chairman of the Preparatory Commission, and Professor de Benito, who reported on the programme and work of Unesco.

CHILDREN OF THE STREET

Urgent Problem of Post-War Child Vagrants Studied at Charleroi Conference

ONE of the greatest and perhaps the most pathetic of problems left by the Second World War is that of the host of vagrant children to be found in many parts of Europe and also in those areas of Asia which have known War for over a decade.

Idle for the most part, often homeless or housed in hovels, eking out an existence through various forms of petty crime, most of these children would appear to have little to hope from life.

A hope exists, however, thanks to the numberless people who are working to help them and to show them how to become useful members of the community.

Some of these people met last month at a two-day conference, called by Unesco, in the Children's City of "Marcinelle", Charleroi, Belgium, to discuss this vast problem of re-adjusting vagrant or war-orphaned children to social life.

The conference, first of its kind since the war, brought together magistrates, psychologists, social welfare experts, and directors of children's communities. These experts exchanged views, presented on-the-spot reports of every phase of this vast problem of social and psychological causes of vagrancy, outlining practical ways and means for educating vagrants and dealing with youthful gangs, and providing assistance for badly-placed children and their families.

Various Children's Communities of Europe, important post-war centres in the struggle to alleviate the problem of juvenile vagrancy, were represented at the Charleroi meetings. Other interested international associations, the Red Cross, International Union for the Protection of Children, and United Nations agencies, sent delegates to the conference.

The dramatic facts of the present-day plight of these children and their elders were laid in succession before the assembled experts, first in a moving survey from M. Jean Chazal, a magistrate and a leading authority on the subject, from his day-to-day dealings with children in the Seine Court.

FROM Italy, Dr. Maria Venturini, presented a heart-rending picture of conditions in her country. "Even before the war", she said, "many people lived in slum conditions, in a single room below street level, where the only light came through the open doorway, and where anything from four to ten people were huddled together like animals. But those days now seem like a past Golden Age to the poor of Naples.

"The war has destroyed 100,000 houses, and half a million people live, if it can be called living, in hovels, in barrack yards, in caves. There are even cases of eighteen people from two or three families living together in a single room, often without windows. There is frequently only one water-closet for ten or twenty people, and, as a rule, none at all.

"There are three caves at Capodimonte and at Mergellina", she went on, "where more than one hundred families, or at least five hundred persons, live together. There are long passages dug out of the hillside, without air or light. Water and hygienic facilities are all at the entrance to the cave".

No Help From Family

"WHERE are the children when they are not forced back into these icy tombs by rain or sleet?" asked Dr. Venturini. "In the street, where they can at least play in the sunlight. The eldest go further afield to beg in districts where people have money in their pockets. I think Naples is the only large city in the world without public gardens.

"The family is no help. Why should families wish to share the hazards of the street with their children, who haunt them by expressing the mere instinct of self-preservation. No, their families send them into the street to play and to beg. The family exploits children because it has sunk so low, because it is so poor. They teach them to pick up cigarette ends, knowing that all the rest can be learned in the streets. The police know all about it, so do the law courts.

"Children convicted in juvenile courts should theoretically be sent to reform schools, but there are none. But in this respect there are countries much worse off than Italy.

"Police and magistrates therefore close their eyes, waiting for some crime to be committed, since it will then be easier to pick out those who

will always remain beggars and thieves from those who, once they have food inside them, are capable of something better. In our cowardice, we gamble on the chance that despair may not drive these children into the courts, where it is they who will have to answer the charge."

The Friendship Teams

FOUNDER of the "Friendship Teams", M. Dacier-Falque, described to a journalist-observer of the conference the preventative methods of the teams. "The Friendship Teams", he said, "are made up of young people from every class. Outside their ordinary work they devote themselves to re-educating gangs of children. Under various



While emphasizing the tremendous scale of modern child vagrancy problems, the Charleroi Conference also revealed the efforts being made to save these children. Our photo shows two young people, typical of thousands in all parts of Europe, who must be helped back to a decent and useful life.

pretexts, they win the children's confidence and encourage them to go in for sport, camping and work. In a year and a half, this new kind of Salvation Army has transformed eight gangs of such children into useful apprentices".

Unesco has been asked to give material support to these Friendship Teams, to enable them to extend their work, and set up homes to shelter these children from the street.

In a few months time the first Friendship Home is to be established. From it, the children will leave daily for their factory or training centre, and will find a large measure of freedom in their new home.

Honorary chairman of the Charleroi Conference was M. René de Cooman, Vice-President of the International Federation of Children's Communities. Experts from several war-devastated countries in Europe and the Far East contributed to the useful exchanges that took place.

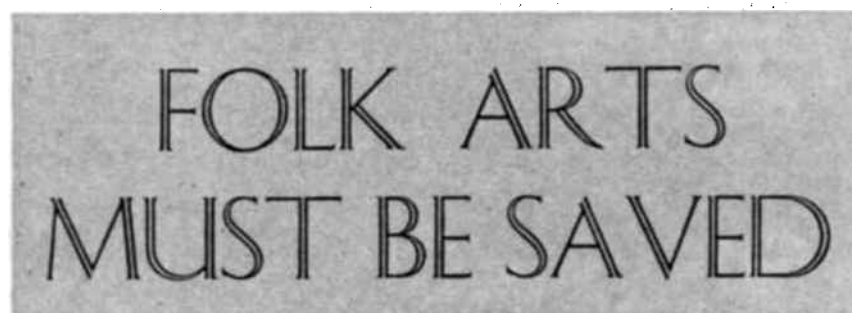
These experts included: M. Jean Chazal, Children's Magistrate of the Seine Court (France); Professor Demotre Caranicas of the University of Salonika (Greece); Dr. Maria Venturini, a prominent Italian child psychologist; Mr. U Ba Lwin of Burma; M. Jean François, Inspector-General of the French Educational System and Dr. Préaut, President of the International Federation of Children's Communities. Chairman of the conference was Mr. Maurice Millaud, a European representative of the UN Department of Social Affairs.

"Understand Then Act"

THE importance of the Conference was stressed by the Press of many countries. Alexis Danan, a leading authority on the problems of neglected children, wrote in the French daily "Franc-Tireur": "The general public knows little of the wide range of work Unesco is carrying out to solve the manifold problems of neglected children. Its mission is not confined to investigation: the practical results it has achieved are astonishing.

"And while giving immediate assistance to relieve proven needs, it spares no efforts to assess requirements throughout the world. It has correspondents and information agents in every country and organizes working conferences to which it invites anyone able to give useful advice. Its motto might well be: 'Understand then act'".

A report is being prepared from the conference, on which further action to improve the tragic existences of these young vagrants of Europe and Asia will be based.



THERE are numerous and important links between the field of popular arts and fundamental education. The preservation and development of traditional arts present a series of urgent problems which require a prompt solution. These must be faced not only for aesthetic or sentimental purpose, but also for practical reasons. The existence of popular arts is often closely related to the economic life of societies and contributes substantially to their well-being.

The important part played by the popular arts in the programmes of fundamental education prompted Unesco to convene a conference of experts in Paris to examine the whole problem and offer practical suggestions regarding the future activities of Unesco in this promising field.

The Committee of experts, who met at Unesco House from 10 to 15 October, discussed the significance of popular arts in three types of culture: tribal, pre-industrial and industrial. In their reports the experts cited numerous examples of decadence and disappearance of once vigorous arts and they stressed the need to help the people concerned in saving their cultural heritage.

On the other hand, occasional revivals of popular arts were also noted and their significance was duly analysed. Some interesting observations came out from the discussions. Thus, for instance, it was remarked that action by governments and private organizations, though sometimes instrumental in the rebirth of a dying tradition, often created a danger of formalism and archaism. Interference with the liberty of the artist was unanimously condemned, for popular arts should reflect the tendencies and aspirations of the culture which produced them.

Finally, the Committee recommended that Unesco should take the initiative in publishing a symposium dealing with the main problems of popular arts in the modern world and should undertake surveys in a few communities where experiments had been tried out. It further called on Unesco to support efforts to prevent the disappearance of folk arts and to preserve a valuable part of the cultural heritage of the world. Lastly, the committee unanimously recognized Unesco to be the most suitable organization for encouraging the exchange of information and documentary material, as well as organizing exhibitions on this subject.



FLORENCE

"WHERE THE SPIRIT LIVES"
WILL WELCOME UNESCO IN MAY 1950

FLORENCE — the very symbol of Form which is continuously changed and renewed in space. A continuity exists in the various forms of art which mark through the centuries the city's glorious passage in the history of the world. The fine and translucent air emphasises the outlines of its hills, soft yet firm, surrounding the Arno like a protecting arm.

Perhaps this happy conjunction of natural elements has made Florence a source of forms in space. Throughout centuries filled with history, its artists have created visible equivalents to the hopes and anxieties of man.

The Etruscans had already brought into the Valley of the Arno extreme refinement and the mystery of their rites. The soft Tuscan hills have welcomed austere priests who studied the divine laws of the lightning or the flight of birds.

Today, the Archaeological Museum enables us, in the heart of Florence, to make a mysterious and fascinating

parallel in history : Cimabue, Giotto, Orcagna, Donatello, Masaccio, Fra Angelico, Brunelleschi, Michelangelo, Leonardo... The history of forms offers few examples of such a wealth of mighty creations in such a comparatively short time.

The Uffizi Gallery, the Pitti Palace, the Bargello, the Monastery of St. Mark, the Gallery of the Academy, the Churches... everything in Florence bears the stamp of unique lives and works of art and their creative power, transcending



The celebrated "Piazza della Signoria", in the centre of Florence with, in the background, the "Palazzo Vecchio".

journey into the life and times of more than two thousand years ago : arms, works of art, jewels which were worn by knights and ladies during their lifetime and then placed in their tombs, guarding their eternal rest.

It is a glimpse into an extremely civilized epoch when men tried to find forms which would express the sense of their possible relations with the world. Transcending space and time, mysterious and subtle bonds link the sculptures of the Florence of over two thousand years ago with the sculptured forms of the East, of India, China...

As a result of the Roman conquest, the life of the region considerably changed. Forms became less inventive and took on a powerfully realistic aspect which answered the needs of an organized life, but diminished the poetic impulse. The architecture is the best proof of this, the most striking example being the Roman theatre at Fiesole.

In the Middle Ages Florence again took up its primarily creative role. This was a dark and magnificent era filled with bloody strife. The citizens gathered round Church and Empire in two hostile factions and both sides waged a relentless struggle for power. The vanquished lost all; exile was their last resource. During such an exile was created that tremendous and divine work which summarises passions, poetry and learning of the period : the Divine Comedy gave birth to the Italian language.

It may have been during this period that the walls of Florence acquired their forbidding aspect, which persisted even in full Renaissance days. Around the Ponte Vecchio, the mediaeval part of the town spread out in straight lines, their severity making a striking contrast with the soft curves of the surrounding hills.

The Renaissance was the splendid close of a triumphantly successful creative period, which is almost without

national boundaries, still stirs our emotions with the high poetical value of their message.

The Medici, particularly Cosimo the Elder and Lorenzo, greatly stimulated the creative urge of the city in a highly civilized age. Poetry, painting, sculpture, architecture, craftsmanship, everything contributed during this period to make Florence one of the most vital centres in the world.

In the following centuries, the fertility of ideas that began in Florence developed in the world a certain sense of balance and harmony which still represents an ideal of life.

Florence, on which the War left its cruel marks, must itself be considered as one great museum.

Florence, was built as a logical whole, of which all the parts answered to a



Michelangelo's works are well represented among the art treasures of Florence. This "Madonna and Child" is in the Chapel of the Medici.

FLORENCE, "City of the Arts", was chosen by Unesco's Fourth General Conference as the meeting place for next year's Conference, to be held in May. In the accompanying article, Berto Lardera, a Florentine sculptor, gives his impressions of what Florence, with its "visible equivalents of Man's hopes and fears", means to an artist.

Lardera, who is now a programme specialist in Unesco's Division of Arts and Letters, served on the commission appointed to study plans for the rebuilding of Florence.

precise need and to a creative desire. The smallest break was bound to deal a serious blow at this carefully arranged harmony. Its logical construction has today perhaps been destroyed forever; two pitiless gaps are to be seen in the two mediaeval quarters around the Ponte Vecchio.

The compact line of houses along the banks of the Arno, from the Ponte Vecchio to the Ponte Trinita, which made the river almost like a closed-in basin — shut in still more by the row of houses on the Ponte Vecchio itself — has been broken. The Ponte Santa Trinita, which connected the two sides of the city by its incomparable arches, and which was one of the purest examples of Renaissance architecture, has disappeared.

Those who have examined the pro-

blem of restoring the unity of the city have grasped the full gravity of this break.

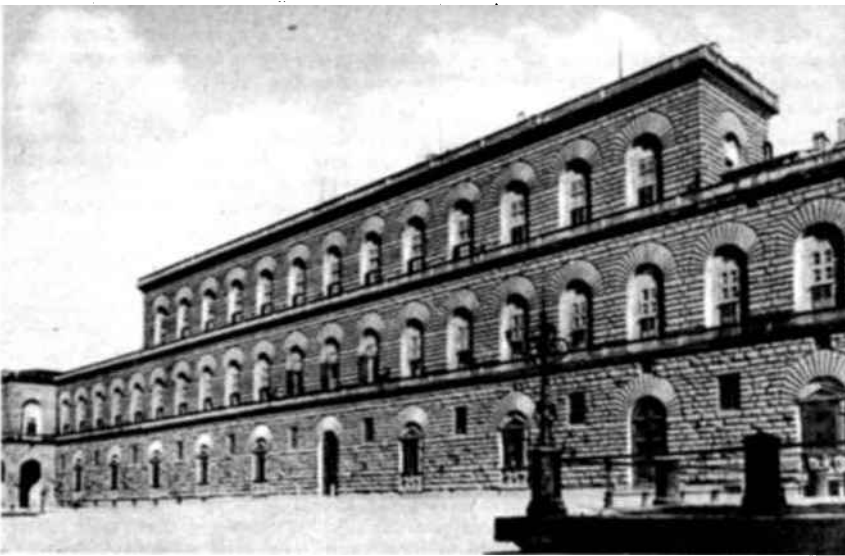
What was slowly built in the course of ages by the combined efforts of the city's artists who gave it a harmony answering to the political, economic and social demands of life, has been destroyed by one violent and sudden blow.

The Fifth Session of the General Conference of Unesco will be held in a building which is one of the masterpieces of Florentine architecture.

The Palace which Luca Pitti asked Brunelleschi to build as a private residence, and which was to constitute an ideal link between town and country, has become one of the living symbols of Art. It combines the constructive harmony of ancient Roman walls with the hard austerity of the Middle Ages.

The citizens of Florence, who have not forgotten the flashes and explosions which accompanied the terrible wounds inflicted on the city one night in July 1944, await the words of peace, encouragement and understanding which are to come from these same austere walls.

Berto LARDERA.



The 15th century Pitti Palace (above) with its world-famous gardens, will be the scene of Unesco's 1950 General Conference, next May.

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