

# Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL,



SCIENTIFIC AND CULTURAL ORGANIZATION



**R**EVISING their notes in a bomb-damaged lecture hall at the University of Vienna, these two medical students symbolize the post-war difficulties faced by this and many other universities. Even where classroom walls have been rebuilt or new roofs put over laboratories, much missing or out-dated equipment remains to be replaced. Libraries too must be restocked, but many institutions cannot today afford the foreign exchange to buy books from abroad.

In countries set back by human conflict and in others left behind by human progress, devoted men and women are striving to restore or to

create the facilities required for training doctors, scholars, artists and technicians whose skills and creative powers are essential to world development and human well-being.

In other countries favoured by progress or spared by war, people ask, "What can we do to help?" Unesco has answered this question by launching a programme that enables goodwill to be transformed into practical aid; through which men, women and children can make a direct, personal contribution to the cause of international understanding. **For a report on this new programme—the UNESCO GIFT COUPON PLAN—see pages 6 and 7 of this issue.**

# “ASSOCIATED PROJECTS” — An International Fundamental Education Advisory Service

**A**N international advisory and information service for nations carrying on campaigns against illiteracy and low living standards has now been put into operation by Unesco. The recent opening of this “associated projects system”, as it is termed, places on a formal basis the assistance which the organization has been rendering agencies and programmes dealing in fundamental education over past years.

Fundamental education programmes in seven countries of Asia, Latin America and Africa are now recognized as “associated projects”. As such, they are to receive assistance from Unesco in three forms.

Firstly, the organization will supply them with documentation on most recent developments in their fields — an important service for educators who must often work in isolated regions.

Secondly, Unesco has opened an enquiry service to work on any problems they encounter in their own work. And, thirdly, six Unesco field advisers are available for service in projects requesting their help, for periods up to six months.

One of the most important aspects of the system is its “two-way” flow of knowledge. It is expected that data furnished by educators in the field will be of extreme importance in seeking the answers to such fundamental education problems as teaching literacy in countries where peoples speak a vernacular often completely different from the official language taught in schools.

## Better Ways Of Life

**A**GENCIES and programmes which were the first to be included in the associated projects system emphasise its already wide scope.

In the Union of South Africa for



One of the “Associated Projects” aided by Unesco is the Delhi State Pilot Project in Rural Adult Education. Above, students at the Alipur School for Village Leaders study large-scale models of malarial mosquitoes as part of their course in health and sanitary precautions.

★  
The Viani fundamental education project in Columbia was one of the first Unesco “Associated Projects”. At Viani, it was recognized that a programme must be designed primarily for rural youths between the ages of 12 and 18, such as those shown on left at work in a vegetable garden.

example, there is the Division of Soil Conservation and Extension of the Department of Agriculture. This division, which has been modelled after the extension service of the United States Department of Agriculture, advises farmers and conducts test demon-

strations of techniques aimed at increasing food production, such as irrigation, crop rotation and terracing.

India is represented so far by the Delhi State Pilot Project in Adult Education. Here, an Indian state has begun the task of improving living conditions in all 305 of its villages by training a corps of 250 teachers to begin teaching approximately 125,000 illiterates. The teachers, drawn from the villages themselves, are being trained at a college where surrounding villages are used for field work. Unesco has already provided aid for the programme.

In the Philippines, the agency concerned is the National Federation of Parent Teachers Associations. The Federation is conducting literacy classes for some 10,000 pupils and, at the same time, it is striving to introduce better facilities for health, sanitation and recreation in rural villages.

## A Variety of Weapons

**B**RAZIL'S nation-wide adult education campaign is also included. This campaign is attacking adult illiteracy with a variety of weapons — literacy classes, radio programmes, portable film projectors (there are 1,600 of these in operation) and mobile libraries mounted on motor vans.

Another Latin American project is that of Viani in Colombia, which already has received the services of Unesco advisers. At Viani, education is being put to work to find solutions to the problems of farming on mountainous land subject to erosion.

In Colombia's neighbouring state, Ecuador, the rural cultural extension service, organized in April, 1950, is also included. Here, again, mobile missions are being used to bring educational facilities to regions with insufficient schools, always driving home the benefits the rural dweller will derive from his new knowledge in his daily life.

Finally, there is the night school programme of the Dominican Republic, which is aimed mainly at reaching adult illiterates in towns and cities.

These programmes are only a beginning. At present, there are 75 more requests for inclusion in the “associated projects” system on hand and Unesco is in a position to service up to 100 projects this year. It has been pointed out, however, that requests for inclusion must be received by April 15, if the project is to be considered under the 1951 programme.

## Recent Unesco publications

### POLITICAL SCIENCE TO-DAY

Three years of painstaking research, analysis of surveys, discussions and meetings with social scientists from almost every region in the world have resulted in publication by Unesco of one of the most comprehensive studies in the field of social science: “Contemporary Political Science”.

The 48 essays and surveys in this volume are grouped according to their content and deal with methodological questions, general reports of political science works in different countries, studies of literature devoted to a single political theory, surveys of writing on particular branches of research. Several essays on the teaching of political science in universities are also included.

“CONTEMPORARY POLITICAL SCIENCE, A Survey of Methods, Research and Teaching”.  
(E.) 713 pages. (F) 740 pages \$ 5.00, £ 1.5.0, F. 1.200.



### FURTHER DEVELOPMENTS IN EDUCATIONAL BROADCASTING

“My brother have bought a new wireless, I and my brother have learnt a great deal of things we never knew before during our poor life — through it.”

This testimonial, written by an African listener to the Lusaka radio station in North Rhodesia, sums up exactly what educators hope to achieve with radio in adult education. A recently-issued Unesco publication entitled “Radio in Fundamental Education” describes how radio techniques have been adapted to meet varying conditions in 16 under-developed areas of the world. Sample scripts are included which show the right and the wrong way of aiming radio programmes at audiences in such countries, as well as a sample budget for an educational broadcasting service.

“RADIO IN FUNDAMENTAL EDUCATION”.  
(E) 152 pages \$ 0.65, 4/-, F. 200.



### FOR EDUCATORS

Recommendations passed by 13 International Conferences on Public Education convened by the International Bureau of Education and Unesco are reproduced in a recent publication issued by the I.B.E. Comprising in all some 350 clauses, this volume thus constitutes a kind of international charter or code of public education. The recommendations were approved by delegates of almost 70 governments.

“INTERNATIONAL CONFERENCES ON PUBLIC EDUCATION: COLLECTED RECOMMENDATIONS”.  
(E. F.) 90 pages \$ 0.85, 5/-, F. 250.



### HEALTH AND WELFARE OF CHILDREN

Thirty-eight countries recently responded to appeals for information on films produced in the field of health education. Unesco and the World Health Organization have now issued a catalogue of these films, produced either by private or public institutions, which deal with matters of child health and welfare.

“CHILD WELFARE FILMS: An International Index of Films and Filmstrips on the Health and Welfare of Children”.  
(E) 213 pages \$ 1.00, 5/-, F. 250.

## Courier

The UNESCO COURIER is an international periodical devoted to the work of UNESCO and to activities and developments throughout the world in education, science and culture.

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United States of America: Columbia University Press, 2960 Broadway, New York 27, N.Y.  
Uruguay: Centro de Cooperación Científica para la América Latina, Unesco, Bulevar Artigas 1320, Montevideo.

\*Outside of the United States, \$ 1.



# WELSH SHARE IN STRUGGLE FOR HUMAN RIGHTS SHOWN BY TRAVELLING EXHIBIT

THE historical struggle of the people of Wales for human rights is the theme of an exhibit which will be part of the Festival of Britain opening this May.

The exhibition, which will tour major Welsh cities during the Festival, was organized by the Welsh Committee of the United Kingdom National Commission for Unesco and was recently inaugurated at the Temple of Peace in Cardiff.

The first section of the exhibition shows the early history of Wales as a small nation struggling against internal difficulties and external threats. The distinctive form of Celtic Christianity emerges in photographs and models of Welsh cathedrals, churches and monasteries, and visitors are shown how humane Christian values influenced peoples' lives. It also shows how with the spread of mediaeval culture came the writing down of laws, the growth of Welsh scholarship and the participation of Wales in the pattern of Western European culture.

## Equality Before The Law

THE next section describes social conditions existing in 16th Century Wales, at the time of the political union with England. Starting with the struggle of men to establish their rights as persons before the law, which led to the passing of the Habeas Corpus Act, it traces the history of this fight to the 18th Century and the declaration of the Rights of Man in France and America. The original draft of the Declaration of 1789 has been loaned to the exhibition by the French Government.

Through the work of Welshmen like David Williams and Richard Price came recognition of the principle that man has rights not as a citizen of a certain country but as a member of the human family. The section ends with illustrations of the fight for freedom of speech and association, and the part played by such men as Robert Owen.

## Freedom Of Religion

A SECTION on religious tolerance traces the stages in the battle against religious discrimination, starting with the early Roman Catholic and Protestant martyrs of Wales, illustrating the use of the Welsh language in religion, the growth of Non-Conformity in Wales and the 19th Century struggle for Roman Catholic emancipation.

World events are dealt with in another section devoted to the abolition of slavery, which tells the story of the negro slaves and

the campaigns waged by Wilberforce and Abraham Lincoln. This is related to labour conditions in Wales at the time — the long working days, the use of children and women in coalmines, quarries and iron foundries under degrading conditions. Examples are also given of primitive prison conditions in the 19th Century.

## Right To Education

THE section on education illustrates the work of the Welsh pioneers. The old monitorial schools and early teaching methods are compared with photographs of modern schools, and the work of notable institutions in Welsh educational life to-day is described.

The last section of the exhibition shows the effects of intolerance and persecution in modern times, and traces the steps leading to the acceptance by 48 nations of the Universal Declaration of Human Rights just over two years ago.

Welsh educational authorities have decided to use the material assembled for the exhibit to make film strips suitable for schools, and to publish an illustrated handbook which will tell the story of the growth in Wales of the principles enshrined in the Declaration of 1948.

## UNESCO'S DIRECTOR-GENERAL TO VISIT SOUTH - EAST ASIA

M. Jaime Torres Bodet, Unesco's Director-General will leave Paris on March 7, on a three-weeks tour of Ceylon, Pakistan and India, as a State guest of these three countries. During his journey, he will address meetings of Unesco National Commissions at Colombo, Karachi and Delhi.

In Ceylon, the Director-General will also inaugurate a Fundamental Education Centre at Minneriya, which is being started by Unesco under its Technical Assistance Programme.

After attending the meeting of the Pakistan National Commission for Unesco, M. Torres Bodet will probably visit Lahore, one of the country's leading university centres.

In India, M. Torres Bodet is to visit Unesco's Field Science Co-operation Office, the Indian Government's Rural Adult Education Centre near Delhi, and other cultural centres. Two days will then be devoted to meetings of the National Commission and its sub-commissions.

M. Torres Bodet will be accompanied during his visit by Professor Lionel Elvin, Head of Unesco's Department of Education.

*André Gide*  
1869-1951

THE death of André Gide on February 19, at the age of 82, has robbed world literature of one of its most distinguished contemporary contributors.

World-wide recognition of his works was expressed not long ago through the award of the Nobel prize. More recently, Paris paid tribute to the great writer when the presentation of his "Caves du Vatican" was given at the Comédie-Française.

Sixty years ago, Gide's first books revealed to a discerning few, the restless searching of a mind that was to travel along many roads and absorb the most varied experiences.

From his stimulating travels in North Africa he drew inspiration for his "NOURRITURES TERRESTRES" (1897), followed by "L'IMMORALISTE" (1902) and "LE RETOUR DE L'ENFANT PRODIGE" (1903). His unorthodox ideas stimulated many young artists at the beginning of the century, and two movements in particular which were to bring new life both to literature and the theatre: the "NOUVELLE REVUE FRANÇAISE", launched in 1909, and Jacques Copeau's Vieux-Colombier.

After the first world war, Gide began to study social problems. The travel diaries written in 1927 from material gathered during his travels in the Congo and Chad, created a stir because of his outspoken condemnation of certain abuses of that period. In 1936, he published two books on his experiences in Soviet Russia — "RETOUR DE L'U.R.S.S." and "RETOUCHES A MON RETOUR" — both of which inspired widespread controversy.

Gide strove endlessly to preserve the purity of the French language, but his ideas and philosophy were constantly enriched by contact with the works of foreign authors. He was proud to have introduced Kierkegaard to French readers. In addition to a voluminous output of creative writing, he wrote commentaries on Dostoevsky and Oscar Wilde, and translated Rilke, Shakespeare, Conrad, Blake, Whitman, Tagore and Kafka.

From the "Journal", begun in 1889 to his latest works, the writings of André Gide were a mirror of the constantly changing values of man's social and moral evolution during these sixty odd years.

At the Nobel prize-giving ceremony on December 10, 1947, M. Osterling, permanent secretary to the Swedish Academy of Literature, described the personality of this "much discussed writer" in these words:

"A very significant period in Europe's spiritual history is reflected in his works. More than any of his contemporaries, he was a man of contrasts, a Proteus whose ideas and opinions were in a continual state of flux. Hence, his writings are like an uninterrupted dialogue in which faith wages a ceaseless war against doubt, asceticism against an abundant love of life, discipline against a deep urge for liberty..."

"...Gide comes from a Protestant family, and although he revolted against his Puritan upbringing, he has remained all his life in contact with the fundamental problems of religion and at times, he has been able to express with a rare purity the message of Christian love..."

"His 'immoralism', so frequently misunderstood by his critics is in reality no more than the expression of his fervent desire for freedom from any restraint of conscience..."



"His philosophy is a ceaseless search for 'the new'. He wants to awaken and instil new ideas, to set new problems. Above all, the effect is to challenge his readers to be wholehearted supporters or opponents of his ideas. This is the secret of his greatness."

## UNESCO CONFERENCE AGREES ON UNIFORM BRAILLE FOR BLIND OF ASIA AND AFRICA

A STANDARDIZED Braille alphabet to serve five million blind persons in the Middle East, India, South-east Asia and Africa has been agreed upon at a Unesco Conference just concluded in Beirut, Lebanon.

The alphabet, which was developed by delegates, some of them blind, of eleven nations, is designed to replace more than twenty local Braille scripts now in use in these regions. It closely follows the script which was worked out by Louis Braille in 1829, a system of 64 combinations of raised dots.

The enlarged basic alphabet agreed upon at Beirut uses the original Braille symbols for corresponding sounds in Asian and African languages, but adds signs for, extra letter-sounds in such languages as Arabic, Hindustani and Malay. In Asia it will cover all Braille writing with the exception of the ideographic languages used in China, Korea, Indo-China and Japan.

One of the effects of this agreement will be to increase the amount of literature available to blind readers in these areas, according to Sir Clutha Mackenzie, Unesco's Braille consultant. Sir Clutha, a New Zealander who was blinded in the Gallipoli campaign of World War I, explained that previously publishers were reluctant to produce books in local Braille scripts which could reach only a limited audience.

The Beirut conference, whose decisions are subject to final ratification by the Governments represented, follows nearly 18 months of discussions and preparatory work by Unesco with the object of creating a world alphabet in Braille for blind readers in all languages. The eleven nations taking part in it were: Ceylon, Egypt, French North Africa, Hashemite Jordan, India, Iraq, Lebanon, Malaya, Pakistan, Persia and Syria.

Another conference will be held later this year to iron out local differences in the Braille scripts used by Spanish-speaking countries.



MOBILIZING PUBLIC OPINION AGAINST RACIAL DISCRIMINATION: Dr. Paul Rivet, founder and honorary director of the Musée de l'Homme, Paris, speaking at a debate on racial problems organized by the French National Commission for Unesco, at Limoges, last month. Shown in this photograph are (from left to right): M. Louis François, General-Secretary of the French National Commission for Unesco; M. Michel Leiris, of the Musée de l'Homme; Reverend Father Dubois, Director of the International Institute of Studies and Research in External Relations; Dr. Paul Rivet, M. Fily-Dabo Sissoko, Deputy for the French Sudan; Mr. Douglas Schneider, Head, Unesco's Dept. of Mass Communication; Dr. Alfred Métraux, of Unesco's Dept. of Social Science, and M. Roger Callois, Unesco's Dept. of Mass Communication.

# ART IN A COUNTRY SCHOOLHOUSE

by Margaret GARDNER

**I**N a tiny Italian village, so obscure that it is not even listed in one standard Italian atlas, a country schoolteacher has developed the native capacity for artistic expression among the children of peasants to so high a degree as to interest the educators of many countries. Their interest is not limited to the artistic productions of the children, though these are in some cases remarkable, for Maria Maltoni has used art primarily to encourage the total development of her pupils, to help make them good citizens and self-confident, well-adjusted adults.

Signora Maltoni, a gracious white-haired woman, has been teaching the peasant children of the Tuscany village of San Gersolè for some twenty years, with an inspired disregard for conventional teaching methods.

Although it is only a few miles from Florence, that great art centre that still lives in the glorious past of the Renaissance, San Gersolè is far removed from the sophistication of the Florentine civilization.

An exhibition held in Milan recently of the drawings and diaries of Signora Maltoni's pupils, none of whom is over 12 years of age, drew wide attention in a country where artistic talent is taken almost for granted. These drawings and diaries were compiled into a book, edited by Signora Maltoni, "I Diari di San Gersolè" (Casa Editrice, "Il Libro" Florence 1949), that has received such acclaim by educators and pedagogues that it is being translated into many languages.

## Books Have Their Place

**S**IGNORA Maltoni has used drawing, not as an end in itself, but as a means to the self-development of her pupils. She believes that education which depends almost wholly on book-learning fails in its purpose, that an instructor must lead his pupils on to the path of a true knowledge of himself, of his abilities, and the best use of them.



Books certainly find their place in her teaching, and when the time comes the books are perused with eagerness and not reluctantly. In the case of science teaching, for example, the children begin by observing the phenomena around them — the action of a see-saw, the formation of a flower. Searching deeply into the fascinating realities about them, learning for them begins with discovery. When a child discovers something, he has an impulse to share it with others — to tell what he has found and what it means to him. Signora Maltoni's pupils tell their stories about the world they are dis-

covering largely through the medium of drawing.

In this combined process of observation and expression, the children also experience what has been called the divine discontent of creative workers. They must learn more, not on orders of a task-master, but because their own drive for learning has been released. Thus they come to their

books with passion and to their teacher as a kindly guide.

## Thought, Hand And Eye

**I**N a letter explaining her approach, Signora Maltoni says: "Drawing more quickly produces attentiveness because, in a short time, one can have a

tant daily happenings that each child tells me every day permit me, as every teacher must, to learn all about them, their minds and surroundings; and also make it possible for me to influence them in their family situation. Thus educational activity can be carried out tactfully on the basis of the precise facts rather than that of general theories. Both drawing and composition are effective means of expression that permit me, among other things, to learn the nature of individual characters and the degree of mental development in every phase of its formation. By means of drawing, I am able to teach precision and sureness of thought, hand and eye."

Learning is more of a game than a task in Maria Maltoni's one-room schoolhouse. Situated upstairs in her own home, the room is bright and cheerful, its shelves laden with books and children's classics, its walls covered with her pupil's drawings.

## No Rigid Schedule

**D**ESPITE her preoccupation with art, other subjects are not neglected in her programme. History, as she teaches it, becomes a fascinating story. Her teaching of the classics has made them alive and popular. Despite her scorn for standard textbooks, she uses them when necessary. There is no rigid schedule in her school day. Each pupil pursues his individual tasks, undisturbed by his comrades. While one is occupied drawing from live models such as insects or plants (the children are taught that all living creatures must later be released to freedom), another will be intent upon writing his observations and thoughts of the previous day; while still another is reciting poetry.

This concept of education which stresses the moulding of individual character, as opposed to that based upon a conglomerate accumulation of bits of knowledge, has long since been adopted in the most advanced schools of great urban centres. Signora Maltoni has proved that it is workable in the villages of the world, even in poor ones where the schooling period is limited. She is convinced that it is the only system whereby peasant children, whose average formal schooling is restricted to five years, can achieve a foundation of learning, and a lasting love for "education" as a part of their lives.

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## UNESCO RESEARCH MISSION STUDIES EDUCATION NEEDS OF NEAR EAST VILLAGES

**D**R. Harold B. Allen, Director of Education of the Near East Foundation in New York, has been appointed leader of an Unesco mission now conducting research in three villages — two in Egypt and one in Iraq — to develop simple textbooks and other reading matter, films, filmstrips and other educational materials for literacy training in Arabic-speaking countries.

Dr. Allen will head an international mission whose members also include Iraqi and Egyptian educators and a representative of the World Health Organization. The main objective is to help literacy teachers increase their stock of Arabic materials for teaching illiterates and improve these materials by the introduction of new techniques and methods.

New reading materials must be produced on the basis of a simple vocabulary and simple construction and must be such as to arouse the interest, and satisfy the curiosity and need of the reader.

The mission to Egypt and Iraq is co-operating with campaigns already begun by the governments of these two countries to raise living standards.

★  
The "Signora Maestra" pauses beside one of her pupils who is engaged in writing and illustrating his diary. To Signora Maltoni, the children's drawings and writings reveal their degree of development and attainment.



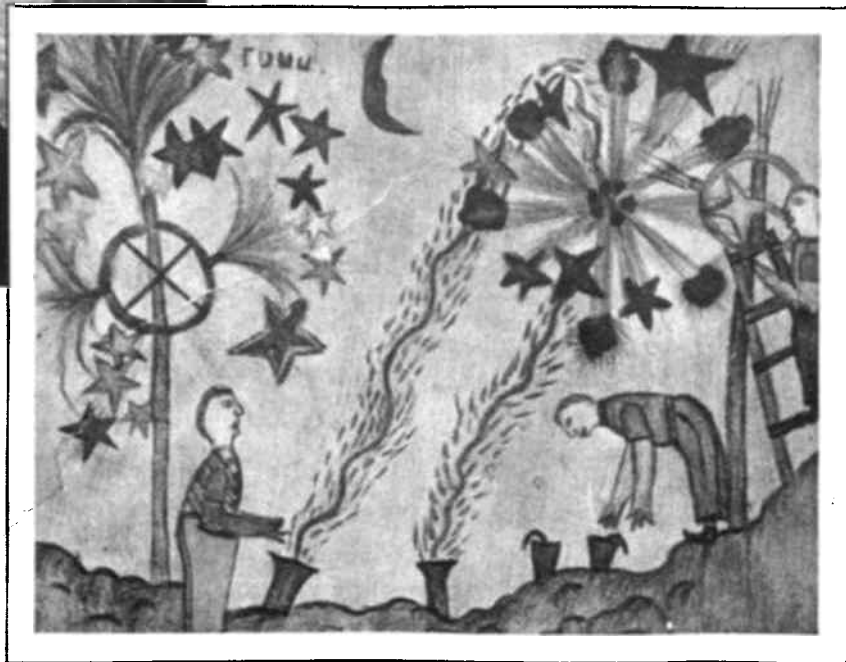
★  
San Gersolè was one of the places visited last year by the Unesco Radio Caravan which toured France, Italy and Switzerland to record the story of life in a number of children's educational and rehabilitation centres. Below, Signora Maltoni (right) is being interviewed through an interpreter by Marjorie Banks (centre, holding microphone) of the British Broadcasting Corporation.



Signora Maltoni aims to train a child's concentration, observation and expression. Sometimes she gives a child or a group of children such a subject as "birds". After observing nests and the movement of birds, the children draw them and write about them. These observations are then discussed in class (left).

complete vision of the results while, in regard to written composition, this is harder to achieve. The spontaneous description of what the children see and know precedes the study of their books and lessons; and the schoolteacher only intervenes when necessary to broaden and correct what the children have set forth from their own knowledge.

"The stories of the most impor-



With rockets roaring into the air and wheels bursting in a shower of coloured stars, this drawing by a child in the fifth grade shows the successful methods of teaching used by Signora Maltoni. All the essential details have been clearly observed and, as usual in children's drawings of this kind, the figures drawn in profile precisely depict purpose and action, while the whole picture conveys the excitement of the brilliant and noisy fireworks display.



# International Team Sets Up Work Camp For Assam's Educational Reconstruction

## With Aid From Unesco

**O**n August 15 last, the worst earthquake of modern times ravaged the province of Assam in north east India. Earth tremors and the floods that followed caused tremendous damage to homes, schools and means of communication.

As a token of sympathy for the plight of Assam's earthquake victims, Unesco's Executive Board voted \$15,000 for educational relief assistance. Two-thirds of this sum is intended for the relief fund of the Governor of Assam, earmarked for textbooks and other school supplies. The remaining \$5,000 is being used by the Service Civil International Organization to help in the organization of voluntary work camps for the repair of damaged schools and educational buildings in the devastated area.

The aims and work of the Service Civil International, and in particular the efforts now being made by one of its international teams of volunteers to aid the rehabilitation programme in Assam, are described in the following article.

**L**AST month, a middle-aged building worker named Léon Bensimon left his home in Morocco to take up a new job 6,000 miles away in north east India. As a member of the Service Civil International organization, Bensimon had already put his experience as a worker in reinforced concrete to use at work camps in France and Switzerland, but the job awaiting him in India is undoubtedly the biggest he has helped to tackle so far.

When he arrives in the hill country of Assam, he will join a Service Civil International team which has already begun helping in the reconstruction of homes and schools damaged by the devastating earthquake which occurred there last August.

Like Léon Bensimon, other volunteers are due to leave different parts of Europe for Assam shortly, to join the international team which already includes a Swiss, a Dane, an American, and two British as well as Assamese members.

The task facing the authorities in Assam, with whom the team is co-operating, is a formidable one. When the earthquake occurred on August 15, hills crumbled, and giant boulders crashed down slopes carrying away houses and blocking roads. Riverbeds heaved up and rivers changed their courses.

For two or three days, the river Subansiri was blocked by boulders high up in the mountains. When the rocks gave way, a great wall of water swept down the river, flooding the region of North Lakhimpur. Thousands of people in the low-lying areas were caught by the flood, and their houses were washed away.

### Educational Losses

**M**ANY educational institutions were damaged or destroyed. Dr. A. Wolsky, Principal Scientific Officer of Unesco's Science Co-operation Office for South Asia, in Delhi, reported after visiting the area that he had personally seen between 40 and 50 damaged schools, cultural and religious institutions.

For several days after the earthquake communications were completely cut with the rest of India. Gradually, relief supplies began to arrive and the Indian Government, together with relief organizations, began to distribute food, milk, clothing and tools. At that time, a small team of European Service Civil International volunteers was working in another part of India. Its members were later sent up to Assam where they at first assisted with the emergency relief.

Today, they have begun work on two reconstruction projects near Pathalipam, where a relief camp of bamboo huts and tents has been established for homeless people.

The first work camp project is the construction of a primary school in a newly opened reserve forest about three miles from the camp. As villagers are re-settling the area, a school building is badly needed.

A second project, in the same area, will provide a home for widows and orphans at present living in the temporary camp. Plans provide for a permanent centre to include living quarters, a dispensary, an office, a school, a workshop, kitchens and bathrooms. A third will probably be the rebuilding of the Girls High School at Lakhimpur, some 25 miles to the South West, which was completely destroyed.

### Working Against Time

**T**HE urgency of reconstruction tasks in northern Assam is increased by the approach of the monsoon which is due in March. With the huge displacements of land caused by the earthquake, fresh landslides may be started by the rains and other communities endangered. Villages have had to be moved from the plains to new areas on higher ground where sites must be cleared in the forests and construction begun as rapidly as possible.

The Service Civil International team which is co-operating in this work, is now being joined by Indian volunteers, both from Assam and other parts of the country.

This vital task in Assam provides the Service Civil International with a new opportunity for furthering its primary aim—the aim of all international work camp organizations—which is to create goodwill between peoples through the



Ranganadi Bridge, (above) near the town of North Lakhimpur, was swept away by a giant wall of water after the river, blocked by boulders in the hills, had burst its way free. This 1,100 foot bridge was of vital importance, being the longest in Assam.



Great fissures (left) appeared in fields after the first Assam earthquake shocks.

Emergency relief measures for the people of Assam included the distribution of food, clothing and tools. The United Nations International Children's Emergency Fund (UNICEF) sent supplies of milk, being distributed here by relief workers.



medium of voluntary manual work.

The Service was founded on this basis soon after the First World War, when French and German volunteers and other nationals worked together to re-house peasants in the district of Verdun. As the idea spread, camps were set up in Switzerland, France, England, Norway and other countries to help the

victims of disasters. The Second World War limited work camp activities, but since 1945 the movement has expanded rapidly.

### "Education For Peace"

**T**HE guiding spirit for such activities was recently expressed by the Organization's Joint International Secretary in a letter to Unesco's Reconstruction Service. She wrote: "Besides the contributions which these camps can make to the material rehabilitation of Assam, we believe they have another value, more difficult to define and to assess..."

"The small S.C.I. team which has been working in India since February 1950 has already had a number of Indian volunteers working with it; all... have stressed the same two ideas: first the value to them personally of this new experience of voluntary manual work undertaken in a spirit of disinterested service together with men and women of other nationalities, other creeds; and secondly, the effect that the presence and the work of the team had on the people among whom they were working, the new sense of a human solidarity which has no regard for differences of race, nationality, religious or political creeds, profession or social class.

"It is because we are convinced that work camps can have a very real educational value and that they can be a positive and effective 'education for peace' that we are particularly happy to have the support of Unesco for the work camps in Assam."



① The school that "sank": All that remains of the schoolhouse (centre) at Denning, in the Mishmi Hills. The teachers' house (left) escaped serious damage. The light patches on the hills in the background mark the places where tremendous landslides tore away hundreds of trees from the thickly-forested slopes. ② The school that "walked": At North Lakhimpur, young students rebuild their school with material they carried from the former site one mile away.



# Unesco's Gift Coupon Plan — "A Bridge Between Peoples" — Successfully Launched in



**TEACHERS SPEAK...** Professor Beatrice Hyslop, (left) Chairman of the Committee on Educational Reconstruction, Hunter College Chapter of the American Association of University Professors, receives Gift Coupons from a Unesco Reconstruction liaison officer. The Hunter College Chapter sent these coupons—the first to go abroad—to the University of Vienna.

when they have the money, they are too often blocked by currency restrictions. More than half the children of the world are without the opportunity for schooling, or where there are schools, there is only the most primitive equipment.

"Again, apart from the ordinary school room," said Dr. Evans, "there is little or no equipment for vocational training. No metal or wood-work tools, no sewing machines, no balances, glassware or other laboratory material, no audio-visual aid, often, no textbooks.



**...TO TEACHERS.** The University of benefit from the launching of the Unesco still faces tremendous post-war reconstruction. American teachers will provide equipment for the University.

**A**n oblong piece of red and green paper, with the serial number, A-00001, was airmailed recently from New York to Sardinia, Italy. Symbolically, it marked the opening of a new bridge designed to span the gap between the world's generosity and the world's need.

This initial "bridge crossing" took place when the first national campaign to put the new Unesco Gift Coupon Plan into effect was launched in the United States. Unesco Gift Coupon Number One, purchased as a token by a staff member, went to Father Solina's Boys' Town, on the island of Sardinia, and one of the best known of Italy's children's communities. The unusual "currency" will enable the war-orphaned young citizens to buy \$10 worth of books, laboratory apparatus or other much needed school equipment.

The "generosity" approach to the new bridge has been opened to all organized groups who are prepared to share in international educational assistance. Such groups will become the medium through which many people, young and old, will be able to make their personal contributions to Unesco assistance projects.

The bridge itself is "constructed" of two simple elements: a Gift Stamp and a Gift Coupon. Gift Stamps, printed in small denominations — such as 25 cents in the United States — are issued in booklets containing 40 red, perforated stamps. Individual Stamps are sold by organizations to members, friends and neighbours. Organizations then convert the proceeds from each booklet into a Gift Coupon of equal value.

Gift Coupons, in denominations of \$10 — or the equivalent in other currencies — are a special kind of international "cheque" or money-order. They can be used instead of scarce "hard" currency to pay for urgently needed materials and equipment of an educational, scientific or cultural type by placing orders with authorized suppliers in any of a dozen countries.

## Partners In Aid

**I**n the United States, voluntary groups and organizations establish contact with the Unesco Gift Coupon Office in the new United Nations building on the Manhattan bank of New York's East River. An important aspect of the plan is the provision by Unesco of information on special needs in the general field of education. In thus pinpointing their objective, groups become active partners in a Unesco assistance project and thereby help to educate members and friends in the purposes of the United Nations and Unesco.

Once a particular group sells its consignment of Gift Stamps, it sends the proceeds by cheque or money-order to the Unesco New York Office; it receives in return Gift Coupons to the

same value. The group forwards the Coupons directly to the person, group or institution that it has selected from Unesco's lists. The recipient then purchases the needed equipment.

## To Do A U.N. Job

**T**HE national campaign to enlist American generosity in Unesco's programme of educational rehabilitation by means of the Gift Coupon Plan, "got off to a fine start," according to Dr. Luther Evans, head of the United States Library of Congress, and member of the Executive Board of Unesco.

"The programme is, in my view," said Dr. Evans, "one of the most practical and workable plans yet devised to bring the man in the street right into the work of a United Nations agency. It is simple in its conception and in its operation. "It makes me really proud that the United States is the pioneer country in undertaking the plan".

"For Americans, I think the Gift Coupon is a wonderful opportunity, not just to send gifts to war-torn and under-privileged countries", said Dr. Evans, "but to do it in a way that brings people together across oceans and frontiers to do a United Nations job together. It is really tailor-made for many kinds of group activity and provides a first-class medium whereby we can achieve Unesco's ideal of enabling peoples to speak to peoples, wherever they may be.

"Apart from the vast areas of the world devastated by World War II, there are, as we know, large groups of people in overseas areas, who might certainly be described as under-privileged, to put it mildly.

"These people want to help themselves, but they cannot do that unless they have the tools for the job. Even

This kind of deficiency goes on right up to the university and research levels.

"But now, by means of the Gift Coupons, we can all help. Above all, it is the personal contact made possible by the Plan, which is so important. There are certainly millions of persons in the United States who want to help others in a personal way — it is what one might call international goodwill on the individual level as distinct from the government level. And, from my talks on the subject with my fellow members of Unesco's Executive Board, I know there is a good deal of interest in the plan on the part of other nations."

## New York to Vienna

**T**HE honour of selling the first Gift Stamps in the United States and sending the first Coupons abroad went to the Hunter College Chapter of the American Association of University Professors. Ten \$10 Coupons were addressed to Dr. Franz Faltis, of the Pharmaceutical and Chemical Institute of the University of Vienna. In a letter accompanying the \$100 worth of negotiable Coupons, Miss Beatrice

Hyslop, of the Hunter College Chapter, wrote:

"We are glad that Unesco has provided us with a way to help professional people secure much needed equipment without having to purchase and ship it ourselves. You have listed laboratory glassware as a priority need with Unesco. We would be more than willing for you to use the Coupons for such a purpose.

"It would give us added pleasure if you would, when acknowledging receipt of the Coupons, tell us something about the participation of your own Faculty in efforts of Unesco to 'build peace in the minds of men'. We teachers have great responsibilities, have we not? Perhaps we can better discharge them by all of us working together. We wish you happiness and success in this, our common cause."

A number of important American organizations are giving their support to the plan. Among them are the General Federation of Women's Clubs, the American Friends Service Committee and, first to adopt it on a state-wide basis, the New York State Association of Classroom Teachers.

One of the important organizations participating in the United States is the World Student Service Fund. The Fund has announced the adoption of the Gift Plan as a fund-raising medium for a national campaign in American colleges and universities this Spring. The Fund is an activity of the World Student Relief, an international non-governmental organization with its headquarters in Geneva, Switzerland, which has long co-operated with



## HOW THE





# je Between the U.S.



sity of Vienna, first educational institution to  
Unesco Gift Coupon Plan in the United States,  
reconstruction problems. Gift coupons sent by  
purchasing needed by staff and students (above) in  
University laboratories.

Unesco and its Reconstruction programme.

## "A Human Scheme"

THE United States is the first member nation of Unesco to launch a national campaign in support of the Gift Coupon Plan, but Unesco expects the plan to be operating in several other member countries before the end of the year.

The plan, as Dr. John W. Taylor, Unesco's Deputy Director General points out "is a human scheme where every little helps."

"The business of building a world in which all men can enjoy a full and happy life," he says, "is the responsibility of specialists and experts who must of necessity think in terms of very broad plans stretching over a long period of time. The people who are engaged upon this important task cannot hope to deal with all individual needs."

"That is where the Unesco Gift Coupon Plan comes in. By taking part in it through normal group activities, an individual — any individual — can do something personal for someone less fortunate—something which will make the buyer of Stamps or Coupons, feel that he is contributing in a direct, personal and practical way to the cause of international understanding."



# DANISH CHILDREN USE PAPER "BRICKS" TO BUILD VILLAGE SCHOOL IN GREECE

EARLY last year, Unesco made a world-wide appeal on behalf of 340,000 Greek children, whose lives have been uprooted by nine years of war, occupation and civil strife. People in many countries responded generously, and thousands of dollars, pounds and francs swelled Unesco's reconstruction fund, ear-marked for Greece.

In Denmark, however, a large voluntary relief society called *Mellemfolkeligt Samvirke* decided to give more than money. With Unesco's support, a team of Danish students, all skilled builders, was dispatched to Greece as a living symbol of postwar co-operation between peoples.

Last September, this team of ten young Danes arrived in the Greek village of Agnandero, near Mount Olympus. With spade and mattock, trowel and hammer, they went straight to work on the schoolhouse—the schoolhouse which had been started long before the war and never finished.

To finance this direct contribution, *Mellemfolkeligt Samvirke* joined hands with Denmark's National Commission for Unesco to launch a unique fund-raising project among the school children of the country. The Danish Minister of Education opened the campaign with a radio address at Christmas.

## Brick-Buying Marathon

IN Denmark, some 130,000 boys and girls are buying a brick a week to build the school at Agnandero. The bricks are made of paper, marked "UNESCO", and each costs 20 øre—about two cents. When a Danish pupil buys a brick, he pastes it on a diagram of the real school his fellow Danes are building in Greece.

By selling something like one million paper "bricks", *Mellemfolkeligt Samvirke* aims to raise 125,000 kroner by the first of May, 1951. The Danish government has promised to match this sum, making a total target of 250,000 kroner (over \$25,000) to cover the cost of real bricks—and tiles and wood and other supplies—for the school in Agnandero.

Since the drive began over 500 primary and secondary schools all over Denmark have joined the brick-buying marathon. As late as mid-February, an average of half a dozen new schools daily were applying.

Building a schoolhouse in Greece is all in the year's work for *Mellemfolkeligt Samvirke*, whose name roughly translated means "Working-Together-Among-People".

Denmark itself was still Axis-occupied in 1944, when a number of civic-

minded groups came together to lay plans for helping Europe rebuild after liberation. Hardly had the fighting stopped in spring of 1945 when the newly-formed *Mellemfolkeligt Samvirke* sent 35 nurses up to the far north of Norway to aid returning refugees. Then it began sending out teams of volunteer

*gether-Among-People*" group began looking for longer-range reconstruction tasks. Unesco's appeal for Greece gave the cue that led to Agnandero schoolhouse.

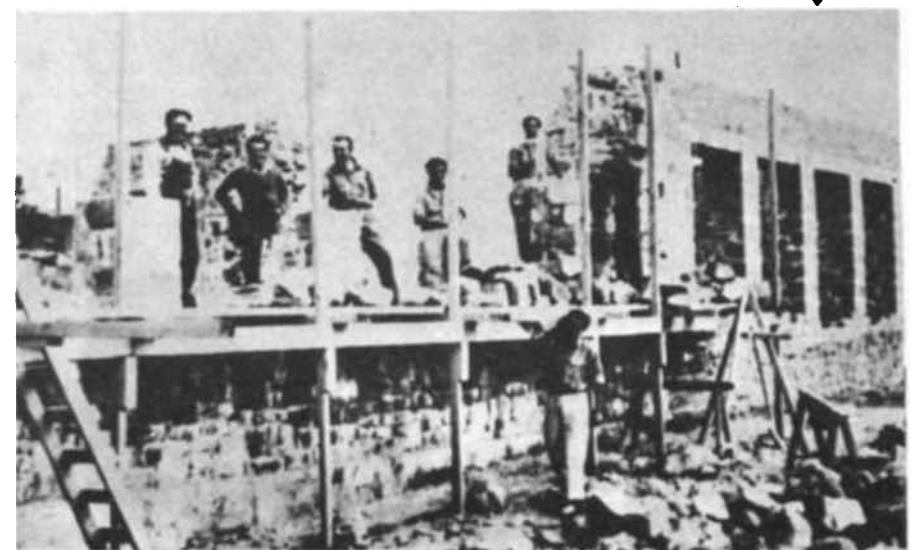
As they paste their paper "bricks" in place, Danish children not only help Unesco's work; they learn about the



PAPER BRICKS bought by Danish school children (left) will provide the children of Agnandero, Greece, with a much-needed school.



REAL BRICKS being laid by a team of young Danish students at Agnandero (below) demonstrate the practical results of postwar co-operation between peoples.



workers for actual pick-and-shovel reconstruction.

United Nations and the building of a peaceful world.

## "First-Aid" Action

SINCE the war ended, this organization has sent over 900 young Danes abroad to do practical relief work in devastated areas—including former enemy countries. In Finland, they built emergency housing; in Holland they helped patch up the fearful war damage. In Austria and Poland, they fed thousands of destitute children.

After several years of such "first-aid" action, the Danish "Working-To-

"Why must we Danes help Unesco?" reads a question under the schoolhouse diagram. And the answer: "Because our well-equipped schools put us in a better position than millions of other children in the world".

Judging by the rate Unesco "bricks" are selling in Denmark today, Danish children must already know this lesson by heart. And from Greece, the Danish team writes home: "It won't be long before the schoolhouse we're building here in Agnandero is finished. Now we're wondering, where can we go next...?"

# THE UNESCO GIFT COUPON PLAN WORKS

Everytown Highschool a few weeks, all order and by return a Burmese college.

THESE the Science Club sent on to Burma by airmail, together with a letter telling their unknown fellow-students across the world they would soon have the microscopes they needed.

TWO WEEKS LATER the thick envelope arrived at a small thatched-roof laboratory near Rangoon. Eager pupils mailed the coupons to an authorized Unesco supplier of microscopes.

ONE DAY a large packing case arrived... When the Burmese students recovered from the thrill of their new gift, they wrote letters of thanks to Everytown Science Club.

EVERYTOWN quickly replied... and so began a flourishing correspondence from which will ripen lasting friendships among future colleagues in the "one world" of science.

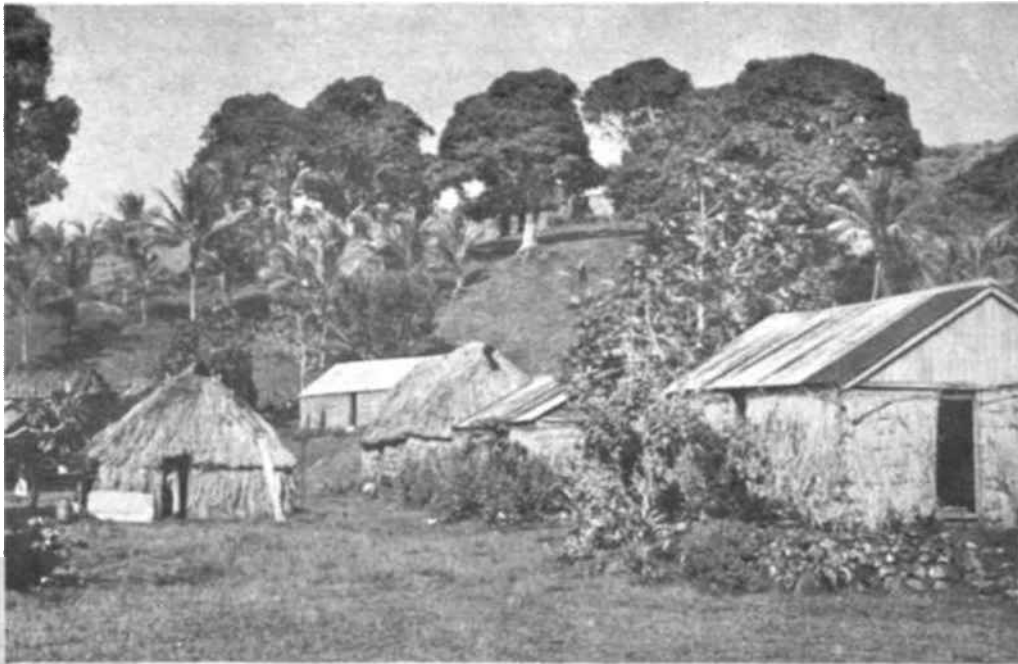
# MOTURIKI: AN ISLAND "LABORATORY" FOR COMMUNITY DEVELOPMENT IN THE SOUTH PACIFIC

A decision taken around a conference table at Noumea, New Caledonia, in May 1949 has wrought a peaceful revolution in the lives of the 500 or so inhabitants of Moturiki, a speck of an island in the Fijian archipelago.

At that time, the Research Council of the South Pacific Commission approved a plan, later approved by the Commission itself, to single out communities in each territory within the Commission's area of action for intensive experimentation in methods of raising living standards with the human and natural resources at hand.

The South Pacific Commission set up in 1947 by the governments of Australia, France, the Netherlands, New Zealand, the United Kingdom and the United States, is a regional organization whose aim is to promote the economic and social welfare and advancement of the peoples of non-self-governing territories in the South Pacific Region.

To launch its community development plan, the Commission approached the Government of Fiji and asked it to select a community where a pilot project could be carried out. As a result, the Director of Education for Fiji visited the island of Moturiki to explore the possibilities of centering the scheme there.



**ISLAND HOMES:** Native houses in Nasesara, the principal village on Moturiki. Under the development project a set of dwellings is being rehabilitated as a model for housing improvement on the island.



**THE PEOPLE:** Typical islanders of the Fijian Archipelago, these two men are crossing in a punt from Moturiki to the larger island of Ovalau, the nearest market and centre of communications. The man holding the tiller is the boat's captain.

After the purpose of the project had been explained to them, the people of the island expressed their appreciation of the opportunity thus offered, and promised full co-operation.

## ALL-FIJIAN TEAM

MOTURIKI, which thus became the first area to be selected under the regional programme, proved to be an ideal site. Only five and one-half miles long and never more than two miles wide, it lies off the Fiji island of Ovalau. There were only 527 persons in its ten villages, and its small area and population enabled it to come under the educator's "microscope" without any great difficulty.

This "pilot project in community development", as it was termed by the Commission, began slowly. Its principal objective was not to "develop" Moturiki, but to test methods of improving facilities for education, health, sanitation, house-building, agriculture, land-utilization and general self-help, so that they could be put to work more efficiently and on a larger scale elsewhere in the South Pacific region.

Although an advisory group was set

up, consisting of the Directors of Education, Medical Services and Agriculture for Fiji, the Southern District Commissioner and a representative of the Fijian Affairs Board, the actual work on the island was done by a team made up entirely of Fijians.

In February, 1950, the team arrived on Moturiki. Headed by Elik Seru, a 32-year-old supervising teacher, it consisted of a nurse, a forest guard, two instructors to teach handicrafts and house building, and a health inspector.

## ISLAND LIFE RECORDED

ITS first task was to survey all aspects of life on the island. With painstaking care, the team examined in great detail the health, housing, agriculture, education, forestry, women's occupations and social conditions on Moturiki.

The housing survey, for example, included the dimensions of each house, the number of occupants, the condition of foundations, flooring, walls, ceiling, drainage and ventilation, and the nature of the water supply. In all, 27 aspects of life on the island were analysed and recorded.

Communications between Moturiki and the outside world — formerly, the island's only link to the mainland was an oar-powered ferry which took one hour-and-a-half to make the trip — were facilitated by the installation of radio telephone apparatus. Within ten hours, islanders had cut two 40-foot masts from the bush, raised an aerial, and the radio was installed in working condition.

By June, the survey was completed and the team returned to the mainland to report to the commission's advisory group. For two months, a programme of village development was hammered out and then, in August, the actual work began.

These are the main points of the programme designed to make Moturiki a better place to live in:

1. A village development fund, financed by an interest-free loan of £500 from the South Pacific Commission, has been set up after the islanders voted its acceptance.

2. To increase Moturiki's efficiency as a food producer, coconut groves are being rehabilitated, a crop of yams has been planted and three young men from the island have been sent to the mainland to learn livestock management. In addition, a plough, a harrow and a pair of bullocks have been sent to Moturiki for experiments in rice-growing.

3. The team's forest guard has begun a campaign to stop islanders from burning their land to clear it, and, at the same time, a cutting and thinning system has been begun to turn the forests into a profitable source of firewood.

4. The Fiji government's medical department has agreed to provide material needed to build a combined maternity home and clinic at the village of Nasauvuki. Moturiki's population was also examined for tuberculosis and 19 of the islanders

were sent to a mainland hospital for further observation.

5. Experiments are now under way to test reed insulation as a means of protecting dwellers of iron-roofed houses from the sun. At the same time, work has started on the digging of bore-hole latrines to improve sanitation.

## ACTION BY THE PEOPLE

THROUGHOUT its work, the development team has taken care to observe local customs and not to force any changes which the people themselves did not want. The team's work is discussed by a Moturiki Development Committee headed by the island's chief.

While progress is being made in Moturiki, the South Pacific Commission has other projects geared towards raising the standard of living, health and education of the inhabitants of other Pacific islands under way. Some are purely for research purposes; others are pilot projects. In general, they are co-operative endeavours between the Commission, the various governments concerned and the people themselves — with the accent on action by the people.

These projects range from the control of tropical weeds and insect pests to the development of new educational techniques and facilities, and from the development of island fisheries to the control of tropical disease and tuberculosis.

Such work is opening up a new phase in regional co-operation to raise living standards in an area where differences between cultures, relative economic and social development and economic potential although often wide, are few enough to permit a regional approach to many of the problems of development.



**NATIVE LEADERS:** Members of the team of trained native leaders working on Moturiki. In this photo (from left to right) are Nemani Driu, Filariasis Inspector; Pataresia Vosavakarau, Handicrafts and Homecraft Instructor; Elik Seru, Team Leader; Lusiana Boila, Nurse; Aporosa Duwal, House Building Instructor; and Salasi Seru, Agricultural assistant.



**A HEALTH PROBLEM:** Nemani Driu, the Pilot Project team's hygiene and health leader (left) pointing out the breeding places of filariasis parasites in a drain close to the Nasauvuki village school. As part of the health programme for Moturiki, the team's assistant nurse is also making special efforts to deal with skin disease problems on the island.



# GIVING SCIENCE A VOICE

HERE was launched recently in Paris a French Association of Science Writers—the fifth such national group of special writers in this field. The oldest is the National Association of Science Writers in the U.S.A.; the second is the British; and then follow the Danish and Austrian.

In welcoming the French Association to Unesco House, where it held its first public meeting, Unesco's Director-General, M. Torres Bodet, reminded the writers that the scientist, whatever his discipline, is today at the heart of all progress. There is hardly a field of human activity unaffected by scientific advance. During the last few decades, the consequences of this scientific movement have not only remodelled our whole lives, but have also obliged us to restate and to reconsider all our problems. Religion, morals, our conceptions of the world have been largely reshaped.

Scientific knowledge, continued M. Torres Bodet, has therefore a key part to play in the formation of modern man and in the most urgent problem of our day: the reconciliation of men and the protection of peace. Science, through the riches it creates, can contribute in a fundamental manner to satisfy the basic needs of mankind and, in so doing, it works for peace. Further, the universality of the scientific mind, the generality of its methods, and the unbiased enthusiasm that research work engenders, all these help to build a common bridge between men.

## Eyes For The People

SCIENCE writers therefore have a key task to perform in society. It is not an easy one, for there is much ill-will, mistrust and fear of science to overcome. This fear is a symptom of the malaise of our age. The reason for it is obvious. People no longer believe in the inevitability of progress through scientific achievement.

The science writer has the difficult



The French Association of Science Writers holds its first public meeting at Unesco House. This photo shows (from left to right): M. Briand, of the French Ministry of Information; M. F. Le Lionnais, president of the Association; M. Torres Bodet, Unesco's Director-General; M. P. O. Lapie, French Minister of Education and M. Louis de Broglie, of the Académie des Sciences and the Académie Française.

task of pointing out that science is not an end in itself, but a means to an end. It is a search for truth. The final decision about what is to be done with the practical application of scientific research rests with society. Therefore, a democratic society requires an informed public: not the least part of which information must be an adequate knowledge of progress and achievement in the field of the Sciences. The limitations as well as the possibilities of science must be understood. In all countries, whatever their state of economic development, the importance of the role of science is recognized. The Technical Assistance programme would be meaningless without this.

The science writer is the link between the scientists and the people. This is no mere mechanical role: he has a living function to perform. He makes clear to the people the significance of the seemingly esoteric work in the laboratory: he penetrates into the secrets of the test-tube, he examines the radio-active wonders of the atomic

pile, and he watches the surgeon with pioneer hands at his pre-frontal leucomy. Science writers are eyes for the people.

In 1934, at the Pittsburg meeting of the American Association for the Advancement of Science, Professor Einstein was to give his first lecture in English discussing his mathematical proof that mass and energy are equivalent and interchangeable. Mr. Herbert B. Nichols,

natural sciences editor of the Christian Science Monitor, tells how the newly-formed National Association of Science Writers tackled the problem of interpreting this important communication to the public: *Professor Einstein's single paragraph abstract was absolutely hopeless so far as getting any quotable quotes was concerned. His address was scheduled for a most inopportune time for the majority of our deadlines. He was held incommunicado by well-meaning friends. He could not see reporters. So we drafted a request that*

By  
**Maurice  
GOLDSMITH**

he meet with us all at a time convenient to him, but in advance of his scheduled lecture.

Professor Einstein agreed: *That day we all had good, front-page stories in which we were able to interpret for the public what Einstein's theories actually meant, why the theory of relativity is important to almost every branch of science, and a forecast on the possibility of some day harnessing energy within the nucleus of atoms as a useful source of power.*

## Stimulation For Scientists

NO science can flourish as an isolate: and the science writer helps to make apparent to the scientists some of the problems that need expert investigation. He is an aid to the vision of the scientist. I rather think, comments Mr. Nichols, that our activities in playing up certain stories like Urey's work with heavy water, Meitner's discovery of the meaning of fissionable uranium, Anderson and the cyclotron, Van de Graaff and the electrostatic generator, early work with projected X-rays, and many others, actually stimulated other scientists reading our accounts to further thought and action, and actually hastened both scientific progress and personal recognition for the pioneer scientists themselves.

This is certainly true of the writings of British science writers like J. G. Crowther and Ritchie Calder, who have pinpointed current research and its social implications so ably that new lines of development have been opened up.

UNESCO wishes to help the formation of associations of science writers throughout the world. When there are sufficient groups, the plan is to consider the establishment of an international federation of associations of science writers.

## ASPECTS OF MODERN SCIENCE

### BROADCASTS FROM THE STARS

ESSENTIALLY all of our information concerning the surrounding universe comes to us through the medium of light waves. Astronomy thus began as a visual science, with observations made directly by the eye alone or in conjunction with the telescope. With the development of photography, more permanent records became a possibility, but visible and near-visible light waves were still carrying the message. Later, when photographic plates could be made sensitive to infra-red radiations much too long for the human eye to detect, additional information was gathered from the skies—information about stars too cool to send out appreciable amounts of visible light, but still lavishly pouring forth the longer waves beyond the red.

When the physicist speaks of "radiation" he intends the term to include not only visible light but all the ranges of shorter waves (including the ultra-violet, X-rays and the even shorter and more penetrating rays from radioactive materials), and longer waves too (such as the infra-red and radio waves). An incandescent body, such as a star, must radiate some of all of these varieties of waves, the relative

By  
**Ira M. FREEMAN**

amounts depending upon its temperature. There is little hope of much of the shorter range finding its way through the earth's atmosphere; but longer waves, including the radio range, could find their way to earth and so tell us things about the stars and the spaces between them that would never be revealed to the eye.

#### BIRTH OF RADIO ASTRONOMY

THE pioneer British physicist, Sir Oliver Lodge, suspected this over half a century ago, but was unsuccessful in detecting such radiations. It was in 1932 that Dr. K.G. Jansky of the Bell Telephone Laboratories in the United States first tuned in cosmic radio signals while attempting to detect "static" from a thunderstorm. He used a radio antenna which could be swung about to pick up signals from one

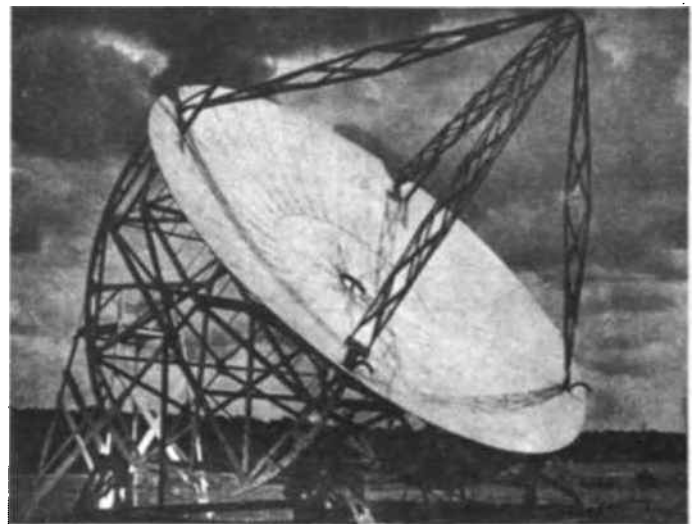
or another direction in the sky, and he noticed that even when atmospheric disturbances were absent, weak signals could be detected, apparently coming from various places in the direction of the Milky Way. Thus was the science of radio astronomy born.

The Milky Way is the central plane of our galaxy, or local group of stars, visible on a clear night as an irregular, faintly luminous band stretching across the sky. The stars that abound in our region of the universe are spread through a region of space that is shaped like a watch, with our solar system located some distance to one side of the centre. The Milky Way represents simply the appearance of these stars as seen from the earth. If we look out in a direction toward the edge of the watch we see many more stars than if we look in some other direction.

About five years after Jansky's first observations, Grote Reber, an American amateur scientist, built a huge hollow reflector for sweeping the sky, and a group of English workers took up the search as well. It was soon found that strong radio signals were received from several concentrated points in the Milky Way region, but that these centres did not coincide with any of the brighter stars. Rather, the source seems to be the vast clouds of gas and dust that are known to occupy the huge spaces between the hundreds of millions of millions of stars in our system, and the origin of radiation is thought to be the motion of electrons in these regions.

#### SIGNAL FROM THE "ISLAND UNIVERSE"

BY tuning the radio receiver attached to the radio telescope, the experimenters are able to make maps of the distribution of the radiant material in space. Thus far, with observations in both the northern and southern regions of the sky,



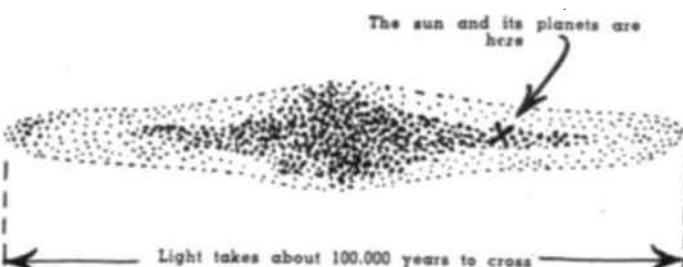
A RADIO "TELESCOPE": Reber's apparatus for picking up cosmic ray signals is this large hollow reflector, which can be turned to any direction in the sky. A detecting device is placed at the point where the radio waves are concentrated by the reflector.

about one hundred localised sources of radio waves have been discovered, but only two or three seem to be connected with any visible stars. Australian workers have observed that one interesting radio source coincides with the famous Crab Nebula, a prodigious mass of hot gases resulting from a nova, or stellar flare-up, that occurred in 1045 A.D. Meanwhile, just a few months ago, British observers were able for the first time to detect radio emission from an object outside our own galaxy, the great Andromeda Nebula. This "island universe", our nearest neighbor in space, is so distant that light—which travels 300,000 kilometres per second—takes nearly three-quarters of a million years to traverse the distance. Andromeda is not only a neighbour but a close copy of our own galaxy in many ways, and so it must be concluded that we, too, broadcast a stream of radio waves into surrounding space.

The sun, which supplies us so lavishly with visible radiations, also sends out barely detectable amounts of radio waves. On certain occasions, this output flares up to a hundred or a thousand times its normal value, and these bursts are sometimes connected with sunspots and with brilliant solar eruptions known as flares. Because these sudden bursts of radiant energy may affect long-distance commercial radio reception on earth, they are being studied intensively; but what radio astronomers learn through such investigation will undoubtedly tell us much about the fundamental physical nature of the sun as well.

If you are interested in further reading material on radio astronomy, write to the Division for the Popularization of Science, Unesco, 19, avenue Kléber, Paris (16<sup>e</sup>), France, requesting a free bibliography.

### A CROSS-SECTION OF OUR GALAXY



The galaxy of nearly a million million stars that constitutes our own star system. Tenuous matter stretching between the stars is probably the source of the mysterious radio "noise" we receive from outer space. Hundreds of millions of other galaxies ("spiral nebulae") are known.

# "PARTNERS : THE UNITED NATIONS AND YOUTH"

**T**HE first book to tell the dramatic story of what the United Nations and U.N. Specialized Agencies are doing for the young people of the world has been written by Eleanor Roosevelt, chairman of the U.N. Commission on Human Rights, in collaboration with Helen Ferris, American writer and editor.

Entitled "*Partners : The United Nations and Youth*" (Doubleday & Co., Garden City, New York, \$ 3.00), the profusely illustrated volume recounts the warm, human stories of those who have been benefited in all parts of the world by the activities of such organizations as Unesco, the World Health Organization, the United Nations International Children's Emergency Fund, the International Relief Organization and the Food and Agriculture Organization.

"Young people are important in the United Nations", the authors say. "In the years ahead, building a better world for youth would be a part of all the United Nations does. U.N. teams would travel far and wide, working with the many governments so that young people and children might have more food, better health, more schools, more fun".

The account of what has already been done for youth is presented in a series of moving and exciting stories about individual children in 35 countries, based on actual reports submitted by U.N. personnel. For example, there is Hana of Lidice, lost for five years, then brought back to her mother through the help of I.R.O.; Arturo, the Italian boy, who helped teach his grandmother about the skim milk furnished by UNICEF; Abed, the Egyptian boy, who found out how WHO fights and conquers dread ailments as old as his homeland; and Kyria, the teen-age Greek girl, helped to face the problems of a new life by Unesco.

The stories, illustrated by scores of photographs, tell how these and hundreds of thousands of other young victims of the world's calamities have been helped to help themselves; how they learned to sew, cook, build homes, camps, roads; how they have vaulted the barriers of geographical, political and social distance to become friends; how they develop their friendship by meeting at youth conferences and living together in work camps and children's towns.

A substantial amount of the account of the U.N.'s partnership with youth in the period since the end of the war is devoted to the many and varied activities of Unesco, such as the steps which led to the organization of the International Federation of Children's Communities and to the organization of International Voluntary Work Camps. Several chapters describe in vivid detail Unesco's efforts in such fields as extension and intensification of education facilities; the stimulation of popular interest in the scientific development of the world to-day and tomorrow; the removal of barriers to fruitful cultural exchanges; and, perhaps most important of all, the continuation of the age-old struggle for fundamental freedoms and human rights.



EVERYONE HAS THE RIGHT TO GOOD HEALTH—a Pakistan World Health Organization (WHO) doctor vaccinates a student in a Karachi Girls' School.



SINGING TIME in an International Refugee Organization boys' and girls' camp near Nuremberg, Germany.



EVERYONE HAS THE RIGHT TO ENOUGH FOOD—it was their friends of the United Nations International Children's Emergency Fund (UNICEF) and the government who gave these Indian girls in Guatemala this nourishing milk.



## It Happened In March

**ABOLITION OF SERFDOM IN RUSSIA.** — To those St. Petersburg and Moscow students, whom a horrified Europe called "nihilists", Czar Alexander II was at most a vacillating autocrat. To the nobility and the army he was a "liberal", under the unfortunate influence of Western ideas. It was probably because of his hesitation that he came to an untimely end. He was assassinated on the same day that he signed a decree of reforms — a decree which his son immediately revoked.

But 20 years earlier, his liberalism had at least suppressed one of the most distressing survivals of the Middle Ages — serfdom. In answer to a petition by Polish property owners in Lithuania, the Czar authorized the formation of "committees to improve peasants' conditions". Against

the advice of his counsellors, he sent these instructions to all provinces where serfdom existed. Committees were formed everywhere to solve the numerous problems of interests and rights raised by the emancipation of men of the soil. Finally on 3rd March, 1861, Alexander II proclaimed the historic law, abolishing serfdom.



### OLIVER WENDELL HOLMES.

— Oliver Wendell Holmes was born of a famous literary family, son of the author of "The Autocrat of the Breakfast Table", at Boston on 8th March, 1841. Through his writings on law he fired the imagination of generations of students and a book he wrote on jurisprudence sold like a novel. He was a member of the United States Supreme Court for more than thirty years. Above all, he was a liberal judge; some even called him a "radical". He fought against trusts and for the workers' trade unions. American socialists regarded him as one of their own. But Justice Holmes remained "the distinguished Bostonian", and showed no taste for hasty and popular reforms. He believed, however, in justice and would have died for the liberty of others. "If people", he said, "want to experiment, they should be allowed to do it". He was no pacifist, but when a court refused American citizenship to a pacifist immigrant, he protested: "If there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought — not free thought for those who agree with us, but freedom for the thought we hate". And, as the immigrant was a Quaker, Holmes added: "The Quakers have done their share for the country... I had not supposed hitherto that we regretted our inability to expel them because they believe more than some of us do in the teachings of the Sermon on the Mount".

### PIETER CORNELISSEN HOOFT.



The most brilliant of the Dutch writers of the 17th century was born at Amsterdam on 16th March 1581. He was barely 17 years old when he was admitted to the literary circle "In Leifde Bloeiende" (Love in Bloom), to which he presented his first tragedy. The second, entitled "Theseus and Ariadne", did not appear until four years later. In the meantime Hooft had travelled to Paris, Florence and Rome — the indispensable journey of which all young poets dreamed. On his return he became a protégé of the Prince of Orange, with paid duties and seemed to be definitely devoted to comedies and idylls. But suddenly in 1618, he abandoned poetry for history. Twenty-five years of dogged efforts produced his monumental works consecrated to Henry IV of France, to the Medicis, and above all to the history of the Netherlands. It was these works which not only made him "the best Dutch prose writer", but also one of the first really European writers.



**NOVALIS.** — Heinrich von Ofterdingen, hero of an unfinished romance, sought, by means worthy of a knight of the Grail, a mystic flower, whose symbolism was more than poetic. The author of the romance, writing under the name Novalis, had also set out on a quest for beauty beyond that expressed in his "Geistliche Lieder" and "Hymns to the Night", which he had written on the death of his fiancée. Pioneer of German

romanticism, he wanted to accomplish what Wagner in his turn dreamed of later on: the creation of a new art, in step with the world, which would harmonise poetry and life, science and religion. He had scarcely time to rough out the ideas for this tremendous work. On the 25th March, 1801, the town of Weissenfels heard of the death of one of its officials, Friedrich Leopold von Hardenberg, "known in literature under the name of Novalis". He was 29 years of age.



### BELA BARTOK.



Béla Bartók was born on 25th March 1881 in the Hungarian village of Nagyszentmiklos. At the beginning of the Century, composers in Europe, from Russia to Spain, were using folk music as themes for their compositions, and when Bartók was 20 he composed rhapsodies on Hungarian airs at the Royal Academy of Budapest. The young Hungarian composer soon saw, however, that his "magyar" themes were mostly Slovakian or Roumanian. He therefore decided to study folklore more deeply than his contemporaries and to deal with the subject from an international rather than a national view. These studies which took him as far as Algeria, did not, however, end by making him a composer of folklore music only. Bartók became one of the great musicians of our time. His art, drawn from world treasures of rhythms and moods may at first seem a little cold, but above all it is serenely lucid.



## THE CARE-UNESCO BOOK FUND PROGRAMME : A SERVICE TO BRING KNOWLEDGE UP TO DATE



Six years after the entire University of Caen was destroyed during the Allied advance through Normandy, University Rector, Pierre Daure (extreme left) watches the construction of the first new building. The University's temporary library, housed in a former school, recently received a consignment of CARE-UNESCO books donated through the help of the War Dads Auxiliary of Kansas City, Missouri.

At Goethe University, Frankfurt, Germany, gifts of some of the newest American scientific and technical books donated through the CARE-UNESCO Book Fund Programme, are examined by (left to right): Professor of Medicine Arnold Lauche; Dr. Boris Rajewsky, Rector of the University, and Professor Herbert O' Daniel, of the Department of Physical Science.



**I**N a small Greek town towards the end of 1949, a six-year-old girl was brought into a doctor's surgery, feverish, vomiting and complaining of a severe headache. The doctor diagnosed the case as meningitis and sent her to the nearest hospital.

Here, the case was confirmed as one of tuberculous meningitis, and the child was rushed to Athens where, the hospital doctor had read, similar cases had been successfully treated with streptomycin.

The use of this drug saved the child, but for this one fortunate case where the doctor knew of recent advances in medicine, there are many others where children do not get the same chance.

Knowledge is slow to spread particularly in under developed countries and in others that were cut off by the war from information on advances in medical skill and treatment. It was to resume and increase the diffusion of knowledge in this and other fields that the CARE-UNESCO Book Fund Programme was begun just over 18 months ago.

Paul Comly French, executive director of the Co-operative of American Remittances to Europe (CARE), opened the programme. Shortly after, on July 15, 1949, 18 new technical books were presented to the University of Louvain in Belgium.

But as the programme got under way, the University of Louvain—twice destroyed in the two Great Wars—received a second gift of \$1,000 worth of books. And other shipments went to other institutions around the world.

### One Year — 50,000 Books

**I**N the first year of operation, the Fund made 530 shipments, totalling nearly 50,000 books and periodicals to 24 countries. Greece alone—which had 91 per cent of its schools destroyed or rendered unusable during the war—received 31 shipments of new technical books.

Contributions for books and medical equipment tallied up to nearly one million dollars.

During the year, the programme has been expanded to take in not only war-torn countries, but also nations with development problems. The countries which have participated in the programme include: Austria, Belgium, Burma, Ceylon, Czechoslovakia, Finland, France, the Western zone of Germany and Berlin, Great Britain, Greece, India, Italy, Japan, Jordan, Korea, Malta, Netherlands, Norway, Pakistan, Philippines, Poland, Thailand and Yugoslavia. All except Czechoslovakia and Poland are still participating.

At this moment new contracts are being negotiated in the South American countries which have expressed an interest in the Book Fund.

The categories available have been enlarged too. Now, they include medicine, health and welfare, dentistry, nursing, pharmacy, agricultural science, veterinary science, biology, mathematics, physics, chemistry, engineering, English language instruction, teaching and education, geology, library administration, psychology, sociology and statistics.

This expanding programme underlines both CARE's and UNESCO's desire to do something in the service of peace that is both concrete and lasting.

### Tools Of Progress

**C**ARE is the welfare agency that has delivered approximately \$100,000,000 in food and textile packages to Europe and Asia since

1945. Its primary aim was, and is, to provide an efficient, reputable channel by which individual Americans could send gifts to their friends and relatives abroad. But, simultaneously, the organization decided: "Relief sustains, but we must also progress."

Books and scientific equipment are obvious tools of progress. CARE has delivered medical equipment, bought by the U.S. State Department, to 11 West German universities. The schools each received an iron lung (costing about \$1,500, to be used for treatment as well as training purposes), oxygen tents, radium (for cancer treatment), anaesthesia apparatus and medical literature.

Carefully designed hand ploughs are now being sent to India and Pakistan so that these people can "grow their own packages".

In the book field, CARE looked to UNESCO for help and direction.

The first step in developing the Book Fund was UNESCO's survey of need. It was discovered that 1016 of the world's important libraries were, indeed, in desperate need.

Priority listings were made of institutions. Then UNESCO and CARE queried the libraries and universities as to which books they needed most.

At that point, CARE took over. It approached the American people. "Here is the need", CARE said. "Here are the means to fill the need. But, between the need and the fulfilment stand dollars we do not have."

### A \$ 1,000,000 Answer

**T**HE one-million dollars that came to CARE's New York office and its local offices—in the United States, Canada and South America—were the answer. Contributions la-

belled, "For the Book Fund", have come from every state in the Union, Hawaii, Alaska, the Canal Zone, Columbia, Mexico, Venezuela, Canada, Turkey, Germany, England and France.

To-day, the need continues. CARE recently announced that the Department of Geology at Seoul National University in Korea has received a top priority rating. The reason: although mining is one of Korea's major industries, the geology library had only a few old Japanese books on this vast subject even before the recent bombing and fighting in Seoul. In fact, not until four years ago did Korea even have a department of geology as it had been under Japanese occupation.

As soon as it is practicable, CARE plans to send at least the nucleus of an up-to-date library on geology to Seoul, providing the funds are available. Thus CARE-UNESCO aim to help in the reconstruction of another wounded country.

## New Guide Book Contrasts Riches And Needs Of French Provincial Libraries



Volunteers restoring a war-damaged library in France: Two members of a team of Danish and Swedish students working in the library at Valognes, which was damaged by bombing. Their efforts saved a collection of 20,000 books, including many rare volumes, from further damage and decay.

**L**IBRARY services, bibliography, documentation and the supply of publications have had from the start an important place in Unesco's programme because they are realistic and necessary services to help scholars and scientists in their work. Their development is the responsibility of Unesco's Libraries Division.

Last November, as part of its efforts towards making such services more readily available to research workers and students, Unesco co-operated with the French Libraries Administration in the publication of the first part of a Libraries' Guide covering the libraries of Paris.

The second volume of the Guide which has just been published is devoted to the French Departments and presents a situation report on the resources of 1,028 institutions.

Besides reporting on the main French provincial, university and municipal libraries, this second volume also covers the national libraries of Algiers and Strasbourg, as well as those of professional societies, private institutions and collections attached to archives, giving information on personnel, times of opening, conditions of book borrowing, as well as statistical and historical data of the collections.

### TWELVE MELONS FOR DUMAS

**P**ERHAPS the most striking fact revealed by the Guide, however, is the richness of the French provincial libraries. Almost every small town possesses a treasure trove of old manuscripts and rare books, as their libraries were founded with material confiscated from

monasteries and religious colleges after 1790. Others have already celebrated their second centenary, their founders including such famous men as the Marquis de Méjanes of Aix-en-Provence and Monseigneur d'Inguimbert of Carpentras.

The Guide lists many libraries which have been set up to meet a continual growth of industrial areas, as well as others with curious origins. For instance, Cavillon's library, which is proud of its remarkable collection of 18th century Hebrew books, was founded in 1864 by Alexander Dumas, who offered it the complete collection of his works for an annual fee of a dozen melons. A much younger library is that of Chenebier, a village in the Franche-Comté, which owes its existence to the Indian Government. India endowed it in recognition of the aid given by the people of the town to Indian soldiers who escaped from a German prison camp in May 1944.

Leading provincial and university libraries publish catalogues, but too often little is known of the smaller institutions. The Guide, however, has now helped to fill this gap. Few people know, for instance, that Carpentras possesses many autographed scores of J. S. Bach, that Chateauroux preserves the manuscript of the Song of Roland, and that there are excellent facilities for studying the Byzantine authors at La Flèche, or the religion of Swedenborg at Bourg-en-Bresse.

### TREASURES OF VALOGNES

**T**HE Guide also shows the other side of the picture by revealing instances of need. The irreparable losses suffered during the last war by such formerly rich libraries as Caen, Brest, Beauvais and St-Malo have been widely publicized. But little has been said of the fate of certain abandoned collections, unused and uncared for and slowly deteriorating.

An example of what can be done to help such libraries was recently shown at Valognes, whose library treasures were saved through the efforts of young Danish and Swedish volunteers responding to an appeal by Unesco.

This, however, was only one example, and one of the most valuable services rendered by the Guide is that it makes known the cases of many other needy libraries.

Such notices as the following, which refers to a town in South West France, are sufficiently eloquent:

"**LIBRARIAN:** None.  
**OPENING:** Temporarily suspended.  
**HISTORY:** Founded during the Revolution with works from local convents, augmented in the 19th century by gifts and works of the Champollions and government assistance obtained through the intercession of these scholars. Library collections transferred about 1880 to the attics of the town hall, where they have remained neglected for a long time. Re-organization is not yet contemplated."

The second volume of the Libraries' Guide therefore, serves a double purpose. Although primarily intended for students and scholars, it is of equal interest to those who wish to help public libraries make a vital contribution to education at every phase from childhood to adult life.



# THE REFUGEES WHO LEARNED TO "THINK WITH THEIR HANDS"

**S**INCE its creation in 1947, the International Refugee Organization (IRO) has helped to resettle hundreds of thousands of refugees and displaced persons in all parts of the world. There are others, however, for whom it has not been possible to find new homes, because of their age or infirmities. For these men and women the IRO has taken special measures.

Just a year ago, on February 28, 1950, M. Robert Schumann, French Minister of Foreign Affairs, and Mr. J. Donald Kingsley, Director-General of IRO, signed an agreement. By its terms, France accepted responsibility for all refugees living within its frontiers while the IRO agreed to devote funds towards the setting up of special refugee centres which would later be turned over to France.

The article below describes the work of one such centre opened recently in France, where physically handicapped refugees are equipped for a new start in life.

"I'd probably have got along all right, but for this old peg", said the man tapping his artificial leg.

"I ask you", he went on, "who'd choose a man with one leg when the world is full of healthy bipeds? For chaps like us — maimed, wounded, sick — the chances of emigrating are nil."

"Yet", he added, "there are trades where you don't have to walk a hundred yards. But no selection board will consider us. I myself am game to tackle anything, but I've had absolutely no experience of the sort of job where you're glued to a desk all day. So, there just didn't seem to be any way out. Then, one day, I heard about the centre at Valence. Now, everything's going fine".

He laughed and handed me a watch that he had been regulating while he talked; its regular ticking seemed to give him enormous satisfaction.

He was a man of about 40, with one of those unpronounceable names bristling with contradictory consonants. He spoke fluent French, in which the slang of Paris was mixed with the accent of Warsaw.

Other men were busy at work around him. I learned that the Balt had been in a sanatorium, that the Slovak had heart trouble, that all these men without a country were victims of some physical disability which precluded them from returning to their old way of life. Then came this chance to learn a new trade adapted to their capabilities in the rehabilitation centre opened by the International Refugee Organization (IRO) near Valence in south east France.

### Finding The Right Men

WITH men of so many nationalities and professional backgrounds, of varying physical capacities and assorted ages, it's no easy task to seek out those capable of becoming technicians in the watch-making industry. Selection



**1 NEW SKILLS—AND HOPES:** Men of many nationalities and professional backgrounds learn to become professional watchmakers in the IRO rehabilitation centre near Valence, France.

**2 TECHNICAL INSTRUCTION** is given in the making of main watch parts. Here, some are being turned on lathes in the centre's modern workshops.

**3 REFUGEES ARE TRAINED** in each stage of watchmaking. This pupil is using a pressing machine which with delicate precision prints the watch face.

**4 MEN WITHOUT A COUNTRY** develop a new confidence in themselves and in the future as their training equips them for a specialized trade. The centre near Valence is to become a permanent community in whose management the ex-pupils will share.



is made through a series of tests. Adaptation follows, care being taken to guide the newcomer towards that specialized branch

community basis, the Centre for Vocational Rehabilitation (Centre de Rééducation Professionnelle) came into being near Valence.

By Pierre Louis MALLÉN, Head, International Refugee Organization Information Service, Paris.

to which he is most suited. It requires plenty of tact and a great deal of patience.

One must know when a beginner, who might otherwise be discouraged by the magnitude of the task in front of him, should be introduced to his particular training at some intermediate stage; an intellectual, on the other hand, must be persuaded that there is nothing demeaning in the idea of "thinking with his hands".

In planning the Centre, the promoters considered that it was necessary to create not merely a reclassification centre like others that have been established by the IRO near its German and Austrian camps. They therefore decided to treat these reclassification activities as the first step towards the formation of a vital permanent community centre, a small self-governing city, where the refugees, finally settled and equipped with a trade, could enjoy conditions of work and a degree of self-respect to which everyone aspires.

### A Community Affair

A FRENCH organization, "Mutual Community Assistance" (Entraide Communautaire), accepted the task of carrying out the plan, using the experience it had gained in its successful community work centre at Boimondeau. Thus, on a

At present the refugees are given technical training in the making of main watch parts from gold watch cases to dial faces. The latter requires skilful use of a pressing machine which, with delicate precision, prints the watch face. Later, when they have completed their training the school will become a community undertaking, the management becoming the responsibility of the ex-pupils, with the exception of those who have chosen to employ their new found trade elsewhere.

The school is established in a fine old estate just outside Valence. The main building contains the offices, reading room, bar and sleeping quarters of those pupil-guests whose health needs the most care. The others have sunny, individual rooms in buildings fronting on a lawn. At the other end of the park, hidden by high trees, are the workshops.

It's a pleasure to see pupils so contentedly and industriously at work with their modern equipment. The teachers, accustomed to younger and often less attentive pupils, are delighted with their keenness and enthusiasm.

I stopped in one of the workshops to talk to an elderly Swiss watchmaker. "The way we teach", he told me, "makes allowance for the fact that our students are

adults. We are not training them as apprentices but as fully qualified technicians who will later be given a chance to take part in the workshop management. And we don't follow the usual practice of watchmaking schools: here, no one works for nothing during the training period, for this can give the idea that it's of no consequence if a watch part is bungled. Each pupil passes through successive stages of all branches of watchmaking; and when all the parts are finally assembled, he sees how individual bad workmanship can spoil the work as a whole".

### "Just One Week"

IN another outbuilding I saw pupil-watchmakers being given a lesson in elementary French. In the most advanced class of all, talks are given on literature, so that those with intellectual tastes and backgrounds can re-discover the same cultural level in this new life to which they must now adapt themselves.

"Would you like to meet someone in your own line of work", asked my guide. He led me in front of one of the machine-tools and introduced me to the man who was working it — a former Polish journalist.

"At first it was pretty hard", the journalist told me. "I thought I would never get the hang of it. But it comes, little by little..."

"You're too modest", replied my guide, "too modest and too impatient". Then to me: "Look at this adjustment he's just done. It's absolutely accurate. And do you know how long he's been working with his hands? Just one week!"

