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Unesco Outlines Views at U.N. Meetings On Free Information

THE first two resolutions to be adopted without opposition by the United Nations Conference on Freedom of Information, meeting at Geneva since March 23, were directly inspired by the work of Unesco. One resolution praises the Organisation for its technical needs surveys of war devastated areas and recommends that active steps be taken by Unesco and the Specialised Agencies of the UN to meet these needs. The second approves the proposal "to establish an International Institute of Press and Information under the auspices of Unesco".

Unesco is thus taking an active part in the work of the Geneva Conference on Freedom of Information, which has attracted wide attention throughout the world. The conference, which is still in progress, is being attended by delegates from 64 nations, the Specialised Agencies of the UN and governmental and inter-governmental organisations.

In an important speech delivered at the conference on March 25 Dr. Huxley, Director-General of Unesco, defined the principles of freedom of information chiefly as "a just equalisation of the material and technical means of communication and of the mutual sharing of the technical skills which attach to the working of these communication systems" and "a sense of responsibility on the part of those who use the media of modern communications". (Excerpts from this address will be found elsewhere on this page.)

Later in the discussion several delegates cited the authority of Unesco by direct reference to Dr. Huxley's speech. His words also served as a guide for the Unesco delegation in Geneva which is headed by Mr. John Grierson and M. René Maheu.

The Geneva Conference divided the items on its agenda among four committees, two of which deal with technical and professional problems. It is at these two committees that Unesco's contributions have been most noteworthy.

Needs Surveys Discussed

In its study of unhampered publication and reception of information, the conference turned to Unesco's 1947-48 survey on technical needs. Amongst the foremost obstacles to the free exchange of information is the need, especially acute since the war, for such indispensable tools as radio sets, teletype machines and printing presses and the crying need for newsprint.

The delegates heard M. Desjardins, of Unesco, report on the work the Organisation has done to date to study the technical needs of the less fortunate coun-

tries and the plans for assistance made to meet these needs. M. Maheu reviewed Unesco's efforts to alleviate the newsprint shortage of the poorer nations with a plan for mutual aid, and recalled a declaration of the American delegation promising the support and participation of the United States in the programme of immediate newsprint aid for China, France and the Netherlands.

Unanimous Resolution

Following these discussions the delegates unanimously approved the following resolution:

"This Conference, having heard the representatives of Unesco, congratulates that Organisation on its enquiries into technical needs... expresses the hope that Unesco will proceed with the utmost speed in carrying out the programmes it has prepared in this connection... and recommends that very early arrangements be made by Unesco, with the help of the other Specialised Agencies concerned, to meet the needs of these countries... recommends that the Economic and Social Council instruct its regional economic commissions and request the competent Specialised Agencies to assist Unesco in this task."

On April 6, Unesco expressed its views on the important question of the professional training of journalists and the creation of an international press institute. The Unesco delegation pointed out that if, as Dr. Huxley had said, the problem of information involves the content of information, then its solution depends in large measure on the quality of

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New Surveys on Technical Needs

Unesco experts have left Paris to continue the technical needs surveys in the fields of press, film and radio begun in 1947 in war-devastated countries. Equipped with exhaustive questionnaires, the experts will begin surveys expected to take about three months work in the field. Upon their return to Paris, the reports will be analysed and compiled into a volume of detailed information similar to the 200-page report published last year, "Report of the Commission on Technical Needs in Press, Film, Radio".

The countries to be surveyed this year include: Austria, Bulgaria, Hungary, Italy, Roumania; Colombia, Cuba, Ecuador, Haiti, Honduras, Mexico, Peru, Dominican Republic and Venezuela; India, Pakistan, Burma and Malaya.

The questionnaires requesting some two thousand answers are directed to the governments, schools, commercial companies and the working members of the professions in the countries under survey, and will call for information on availability of newsprint and other raw materials, the type and quantity of printing, filming and broadcasting facilities, professional and technical training and the obstacles to the free flow of information.



(Official UN Photo. Dept. of Public Information)
Dr. Julian Huxley, Director-General and Mr. John Grierson, Head of Mass Communications and Public Information of Unesco at a session of Geneva Conference on Freedom of Information.

Educational Programme To be Extended to Germany

PARTS of the world programme of Unesco are to be extended to Germany, following unanimous approval of such action by the Executive Board and discussions with the British, French and United States Zone Commanders in Germany.

Projects to be initiated include the exchange of publications between Germany and the outside world and a study of the problems

involved in, and the opportunities which exist for, the exchange of German nationals outside their country. Both projects are aimed at increasing communication between Germany and the rest of the world.

Another project is that Unesco will study the question of textbooks in Germany to define the criteria that should guide the preparation and publication of such textbooks from Unesco's point of view.

Initially, these and other activities will be carried out only in the three western zones of Germany as Unesco officials have as yet been unable to enter into negotiations with the Russian occupation authorities.

Executive Board approval for such work came after three days' discussion during an extraordinary meeting of the Board in Paris, April 2, 3, 4. It was also agreed that negotiations with the Allied Supreme Commander in Japan be accelerated so that similar Unesco work may be begun in that country.

The Polish member of the Board urged that Unesco should proceed very cautiously in any projects dealing with Germany. The Czech member, M. Opocensky, who was unable to attend the sessions, sent a telegram declaring his opposition to any immediate activities within Germany.

Mr. Walter H.C. Laves, Deputy Director-General, recently visited Berlin to discuss the question of Unesco activities in Germany with the Allied Zone Commanders. He consulted with General Sir Brian Robertson, British Zone Commander, General Lucius D. Clay, United States Zone Commander, and with General Noiret, Deputy to General Koenig, French Zone Commander. He was unable to arrange a meeting with General Sokolovsky, Russian Zone Commander.

Huxley Defines Press Freedom At Geneva Conference

The following is the abridged text of the address delivered in Geneva on March 25 by Dr. Julian S. Huxley, Director-General of Unesco, before the United Nations Conference on Freedom of Information:

I do not need to emphasise Unesco's interest in this question of freedom of information. Wherever Unesco turns in its task of deploying and developing the resources of education, science and culture in the cause of mutual understanding, it deals, of necessity, with the flow of information across the borders of nations...

Unesco has, on the invitation of the United Nations, actively participated in the preparation of this conference, both in the general work of the sub-commission and in the work of the Secretariat. Here today, however, we come to the moment of practical decision.

Unesco cannot be content merely to express its sympathetic interest in the question before us, but, by the very nature of the tasks to which it is dedicated as a Specialised Agency, it is bound to emphasise its desire and also its obligation to help you bring a living result from the body of this conference.

This conference has before it the special work of preparing international agreements on freedom of information, as deriving from and giving reality to, one of the fundamental rights of man... Without a doubt we must meet and agree on a certain number of directive principles... But here

I might be permitted to quote you the advice which M. Jacques Maritain gave to us in his inaugural address to the General Conference in Mexico last December.

Seeking to isolate and define the spiritual roots of international understanding, M. Maritain distinguished between speculative and explanatory ideologies, on which agreement is never likely to be found, and principles of human action on which men in general are agreed because they do in fact express their common will as human beings everywhere...

Taking my lead from the distinguished French philosopher, I say that only a practical and not a theoretical conception of freedom of information is capable of overriding the political and cultural differences of peoples...

The spirit of liberty is itself hostile to abstraction: freedom can only be defined in concrete terms... It is an active force or it is nothing... The problem is, therefore, one of so organising both the spiritual and the material forces of the world to-day that in action and by action, the word of freedom is made flesh.

It is, moreover, the view and emphasis of Unesco that these forces of action... only draw their strength and value from their relationship with the actual and patent needs of people as they are felt in common, appreciated in common and realised in common.

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Unesco and the Work Of the United Nations

by Mr Walter H. C. LAVES

Deputy Director-General

HERE can be no doubt that the peace of the world depends to-day on the effective functioning of the United Nations and its related Specialised Agencies. Of this framework of United Nations institutions Unesco is a part, guided by the same principles and assumptions underlying the United Nations Charter, and functioning as co-ordinately as possible with all of the Agencies concerned.

In the scheme of world institutions thus developed, Unesco has a precise and special function. Simply stated, it is to further international understanding through science, education and culture.

Like most constitutions, that of Unesco means different things to different people, because individuals have different purposes in mind and because this Constitution, like any other, contains many general phrases, allowing considerable flexibility in interpretation.

Thus, on some occasions it has appeared that a choice had to be made between two extreme views concerning Unesco's function. One view is that the Organisation should concentrate all of its energies upon those things which will affect the immediate prospects for international peace and understanding. Another view is that the Organisation should promote international collaboration in science, education and culture, from which more peaceful relations may be a by-product. A balance between these two views must develop in the Organisation programme.

Even a casual examination of the most critical current international problems confirms the view that it is essential to provide a common ground of communication and understanding between the peoples of the world if the U.N. approach is to succeed at all. The barriers to free and objective communication and to community thinking between the people of the Orient and Occident, Eastern and Western Europe, and the Occupied territories and the rest of the world, are so great that even the most elementary common goals of peace and prosperity are jeopardized. To help in establishing communication based upon common interest in education, science and culture, and thus to increase the prospects for international understanding is the special function of Unesco among the United Nations institutions.

Three Important Assumptions

AS already suggested, the assumptions underlying the United Nations and Specialised Agencies are fundamentally the same, and among these, three are particularly important.

The first is that the nations of the world and the activities of their peoples have reached a point of mutual dependence at which the maintenance of peace and the furtherance of sound economic, cultural, social and political relations cannot be left any longer solely to the actions of individual nation states: world community procedures are required.

The second assumption is that this need for world community procedures is sufficiently recognised among peoples and nations to ensure a co-operative approach within the United Nations framework, and a continued willingness of nations to seek truly international solutions for international problems: a world community attitude is essential.

The third assumption is that it is possible to develop United Nations institutions, staffed by competent personnel able and willing to adopt a completely international approach in their thinking and actions: a world community civil service is possible.

The attainment of the objectives of the United Nations and the Specialized Agencies depends upon the acceptance and realization of these assumptions.

Institutions for the Solution of Common Problems

THE United Nations and Specialised Agencies were envisaged toward the end of World War II as institutions for the solution of common problems in a world newly dedicated to peace and the freedoms set forth in the Atlantic Charter. These problems cover the range of human activity: economic, political, financial, social, cultural, educational, scientific, etc. A world still in the stage when men live in highly organised national states, often moved by nationalism, provincialism, prejudice and ethnocentrism had developed many functional relationships which made the acceptance of the "One World" thesis imperative for maintaining prosperity and peace.

The common war effort of 1914-18 had already given rise to the

League of Nations, in which valuable experience was gained in the use of world community procedures. The war-time co-operation of the United Nations in World War II renewed men's belief that international procedures might be used for meeting urgent world problems, upon the solution of which depend the prospects for peace, prosperity and human progress.

The establishment of Unesco itself clearly was premised upon an acceptance of this same assumption, and its Constitution and purpose provide procedures for action in the fields of education, science and culture for people of all faiths, political beliefs and cultures.

The second assumption, that a world community attitude is essential for building a peaceful world, is reflected in those portions of Unesco's programme relating to education for international understanding, development of the mass media of communication, exchange of persons and information, etc. All of these foster the growth and strengthening of a world approach to world problems.

Some special features exist in Unesco's organisation to encourage the growth of a world community attitude. Although Unesco is an inter-governmental institution, it is the essence of its

work to further the establishment of direct personal relations across international frontiers in the fields of education, science and culture. Quite obviously, this approach presents many difficult procedural problems, especially in relation to Member Governments, since the world of to-day is organised on a national basis. The conduct of foreign affairs is a governmental function and the life and action of individuals and voluntary organisations are generally regarded as coming within the surveillance of national states. Success in furthering direct contact between individuals separated by national boundaries reflects a gradual acceptance of the world community approach by Member States.

National Commissions: A. Newlink Between Peoples of World

ANOTHER illustration of the organisational acceptance of the second assumption is found in the constitutional provision regarding the establishment of Unesco national commissions or co-operating bodies. The Secretariat has been enjoined by each General Conference to take positive steps to encourage the creation of such bodies. These bodies provide primary interest groups in Member States and the programme of the Organisation is addressed to work and activity that can be carried on by such national commissions and co-operating bodies. The growth of



such groups, bound together by a common purpose and similar programmes, provides a new means of communication between the peoples of the world, through channels approved by their governments.

In still another way Unesco's manner of functioning assumes a common ground among the people of Member States and builds upon the second assumption. Its Executive Board, consisting of eighteen members, elected by the General Conference from among the delegates to the General Conference, consists of persons selected for their competence in the arts, the humanities, the sciences, education and the diffusion of ideas. They are appointed by governments: by the Constitution they serve as individuals and not as government delegates. This Board is charged with responsibility for

the execution of the programme voted by the General Conference. Its members are in effect, therefore, a world council on science, education and culture, not responsible, as such, to governments for what they do, but responsible in fact for the execution of the programme of an international organisation supported by Member Governments.

In some countries some of the delegates to the General Conference, from among whom the Executive Board is elected, are nominated by professional groups which compose Unesco national commissions or co-operating bodies. To this extent again the process of building the world community has thus been pressed a step further.

The very concept of United Nations planning and action on matters of international concern is premised on the third assumption; that it is possible to staff United Nations Agencies with persons dedicated to an international service and willing to forego the guidance of purely national viewpoints in which they have usually been trained.

The League of Nations and certain other earlier International Agencies made great progress developing such staffs, and the United Nations Agencies have found here considerable experience and precedent for developing their own services.

A Common Aim

UNESCO has made progress in developing such a staff, although the odds have thus far been against the attainment of this objective. The uncertainties of the programme, inevitable in its first year; the necessity of recruiting staff under pressure of time to meet the deadline of the annual Conference of 1947; the consequent inability to carry on a large-scale world-wide recruitment programme; the tendency of Member States to keep the services of the best available nationals for home industry and public service, and finally the inevitable uncertainties of the post-war international political scene, have all been barriers to the effective establishment of a truly international civil service.

Building a Secretariat requires not only the right personnel. It also requires daily preoccupation with the problem of knitting a coherent staff for a common purpose and on sound organisational principles. In part this is a matter of leadership, not merely at the top but throughout the Organisation. In part it is a matter of language so that people understand each other. But more than any of these it is a matter of developing commonly acceptable work habits and working relations among persons who come from completely different societies and variously organised institutions, but who have a common purpose and allegiance. No one national system is right; each must make its best contribution to the development of international administration.

These problems have faced all United Nations Agencies, but special difficulties have arisen in Unesco because it requires the services of technical personnel, most of whom have not had bureaucratic experience, or experience in an international organisation.

The activities of Unesco provide a new method for developing closer relations among the peoples of the world. As these activities grow and succeed they provide an increasingly firm basis of international understanding and experience upon which the functioning of the United Nations and its related Agencies depends.

Huxley Defines Press Freedom

(Continued from Page 1.)

Unesco believes that this conception of needs and their satisfaction, should be the basis of all our discussions, if we are to appear as practical men in the service of mankind. It seems to us the one concept which gives a common and characteristic physiognomy to the situation in the world today... Freedom of information is neither a luxury nor an ideal; it is a necessity, if the native and natural frustrations which we see in the world today are not to blow up in our faces...

Everyone is agreed to the lowering of barriers to the free flow of information. However, what I have to stress here is that this aim, and the methods of achieving it, must be strictly and practically conditioned.

...One condition that we must immediately recognise, is that the material means of communication cannot be allowed to be concentrated in monopolies... (which) are incompatible with the real requirements of freedom. There must be no thwarting of free exchange of information where the patent service of mankind is at issue; no thwarting of the right of all cultures to say their word in the world; nor thwarting of any service which, by developing mutual aid and understanding, lessens the disposition to war and develops the disposition to peace.

Two further essential conditions of any effective realisation of freedom of information are: a just equalisation of the material and technical means of communication and of the mutual sharing of the technical skills which attach to the working of these communication systems. A fourth essential is a sense of responsibility on the part of those who use the media of modern communications, as freedom of information develops on the international plane...

Content of Information

The realisation of freedom of information does not consist simply in opening up access to more and more masses of information of any and every kind. Nor does it mean merely the absence of let or hindrance to information... A laissez-faire anarchy in the services of information is incompatible with the true nature of liberty, and can only derive from a blindness to the real needs of the world, to the real inequalities which exist, to the basic character of many of the obstacles which have been established, and to the true sources of the differences of opinion on the nature of these obstacles...

We must have it in our considered minds to denounce both the distortion of news and the common vulgarity of which the purveyors of news are so frequently guilty. Here the professional organisations in the field of information, with their undoubted awareness of the problem before us, have a great social role to play in applying themselves even more intensely to the consideration of the

self-criticism, self-discipline and self-education which the occasion requires.

What criteria are we to adopt in the evaluation of the content of information? If we attach ourselves, as in the old days of artisan press solely to the individual's right to express himself, the only criterion we can adopt is the criterion of truth. From this standpoint, the only constraints you can ask for are those rooted in the requirements of public order. Further, it has become plain to us how much too general is this criterion of abstract truth... It would be better, I suggest, to describe freedom of information in terms of the functional relationship of information to the needs of the people, whether it be in recognition of the mass of the people as the only true fount of right and law, or whether it be simply in recognition of their right to the information they need...

It is, I believe, when we look on the problems of information in this way that we begin to realise their deep relationship with science and culture. Every group, scientific, artistic, professional or social which has its reality in performing a service to mankind should, for this reason, have its own organs of information and expression. Though from one angle they may represent different and sometimes conflicting professional interests, their contributions are necessary to the common welfare of mankind and to the international understanding and unity we seek.

It is with this in mind that Unesco's programme today is devoted, on the one hand, to meeting the technical needs I have mentioned. But it also launches out to include the interchange of man's achievements in science and the arts, philosophy and the humanities. In particular Unesco is developing today a large programme of articles, broadcasts and films demonstrating the excellencies and particular achievements of different countries, which will be interchanged amongst the nations of the world.

It is out of these various considerations that I have instructed my representatives here in Geneva to present to the conference only proposals which we consider to be concrete and practical.

Unesco is, by its character and Charter dedicated to freedom of information. But because we attach such importance to it, it is the substance and not the shadow which we want. We want that substance to be emphasised in practical measures and associated with the living and working groups which everywhere represent the creative forces in society today...

We cannot afford any longer to have liberty confused, whether in the minds of politicians, intellectuals or commercial operators, either with the forces of privilege or with the forces of anarchy. This we say must be done with, for only then can man look at the true face of freedom and know, once and for all, that the one and only beguiling of freedom is the spirit of fraternity itself.



The Arab Cultural Heritage

UNESCO'S visit to Beirut in October of this year is not going to be just a reminder to the Arab States of what the UN is doing for education, science and culture. It is also going to be a reminder to all the nations of the world of the great and all-important place the Arab world holds in the history of thought.

A Scotsman who spent many years of his life on the far away islands reaching northward to Norway recently recalled his youthful excitement when he learned that the designs which were used on the jerseys of his native district in Scotland, were of Arabic source. They had come all they way from Spain starting with the Spanish galleon which had been wrecked on one of the Sicilian islands at the end of the 16th Century. He recalled the thrill that had come to him upon learning, in school, that the word algebra was of Arabic origin and that chemistry was derived from the Arabic word alchemy and that Sinbad the Sailor and the Thousand and One Nights were only a part of a vast poetic literature.

The philosophers and the scientists who gather in Beirut at Unesco's Third General Conference will undoubtedly take the opportunity to pay proper due to the astonishing and important fact in intellectual history that it was the Arab people who kept alive the intellectual tradition of the Greeks and not least, the teaching of Aristotle between the fall of Rome and the European Renaissance.

Historical Continuity

The arts and skills of algebra and trigonometry and mathematics and geography and medicine and botany owe their historical continuity through the Dark Ages to the Arab peoples. In fact one can truthfully say that European civilisation was saved by the wisdom and enlightenment of the Arab Courts that followed 700. Indeed, it is not astonishing that King Richard I found Saladin the cultured character which Sir Walter Scott describes in "The Talisman". The 12th century in England was meeting its own 16th century without knowing it.

One of Unesco's chief tasks is the development of the mass media of the press, of the radio and film in the cause of international understanding and peace. The ancient ways of communication were slow. When Arabs travelled to China, or gave as they did the first written account of Czechoslovakia and the city of Prague, their stories of observation took a long time to come and were dispersed even more slowly.

The designs of Persia took hundreds of years to travel by way of Arabic architecture, illuminated manuscripts and designs from Persia to Spain.

"In Quest of Learning"

The problem of explaining the influence that the Arabs have had on Western civilisation can be approached in two ways. It is possible either to make broad statements, which while impressive and true may fail to touch the reader because of their remoteness from everyday life, or we may touch here and there on the most ordinary objects which the West owes to the Arab world and which the West takes for granted until some twitch of the thread of history jerks back into our minds the realisation of what has, in fact, happened.

Handfuls of Arabic coins of the 10th Century found on a remote island in the Baltic Sea; a "journey in quest of learning" made by the historian Al-Mas'udi to Zanzibar; a regular trade route linking Spain with Central Asia. These are only a few of the indications of how the Arabs ranged round the seas eager for knowledge leaving their mark on the

world about them. For basically, from the point of view of the West, the Arab Renaissance flourished in the 8th Century A.D., anticipating the Western Renaissance by seven hundred years.

The interest of the Arab people in geography brought them rich dividends, but this interest came originally not from a desire for trade. It sprang from a very different source—the need for pilgrims to find their way across the trackless sands to Mecca, the need to site mosques, so that they pointed to the Holy City and the desire of faithful Moslems to be sure that, at their prayers, they faced toward the Kaba.

The discoveries of the voyagers, the findings of the thinkers and investigators of the day were recorded on paper for the first time in history. At the same time, centuries before Gutenberg, mechanical duplicating systems were introduced to make possible the diffusion of these writings. Even the problem of copyright, in which Unesco is interested today in an effort to establish a world copyright system, was strictly legislated by the Arabs centuries ago.

Julep, soda and syrup, and sherbet (the ancestor of ice cream) are not only words derived from the Arabic, but their nature is indicative of a civilisation in which there was the ability to enjoy some of the small, pleasant things of life.

Silks and Satins

In making life more agreeable for themselves the Arabs developed to a high degree the art of producing textiles—the silks and satins and tapestries mentioned above. Damascus made damask, muslin came from Mosul, Baghdad produced baldaquins, and so on, in a rich flood of colour and design.

Arab culture thus was slowly absorbed by the West. From the Arabs in Spain, Arabic skills and customs made their way to Provence (garnished by the charming songs of the troubadours), from Provence into Lorraine, and thence all over Europe.

The tragedy of this contact, however, is that there is so much that the Westerners never did learn. The great literature of the Arab world is still almost literally contained in sealed books unknown to most of us.

The Arab world had its first great flowering a thousand to twelve hundred years ago, but even now, in some branches of thought, the West is only beginning to catch up with it. Thus, for example, the Arabs long ago insisted that a medical doctor be not only a physician but a metaphysician, a philosopher and a sage, and thus understand fully the value of psychology in healing.

Indeed, such was the work done in the field of medicine that Avicenna (Ibn Sina, 980 to 1037 A.D.), who was not only a doctor and a philosopher but a philologist and poet as well, served as the chief medical authority to the West until the 17th Century.

Another Arab philosopher, Ibn-Roschid, known to Western Europe as Averroes, and whose numerous writings (he is said to have used over 10,000 sheets of paper) summed up the work of Muslim thinkers up to the end of the 12th Century, was described by Renan as the "Boethius of Arab philosophy".

Averroes

The introduction of Averroes meant the end of the Dark Ages. To Dante, he was "the Commentator" *par excellence*—"Averrois, che il gran commento feo". Discussed, prohibited, but always widely read, he was for many centuries one of the main forces which lead to the Renaissance. By the beginning of the 16th Century he had become, to quote Renan again, "almost the official philosophy of Italy in general".

As one sees the new Arab world of today, one recalls that the phoenix, which rises splendidly from its ashes to a new life, is a bird whose dwelling place is Arabia and that his miraculous powers of re-incarnation are not yet exhausted.

Director-General Tours Middle East

Dr. Julian Huxley, Director-General of Unesco, left Paris on April 7 for a five-week tour of the Middle East to invite full participation of the Arab world in the Third General Conference of Unesco, which opens at Beirut on October 14.

The Director-General, travelling by air, will visit Turkey, Lebanon, Syria, Transjordan, Iraq, Iran and Egypt. He has also arranged to meet representatives of Saudi Arabia. Of the foregoing countries, Turkey, Lebanon, Saudi Arabia, Syria and Egypt are already full members of Unesco.

Accompanying Dr. Huxley are Mr Claude Berkley, his Executive Assistant and Dr. Gholam Ali Raadi who is on loan Unesco from the Iranian Government to carry out an inquiry into cultural affairs in the Middle East.

In addition to extending personal invitations to attend the Beirut Conference, Dr. Huxley will discuss the establishment of closer relations between Unesco and the governments and cultural institutions of the Middle East. He will also stress the importance of the Beirut Conference, which will provide an unprecedented opportunity for the Middle East to present to delegations from the rest of the world the full range of their achievements in education, science and culture. With this purpose in mind, and concurrently with the Beirut Conference, Unesco and the Lebanese Government will jointly sponsor a Unesco Month pro-

Lebanon Preparing Site for Beirut Conference

At its Second Session, at Mexico City, the General Conference agreed, at the invitation of the Lebanon, to hold its Third Session at Beirut. In February the Executive Board confirmed this decision and fixed the Conference, tentatively, from October 14 to November 6.

In January, two members of the Secretariat visited Beirut to investigate its facilities and resources, in the light of the various technical problems which the Conference's Session will create. They were well received by the Lebanese authorities.

The premises which seem the most suitable for the work of the Session consist of a group of buildings some two hundred yards from the shore and a quarter of an hour's drive from the centre of the town. The existing buildings can provide offices for all the delegations. Three halls for plenary meetings and the meetings of Commissions are being constructed.

It is hoped to recruit a large proportion of the technical staff locally, and thus to reduce to a minimum the size of the staff to be moved, since this is the most expensive item in the Conference's budget.

The authorities in the host country have undertaken to meet the cost of all supplies, furniture and the fitting up of premises, and more especially the cost of hiring the equipment for simultaneous interpretation which

will be installed in two or three of the Conference rooms.

The working languages of the Beirut Conference will be English and French; but in order that the Conference may attract greater attention throughout the Near East, the Lebanese authorities have asked that Arabic be a working language at meetings where simultaneous interpretation is used. In addition, the main documents and the Conference Journal will be translated into Arabic. The staff required for the work of interpretation and translation into Arabic and for the preparation of documents in that language will be recruited and paid by the Lebanese Government.

Agenda and Organisation of Work

Member States have been asked to inform the Director-General of questions which they wish placed on the agenda of the Beirut Conference. In April, a Committee of the Executive Board will, in the light of the Member States' replies, fix the Conference's provisional agenda, which will be sent forthwith to all those States. The latter will thus have sufficient time in which to consult their National Commissions and appoint their delegations.

As the Organisation already has a programme most elements of which will take two or more years to carry out, it seems superfluous to debate the whole of the programme over again. The Conference, while considering a limited number of questions, will be able to devote some time to an active and thorough examination of completely fresh projects, or of projects already voted but for which a change of direction may be required.

The General Conference will also study the reports submitted by the Member States, the decisions with regard to new applications for membership of the Organisation, and elect seven members of the Executive Board. It will appoint a Director-General, and deliver its opinion on various questions of internal organisation and on the work of the National Commissions. It will vote the Budget for 1949.

To permit all delegations being represented on all the working bodies, not more than four meetings will be held simultaneously, and during the General Conference no regional or special conferences will be held at Beirut.



French Schoolboys receive gift packages of school supplies, collected by U.S. children of Michigan and Massachusetts. Gifts, which were shipped for distribution through Unesco, were presented in March to the schools of Boulogne-sur-Seine, a war-hit industrial suburb of Paris. Above, Dr. Kuo Yu-Shou, Head of Unesco's Education Section who represented Unesco with Mr. J.-P. Sussel of Reconstruction Section.

EDUCATIONAL PROBLEMS

Anthropologist Reports on Fundamental Education

THE social anthropologist, because of the very nature of his science and the special methods he has devised for carrying out his work has long been aware of problems of education, particularly among primitive and somewhat acculturated peoples.

Unesco has shown considerable foresight in planning for fundamental education in Haiti. Success will not come easily there, but by envisaging the need for anthropology from the beginning, instead of calling in "trouble shooters" when difficulties have arisen, one may be assured that the programme will rest on firm ground.

The present plans for the Haitian programme call for the preparation of an anthropological field survey of the Marbial Valley within the first six months of work. This is an exceedingly short period in which to obtain a satisfactory understanding of any culture. Nevertheless, if attention is concentrated upon the most fundamental aspects of the society, the survey may provide the information necessary for the educational and extension work foreseen by the Pilot Project.

Haitian peasant culture should not be regarded as a subculture or a variety of Western culture adapted to the tropics. Nor should it be looked upon as a transplanted African culture. It is rather, an amalgam of European and African traditions, from which a new and original culture has developed. Although much in Haitian life recalls both Europe and Africa to the informed observer, nothing would be more misleading than to regard the country people either as European peasants or African tribesmen.

The first task of the anthropologist will be to describe the life of the Haitian peasants in the Marbial Valley; their round of work, their relations to their immediate and extended family, to neighbours and to members of other communities, their social organisation and religious orientation.

Cultural Overtones

Secondly, the anthropologist must consider carefully the more subtle aspects of the culture so that he may sense the "eidos" and "ethos" of the community. In fact, a grasp of the overtones of the culture and an understanding of the values on which practices are based undoubtedly will be of more lasting importance for a programme of education than the most detailed knowledge of the material apparatus of life.

Inevitably, in carrying out a programme of education, institutions and customs must be modified. When this happens, since no culture can be altered piecemeal, all of life is affected in one way or another. Sanitation and schools do not automatically bring order and happiness to a retarded society; on the contrary, they may cause temporary chaos. Yet many of the difficulties can be met if points of resistance are foreseen and if the values and the places in the structure of institutions to be changed and customs to be abandoned are taken into consideration.

So armed, the prudent educator or reformer may draw the people toward the desired goal by persuasion and with their own collaboration. Educators, health and agricultural experts may provoke deep cultural change; if the results are to be positive and humanly valuable, the process must be carefully controlled.

In a changing culture the native is often tempted to despise his cultural heritage and to adopt indiscriminately the ideas and ways brought to him. The danger is particularly great in Haiti where the wish of more educated people is to westernise the country as rapidly as possible. One of the duties of the anthropologist would be to point out to his fellow workers aspects of the culture which are worth maintaining and supporting. By so doing, one may prevent a feeling of inferiority from developing in the community with regard to the past, and at the same time avoid an exaggerated and superficial respect for what is new.

Since one of the ultimate objectives of the programme will be to raise the standard of life in this remote valley, and since efforts in this direction can only bear fruit when the health and agriculture experts are informed about present living conditions, the anthropological survey will pay close attention to local economy.

The inhabitants of the Marbial Valley, like most of the population of Haiti, are peasants who live from agriculture. Precise information will be needed about land tenure, property distribution, land usage for different types of crops, land valuation, etc.

The second stage of the economic survey will be the establishment of a seasonal rhythm of work. An approximate schedule of the year round activities of the peasants will be ascertained so that agriculturalists may better estimate work habits and educators may be able to adapt their programmes to the requirements of economic life.

The third stage of the enquiry will be the determination of the division of labour within the family and the community.

Several forms of associations, formal and informal, are in existence among Haitian peasants which serve for mutual help in tasks which are beyond the convenient capacity of one man and

By

Dr. Alfred METRAUX

his family. The *combite* is such a working association and deserves rigorous study. A thorough understanding of the *combite* and similar organisations that may exist will do much to gain the confidence of the peasants and may suggest new ways of spreading ideas and techniques among the population. Moreover, the assistance of *combite* groups will be introduced in water distribution, necessary whenever buildings are to be erected and improvements sanitation and other concrete aspects of the programme (1).

Crafts and Skills

The programme contemplates the fostering of local arts and crafts. Here again the anthropologist must provide the basic information. It has been observed that the Haitian peasant is a jack-of-all-trades who, in experimental situations, has learned new skills rapidly and proficiently. However, the development of new skills often depend upon the extent to which an individual can be spared from arduous work in the fields to provide essential food. Consequently, it is already clear that the development of crafts and industries must go hand in hand with improved agricultural techniques.

The Haitians are good basket makers and wood carvers and are better iron workers than has been generally assumed. Some of the iron objects found in *Vodu* temples suggest that metal working, which was so developed among the African ancestors of the peasants, is not entirely dead and might be revived.

The diet of the Haitian peasant is often obviously inadequate, but unfortunately no adequate studies have yet been made of its composition or of the peoples food habits. In the matter of food, it will be desirable for the health and agricultural specialists to work together with information provided by the anthropologist, since the solution of their problems are inter-dependent.

Popular Religion

If conditions in the Marbial Valley are similar to those in other parts of the country, we may expect to find, together with Catholicism, a strong indigenous religion known as *Vodu*, which has its roots in both African and Christian traditions. This popular religion is vigorous and is one of the keystones of social relations.

The *Vodu* priest, who may be a man or a woman, is without question a person of great prestige in the community. The *Vodu* temple (*humfort*) may be a gathering place for a fairly large number of

people, particularly women. A sympathetic attitude toward *Vodu* and some understanding of the functions of the temple will do much to gain the confidence of the peasants.

Since *Vodu* is primarily concerned with the physical and emotional well being of the believers, medicine and various sorts of treatment are closely associated with other magico-religious beliefs. As often as not, the *Vodu* priest is a kind of medical practitioner and the temple may serve as a substitute for a hospital. Consequently, if we wish the peasants to adopt our viewpoint about hygiene and to take preventive measures to fight endemic disease, it is vital for us to know their own concepts of health and illness. Experience with primitive peoples has shown that it is a shortsighted policy to fight the influence of the medicine man as a sheer impostor. Often, with guidance, he can be turned into a valuable ally instead of an enemy.

The fear of witchcraft is a disturbing element in Haitian peasant life. Some knowledge of the factors involved will lighten the task of educators and health experts alike.

Vodu ceremonies with their songs and dances contain the most original elements of Haitian peasant life. The celebration of ceremonies provides the peasants with almost the only entertainment they have and is a source of prestige for the best performers. In view of the prejudices that exist about *Vodu*, there is danger that the programme of fundamental education may destroy these manifestations of popular art and deprive the peasant of his most deeply appreciated outlet from a hard and dull life.

Unquestionably the whole problem of dealing with *Vodu* will be one of the most delicate from every point of view and it must be met with tact and skill. A study of popular religion will indicate those aspects which could be utilised in a programme of education without too heavily involving the sensibilities either of more cultivated persons, to whom the whole subject is anathema, or of the peasants to whom it is valued way of life. Consequently it will be necessary to find means of promoting tolerance and understanding on all sides.

Folklore

The Haitian peasants have inherited from their African forebears a rich folklore of tales, songs and proverbs. They have also adopted a large number of French fairy tales and popular songs. In native folklore the educators may find abundant material for many sorts of textbooks.

The anthropologist will endeavour to make a collection of tales, proverbs and song texts. He will be able to collaborate in the selection of suitable texts for educational purposes, since he will be able to judge, from his broader knowledge of the culture, the significance of the stories in the minds of the peasants. Popular proverbs, of course, would seem to be especially valuable primers, particularly for adults.

Haitian folk tales are not only engaging of themselves, they are also full of the humour and penetrating observation that make the Haitian peasant a stimulating and delightful person to know.

(1) For an ideal picture of a community undertaking, the reader may refer to the novel by Jacques Roumain: *Masters of the Dew* (New-York, 1947).

* * *

Note of Editor. — The above article is a digest of a longer report submitted by Dr. Métraux to Unesco, in March prior to his departure for Haiti.

Rural School Problem

by E. GABRIEL

Programme Specialist in Fundamental Education

ALTHOUGH the Constitution of the Haitian Republic provides that primary education is compulsory and free to all children from the age of 6 to 14, and that secondary, professional and higher state schools are open "without prejudice to conditions of entry" to all young people at no expense, in actual fact only about half the young people of school age in the towns and a sixth of those in the country can obtain entry to the State primary schools.

At present, therefore, the law for compulsory education does not apply in the case of about three-quarters of the Republic's school-age population. This affects some 450,000 children.

Another difficulty is getting teachers to leave the cities for the

FOR many years, the so-called "civilised" peoples have taken practically no notice of the black world of Africa except to exploit it...

In our dealings with the black races, there are three different stages, with three different attitudes, and we have now reached the final stage. First came sheer exploitation; next, patronizing pity; and lastly that understanding which bids us not only to seek to succour them, to raise them up, and gradually to teach them, but in our turn, to learn from them.

Masks, statuettes and strange carven and painted figures came to light. And we no longer found them misshapen or hideous, the moment we stopped judging them by the Graeco-Latin standards to which our Western and Northern concepts of beauty had previously conformed. The work was then no longer either beautiful or ugly; it was the embodiment of a definite emotion expressed spontaneously... The tribes capable of producing such work therefore did have something to tell us. But they had no language, no speech, or at least no language in which they could speak to us...

We must therefore help them to find themselves and to gain self-confidence—two things that they still lack...

ANDRE GIDE.

(Quoted from French review "Présence Africaine", No 1. Nov.-Dec. 1947.)

Highlights of Haitian Project

BACKGROUND: For first time, three Specialised Agencies of the UN will work together on a joint project: Unesco, World Health Organisation and Food and Agriculture Organisation, in co-operation with Haitian Government.

REGION CONCERNED: About 50 square mile area of Marbial Valley in southern Haiti, affecting 30,000 people of a rural and backward community.

PROBLEMS: Region well suited for experiment because of wide-spread illiteracy, lack of educational means, overpopulation, tropical diseases, deforestation, primitive agriculture, soil erosion. Population eager for education and schooling.

PURPOSE OF PROJECT: To try out most advanced techniques of Fundamental Education, test new educational materials (improved text-books, visual and oral aids) and use education to raise social, economic and health levels.

BASIC SURVEY: Dr. Alfred Métraux, well-known anthropologist, recently transferred from Economic & Social Council of UN to Unesco, has left for Haiti to supervise Basic Sociological & Ecological Survey and stimulate development of Project. (See article by Dr. Métraux on adjoining columns).

TEACHER TRAINING CENTRE: Two-year course to train school-teachers and adult and community education workers.

PRIMARY & ADULT EDUCATION: Two rural primary school and 10 adult centres to be established, to combat illiteracy through mother tongue (Creole); experiment in mass language instruction of French

HEALTH EDUCATION: Who to assume responsibilities of health programme; will attempt eliminate endemic diseases (malaria, yaws, hook-worm, etc.) by curative & preventive medicine and sanitary engineering.

AGRICULTURE EDUCATION: FAO to co-operate in running model farm stressing mountain-side cultivation, rotation of crops, etc. Veterinary practice to be included.

OTHER FEATURES OF PROJECT: Community library, museum and art centre to be set up; encouragement of women's education; survey on possibility of Rural Industry development.



Haitian farmers still use the primitive hoe.



IN HAITI AND EAST AFRICA

Working Poses for Haitians

country. Since the only two existing normal schools for primary school teachers are located near the capital (Port-au-Prince) the bulk of the students is made up of city-dwellers. After graduation most of these young teachers prefer to work in the towns rather than in the country where there is little to attract them. Those that do go into the rural districts soon return to the cities.

Thus, despite the democratic provisions of the Constitution, primary and secondary school education is usually reserved for town children whose parents are relatively well to do.

The situation in the rural districts reveals a completely different picture. There are no secondary schools, no technical schools. The only exception is a small special school in the north of the island (the Chatard School), which can provide agricultural training for about thirty young farmers.

The few privileged country children who manage to go to the towns for their studies rarely return to their own villages. This is a serious intellectual loss to the rural districts.

The gravity of the problem is all the more striking in that agriculture is the main arch of Haiti's economic structure.

The Language Problem

In spite of the fact that French is the official language of Haiti and that, as laid down in the Constitution, "its use is compulsory in the public services" the plain facts of the matter are that eighty to ninety per cent of the Haitian population speak and understand only Creole. Although a dialect of French, Creole is nevertheless quite different from the French language.

Any programme for popular education in Haiti must use Creole if it is to make contact with the people, enlist their good will, convince them to adopt methods of hygiene and agriculture, improve their techniques in arts and crafts and develop principles of good citizenship, all of which are essential if the standards of the country are to be raised.

Finally, it is important to stress that suitable textbooks and modern educational methods must be employed so as to render more effective the teaching of French, which is essentially a foreign language for the rural population of Haiti.

NOTHING in the world is so striking today as the fact that the peoples of the world are on the move, not only physically but spiritually. One sees more than half the world restive in its illiteracy and half the world in various stages of revolt against the particular conditions in which men live. There is a challenge today to every department of every government and not least to those departments involved in the processes of education. The challenge goes out to every thinking citizen because it is nothing less than the result of the world's own riches, of man's collective technological advances and of the enormous gap in their distribution and enjoyment, the gaps that have so often challenged the processes of education and have so often failed to be understood by them.

Abraham Lincoln said that "Man could not exist half slave and half free." Julian Huxley, in one of his introductions recently, paraphrased this and said, "Man cannot exist half illiterate and half literate," and he said it for the good reason that the whole question of peace and international understanding depends in the last resort on access to the means and skills of the modern world for which people are reaching out with desperate hands; it depends on them because you cannot have peace in a world where there are vast fields of frustration, whether it be on the economic or the cultural level, and where pride is hurt by the assertions and assumptions of some of our Western peoples.

What the film can do for international understanding therefore depends not on knowing how to film, how to stand behind a camera and turn a handle, but on our concept of social responsibility.

If we talk about the film in international understanding, we should therefore be clear about our purpose in this task, about the substance of the matter, and then the technical side will safely take care of itself. For Unesco the substance of the task is the duty of Fundamental Education.

Our Unesco work in Fundamental Education is only one part of Unesco's programme and is limited by budget. Its success must depend on national effort. So we arrive at the paradox which some of us have known all our lives, that internationalism begins in the nations, and for many of our immediate tasks, it begins at home.

Responsibilities

The whole implication of British social history, of British social policy and political policy, demands recognition of the fact that we are not a nation of 50 million people today but a nation of 113 million people, white, black and others. Our governmental responsibilities are not a question only of Grantham, Birmingham, Leeds and Hull, but also of Nyasaland, Nigeria, Tanganyika and Kenya, and of the other colonies outside Africa.

There is another challenge. Hitler, not of pleasant memory, once used the phrase of England's colonies that we were allowing "cobwebs to grow in our treasure house." I shall not say much

Noted Film Expert Sees Challenge in Africa

about that, except to emphasise that international criticism is growing on how we use and develop our work in the Colonies. We are, in particular, challenged from without in respect of fundamental education, and not least by the Soviet Union where in a period of less than twenty-five years illiteracy has been practically wiped out by a plan of education involving the use of 90 regional languages. The examples in Mexico, China and elsewhere are there also to challenge us to the effort of which, I am sure, we are increasingly conscious today.

Nor can we forget the United Nations. With the work of the Security Council, the F.A.O., the W.H.O., the I.L.O. and Unesco, it has established for the first time in history, a world conscience in respect of what to do not only with health and with education, but also, and very fundamentally, what to do with the economic resources of the world so that the world's needs can be integrated and filled.

But our most profound challenge, and the one that will have to be met, whether we like it or not, comes to us from the native peoples themselves. The achieve-

"Bright and Morning Star" and "Native Son."

"Undoubtedly, such an impact of Western ideas and methods upon African natives will mean a disruption of their communal, fragile, traditional, tribal and almost sacred institutions. Means will have to be found to enable a smooth and all but painless adaptation of these institutions to the Western method of working and living. Let me cite just one important psychological problem involved. In Africa, for the most part, individual will and initiative are almost unknown and are largely considered sinful. All work and endeavour are done under the guidance of traditional ceremony. Now, with the introduction of vast schemes for increasing production, one will find that individual effort will not only be encouraged to come to the fore but must be rewarded. Indeed, the instilling of the desire for individual initiative in Africans can be a great gift which the Western world can offer to people slumbering in a kind of cosmic silence. And I can tell you that this lack of individual initiative in the Africans is deeply regretted by most educated Africans I have met; these educated Africans know that this is one of their great handicaps, and if the British programme can help in this direction, it will have made a lasting and proud contribution to the peoples of Africa. What I mean concretely, is that Africans must be drawn into the actual management and policy-making councils of these projected enterprises."

These are some of the problems and possibilities to which, I think, consideration should be given. The first of my propositions is that the heart of the matter lies in the subject matter; secondly, that appropriate machinery should be created: (a) in the form of a School of the Colonies; (b) in the development of the Colonial Film Unit with true regard for decentralisation and the part which natives will play in it; (c) in the form of an African School of Film Experiment.

These tasks seem to me not just minor tasks for Britain today but priority tasks and among the most privileged which face the present generation of British men and women.

I conclude in the dark voice of Richard Wright and not in my own white one.

"I feel this will be the first time that a collective and scientific effort has been made by Western civilisation to meet the needs of colonial people. One need not be at all ashamed that the motives which are spurring the British are those of self-interest; indeed, such motives, in my opinion, can guarantee objectivity and rationality, and help rule out irrational racial fears on both sides. Such a project can be made into a model of colonial engineering for all other nations to emulate. . . I think that such a programme will be one of the big stories of the world."

At a recent meeting of the Royal Empire Society in London, Mr. J. Grierson, Head of Unesco's Mass Communication and Public Information Sections, delivered the address reproduced above in abridged form.

Mr. Grierson was recently named Controller at the Central Office of Information of the British Government and will leave Unesco on April 30.

He is credited with creating the word "documentary" and has been described as the "main driving force and inspiration of the realist film movement."

Mr. Grierson was the founder of the first British Government film services and was later associated with the creation of the Government film services of New Zealand, Australia and Canada.



Highlights of African Project

REGION CONCERNED : Mponela area of Nyasaland, 100 sq. miles, population 15,000 coloured people of whom 12,500 are illiterate, 2,350 literate in vernacular and 150 in English and vernacular. A typical African rural community fortunate to live on fertile land growing all food needed plus a well paying crop (tobacco).

PURPOSE OF PROJECT : To raise social, economic & educational level of a representative African tribal community on predominantly agricultural economy; special stress on local initiative.

SCOPE : First three years project to concentrate on Mponela area, then to be extended to cover wider sphere. Scheme planned for five years.

METHODS : Evoke specific demands for social betterment and higher living standard; bring community into close contact with existing schools; establish demonstration school for children and adults; initiate literacy drive to educate individuals towards appreciation of relation to world outside village; facilitate, encourage crafts; encourage, develop singing, dancing, acting, puppetry.

In addition to textbooks, other mass education methods used: cinema, film strips, puppet equipment, wireless, posters, gramophone and local recordings.

PROGRESS MADE up to February 1, 1948: Local Africans have formed society known as "Ukani" (i.e. "Rise Up") Society meeting weekly to discuss problems and plans for community progress. As result wells have been cleaned, washing places built and movement begun to form a co-operative society; "Women's Institute" created to learn sewing, knitting, cooking. Local school teachers have formed local associations; Fundamental Education assistants have helped organise singing and dramatic plays, and have been trained in puppetry which is very popular. Literacy campaign begun.

"ASSOCIATED PROJECT" : In Tanganyika, British Government has launched scheme for mechanised production of ground-nuts combining programme of Fundamental Education for 50,000 Africans; will be basis for comparison of results achieved in Tanganyika experiment.



A typical rural hut-school in Haiti.

A MODERN NECESSITY: Popular Science

By Borge Michelsen

THE existing relations between science and the public in many countries can still be summed up in the anecdote used by Lord Raleigh a decade ago lately retold by R. W. Gerard in "Science".

The great Australian transcontinental railway had been completed, and the first train was being dispatched at a gala ceremony. At the climatic moment, the passengers waved, the crowd cheered, the signal was given, and the locomotive proudly started off leaving the train standing.

Someone had forgotten to couple the engine to the cars.

Food for Hungry Stomachs

The engine of science is running, but if it does not pull the public passengers along with it, it will not long be stoked and we never shall reach the station where there will be no disease and war, where everyone will have enough to eat and nobody will do more than three or four hours of disagreeable or monotonous work a day. The coupling must be closed and the ones to do the coupling work are the scientific journalists, popularizing science not only through the press but also through radio and film.

An enviable job many railwaymen will find, as their "colleagues" the science writers are able to let "passengers" in one country have the benefit of a science engine in another. An enviable job, yes, and nevertheless there is in the world today a shortage of scientific journalists, especially in the backward countries where every article, every film and broadcast about the modern improvements in animal and plant breeding, in pest control, in soil management will result in more bread, more milk and meat for hungry stomachs.

This lack of scientific journalists in countries where they are most urgently needed of course is due to the fact that it requires years of training to become a specialist in popularising science, a training difficult to obtain in countries where there is not the abundant means of mass media as in the Western countries. future General Conferences.

Science in its nature is international. That is to say scientific discoveries and their practical applications, no matter where they are originally made, can be transferred quickly and economically to all areas where there is a stable and effective government.

During the war a science writer in an occupied country discovered that scientists in Switzerland were experimenting with DDT as an insecticide. He wrote an article about it and the day after it appeared in his paper the first manufacture of DDT was started in his country.

Every science writer can tell about instances like this.

Through their articles they are stimulating industry and agriculture to make still more use or more adequate use of science.

As to the importance of popularizing progress in the medical field a number of opinions have been expressed.

Early publication may cause anguish to investigators flooded by appeals for unavailable materials and to relatives believing that their loved one is dying in the presence of succour, but it may also arouse great action and accelerate use and speed advance

Fighting Racial Theory and Astrology

We have hitherto only been speaking about the immediate practical aspects of popularising science, but the responsible scientific journalist is aiming at more than giving his readers an apple a day to keep the doctor away.

He will not only report that a scientist has come to a certain conclusion which might be applied in this or that manner, but he will also tell how he has come to

this conclusion. That is to say he will try to give his readers an understanding of the scientific method in order to sharpen their critical sense.

One of the reasons that so many accepted the tragic nonsense of racial theory and still accept the ancient superstitions of astrology and spiritualism is that they are presented under the guise of science, and if science is only presented to the public as a set of statements which will have to be accepted on faith the public will not be able to distinguish true science from these base imitations.

"Why popularize science?" a journalist asked Dr. Holter, Danish cytochemist and science writer, who lately received the science prize of the daily paper *Ekstra-bladet*.

Dr. Holter answered: "As long as science is stamping our daily life to such a degree as it is at present the best way of securing the application of science in the most rational manner is that people appropriate the way of thinking which has produced the results we are using every day without reflecting upon it. I consider that the popularization of science is the most effective manner of rationalising peoples' way of thinking; to give the common people that respect of ciphers and logic which is our best safeguard against mystical enthusiasms and anti-rational tendencies which are otherwise at the command of all fascist and war-mongering forces."

Popularisation of Science and the National Welfare

I should like to conclude by quoting the answer which another scientist, James B. Conant, President of Harvard University (in his book "On Understanding Science") has given to the question: Why popularise science?

Because of the fact, says Conant, that the applications of science play so important a part in our daily lives, matters of public policy are profoundly influenced by highly technical considerations. Some understanding of science by those in positions of authority and responsibility as well as by those who shape opinion is therefore of importance for the national welfare."

Such a statement made a decade ago might have seemed a presumptuous claim. Today, with the as yet unsolved riddle of international control of atomic energy hanging ominously above us, such a statement may seem so obvious as to require no elaboration.

SCIENCE ABSTRACT EXPERTS TO MEET IN PARIS

A Committee of eleven Experts will meet in Unesco House on 7, 8 and 9 April, to advise Unesco on lines of action for the improvement and development of abstracting services for the natural sciences. Brief summaries, or abstracts as they are called, of scientific articles form the principal means by which scientists are informed of the latest developments in science.

Before the war it was estimated that three quarters of a million useful scientific articles were published each year, and about the same number of abstracts. However, these abstracts dealt only with a quarter of a million articles. In other words, two thirds of the scientific articles published are not abstracted at all, while the remaining third of the articles are abstracted on the average three times.

Unesco considers that this situation is unsatisfactory, and is asking the advice of the Committee of Experts in an effort to remedy it.

The eleven experts will come from six countries, and will represent six abstracting services. Most of the experts are qualified scientists drawn from five major fields of science. Librarians will also be represented. A report on the results of this meeting will be published in the May issue of the Unesco Courier.

World Film Catalogue Issued

The first of a series of draft catalogues of films and filmstrips was issued by Unesco during the month of March, as part of the work of the Organisation's Production Unit, in a continuing process of compiling information on films and filmstrips dealing with education, science, culture and other Unesco fields of interest.

The first list deals with films and filmstrips on architecture, dance, drama, music, painting, design, tapestry, sculpture, modelling, wood-carving, pottery and the film as art. It is being circulated to producers and distributors in all member states as a stimulus for the production, distribution and exhibition of other films on the same subject.

Further world films lists now in preparation will deal with fundamental education and the popularisation of science.

Unesco Aids Work of Scientific Institutions

SINCE the latter part of the nineteenth century, a network of non-governmental international organisations has developed, uniting across frontiers educators, scientists and artists concerned with international co-operation.

Long before the establishment of inter-governmental organisations for this purpose, these organisations promoted cultural exchanges and contributed to the advancement of knowledge as well as to the furtherance of mutual understanding among the peoples of the world. To-day they continue to constitute a powerful force towards this end, and many of them can contribute effectively towards the achievement of Unesco's major objectives.

Experience has shown that one important method by which Unesco can further the development of non-governmental international organisations whose activities it considers of importance for the achievement of its own purposes, is that of extending financial support to them in the form of grants-in-aid.

Such financial support is of particular importance in the present economic and financial situation of the world. Sources of income have been greatly affected as a result of the war; for one thing the general impoverishment and the inflationary process taking place in many countries have particularly affected the social groups which have traditionally contributed to educational and cultural associations. In addition, the currency restrictions imposed in many countries prevent the free circulation across frontiers of the funds which might be made available for the financing of non-governmental international organisations.

Thus, the continuation of many activities for which non-governmental international organisations were responsible in the past, is to-day threatened. Their future may well depend upon how far Unesco will be able to aid them financially.

Grants-in-aid

In Natural Sciences for 1948

At its first Session this year, the Executive Board approved the allocation of \$232,254 for grants-in-aid to the International Council of Scientific Union and its ten federated Unions; (1) Pure & Applied Physics, (2) Astronomy, (3) Scientific Radio, (4) Crystallography, (5) Chemistry, (6) Geography, (7) Geodesy & Geophysics, (8) Biological Sciences, (9) Theoretical and Applied Mechanics, and (10) History of Science.

In the field of international scientific services, Unesco is contributing—as it did last year—to the activities of: (1) International Time Bureau (Paris), (2) International Latitude Service (Capodimonte), (3) International Bureau of Isostatic Reductions (Helsinki), (4) International Seismological Summary (Cambridge), (5) International Commission on Zoological Nomenclature (London), (6) International Commission on Botanical Nomenclature (Harvard) and (7) International Centre of Documentation on Optics (Paris). In addition, Unesco will contribute, this year, to the international comparison of standard geomagnetic instruments.

The following well-known international laboratories will receive financial assistance this year—as they did in 1947: (1) International High Altitude Research Station (Jungfrauoch), (2) International Zoological Station (Naples), and (3) Marine Biological Station (Roscoff).

The International Centre of Type-Culture Collections (Lausanne) will receive this year—as it did in 1947—a relatively substantial grant to be distributed to 18 bacteriological and mycological type-culture laboratories on five continents: 2 in North America, 1 in South America, 2 in Asia, 2 in Australia and 11 in Europe.

In the field of publications, the following scientific periodicals sponsored by the International Unions of Crystallography, Scientific Radio, Biological Sciences and History of Science, will be given partial financial assistance:

(1) *Acta Crystallographica & Structure Reports*, (2) *Monthly Bulletin of the International Union of Scientific Radio*, (3) *Resumptio Genetica*, (4) *Biological Abstracts*, (5) *Biologia*, (6) *Zoological Records* and (7) *Archives Internationales d'Histoire des Sciences*. The report of the General Assemblies of 4 Unions (1) Astronomy, (2) Scientific Radio, (3) Geodesy & Geophysics and (4) Theoretical & Applied Mechanics, and of 3 International Congresses (1) Genetics, (2) Zoology, and (3) Entomology, will be printed with partial subventions from Unesco. Unesco also contributes a part of the cost of some 20 other publications of the Council and of 7 of its 10 federated Unions.

In 1948 Unesco grants to Unions will contribute in part to the transportation expenses of the officials of 5 Unions who will attend their respective statutory General Assemblies, of the officials of the International Geoparticipants in the International the International Congress of Geography at Lisbon, of selected participants in the International Congresses of Genetics, Zoology Entomology and Mental Health, and of selected participants in the General Assemblies of the Unions of Astronomy and Geodesy and Geophysics.

In the selection of these participants, the Unions are required to give preference to scientists from war-devastated countries and to young scientists. Altogether, 6 or 7 symposia on specific scientific problems, such as thermodynamics, physics of metals, macromolecular chemistry, interaction between eggs and sperms in animal reproduction, etc., are being organised by the Unions of Physics, Chemistry and Biological Sciences with subventions from Unesco. Unesco grants will also cover the transportation expenses of the members who will attend the 17 Commissions of the Council and of the Unions of Physics, Chemistry, Biological Sciences and History of Science. 450 to 500 scientists will thus be able to travel across frontiers and meet with scientists from other countries with Unesco's financial aid to discuss problems in their various fields.

The whole program is an outstanding instance of what Unesco can do to stimulate international intellectual collaboration in the interests of Science for peace and human welfare.



Dr. NEEDHAM Recalled to Cambridge

much regretted having to leave an international organisation because of his recall to Cambridge. "I have always had the conviction of being an international citizen. I intend to come back to Unesco often to lend a hand in whatever way I can to the work of the Organisation", he said.

Born in London in 1900, Dr. Needham studied biochemistry at Cambridge University, where he was later appointed Sir William Dunn Reader in that subject. From 1942 to 1946 he was Head of the British Scientific Mission in China and Counsellor at the British Embassy, Chungking. As Director of the Sino-British Science Co-operation Office, Dr. Needham worked to assure adequate liaison between Chinese scientists and technologists and their colleagues in the West. His knowledge of the Chinese language was of great advantage in this work.

In 1944, Dr. Needham wrote and circulated a "Memorandum on an International Science Co-operation Service", calling for the promotion of scientific co-operation, the collection and dissemination of scientific information, the facilitation of the movement of scientists

across national boundaries and the provision of scientific assistance to all other international organisations.

During a visit to Washington in 1945 he participated in the plans under way for UNECO. Dr. Needham discussed the inclusion of science in the new organisation both with American scientists and government officials. These ideas were circulated in various countries and found wide support. They ultimately helped to bring about the incorporation of the Natural Sciences in "UNE-CO" so as to form the present UNESCO.

Dr. Needham is the author of a number of books on scientific and philosophical questions, the two most important of which are "Chemical Embryology" (3 vols., 1931) and "Biochemistry and Morphogenesis" (1942).

"Science Outpost", a new book to appear in September, is a compilation of articles, reports, letters and travel journals on the work of Chinese scientists and engineers during the war. Dr. Needham is now at work on a study of the history of science and technology in the Far East, to be called "Science and Civilization in China".

Unesco To Use Music As Weapon For Peace

IN UNESCO'S programme of action music is included as one of the "weapons" to "disarm" men's minds. The Congress of Vienna, in its day, also made much use of music, but for different purposes. Perhaps they did not know in 1814 that music is a force which can unite mankind. Or perhaps they forgot it, all those princes who danced, crowded the boxes at the opera and intrigued

By
**Prof. Luiz Heitor
Corrêa de Azevedo**

together, their ears filled with sweet melody or whirling to the rhythm of palace bands. To-day the attitude towards the social influence of the Arts has been greatly modified. In many countries—democracies and totalitarian lands alike—recourse has been had to music for ends transcending the boundaries of pure art. In Brazil (to quote an example familiar to me), the teaching of music in the public schools of the Federal District comes under the Division of Patriotic Education. Art is expressly put to the service of national sentiment; for the school administration it is a means of securing specific results which have nothing in common with the disinterested enjoyment of an aesthetic pleasure.

Under these circumstances, could Unesco fail to use such a weapon in the field of international cultural relationships? Obviously not, and, if we glance through the programme to be carried out in 1948, as prescribed by resolutions of the Mexico Conference, we shall note that music has its part therein.

Music, obviously has an important place in study of Art in General Education. The importance of musical education in primary and secondary teaching; the musical organisation of university life; the training of specialised music-teachers for the schools are all problems which Unesco must study, if it is to make use, through the student body, of this great force, the roots of which are sunk so deeply in human society. Concrete proposals to this end will have to be submitted to the governments of Member States before the Third General Conference and to the latter for final consideration.

Finally, it will be for Unesco during 1948 to promote the necessary consultations and agreements for the establishment of an International Institute of Music, for which a scheme is to be submitted to the next Conference at Beirut.

In addition to these three major projects, of which one is entirely devoted to music, and the other two, partly, music has its share in the routine activities of Unesco. The musical specialists of the Organisation are at the disposal of institutions, of creative or executive artists, teachers and musicologists from every part of the world as a source of information and co-operation in all matters, wherever and whenever possible. An effective programme of collaboration in the field of music as part of a wider programme of cultural and spiritual collaboration, directed towards international understanding, is only possible as a result of continuous contacts between the centre investigating that programme—in this case the Arts and Letters work of Unesco—and the bodies or individuals who are qualified to participate in it or who are to be influenced by it.

A project now in hand in Brazil, promoted by the Brazilian Institute for Education, Science and Culture (IBECC), the National Commission of Unesco, may serve as the model of a concrete programme of co-operation between the Organisation and Member States.

The Brazilian Institute has decided that every year it would have a certain number of Brazilian orchestral compositions co-

ordinated with a view to their performance abroad. The copies will be made on paper suitable for reproduction, thus permitting the printing of new copies of scores and duplication of orchestral parts at minimum cost. Suppose that one of these copies is forwarded to Unesco and that other countries follow the example and in their turn send us copies of the musical works most representative of their modern composers. We should thus collect a repertoire steadily fed by new works, which would be at the disposal of broadcasting stations, symphony orchestras and musical societies in every country.

I know from long experience that many such bodies would be glad of a chance to play the works of composers whose music cannot ordinarily be obtained commercially, never having been published or put in the hands of a body competent to ensure its distribution even in manuscript. In my view the suggested scheme would be most welcome in this quarter. Composers, provided their royalties on performance are safeguarded, which is a matter in the province of composers' societies, have every reason to welcome such a project. Unesco would in this way give real help to young composers or composers unknown outside their own countries.

It seems to me that this example of Brazil points the way to wider action to be put in hand in the future and after the necessary study by Unesco. Heitor Villalobos, the distinguished composer, whose work needs no such help, since it is already sure of being spread throughout the world, originated this proposal, and it has been approved by the Brazilian Institute for Education, Science and Culture.

Should Unesco take advantage of the idea by widening the scope and fitting it into an international scheme, it may meet a need of artists all over the world by the embodiment of that need in a project which has already been adopted by a National Commission.

Unesco Outlines Views at U. N. Meetings On Free Information

(Continued from Page 1)

press and radio personnel; it depends on their breadth of ideas and their international understanding.

A draft resolution on this subject proposed by Belgium and subsequently amended by France was adopted unanimously after lengthy discussion. It reads: "The Conference, taking note of the proposal to establish an International Institute of Press and Information under the auspices of Unesco, considering that such an Institute would be conducive to the improvement of the quality of information, invites Governments and professional organisations, national and international, to co-operate in carrying out this proposal after a thorough examination of the possibilities of putting it into operation."

A further resolution, submitted by Unesco and amended by the Netherlands, was adopted recommending "the reduction of taxes and charges on receiving sets installed in schools".

Unesco also supported proposals at the Geneva Conference "to facilitate the entrance, residence and travel of press personnel"; a plan for the creation of an international press card; and presented a draft for a convention to facilitate the international circulation of visual and auditory material of an educational, scientific and cultural character.

The Conference is expected to end about April 20.

LIKE the Indian, you have to make your way up river hugging the banks.

The man leans his weight on the pole. The strong current is divided by the prow of his craft into two arms like his own. Yard by yard, the Indian must fight his way upstream.

Thus, as day follows day, we slowly learn about the Amazon region. What appears from the air to be nothing but a uniform mass—scarcely broken by the winding lines of the rivers, is a world in itself. It encloses all the primal forces of nature: it still shelters life as it was thousands of years ago.

The ground is not yet firm. The rivers overflow their banks, and even the proudest of trees tumble, rotting, into the current which has uprooted them. Elsewhere the swamps run dry and palm trees rise on all sides. Here, animals are still subject to the old influences which, ages ago, changed the face of the earth. Here, in the clearings, men continue to live the unhurried life of their ancestors.

This world seems immutable. For centuries progress has been

By
BERTRAND FLORNOY

Leader of the French expeditions to the Upper Amazon Area. 1936-37; 1941-42 and 1947

arrested. The great cities built in the jungle by the Brazilians, the Peruvians and other Amazon nations still stand as the outposts of our civilisation.

The Amazon cannot be conquered with speed. The little knowledge we have today of the region has been paid for with the lives of generations of explorers, pioneers and adventurers who were swallowed up, as it were, by the swamps. The numerous documents that have been left behind are dispersed in different libraries



An Indian family on the banks of the Amazon.

UP THE AMAZON With a French Explorer



and explain so little that every traveller who ventures along the Indian trails feels naked, isolated, defenceless.

It is simply that this world is the realm where life is at its darkest level. It is that here, so much more than anywhere else, life and death are so closely linked that death leaves no trace.

Nor is there any trace of those great migrations which came from the East, no trace, at any rate, worthy of the vast movements of men who sailed up the river towards the Cordillera. The remnants, left behind—families, clans or tribes—live in the clearings and on the shores of the lagoons. They have forgotten the past. The forest should be viewed with the mind of a ten-year old boy. In that way, the fear that it evokes in "rational" people will be avoided, fear crowded with snakes, fevers, poisoned arrows, or at least with the tales told about them. The Indian's feeling toward the forest is the same as we have when we are ten years of age, towards cities or machines—love, distrust... Let us go with him into his clearing and visit Ti and his family.

'The hours Slip by'

Chakavé, his body shaded by the palm-leaf roof, his legs in the sun, is putting poison on the tips of his darts. Vikia, his first wife, is stirring a jarful of manioc paste she has just been chewing. Near the fire, his second wife suckles a greasy-skinned little fellow. The motions are of yesterday—and of tomorrow... Endsa moves off to go hunting, his blow-pipe poised on his shoulder like an arquebus. He will return to hang the water-fowl or monkey he has killed on the bamboo boards. The hours will slip by...

Endsa, Ti, Chakavé, with their long black hair, their painted faces, their loin-cloths, lead the simple primitive life of the forest folk. They have no problems extending beyond family affairs, none which is not solved by the community as a whole. Their most urgent preoccupations seem to be with methods of hunting and fishing, housing or transportation.

As for other things—those things which for us have become the essential part of our lives—they exist for the Indian only emotionally. Endsa, Ti and Chakavé have no ideas about the world; it stirs only their emotions. Their strongest effort to break away from the power of nature is limited to the practice of magic, to a blind belief in the power of spells, drugs or ritual murders.

I believe that it is this dependence of the Indian on the forest, as much as the forest itself, which hinders colonization in the Amazon.

A Labour of Love

I am speaking, of course, only of the last remaining free Indians, who constitute no more than a tenth of the native population of the Amazon region; but it is these free Indians who are important, since they preserve the dignity of their ancestors.

To-day they are still men, waiting in the clearings to see what the white man will do. Yes, they are waiting. You have to understand Ti, my Jivaro Indian friend, when he speaks to me in the soft, soothing voice with which he speaks to the domestic animals in his hut.

I believe that the first duty of those who are to set out on the great adventure in the Amazon area, to which Unesco is once more opening the way, is to make it a labour of love, of love and respect for the Indian. Otherwise, all the work will be in vain.

I.C.S.U. Scientist On Joint Mission To Latin America

Dr. Angel Establier, representative of the International Council of Scientific Unions, will leave Paris on April 14 to visit eight Latin American countries to encourage greater participation by South American scientific societies in international work.

He will visit the capitals of Argentina, Brazil, Chile, Colombia, Ecuador, Peru, Uruguay and Venezuela, meeting with prominent scientists and strengthening liaison between and the work of the international scientific unions which make up the I.C.S.U.

On behalf of Unesco, Dr. Establier will also survey possibilities of greater participation by Latin American scientists in Unesco's world programme in science.

From April 30, he will represent the I.C.S.U. at the Conference for the Creation of an International Institute of the Hylean Amazon, at Iquitos, Peru.

Unesco and the I.C.S.U. work closely together under the terms of an agreement reached last year.

Hylean Amazon Conference to Open At Iquitos, Peru

The Conference for the Creation of an International Institute of the Hylean Amazon will officially open at Iquitos, Peru, on April 30. Iquitos with a population of over 40,000 inhabitants, is the principal city located in the Peruvian region of the Hylean Amazon.

The Conference, to be attended by representatives of at least nine nations and several international organisations, is the result of nearly two years activities by Unesco and is regarded as a major step towards opening up the vast Hylean Amazon valley in South America. It will meet from April 30 to May 11.

The aims of the Institute will be to encourage and carry out scientific studies in the Hylean Amazon region (about seven million square kilometres in area), so as to provide a greater knowledge and understanding of tropical nature, the practical development of the regions by the Governments of Latin America directly concerned and as a basis for furthering co-operation and understanding on an international scale.

CALENDAR OF CONFERENCES

DATE	CONFERENCE	PLACE
7 April	TICER—Youth Camp Committee.	Paris
7-9	Expert Committee on Science Abstracting.	"
12-13	Committee of the Permanent Bureau for Co-ordination of International Congresses of Medical Sciences (with W.H.O.).	"
22-23	Conference of Organisers of International Voluntary Work Camps.	"
26	TICER—Experts Committee.	"
26-27	Programme Committee of Executive Board.	"
26-1 May	Experts meeting on Fundamental Education.	"
30-11	Conference for creation of International Institute of Hylean Amazon.	Iquitos (Peru)

Unesco Surveys University Problems

IN preparation for the Conference of University authorities from all over the world to be held during the Summer of this year, Unesco has invited its member states to submit reports on the principal problems which they encounter at present in the field of higher education.

A preliminary survey, carried out by the Education Section of Unesco, shows a notable measure of agreement as to what these problems are; first of all there is an increase in the number of university students since the end of the war. The selection of students best able to profit by higher education and the finding of sufficient professors to provide it presents the greatest difficulty; attempts to hold the balance in the development of the different faculties is disturbed by pressure from outside forces whether official or unofficial.

As the university population increases a new problem arises; hitherto a university education has been made available to an elite—whether of money or of brains. Now, the tendency is to make available higher education to everybody desirous of it—with a corresponding increase in the size of classes, etc., which may reduce standards of quality.

Another recent change has been that in the connection between general or academic education and technical or professional training.

In Unesco's survey it is observed that:

"Historically, the function of the universities has been to provide a liberal, or literary or humanistic education. With the increasing specialisation, typical of the modern world, there has been super-imposed upon this old and accepted ideal, a demand for the provision of personnel with special skills, to be acquired in advanced courses... the problem as it now appears is whether the apparent clash between old-established and accepted ideals, and the demands coming from the industrial and economic world for special forms of skill, can be reconciled. In what can one attempt to combine the virtues of the old liberal education with the requirements of economic life in the world of to-day?"

The intervention of the state or private bodies in university life affects, and will affect still further the traditional autonomy and freedom from state authority of the universities themselves; apart from what may be considered the first priorities of universities from the point of view of output of trained men and women, the rapid growth of the universities involves a situation in which the state is increas-

ingly called upon to help the universities expand.

"In doing so" Unesco points out "it naturally claims a certain measure of control over the expenditure of the funds allocated."

"In some countries, private sources, such as wealthy individuals or great industrial corporations, support or subsidise certain schools of the university, or certain subjects. To some extent, the university's policy is thereby affected, since developments take place, not in the light of an academically agreed policy, but rather in response to pressures or opportunities emanating from outside. Specifically, the problems arising here have to do with the methods by which university activities are financed, and the methods by which the administration determines expenditures. The practices in operation in various parts of the world vary from full specific control of the university by the state, through the much less rigid methods used in France, through the ingenious mechanism of the University Grants Committee in the United Kingdom to the methods used in the private universities found in the United States.

"In this complicated area of university development, the desirability, from the point of view of public policy, of a balance between public support and autonomy in university governance becomes a central issue. Is it possible to combine increasing amounts of public support with a legitimate degree of university autonomy? Answers to this question are related to the very basis of the role of the university in the modern world."

International Universities Bureau Discussed

About 100 university teachers and professors from 22 nations met in Paris between March 31 and April 3 to discuss the creation of an International Universities Bureau, the foundation of a World University, the problem of equivalence of degrees and diplomas and the contribution which the universities of the world can make to better democratic citizenship.

The Conference was sponsored by the International Association of University Professors and Lecturers. Unesco was represented by Professor J. A. Lauwerys, consultant in education. Unesco is encouraging the work of this organisation and has granted it a subsidy to study the problems of equivalence of degrees and school-grading systems. The I.A.U.P.L. will prepare a report for Unesco on these questions.

BRIEF NEWS OF UNESCO IN ACTION

French National Commission For Unesco Holds First Meeting

The first plenary conference of the newly-created French National Commission for Unesco Paris, on March 17, was held at the Quai d'Orsay. The meeting was attended by Dr. Julian Huxley, Director-General of Unesco,

M. Paul Montel, member of the Academy of Sciences, was elected President of the Commission. Other members elected to office included:

M. Jules Romains of the Académie Française, as Chairman of the Arts and Letters Committee;

M. Paul Rivet, Director of the Musée de l'Homme, as chairman of the Social Sciences Committee;

M. Emile Borel, member of the Institut, as Chairman of the Natural Sciences Committee;

M. Henri Wallon, President of the French Pedagogical Society, as Chairman of the Education Committee;

M. Julien Cain, General Administrator of the National Library, as Chairman of the Librar-

ies and Museums Committee; M. Marcel Abraham, Inspector-General of Public Instruction, as Chairman of the Technical and Information Committee.

The nearly one hundred members of the French National Commission are regarded as composing the leading intellectual group of France. * * *

Unesco Distributes 1,000 Books to Medical Libraries

Nearly a thousand volumes of medical books and periodicals have been distributed through Unesco during the past two months to libraries in eight war-devastated countries. The literature was donated by the Army Medical Library of Washington and the Vanderbilt University School of Medicine Library, Nashville, Tennessee.

Fifteen libraries were the beneficiaries of the books which were solicited through the Unesco Clearing House of Publications. * * *

Foreign Students to Visit Unesco

A series of three receptions will be held at Unesco House on April 8, 22 and May 13, for foreign students studying in Paris.

The April 8 gathering will be welcomed by Deputy Director Walter H. C. Laves to be followed by a series of 10

"BUSINESS WEEK" (U.S.A.), March 6, 1948.

An article entitled "Cracking the Amazon Basin" states in part: "Sir Arthur Conan Doyle novelized the mysteries of the Amazon Basin in 'The Lost World'. He saw it as a fanciful plateau where pterodactyls, dinosaurs, and other prehistoric monsters had escaped extinction. Now a full-scale exploration of this unknown region is being launched by the United Nations Educational, Scientific & Cultural Organisation (UNESCO).

In its inventory of the resources of the vast jungle, UNESCO's adventurers don't expect to add any hundred-ton brontosauri to the world's meat supply. But their object is to make this wasteland carry its load in feeding the world and supplying its raw industrial material.

Dr. Paulo Carneiro, Brazilian biologist and delegate to UNESCO, set the theme of the program. In proposing the campaign, he said that if the Amazon could be brought into food production it would enable the world "to support its population."

"THE MAINICHI" (Tokyo), January 25, 1948.

An Editorial entitled "The Unesco Movement", states:

"The Osaka Unesco Cooperative Society was formally launched on January 22. Similar societies have already been formed in Sendai, Kyoto, and Kobe. Active preparations are under way for the establishment of Unesco units in Tokyo, Nagoya, Hiroshima, Wakayama, and other key cities.

"The progress of the Unesco movement in Japan should never be considered as an expedient and 'short-cut' route for Japan's re-entry into the society of nations. It should be a sober and measured movement for the fostering of true and strong lovers of peace, rather than the seeking after of resplendent developments."

"SYNTHESES" (Belgium) No. 10, 1948.

Paul de Visscher writes: "Of the many critical statements made about Unesco there is one that we consider vital for the future of Unesco, and that demands an immediate change of policy within the Organisation. Unesco seems to have been working too exclusively isolated from the world without. Few real contacts have been made between Unesco and centres of a truly scientific character: universities, academies and learned societies. Amongst these groups Unesco is losing prestige. Although Unesco is an inter-governmental organisation it must work with the scientific groups. Only there can it hope to find the men and the ideas which will permit it to live and develop."

PRESS REVIEW



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"Dr. Fairburn is going to tell us about some of his interesting experiences among the head-shrinking tribes of Ecuador."

"SCHOOL AND SOCIETY" (U.S.A.), February, 1948.

In an article entitled "The Internationalism of Scholarship" I. L. Kandel writes:

"Those who have a responsibility for the advancement of scholarship and learning cannot live in isolation from scholars in countries other than their own, nor can they evade all responsibility for the influence that their contributions may exercise on the progress of humanity. Sir Alfred Zimmern some twenty years ago pointed out in his 'Learning and Leadership' that a teacher must not only be familiar with the work of foreign scholars in his field, but should also have an international outlook and international experience.

"Scholars, like creative writers and artists, cannot wholly escape the influences of their own particular environment. This fact alone would prevent the development of uniformity and standardization in the intellectual life of the world. Difference in national character and ethics may result in making the world a great experimental laboratory, with each nation attacking problems common to the world in its own way, but utilizing ideas and methods that may come from other nations.

"UNESCO, if it should undertake to stress the importance of an international outlook and the contributions of the scholar to human progress, would be far more successful than any single world university that is proposed. For leadership of UNESCO as a co-ordinating body or clearing house for university affairs would not only advance that intellectual and moral solidarity, which is the basis of peace, but could more directly promote co-operation among the universities of the world on problems of world-wide human interest."

"O JORNAL" (Rio de Janeiro, Brazil), March 17, 1948.

From an article entitled "Brazil and the Hylean Amazon":

"In an interview granted by Dr. Corner to the 'Correio da Manhã', Dr. Corner has identified himself so closely with the project that he seems more Brazilian than English; so great is the interest and devotion he has shown in the success of this enterprise. The measured, judicious words of Sr. Corner should be carefully considered by the public authorities of Brazil.

"The Hylean Amazon can become a subject of popular interest. If this is to be achieved the project must be defined as what it really is: a boom for Brazilian science. The studies of the Institute will be highly advantageous for Brazil. We must have done, therefore, with the indifference which is noticeable in certain instances concerning this project initiated by the famed Brazilian scientist Paulo Carneiro."

"THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW" (England) February 1948.

In an article entitled "Central Bureau for Educational Visits and Exchanges", this Review says:

"The Ministry of education announce that a Central Bureau for Educational Visits and Exchanges is to be established as soon as possible..."

The first function of the Bureau will be to inform itself of the activities of the many agencies in this and other countries, concerned with educational visits and exchanges and to co-operate with them as may be desirable. It will be in a position to advise the Ministry of Education, the local education authorities, teachers and voluntary organisations, and it is contemplated further that the Bureau will supplement the work of existing agencies where necessary, by undertaking responsibility itself for the necessary arrangements...

The Educational Co-operating Body for Unesco in the United Kingdom which was set up nearly a year ago, undertook, as one of its first tasks, the planning and establishment of such a Bureau. Even before the war the necessity of a national agency for these purposes, such as exists in some other European countries, had become apparent; and when Unesco came into existence it was evident that educational visits and exchanges would become a feature of the post war world. The Co-operating Body set up a Committee under the Chairmanship of Mr. Ronald Gould, the General Secretary of the N.U.T., to work out a scheme for such an organisation and to proceed with its establishment...

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Director: H. KAPLAN

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