

A WINDOW OPEN ON THE WORLD

The  **Courier**

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**THE
FACE
OF
NEW
AFRICA**



BRAIN TEASERS FOR AFRICANS. The University of Accra in Ghana has devised a series of special group tests used to determine the capabilities of potential leaders sorely needed by the new countries of Africa. See story page 24.

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No. 2

For reasons beyond our control this issue appears later than usual. We wish to apologise to our readers for this delay.



COVER PHOTO

Sixteen independent African states took their seats for the first time at the recent Unesco General Conference (See page 4). Photo shows Mrs Madeleine Sar, a Senegal delegate, during an interval between meetings.

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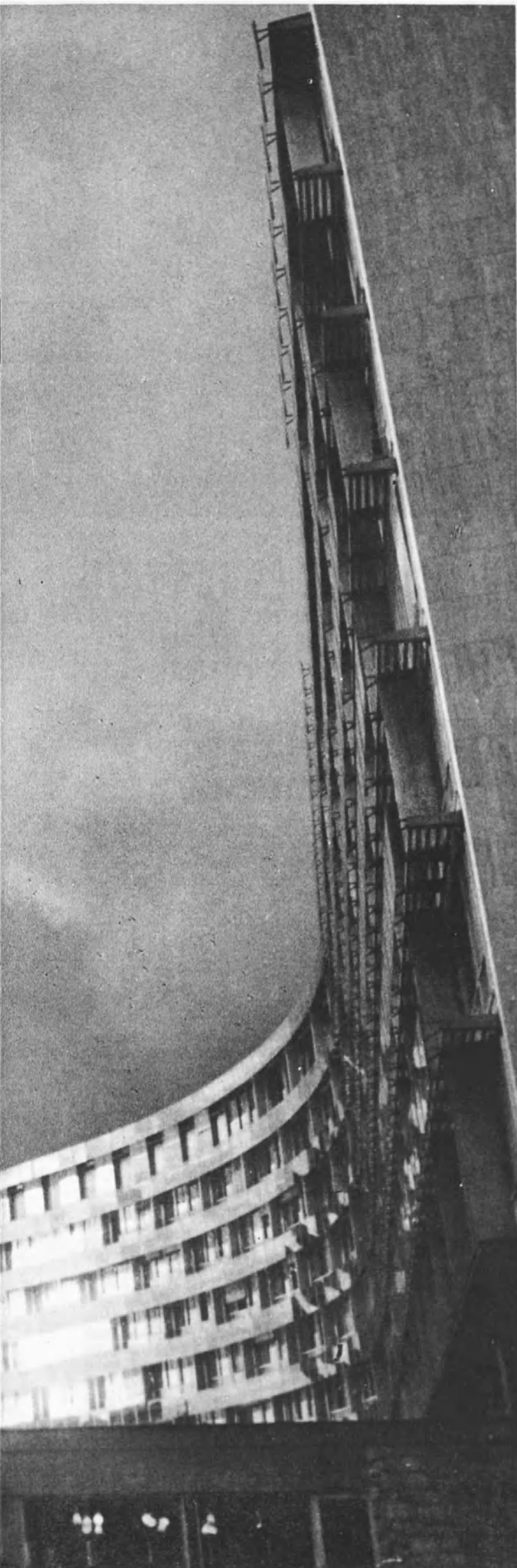
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98 NATIONS CHART A TWO-YEAR PLAN FOR WORLD ACTION





Unesco's programme of action for the next two years is the most ambitious since this U.N. Agency was created 15 years ago. What Unesco hopes to achieve in 1961-62 and how its programme and budget were decided by the organization's General Conference last December are highlighted below

by Daniel Behrman

UNDER the flowing concrete drapery of a hall resembling a timeless temple, a heartening and almost unusual spectacle has been enacted on a stage for all the world. This stage was the Eleventh General Conference of the United Nations Educational, Scientific and Cultural Organization in Paris, and its actors were the delegates—some in business suits, others in flowing robes—from ninety-eight nations scattered over the face of the earth.

What was unusual about this spectacle was that it produced a harmonious finale—even though it overlooked none of the realities and the facts of international life upon which agreement has yet to be found. Such issues as racism, disarmament, colonialism, and neighbourly relations were faced squarely during some lively sessions which led to important resolutions (1). But from this stage, where conflicting interests met and compromised with each other, has emerged a two-year programme for Unesco which is both the most ambitious and the most realistic in the history of this United Nations agency.

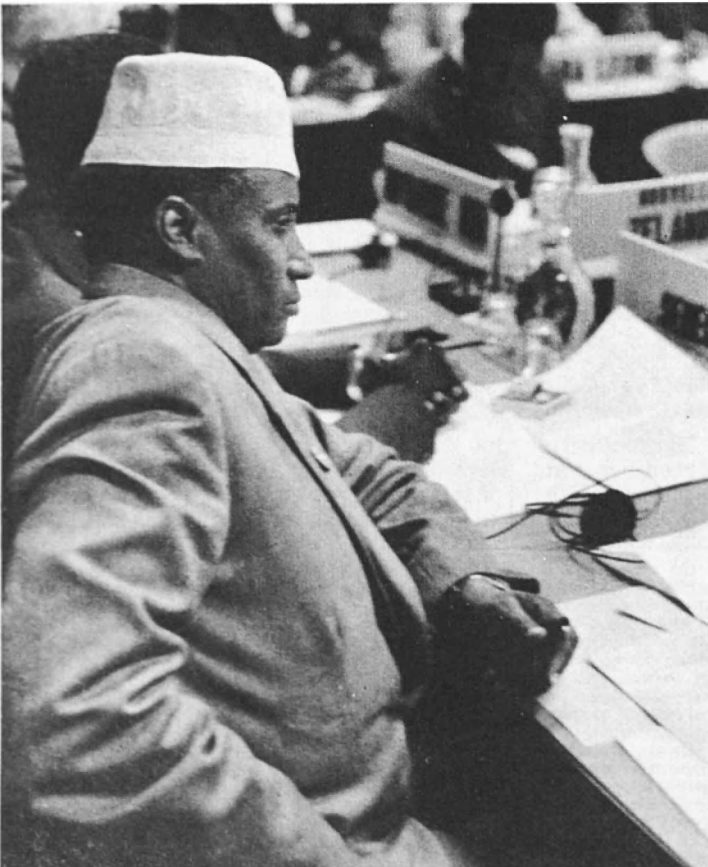
It is ambitious because it is by far the biggest series of undertakings which Unesco has ever been called upon to carry out. Corresponding to these obligations is a budget of \$32,513,228 for 1961 and 1962, the highest ever voted by a Unesco General Conference. It is realistic because it faces squarely some of the world's major needs, particularly in education and more particularly in Africa, that sleeping giant of a continent now awakening with dramatic speed.

Symbolically, the Conference met for five weeks in November and December under the presidency of a representative of Africa, Mr. Akale-Work Apte Wold of Ethiopia. Africa also accounted for 16 of the additional

(1) One calls on Member States "to encourage and support... utilization of the means of information as a contribution to better mutual understanding between peoples and thus to counteract any attempts to use press, radio, television, cinema and other means of information for propaganda which deliberately or insidiously incites violation of peace or acts of aggression"; a second states "that colonialism in all its forms... must be speedily abolished and that accession to freedom and independence must not be delayed on the false pretext that a particular territory has not reached a sufficiently high standard in economic, social, educational and cultural matters"; a third resolution calls on Unesco Member States "to include in their educational programmes provisions for bringing up the rising generation in the spirit of peaceful and neighbourly relations and mutual international understanding and co-operation"; a fourth condemns "any display of intolerance among the different races or peoples as a violation of the high principles which prompted the creation of the United Nations and of Unesco."



Above, vast hall of Secretariat building, main artery leading to delegates' lobby and Conference building. Below, delegates at a committee meeting; in foreground, Mr. Mahmoud Haju Ahmed, Director of Education of Somalia, one of the new African nations.



'IN TERMS OF EDUCATION NONE OF US IS RICH'

countries which have become members of UNESCO since the last General Conference in 1958, attended by representatives of 81 nations.

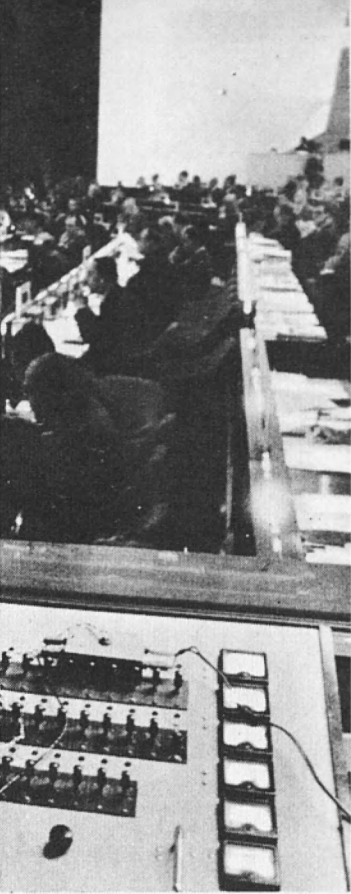
To carry out the programme adopted in Paris, UNESCO will not only have its regular budget, but additional resources in 1961-62 from two other sources: \$12,000,000 from the United Nations Technical Assistance programme and \$11,000,000 from the United Nations Special Fund. Impressive though it may sound, this total of more than \$55,000,000 would have to be spread very thinly to cover UNESCO's obligations in the world.

That is why the General Conference wisely decided to place a priority on education. Schools, schooling and schoolteachers have failed to keep abreast of the present-day rate of progress. This is true in countries with old and established systems of education, but it is nothing less than tragically true for new nations where the urgency of needs is equalled only by the paucity of resources. And it takes on dramatic proportions in Africa where the ink has barely dried on a dozen declarations of independence and nationhood.

The immediacy of this problem brought forth a healthy reaction from the conference: a reaction of universalism which was stressed by UNESCO's Director-General, Mr. Vittorino Veronese. It was universalism in deeds as well as words. The director-general of UNESCO had the pleasant and almost startling experience of submitting a budget to 98 nations and having it rejected as... too low. UNESCO Member States first raised this proposed budget by one million dollars and then pledged more than another million dollars in a moving display of solidarity. This was universalism in action: an international gesture by the rich, the not-so-rich and the poor alike to further the progress of education, particularly in Africa.

This priority on education is reflected in a resolution unanimously adopted at the conference. It states that priority should be given to education in UNESCO's programme and that the United Nations and its specialized agencies should place the same stress on education for the less-developed countries as is placed on economic development in a more narrow sense.

Delegates from all nations emphasized the need for more and better teachers, schools, universities and tech-



Photos © Willy Ronis, Paris

Above, General Conference Session in progress in Plenary Hall, seen from one of booths used by simultaneous interpretation staff. Above right, delegates meet in committee room donated by Switzerland. Eight other countries have furnished and decorated rooms. Many other gifts have been made to the Unesco H.Q., and during the General Conference, Iran presented a magnificent carpet for delegates' lobby.

Delegates converse between Picasso mural and one of six giant gracefully-shaped concrete pillars which support the Conference building roof at its centre.

nical colleges in their own countries. Their plea was summed up by Sir David Eccles, British Minister of Education, and head of the United Kingdom delegation, who stated :

"In these fields, we are all underdeveloped. In the field of education, we are all poor and some are poorer than others. UNESCO stands for Education in the broadest sense as WHO stands for Health and FAO stands for Agriculture. We have the right and duty to proclaim the urgent needs of education and to press these claims on our own governments and on the whole family of the United Nations."

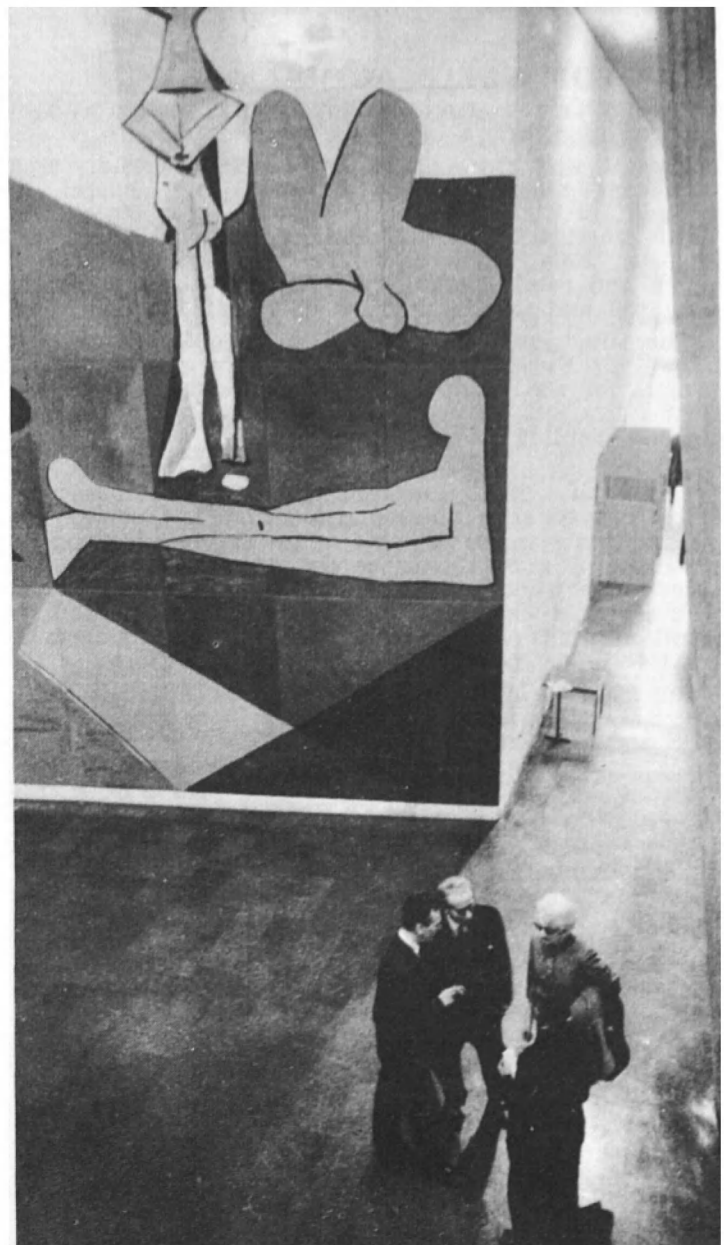
Specifically, UNESCO's education programme for the next two years consists both of studies and services for the general advancement of education, along with activities aimed at helping countries develop their own educational systems. In both cases, an accent is placed on educational planning and regional development.

These trends are to be seen in the services UNESCO is rendering to national systems of education. According to decisions taken by the General Conference, it will be in a position to offer assistance in these main fields:

- Improvement of teacher training programmes and school curricula.
- Development of methods for teaching science and modern languages.
- The use of audio-visual aids.

In this last respect, mention might be made of a Conference resolution calling upon UNESCO to explore the possibilities of using the most recent advances in electronics and communication in order to bring education to the widest possible audience—an audience limited only by the range of television transmitters and Hertzian cables. At present, the idea of man-made satellites girdling the earth and beaming school television programmes to hundreds of thousands of classrooms is still in the realm of science fiction. But it may not stay there very long.

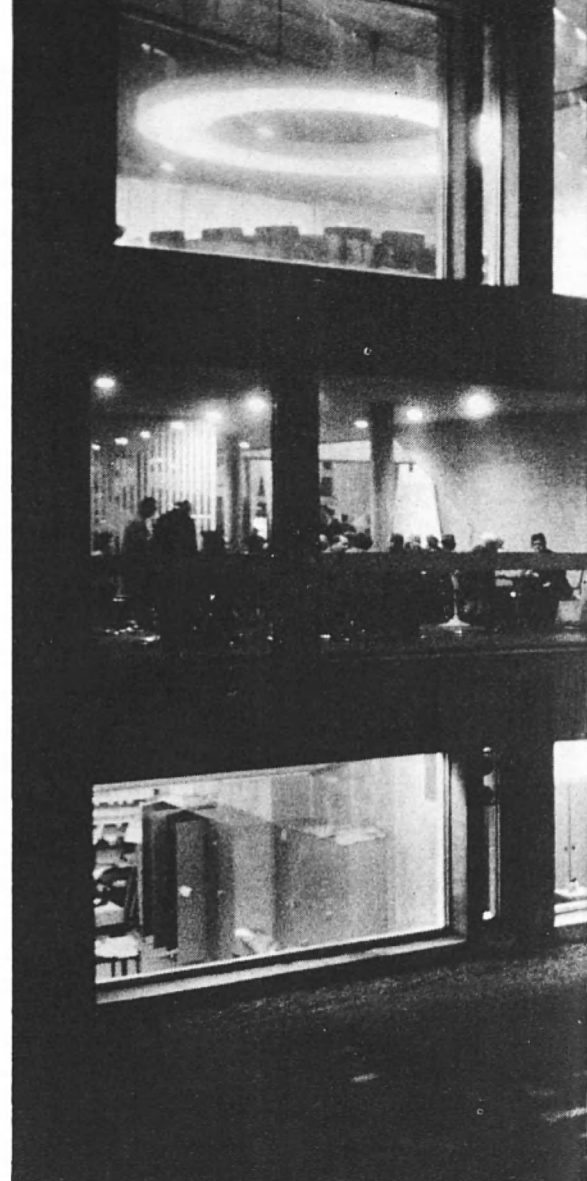
In all, UNESCO will send out more than 200 international specialists to its member states to work in national systems of education. Obviously, a "system of education" runs from the kindergarten to the graduate student working towards his doctorate. Just as obviously, UNESCO



SILHOUETTES IN THE NIGHT

Formal session and informal talk are framed in these photos by windows of Unesco's Conference Building. Below, conversation piece against window of delegate's lounge. Far right, peeping into Commission Room, night-roving camera finds delegates in session. Right, activity on three levels, from press rooms (bottom) to committee room with its "halo" lighting over round table for delegates.

Photos © Willy Ronis, Paris.



PLAN FOR WORLD ACTION (Cont'd)

could not hope to span the full range of education without diluting its efforts.

This is why stress is being placed on primary and secondary education, both technical and general, in regional programmes for Africa, the Arab States and Latin America. Universal primary education is the target in Asia. Here, UNESCO is to create a regional education office and two regional centres for research in school buildings and for the training of school administrators.

The same goal is to be found in Latin America where, since 1957, UNESCO has been operating a ten-year major project for the extension of primary education. In the Arab states, it is planned to set up a network of associated teacher training colleges.

Pressing though needs may be in these regions, the situation in Africa is nothing less than an emergency. Here, UNESCO's education department has to become a fire department. As one example of the calls made upon its resources, it must recruit several hundred teachers for secondary schools in the Congo Republic (Leopoldville) as well as numerous experts in education and school administration. This emergency assistance is being financed by the U.N. under its programme of aid to the Congo.

But the call of the new Africa for education is being heard elsewhere as well. UNESCO plans to move ahead with assistance in school constructions, the production of teaching materials, the providing of teachers, the surveying of educational needs and the awarding of fellowships.

Even before the General Conference ended, nations made a number of generous offers. The United States of America pledged to donate up to \$1,000,000 for assistance to Africa. The Federal Republic of Germany announced a contribution of \$100,000 to this programme. And, within a few hours, representatives of a dozen countries offered 130 fellowships to Africans while ten more delegations promised to make specific offers known in the near future.

This priority on education will also see an increase in the scope of UNESCO's activities in technical and vocational

education during the next two years. Here, thanks to a financial transfusion from the United Nations Special Fund, UNESCO will be able to participate in the founding or the operation of a number of technological institutes throughout the world.

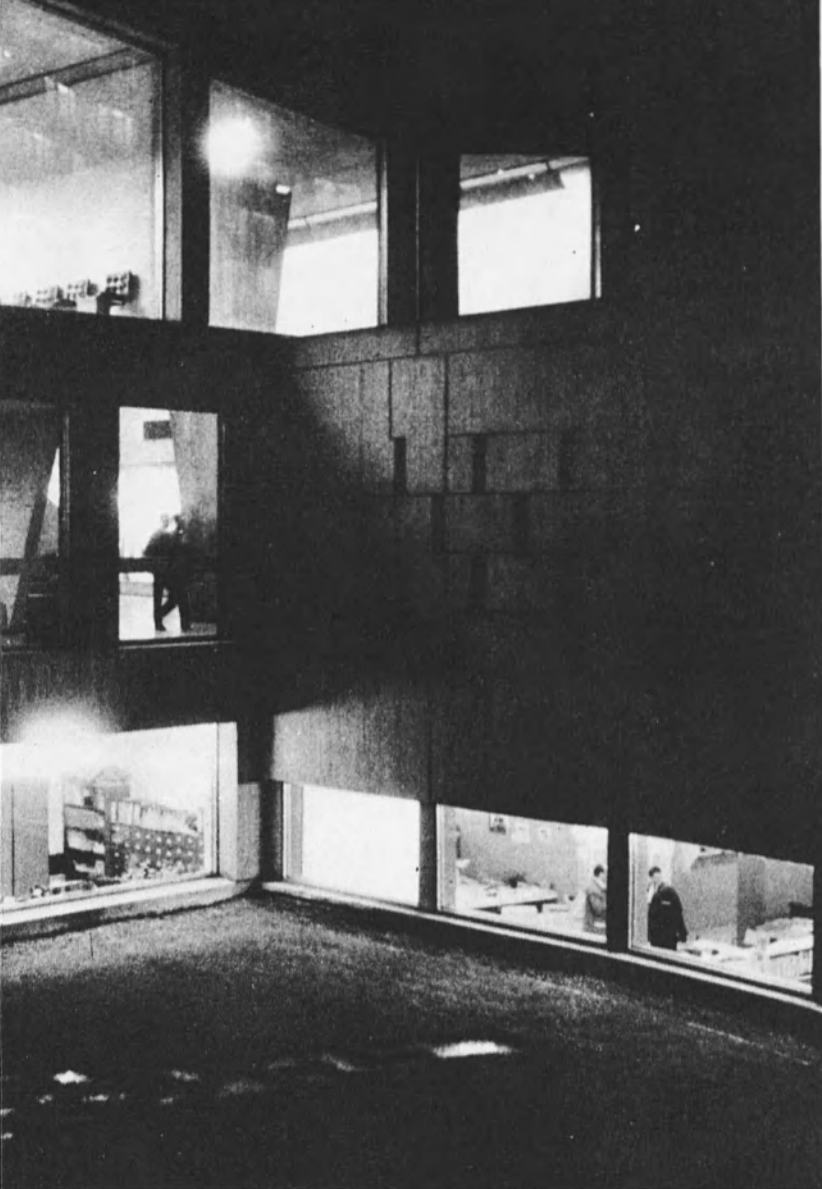
Among other measures—in the field of education—too numerous to list here—was the adopting by the General Conference of the text of an international convention and recommendation against discrimination in education. This convention is intended to implement one of the fundamental principles in the Universal Declaration of Human Rights: the right to education. It defines discrimination as any factor which "has the purpose or effect of nullifying or impairing equality of treatment in education."

Turning to the natural sciences, the General Conference approved an international plan of action to cope with scientific problems of an urgent and worldwide nature over the next ten years. These problems include the exploring of the world's oceans—about which it has been said we know less than we do of the moon—and the rational harnessing of science and technology to industrialize the world's developing countries. (See UNESCO COURIER July-August 1960.)

Perhaps the most dramatic aspect of UNESCO's work in the natural sciences will be its collaboration in the International Indian Ocean expedition organized by the Special Committee on Oceanographic Research. This expedition will see twenty oceanographic research vessels from fourteen nations at work in what is both the world's least-known ocean and perhaps its most important one in terms of the needs of the hundreds of millions who live on its shores.

Through its collaboration in this expedition and through its own programme, UNESCO hopes to be able to assist in the training of oceanographers. In addition, the Conference voted to set up an Intergovernmental Oceanographic Commission with headquarters at UNESCO.

On land, UNESCO's programme for the development of



natural resources will see the continuation of its work in such vital fields as the humid tropics and the world's arid regions. In Arid Zone research the next two years will see a gradual transition from UNESCO's Major Project which ends in 1962 to greatly increased national activities.

A perfect example of the type of problem which no one country can hope to solve on its own is to be found in seismology. Without "discrimination" by border or region, earthquakes have struck harshly in recent years in the Middle East, North Africa and South America. No one can predict when an earthquake will occur, but a great deal can be done to reduce its devastation through earthquake-proof construction and precise mapping of seismic zones. This year and next, UNESCO will send missions to earthquake zones in the Andes and in the Mediterranean basin.

The earth's crust is also the subject of another UNESCO plan of action aimed at taking an up-to-date inventory of all the many methods now used in prospecting for natural resources. At the same time, steps will be taken for a long-term study of that most precious of all resources, the soil itself.

Another important phase of UNESCO's science programme concerns the role of science and technology in the industrialization of new countries. Here, UNESCO has been called upon by its member states to prepare an international conference to be held in 1963 or 1964.

The purpose of this meeting will be to take stock of the lessons of the past for countries which are now changing over to an industrialized society. In particular, a study will be made of the delicate problems of helping agricultural countries to make this changeover without paying the price of social and economic maladjustment.

Industrialization of developing countries is one of three UNESCO priority fields in science laid down by the General Conference for the next decade. The two others are the exploration of the earth's resources and the co-ordination of scientific action on national and international levels.

Education and science were the two most prominent

features of UNESCO's programme as it was carefully discussed by the General Conference. But UNESCO's mission goes even further than this.

For example, under the heading of cultural activities in the programme adopted by the General Conference are to be found specific and practical tasks in such fields as research in the humanities, the spreading of knowledge of art and literature, the safeguarding of cultural heritages and the development of museums and libraries.

For the next two years, the most important of these cultural activities will be the continuation of the International Campaign for Safeguarding the Monuments of Nubia, those priceless architectural and artistic treasures of ancient Egypt which will be threatened by the rising waters of the Nile once the new Aswan Dam has been completed in the United Arab Republic (See UNESCO COURIER Feb., April 1960). During the Conference, plans for preserving the temple at Abu Simbel, the largest of these monuments, were presented.

In Southeast Asia, UNESCO's cultural activities department will meet a problem which crops up everywhere as a result of mass literacy campaigns for adults and more schools for children. The "new literate" often tends to become a "new illiterate" for a very simple reason: he has nothing to read. Books and other publications are either not readily available in his own language or else they are offered at prices which he cannot afford.

This is why UNESCO will assist national book centres and publishing associations in Southeast Asia, mainly in Burma, Ceylon, India, Iran and Pakistan. Included in this assistance will be production of reading materials at a regional centre in Karachi and the awarding of prizes for authors and illustrators.

UNESCO's major project for the mutual appreciation of Eastern and Western cultural values will also be continued during the next two years. Here, UNESCO plans to undertake studies in co-operation with institutes in Japan, India and Lebanon while research will continue on the civilizations of the Orient and the Occident.

UNESCO TO SUPPLY STAFF FOR KEY POSTS IN NEW NATIONS

Distances between cultures and distances between men are also being shortened by the social sciences, which represent an important sector in UNESCO's activities. Here, two main fields are to be stressed: the teaching of the social sciences and fundamental research; and the study of problems resulting from economic and social development. This latter theme will lead to studies on urbanization and population problems in South Asia and Africa. Research is to be conducted by two UNESCO centres: the Latin American Regional Centre for Social Science Research at Rio de Janeiro and, at Delhi University in India, the Research Centre on Economic and Social Development Problems in South Asia.

At the same time, UNESCO's social sciences department will continue its work on the question of race relations and on the study of discrimination between men and women. After studying the nature of prejudice in past years, it will now take up deep-seated causes of outbreaks of racial hatred, particularly among youth. (See page 28.)

In mass communication, UNESCO is to concentrate upon three main tasks laid down by the General Conference:

- aid to countries in developing or improving their information media (newspapers, radio stations, etc.);

- use of mass communication techniques in education;

- the use of mass media to promote international understanding.

In this respect, it should be mentioned that The UNESCO COURIER, which is now appearing in six languages—French, English, Spanish, Russian, German and Arabic—will soon be published in seven. A Japanese edition is scheduled to appear in April.

1,700 fellowships offered during next two years

UNDER the programme adopted by the General Conference, UNESCO will continue to operate its two international centres for higher studies in journalism (one at Strasbourg, France, and the other at Quito, Ecuador), but it will also extend its assistance in the training of qualified professionals for the press, the cinema and the radio to South-East Asia. Assistance will also be offered Asian countries in the study of news agencies and the problems of news transmission.

One important aspect of UNESCO's programme is its international exchange service which will administer more than 1,700 fellowships during the next two years, including 1,200 financed directly by UNESCO. Another is its financial aid, amounting to nearly one million dollars, to non-governmental organizations working along lines parallel to its own.

Finally, the General Conference approved a plan to enable UNESCO to supply developing countries with top-level officials in education and science. Known as "operational or executive personnel" they will be civil servants of the governments which have requested them, although UNESCO will be responsible for paying part of their salaries. The United Nations has been operating a similar service for several years in public administration.

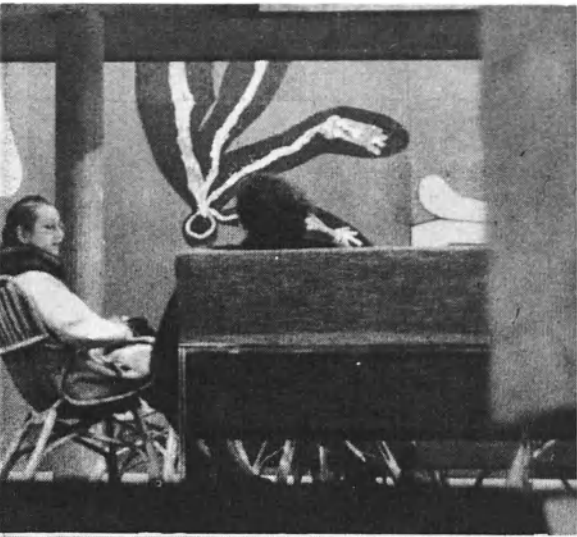
Here, in summary form, we have endeavoured to present the highlights of UNESCO's programme for 1961 and 1962 as approved by an international assembly of virtually one hundred nations.

A speaker at the Eleventh General Conference stressed the awakening of UNESCO's member states to the needs of Africa. Africa was the symbol of this conference, it was pointed out. But Africa, perhaps, was also the symbol of an even wider awakening by the nations of the world to the fact, as stressed by Director-General Vittorino Veronese, in his final remarks to the Conference, that "man does not live by bread alone" and that ignorance in the most remote corner of the globe represents a blight on the sum of human knowledge and must be eradicated if humanity is to survive.

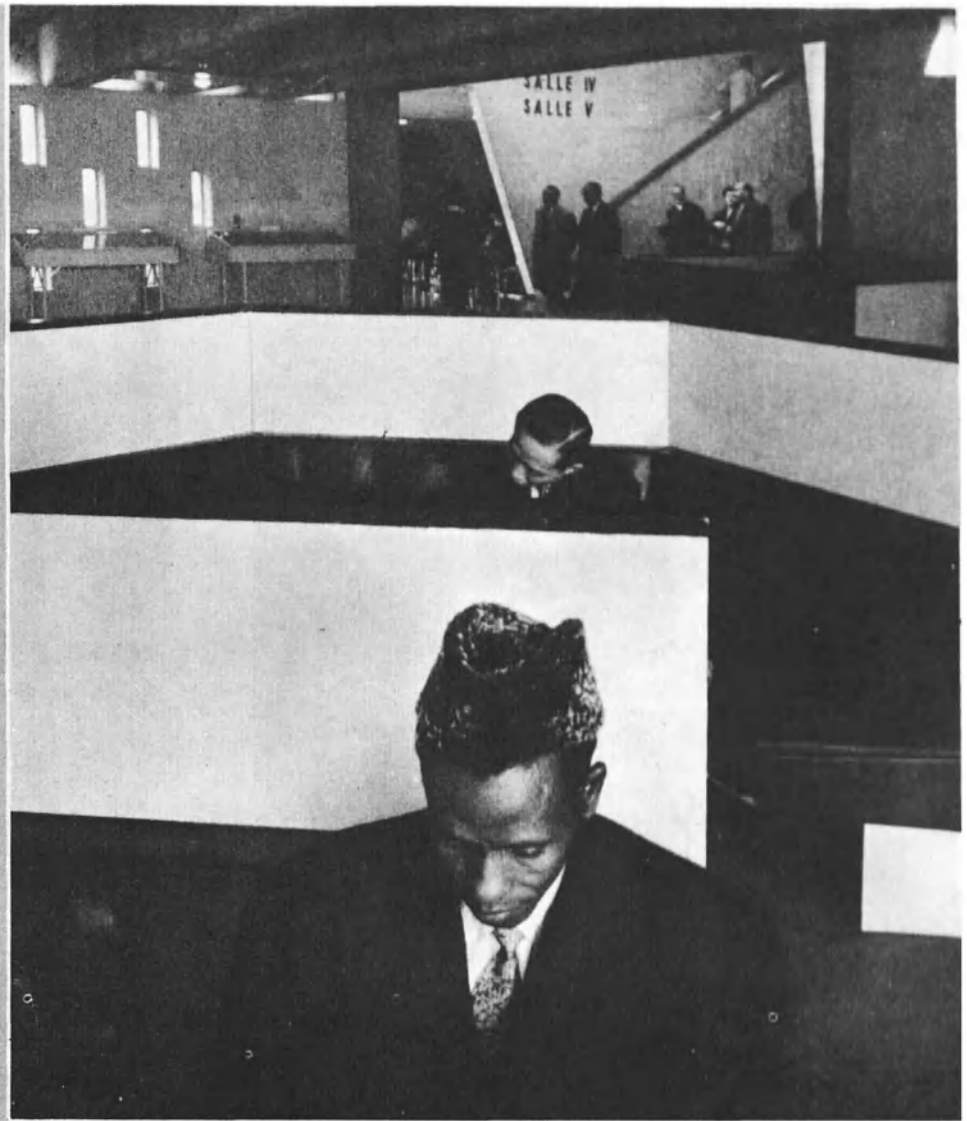


Ground level view of a corner of the hall in the Conference building taken from beneath the overhead passage leading to committee rooms. On far wall, section of Picasso mural.



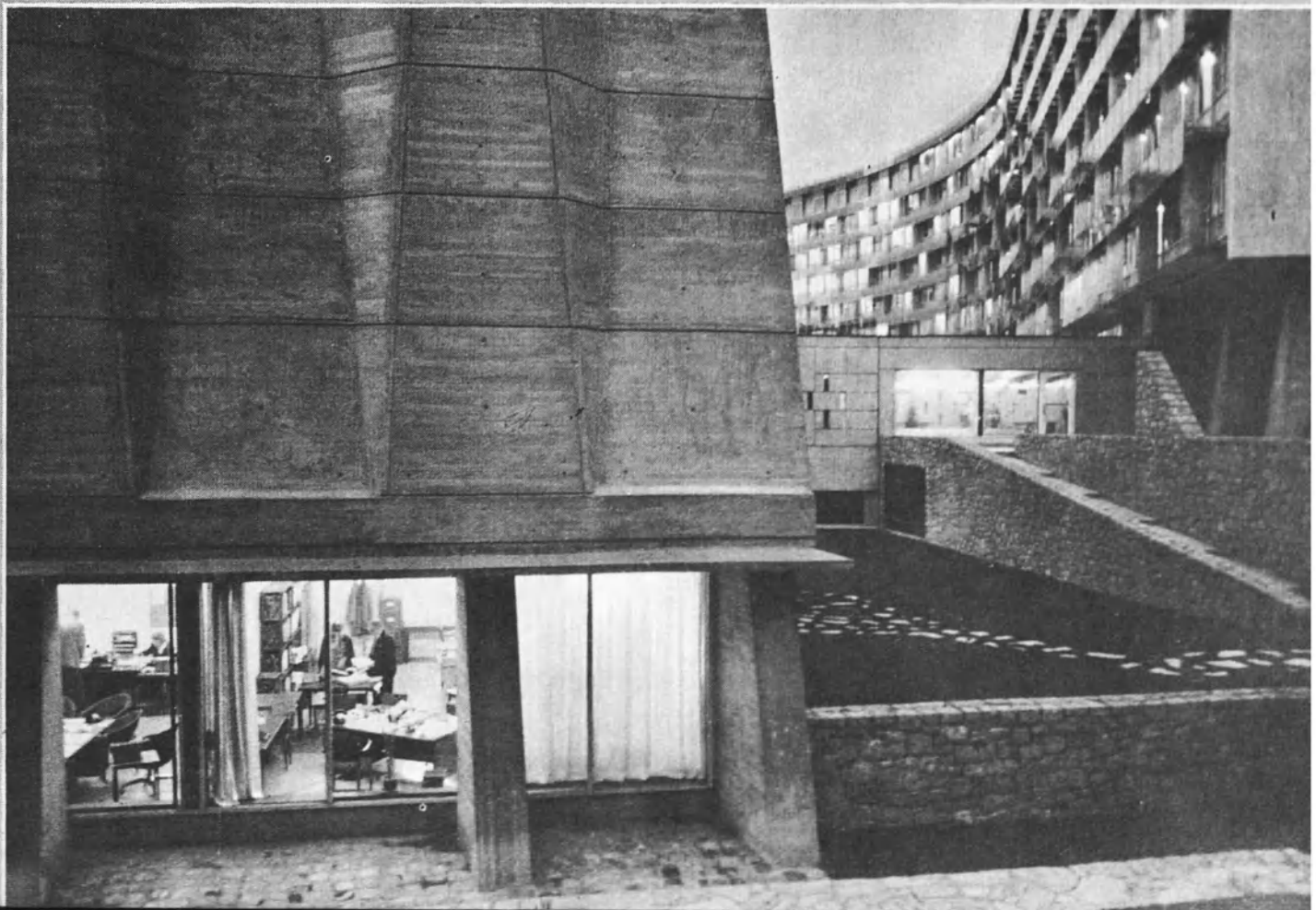


Photos © Willy Ronis



Right, a delegate from one of the new African states and another from Asia at work during pause between meetings in one of the sound-proof booths of the Conference building hall. With their benches upholstered in black leather, these small hexagonal booths are used by delegates for private talks. Left, delegates' lounge with stairway and terrace leading to committee rooms decorated by Switzerland and the U.S.A., and lower stairway to basement.

Above, in foreground, are basement windows of Conference building in which press room, radio and TV studios and committee rooms are housed. Lighted windows in centre of photo are those running along wall of delegates' lobby leading from the Conference building to Secretariat.



IN THE CORRIDORS...



On these pages our candid camera photographer has caught delegates as they chatted informally between sessions in the lounge and main hall of the Unesco Conference building. (1) Head of Moroccan delegation and Unesco Executive Board member Mohamed El Fasi. (2) Two Liberian delegates admire photo-exhibition of flood-menaced Nubian monuments. (3) G.P. Malalasekera (left) head of Ceylon delegation and ambassador to Moscow with Indian poet and writer Baldoon Dhingra. (4) Two delegates from India. (5) Senegal delegate, Mrs. Madeleine Sar (with hat). (6) Austrian delegate, Alexander Philippovich (dark suit). (7) Head of Ghana delegation and Minister of Education, A.J. Duwuona-Hammond (draped gown).



...AT THE CONFERENCE

MESSAGE FROM DWIGHT D. EISENHOWER

Dedicated to broadening man's understanding of himself and the world about him, Unesco encourages the peoples of many lands to open wide the doors of educational opportunity. Achievement of this goal will speed the progress of mankind and strengthen the foundation for a just and lasting peace. In this critical hour, as nations press forward to assure the highest development of their peoples, Unesco can provide an outstanding service for all...

NATIONALISM

The age of nationalism has gone—it belongs to the past, even if there are still people who do not know it yet... Nationalism is but one of the forms of self-centredness which makes us blind to other human beings, other nations, other social and cultural systems... For the first time no single nation can any more afford to neglect the sorrows, the difficulties, the needs—political, economic and cultural—of any other nation.

Arnold BERGSTRAESSER
German Fed. Rep.

BOOKS NOT GUNS

UNESCO must do everything to lay the foundations of true peace based on a profound intellectual and moral renaissance of mankind. Such an enterprise will, of course, be a costly affair since it implies that the entire population of our planet will be ensured of the basically needed schooling at all levels. But how much less costly will this be in the long run compared to the ever-rising and unproductive expenditure on modern armaments.

Paulo CARNEIRO, Brazil

THE NEGRO'S NEW ROLE

Whatever well-being we have received from the cultures of modern countries... let us make no mistake: a new society is emerging in which we, as negroes, will have a far from minor role.

A. RAKOTO-RATSIMAMANGA
Malagasy Republic

MUTUAL UNDERSTANDING

If UNESCO wants to go ahead, it must take account of the fact that in our changing world its first mission is to adapt its structure and activities to the imperatives of the times, to grasp the importance of the great contemporary problems and to contribute as best it can to their solution. It must cast aside all prejudices and fearlessly tackle the question number one of our time: understanding between peoples, mutual knowledge and international co-operation through education, science and culture.

Mihai RALEA, Rumania

MESSAGE FROM NIKITA KROUCHTCHEV

... All peoples are fundamentally interested in the prevention of war, in the rapid abolition of the abhorrent colonial system, and the consolidating of the principles of peaceful co-existence in international relations. Unesco, the United Nations Agency which deals with education, science and culture, can make a considerable contribution to a lofty aspect of the creation of a world without war, without arms, of a world without oppressed and enslaved peoples. It is only under a stable peace that really fruitful collaboration of scientists, scholars and educationalists of all countries is possible—collaboration aimed at discovering solutions to many problems of importance to humanity...

FRATERNITY OR DEATH

One is nonplussed that, despite so much unhappiness and so many catastrophes, men still cannot realize that they are racing towards an abyss and that in the face of all the forces of nature they are in the process of unharnessing their only chance of salvation is not to fight, but to unite...

Never has it been more obvious that humanity is being driven inexorably to the inescapable alternative—fraternity or death.

Jean BERTHOIN, France

MEN'S MINDS EMANCIPATED

Culture is nothing more than a perpetual attempt to eliminate prejudices, to emancipate the minds of men from all kinds of prepossessions.

Sir Sarvepalli RADHAKRISHNAN
India

FABLE OF THE ELEPHANT

In a world in which men's minds are shrouded in the darkness of collective and individual vanities no one can claim to see clearly. Seven centuries ago one of our great thinkers told the tale of a group of people who, through curiosity, penetrated a very dark room in which an elephant was shut up. As it could not be seen, each member of the group tried to find out what it was by feeling it. But each one could only touch a single part of the enormous body. So a discussion took place in the dark. One thought that the elephant had the shape of a column, another that it looked like a trump, a third that it resembled a great leather bag, and so on.

Similarly, in the obscurity of our own time, whenever we hear diametrically opposed definitions or interpretations of the words, Peace, Freedom, Democracy and Justice, we should remember the story of the elephant.

G.A. RAADI, Iran





AN AFRICAN LOOKS AT THE WORLD

An educator from one of Africa's newly independent countries raises challenging issues which affect all men everywhere

by *F. I. Ajumogobia*

Federal Ministry of Education, Nigeria

I HAVE heard the year 1960 described as Africa's year. I am not sure that I agree with the description, for in my view, no single year can be properly described as the year of destiny of any people. Human evolution, whether biological or sociological is a gradual and continuous process; and so, significant as the year 1960 may appear to be in the history of Africa, I would regard it as merely the beginning of the many changes that must inevitably follow the great wind which is now blowing through the continent.

During the year we have seen new States emerge in Africa; but we have also witnessed, and are still witnessing, an emergency in Africa.

In 1945 a world war, which like all wars had generated its own momentum, ended. Men were sick of war and there was general talk of peace. And men of goodwill from many lands said that never again should this evil thing happen. It was in that atmosphere that this great organization for peace, for education, for science and culture was born. But memory appears to be short.

However, according to the Constitution of UNESCO the Governments of the States Parties on behalf of their peoples declared: "That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war"...

The greatest means at our disposal is education, and I am using the term in its widest sense. There can be no peace in a world of inequality and of unequal opportunities and prejudices, whether of race, colour, religious persuasion or ideology: I believe too that wide differences in the provision of educational facilities may well lead to discontent and hence to disharmony and instability in the world. For there can be no true peace in a world in which one part is living in ignorance, in poverty and stricken with disease, while the other part is living in plenty, in comfort, utilizing all the amenities that modern science has placed at man's disposal.

All of human knowledge is indivisible & universal

BUT true knowledge is indivisible and universal and should remain so. For example, what does it matter if we give credit for the discovery of the calculus to Sir Isaac Newton or to Dr. Leibnitz? To my mind what matters is the fact that a great and powerful tool has been bequeathed to mankind. Surely a gas thermometer, whether constructed in a well-equipped laboratory in the jungle of Tropical Africa or constructed in a modern laboratory in Europe or America is fundamentally the same instrument, and if suitable correction factors are available it can be used in Africa with the same precision as it can be used in Europe or America or Asia.

Again, it is just over 60 years ago that the electron was discovered in the famous Cavendish Laboratory of Cambridge University by the eminent English scientist, Professor J.J. Thompson. The follow-up work by Lord Rutherford and others in the United Kingdom and elsewhere in the next years led to the splitting of the atom. No longer do elementary science teachers describe the atom as the smallest, indivisible particle of matter. The atom has been split and what a tremendous source

of energy is at man's disposal? But what a pity that the first use to which the knowledge was put was in war, and that the common man first came to hear of the atom in terms of the atom bomb. One is not so sure that modern man is altogether fit to use the tools nature is revealing to him, no doubt through his own inquiry. Nuclear power is a challenge of our times.

I believe that UNESCO has a great rôle to play in world peace. I agree with the head of the delegation of the United States of America that UNESCO is the most promising organization for world peace. I also agree with the quotation of Tolstoy given us by the head of the delegation of the Union of Soviet Socialist Republics: "preparation and arms for war are as bad as wars themselves".

In our shrinking world we must unite or perish

WE have heard great and forceful words spoken in the name and the cause of peace. One can only hope that these beautiful words have been spoken not merely from the lips but from the hearts, and that all leaders everywhere will spare no energy or effort in the pursuit of peace and harmony in the world. How many of us can genuinely repeat the wise words of the great Mahatma Gandhi: "I cannot derive any pleasure from living in a world which is not united"? In UNESCO we presume to be united. All our efforts should be directed to strengthen that unity.

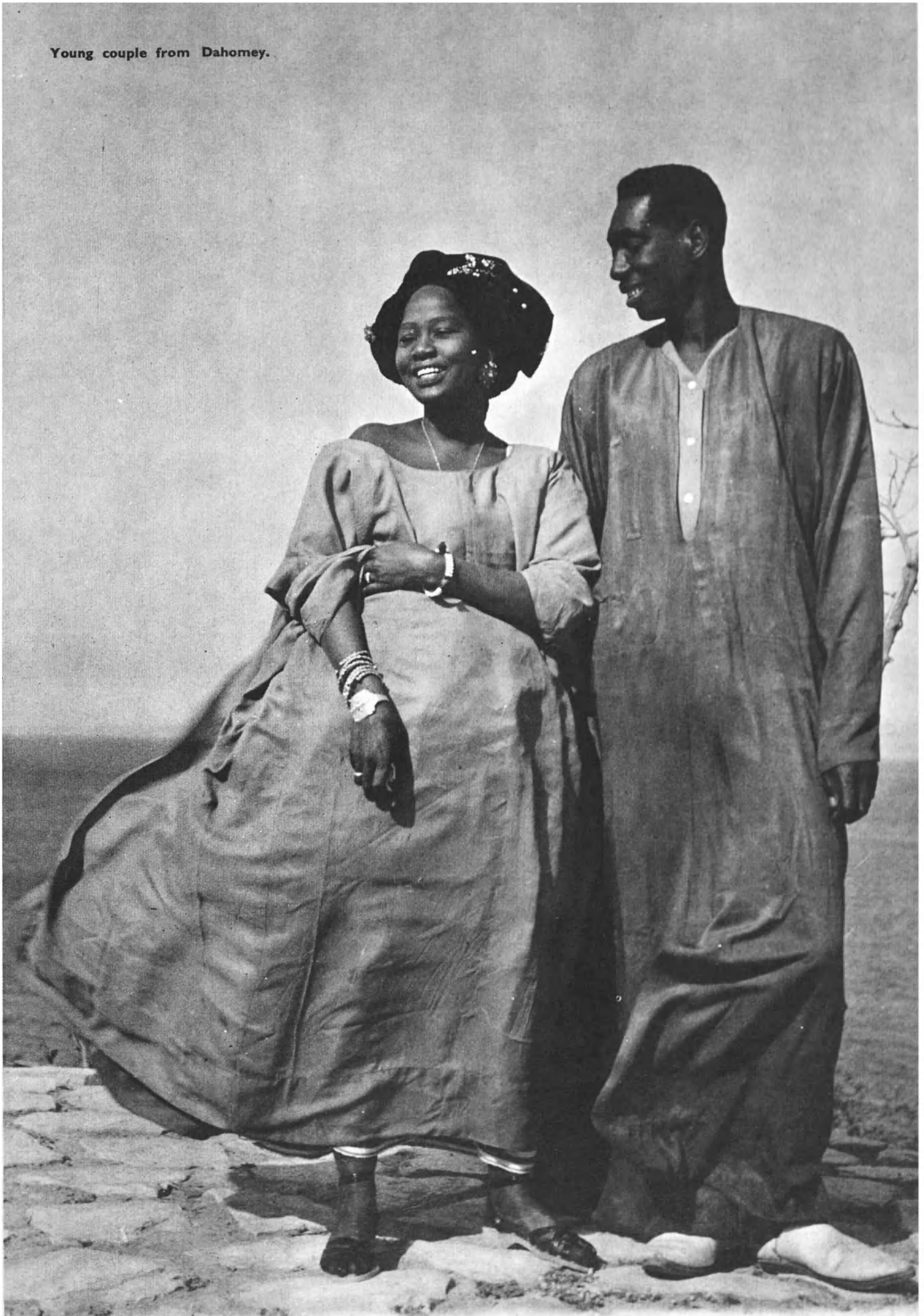
The chief weapon in the cause of peace is education and the UNESCO provision for educational projects in the underdeveloped countries is most gratefully appreciated by the peoples of those countries; but the needs are so great that the present efforts do not even scratch the surface. The whole of UNESCO's programme and budget for 1961-1962 is just over \$31 m. We have been told that some countries spend many times that amount on their national education and at least as much as that for aid in the territories dependent on them. It is obvious that the resources of UNESCO are at present very limited since they depend almost entirely on contributions from member states and associate members.

Most of the countries of Africa, especially Tropical Africa, are in various stages of transition from traditional economies based on subsistence agriculture. But they are, by and large, the important suppliers of primary products which serve the machines of the industrialized countries. Africa, for example, supplies about 20% of the world's output of copper and manganese, about 25% of the world's antimony, over 50% of the world's gold and cobalt and about 90% of the world's diamonds. Tropical Africa supplies over 60% of the world's cocoa and about 75% of the world's vegetable oil, principally palm oil and palm kernels.

The wheels of the world's machines would turn rather slowly if these primary products were not supplied by the countries of Africa and Asia. We live in a world in which the countries are interdependent: our world is rapidly shrinking, in time if not in space. No one section of the human race can now afford to be independent of the others. We so much depend one on another that unity is necessary for our survival.

This article is an abridged version of an address delivered by Mr. F. I. Ajumogobia, of the Nigerian Delegation, to the Unesco General Conference on November 25, 1960.

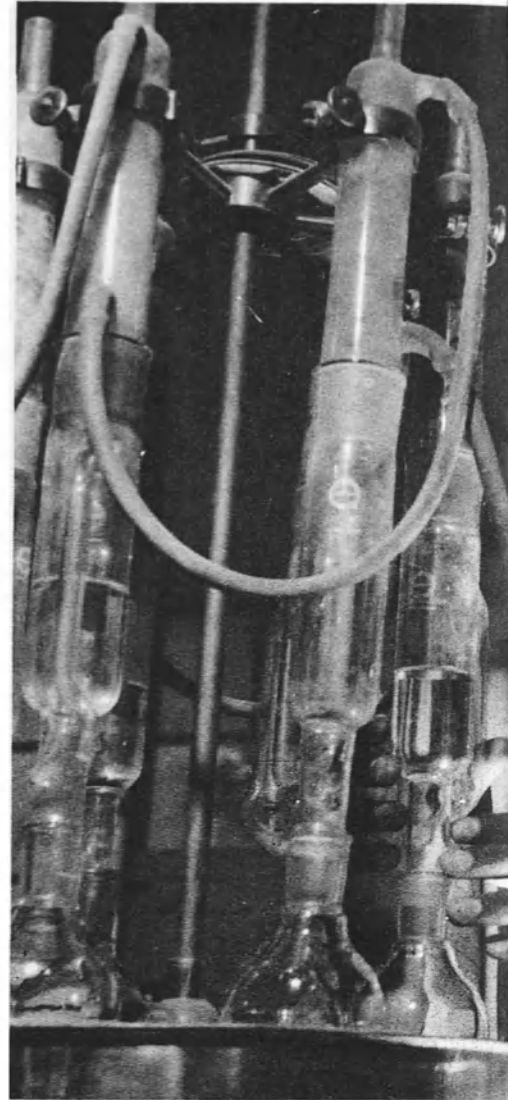
Young couple from Dahomey.





FACE OF THE EDUCATOR

Education has great priority in all of Africa's many newly independent countries. Educators, like this headmaster of a community training centre (photo above), are the men of vision and purpose who work to establish and maintain the schools which will train tomorrow's leaders.

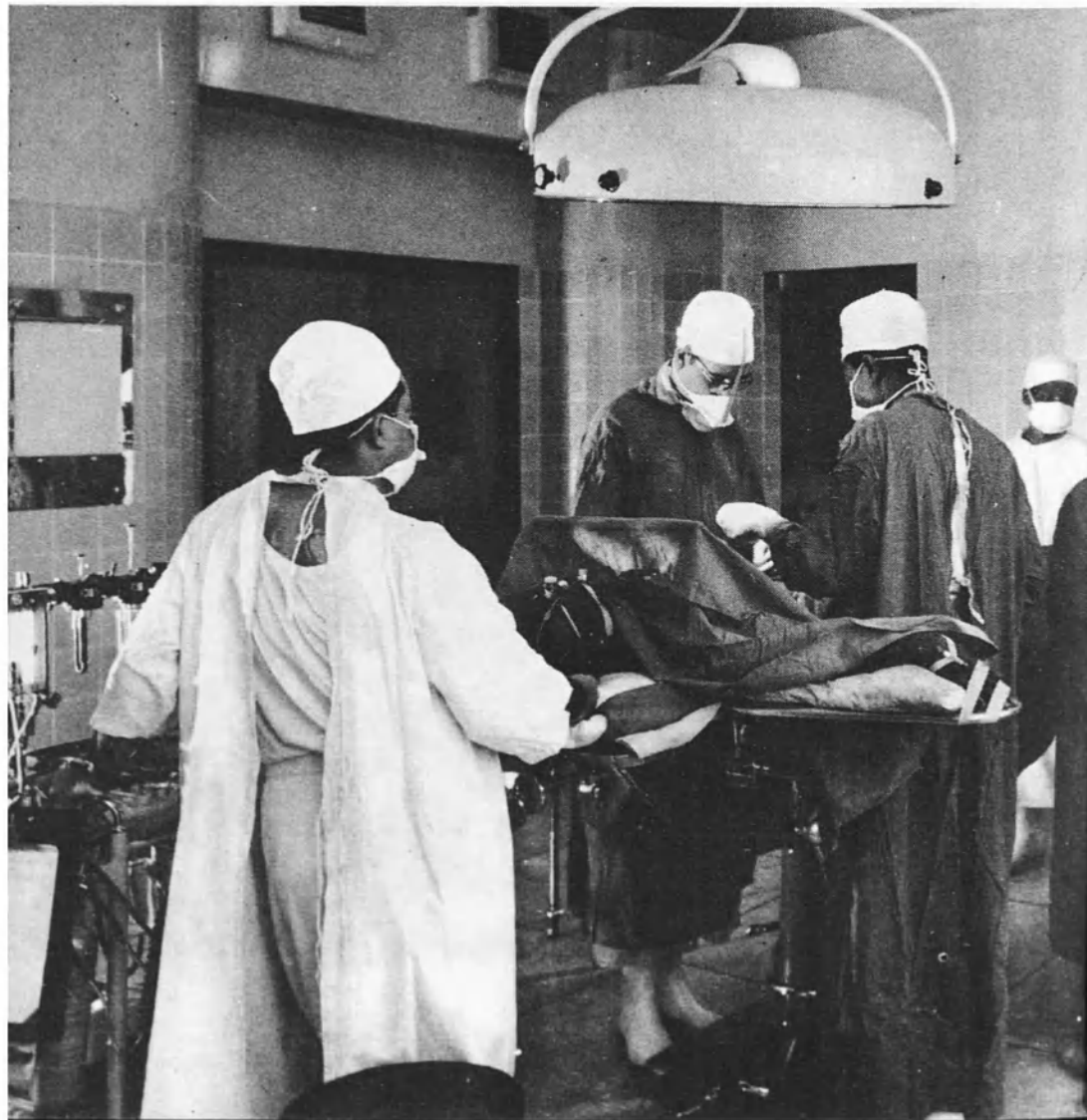


FACE OF THE SCIENTIST

The great importance given to science in the modern world has not been overlooked by Africa's newly independent countries. Young scientists (photo above right), many of them trained in their own universities and technical schools, are taking their places in government and private laboratories in all parts of the continent.

FACE OF THE DOCTOR

Modern and well-equipped hospitals are now staffed and run by Africans themselves. Such up-to-date operating rooms as this one (right) in the University College of Ibadan, Nigeria, form a nucleus from which young doctors and nurses now in training will go out to take their full part in raising the health standards of their people.



THE CHANGING FACE OF AFRICA



Most boundaries have remained the same, but independence has brought new recognition to African states. The map published on the two following pages will assist you in pinpointing the continent's twenty-two new countries.



How well do we know our African geography? Everyone could identify a map of the world's second largest continent, and with a little help from school days, point out within a layman's distance such places as Cairo, Dakar or Addis Ababa. Most of us would have a vague knowledge of the continent's topography with the vast desert to the north, the rolling grasslands of the far south and the dense tropical forests which lie between.

But when it comes to political boundaries, our knowledge fails. Only a few years ago, the schoolboy, glancing at his map of Africa, would know that the red areas designated a territory belonging to this country, the yellow, to another and the blue to still another.

Suddenly all that has changed. In the past five years 22 new countries have achieved independence in Africa. It is not that they have been moved around or simply sprung up from nowhere, but that up to now, we have been in the habit of thinking of them as part of this territory, or that territory, and not as separate political entities with their own lawmakers, heads of states, courts of

AFRICA 1961

TWENTY-TWO COUNTRIES HAVE GAINED INDEPENDENCE IN FIVE YEARS

1 MAURITANIA
28-11-1960

• Nouakchott
418,000 sq.m
730,000 inh

2 NIGERIA
1-10-1960

• Lagos
350,000 sq.m
35,280,000 inh

3 GABON
17-8-1960

• Libreville
108,000 sq.m
410,000 inh

4 CONGO
15-8-1960

• Brazzaville
132,000 sq.m
800,000 inh

5 CENTRAL AFRICAN REPUBLIC
13-8-1960

• Bangui
200,000 sq.m
1,150,000 inh

6 CHAD
11-8-1960

• Fort-Lamy
488,000 sq.m
2,610,000 inh

7 NIGER
3-8-1960

• Niamey
459,000 sq.m
2,800,000 inh

8 DAHOMEY
1-8-1960

• Porto-Novo
45,000 sq.m
2,000,000 inh

9 UPPER VOLTA
5-8-1960

• Ouagadougou
106,000 sq.m
4,000,000 inh

10 IVORY COAST
7-8-1960

• Abidjan
127,000 sq.m
3,100,000 inh

11 SOMALIA
1-7-1960

• Mogadishu
250,000 sq.m
1,370,000 inh

12 CONGO
30-6-1960

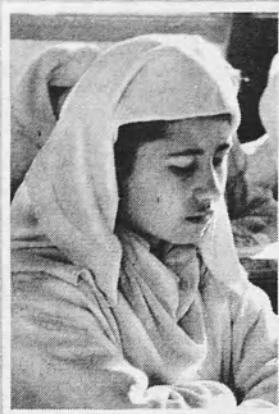
• Léopoldville
905,000 sq.m
13,700,000 inh

13 MALAGASY REPUBLIC
26-6-1960

• Tananarive
227,000 sq.m
5,200,000 inh

14 MALI REPUBLIC
20-6-1960

• Bamako
465,000 sq.m
4,300,000 inh



Morocco



Somalia



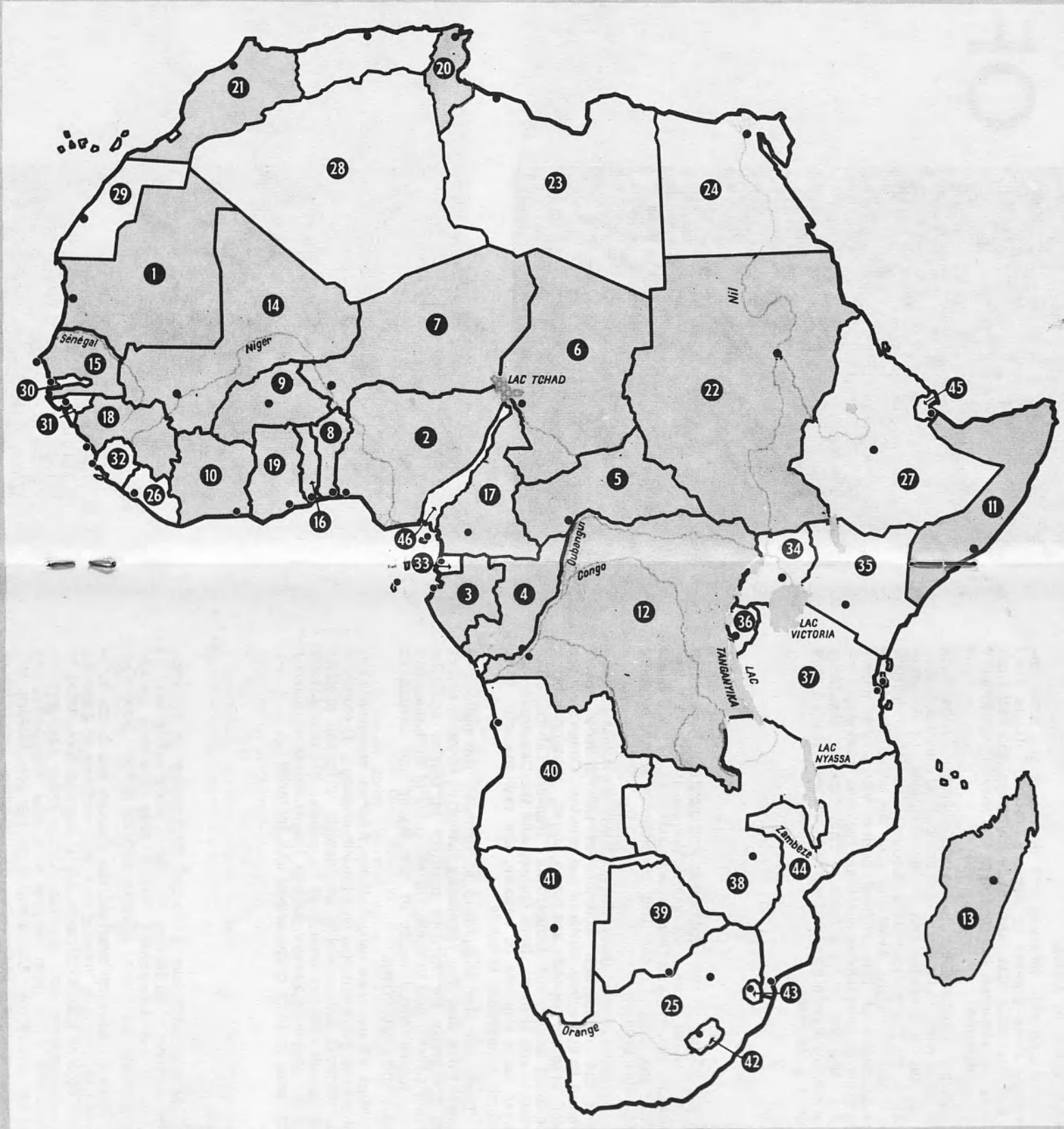
Ghana



Congo



Mali



Ibadan, Nigeria



Kumasi, Ghana

15 SENEGAL
20-6-1960

• Dakar
76,000 sq.m
2,600,000 inh

16 TOGO
27-4-1960

• Lomé
21,000 sq.m
1,100,000 inh

17 CAMEROUN
1-1-1960

• Yaoundé
167,000 sq.m
3,200,000 inh

18 GUINEA
28-9-1958

• Conakry
95,000 sq.m
2,800,000 inh

19 GHANA
6-3-1957

• Accra
91,800 sq.m
4,900,000 inh

20 TUNISIA
20-3-1956

• Tunis
48,000 sq.m
3,850,000 inh

21 MOROCCO
2-3-1956

• Rabat
175,000 sq.m
10,330,000 inh

22 SUDAN
1-1-1956

• Khartoum
965,000 sq.m
11,400,000 inh

23 LIBYA
22-12-1951

• Tripoli
676,000 sq.m
1,200,000 inh

24 UNITED ARAB REPUBLIC (Egypt)
1922

• Cairo
386,000 sq.m
25,000,000 inh

25 UNION OF SOUTH AFRICA
1910

• Pretoria
473,000 sq.m
15,000,000 inh

26 LIBERIA
1847

• Monrovia
37,000 sq.m
1,500,000 inh

27 ETHIOPIA

• Addis Ababa
463,000 sq.m
21,000,000 inh

OTHER TERRITORIES — **28 ALGERIA**, (including Saharan territories) • Algiers. (Fr.) **29 SPANISH WEST AFRICA** • Villa Cisneros. **30 GAMBIA** • Bathurst. (Br.) **31 PORTUGUESE GUINEA** • Bissau. **32 SIERRA LEONE** • Freetown. (Br.) **33 SPANISH GUINEA** • Bata. **34 UGANDA** • Entebbe. (Br.) **35 KENYA** • Nairobi. (Br.) **36 RUANDA-URUNDI** • Usumbura. (Bel. Tr. Terr.) **37 TANGANYIKA** • Dar-es-Salaam. (Br. Tr. Terr.) **38 FEDERATION OF RHODESIA & NYASALAND** • Salisbury. (Br.) **39 BECHUANALAND** • Mafeking. (Br.) **40 ANGOLA** • Luanda. (Por.) **41 SOUTH-WEST AFRICA** • Windhoek. (U.S.Af. Mandate) **42 BASUTOLAND** • Maseru. (Br.) **43 SWAZILAND** • Mbabane. (Br.) **44 MOZAMBIQUE** • Lourenço Marques. (Por.) **45 FRENCH SOMALILAND** • Djibouti. **46 BRITISH CAMEROONS** • Tiko.

THE CHANGING FACE OF AFRICA

(Cont'd from page 17)

law, and, to be sure, their own representatives taking their places in the world councils.

Political independence has changed the names of two or three of these new countries, but the countries themselves, their inhabitants, towns and villages did not radically change overnight. Neither are their frontiers entirely new. You'll find most of them in an old atlas. Gabon, Congo, Nigeria, Senegal, Guinea, Togo and Cameroun are certainly not newcomers. There are a few unfamiliar names such as Central African Republic (which means exactly what it says), Mali and Ghana, both romantic sounding names recalling great African kingdoms of the past (1).

If we look at the continent as a whole, we are struck by the pattern of its various boundaries. They are not without significance and many of them have a story to tell. Some boundaries have, of course, evolved naturally. The island of Madagascar is an obvious example, and the Republic of Somalia with its homogeneous population is another.

But many of the boundaries appear to have been worked out arbitrarily with T-square and ruler as if some statesman or military leader had tried to avoid complications. The sharp geometrical boundaries of Kenya, Chad and the Sudan are examples.

It may be some time yet before we know what shape the boundaries of east Africa between the Zambezi and Congo rivers will take in the atlases of the future, but, on the west coast the less regular jigsaw shape of boundaries testifies to a chequered history. The legacy of ancient alliances, kingdoms, and the influence of successive dominant peoples have all left their mark.

THE results of this penetration into the interior left their traces on boundary lines all along the coast. From the Congo to Guinea, we find a dozen countries lying side by side, each with its strip of coast, extending inland to the humid forest, on to the shrub-covered grasslands and sometimes as far as the savannahs.

None of these countries on the Atlantic seaboard stretches as far inland as the desert. There, the arid Sudan region extends in a broad band from the Senegal River all the way to the Nile. Shepherds and their flocks have always moved freely through this part of Africa as have the traders' caravans and many civilizations of the past. This is also true of Mauritania which lies between Senegal and the Atlas mountains.

There are virtually no impassable natural barriers on the African continent. With the exception of those majestic eastern ranges which extend from the Abyssian highlands down to the snowclad peaks of Kilimanjaro, and those in the Sahara region, there are no mountains which compare with Europe's Alps or North America's Rockies. Africa's mountains traditionally are neither impassable barriers nor savage regions held in dread by a peaceful population. On the contrary, the mountains of Kenya and Guinea provide good pasture lands, and those of the Cameroun are covered with lush coffee and banana plantations. If there are some highland areas which are sparsely populated it is not because of geography but the plague of the tsetse-fly.

Even the deserts of Africa have not always been regarded as natural barriers. They have been used for centuries as highways of commerce and communication.

Nor have the great virgin forests of tropical central Africa completely cut off the north from the south. Dense though they may be in certain regions, they cannot be compared with the impenetrable Amazon jungle with which they are sometimes confused.

While the African continent has few natural barriers which prohibit the movement of its population, it does lack good, navigable waterways. Rivers are comparatively few for such a large land mass. Whereas the Nile River

played a distinct role in the development of a civilization, not only along its banks but for half the ancient world, as did the Euphrates River in Asia Minor, one cannot say that the Zambezi, Congo or Niger Rivers were essential factors in the rise of the civilizations of central Africa.

The old empires of Ghana, Mali and Gao which lay astride the Senegal and Niger River valleys brought their Sahel culture from the savannah. The most stable kingdoms of that era revolved around agricultural and religious centres, seldom following the course of waterways. One might even conjecture that this lack of natural water highways long hindered the building of great states in Africa.

Road and rail networks will be among the most important developments in Africa's future. It is fifty years since the first man-made highways and rail lines began to criss-cross the continent and they are continually being expanded.

As for maritime transportation, tropical Africa owes its great ports to external factors. Dakar, Abidjan, Lagos, Leopoldville and Nairobi were developed to a great extent by the world's great merchant navies, industries and more recently aviation. On the other hand, the great towns of the tropical region which are purely African in origin grew up from regional market places, often the site of huge fairs. They remain essentially centres of agriculture and artisan trades. Ibadan is a striking example.

In addition to the geographic and political features of Africa, we must not overlook the continent's vast economic resources and its complex pattern of peoples, tribes and languages. In the field of resources we are on more familiar ground.

Everyone knows about the gold mines of South Africa and the considerable amounts of this precious metal found in all regions north of the equator. Congo's copper and uranium deposits are world famed. Diamonds bring to mind Angola and Tanganyika; iron-ore, Liberia, Mauritania and Guinea. Both Guinea and the Cameroun also have large deposits of bauxite, the raw material from which aluminium is made.

There are the phosphates of Senegal, the palm and peanut oils, and that appetizing favourite, cocoa, a source of prosperity for African planters in Ghana and the Ivory Coast. Add to these, coffee—pride of Ethiopia—and the famed cattle herds of the Masai and Peuhls in east and west Africa.

Most of us know about these African resources, but this knowledge can also be a bit embarrassing. It concerns a phantom Africa which we identify with the produce of its soil and the wealth of its mines. We never think of the people of Europe, Asia or the Americas exclusively in terms of their crops, mines and factories.

EACH country has a special personality of its own, shaped by its history, its role in world affairs and its contribution to mankind. It is only now that we are beginning to think of African nations in this same way.

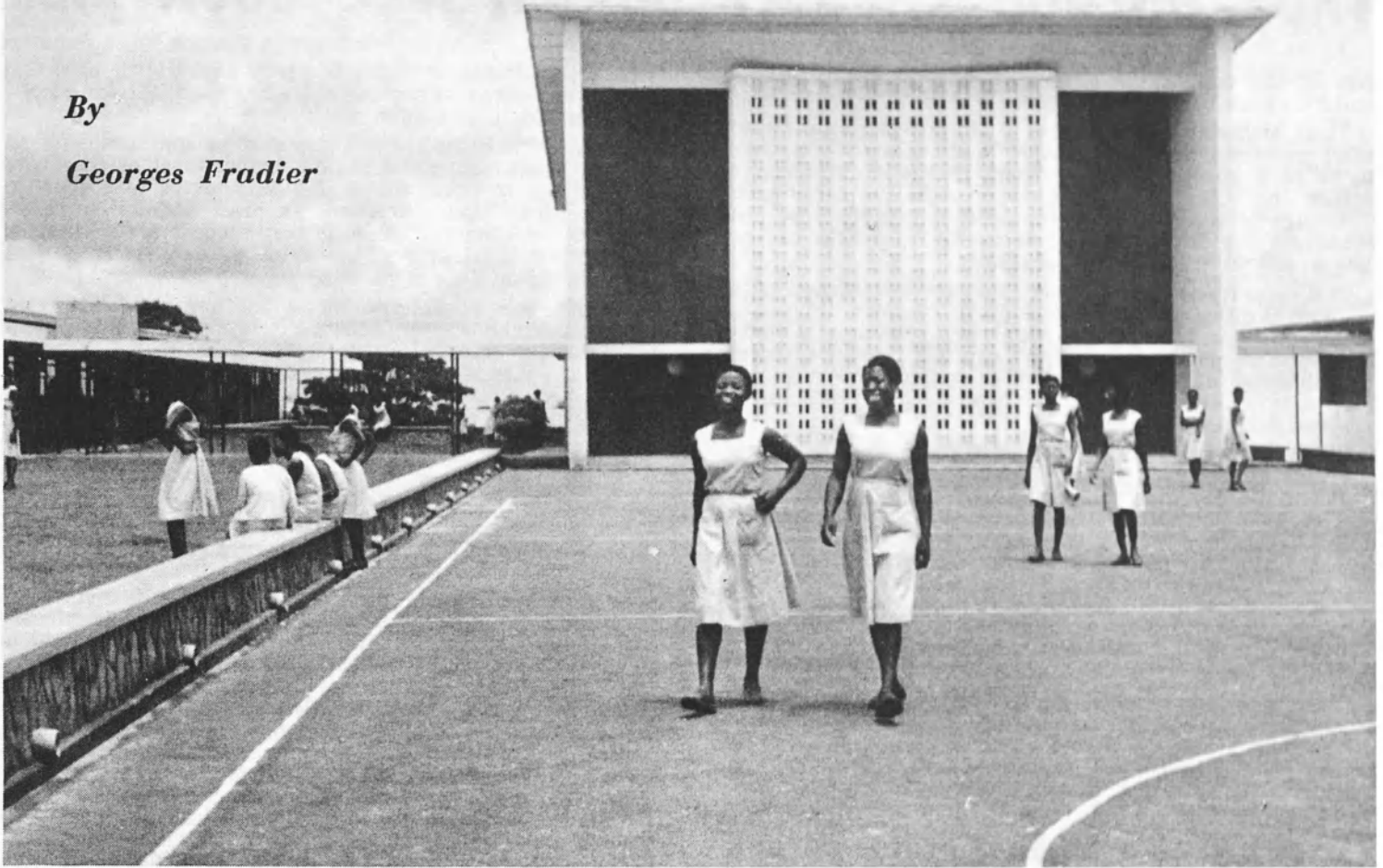
Here is the very heart of the change which an independent Africa is having and will continue to have on the face of that continent. Until now we have tried to study, explore and explain Africa from the outside. Henceforth, we must see her with new eyes and listen to her new voice. Africa will write her own history, will produce her own philosophy, will interpret her religions and will unravel the tangled skeins of her many languages. As a part of the international community of nations, she will make her contribution to the fields of science, economics, politics and art. She is ceasing for all time to be an object of curiosity, of pity, of greed, of special interest. She will, herself, make known the great vital forces and human qualities which will bring a change and a new significance to the map of Africa.

(1) See The Unesco Courier, October 1959: Special issue on "Africa's Lost Past: The Startling Rediscovery of a Continent."

NEW SCHOOLS FOR AFRICA

By

Georges Fradier



Unesco-Paul Almasy, Paris

ULTRA-MODERN GIRLS' SECONDARY SCHOOL AT AKUAPIM IS ONE OF SEVERAL BUILT UNDER GHANA'S NEW EDUCATION PROGRAMME

THE face of Africa has changed. Its rhythm has changed. When we look at this huge continent with its sharply contrasting countries there is no single yardstick by which to measure their dimensions, their resources, and their history. The nations of tropical Africa range from the old empire of Ethiopia to the smaller territories on the west coast which were carved out in the course of colonial partitions. They have striking social, industrial and cultural differences depending on whether they were influenced by Europe or the Arab world. Yet despite all the differences, every one of these countries is today launched on an extraordinary undertaking—the provision of full education to hundreds of thousands of children whose fathers never so much as saw a school.

Nowhere at any time has there been so rapid a development in the field of education. In 10 years the number of schools and pupils in certain regions has increased by 300 per cent. At the end of the second world war it would have been hard to foresee that an independent republic called Ghana would have more than 600,000 pupils at school by 1960; or that there would be 130,000 school-children in Senegal and Mali.

Fifteen years ago, eyebrows would have been raised at the suggestion that Addis Ababa would possess a great university college and that the equipment of the lecture rooms, libraries and laboratories of the universities of Ibadan, Accra, Leopoldville, Fourah Bay and Dakar would put that of some European cities to shame. Today, students at these African universities are hardly aware that their countries were forced to do without any universities at all up until a few years ago.

Nowadays few persons are likely to be surprised by the fact that there are currently 112,000 boys and girls in Nigerian secondary schools and teacher-training schools, that 1,600 pupils entered the secondary school sixth class last year in Guinea and that there are 20,000 secondary pupils in Madagascar. But what is significant is that most of these schools were hardly dreamt of a generation ago. The visitor to an African university library or scientific laboratory or trade training centre is struck by the fact that everything is new; had he come to Africa 10 years ago he would have found very little. Today he is confronted with a sudden burgeoning; he sees not a mere advance in education but an acceleration so dynamic that it is virtually a creation from the ground up.

Unesco has carried out a survey of educational problems in 22 countries of Africa. In this third and concluding article on education in Asia, the Middle East and Africa, Georges Fradier our roving correspondent, sums up his own as well as Unesco's findings.

This explains why African educational authorities are ready to discuss freely and optimistically the problem of the number of children still not attending school. In certain cases the figures are gigantic. In Ethiopia, Somalia, Mali, the Niger and the Upper Volta, it is not yet possible to provide primary education for even a tenth of the school-age children. Schooling is available for fewer than three children in ten in Sierra Leone, Liberia, Dahomey and Tanganyika.

Even those countries which, educationally speaking, are the richest and most favourably placed will have to take Seven-League-Boot strides to reach the goal of education for all children in any way comparable to that of Europe and America. At present all the schools of the Federation of Nigeria, for example, have a total enrolment of 2.7 million pupils of which primary schools alone account for 2.6 million. But Northern Nigeria, a vast region of 18 million inhabitants, lags far behind the

CONTINUED ON NEXT PAGE

VAST UNESCO ENQUIRY SURVEYS 22 COUNTRIES

rest of the country in education with almost 4 million children growing up uneducated.

Thus, although the countries of tropical Africa may see their problems in similar terms, they can hardly be said to be in a position to solve them in the same manner, within the same length of time or with the same ease. The fact is that between the different regions of the continent the disparities are enormous, and they are no less so within each individual country.

The largest cities of Africa compare favourably with equivalent cities elsewhere in terms of comfort, amenities, architecture and transport. Generally speaking, there is no shortage of schools in these capitals or rather there is a shortage only to the extent that the cities grow too fast: it is not easy to provide for the education of shantytown children.

Yet Africa remains and will continue to remain rural: the vast majority of its people will continue to live and work in innumerable villages which seem all the more scattered on account of the scarcity of roads. When, as often happens, a school is built in one of the markets which spring up by the roadside, its influence extends for only a short distance around. Education is still impossible for most young Africans unless they are ready to travel great distances or quit their homes altogether—a solution which is accepted as a last resort for boys but rarely for girls.

The situation is particularly serious in sparsely populated regions. In a large part of Ethiopia, in Somalia and in the huge semi-arid plains which stretch from the Nile to the Atlantic between the Sahara and the forest zone there are less than five inhabitants per square kilometre.

No heating problems and no window panes needed

UNDER-POPULATION is disastrous in its effect on the development of an effective and complete network of schools. It may be said that the percentage of African children attending school is always related to the density of the population. Educational authorities, however limited the funds available, are always ready to provide a school and teachers if asked to do so by a town

with a population of 10,000, but they admit their helplessness when asked to provide the same facilities for 50 villages of 200 inhabitants.

These 50 villages are not demanding that someone be sent at great expense to build schools; most of them are quite ready to build the school themselves and even to build a home for the master. In most African countries a school building can be of a very modest type: there is no heating problem and the windows can easily be left without glass.

During the conference of education ministers and directors which was organized by Unesco at Addis Ababa in February 1960 (1), the representative of Somalia declared: "Let us leave aside the building problem. If necessary, a tree is enough to prop a blackboard up and provide a little shade. It is the teacher who makes the school, not the building. The real problem is the problem of teachers."

Textbooks on African history, people needed

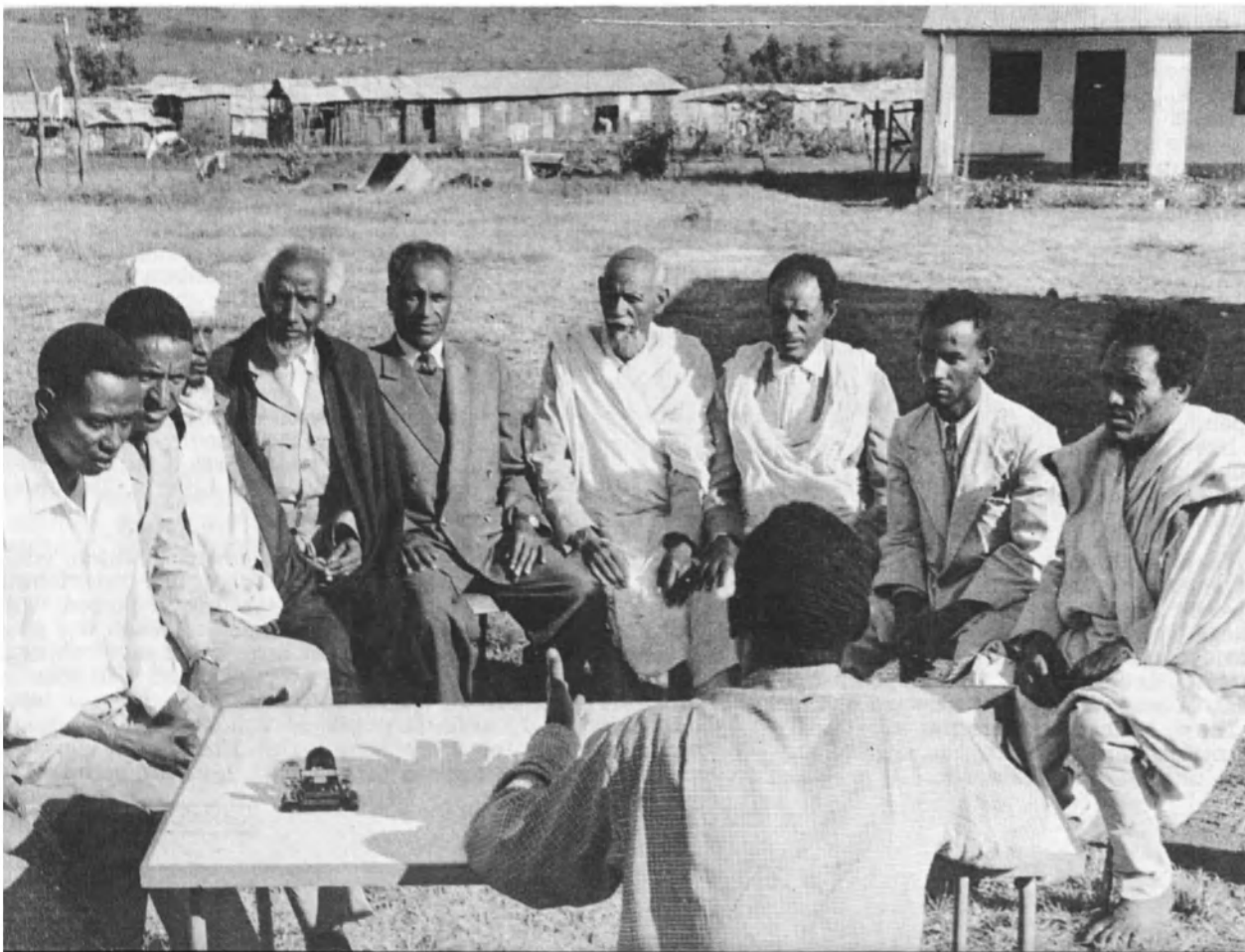
IF one considers the requirements in qualified staff for Africa as a whole, the question of resources inevitably assumes disturbing proportions. Some idea of what is involved was given by the Emperor of Ethiopia in opening the Addis Ababa conference: to provide the millions of young Africans who still lack schools with the education they are entitled to "more than 345,000 teachers" must be trained, provided with accommodation and given the means to live properly in the course of the next few years. Thus the regional co-operation which several African nations have decided to institute should give priority to teacher training. This co-operation, to which the international aid factor should be added, can also help to solve the problem of textbooks.

Even when there are enough books they are not always

(1) *The following countries took part: Republic of the Congo, Belgium, the French Community (represented by Dahomey, France, Madagascar and the Mali Federation), Ethiopia, Ghana, Guinea, Liberia, Nigeria, Sierra Leone, Somalia, United Kingdom.*

The tiny villages of Africa are as eager as larger towns to have schools. But education authorities admit they are often helpless to do anything about it. Most villages though are ready to build their school themselves. Below, village council

Photos © Paul Almay, Paris



sulted to the pupils' real needs. There are African publishers and textbooks—at least in East Africa—but books are mostly imported from Europe. Designed for children with a completely different social and geographical background, they present young Africans with an additional problem: the mastering of texts which, though excellent according to English or French pedagogic standards, are not designed for African needs.

Accordingly, all African educationalists urge that, at least for certain subjects, publishers should produce books which take into account the history and the national and ethnic characteristics of each country. Some action along these lines has already been taken, notably in Ghana, Nigeria and Guinea.

Adapting textbooks for primary school children raises another vitally important question, the need for language reform and unification. Today, all the nations of Africa irrespective of size face this problem of the Babel of tongues. There is not a single country in tropical Africa where the same language is spoken by all the inhabitants, for in each country the different peoples and provinces all speak different languages. No African today can hope to make himself understood by all his fellow-countrymen when speaking his native tongue.

In some countries children starting school begin by learning to read in an African language which is not necessarily their mother tongue but which is the most common in their district or province. This language introduces them to the basic rules and teaches them that signs on paper represent sounds, pictures and ideas. In other countries they learn to read and write in their own language much later (and if they particularly wish to): from the first year, reading is taught in French or, elsewhere, in Spanish, English or Portuguese.

In any case, those who begin by spelling out stories and poems in Asante-Twi, in Yoruba, in Ibo, in Lingala or in Ki-Swahili know that the real medium of instruction will be a European language and that unless they learn it, they will only have at best four year's primary education.

Visiting new schools, a startling experience

ONE of the most serious problems of African education is the lag in secondary education. It is a rather disconcerting experience to visit some secondary schools in Africa. They range from venerable ones like Mfantsipim on the Cape Coast or King's College in

Lagos to the new and luxurious Queen's College at Yaba (245 young ladies are given a finished education at a cost of £60 a year to their parents and £250 to the government). There are the modern schools of striking architecture such as the Gabré Mariam Secondary School of Addis Ababa and the stark, almost industrial institutions like the excellent secondary school of Conakry.

Everything here is "like in Manchester" or "like in Toulouse", just as on crossing one frontier, schools and their appearance, the curriculum, the regulations and atmosphere—indeed the whole life of these schools recalls Liège or Cadiz. The only difference is that the pupils are African. In exceptional cases as many as 30 or 40 per cent of the teachers and administrators are African, but usually the proportion is closer to one per cent. Secondary education in Africa depends in the main on the foreigner. Civil servants, missionaries, representatives of "voluntary agencies", and teachers, come from Europe, America or Asia (in Ethiopia and on the East coast many teachers from India are to be found).

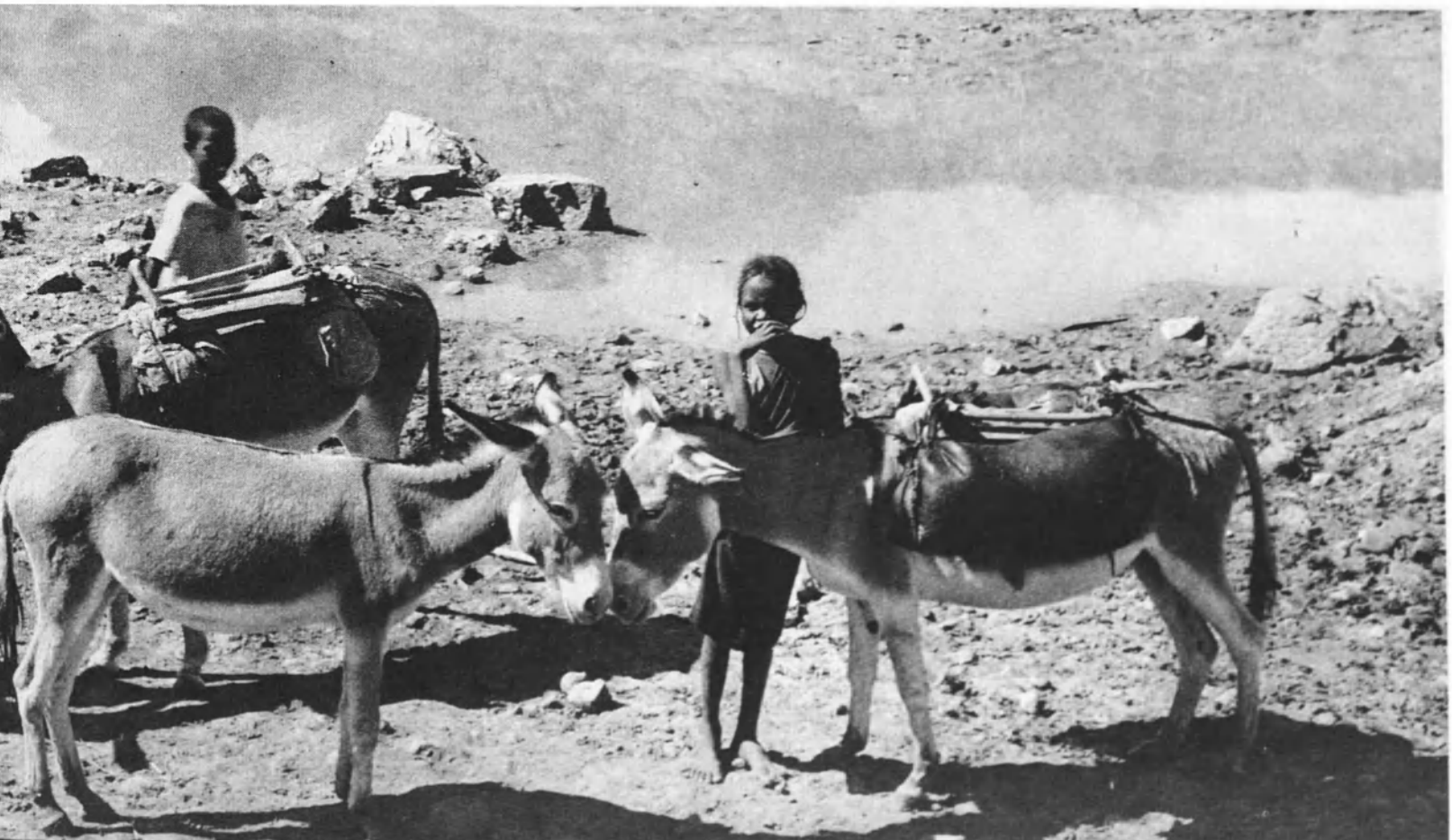
Only one child in twenty reaches secondary level

ALL this is to the good—and the work accomplished by these institutions cannot be minimized. They have helped Africa to take its place in international life and it would hardly be an exaggeration to say that it is in the lycées, in the secondary and high schools that the independence of the young African nations was born. Today the whole educational system of the new States still relies on these schools and will do so for a long time to come. Nevertheless, they are inadequate; there are too few of them and, except in a few countries, their development would be extremely difficult.

A UNESCO inquiry carried out in 22 countries of tropical Africa has shown that in 17 of them the proportion of secondary to primary school pupils is less than 5 per cent and in only four countries is the proportion higher than 7 per cent. Yet even this does not mean that out of 100 pupils more than seven complete a secondary course and can pass the examinations corresponding to the British General Certificate of Education or the French *baccalauréat*. There are approximately 5,000 Africans in Kenya secondary schools against 580,000 in the primary schools, yet of these, in 1959, only 605 boys and 49 girls obtained the Cambridge Oversea School Certificate, which must be followed by another two years' school before it is possible to enter a university or technical college.

discussing such a project. About 17,000,000 children in Africa have no chance to go to school. As Emperor Haile Selassie of Ethiopia recently explained, one of the reasons is that "more than 345,000 teachers" are lacking and must urgently be trained.

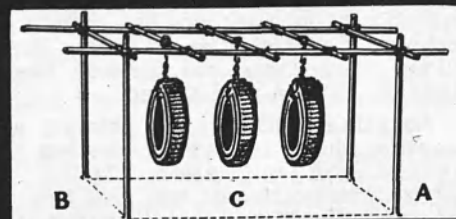
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Obstacle Course To Leadership

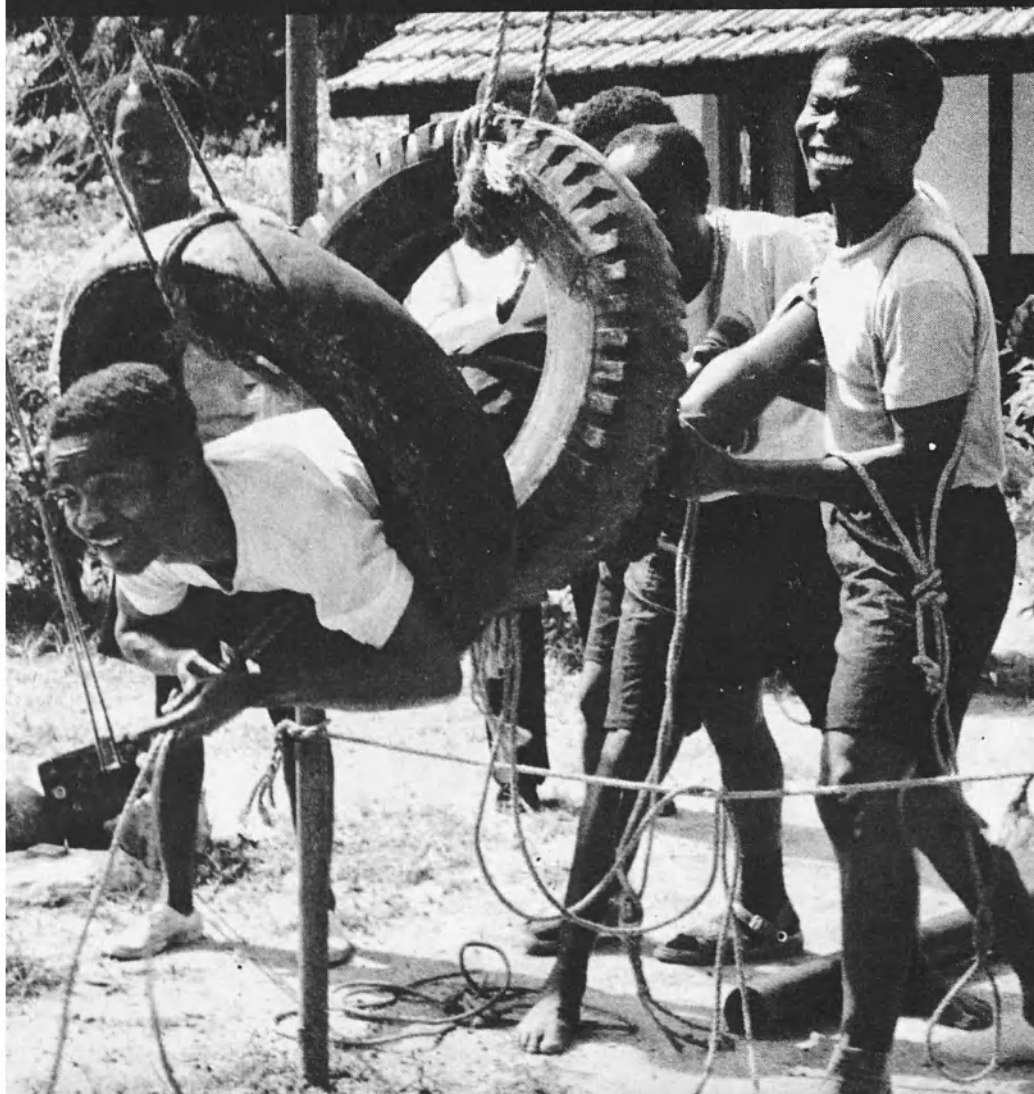
SIX MEN WITH A PROBLEM

All the young nations of Africa are today on the lookout for suitable candidates to fill key administrative jobs. In Ghana, the Institute for Education at the University of Accra has drawn up a series of group tests to assess the leadership qualities of students and persons from private and official bodies. Photos show six candidates undergoing two of these tests. Each test poses a problem which can only be solved by collective action, careful thought and preparation. To find the right solution and carry it out demands intelligence, initiative, clear-sightedness and organizing ability as well as energy and physical skill. It is left to one man to assert leadership over others. A jury notes individual performances.



PROBLEM

Leadership problem posed to six young Africans is shown in diagram (above). Men must cross from A to B over an imaginary precipice C taking with them a heavy iron pipe and a large metal drum. They are allowed to use three tyres as supports hanging over the "precipice." The men put their heads together and one of them, Amissah, comes up with an idea for the solution which he explains to the others.



FIRST TRY

Amissah's idea is to use a rope to pull two tyres to point A, then use these to "launch" one man to the third tyre and thus to point B. But the attempt fails (photo left) for this was not the correct solution, and the man who tried to get across could easily have fallen into the "precipice." Amissah has shown rashness in risking the lives of the others, and the jury notes down: "Not enough sense of responsibility."

SECOND TRY... SUCCESS

Another member of the group, Dunyoh, comes forward with a new idea: "If we push the pipe through the tyres it will act as a bridge along which we can take the drum. When we have all crossed to the other side, all we need do is pull the pipe after us and the problem is solved." Above and below, Dunyoh's idea worked—he scores highly for the initiative and organizing ability he has displayed.



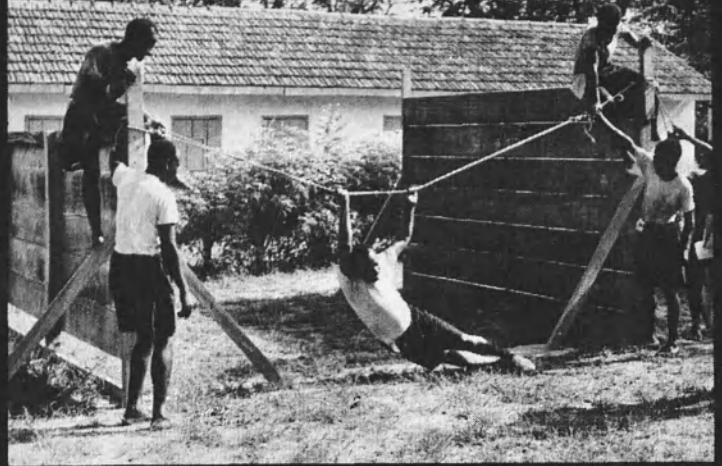
Photos © Paul Almas, Paris



SIX MEN WITH A PROBLEM

(NUMBER 2)

A NEW TEST, far more difficult than the first, now faces the six candidates. This time the iron pipe has to be transported from one high wooden barrier to another over an imaginary precipice. The team is given a rope with indications as to the limits of what they can do with it. Unlike in the first test, there are no helpful supports hanging over the "precipice".



FIRST TRY

Everyone agrees that the rope, tied with a running knot, must be thrown over and hooked to the post on the far side and this is eventually done. Three men then try to snake their way over the rope, but one falls into the "precipice" and is eliminated from the test.



Photos © Paul Almas, Paris

SECOND TRY

One of the men now comes up with a new idea. Stretching himself full-length along the rope, he takes the iron pipe on his shoulder for support and slowly inches across. This feat calls for considerable skill, determination and physical stamina.



VICTORY

This is the only correct approach to the problem. In the final scene we see the pipe and the last men successfully reaching the far barrier. The pipe, it should be noted, is heavy and awkward to handle.

NEW SCHOOLS FOR AFRICA

(Cont'd from page 23)

The existing secondary schools would probably be sufficient to train suitable candidates needed for higher education. But it is a mistake to regard secondary education merely as a preparatory stage for college and to assume that only as many students are needed as can be absorbed by the universities, medical schools and technical institutes.

Secondary education must be conceived rather as a type and level of education on its own, even when it does not necessarily lead to higher education. As African leaders point out, it has an important part to play in raising the cultural level of a nation as well as in promoting economic, social and political development.

Secondary education is a necessary qualification for those who hold many posts in trade and the civil service and in the rural development programmes which are so vital to Africa today. The need is growing everywhere for administrative and technical senior officials, for skilled and semi-skilled workers, but this need cannot be met by the present rate of secondary school graduates.

Even more serious is the lag in technical education on the secondary level. Ghana, for example, with more than 500,000 pupils at school in a population of five million, has been unable thus far to set up and maintain a single technical school. And this despite its many other secondary schools and shop training centres (like those of the Cocoa Board), despite its 500 students at Accra University and almost as many at the Kumasi School of Technology and despite its admirable school radio system.

It is not difficult to discover the reasons for these shortcomings. Few people believed that industrial development would take place so rapidly in the independent African nations. Then too, it has always been easier to find good foreign teachers in languages, mathematics, Latin grammar and similar subjects than in mechanics, foundry techniques or electricity, industrial design or applied science.

Machines arrive faster than do the instructors

TODAY, the equipment, the machines and the material are arriving much faster than the teachers. Already in general secondary as well as in technical education, the lack of qualified teachers has created an alarming situation. Teachers are needed by the hundreds for science, mathematics, English, French and, in such countries as Somalia, even Arabic. It is to be hoped that all nations in a position to send teaching staff abroad will heed the appeal for help that the countries of Africa have made.

But in the long run, this help, however generous it may be, will not be enough. So long as independent Africa has to rely entirely, or just about, on outside aid, it will not obtain the complete educational system it needs and wants. At best this will only keep education at its present level. Future bilateral or multilateral assistance would best be devoted primarily to the *training* of African secondary teachers for general and technical education.

In all of tropical Africa there was only one training college for technical and vocational teachers as of January 1961. As to teachers of literature and science, they must come from the universities, which are only now beginning to provide the graduates needed for industry, hospitals, the big plantations and the civil service. Of the thousand students at the Ibadan university, 600 are studying science, medicine and economics; of the remaining 400 there are many who will not become teachers.

This is only one example but it is typical of most of the countries in Africa. It is therefore urgent that teacher training be speeded up by every possible means if a very serious crisis in secondary education, and in education at all levels, is to be avoided.

There was full awareness of this situation when the Ministers and Directors of Education of the countries of Tropical Africa met in Addis Ababa last February. They made an urgent appeal to UNESCO for help in the creation and operation of regional teacher training institutions, chiefly for secondary schools.

UNESCO has answered this appeal. Its programme for 1961-1962 provides for the creation in Tropical Africa of two regional centres which will train educators for future teacher-training colleges and also to carry out educational research.

Furthermore, through the United Nations Special Fund, UNESCO will be able to help in the development of secondary education. For example, in Nigeria it is proposed to set up a federal teacher-training college for secondary schoolteachers, with the fund contributing \$800,000 and the Nigerian Government \$1,800,000.

Most people simply do not realize the scope of the gigantic tasks confronting the countries of tropical Africa. Many believe that once the basic essentials are achieved everything in the garden will be rosy—that education will develop automatically and quickly with the smoothness of a well-oiled machine. The truth is that most of the countries of Africa are going to be at their wit's end to provide teachers for the thousands of schools that need to be built.

Girls will go to school when Dad is convinced

NOR can it be said that the children currently at school are really receiving adequate primary instruction. Attendance figures are somewhat misleading. Out of a thousand pupils in a given town or district, how many will actually complete their primary schooling? How many will give up after two or three years in the lower classes?

Even for those who do go on until graduation, the usefulness of the education provided is often placed in doubt. This is particularly the case for girls. Relatively few girls go to school—except in two or three countries, they account for barely 30% of the attendance. This is sometimes due to cultural, religious or traditional obstacles, but is more often economic in origin. Parents see the material advantages which education can bring to a boy, who can thus obtain well-paid and socially desirable jobs; but they have no such hope regarding their daughters, and besides there is useful work that they can be given to do at an early age.

Worse still, some families tend to feel that they are making a useless sacrifice in sending their daughters to school. What is the use, they say, of bookish knowledge requiring four to six years of study at the age when young African girls are preparing for marriage a few years off? And what good will it do them later, they add, when they do assume the tasks and responsibilities of womanhood? If the education of girls is to gain wide acceptance, particularly in farm areas, it must first prove its usefulness, economically and socially. Once it is felt that because they have gone to school women are better housekeepers, better mothers, and even more prosperous shopkeepers, then and only then will we see girls as numerous as their brothers in the classroom.

No better investment than money spent on education

INDPENDENCE in Africa has seen the new countries buckle down to the problems of education without delay. The governments are perfectly aware that education, in the present circumstances of their national life, calls for the same effort and vigilance as social stability and economic prosperity and they do not hesitate to say so bluntly. It may be trite and hackneyed to say that the future of each country depends on the education given the younger generation, but in Africa today it is being said with firm insistence. It would indeed be a pity if the states or organizations responsible for the aid offered to these countries were to think of development only in terms of industry, equipment and finance and were to overlook the fact that there is no better investment than expenditure on behalf of education.

TOWARDS HARMONY BETWEEN RACES

by Alfred Métraux



The special issue which THE UNESCO COURIER published last October on "Racism" has had broad repercussions around the world. Many people have raised questions concerning UNESCO's past activities and expressed interest in the organization's future plans to fight the virus of racism.

In attempting to present the picture of UNESCO's action in this field, I should like, first, to clear up one misapprehension which seems to be widespread. UNESCO is not a political body. It is an international organization for science, education and the arts, and can act only in those fields which are within its competence. It directs itself to the "minds of men"; it is in the minds of men that it seeks to construct the defences against war and racism, leaving to other bodies action in the sphere of politics.

UNESCO's Constitution denounces the "doctrine of the inequality of men and races", but UNESCO's struggle is aimed not only against the "racist doctrine" but also against the attitudes and ways of thinking which are at the root of this doctrine. UNESCO's first task, therefore, was to dispel the many false notions and easy stereotypes which are the basis and framework of racism. It is surprising to see how ignorant the public at large and even more educated groups often are on these matters; one can even go so far as to say that there is a gap of at least half a century between science and public opinion on the facts of race.

■ The very idea of "race" often breeds confusion. Ten years ago, UNESCO commissioned two groups of scientists to draw up a Declaration on Race in which they set forth, in "clear and simple form", the present state of our knowledge of the problem of racial equality and of the unity of the human species. This declaration was only a brief summary of the results of the work carried on for many years in research centres and laboratories.

To make available to the public information on various aspects of this problem and on the scientific facts behind the Declaration on Race, UNESCO published a series of booklets entitled "The Race question in Modern Science." For this series, specialists from various countries who had distinguished themselves by their research on the race problem were invited to expound their own conclusions and those reached by other scientists as well (1).

The race problem involves human nature as a whole. Consequently, it concerns many branches of science, both the natural as well as the social sciences; no single branch has the answer to all the questions.—Thus, the psychologist made his contribution by "pulling the rug" from under certain tests designed to prove the inferiority of one race as compared to another, by exposing glaring errors of method used in these tests. The geneticist produced a new definition of the notion of race in the light of modern biology. The sociologist analysed the nature and the forms of inter-racial conflict. The role of the cultural anthropologist was to bring out the decisive influence of social environment upon the shaping of personality. And only a specialist in physical anthropology was qualified to expose the absurd notion which so many persons still have about the so-called harmful effect of racial mixtures.

All these numerous facets of the same problem were treated competently and objectively in the dozen booklets



Brazil is a striking example of a country in which men and women of different racial groups live side by side in harmony.

published in the series already mentioned. The scientists who wrote them were careful to avoid any assertion of an emotional or ethical nature. They concealed neither our ignorance nor our doubts. However, they all felt that they had to speak out, for, if the scientist himself remained silent, it must have appeared that totally false ideas and brutal doctrines were undisputed truths. That is why it was important to impress on the public the fact that no branch of science offers the slightest argument in support of racism.

The Race booklets have met with considerable success, and have now been translated into eleven languages, of which the English edition runs to almost 250,000 copies.

The great interest shown by the public in the race problem is reflected in the popularity of the UNESCO Series. The many articles that have appeared in newspapers and periodicals based on these studies, the group discussions which the booklets have inspired—all these have combined to bring the facts on racism, formerly available only to the specialist, to a broad international audience, and have thus been instrumental in reducing bias and prejudice.

■ The problems raised by racial prejudice and its resulting discrimination are not only of a scientific nature. It would be absurd to think that one could put an end to racial conflict and its tragic consequences merely by debunking the false ideas and stereotypes of racist thinking. Racism is also a problem of conscience. And it is for this reason that various religions and philosophies have expressed definite views on the problem.

To its collection "The Race Question in Modern Science", UNESCO therefore added a new series entitled "The Race Question in Modern Thought". It comprises a group of essays defining the attitudes adopted by the great world religions towards the diversity of the human family.



© Pierre Verger.

course already been done by groups in many countries, but Unesco's investigations were focused on a relatively little-studied aspect—harmonious race relations.

The fact of the matter is that the meeting of races is not necessarily marked by conflict or prejudice—as some people maintain. There are areas and regions where men of different skin colour live side-by-side in perfect harmony and are mutually enriched by their respective cultural backgrounds.

■ The U.S. State of Hawaii and Brazil are typical examples of multi-racial lands where people get along very well with each other. Since race relations in Hawaii had already been extensively studied, Unesco decided to carry out its research in Brazil. The task was entrusted to teams of sociologists and psychologists who studied the race situation in different regions of the country, both in rural and urban environments. The results of this work were set forth in several books, of which two were published by Unesco (2) and the others by Brazilian institutions and publishing houses.

Along similar lines, Unesco organized other research projects in countries where ethnic minorities were in process of assimilation. Mexico, the French West Indies, the United States and Yugoslavia offered research subjects of great interest. The conclusions of these research projects have been published by Unesco under the following titles: *Contacts de civilisation en Martinique et Guadeloupe* by Michel Leiris (in French only); *Racial Equality and the Law* by Morroe Berger, an excellent analysis of American legislation to achieve racial equality. A book prepared by Unesco but published by the Columbia University Press in the United States summarizes field studies in the New World: *Minorities in the New World* by Charles Wagley and Marvin Harris.

■ The rapid development of African societies and the growing number of Africans who are becoming prominent in fields hitherto considered the prerogative of the white race offer powerful arguments against theories of racism and "racial pessimism", which are invoked all too often to justify discriminatory attitudes and measures. It was doubly interesting for Unesco, therefore, to make a scientific analysis of the process of modernization in Africa which, far more effectively than any theory, proves the aptitude of all ethnic groups to benefit from progress.

Sociological research on the new leaders who are springing up in Africa was carried out by Unesco in Dahomey, Ghana and Nigeria. These studies were recently supplemented by research on African women who, having broken with their traditional environment, have now joined the cultural revolution sweeping their countries.

Up until now, Unesco's attention has been concentrated upon the positive aspects of race relations. But the recent racist manifestations which have spread like wildfire throughout the world have led Unesco to turn to the question of racism and its influence on modern youth. A large-scale international investigation of a psychological and sociological character is now being prepared by Unesco to determine the depth of racial prejudice among youth, its causes, its persistence and methods of fighting it.

Furthermore, Unesco's last General Conference recently adopted a draft convention and recommendations concerning discriminatory measures in education, and the adherence of Member States to this convention can hardly fail to result in measures which are bound to counteract racial prejudices.

■ Finally, there are prospects that an international organization will be set up to act as a permanent documentation and research centre on race relation problems. Unesco is now studying the conditions under which it can help such an organization to get started.

These are some of the main activities which Unesco has undertaken or is preparing to undertake to fight the "social cancer of our time". Unesco is well aware of the responsibilities which, as a member of the U.N. family, it has assumed in this field and it will not shirk them.

(1) A collective volume of these publications "The Race Question in Modern Science", is now in preparation and will be published jointly by the Tuttle Company of Tokyo and Unesco, Paris. A special U.S. edition will be published by the Columbia University Press, New York.

(2) "Race and Class in Rural Brazil" by Charles Wagley, and "Les élites de couleur dans une ville brésilienne" (The coloured Elite in a Brazilian Town) by Thales de Azevedo (French only).

In the volumes published thus far, great theologians and philosophers have discussed the attitude toward racism adopted by the Catholic Church, the Protestant churches, Buddhism and Judaism. The authors are distinguished not only for their scholarship but also because of their position in the religious movements of our time. While all world religions agree in condemning racism and all proclaim the equality of mankind and human dignity, they do so at times in different terms. It is because these differences of approach all lead to the same conclusion that the cause of anti-racism is strengthened.

■ Few persons would deny that deep-rooted prejudices and stereotypes—those which are hardest to get rid of in adults—are acquired at a very early age. This means that, to be truly effective, educational measures must begin at school. As the UN Agency for education, Unesco has therefore carried its campaign against racial bias into the classroom. But realizing that the school curriculum is already over-burdened in most countries, and that the addition of a separate subject would be difficult, it has sought to reach the student through the teacher, by providing the latter with the most up-to-date findings of modern science for incorporation in normal lessons.

With this purpose in view, Unesco commissioned two textbooks: Cyril Bibby's *Race, Prejudice and Education* in English (See THE UNESCO COURIER, October 1960) already translated into German and Hebrew, with other language versions foreseen; and Professor Juan Comas's *La Educación ante la Discriminación racial* (Education and Racial Discrimination), intended for school-teachers in Latin America. A small illustrated pamphlet for schools entitled *What is Race?* has also been published.

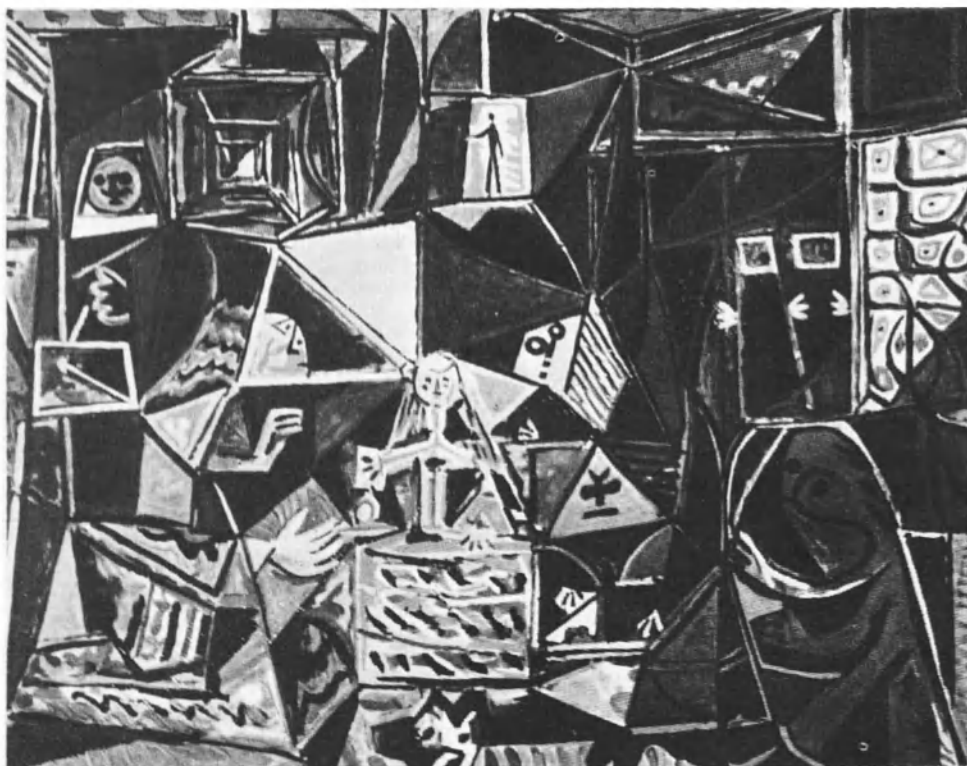
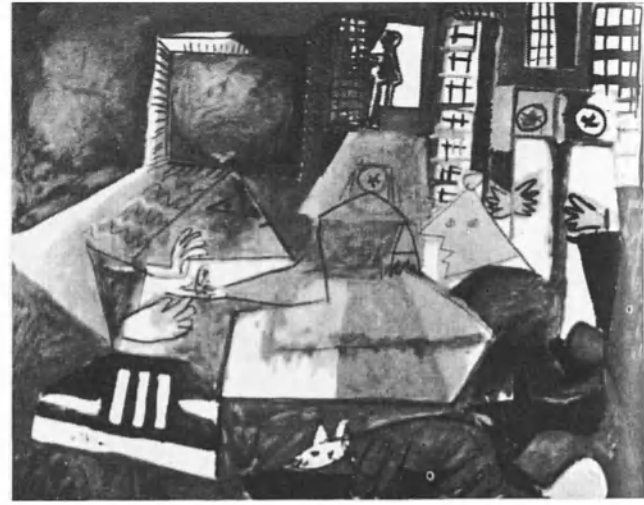
Parallel with this publishing venture, Unesco launched a series of original research projects on race relations. An enormous amount of research on this subject had of



LAS MENINAS by DIEGO VELAZQUEZ.

VELAZQUEZ A LA PICASSO

When he was 14 years old, Pablo Picasso visited the Prado in Madrid with his father and saw for the first time the famous painting, "Las Meninas" (Ladies in Waiting), masterpiece of the 17th century Spanish artist, Velazquez (see special issue UNESCO COURIER, December 1960). It was an experience he never forgot. The memory of this court scene with its wealth of detail and the engaging figure of the tiny Infanta haunted him for years. "What a picture," he once remarked to a friend. "What realism!... What a marvellous achievement." In the autumn of 1957, Picasso brought to artistic fruition years of pent-up feelings about Velazquez' great work. For two months he shut himself away from his friends and created a series of 45 paintings in which he took for his theme the whole or parts of "Las Meninas." The largest canvas, 6 feet by nearly 9 feet, painted in monochrome (below centre) incorporates all of the main features found in the original. Many of the series are innumerable variations of aspects of the original, particularly those studies of the Infanta which reveal Picasso's remarkable versatility and his audacious treatment of the work.





They call their telescope

'BIMA SAKTI'

Java's puppet hero, they say, was so tall he straddled the Milky Way... What better name for a telescope in Indonesia's modern Bosscha observatory

by
Victor M. Blanco

NESTLED on the western hills of the island of Java, with a semi-dormant volcano as a backdrop, lies the Bosscha Astronomical Observatory, a unique institution in South-East Asia. There amid meticulously kept gardens rises a monumental dome-shaped building housing two of the large refracting telescopes of the world. The telescopes, manned by young Indonesian scientists are actively helping to widen man's scientific horizons. The publications of the Bosscha Observatory are read and collected in hundreds of scientific centres throughout the world.

The Republic of Indonesia, while struggling with some of today's most difficult socio-economic problems, maintains the observatory. This shows that Indonesia has in sight high cultural goals for its youth. The Bosscha Observatory is a symbol of the opportunities that the Republic envisions for its young scientists. Thousands of students of all ages visit it every year. Astronomy often awakens a child's first scientific curiosity.

■ The observatory is thus not only a symbol of future goals but a busy centre of present-day popular education. This rôle is intensified by the visitors from the city of Bandung that flock to the observatory during holy days. Bandung, a city of nearly one million inhabitants, is spread like a carpet in a valley twelve kilometres distant from the observatory. From the spacious lawns at Bosscha, the public can view a striking panorama while enjoying the cool mountain air.

The geographic position of the observatory, seven degrees south of the equator, is important from the astronomical point of view. Bosscha's telescopes can sweep across some of the most important constellations in the sky. The nucleus of our galaxy or Milky Way, for example, lies in Sagittarius, a constellation that can not be observed to advantage from the northern hemisphere where most of the large telescopes are concentrated.

The solutions to many problems regarding the life history and distribution in space of stars, such as our own sun, involve studies of the nuclear regions of our galaxy. Besides geographic convenience, Bosscha Observatory enjoys a remarkably steady atmosphere. Astronomers who must study a star's light from the ground are keenly aware of the vagaries of the atmosphere and how often these spoil their viewing.

■ The observatory owes its origin to the financial help of a tea plantation owner, Karel A.R. Bosscha. The principal instruments were installed in 1928 and 1929. From the time of its founding and up to World War II, several distinguished Dutch astronomers worked there. The war and subsequent conflicts were disastrous to the observatory. Not only did three leading members of the staff perish, but the various military occupations resulted in plundering and all-round deterioration of the observatory's facilities.

The rehabilitation work started in 1947 and still continues. In 1950, UNESCO joined the Indonesian government in the acquisition of a new telescope for the Bosscha Observatory. An optical design developed by the German optician Bernhard Schmidt (1879-1935) was selected. A Schmidt-type telescope would be particularly advantageous at this location, benefiting greatly from the geographic position and good observing conditions.

This project developed during the last decade, and it involved the co-operation of astronomers, opticians, and engineers from Indonesia, the Netherlands, and the United States. The optical parts for the telescope were donated by UNESCO and were prepared at the Yerkes Observatory of the University of Chicago. The mechanical parts were contracted for by the Indonesian government with the engineering firm of Rademakers in Rotterdam. In the spring of last year the glass or optical components of the telescope met the metallic parts for the first time. The assembly, adjustment and testing were completed by May 28 when the telescope was officially inaugurated.

An instrument of this kind requires the utmost delicacy of adjustment in order to operate properly. Mechanical difficulties were to be expected in the assembly work. Fortunately the Bosscha Observatory has a well-equipped machine shop staffed by able specialists, and thanks to them the difficulties were ironed out as they arose. It was not always easy to obtain the materials required by the machinists. However, in the city of Bandung there are numerous junk shops where with luck one can find suitable supplies. Some of the aluminium pieces for the new telescope were carved out of wartime airplane propellers. The UNESCO optics are supported in the telescope's mounting with pads of sheet lead originally intended for household plumbing.

■ The optical parts donated by UNESCO for the new telescope include a delicately polished mirror twenty-eight inches in diameter. The mirror is used to converge the rays of starlight to the focus. Telescope mirrors are made by depositing on polished glass a thin layer of an alloy of aluminium. For this purpose the aluminium alloy is vaporized inside a vacuum chamber sufficiently large to contain the glass, and the vapour then coats the glass, giving it high reflectivity. The coating tarnishes with time, however, and in normal use such mirrors must be periodically re-aluminized.

Fumes from the nearby volcano Tangkuban Prah, whose crater is only five kilometres from the observatory, may cause the new telescope mirror to tarnish or deteriorate more rapidly than is normal, or desirable. This problem had to be solved during the assembly of the telescope. Consultations between the astronomers, the geologists and the chemists of the Bandung Institute of Technology resulted in the building of an air purifying system. This system frees the air of its sulphurous fumes, pumps clean air into the sealed telescope and thus prolongs the mirror's life.

Early in the planning, the new telescope was named Bima Sakti. Bima Sakti, whose initials are also those of Bernhard Schmidt, is one of the heroes of the Javanese wayang or puppet plays, which are based on the great Hindu epic Mahabharata. In Javanese mythology, Bima Sakti is so tall that when he stands with feet resting on opposite sides of the earth his legs form the arch across the sky that we know as the Milky Way. The name of this ancient hero is thus particularly appropriate for a telescope that will be devoted to Milky Way observations.

The new telescope is regarded with endearment by the staff and workmen of the observatory. One might say that some of the ancient hero's personality has rubbed off on the telescope. Bima Sakti, who fought against evil in the old epics, is thus active again, helping to advance science in Indonesia.

Letters to the Editor

PITOA & ITS PEN-FRIENDS

Sir,

I was especially pleased to see the article on "Pitoe pilot school in a Cameroon village" in your September issue because I have always followed with interest the devoted efforts of Roger Lagrave. You might like to know that there is a booklet telling all about the letters exchanged between Lagrave's pupils and those of other French teachers. It is No 366 in the "Bibliothèque de Travail" - Edition de l'Ecole Moderne Française; Technique Freinet, and is entitled "L'Enfant africain vu par l'enfant blanc" (The African child as seen by the European child.)

So the work you describe is not an isolated case. Such exchanges often take place (though perhaps with less success) and are the fruit of the "Ecole Moderne" methods. My own class exchanged letters with a class in Tunisia in 1954, in Casablanca in 1955 and with a class on Reunion Island in the Indian Ocean. All these exchanges were achieved—like that of Lagrave—under the aegis of the Freinet educational techniques (Ecole Moderne) and we are convinced that if such activities were generalized they could do much to serve the cause of peace and help to banish the affliction called racism.

M. Nadeau
Azur, Landes, France

Sir,

I was happy to see Lagrave's work in the Cameroons described in a fine article. I hope it will be followed by another explaining that this pen-friend activity to bring better understanding between peoples is not an isolated incident, but is being repeated thousands of times between regions and between nations.

Thirty children from a school in the Loiret Department came to live in our village in Calvados and the people here were delighted. We, in turn, will go to visit them in the Loiret. Links have been formed which I am delighted to see maintained by my former pupils and among adults too. This year our school was making contacts with Egypt.

And so it goes on around the world as people make use of the Freinet educational methods to build bonds of friendship.

M. Baucé
Sept-Frères, Calvados, France

Sir,

I read with much interest your feature—remarkably well illustrated—on the contacts between the Cameroons school children and children in rural

France. But it is a pity that you failed to speak of the thousands of "Ecole Moderne" classes which practise this correspondence in France and elsewhere in the world, thus working for a better understanding and friendship between peoples.

R. Rufet
Lochrist, Morbihan, France

Sir,

I was so deeply interested in the article on the Pilot School in a Cameroon Village. The exchange of letters between the little African child and the French boy and, in fact, the whole article is not only delightful but most interesting.

Elsie Smith Costello
Board of Christian Education
The United Presbyterian Church
in the U.S.A.
Philadelphia 7, Pennsylvania

BELA BARTOK & FOLK MUSIC

Sir,

Today Béla Bartók is universally acknowledged as one of the greatest men of our century. In his papers on Folk tunes and Folk music he showed the momentous importance of comparative research work in this field, especially in certain territories such as Greece, Turkey and Central Asia. He stressed the fact that this job must be done with no delay, modern times everywhere revolutionizing the way of life of the peasants and thereby destroying indigenous music. And, as Bartók said, once perished, this precious heritage of ours will be gone forever, never to be retrieved. He realized that only a powerful international organization can carry through the rescue work to be done on a large scale.

May I suggest to you to dedicate one of your next issues to this worthy subject by publishing excerpts from Bartók's and Kodaly's writings (with pictures!) and by stating UNESCO's position in regard to the problems in question and by reporting on its activities in this field.

W.A. Schocken
Tel Aviv, Israel

THE EQUALITY OF PEOPLES

Sir,

By your untiring and purposeful work you contribute towards a maturing of consciences which should bring into being a universal humanism. I am a coloured man and by this fact I believe that the equality of peoples, nations and races is not a "fiction". It is said that this equality is true before God, and I say that if it does not exist in fact it is because that

there are men who still believe in the superiority and supremacy of certain nations. I think the author of "Plain spoken or rose coloured" [a letter published in the May 1960 issue] is one of these people.

I believe that despite our great historical leeway we shall never place the Papuan tom-tom on the same level as Mozart for the simple reason that we are well able to distinguish between different shades and values.

Frantz Chalonce
Fort-de-France, Martinique

MORE FOOD OR FEWER PEOPLE

Sir,

I was very pleased to read of the great work of FAO in the world campaign against hunger, in your September 1960 issue. I look forward to reading more about this important work in a future issue of THE UNESCO COURIER. I cannot agree with the views expressed by your Amsterdam correspondent in his letter, headed: "Millions more mouths to feed." Family planning is not the answer to population difficulties. People who advocate it are surely going right against the facts. The scientists who are concerned with the actual work of producing food and finding new ways of increasing food supplies tell us that the earth can supply plenty of food for all. The real problem we are facing in the world today is that of distribution, *not* over-population. A campaign (with all the money that family planning advocates desire for their purposes) to solve this problem would be a far greater and more constructive contribution towards coping with food difficulties than family planning. After all, to use a homely example, if ten people need hats and there are only eight hats available, the common-sense solution is to get two more hats from somewhere, not to cut off two people's heads!

T. McNicholas
Nazeing, Essex, England

PERILS OF THE TV VIEWER

Sir,

I should like to see in the columns of THE UNESCO COURIER a detailed article answering the following questions:

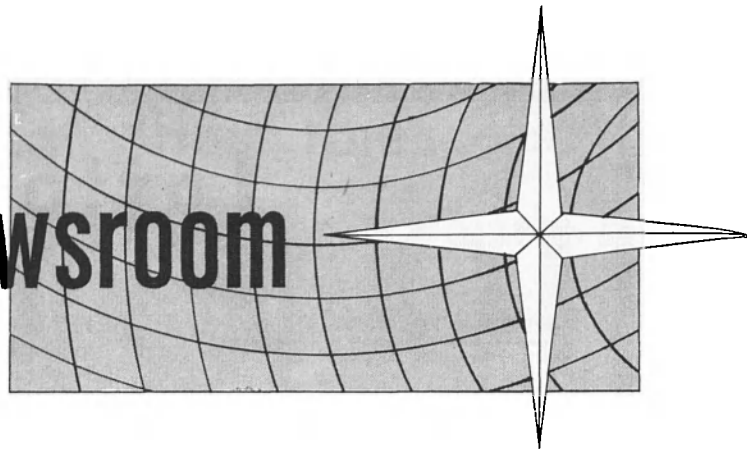
Is it harmful to watch TV broadcasts?

How does television affect the nervous system and the eyes of the viewer?

If there are harmful effects from television, how are they to be avoided?

S. Voroshilovskaya
Kishenev, U.S.S.R.

From the Unesco Newsroom



NUBIA'S TREASURES ON FILM: A 41-frame colour filmstrip depicting some of the monuments of Nubia in Egypt and the Sudan threatened by the waters of the new Aswan Dam has been issued by UNESCO. Designed for public screening, the filmstrip is one element in the campaign which Unesco is waging to safeguard these ancient monuments. It can be obtained, together with a descriptive booklet, including commentaries on each frame, from UNESCO distributors in Member States. Further information may be obtained from the Radio and Visual Information Division, Mass Communication Department, UNESCO, Place de Fontenoy, Paris (7°)

■ **JAPANESE ART IN HAIFA:** *The people of Haifa, Israel, now have exceptional facilities for studying and appreciating Japanese art from among the 4,000 items—paintings, prints, drawings, metalwork, lacquer ware and ceramics—owned by a museum which opened there last year. Displays are changed monthly to harmonize with season or special occasion, only a few objects being on display at one time.*

AFRICAN DESERT INSTITUTE: The Republic of Niger has offered to create with UNESCO assistance an international arid zone institute for African countries south of the Sahara, particularly in the Sahel region encompassing Mali, Niger, Mauritania and the Chad. The proposal was by Dr Francis Borrey, of the Niger delegation to the recent Unesco General Conference. He suggested that it should be located in the region of Agades where it could be in contact with Saharan areas of North Africa. It would serve as a centre for research, training, teaching and exchange of information.

■ **HIDDEN FACE REVEALED:** *An atlas of the moon's hidden face containing 30 hitherto unpublished photographs taken by "Lunik IV" has been published by the Soviet Academy of Sciences. From these photos it has been possible to identify 500 features of the relief on the moon's surface which are described in the catalogue included in the atlas. The hidden side of the moon does not*

KINGDOM OF THE OCTOPUS

Attention is called to the article by Frank W. Lane, "The Kingdom of the Octopus", which appeared in our January 1961 issue. This article is copyright and may not be reproduced without prior permission.

show any of the large, dark hollows known as "seas" which cover a large area of the visible surface.

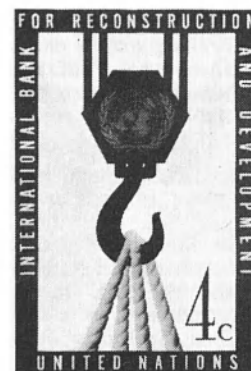
VILLAGE FOR YOUTH: Young refugees coming straight from camps in various parts of Europe are the first inhabitants of a village entirely for children which has been founded in a rambling old English manor house with 175 acres of ground at Sedlescombe in Sussex. Eventually 300 children of different nationalities will live in the village which will be run on similar lines to those already set up in Switzerland and elsewhere. At first the children will be kept in national groups so that their own culture is preserved. Later they will live in international groups to "fit them as world citizens".

■ **CROPS FROM SAND AND SEAWATER:** *Experiments in the production of fruit and vegetables by a system of "mixed hydroponics" using partly the techniques of hydroponics (soilless culture) and partly traditional agriculture are now being made at an experimental marine agriculture station at Orinon in Spain. The main elements used are sand from the beach and seawater. Areas are marked out in the sand and irrigation canals dug around them into which the sea can flow. Areas are prepared as in normal agricultural practice, using chemical or organic fertilizers, and already crops of maize, potatoes, tomatoes and other vegetables have been grown.*

AN EASY DISEASE TO PREVENT: Nearly 200,000,000 people all over the world suffer from enlarged thyroid, or endemic goitre as it is usually called. Yet the World Health Organization, publishing these figures, points out that the disease is now considered a "public health anachronism" and is very easy to prevent. The great majority of cases are due to iodine deficiency, and experiments in mass prophylaxis with iodized salt show that everywhere the number of cases falls sharply following increased consumption of the salt. Effects of iodized salt have been marked in Switzerland where it was introduced in 1923. At that time only 42.3 % of school-children had a normal thyroid, yet by 1937 the figure had risen to 99,3%.

■ **RETIREMENT OF MR. JEAN THOMAS:** *The retirement was announced recently of Mr. Jean Thomas, Assistant Director-General of Unesco. A Frenchman, Mr. Thomas has been in Unesco's service since its foundation in 1946, originally as Director of the Department of Cultural Activities. He has now agreed to become Chairman of the Action Committee for Unesco's International Campaign to Safeguard the Monuments of Nubia.*

THE UNESCO PHILATELIC SERVICE

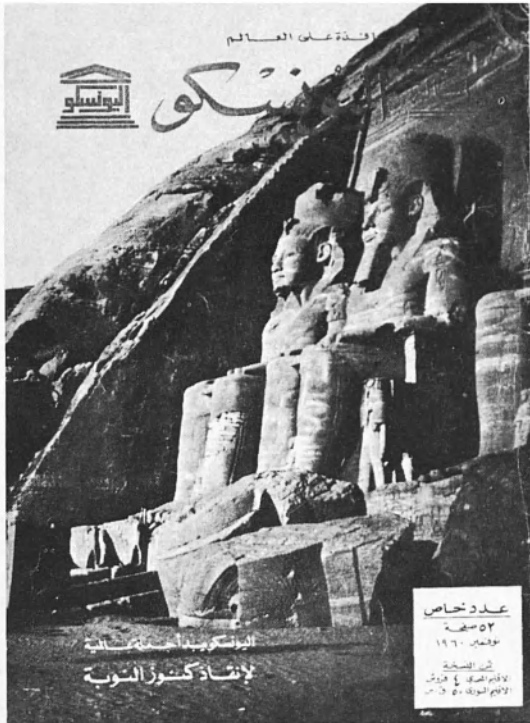


The work of the International Bank for Reconstruction and Development, one of the UN. Specialized Agencies, is commemorated in the stamp above which was issued on December 9 last year by the United Nations Postal Administration. Multicoloured and printed in 4 cent and 8 cent denominations, the stamp, the fifth U.N. commemorative stamp of 1960, depicts a double block hoisting an unseen cargo, with the United Nations emblem superimposed on the centre of the block. Below, the second stamp issued by the United Arab Republic to mark Unesco's Save the Monuments of Nubia Campaign. Printed in a 10 M (1 piastre) denomination, it depicts the Temple of Nefertari at Abu Simbel. Both stamps can be obtained from the Unesco Philatelic Service which has stamps and first day covers issued by many Member States to commemorate important events in the history of Unesco and the United Nations. As the agent in France of the U.N. Postal Administration, Unesco's Philatelic Service stocks all the United Nations stamps currently on sale. Information on items available, their price and the methods of payment, will be sent on request by the Unesco Philatelic Service, Place de Fontenoy, Paris-7°.



ANNOUNCING:

A NEW ARABIC EDITION



THE UNESCO COURIER is proud to announce the launching of an Arabic edition, published in Cairo under the auspices of the United Arab Republic National Commission for Unesco. The first issue has now been published and the second will appear shortly.

Subscriptions to the Arabic edition from readers living in the United Arab Republic should be sent to: National Commission for Unesco, 6 Shareh Abu Momen, Dekki, Cairo, United Arab Republic.

Residents in all other countries should send for the Arabic edition to Unesco National Distributors (listed below). The price is at the same rates as for other editions.

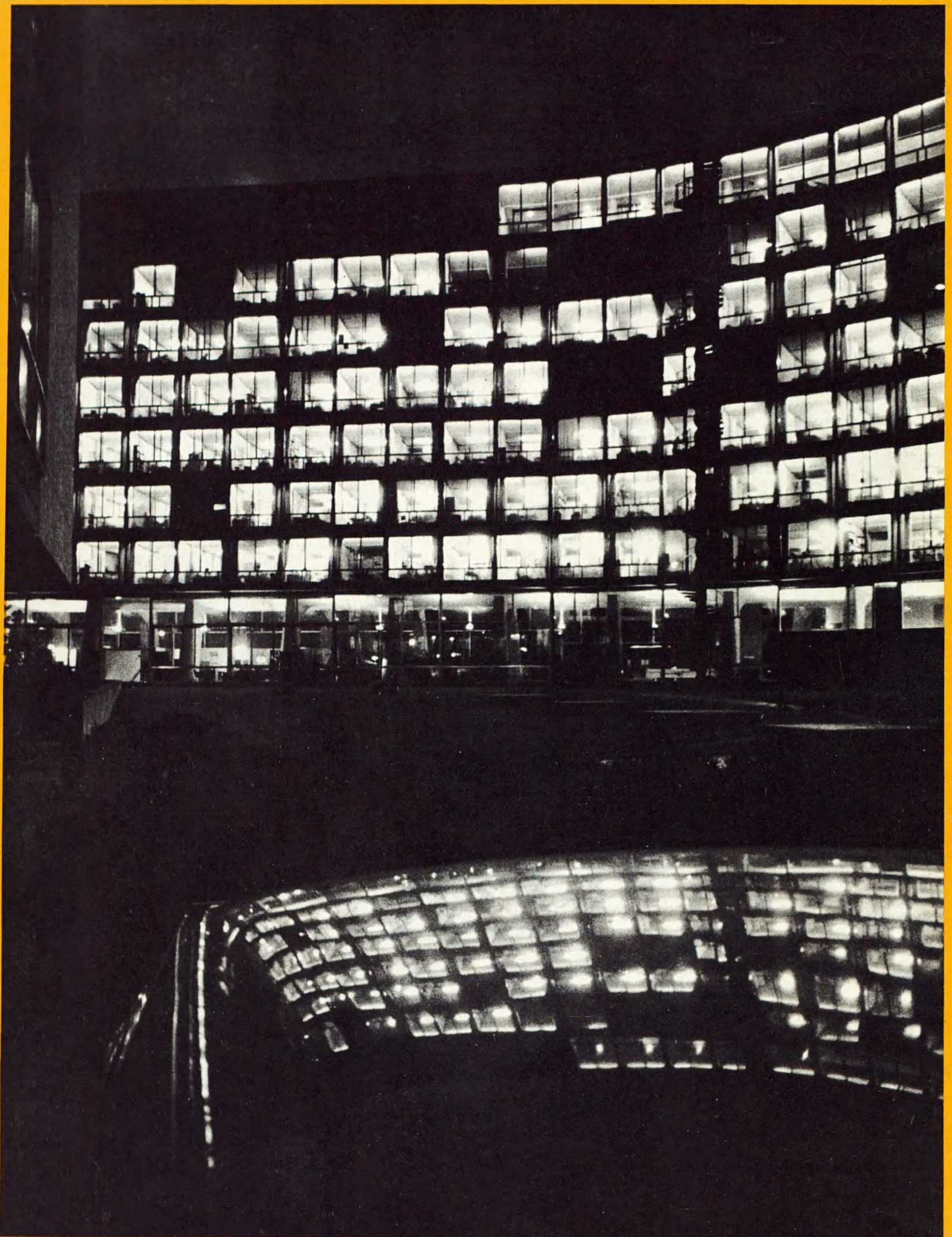


Readers now have a choice of six language editions: English, French, Spanish, Russian, German and Arabic. A seventh language edition, in Japanese, is scheduled to begin publication in April.

Where to obtain Unesco publications

Order from any bookseller, or write direct to the National Distributor in your country. (See list below; names of distributors in countries not listed will be supplied on request.) Payment is made in the national currency; rates quoted are for an annual subscription to THE UNESCO COURIER in any one language.

- AFGHANISTAN.** — Panuzai, Press Department, Royal Afghan Ministry of Education, Kabul.
- AUSTRALIA.** — Melbourne University Press, 369 Lonsdale Street, Melbourne, C. I, Victoria. (A. 15/-).
- AUSTRIA.** — Verlag Georg Fromme & Co., Spengergasse 39, Vienna V (Sch. 50.-).
- BELGIUM.** — For The Unesco Courier: Louis de Lannoy, 22, Place De Brouckère, Brussels, C.C.P. 338.000. (fr. b. 100.) Other publications: Office de Publicité, 16, rue Marcq, Bruxelles, C.C.P. 285.98; N.V. Standaard-Boekhandel, Belgiëlei 151, Antwerp.
- CANADA.** — Queen's Printer, Ottawa Ont. (\$ 3.00).
- CEYLON.** — The Associated Newspapers of Ceylon Ltd, Lake House Bookshop, 100 Parsons Road, P.O. Box 244, Colombo, 2. (Rs. 9).
- CHINA.** — World Book Co. Ltd., 99 Chungking South Rd., Section 1, Taipei, Taiwan (Formosa).
- CUBA.** — Libreria Economica, Pte Zayas 505-7, Apartado 113, Havana.
- CZECHOSLOVAKIA.** — Artia Ltd., 30 Ve Smeckách, Prague 2.
- DENMARK.** — Ejnar Munksgaard Ltd., 6 Norregade, Copenhagen K. (D.kr. 12).
- ETHIOPIA.** — International Press Agency, P.O. Box 120, Addis Ababa.
- FINLAND.** — Akateeminen Kirjakauppa, 2 Keskuskatu, Helsinki. (F.mk. 540).
- FRANCE.** — Unesco Bookshop, Place de Fontenoy, Paris, 7^e. C.C.P. 12598-48 (7 NF.).
- GERMANY.** — R. Oldenbourg K.G., Unesco-Vertrieb für Deutschland, Rosenheimerstrasse 145, Munich 8. (DM. 8).
- GREAT BRITAIN.** — See United Kingdom.
- GREECE.** — Librairie H. Kauffmann, 28, rue du Stade, Athens.
- HONG-KONG.** — Swindon Book Co., 25, Nathan Road, Kowloon.
- HUNGARY.** — Kultura, P.O. Box 149. Budapest, 62.
- INDIA.** — Orient Longmans Private Ltd. Indian Mercantile Chamber, Nicol Road, Bombay 1; 17 Chittaranjan Avenue, Calcutta 13; Gunfoundry Road, Hyderabad, 1; 36a, Mount Road, Madras 2; Kanson House, 24/1 Asaf Ali Road, P.O. Box 386, New Delhi, 1; Sub-Depots: Oxford Book & Stationery Co., 17 Park Street Calcutta 16, Scindia House, New Delhi (Rs. 6.70).
- INDONESIA.** — Bappit Pusat "Permata", Djalan Nusantara 22, Djakarta.
- IRAQ.** — Mackenzie's Bookshop, Baghdad.
- IRELAND.** — The National Press, 2, Wellington Road, Ballsbridge, Dublin. (10/-)
- ISRAEL.** — Blumstein's Bookstores Ltd., 35, Allenby Road and 48, Nahlat Benjamin Street, Tel-Aviv (1£ 4.-)
- JAMAICA.** — Sangster's Book Room, 91 Harbour Street, Kingston. Knox Educational Services, Spaldings. (10/-)
- JAPAN.** — Maruzen Co. Ltd., 6 Tori-Nichome, Nihonbashi, P.O. Box 605 Tokyo Central, Tokyo. (Yen 500).
- JORDAN.** — Joseph L. Bahous & Co., Dar ul-Kutub, Salt Road, P.O.B. 66, Amman.
- KOREA.** — Korean National Commission for Unesco, P.O. Box Central 64, Seoul
- LIBERIA.** — J. Momolu Kamara, 69, Front and Gurley Streets, Monrovia.
- LUXEMBOURG.** — Librairie Paul Bruck, 33, Grand-Rue, Luxembourg.
- MALAYAN FEDERATION AND SINGAPORE.** — Federal Publications Ltd., Times House, River Valley Rd., Singapore.
- MALTA.** — Sapienza's Library, 26 Kingsway, Valetta. (10/-)
- MAURITIUS.** — Nalanda Company Ltd. 30, Bourbon Street, Port-Louis.
- MONACO.** — British Library, 30 Bld des Moulins, Monte-Carlo. (7 NF.)
- NETHERLANDS.** — N.V. Martinus Nijhoff, Lange Voorhout, 9, The Hague. (fl 6)
- NETHERLANDS WEST INDIES.** — G.C.T. Van Dorp & C* (Ned Ant.) N.V. Willemstad, Curacao.
- NEW ZEALAND.** — Unesco Publications Centre, 100 Hackthorne Road, Christchurch. (10/-).
- NIGERIA.** — C.M.S. Bookshop, P.O. Box 174, Lagos. (10/-)
- NORWAY.** — A.S. Bokhjornet, Lille Grensen, 7, Oslo. (N. kr. 10)
- PAKISTAN.** — The West-Pak Publishing Co. Ltd., Unesco Publications House, P.O. Box 374, 56-N Gulberg Industrial Colony, Lahore.
- PANAMA.** — Cultural Panamena, Avenida 7a, No. TI-49, Apartado de Correos 2018, Panama, D.F. (Balboas 3.-).
- PHILIPPINES.** — Philippine Education Co. Inc., 1104 Castillejos, Quiapo, P.O. Box 620, Manila.
- POLAND.** — "RUCH" ul. Wiloza Nr. 46, Warsaw. 10 (Zl. 50.)
- PORTUGAL.** — Dias & Andrada Lda, Livraria Portugal, Rua do Carmo 70, Lisbon.
- RHODESIA & NYASALAND.** — The Book Centre, First Street, Salisbury, S.-Rhodesia.
- SWEDEN.** For The Unesco Courier: Svenska Unescorådet, Vasagatan 15-17, Stockholm, C (Kr. 7.50); other publications A/B C.E. Fritezes, Kungl. Hovbokhandel, Fredsgatan 2, Stockholm.
- SWITZERLAND.** — Europa Verlag, 5 Rämistrasse, Zurich. Payot, 40, rue du Marché, Geneva. C.C.P. 1-236. "Courier" only: Georges Losmaz, 1, rue des Vieux-Grenadiers, Geneva. C.C.P. 1-4811. (Fr. S. 8).
- THAILAND.** — Suksapan Panit, Mansion 9, Rajdamern Avenue, Bangkok.
- TURKEY.** — Librairie Hachette, 469 Istiklal Caddesi, Beyoglu, Istanbul.
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- UNITED ARAB REPUBLIC (EGYPT).** — La Renaissance d'Egypte, 9 Sh. Adly-Pasha, Cairo.
- UNITED KINGDOM.** — H.M. Stationery Office, P.O. Box 569, London, S.E.1.(10/-).
- UNITED STATES.** — Unesco Publications Center, 801 Third Avenue, New York, 22, N.Y. (\$ 3.00.) and (except periodicals): Columbia University Press, 2960 Broadway, New York, 27, N.Y.
- U.S.S.R.** — Mezhdunarodnaja Kniga, Moscow. G-200.
- YUGOSLAVIA.** — Jugoslovenska Knjižna, Terazije 27/11, Belgrade.



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TIME FOR REFLECTION: Lights burning in Unesco Secretariat building cast reflections on nearby car—a night scene taken during the recent Unesco General Conference. Delegates from 98 countries gave priority to education when they discussed and approved the most ambitious programme in Unesco's history (see page 4). Of the 17 countries which have become members of Unesco since the last General Conference in 1958, 16 are new nations of Africa (See special map and article, pages 17-20).