

## HYLEAN AMAZON INSTITUTE CREATED

### Iquitos Conference Establishes Seat of IHA in Manaus, Brazil

A Conference for the creation of an International Institute of the Hylean Amazon, called jointly by the governments of Peru and Brazil and by Unesco, has successfully concluded its deliberations at Iquitos, Peru. Lasting for eleven days from April 30 to May 10, the Conference agreed upon a convention establishing the Institute which will come into force upon final acceptance by the founding nations. Pending the initiation of the operation of the Institute, an Interim Commission was established with headquarters in Manaus, Brazil.

The following nations signed the final act of the Conference: Bolivia, Brazil, Colombia, Ecuador, France, Holland, Italy, Peru and Venezuela.

Unesco's activities in connection with this Conference stem from resolutions passed by its General Conference at the Second Session in Mexico City. The Director-General was instructed to take steps to bring this Institute, which was originally proposed by the Brazilian Government, into being in 1948.

The Hylean Amazon — the vast wooded region of the Amazon River basin — comprises some 7,000,000 square kilometres extending from the Andes to the Atlantic and from the River Orinoco to the Mountains of Bolivia. A huge, but little known area of the world, it is inhabited by about 200,000 Indians except for a few settlements along river banks.

The aims of the Institute will be to encourage and carry out scientific studies in the Hylean Amazon region so as to provide a greater knowledge and understanding of tropical nature and the practical development of the regions by the Governments of South America directly concerned.

At the Iquitos Conference the scientific scope of the Institute

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Dr. Albuquerque Mello of Brazil is shown addressing one of the Plenary Sessions of the Iquitos Conference in Peru which established the International Institute of the Hylean Amazon.

### WORK-PLAN FOR GERMANY PREPARED BY SECRETARIAT

DETAILS of the Unesco programme to be extended shortly to Germany have been made known in Paris. The work-plan, which is to be carried out in co-operation with the appropriate allied authorities, was prepared after the Executive Board's approval for such action at a special meeting at Unesco on April 5.

The programme, as approved by the Sub-Committee of the Executive Board, covers five main fields of activity which Unesco will develop in Germany.

These deal with: methods to acquaint the German people with the aims and activities of Unesco, the development of publication exchanges between Germany and other countries, studies of textbook revision and improvement, studies of the problems and opportunities for the exchange of persons between Germany and the outside world and invitations to German experts to attend certain technical meetings called by Unesco.

Agreement on the programme has been secured from the British, French and United States Military Governors in Germany, and the projects will be initiated as soon as necessary administrative details have been completed. The programme as formulated by the Sub-Committee was submitted to the Military Governors of the four zones of occupation. To date no answer has been received from the Soviet Military Governor.

First priority in the Unesco work-plan is given to the distribution to interested groups and educators in Germany of the basic Unesco documents and publications to make known as widely as possible the aims of the Organization. Means

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### List of Chief Delegates to Iquitos Conference

- Bolivia:**  
Dr. Martin Cardenas
- Brazil:**  
Dr. Linneu Albuquerque Mello  
Dr. Heloisa Torres
- Colombia:**  
Dr. Enrique Perez Arbelaez
- Ecuador:**  
Dr. Rafael Alvarado
- Italy:** A. Volpicelli
- France:** Paul Rivet
- Netherlands:**  
Mr. V. Savelberg
- Peru:**  
Dr. Luis Alayza y Paz Soldan
- United States:**  
Dr. Clarence C. Boonstra
- Venezuela:**  
Mr. William Phelps Jr.  
Dr. Tobias Lasser

## UNESCO FRIENDSHIP TRAIN ASKED AT SAN FRANCISCO

U.S. Regional Conference Ends Three-Day Sessions Over 3,000 Delegates Attend

PROPOSALS that a "Friendship Train" be sent through the western region of the United States to collect supplies for schools, universities and centres of learning in devastated countries were made at the Pacific Regional Conference on Unesco held in San Francisco last month.

The conference, which lasted from May 13-15, was attended by over 3,000 civic leaders and educators from seven western states. Alaska and Hawaii and was the first meeting by a U.N. agency in San Francisco since the world organization was born in 1944.

Resolutions and recommendations adopted by the delegates stressed the importance of informed exchange between individuals as well as nations. The conference agreed that student groups should be encouraged to participate in community and Unesco affairs by setting up Unesco Community Councils.

In addition it was urged that groups and individuals stimulate newspaper, radio stations and motion picture organizations to insure better coverage of the activities of the United Nations, Unesco and other U.N. Agencies.

The Conference held three plenary sessions dealing with "The Nature of the Present World Crisis—Unesco's Role," "Our Ap-

proach to a Changing World" and "Community and Personal Responsibility." Five section meetings were also held to discuss problems and positive methods of action in the fields of Education, Communication, Human and Social Relations, Cultural Interchange and Natural Sciences.

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## World Educational Leaders To Meet at Geneva

EDUCATIONAL leaders from all parts of the world will meet in Geneva June 28-July 3 at the Eleventh International Conference on Public Education. Seventy-one nations have been invited to send delegates to the meetings which are jointly sponsored by Unesco and the International Bureau of Education (I.B.E.).

Progress reports on the development of educational standards and facilities in each country will be submitted by the delegations. The Conference will study three main questions, the role of school psychologists, the teaching of writing, and teaching about the

United Nations and its Specialized Agencies.

At the forthcoming Eleventh Conference, the materials submitted and the text of the discussions will be published jointly by Unesco and the I.B.E. in French and English editions. Hitherto, these have been published by the I.B.E. in French only.

Unesco is co-operating in plans for the Conference and has been responsible for some of the materials to be used. Unesco has also prepared a wall exhibit and a booklet of recommendations and suggestions for Teaching about the United Nations and its Specialized Agencies (See middle page).

## Unesco Sets Programme For Classics Translation

WHAT are the great books of each of the different countries of the world? What are the world's 100 best books? Unesco is attempting to obtain an answer to these and other questions from the Member States of the Organization with a view to making great books available on a universal scale in translation.

The plan for the translation of the great books of the world stems from a request by the U.N. General Assembly made to Unesco through the Economic and Social Council and aims at making available the most outstanding written works of each culture in all languages.

From May 18-21, at Unesco House in Paris, experts representing leading editors, publishers, librarians and educators from eleven different countries, met to discuss methods of preparing national lists of great books for translation, the actual work of translation and the distribution and exchange of the finished product on an international basis. The meetings were held under the

By  
**H. M. BARNES, Jr.**  
Acting Head of the Bureau of Unesco's Plan for Translations.

chairmanship of M. Julien Cain, Director of French National Library.

Unesco's project for translations, which was originally limited to "classics", has been broadened to include great books in all domains. The panel of experts agreed that the initial lists should be drawn up in three categories: recognized classics written before 1901, modern classics up to 1939 and contemporary great books. It was proposed that all countries should establish National Committees to centralize and co-ordinate the work. Such committees should prepare lists of the works of their own authors whose writings they felt, should be widely translated, and of foreign authors whose works should be rendered into the local languages.

Already replies have been received from several Member States with their lists of great books. Unesco's role in the programme will consist, at the outset, in circulating to Member States copies of each official list as it is received.

On the basis of these lists, and with the advice of experts in different countries, the Bureau of Unesco's plan for translations will draw up a provisional list of some 75 works (from the first category of works written before 1901) which can be considered universal classics. After a second consultation with the National Commissions, or other appropriate agencies, indicated by the governments of Member States, it will be possible ultimately to issue a representative list of the hundred best works.

Unesco could be of vital assistance in the translation project, the experts agreed, by supplying information on the best and latest methods of translation, by pro-

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- ★ **Hadley Cantril: International Tensions. P. 2.**
- ★ **Teaching About the UN. Center Page.**
- ★ **Armand Salacrou: France and the Theatre Institute. Page 6.**
- ★ **Two Vital Studies on Unesco Policy, by Walter H.C. Laves and R. Maheu. Page 7.**

# Tensions Affecting International Understanding

AS one reads the headlines these days, it is sometimes hard to imagine that there may eventually come a time when news—in whatever novel technical form it may be carried—will not be primarily concerned with stories about the difficulties representatives of the human species have living together in amicable fashion. But it must have been even harder for many a Neanderthal philosopher to have imagined a social unit large and efficient enough to make it unnecessary for him to use brute force in his daily struggle for existence.

It is in the light of man's long social development that I like to view Unesco's project on "Tensions affecting international understanding". In his book "Evolution and Ethics", Dr. Julian Huxley notes that "Biological or organic evolution has at its upper end been merged into and largely succeeded by conscious or social evolution." As I see the "Tensions Project" its essential job is to try to speed up this social evolution by gathering together and focusing what knowledge is now available from the work of the human scientists.

It is only with such perspective that one can work on this project without feeling a hopeless frustration. For neither our project, nor any project, can discover a magic formula for solving immediately problems such as those of Palestine and India, or of East versus West. But our project can, irrespective of what we hope will be its concrete results, serve as a symbol that men who live in many parts of the World, and under very different conditions, have at last decided that they should have themselves examined by some of their own kind who pretend to be experts in this thing called "Human Nature". It is high time this happened and is itself a sign of social evolution.

At the particular stage of man's social evolution when the human scientists have, for the first time, been called in for a diagnosis by a world-wide instrument of man's own creation, we find men separated essentially because of their loyalties to a number of different abstractions, such as "Nation", "Religion" and "Race". Because people believe in these abstractions, it is difficult for them to see each other as fellow human beings. All too frequently, on the other hand, they see each other as potential threats to some particular interest.

One of the most crippling of these abstractions at the moment is that of "Nation". The idea of national sovereignty gives us very foggy vision indeed of our fellow

## Meeting to Study Aggressive Nationalism

A meeting at which specialists in the fields of sociology, history, psychology, psychiatry and economics, designed to enquire into the nature of tensions leading to aggressive nationalism will open at Unesco in Paris on June 28; it is expected to last about three weeks.

This gathering is designed to form part of the Unesco project for the study of tensions affecting international understanding. In addition to a general examination of the problem, it is intended that recommendations should be made so as to promote a world-wide co-ordinated programme of research by social scientists into the factors which create friction between peoples and the factors which lead to aggressive nationalism.

Among the experts who have accepted invitations to attend the meetings are Prof. G. W. Allport (Harvard), Prof. Arne Naess (Oslo), Dr. John Rickman (London), Dr. Henry Stack Sullivan (Washington), Dr. Alexander Szalai (Budapest), Prof. Gilberto Freyre (Pernambuco, Brazil) and Dr. Max Horkheimer (New York).

## A Social Scientist Views Unesco Project

men. Men can only live together in peace when they have common purposes and when they learn through experience that in the long run they can only carry out their own purposes successfully when they recognise the purposes of others, and when they rid themselves of those abstractions which

stand in the way of this mutual recognition of the common purposes people everywhere have as human beings.

Our program is now under way. The words of the 1948 resolutions are being transformed into concrete projects. Here are some of our current undertakings:

For one thing, we are asking social scientists in some twenty countries to report for us on research now under way that is relevant to our problems. They will let us know what people, organizations and facilities are available for potential cooperation. Another project will under way is the preparation of a series of monographs through the International Studies Conference with M. Vernant in active charge. These monographs are on the "Way of Life" of many of the principal peoples of the World. Four pilot studies are now being prepared and will be followed by similar monographs in another dozen countries. At present the following distinguished scholars are preparing the first four books: Professor Ludwik Gelberg (Poland), Professor Frede Castberg (Norway), M. Gabriel Le Bras (France), M. Denis de Rougemont (Switzerland).

In an attempt to discover what conceptions people in one nation have of themselves and of people in other nations we are planning special studies on children and adolescents, and surveys on stratified samples of the adult populations in eight different countries. We are also engaging the assistance of experts such as Dr. H.E.O. James of the Institute of Education, University of London, who will help us gain a more accurate picture of just how, and under what conditions, the various conceptions people have of themselves and others develop during the course of life.

We are maintaining a close working relationship with those planning the International Congress for Mental Health, which will be held in London this summer. Members of the "Tensions Project" secretariat will take an active part in the conference. We are also calling together a two weeks meeting this year of 8-10 distinguished social scientists from various countries to see if they can state for us in general terms what is now known about human nature, and the conditions that must obtain if national aggressions are to be decreased, and the principles that must be followed to avoid serious tensions. Those who have already indicated that they will be able to accept our invitations for this meeting are: Professor Gordon W. Allport, U.S.A.; Dr. Gilberto Freyre, Brazil; Professor Arne Naess, Norway; Dr. John Rickman, Great Britain; Dr. Henry Stack Sullivan, U.S.A.

It is our hope that the results of this meeting, as well as the data and interpretations of some of our other projects can be published in book form.

Another area of our activities concerns tensions arising from

technological developments and population changes. Here, we are obtaining the advice of an outstanding population expert, M. Sauvy, who will help us map out a program in this field. In order to keep ourselves fully abreast of the work of the Population Commission of the Economic and Social Council, Professor Henry Pratt Fairchild has been appointed as an observer to attend the Population Meetings in Lake Success.

We are finding social scientists everywhere anxious to co-operate when they see that their research can lead to some concrete action which they desire as citizen-scientists. It has been most encouraging to find that, in the six weeks our full program has been going, not a single response to our suggestions or appeals for help has been treated cynically or cavalierly.

Whatever our concrete results may be at the end of 1948 or 1949.

I repeat that perhaps the chief value our project can have is that of symbolising the emergence of man's desire for co-operative self-examination. So our very existence as a project seems to me an encouraging sign, and a challenge which no one in the human sciences can refuse to take seriously, whatever doctrinaire approach he may currently follow.

## Dr. Kuo Leaves For Far East Tour

Dr. Kuo Yu-Shou, recently appointed Special Adviser on Asia and the Far East, left Paris on June 5 on a three-month mission to ten Far Eastern countries.

Dr. Kuo will visit India, Pakistan, Ceylon, Afghanistan, Burma, Siam, Indonesia, Philippines, China and Japan.

His visit is aimed at strengthening relations between countries of Asia and the Far East and ensuring a wider knowledge of the aims and programme of Unesco. Dr. Kuo will represent Unesco at the Third Session of the Economic Commission for Asia and the Far East which began at Ootacamund, Madras, early this month.



## French Medal Commemorates Founding of Unesco

A medal commemorating the founding of Unesco has just been produced by the French Government. The medal, which fulfils a wish often expressed since the inception of Unesco in November, 1945, is now available in bronze and in silver.

Executed by the French en-

### RIGHTS OF MAN MEETING

The third meeting of experts on the philosophical basis of the Rights of Man will meet at Unesco House from July 6 to 9. Their work will consist in a study of replies received to Unesco's request for the views of leading thinkers of the world on the subject. Selections will be made from these replies for publication in a symposium.

# Work-Plan for Germany Prepared by Secretariat

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will be studied by which such documents, translated into German, may be reproduced in Germany for even wider distribution.

German institutions—libraries, universities, learned societies, etc., will be asked to supply Unesco—whith lists of current German publications within the range of Unesco's aims. In this way, Unesco will include Germany in its clearing-house activity, by advising Member States on publication matters and promoting direct exchanges between Germany and other countries.

## Museums Periodical To Be Issued in July

A new international museums review, the first of its kind since the war, will shortly be published by Unesco. Entitled MUSEUMS-MUSEES, the publication will be a quarterly survey of activities in the field of museography.

The magazine will be to some extent a successor to MOUSEION, a journal published for many years by the International Museums Office. The Unesco publication, however, will be considerably broader in scope, dealing on a professional level with all types of museums, from aquaria to zoological gardens.

MUSEUMS-MUSEES will be published in both French and English. It will serve as a forum for presentation and discussion of significant new developments in the museographical world. Its Board of Editors is composed of leading specialists in their fields from many countries.

The first issue will be off the press by July 1, to coincide with the opening of the First Biennial Conference of the International Council of Museums (I.C.O.M.) in Paris. It will be a special issue devoted to the reorganization and reorientation of French museums since the end of the war, with contributions from key figures in the profession.

The appropriate allied authorities will be invited by Unesco to submit a review of their experience in the field of revision and production of teaching materials in Germany. These will be analyzed by Unesco experts on a comparative basis, and the allied authorities in turn will receive information on Unesco's work in this field. Secretariat officials will be available for consultation on all problems concerning the improvement of textbooks and teaching materials.

Unesco will also study problems involved in and the opportunities existing for the exchange of persons between Germany and other countries. A questionnaire will be sent to the appropriate allied authorities in Germany and all States throughout the world requesting that they supply available information on the question. A full report, based on the replies to the questionnaire, will be published in a register of international fellowships early in 1949.

German experts will be invited to attend certain technical meetings called by Unesco, with the exception of seminars.

# HYLEAN AMAZON

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was outlined and a budget of approximately \$300,000 was set for the first year of the Institute's operation. A financial protocol was also signed by Bolivia, Brazil, Colombia, Ecuador, France, Holland, Peru and Venezuela, which determined the scale of national contributions toward financing the Institute.

Observers from the United States and the United Kingdom expressed great interest in the Institute, and will study ways of bringing about active participation by their countries.

At the opening session on April 30, Dr. Linneu Albuquerque de Mello (Brazil) and Dr. Rafael Alvarado (Ecuador) were elected Vice-Presidents.

The Conference recommended that Manaus be established as the seat of the IIHA because of its geographical situation and that centres of study should be developed in Belém (Brazil) to cover the Lower Amazon, in Iquitos (Peru) for the Upper Amazon, in San Fernando de Atabapo (Venezuela) for the northern region, in Riberalta (Bolivia) for the southern region, and in Archidona (Ecuador) and Sibundoy (Colombia). It was clearly understood that although the seat of the IIHA would be in Manaus, the actual work of the Institute would be conducted in various parts of the Hylean Amazon. Recommendations were made for an initial survey to be undertaken in the Rio Huallaga valley in Peru.

Of the \$300,000 budget proposed for the first year of the Institute, Brazil has been assessed 150,000 dollars, Colombia and Peru \$40,000 each, Venezuela \$25,000, France \$15,000, Bolivia \$9,000 and Ecuador and Holland \$5,000 each.

At the close of the Iquitos Conference the Brazilian Government provided air transport from Iquitos to Manaus for the first meeting of the Interim Commission of the IIHA which lasted for five days from May 13 to May 17.

The work of the Commission was mainly technical. It concentrated its attention on the delimitation of the area of the Hylean Amazon, the setting up of a secretariat for the Commission, its finance and duties. The commission confirmed Manaus as the seat of the IIHA and arranged that, while the Director-General of Unesco should be asked to finance the secretariat in 1948, the member nations of the Interim Commission would undertake the responsibility of continuing the secretariat in 1949 at their own expense. It recommended the appointment of E.J.H. Corner, Principal Field Science Cooperation Officer in charge of Unesco's Latin-American F.S.C.O., as Executive Secretary.

The medal may be purchased through the "Editions Françaises de la Monnaie", 11 Quai de Conti, Paris, 6e. The price of the medal in bronze is 360 francs, and in silver 2,390 francs.

# COPYRIGHT EXPERT VIEWS CONFLICTING NATIONAL LAWS

[On June 6 a twenty-day Conference for the Revision of the Berne Convention opened in Brussels under the sponsorship of the Belgian Government and the International Berne Bureau, M. Jean Thomas, Assistant Director-General and M. François Hepp, copyright specialist, are attending this conference as observers for Unesco. On this occasion we publish below an article by M. Hepp on the problems of international copyright and Unesco's aims in seeking an answer to these problems.]

OF all forms of proprietary rights, the rights of literary and artistic property were the slowest in achieving legal recognition. It is less than two centuries since such rights were first admitted by law givers. Even today, on the international level at least, these rights are the most difficult to exercise and their protection most uncertain.

In point of fact it is less the lack of any copyright law than the multiplicity of discordant systems which lies at the root of many difficulties still found in the application of the principle of copyright.

But here we come up against two difficulties, the first being the non-recognition of foreign copyright by certain countries. Not only do they vary from country to country, but generally speaking, they are applicable only within the boundaries of the country of origin. An attempt has been made to remedy the difficulty through international conventions, and partial success has been obtained; but these conventions are not in agreement on all points and there are frequent variations between them, both as regards their provisions, and as regards the individuals for whom they provide.

Thus, when a work is exported from one country to another, we find that the legal protection afforded in one is either lost in the other, or, at the least, varies profoundly from country to country.

The real obstacles to overcome or, rather, the source of these obstacles, are gaps in the law, complexity, or in short, copyright anarchy. How are we to surmount this? It is no answer to ride rough-shod over copyright, as some think.

An 18th century writer has said that if you destroy the springs you must not grumble at having nothing to drink.

What we really have to do is to adapt copyright to the requirements of the new means of disseminating thought. To resolve the harmful anarchy of present international legislation we must standardize, if we do not unify, that legislation on modern bases of universal application.

This is what Unesco seeks to do in the near future, with a vivid sense of the urgency of the task.

But there is still a third cause of disagreement which is the logical result of the first two: ignorance.

In too many cases authors, do not know the precise scope of their rights or obligations, nor what steps they should take to protect the one and comply with the other.

A few short examples will demonstrate this:

In many countries it is essential to carry out copyright formalities which in some cases are simple enough, but in others highly complex, while in many cases their cost is prohibitive. Unless these formalities are complied with, and within a time limit, the law authorizes the appropriation of an idea. This is the case, for example, in U.S. copyright; it is the same regarding the filing with the Argentine national register of contracts for translation.

Again, the applied arts have no artistic protection under American law, but are so protected in many other countries. The law varies even within the Berne Union. The rules for press copyright, photographic copyright, cinema copyright and radio copyright vary from country to country. Certain countries afford protection to performing artists, in

some cases on the same footing as the creative artist, in others by affording their work special protection as an adaptation, and in others again under the terms of a different but parallel law.

The same is true of the legal enactments protecting translations.

Thus it may happen that an American, acting in good faith but lacking exact information, may find that certain of his rights are not protected in Europe, unless he takes certain contractual precautions, while, on the other hand, without his knowing it, other rights, unrecognized by his own national law, are protected.

Similarly the European in America may believe himself fully protected, but have no such protection unless he has complied with the necessary formalities.

For this reason radio transmitting stations have to maintain an extremely costly legal branch and in many cases have to withhold transmissions of works where they are not entirely clear as to the legal position, or withhold authority for relays and re-transmissions by foreign stations.

There are other examples: the proprietor of a French newspaper owns the copyright of articles published in his paper, while the author of the article owns the rights for other means of publication (e.g. collected volumes) and no further formalities are necessary.

But if a work is published without the explicit retention of rights in some countries, or in others without legal deposit—e.g., in Turkey deposit at the end of the year—anyone can reproduce or translate it without seeking authority. All the countries of the Middle and Far East can reproduce such works without restriction; the same is true in the U.S.S.R.; the same is true in the Argentine Republic if the legal deposit has not been effected, or in the United States if the copyright has not been filed at Washington.

Similarly an European painter who sells his pictures to galleries throughout the world, finds that there are wide variations in the rules concerning the rights of reproduction. If he sells his works in France he retains the right of reproduction and the gallery must seek his authority for this. If he sells his works in America, the mere fact of selling them deprives him of the right of reproduction. If he sells them in England he

loses or retains the rights of reproduction as provided in the bill of sale. But if no provision has been made in this respect he may be found, in fact, to have lost, or have retained such right according to the decision of the courts on the particular circumstances.

These few examples show that for most authors, technicians, or business men, even the most experienced, this is a labyrinth with no Ariadne to provide the thread.

Unesco wants to be the Ariadne in this strange and perilous scene. Without seeking to require the various sovereign states to modify their own laws, the Organization invites them to consider realistically, practically and in good faith, the possibility of reaching agreement on certain major principles of sense, justice, honesty and practical utility, and to consider their universal adoption so as to secure their strict observance thereafter on a world scale.



Photo shows different kinds of low-priced, good books produced by publishers in Poland, Great Britain, France, Mexico, Argentina and the United States.

## Plan for Translation of Great Books

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viding a medium for international liaison among editors and publishers and by serving as a coordinating centre.

At a later stage, Unesco will give all possible assistance to countries which are faced with difficulties in the translation, pu-

blication and distribution of the classics chosen. Several of the experts spoke of the serious shortage in their countries of paper and of materials required for book-binding.

Dr. Charles Malik, chairman of the United Nations Economic and Social Council, and long an advocate of the measures which the committee set up, emphasized the permanent and profound significance of the project of translations in a message which he sent to the Director-General for the opening of the Expert Committee meetings. "Certain nations and cultural groups", he wrote, "are dangerously deficient in knowledge of the great classical literature of other peoples. This cultural inequality in respect to the ultimate questions of truth, beauty and the value of social ideals is a profound cause of misunderstanding, distrust and war". He stressed the cardinal service which Unesco could perform by means of this programme, which, he feels, "will render greater service to peace and understanding than most of the political activity going on at present".

The experts included: Julien Cain (Chairman); Jean Sauvaget, Roberto Ibanez, Taha Hussein Bey, Allen Lane, N.K. Sidhanta (Vice-Chairman); A.D. Tavares Bastos, Frederick C. Melcher, Vittore Branca, Jesus Silva Herzog, V.S. Pritchett, Ku Min Li, Stephen Leikes.

## Dr. Huxley Ends Tour of Middle East Nations

Dr. JULIAN HUXLEY, Director-General of Unesco returned to Paris last month after a five-weeks' tour of the Middle Eastern countries, during which time he conferred with leading personalities and Government officials of the Middle East. The Director-General's tour was aimed at encouraging full participation in the Third Session of Unesco's General Conference which is scheduled to be held in Beirut this October, and at stimulating interest in the work and aims of Unesco.

During his five-weeks' tour, Dr. Huxley visited Istanbul, Ankara, Beirut, Damascus, Amman, Baghdad, Teheran, Cairo and Tunis.

In all the countries visited the

Director-General was received by top educational, scientific and cultural leaders who expressed their desire to co-ordinate their work along the lines of Unesco's aims.

As a result of Dr. Huxley's visit it is hoped that Turkey and Lebanon will set up Unesco National Commissions and that Iraq will shortly ratify the Constitution.

In Tunis, Dr. Huxley was met by Professor Jean Thomas, Assistant-Director-General, and by M. René Maheu of the Unesco Secretariat, who, representing the Director-General, visited the North African countries while Dr. Huxley returned to Paris.

On June 7, Dr. Huxley left Paris for a goodwill tour of Eastern European countries.

## LOW-PRICED BOOKS

### A Neglected Medium of Mass Communication

PRESS, film and radio are generally first thought of as the chief media of mass communication, and these three have certainly shown their importance in influencing—for good or bad—the minds of men during the last decades.

But the book is often forgotten in this connection, due to the conservatism of the book publishing trade. Book publishing has on the whole adapted itself less well to contemporary needs than the modern forms of mass media.

The low-priced book is ideally suited to meet the steadily increasing mass demand for access to factual information, views and opinions. The results obtained by pioneer publishers in this field are proof enough. It is also certain that the potentiality of the cheap book as a means for a wider exchange of views and opinions inside and across national frontiers and for the raising of educational standards generally has not often been fully realised.

Outstanding results have been achieved in cheap book publishing in many countries. The Penguin, Home University Library, and Everyman series in Britain, Pocket books, the Modern Library series and Bantam books in the United States, Russian mass-produced books, only to mention a few examples, show what can be done. The experiences already made by the leading publishers in this field serve as a starting point for further exploration and study.

The implication of the technological revolution of our time, the current political and social issues, the place of arts and letters in society, our cultural heritage, the contribution of different countries and cultures to world civilisation, all these are examples of themes that actively interest a large number of citizens in many countries. Their demand for guidance in these matters must be met in an intelligent and intelligible way, their interest acknowledged and further stimulated.

What subjects need to be treated in a way suitable for inclusion in cheap book series? What subjects can be treated in this way? To what extent can authors consciously address the masses?

Scores of questions of this type emerge as soon as one starts to think over the cheap book problem, and some of the answers will probably be given by an analysis of the assembled experiences and opinions of experts.

Unesco does not wish to enter into the publishing field: it wishes to co-operate in the many excellent efforts now being made and through the factual information and expert opinions assembled in Unesco to help with advice to get more cheap books of cultural value out on the world market.

The subject, as mentioned above, is the first point to consider. But style is as important as subject matter. The standard book on the principle of international arbitration is more likely than not to be thoroughly unsuited to mass circulation because of its academic language. But if the subjects is of general interest there is no reason why the same theme should not be treated in a popular way and be read and discussed by thousands of people. It is up to the publisher to find the right man for the job, to assist him by giving him general directives based on the very special experience of cheap book publishing.

The ordinary type of cheap paper-bound book, for instance, is not really cheap for the public library, as it cannot in most cases be rebound because of its narrow margin. Consequently it goes out of service very quickly and has to be replaced. It might be possible to encourage publishers to produce cheap books in two editions—one for sale to the public, another for library use.

The popular demand for good books has in most countries far outgrown the supply—not only because of technical shortages and deficiencies, but mainly because of lack of imagination on the part of responsible authorities, authors and publishers. Trevelyan's "Social history of England" sells almost as well as "Gone with the Wind." In Norway the Phaidon edition of Van Gogh's reproductions sold more than 50,000 copies and in Sweden Mumford's "Condition of Man" is now a good seller. Books written and produced for the mass of the people form part of the increasingly-accepted human right of equal access to educational opportunities, and it is among Unesco's tasks to advocate and emphasise this point.

Unesco's main task in the cheap book field will therefore be to enlist the active support of progressive publishers, writers, educators, and librarians to spotlight the need for the full utilisation of the book as a medium of mass communication.

# TEACHING ABOUT THE U

## Some Suggestions and Recommendations

EVERY boy and girl should learn about the United Nations system as an essential part of his or her education—this is the main recommendation in a pamphlet entitled "Teaching about the U.N.—Some Suggestions and Recommendations", which has just been published by the Education Section of Unesco.

This 10-page booklet will be presented for discussion at the Eleventh International Conference on Public Education, called by the International Bureau of Education and by Unesco, and to be held in Geneva at the end of June. Later it will be considered by the various Unesco Seminars meeting this summer.

The report covers a wide field. It begins by defining briefly why teaching about the United Nations system is important.

It tries to answer some of the questions which teachers in many

parts of the world find puzzling. At what age, many of them ask, can instruction on the United Nations usefully begin? It suggests that with young children it is most important to develop "attitudes of co-operation, friendliness and fair play and the development of skill in learning to live together and to assume responsibility". Programmes of instruction must, it points out, be varied according to age levels. Accounts follow, showing how education can be adapted from simple lessons of co-operation for very young children up to more direct teaching for adolescents.

In many parts of the world teachers are asking what special means have proved most successful in presenting the United Nations outside the classroom. The booklet describes briefly the use that can be made of bulletin boards, of school assemblies, of clubs and study groups, of model assemblies

of the United Nations, of school publications, of special contests, of celebrations and of activities such as international voluntary work camps.

Another problem is how to train teachers who will know how to present the work of the United Nations in relation to other efforts to achieve a better world society.

Since the school is not the only agent concerned with the education of children and young people, proposals are made for enlisting the help of the local community. It is recommended that local organizations, public libraries, museums, the local press, radio stations and theatres should be used as far as possible to assist in presenting the United Nations and its Specialized Agencies to school children.

The final sections of the pamphlet cover the need for suitable materials and for encouragement and assistance from Ministries of Education and educational authorities.

In a much fuller form, this document will be presented to the next Unesco General Conference. Then if approved, it may become an official Unesco statement on the subject.



## Students Learn of UN in Unesco Member States

IN the summer of 1947, envelopes of varying bulk were delivered to Unesco in Paris from many different corners of the world—from the tiny Dominican Republic to the vast territories of India and China. Their contents had a common purpose—to report on what was being done in schools to teach about the United Nations and its Agencies.

The reports came in response to a questionnaire which had been sent out to Member States in April, 1947. By the end of the year, twenty-one countries had replied. The following extracts from this round the world survey give some idea of the extent of the teaching:

**Australia:** Teaching is generally confined to secondary schools and universities, but in Victoria children as young as ten years have some lessons on the United Nations. Outside the classroom, clubs for the discussion of international affairs are encouraged, and speakers have been invited to talk in the schools on the United Nations. The work of the U.N. has been included in the Australian Broadcasting Company's programme "The World in Which We Live".

**Austria:** A study of the U.N. is included within the framework of regular school subjects. At the time of the report, educational groups were planning to increase the teaching, working in close connection with the Austrian League for the United Nations. On June 26th, every school celebrated United Nations Day.

**Belgium:** Some study of the U.N. is included in the regular school courses, and in the courses taken in the teacher training colleges. Groups for discussion of current events have been formed in the secondary schools, and the school broadcasting system has included the United Nations in its programmes.

United Nations Day was celebrated in the schools, and pamphlets are being prepared specially for school children and students.

**Canada:** In the different provinces of Canada a varying amount of instruction is given in the higher grades of the schools. "Bulletins for Teachers" include references to the U.N., and the importance of the study was stressed at the Teachers' Annual Convention in 1947. School broadcasts and "United Nations Programmes" in the schools, have been arranged to stimulate international understanding.

**China:** Special recommendations have been made to teachers by the Ministry of Education to use the

courses in languages, history and civics as a means of spreading information about the U.N. Plans for increasing the study have already been made, in which the Ministry of Education is co-operating with the Unesco National Commission.

**Czechoslovakia:** At the time of the report, no special texts on U.N. had been produced for schools, but every child and young person from the age of twelve to eighteen has some instruction within the framework of other lessons.

**Denmark:** The winning papers of a competition arranged by the Danish Teachers' Organization and the Danish United Nations Association have been published for use as background material for the study of U.N. in primary and secondary schools.

**France:** Plans have been made by the Ministry of Education to include the United Nations in its programme of lectures, and to encourage the forming of international clubs and societies. A weekly column on international problems, with special reference to the United Nations and its Agencies, is to be published in the magazine "Education nationale".

**India:** November 29th was celebrated widely in India as Unesco Day. Special school broadcasts were arranged on Unesco for that day, and exhibitions and film shows were arranged in several provinces.

**New Zealand:** Every pupil in the post-primary schools takes a course in social studies, which includes some work on the League

of Nations and the United Nations. Most of the schools have a weekly current events session, which covers news of the U.N.

**Norway:** Some mention of the United Nations is included in the new textbooks used by Norwegian children from seven to fourteen years, and considerable material is included in the books for pupils from fourteen to nineteen years. A pamphlet on the U.N. has been issued specially for use in schools.

**United Kingdom:** Much of the teaching on the United Nations is included in current events classes, and in individual schools and youth organizations group projects have been carried out with great interest. The Council of Education for World Citizenship—a national voluntary organization—has been very active in stimulating the interest of both students and teachers in international affairs and U.N. in particular. The Council has published study guides and pamphlets such as the booklet "Unesco—What it Is and What it Does", and arranged conferences and lectures which have been attended by thousands of school children. School broadcasts are widely used and encourage interest in current events.

**United States:** A study of the United Nations is finding a regular place in the curricula of many secondary schools, especially in courses in world history and current history. Study courses have been drafted and model assemblies held, and the radio is used to advantage in discussions.

Libraries and museums in some districts have co-operated in planning exhibitions on U.N., and a large number of books and pamphlets have been published for students and teachers. Films and filmstrips on the subject of United Nations are used in many of the school systems, as well as charts and photospreads.



Students in a school in Michigan, USA, re-enact a meeting of the United Nations.

## Bibliographie on UN and its Agencies

An extensive bibliography of books and pamphlets in English on "Education for International Understanding and on the United Nations" has just been issued by the Exchange of Information and Education Sections of Unesco. It is now available for distribution free of charge and should be useful to teachers, librarians, students of international affairs, and others interested in the United Nations. It may be obtained by writing to Unesco, 19 Avenue Kleber, Paris 16<sup>e</sup>.

A similar bibliography in languages other than English is being prepared and will be issued shortly.

The publication just issued not only lists important books and pamphlets in several fields, but also includes brief factual annotations.

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Part I of the bibliography is devoted to the United Nations and its Specialized Agencies. Small sections are devoted to the Eco-

nomie and Social Council, the International Court of Justice, the Security Council, the Trusteeship Council, the Atomic Energy Commission, while other parts are given over to bibliographies and general publications on the United Nations. Each of the Specialized Agencies is then treated separately.

Part II treats the topic of Education for International Understanding, and is followed in Part II by the more specific subject of Education for International Understanding in the Schools.

The final Part is a bibliography on Teaching about the United Nations in the schools. This list includes materials for teachers and references to the few materials which exist for pupils.

Most of the titles are of fairly recent publications and should be available for purchase. A few books are of older date but are included because of their particular interest and value. The source is listed for publications which may not be obtained easily.

## UN TO BE SEMINAR THEME AT ADELPHI COLLEGE

NINE nations will be represented on the staff of Unesco's Seminar on Teaching about the United Nations and its Specialized Agencies, which will be held from July 7 to August 18, 1948, at Adelphi College, Garden City, New York, and at Lake Success. The personnel which will assist the participants from Member States of Unesco and of the United Nations in their production of materials for school use on the United Nations are as follows:

Director	Dr. Y.R. Chao (China)
Programme Director	Dr. Archie Troelstrup (U.S.A.)
Administrative Assistant	Mr Antoni Maaueides (Greece)
Chairmen of Study Groups:	
Radio and Recordings	Mr Mavor Moore (Canada)
Films and Filmstrips	Mr Walter Harris (New Zealand)
Written Materials	M. Georges Fontanet (France)
	Mr Leonard Kenworthy (U.S.A.)
Aims and Methods of Teaching	Mr Antoni Wojcicki (Poland)

Mr Bryant Mumford (United Kingdom), Director of Special Services in the Department of Public

Information of the United Nations, will be in charge of all liaison work with the United Nations. Mr Solomon Arnaldo (Philippine Republic), Acting Head of the Unesco office in New York, will be in charge of relations with Unesco. The Social Director, Miss Renée Fulton, and the Librarian, Mr Reuben Weltch, are both Americans.

Directing all the activities of the Seminar will be Dr. Y.R. Chao, distinguished Chinese educator who is teaching at the University of California. Dr. Chao has had wide experience in international affairs. He was acting chief of the Chinese delegation to the First General Conference of Unesco in Paris and a member of the delegation to the Second General Conference in Mexico City. In 1932-33, he was Director of the Chinese Educational Mission to the United States; in 1943-44 Chief of the Language Programme of A.S.T.P. at Harvard University, and from 1932 until the present time Chief of the Section of Linguistics at the Academia Sinica. He was the co-founder of the Science Society of China and has

# UNITED NATIONS

## Nations Publish Books, Pamphlets For School Use

IN the past year tangible evidence of the increasing interest in the United Nations has appeared on the bookshelves of Unesco in the shape of books and pamphlets published in individual countries. Particularly encouraging is the number of publications produced specially for young people, and for use in schools.

A fifteen-page pamphlet—Unesco "...in the minds of men" published in Australia by the Commonwealth Office of Education, describes the structure and aims of Unesco in a simple and direct style, with charts and diagrams to illustrate it. The preword says that the pamphlet has been published in response to an Australia-wide demand for information.

*Forenede Nationer* printed in Danish for the use of teachers is a pamphlet on the origin, background and purposes of the United Nations. Within its thirty-one pages it also includes a brief outline of the League of Nations, notes on the Specialized Agencies, and a short glossary of terms. The pamphlet was chosen as the winning paper in a competition for teachers organized by the Danish United Nations Association.

Number one of the Modern India series is a pamphlet on Unesco composed of essays on different aspects of the organization contributed by well-known Indian writers and educationists. It is illustrated by photographs of the Indian delegates to the Unesco conferences, and reproductions of paintings by Indian artists.

The Education Department of New Zealand has produced the first two numbers of a series of Post-Primary School Bulletins for senior forms written by F.H. Turner. *Behind the United Nations* gives the historical background, from the Middle Ages onwards, showing the need today for a world society to match modern economic and technical developments. *The United Nations* describes the efforts made to achieve world organization, with a brief history of the League of Nations, and an account of the structure and work of the United Nations. *Ve Forenede Nasjoner* is an illustrated pamphlet written in Norwegian. It is intended for young persons over fifteen years of age, and is recommended as a teacher's handbook on the United Nations. It was written by O.H. Jensenius

during a visit to the United Nations headquarters at Lake Success, with the express purpose of helping teachers to carry out the resolution of the U.N. General Assembly in 1947 concerning instruction about the organization.

From the U.S.A. comes a number of publications printed specially for schools. The University of Nebraska has produced *Unesco and Nebraska Secondary School Youth*, a handbook of recommendations for teachers on how to present Unesco in and outside the classroom. In addition to the account of the structure and purposes of Unesco there is a detailed list of study outlines, suggestions for correlating the work with other subjects, and original ideas for enlivening the study.

*One World in the Making* by William G. Carr, is a textbook for school children emphasizing the United Nations Charter. Difficult phrases are explained in marginal notes, and it is illustrated with charts and maps, and a reproduction of the signatures to the Charter.

"Senior Scholastic", a magazine for secondary school pupils, has devoted one entire issue to the United Nations, entitled *United Nations in Action—A Student's Handbook of the World Organization*.

Another United Nations handbook for school students is published by the American Education Press. Besides articles, photographs and explanatory notes, it gives lists of questions at the end of each section, and pinpoints important facts. There are also suggestions for forum discussions.



## UNESCO SPONSORS ESSAY AND POSTER CONTEST

Can Unesco be of interest to boys and girls of school age? The last General Conference of Unesco thought it could, and, as part of its work to encourage knowledge about the United Nations and its Specialized Agencies, decided to sponsor two competitions on Unesco for young people in the schools of Member States to begin in September, 1948.

The full title for both competitions is "Together We Build a New World, An Essay and Poster Competition on Unesco's Work". The first will be open to those between 15 and 18 years of age, and the second to those from 12 to 15. Entries may be submitted in either of two forms: an essay of between 1,000 and 2,000 words, or a poster not exceeding 48x66 cms.

To allow plenty of time for the competitions to be made known all over the world, and to take into

account the differences in the academic year of the northern and southern hemispheres, Unesco has suggested that Member States announce the competitions in September or October, 1948, and ask for entries to be submitted to them by May 1st, 1949.

The first preliminary selection of winning essays and posters will be made nationally. Then each Member State is asked to send to Unesco by airmail not later than July 1st, 1949, the ten best entries in each competition.

The final awards will be made for Unesco by a panel of internationally-known men and women selected by the Director-General. The results will be announced before the Unesco General Conference meets in 1949.

The prizes will be awarded in the form of grants to enable the winners either to travel abroad to

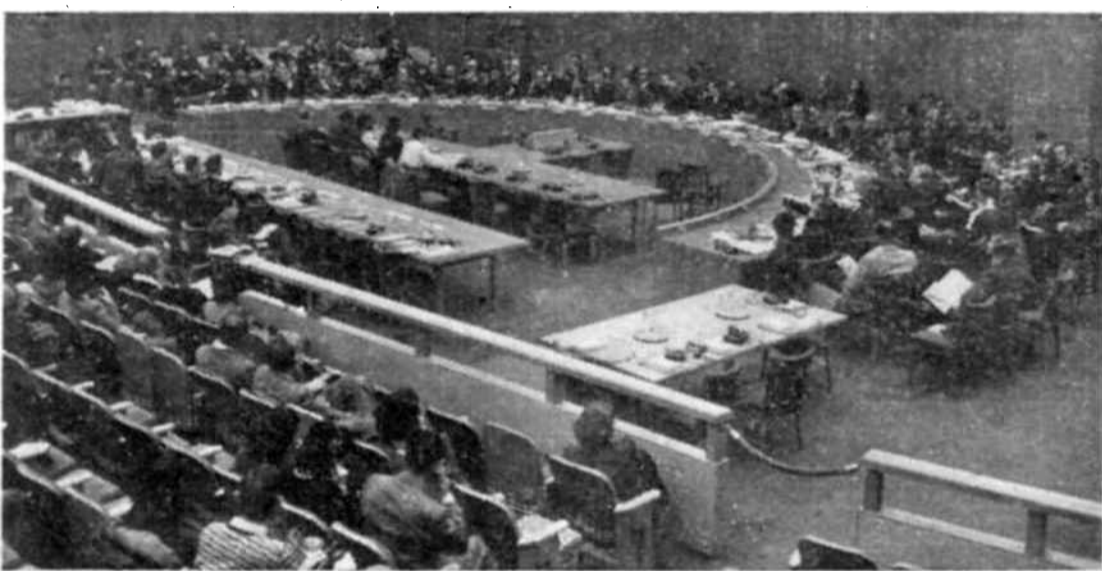
attend a conference on world affairs, to acquire further education (if possible in another country), or to purchase books and other educational material.

In the first competition, the first prize for an essay will be \$250, and the same for the winning poster; the second prize will be \$200 for the essay and \$200 for the poster. There will be 8 additional prizes of \$50 each. In the second competition, the first prize for the essay will be \$150 and the same for the poster; the second prize will be \$100 for the essay and \$100 for the poster. Again there will be 8 additional prizes of \$50 each.

It is hoped that other prizes will be offered by the government, or by interested organizations or individuals in the Member States. Unesco suggests that where this can be done it may be worthwhile to propose a third form that the competition might take. It is thought that in some schools a welcome alternative to the production of essays or posters might be a group project consisting, for example, in writing a play on Unesco's work, in making a scrap book of articles, or in constructing a model illustrating one of Unesco's activities. Because of the difficulty of making an international award for projects of this kind, Unesco is not suggesting this as the third form in its own scheme.

Special materials to give young people the necessary information about Unesco are obviously essential and pamphlets are being prepared in the Education Section of Unesco to meet this need.

It is expected that a selection of the essays and posters will be reproduced in connection with Unesco publicity, and it is hoped that an exhibition of them can be shown at the Fourth Session of the General Conference in 1949.



General view of a recent meeting of the UN Economic and Social Council at Lake Success

## You and Unesco

LET'S VISIT UNESCO HOUSE" is the title of a pamphlet which Unesco will publish soon for boys and girls between 12 and 15 years of age. It has been prepared by Mr Leonard Kenworthy, of the Education Section, to provide information for school pupils entering for an Essay and Poster Competition on Unesco. It has an attractive red and white cover, and its 30 pages are illustrated with nearly 60 photographs, charts and maps.

It describes how an imaginary party of children from many nations meet at Unesco House in Paris. Some of them have arrived on bicycles, by bus, or by train; others by boat, and a few by air. They have come to visit one of the few international houses in the world.

As soon as they arrive, they are welcomed by a guide who takes them around the building, and explains what the people working there are trying to do. The party attends a meeting of the Executive Board, is welcomed by Dr. Huxley in his office, and visits the heads of different departments to ask them questions about Unesco's programme.

For older boys and girls another pamphlet has been written by Miss Monica Luffman of the Education Section, entitled "You and Unesco". As being of particular interest to young people, Unesco's reconstruction work, its educational activities, its scientific programme, and its efforts to help people all over the world to exchange ideas, have been stressed. Each chapter of this 40 page pamphlet is followed by five or six questions to encourage the readers to think for themselves. It is being printed in black and white, with a cover in two colours, and illustrated with some 40 photographs, diagrams, and maps.

Specimen copies of both pamphlets will be sent to Member States of Unesco at the beginning of July. It is hoped that they will then be translated where necessary and re-published for wide distribution.

On the middle page of the May issue of the "Unesco Courier" our readers will find additional information concerning the Adelphi Seminar on Teaching about the U.N. Details of the IBE-Unesco Conference are reported on Page one of this issue.

ben President of the Linguistic Society of America.

Dr. Archie Troelstrup, Professor at Stephens College, Columbia, Missouri, will be the Programme Director of the Seminar. Dr. Troelstrup has had great experience in Seminar-workshops for teachers and has written several publications for use in the schools. He has taught seven summers at Teachers College, Columbia University, and in various summer seminars. He has had a wide variety of teaching positions ranging from work in rural districts to large metropolitan areas. He is the author of *Teaching War and Postwar Problems*, published by the Public Affairs Committee and the Foreign Policy Association, a college textbook on *Education for*



Dr. Y.R. CHAO.

*Living*, a teaching guide for high schools on *Housing in the United States*, a booklet on *Paying for the War*, and editor of the *Yearbook of the National Council for the Social Studies on Economic Education*.

The Administrative Assistant, Mr Antoni Manuelides, is a member of the Bureau of the Comptroller of Unesco.

Mr Mavor Moore, Chairman of the Radio and Recordings Study Group, has had wide experience in school broadcasts with the Canadian Broadcasting Company and has also had experience with the United Nations.

Mr Walter Harris was a member of the Ministry of Education in New Zealand, working on audio-visual methods, until he recently joined the staff of the United Nations Department of Public Information.

The two Chairmen of Study Groups on the preparation of booklets, study guides and other written materials, were both members of Unesco's Seminar at Sevrès. M. Fontanet is Professor at the Lycée Louis le Grand in Paris and at the School of Advanced Commercial Studies in Paris, and is the author of several publications on education. Mr Kenworthy is Programme Specialist at Unesco on Teaching about the United Nations and its Agencies.

Mr Antoni Wojcicki is a staff member of the Cultural Activities Division of the United Nations

and has been particularly concerned with reports from Member States on Teaching about the United Nations. He was also a tutor in the Unesco Sevrès Seminar.

The Social Director, Miss Renée Fulton, is Principal of the Forest Hills High School in New York and former President of the American Association of Teachers of French. The Librarian will be Mr Reuben Weltsch, Librarian of Kenyon College, Gambier, Ohio.

As general background for the discussion groups, members of the Seminar will participate in a series of lectures and discussions by high-ranking personnel from the United Nations and its Agencies. Mr Benjamin Cohen, Assistant Secretary-General for Public Information, will speak on the "Structure, Aims and Principles of the United Nations". Dr. Andrew Cordier, Executive Assistant to the Secretary-General will discuss the "General Assembly", Dr. C.K. Chu, Assistant Director of the World Health Organization, will describe the work of that Agency, Mr John J. McCloy will speak on the International Bank, and several other outstanding persons will discuss other aspects of the United Nations' system. Also participating in this series of lectures and discussions will be a group of internes from many nations who are working at the United Nations Headquarters, and graduate students from colleges and universities in New York and vicinity.

## Columbia University Gives Unesco Course

Probably the only special course on Unesco in any institution in the world is being given at Teachers College, Columbia University. The course is entitled "International Education and Unesco" and is being given by Professor Donald Tewksbury. The class meets once a week for a two-hour period for lectures and discussions on recent developments in international education. Outside lecturers are invited to speak at the course. Particular emphasis is given to the "purposes, organization, and progress of Unesco".

## W.F.U.N.A.

### Conference on U.N.

A two-weeks conference will be held in Geneva by the Student Commission of the World Federation of United Nations Association on the best methods of implementing the United Nations resolution on Teaching about the U.N. and its Agencies. Particular attention will be given to methods of presentation in universities around the world. The conference will be held from July 15 to 29.



Experts who attended recent meeting on Art in General Education: From left to right: A.H. Correa de Azevedo and Dr. Kuo Yu-Shu of Unesco; M. Zoltan Kodaly (Hungary); Herbert Read (UK), Chairman; Dr. Thomas Munro (US); M. Georges Faure (France); Mr. E.M. Dicky (UK) of the Ministry of Education.

## SOME BLUNT WORDS FROM CRITIC READ

[The following interview expresses certain opinions with which the editors of the "Unesco Courier" cannot agree. We feel, however, that Mr Read's observations represent an attitude which is fairly frequent among the world's intellectuals, particularly among belletrists. As such, we present them in the hope that they will stimulate discussion.]

MR. HERBERT READ, noted British philosopher of art, and author of several books on art and aesthetics, granted a special interview on May 15 to the "Unesco Courier", during which he criticized Unesco and its Constitution, though affirming his belief in the importance of its role in the world today. Dr. Read came to Paris last month to preside over the meeting of experts on Art in General Education which met at Unesco House from May 11 to 15.

"Any criticisms I make of Unesco", Mr Read began, "are based on a desire to co-operate. They are not inspired by any fundamental animosity to the aims of Unesco."

"At the same time", Mr Read continued, "I do feel that a certain presupposition about the nature of culture and the means of promoting it have been made which are fallacious. The false assumption to which I refer, and which seems to be present in the Constitution of Unesco, is that culture is something ready-made, already formulated and developed, and has merely got to be shared by the largest part of the people in order to bring about a peaceful state of the world."

### "Root Stimulation"

"But culture and civilization are a growth, a creative process, an activity. Our aim should be to stimulate that activity at the roots. This 'root stimulation', however, involves an activity not contemplated in the Constitution of Unesco. The energies of Unesco are being dissipated in intellectual and organizational activities which are seldom concrete in their results."

"The most effective way of changing the minds of men is through education. Yet education must be understood in a sense not evident in the Constitution of Unesco since it interprets education in a spirit of intellectualism and scientific humanism. I feel that education, to be effective, must be much more 'activist', relying more on practical and creative activities and less on book knowledge and literacy."

### Anesthesia

"Unesco ignores this problem", he went on. "But in my opinion, more serious than illiteracy is 'the problem of anesthesia'—that is lack of taste and sensitivity which affects not 10 to 15% but 90% of the population of the world."

"Unesco's work", Mr Read continued, "should be aimed more at people than at ideas. It should establish practical institutions rather than communities of goodwill and this should be done on a big scale."

"I suggest for example", he said, "the creation of an Institute of Experimental Education, where new methods of education would be demonstrated and where teachers could come to learn of progressive methods of education."

Criticizing the distinction made in the title of Unesco between Education, Science and Culture, Mr Read cited T. S. Eliot's phrase 'Science and education are in themselves a part of culture.'

"If you separate science and education from culture", Mr

Read declared, "why not distinguish art and religion? The very fact that science and education were picked out by Unesco reveals a bias—perhaps an unconscious bias—in the minds of those who established it. That science is distinct from culture is a modern development which to the Greek philosopher would have seemed quite monstrous. It represents a materialistic point of view of civilization which is suspicious of the world culture and seeks to correct it or counter-balance it with the term scientific."

Turning to three of the cultural projects in which Unesco is playing an important role, Mr Read cited the International Theatre Institute, the programme for the translation of the classics and copyright.

"I believe", he said, "that the circulation of theatrical productions on an international scale may gradually stimulate the dramatic activity. But even here, I think the effective form of stimulation is due not to the circulation of masterpieces by themselves, but rather to the encouragement of creative effort on the amateur levels."

In conclusion, Mr Read reaffirmed his belief in the work of Unesco.

"I believe an organization on the lines of Unesco to be essential", he said. "If we do not agree with the Constitution and Unesco's procedure, we must not stand aside and merely condemn, but at any rate make an effort to transform it. If one has any belief in peace and the future of world culture, an organization of this kind is essential and must be criticized until it does its job more and more effectively."

### Chinese Educator Named Unesco Representative?

Professor Chen Yuan, prominent Chinese educator and since 1940 a member of the People's Political Council, has been appointed Chinese Representative to Unesco.

Professor Chen has been for the past two years a member of the Unesco Executive Board and in this capacity has been closely associated with the activities of the Organization. His appointment as Chinese Representative at Unesco House in Paris was announced by the Chinese Ministry of Education.

Born in 1896, Professor Chen was educated in China and in Great Britain. He was successively Professor at the National Peking University in Peiping, and at Wuhan University in Wuchang. Before the war he was Dean of the College of Arts at Wuhan. He has published several volumes of essays and translations into Chinese.

## Call for Better Art Education

THE development of the place of the arts in general education programmes throughout the world and the better utilization of art for strengthening international and inter-cultural understanding was urged during a meeting of experts at Unesco House in Paris last month.

Called by Unesco for a five-day conference (May 11-15) to study the role of art in general education, the experts recommended the creation of National Committees in each Member State. Such committees would stimulate the improvement and expansion of art instruction in school and adult education.

The recommendations of the expert panel are at present under study by Unesco and will be considered when the Organization submits a draft programme in this field to its forty-one Member States. Proposals included the establishment by Unesco of an International Council for the Arts in General Education to be supported by the National Committees in each country.

Such an International Council, the experts declared, would serve as a focal clearing-house for information regarding improved methods for teaching the arts, the circulation of exhibitions, translation and publication of important books and articles in the field. It would also promote international federations of teachers and students on a scholarship basis.

Dr. Herbert Read (United Kingdom) presided over the meetings and Dr. Thomas Munro (United States) was Rapporteur. Other experts present included M. Georges Faure (France) and M. Zoltan Kodaly (Hungary). Mr. E. M. Dicky, representing the British Ministry of Education, was also present.

## Unesco Friendship Train

(Continued from Page 1.)

Among the noted speakers who addressed the plenary sessions were George V. Allen, U.S. Assistant Secretary of State for Public Affairs, William G. Carr of the U.S. National Education Association, George V. Stoddard, President of the University of Illinois, Vera Micheles Dean of the Foreign Policy Association and Margaret Mead, anthropologist of the American Museum of Natural History.

"What Unesco needs, if it is to accomplish anything, is co-operation of organizations and colleges and schools and local groups and individuals all over the world," Mr Allen said at the opening session of the Conference. "We have charted a course of international co-operation," he continued. "The pursuit of that course is fraught with difficulties. . . . The faith in which Unesco was created is the faith which animates us today. The Government of the United States reaffirms that this country will continue to work with all other countries which share this faith to achieve the objectives set forth in the constitution of Unesco."

"William Carr told the 3,000 delegates that the task before them was to overcome the sense of futility, the sense of benumbed resignation with which all too many of our

# The Role of France In the I. T. I.

LAST summer, twenty-four theatre experts from fourteen different countries came together at Unesco's suggestion to plan an International Theatre Institute. The decisions they took and the objectives they set themselves last year have been carried out. In a few weeks' time their goal will have been reached.

The experts had recommended the establishment of an International Theatre Institute, independent of Unesco and supported by National Centres which reflected as faithfully as possible the theatre life of each nation.

By

Armand SALACROU

Noted French Playwright, Member of the Executive Committee of the ITI and President of French National Theatre Centre.

A truly international institute representing the world's theatre—that was the idea on which the ITI was based. To make it so, all members of Unesco as well as the United Nations were invited to attend the Constituent Congress of 1948. The setting up of truly representative National Theatre Centres was also recommended. Eight such National Centres are now functioning.

It may be of interest to indicate how we, in France, proceeded.

First of all we set up a Theatre Committee made up of 30 members, on the model of the French National Commission for Unesco. The Theatre Committee consists of four high officials and seventeen distinguished personalities elected by the French theatre associations (the National Theatre Federation, the Society of Authors and the various trade unions representing writers, directors, actors, producers and so on). In turn, these twenty-one members of the Theatre Committee named nine prominent theatre men to form part of the Committee.

In this way, it was felt, the French Theatre Committee would truly represent all of the theatrical activities of France and thus be able to study all theatre questions arising in France. At the same time such a Committee would be able to offer practical solutions to the international problems which will be discussed at the Prague Congress.

Naturally there are many problems and some, at the moment, cannot be solved. The first pro-

blem, that of the legal constitution of the International Theatre Institute, will be eliminated once the draft Charter, drawn up by the experts in 1947, has been examined and finally adopted.

But then a host of other problems will come up.

Painters and musicians are more fortunate than we of the theatre: their language is international. We, however, must contend, not only with translation problems but with customs difficulties, passport complications, and the financial risks in sending theatrical troupes abroad. Making theatre news available on an international scale also poses a serious, highly complicated problem.

### French Role at Prague Congress

At Prague, the French Delegation will pursue a policy of *obstinate moderation*. It is convinced that the more modest but *effective* the work of the Congress the greater the chances will be for a living Institute. The French Delegation will try, therefore, to keep to concrete facts and will urge the adoption of only those projects that can actually be carried out under present world conditions.

At the end of May, the following countries had made known their intention to be represented at the First Congress of the I.T.I., to be held in Prague from June 28 to July 3:

Austria, Australia, Brazil, Belgium, Chile, China, Egypt, Finland, France, Haiti, Hungary, Italy, Luxembourg, Switzerland, United Kingdom, United States, Union of South Africa.

This is not to say that we do not doubt that the International Institute has a great future. We think, indeed, that the birth of the Institute, of itself, is concrete proof of a great enterprise: In Prague, the centre of poor, ruined Europe, men of the theatre from all countries, from Finland, and South America, from the Soviet Russia and the United States will meet to study common problems, exchange information, form friendships and embark upon a constructive task in the interests of human culture. Is not this, in the year 1948, a great achievement?

And the congresses which will permit theatre representatives from all over the world to meet in a different capital each year—do not these of themselves justify the Institute which is to be created in Prague in the next few weeks?

### Brazilian Educator Calls for Increased Interest in Unesco

Dr. Fernando Tude de Souza, of the Brazilian Ministry of Education, in an important address delivered at the Casa Roosevelt in Sao Paulo on May 25, described Unesco as "a new and perhaps unique opportunity for liberty and democracy loving peoples to live in peace".

Speaking on "Unesco and the Struggle for Peace", Dr. de Souza called for an untiring campaign to wipe out illiteracy in Brazil and stressed the need for greater participation of his countrymen in the work of Unesco. "Unesco and its ideas", he said, "should be explained in schools, in the public squares, in parliamentary bodies, so that... in serving Brazil we can at the same time serve the cause of all humanity and contribute to the diffusion of knowledge... Education, according to Unesco, aims at giving the masses of the people a true idea of its veritable mission".

"Brazilians should take a greater interest in the work of Unesco", Dr. de Souza stated. "We speak of peace, though our hopes may wane. But time has not yet run out. It is vital that we convince both governments and those governed of the need to strengthen the bulwarks of peace through Unesco".

### Unesco Exhibit on UN

A five-panel pictorial exhibit on teaching about the United Nations is to be presented at the IBE-Unesco Conference in Geneva and at the Economic and Social Council meeting in Geneva next month.

# Two Vital Studies on Unesco Policy

## CO-ORDINATING THE U. N. FAMILY

By *Walter H. C. LAVES*

Deputy Director-General of Unesco

ONE of the most difficult problems facing the United Nations and the Specialized Agencies like Unesco is how to co-ordinate their separate efforts towards the achievement of peace and security.

The United Nations system for international co-operation was created on the basis of having a central United Nations Organization and a series of Specialized United Nations Agencies. As a result the United Nations and the several Specialized Agencies have individual charters, different memberships, different bases of financial contribution and different methods of operation. Their common objective, to find world solutions for world problems, requires however that the Agencies work in the closest possible co-operation. Only thus can they hope to contribute to the peace and security of the world.

The co-operation required touches two principal fields: programme and administration. It can be achieved by three principal means: The Economic and Social Council, the administrative officers, and by Member Governments.

Under the United Nations Charter, Articles 63 and 64, the principal responsibility for co-ordinating policies and programmes of the Specialized Agencies rests with the Economic and Social Council. Of necessity, such co-ordination, based upon discussions, reports and recommendations, must be on a general high policy level. The Council, a deliberative body, meeting a few times each year, cannot deal effectively with the details of organizational relationships and procedures for the execution of individual Agency programmes.

The Economic and Social Council must, however, keep under continual review the range of activities of the various Agencies, for the purpose both of watching for possible overlapping and of recommending concerted policies for the attaining of common ends. It may also recommend particular programmes and activities to the various Agencies or to the United Nations Secretariat.

The heaviest responsibility for co-ordination in the execution of programmes equally rests upon the chief administrative officers of the United Nations and Specialized Agencies. They are engaged in the day-to-day execution of programmes. They know in greatest detail the principal problems and issues that arise in carrying out the diverse programmes of the various Agencies. In addition, however, the chief administrative officers must provide leadership for the legislative bodies of their Agencies in the formulation and development of both programme and administration.

The Third and Fourth Meetings of the Co-ordination Committee, held last February 24 and 25 and May 27 and 28, provide evidence of determination on the part of the administrative officers to meet their responsibilities in this regard. Those meetings have established beyond doubt that extremely little, if any, overlapping exists in the work of the Agencies.

In addition a high degree of agreement has now been reached about the desirability and possibility of co-ordination in budget presentation (to assist governments in evaluating and voting upon budgets) and in personnel policies (with a view to establishing a United Nations Civil Service). Significant steps have been taken towards the more effective use of common administrative services, such as travel, transport and documentation services.

The most recent of these meetings, held at Lake Success, led to the clarification of the functions of the Committee and the establishment of simple consultative procedures whereby the various Agencies can take up systematically, as they arise, problems of administrative co-ordination as well as of programme execution, and such technical and politically complicated problems as income-tax reimburse-

ment and internal staff assessment systems.

Formal procedures have thus been developed, both under the Charter, through the Economic and Social Council, and by direct action on the part of the principal administrative officers. Furthermore, problems of co-ordination will tend to disappear as Member States recognize more clearly the importance of developing and pursuing consistent policies on their part in their dealings with the various Specialized Agencies to which they belong.

The lack of such consistency has been a serious problem in the past. If, in addition, those States represented in the Economic and Social Council will, in the Council, follow policies consistent with those which their representatives follow in the Specialized Agencies, few real problems should remain.

Unesco has recognized from the start the importance of developing its programme in full recognition of the responsibilities of the other members of the United Nations family. The New York Office exists largely to maintain continual liaison with the United Nations at Lake Success. On this basis it keeps Paris headquarters posted and advised on Unesco's role in United Na-

tions and other Specialized Agency matters. It frequently represents Unesco in important meetings of United Nations.

The task of the New York Office has not been an easy one, because it is so far from Paris. The Office, however, has made important contributions towards the clarification of Unesco's programme in the minds of participants in meetings at Lake Success. At the same time the New York Office has kept headquarters in Paris informed regarding developments which must be taken into account in the growth of Unesco's own programme.

In the development of Unesco's programme in medical science there has been close co-operation with the Interim Committee of the World Health Organization. Similarly the agricultural science programme is being developed in consultation with the Food and Agricultural Organization. Plans for the Fundamental Education Pilot Project of the Government of Haiti have been developed closely with the World Health Organization and the Food and Agricultural Organization, as certain phases of the Hylean Amazon Project.

At the request of the Human Rights Commission of the Economic and Social Council, Unesco

has brought together a symposium of papers dealing with the philosophical and intellectual basis of Human Rights. In the development of plans for statistical services, Unesco has consulted regularly with corresponding bodies of the United Nations and other Specialized Agencies. Unesco co-operated with the United Nations in the work of the Freedom of Information Conference, held at Geneva early this year. In Unesco's fellowship programme, the requirements of other United Nations Specialized Agencies have been taken into account and the beginnings of a system of regular consultation have been established.

Special efforts are being made to ensure the application of Unesco's broad programme in the fields of education, science and culture to non-self-governing territories in close collaboration with the United Nations Secretariat.

In respect to its salary and allowance system, personnel policies and many administrative procedures, Unesco has followed closely the practices of United Nations and the recommendations of the Consultative Committee on Administrative and Personnel Practices, which includes representatives of all the Specialized Agencies and the United Nations.

In recent months, important steps have been taken in Paris to provide, through Unesco, central administrative services and assistance to Specialized Agencies requiring such services as travel and transport in the Paris area. So long as there was available space, Unesco provided rooms for UNRRA, ECITO and UNICEF.

Perhaps the biggest step remaining to be taken towards achieving co-ordination is that of advance programme co-ordination. Thus far, of necessity, each agency has developed its programme in the light of resolutions voted by its own legislative body. There has been little opportunity to consider in advance what kinds of programme should be undertaken by the Specialized Agencies jointly or in collaboration with United Nations. The need for such advance co-ordination has been regularly recognized by the Co-ordination Committee which has recently been taking positive steps towards this end.

This is admittedly the most difficult task because the membership of the various Agencies is not identical and because the annual legislative meetings of the Agencies reflect the immediate interests of their Member States. However, the increasing strains in the international scene, combined with requirements of economy, and a real desire on the part of the principal administrative officers for greater effectiveness in furthering the common objective of United Nations and the Specialized Agencies, will compel more continuous and more positive steps in this direction in the immediate future. In this respect, Unesco will not only show its willingness to co-operate but may be expected to continue to provide leadership.

(Editor's Note: M. René Maheu, head of the Organization's Freedom of Information programme of the Mass Communication Section, went to Geneva last month as chief of the Unesco delegation to the U.N. Conference on Freedom of Information. We publish below some observations especially written for the Unesco Courier by M. Maheu on this conference, the first political meeting at which Unesco was represented. M. Maheu has not shrank from raising the fundamental question of Unesco's role in a world torn by ideological strife and political conflict. His article, we believe, should touch off an interesting discussion on this role.)

THE part played by Unesco in the United Nations Conference on Freedom of Information, held at Geneva from 23 March to 21 April has already been described in previous issues of the Unesco Courier. It might be well however to consider certain aspects of the situation in which the Organization's representatives found themselves placed. Important questions are involved regarding Unesco's purpose and its relations with other international bodies.

In the first place, the Conference consisted of official governmental delegations; Unesco was represented by members of the Secretariat. There was a fundamental difference between the status of the national delegates and the international officials. Only the former had the right to vote and the decisions therefore rested entirely with them.

In such circumstances, should the Unesco representatives have taken no part in the debates? Should they merely have helped their colleagues of the United Nations Secretariat with preparations for the Conference and its technical organization? Should they have been content to act as interested, but passive, spectators? There could be no question of that. Our Constitution itself lays down that one of the primary purposes of the Organization is the promotion of "the free flow of ideas by word and image". It is a subject on which we cannot remain neutral.

The distinguishing feature of the Specialized Agencies is that they were set up within the United Nations to carry out specific tasks. It follows, therefore,

## An Opinion on Unesco's Role In Political Meetings

that when one of those fundamental tasks is concerned—and, for Unesco, freedom of information is undoubtedly one of them—the Secretariats of the Specialized Agencies are obliged to take an active part in the discussion of the problems themselves, unlike the Secretariat of the United Nations which is merely responsible for arranging for contact and negotiations between governments.

The members of the Secretariat who represented Unesco at Geneva were therefore entitled, and indeed obliged, to take part in the discussions of the government delegates, in order to state the Organization's point of view. They were likewise committed to this course by the governments of their Member States in the

By  
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Head of Press Division  
of Mass Communications

terms of Resolution 2.2.2.1.3, adopted by the General Conference at Mexico City.

Unesco's point of view must, by definition, be international. What Unesco had to do—and did—at Geneva was to bring to the discussions between the national delegation; a truly international and objective outlook. That was the essence and originality of the part played by the Organization.

The fact Unesco's representatives could exercise an influence only by persuasion, certainly restricted considerably what they were able to do; but it did not lessen their obligations. Rather the reverse. Similarly, the fact that not all the States attending the Conference were members of the Organization (1) undoubtedly lessened our influence but made

(1) Out of 45 States Members of the United Nations, with the right to vote, and 9 Non-Member States, not entitled to vote, 28 and 2 respectively were not members of Unesco.



it all the more incumbent upon us to promote the ideas which Unesco exists.

We therefore had to speak on the subjects under discussion. The nature and conditions of the debate must also be borne in mind.

This debate was essentially political. It could not be otherwise, as the subject concerns not only the practices of governments but the very structure of States. Unesco, however, like all the Specialized Agencies, is concerned with purely technical questions, and the Organization's constructive intervention at the Conference was limited to the technical side of the discussions. As a result, not only was the influence of Unesco's representatives restricted in scope but there was a fundamental difference in outlook between them and the government delegations.

Each delegation proceeded according to its own particular historical tradition, political ideology, social needs, economic structure and technical equipment; and the idea of freedom of information which it supported was founded on those individual factors. In short, each delegation came to the Conference with an opinion determined in advance. The only problem was to discover how that opinion could be reconciled with those of others. Unesco, as a non-political, inter-governmental organization, was

not in a position to form such a decided opinion—an opinion challenging the constitution and administration of States. The Organization was obliged to admit all the factors, not only as obvious facts but also as indisputable principles.

Faced with the alternative of national prejudice (in the original meaning of the term) which the Organization has to rise above, and the impossibility of giving a supra-national judgment, from which it is prohibited. Unesco, as an instrument of international co-operation, could only try to discover a basis for mutual understanding and practical co-operation, since a solution combining the various factors was impossible.

That was the aim of the speech in which the Director-General described Unesco's position. By emphasizing the idea of need as the basis of the idea of cal definition of freedom of information, Dr. Julian Huxley was trying to define an area of common agreement, leading the discussion away from conflicts of interest and political tenets to keep it concentrated on the two subjects—broadly speaking, complementary and interdependent—of the technical requirements of the profession and the intellectual aspirations of the public.

It was not for lack of clarity or energy that Unesco's appeal was not better understood by the government delegates and did not meet with a better response. The speech, at least explains—and, we think, justifies—the line followed by the Organization's representatives at the Conference, who refrained entirely from taking part in the political discussions and concentrated on the technical facts and intellectual principles on which, in practice, freedom of information depends.

The turn taken by the political debate is now well known. There were two rival camps. Both sides, rejected compromises. Decisions were taken by the vote of the majority.

These unbending tactics and this rigid division constituted an additional complication for the representatives of Unesco. Were they to take sides and support,

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# International Work Camps

THE Conference of Organizers of International Work Camps, held on 22 and 23 April, marked the end of the first stage of Unesco's work in this field, and the progress so far made can be surveyed with some satisfaction.

The first post-war international Work Camps were organized in 1946. Unesco began to take an interest in this question in the spring of 1947 and decided to sponsor four camps—at Boussu-Bois (Belgium), Cauterets (France), Lidice (Czechoslovakia) and Lucimia (Poland), Observers from the Secretariat paid visits to the camps.

It was clear from the outset that international Work Camps had a double value. Firstly, the volunteers were making a considerable voluntary contribution to the restoration of the educational life of war-devastated countries (by the rebuilding or equipping of schools, playing fields, youth hostels, etc); and secondly, the camps had the great advantage of bringing together young people of good will of different nationalities to work at a common task. Valuable opportunities were thus provided for truly international education (development of mutual understanding through team-work, establishment of useful contacts between the volunteers and the local population, organization of talks, lectures and discussions on international problems).

A report was therefore submitted to the Mexico Conference, which resolved that Unesco should give increased assistance to Work Camps. The Temporary International Council for Educational Reconstruction (TICER) subsequently appointed a Committee of Experts on International Work Camps. At the Committee's first meeting, at the beginning of 1948, the principle of co-ordinating the activities of the associations represented on it was agreed upon, and the members of the Committee were very soon able to embark on joint undertakings, particularly as regards the necessary propaganda for Work Camps. The Committee also advised the Unesco Secretariat on the preparation of the agenda for the Conference of Organizers of International Work Camps and on other matters included in its programme.

The Conference has been held. Eighteen international organizations sent expert delegates; and it provided an instance—seldom seen—of a Conference at which the average age of the delegates was under thirty, the atmosphere, from the beginning, cordial and non-academic.

And now, what has come out of those two days' work?

Firstly, the Conference unanimously agreed on the need for co-ordinating the work of the various associations to promote Work Camps and elected a standing Committee to establish the necessary working contacts and to be responsible for co-operation with Unesco.

Secondly, at the meetings, the delegates pooled their experience of the countless technical problems involved in the setting up of Work Camps and the despatch of volunteers. A most interesting document has thus been prepared—the preliminary outline of a thorough treatment of the question; this document will be particularly valuable to organizations which are trying to interest their members in Work Camps for the first time.

Lastly, the delegates submitted to Unesco and TICER specific requests for assistance in solving the difficult problems facing their associations (how to obtain materials, equipment, visas, travel vouchers, support from public authorities, etc.).

Unesco's activities in connexion with Work Camps are primarily intended to stimulate the work of the associations. For example, the Secretariat has supplied articles to various publications, has

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organized broadcasts and is at present arranging for the publication of a popular leaflet. This publicizing of Work Camps is intended to make their existence known to all young people who may be prepared to work as volunteers and to official bodies which may be able to help.

Unesco also aims at co-ordinating as far as possible the activities of the various associations which organize Work Camps or send volunteers. This was one of the reasons for this action, the various associations which had previously been working in isolation have now embarked on more fruitful combined operations.

Thanks to this action, the various associations which had previously been working in isolation have now embarked on more fruitful combined operations.

These efforts have produced results. Work Camps have been opened in countries, such as Poland or Greece, which had never had them before.

As regards co-ordination, there have been interesting results this year in connexion with the camp organized by the Women's World Fellowship at Burdignin (Haute-Savoie) for the purpose of setting up a children's village. In March 1948, the Fellowship, which had never before organized international Work Camps and had very little information on the matter, had neither volunteers nor equipment, nor a camp leader. There was a risk that the materials collected would have to remain unused owing to the lack of workers.

Through the Secretariat, volun-



Youths from different countries are shown in action at two International Voluntary Work Camps. Above, clearing a field in Finland. Right, helping to build the Yugoslav Railway.



teers have been found from among various international organizations. Workers are now promised (for more than three months, some 50 volunteers of at least three nationalities will work in turn); furthermore, the Women's World Fellowship has been put into touch, by the Secretariat, with the French Ministry of Reconstruction which, it is hoped, may be able to help in finding tools and a camp leader.

On the educational side, libraries have been supplied for the four camps sponsored in 1947. Others are being assembled for the 30 camps to be sponsored in 1948.

Unesco is making every effort also to induce the authorities in the countries in which the Work Camps are to be held to give extensive help with the organization of cultural activities (by sending lecturers, supplying films, records and books, arranging visits to schools and factories and contacts with youth organizations).

## NEWS IN BRIEF

### Netherlands National Commission

The third meeting of the Netherlands National Commission for Unesco met at the Hague on May 12. The members, representing leaders in the fields of science, education, theatre, museums, were welcomed by the chairman, Dr. H.R. Kruyt. Among those present were Dr. J.H. Reinink and Dr. F. Bender, of the Ministry of Education, Art and Sciences, Dr. F.L.R. Sassen, Vice-president of the Dutch National Commission and Miss Lunsingh Meyer, head of the section for UN affairs in the Ministry of Foreign Affairs.

The Commission discussed means of spreading information in the Netherlands concerning Unesco, teaching about the UN and its Specialized Agencies, items of the 1948 Unesco programme and details regarding the Unesco conference for universities, scheduled to be held in Utrecht (Netherlands) this August. Dr. Kruyt, Dr. Bender and Dr. Sassen were appointed National Commission delegates to this conference.

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### First World Congress Of Art Critics

Leading art critics, coming from 24 countries, will meet this month at Unesco House in Paris for the First World Congress of Art Critics. The Congress, meeting for one week from June 21 to 28, will discuss the establishment of an International Association of Art Critics and will be devoted to a discussion of some of the major artistic and aesthetic problems of our time.

The distinguished Belgian critic and historian M. Paul Fierens will preside over the Congress, which will include such famous world figures as Jean Cassou of France, Lionello Venturi of Italy, James Johnson Sweeney of the United States, Herbert Read of England and M. Van Eck of Czechoslovakia.

## An opinion on Unesco's Role in Political Meetings

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with the weight of the organization, one camp against the other? Apart from the fact that the division into camps was based on reasons which Unesco is not competent to judge, there were Member States of the Organization in both camps, and it is not a Secretariat's role to decide which of its Members are right, which wrong.

The role of a Secretariat is to translate into action, so far as it can, agreement (when they exist) reached by the Member States which it represents. In this case there was no previous agreement of principle that the Secretariat could call upon Members to observe. It is true that resolution 2.2.2.1.3 of the Mexico

Conference instructed the Director-General to "promote at the Conference on Freedom of Information the... policies adopted by the General Conference". But in fact the question of these policies was never settled in Mexico, and, insofar as it was discussed, the exchanges of views both in the plenary meetings and in the Mass Communication Working Party brought out obvious and profound differences of opinion (1).

In these conditions the Secretariat did not consider it should take sides in the "political" debate at Geneva. I do not doubt that some people have criticized this intentional discretion, which they wrongly attribute to excessive timidity or to culpable negligence. I believe that on reflection it will be clear to them, not only that the representatives of the Secretariat could not do otherwise, but also that in the interests of the Organization theirs was the only course compatible with the universal nature of a technical organization which cannot make political pronouncements of its own without hopelessly compromising itself.

I came back from Geneva convinced of the immense potential moral authority possessed by Unesco; in order to become an active force, this authority has only to prove its effectiveness by practical achievements.

In order to achieve its aims, Unesco must use this potential influence to further a constructive policy. There must be a "Unesco point of view" which, by its originality, will gradually win the sympathy of peoples and the respect of governments. In other words, Unesco must adopt a resolutely militant attitude.

But this militant attitude and this constructive policy cannot spring from the arbitrary invention of a Secretariat of officials nor from passive conformity, however well-intentioned, to the will of a political group. Unesco must, above all, voice the agreed opinion of its different Members met together to carry out specific technical tasks. And the more its universality and its independence are recognized, the more weight will be attached to its words.

(1) cf. Unesco Courier, vol. I, n. 2, May 1948, page 6.

### Unesco Pamphlet Published in German

"The Teacher and the Post-War Child", a pamphlet written by Mr. Leonard Kenworthy of the Unesco Secretariat, and first published in English in 1946, has now been translated and printed privately in Germany. The printing was made by arrangement with Unesco and the U.S. military authorities in Germany.

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