

Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL



SCIENTIFIC AND CULTURAL ORGANIZATION

FALLACIES OF RACISM EXPOSED

UNESCO PUBLISHES DECLARATION BY WORLD'S SCIENTISTS

MORE than fifteen years ago, men and women of goodwill proposed to publish an international declaration which would expose "racial" discrimination and "racial" hatred as unscientific and false, as well as ugly and inhuman. The world at that time was running downhill toward World War II, and so-called "practical" considerations prevented publication of the statement — even if they could not prevent the war.

False myths and superstitions about race contributed directly to the war, and to the murder of peoples which became known as genocide — but victims of the war were of all colours and of all "races". Despite the universality of this agony and destruction, the myths and superstitions still survive — and still threaten the whole of mankind. The need for a sound unchallengeable statement of the facts, to counter this continuing threat, is a matter of urgency.

Accordingly, Unesco has called together a group of the world's most noted scientists, in the fields of biology, genetics, psychology, sociology and anthropology. These scientists have prepared a historic declaration of the known facts about human race, which is reprinted in this issue of the Courier.

Unesco offers this declaration as a weapon — and a practical weapon — to all men and women of goodwill who are engaged in the good fight for human brotherhood. Here is an official summary of the conclusions reached in the declaration :

- In matters of race, the only characteristics which anthropologists can effectively use as a basis for classifications are physical and physiological.

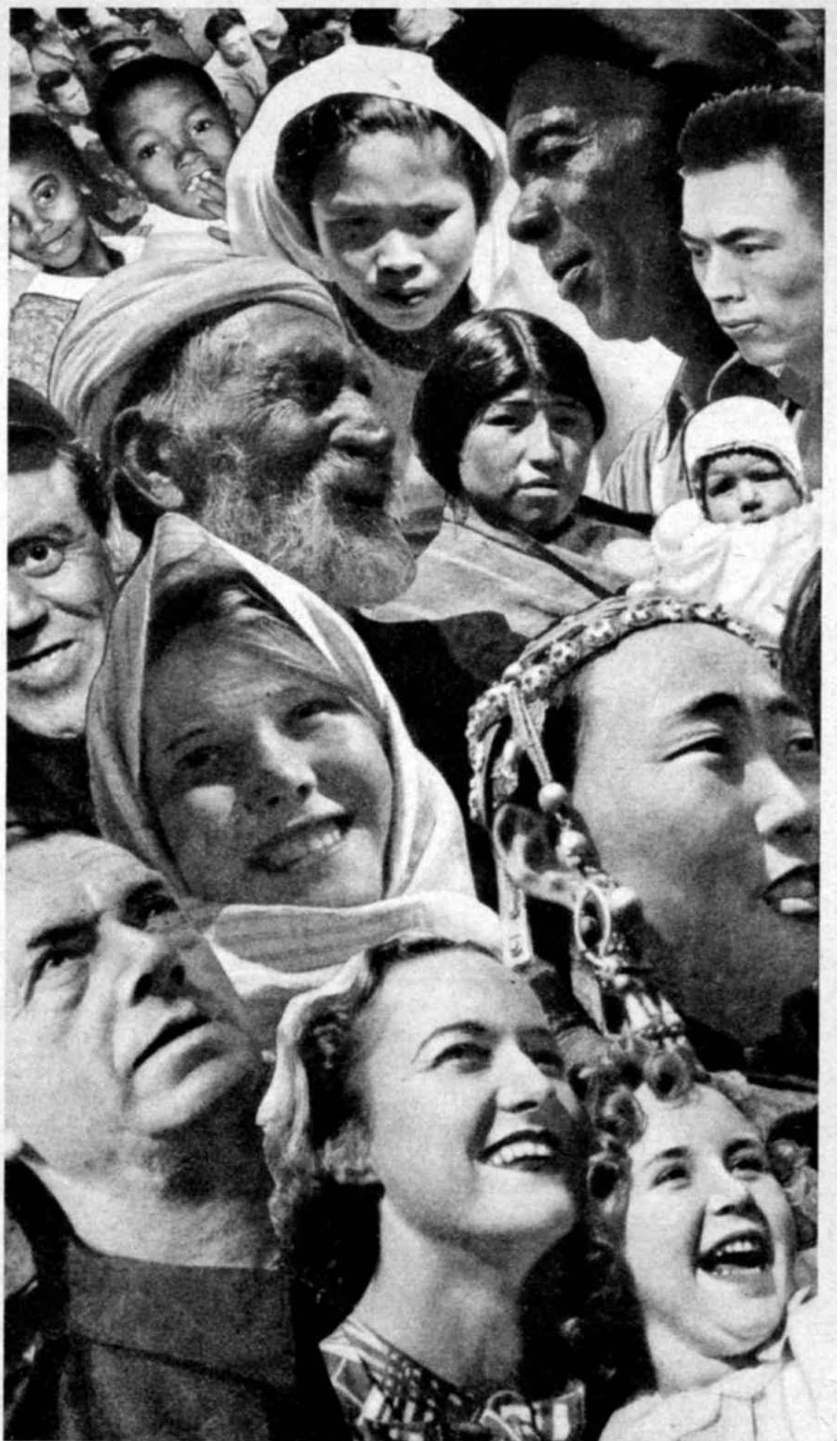
- According to present knowledge, there is no proof that the groups of mankind differ in their innate mental characteristics, whether in respect of intelligence or temperament. The scientific evidence indicates that the range of mental capacities in all ethnic groups is much the same.

- Historical and sociological studies support the view that the genetic differences are not of importance in determining the social and cultural differences between different groups of *Homo sapiens* and that the social and cultural changes in different groups have, in the main, been independent of changes in inborn constitution. Vast social changes have occurred which were not in any way connected with changes in racial type.

- There is no evidence that race mixture as such produces bad results from the biological point of view. The social results of race mixture, whether for good or ill, are to be traced to social factors.

- All normal human beings are capable of learning to share in a common life, to understand the nature of mutual service and reciprocity, and to respect social obligations and contracts. Such biological differences as exist between members of different ethnic groups have no relevance to problems of social and political organization, moral life and communication between human beings.

Lastly, biological studies lend support to the ethic of universal brotherhood ; for man is born with drives toward co-operation, and unless these drives are satisfied, men and nations alike fall ill. Man is born a social being, who can reach his fullest development only through interaction with his fellows. The denial at any point of this social bond between man and man brings with it disintegration. In this sense, every man is his brother's keeper. For every man is a piece of the continent, a part of the main, because he is involved in mankind.



(See pages 8 and 9 of this issue for the full text of the important statement on race, published by Unesco on July 18th, together with an article, "Race and Civilization", written by Dr. Alfred METRAUX, the well-known American anthropologist.)

A HUNDRED GROUPS WITH A COMMON AIM

This is the third in a series of special articles describing the work of some of the 100 international non-governmental organizations whose co-operation with Unesco helps the accomplishment of its programme.

On the masthead of the Courier, and on an ever-increasing number of publications in the world of arts and letters, you see Unesco's insignia — the familiar Greek temple, with the initials of the organization forming the columns across the front. This classic façade is not merely symbolic of Unesco's purposes in promoting the free exchange of knowledge and educated thought, but actually represents some of the work which Unesco encourages.

In the publication *Fasti Archaeologici*, for example, one comes across a picture of the restored temple of Augustus, at Pola, Italy, an original building in this architectural form which we have inherited from ancient Greece. This book, published with Unesco aid, by the International Association for Classical Archaeology, surveys the classical acquisitions of different countries, with photographs of restored monuments, statues, and bas-relief, coins and pottery. Its purpose is to familiarize specialists in the civilizations of archaic and classic Greece, pre-historic Italy and early Rome, and ancient Syrian and Christian cultures with the work that is going on in their fields of study.

As anthropologists trace the origins of myth and tradition, and linguists the origins of language, archaeologists uncover the physical aspects of the past. The world they restore is one in which distinctions of form and colour, custom and language are not barriers, but elements in the growth and development of the modern world.

CORPUS VASORUM ANTIQVORVM

Most of the work done by the international organizations which are working under consultative arrangements with Unesco is concentrated in specific fields of activity. Sometimes their achievements mean little or nothing to the average man, but the results of their study and research are reflected in many aspects of life which he takes for granted. A school of English decorators, for instance, is now studying artistic forms dating back to the drawings of the cave-men, to adapt them to modern mural painting.

In the field of research in ancient artistic form and design, an important contribution is being made by the International Academic Union, with the help of a grant from Unesco. This work is the preparation of a series of books, the *Corpus Vasorum*

Antiquorum, on ceramic collections in France, Italy, Spain, Greece and the United States.

An instalment is being prepared in England on early Australian and New Zealand pottery. Another volume is devoted to the Swedish collection of ceramics of Mediterranean countries, the Near East, Cyprus and Greece, and a further one deals with the collection of the National Museum of Copenhagen. These comparative studies include the origins of shapes and subject matter of design, and the names of the pottery-makers and designers.

FROM ALCHEMY TO AN ATLAS

An even better example of some of the highly specialized work of the International Academic Union is the catalogue of Latin manuscripts on Alchemy which it is compiling. Unesco's interest in such a project is its vital contribution to the history of science, since alchemy has been called the "prelude to chemistry".

This group is also at work on a dictionary of mediaeval Latin, which was the *lingua franca*, the international language of scholars and artists for over eight-hundred years of western civilization's development. Ten countries are co-operating in this work, which will be assembled at the French Institute. France has already two-hundred-and-sixty-thousand card-index notes as its part of the work.

In this field of languages, the Permanent International Committee of Linguists is working, with Unesco's aid on the production of a highly-technical linguistics atlas, which will indicate the spread of cultural boundaries beyond national frontiers, and the inter-mixture of peoples beyond political barriers. This Committee is also at work on a dictionary and grammar of the almost extinct Tasmanian language.

Other studies of extinct languages have gone far to prove the vast extent of migrations of pre-historic peoples,



The Unesco Information Centre in Amsterdam (Unesco Centrum Nederland) which was opened last November, recently found an effective way of showing how the Netherlands is linked with other countries and of demonstrating the importance of international co-operation. Groups of boy scouts went to the consulates of 22 countries in Amsterdam and brought back national flags and typical products exported to Holland by these countries. The products were then exhibited in the square facing the royal palace while the flags were hoisted during a general salute by the scouts. Later, the United Nations flag was hoisted as a symbol of international co-operation, the need for which was stressed by a number of speakers including Mr. Arnold J. d'Alilly, Mayor of Amsterdam, and Mr. Alderse Boes, Director of the Information Centre.

movements of such tremendous scope that they were not equalled again until the fifteenth century. What is believed to be the proto-Indian script, for instance, has been found as far east as the Oceanic islands — a remarkable achievement of colonization for people with the most primitive seafaring equipment.

MUSIC — A UNIVERSAL MEDIUM

But if artistic and linguistic studies tell of a universal inheritance from the past, how much more universal a medium is music. In January of this year, the International Music Council was formed under Unesco's auspices to co-ordinate the work of independent musical groups. At present, with the aid of such member organizations as the International Society for Contemporary Music and the International Society for Musical Research, the Council is working on two Unesco projects, a world catalogue of recorded music, and the establishment of a universal musical pitch.

Even though we may never have studied music and can hardly tell one pitch from another, we would realize that something was wrong if we heard instruments at a concert playing at different pitches.

Before a concert, we hear one instrument, usually the oboe, sound a note, and the other instruments tune to the same pitch. But the "A" of Paris is not quite the same as that of London, and it is still slightly different in Vienna. An internationally-established pitch would not only ease the work of musicians playing with foreign orchestras, but would also help instrument builders.

A CHANCE FOR YOUNG COMPOSERS

Each of the international musical organizations working with Unesco was originally founded to bring together men in specialized fields of musical work. The International Society of Musical Research is a group of musicologists, who specialize in such studies as the history and theory of composition, counterpoint and harmony. Their bulletin, regularly published in the various languages of the members, contains articles and reviews of new books on music, and lists new musical publications.

Another group, the International Society for Contemporary Music was formed in 1922.

Successful concerts have been given in Salzburg, the birthplace of Mozart, and Vienna, Venice, Geneva and Oxford, where young composers conduct their own music. This Society is making a choice of the works of worth-while contemporary composers for Unesco's projected record-library, which will give young composers, whose music is not yet played extensively by large orchestras, the chance to be heard.

The history of music and art is a record of talent enriched and developed through exchange of work and ideas. These are the foundations on which the independent international organizations contributing work from their specialized fields to Unesco are built.

RECENT UNESCO PUBLICATIONS

INDEX TRANSLATIONUM
(International Bibliography of Translations 421 pages)

Originally a quarterly publication of the International Institute of Intellectual Co-operation (1932-40) Index Translationum has now been revived by Unesco as an annual volume.

The former Index began its existence with bibliographies of translations from 6 countries and ended with 14. The Index just published, covering the year 1948, has been greatly expanded, and contains the titles of 8,750 works published in 26 countries.

Translations listed in the Index include literary, scientific, educational and cultural works which are arranged, under each national heading, by categories corresponding to the large divisions of the Universal Decimal Classification system. It is completed by cross-indexes of authors, translators and publishers and by a statistical table presenting the total numbers of works translated within each category and country.

The Index will provide current information about works which have been translated, indicate works whose translation might usefully be undertaken and generally constitute a record of one of the most valuable means of cultural exchanges between countries.

Preface, notes etc. in English and French.

Price : \$ 3.00 - 18/6d. - 900 francs.

A HANDBOOK FOR THE IMPROVEMENT OF TEXTBOOKS AND TEACHING MATERIALS AS AIDS TO INTERNATIONAL UNDERSTANDING (172 pages)

The improvement or revision of textbooks, especially of history and geography, has been an important problem since the first world war. This volume describes the historical background to the problem and in particular the efforts of the League of Nations and of the International Institute of Intellectual Co-operation, in this field.

Part Two of the publication outlines the development of Unesco's programme and presents a model plan for the analysis and improvement of textbooks and the third part includes recommendations for action by teachers, authors, publishers, educational organizations and public authorities. An extensive bibliography is also included. (172 pages.)

Price : \$ 0.45 - 2/6d. - 125 francs.

SOME SUGGESTIONS FOR THE TEACHING OF GEOGRAPHY

(Towards World Understanding. Vol. VII.) (98 pages.)

This handbook is an adaptation in English of a document prepared at Unesco's request by a small group of French geographers to assist geography teachers in primary and secondary schools. Its aim is to impress on teachers the part that geography can play in general education, and to suggest specific ways in which it can be used as an aid to better understanding between peoples.

Price : \$ 0.40 - 2s. - 100 francs.



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UNESCO FACES THE PROBLEM OF PEACE

AFTER four weeks of frequently heated discussions, the Fifth General Conference has come to an end. If the debates of this Assembly have presented a new aspect, it is this: Unesco finds that it must face up to one of those contradictions of which our age gives so many examples. The tasks undertaken are in the interests of a more stable peace, but they will only reach fruition during peace. It is a question of long-term projects: will there be sufficient time? Will those threats which weigh so heavily on the world today allow the forces of peace enough time to become established and to triumph?

However difficult the solution, the problem confronting the General Conference of Unesco, was nevertheless very clear: Was its duty to continue as if nothing was wrong, to confine itself to technical projects, unquestionably useful but producing results only in the distant future? Or, on the contrary, was its duty to accept the world as it is, admit its division, its problems, and to take immediate steps to fight those dangers imposed by the constant threat of war? The final decisions of the General Conference were inspired by the need to reply to such questions; questions indeed which constantly absorbed the representatives of all the 59 member states of the Organisation.

For this reason, though still continuing its long term projects, Unesco has at the same time launched itself on a new path. The Conference has charged the Executive Council and the Director-General to submit a certain number of special projects which will attempt "more directly and in the framework of the United Nations and its particular departments, to support and consolidate peace".

Positive Action For World Stability

IT was foreseen that the importance and scope of these projects would be so great that the ordinary budget of Unesco would not be sufficient to finance them. The Conference therefore decided that they could be financed "by voluntary contributions of money from private and public sources or in services from as many countries as possible". By such projects Unesco will take positive steps toward immediate relief for the world's present intellectual and moral instability, in proportion to the means put at its disposal and in the framework of its competence.

Two proposals (presented by the U.S. delegation) relating to matters such as these, have been approved by the Conference. The first charges Unesco to organise and put into effect a major programme "with a view to advancing international understanding in Germany". The other requests Unesco to set up re-

gional centres of scientific research the first of which will be in Western Europe. These centres, established by means of funds collected by Unesco outside its normal budget, will help to remove that monopoly of scientific research which the present high cost of modern apparatus gives to countries rich enough to afford its construction.

The moral and intellectual instability which Unesco is trying to remedy, partially originates in the differences that become more and more apparent between industrial countries and less favoured regions of the globe. The latter are becoming more impoverished every day and their resources continually diminish; the power of the former grows all the time and modern techniques ensure a way of life that becomes increasingly easier.

The United Nations' plan of technical assistance to countries that are insufficiently developed has been conceived to answer this problem. In 1951, Unesco will play an important role in putting this plan into effect. In addition, it will undertake specific works of its own in this field. Thus, an international conference on "The conquest of the desert" is going to meet in Israel, in collaboration with the International Institute of the Arid Zone, which Unesco is at present setting up.

However, despite the great importance of these matters, they do not represent a full solution. Many conflicts arise from the inequality of man. Others result from different causes. There are,

for example, conflicts, whose origin remain obscure, which occur even within a nation, between different ethnic groups. Unesco, in pursuing enquiries into various states of social tension, is making a study of these obscure causal factors. It is important to know not only the obstacles which oppose harmonious relations between different groups, but also the factors which have brought about good relations in certain regions.

Unesco has decided to undertake this year an enquiry into economic, political, cultural and psychological factors which "aid or hinder harmonious relations between races and ethnic groups". This enquiry will be launched in Brazil, which country, to quote the Brazilian delegate at the General Conference, "progresses in fraternity between its ever-increasing black, white and Indian population".

A Step Towards Universality

INTERNATIONAL understanding, which is one of the fixed aims of Unesco as stated in its Constitution, can only be facilitated by works such as these which, moreover, are directly allied to all the tasks undertaken by Unesco—studies related to states of social tension, dissemination of scientific data with respect to racial problems, diffusion and promotion of the rights of man.

Even within the organisation a new step has been taken towards that universality which should be the main characteristic of Unesco: the Conference has, in effect, charged the Director-General to study the possibilities of admitting as associate members a certain number of non-autonomous territories.

It is impossible to review all aspects of the programme decided upon for 1951 by the General Conference. It is equally impossible to draw up a balance sheet of endeavours which have already borne fruit. Nevertheless, it must be noted that the General Conference of 1950 marks an important date in the struggle for the free circulation of ideas "by words and images". The Conference has, in fact, unanimously approved an International Convention for the free circulation of educational material. In the terms of this agreement, the signatory governments would undertake to abolish customs duty on books, publications and documents and provide currency for the importation of books to public libraries. Moreover, all customs duties which have prevented the importation of pictures, designs, sculpture, music and material for museums, would also be lifted. Immediately after the approval of this project agreed upon by the Conference, the British delegation announced that its government intended to sign and present this document without delay for the ratification of Parliament.

An Examination Of Conscience

WHETHER it was a question of examining its routine programme or specially selected projects, the General Conference was continually absorbed with the problem of peace. The crises undergone and surmounted arose from this "examination of conscience" that the Conference had attempted, in the words of M. Torres Bodet. Furthermore, one of the most significant features of the Conference has been its desire to place particular emphasis on the role of the member states in the execution of Unesco's programme. Unesco had at times been accused of being a bureaucracy. This year even the language of its programme indicates an effort to nullify this objection. The resolutions which have been voted are not all drawn up according to the traditional formula: "The General Conference instructs the Director-General..." An increasing number begin with these words: "The General Conference invites member States..." One can perhaps find, in this new trend, signs of a happy transformation. There is no cause for astonishment that attention to such matters is of such recent date. Unesco is a young organism; its means are limited and its tasks immense. For five years it has had to work as quickly as possible; to repair, with the means at its disposal, the havoc of war; to draw up a programme and a field of action.

Unesco, today, in taking stock of itself, is passing through a kind of crisis. Its weakness, and at the same time its strength is being noted. "Unesco", as M. Torres Bodet has said, "consists of 59 member states." Measured in terms of this idea of an assembly of states, the power of Unesco is immense. And in order that this power can be fully used, its programme and its efforts must not be merely those of a team of specialists; they must become the common task of nations determined to safeguard peace.

"What is not good for Humanity as a whole cannot be good for any nation, race or individual"

Jaime Torres Bodet



M. Jaime Torres Bodet, Unesco's Director-General, speaking at a plenary session of the Fifth General Conference, in the Palazzo Vecchio, Florence.

Addressing the final session of UNESCO's Fifth General Conference, M. Jaime Torres Bodet, Unesco's Director-General, summed up his impressions of results achieved. Below, we reproduce the full text of his speech.

★

MAY I say how pleased I am at the adoption of the resolution you have just passed unanimously. In all sincerity, I believe that this is the perfect complement to that approved by the Programme and Budget Commission yesterday evening on the motion of a number of Delegations and confirmed by yourselves this morning. Taken together, the two resolutions* reveal a will to peace which does honour to this Conference and testifies to the fidelity of all of us to Unesco's supreme ideal.

At this stage, when you are bringing your work to a close, I feel it to be necessary to give you my absolutely frank opinion on the results achieved. I had hoped that this session of the Conference might mark a decisive stage in the development of our Organization. It would be going too far to suggest that that hope has been fully satisfied. The characteristic note of this Conference has been less one of decision than of heart-searching and, in certain matters, of clarification. That, of course, is not all that we could have wished, but it is a great deal.

As trees are judged

YOU have defined a basic programme which had never previously been explicitly stated. You have defined a list of methods, which had not previously been made. You have defined a policy of recommendations and conventions which will, I am convinced, be fruitful in the years to come. An excellent instance of what we can secure by these means is the agreement on the free importation of educational, scientific and cultural material, whose ratification you are recommending to your governments. You have recorded your intention of increasing Unesco's resources and have promised to do it by trying to overcome the financial difficulties arising from arrangements necessarily temporary, but which could not be better in view of the criteria adopted regarding the establishment of a budget ceiling.

It would be premature to express any views as to the worth of these results. As trees are judged by their

fruit, so the resolutions of an international conference are judged by the action in which they issue. What happens in the year which lies before us will, in my view, be of vital importance to this Organization. We must be vigilant to ensure that the work of the Secretariat and the activities of Member States within Unesco's sphere are more effectively integrated than they have so far been. We must plan bold and simple tasks, for the better service of peace through education, science and culture. We must secure action within each Member State to spur rulers and private bodies to augment the slender financial resources at our disposal.

All definition is difficult

FOR all this two things are essential: mutual trust and mutual understanding. But can we really doubt that we shall find that spirit of trust and understanding? We are met in a country which, in its greatest epoch, was governed by a sage, the philosopher-emperor Marcus Aurelius, the author of the profound epigram: "What is not good for the hive, cannot be good for the bee". Its application to our own age is obvious. What is not good for humanity as a whole cannot be good for any nation, race or individual. That, surely, is an exact definition of the intellectual and moral solidarity of the peoples to which Unesco is dedicated.

This has been a difficult Conference, because all definition is difficult. Let us, then, pray that the difficulties may lead to a more conscious effort to see clearly in the future so that we may all more effectively serve the noble aims of Unesco.

It is with that prayer in my heart that I thank you for your work and offer to Italy, in the person of Senator Jacini, our warmest gratitude for the generous hospitality she has afforded us.

* The texts of the two resolutions referred to by the Director-General will be found on page 7 of this issue.

FIFTH GENERAL CONFERENCE APPROVES A LONG-TERM PLAN FOR UNESCO

ONE of the most important decisions taken by Unesco's Fifth General Conference was to establish a long-range basic programme for the next several years as distinguished from the work plan for 1951. Thus, Unesco's objectives for next year are part of a long-term plan, covering the policies and main lines of work of the Organization.

Included in the basic programme is a 10 point list of tasks for Unesco. These are :

1. To eliminate illiteracy and encourage fundamental education;
2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education;
3. To promote respect for human rights throughout all nations;
4. To remove the obstacles to the free flow of persons, ideas and knowledge between the countries of the world;
5. To promote the progress and utilization of science for mankind;
6. To remove the causes of tensions that may lead to war;
7. To demonstrate world cultural interdependence;
8. To advance through the press, radio and motion pictures the cause of truth, freedom and peace;
9. To bring about better understanding among the peoples of the world and to convince them of the necessity of co-operating loyally with one another in the framework of the United Nations;
10. To render clearing-house and exchange services in all its fields of action, together with services in reconstruction and relief assistance.

The basic programme resolutions are grouped under seven different heads : Education, Natural Sciences, Social Sciences, Cultural Activities, Exchange of Persons, Mass Communications and Relief Services. As lack of space prevents publication of these resolutions in full, the Courier presents on this page a summarized version of the basic programme.

EDUCATION

BETTER methods of education and wider diffusion of literacy are not ends in themselves. The final object must be to equip man to play his part harmoniously in the modern world. It is not enough for him to know his own land and his own people; he lives in a network of relationships that go beyond frontiers. Today, all nations are interdependent, and they must learn to recognize it.

1. IMPROVEMENT OF EDUCATION THROUGH THE EXCHANGE OF INFORMATION

More progress can be achieved, and many mistakes avoided, if the experiments being made throughout the world in education and psychology are better known. Unesco collects information about such experiments, analyses it, and promotes its distribution, to help improve methods of teaching and to further the international purposes of Unesco.

2. EXTENSION OF EDUCATION

Unesco has the duty of helping Member States to ensure for everybody whose education has been neglected, interrupted or impeded, the chance to overcome his handicaps. Unesco must pay special attention to fundamental and adult education, and to the training of handicapped children.

3. EDUCATION FOR INTERNATIONAL UNDERSTANDING

Consciousness of the unity of mankind is still rudimentary. Teachers are only beginning to discover suitable methods; textbooks need to be improved. Schoolchildren know little about the international organizations of today and the services they can render to world peace and prosperity. Unesco must therefore help to promote education in world citizenship.

NATURAL SCIENCES

THE natural and exact sciences, being objective and impartial, offer a particularly suitable field for action by Unesco.

Laboratories and research institutes influence the development of human communities. All men should benefit from discoveries that can raise standards of living. Once men are in a position to improve their living conditions, they are able as never before to grow in mutual understanding.

1. DEVELOPMENT OF SCIENTIFIC COOPERATION

Scientific research benefits from a widespread exchange of information. Unesco must help international organizations of scientists by encouraging the meeting and movement of experts, to help in the co-ordination of international scientific congresses, to promote the classification and analysis of specialized publications and to overcome difficulties of language by standardizing scientific terminology and by encouraging multilingual dictionaries. To ensure speedier exchanges between scientists, Unesco maintains scientific cooperation offices in areas where they are most needed.

2. ASSISTANCE TO RESEARCH FOR THE IMPROVEMENT OF THE LIVING CONDITIONS OF MANKIND.

Unesco can render genuine service by detecting gaps in the development of research and helping to fill them. Thus, for example, it encourages institutes for the study of biological factors in different climates or the development of certain wide areas, and it participates in the plans for creating United Nations laboratories.

3. TEACHING AND POPULARIZATION OF SCIENCE

All men need access to basic scientific knowledge in order that they may better understand their world. They should also know that such knowledge depends in large measure on the result of international cooperation. The object should be to develop an attitude of mind and an understanding of the effects of applying science to modern conditions and to the development of human society.

SOCIAL SCIENCES

NO attempts to better the lot of man can meet with success unless they take account of his environment. Unesco must therefore place social science in the foreground of its field of study. International cooperation is itself a phenomenon deserving scientific study.

The major international organization established in the first half of the twentieth century are especially worthy studying. In a world becoming more complex, and more highly organized, the study of international cooperation may make it possible both to improve that cooperation and to extend it to new fields.

1. AID TO INTERNATIONAL SCIENTIFIC COOPERATION

There are three ways in which Unesco can help in the teaching and development of the social sciences. These are by meetings which may result in new contacts and exchanges of views, through translation and documentation services, and through the standardization of technical terminology.

2. STUDIES OF SOCIAL TENSIONS

International Cooperation must be brought to bear on particular studies related to the purposes of Unesco—such as that of social tensions. Research results must be disseminated as widely as possible to prevent or arrest the growth of mass mental attitudes that endanger peace.

3. STUDIES OF INTERNATIONAL COOPERATION

The organs of international cooperation have sufficiently developed to make a study of them by the methods of Social Science worth while.

CULTURAL ACTIVITIES

UNESCO's first task is to foster international relations by arranging for thinkers, writers, artists and their ideas to move freely across national frontiers. Unesco

forms a meeting ground for the cultures of the world. It stimulates nations to develop their literature, art and science and see them as parts of a world heritage. It helps Member States to protect works of art from neglect or violence and from the ravages of time, and it assists in bringing artists and writers before the world. It uses every means to ensure that all people shall have access to the best works of every land and every age.

1. INTERNATIONAL COOPERATION

Gatherings of experts or of international associations of scholars, can do a great deal for cultural cooperation. Unesco accordingly aids and encourages such meetings, at the same time associating these experts and associations with its own programme. The exchange of specialized information depends largely on documentary and bibliographical services: here again Unesco can do much useful work.

2. PROTECTION OF CREATIVE WORK AND ITS AUTHORS

For the preservation of works of art and historical monuments every State is responsible both to its own people and to mankind. But international cooperation is also necessary to spread wide the knowledge of method. Unesco encourages and helps this activity, offering technical assistance and, in exceptional cases, where resources are inadequate, aid in the raising of funds.

The creation of new philosophical, artistic or literary work, should be fostered by the assertion and defence of the independence of the thinker, writer and artist. Unesco seeks to promote international cooperation in order to ensure respect for this independence throughout the world. Unesco is endeavouring to bring about the conclusion of a universal convention that will give equal consideration to the interests of the authors, the industry, the workers and the general public.

3. DISSEMINATION OF CULTURE

The Universal Declaration of Human Rights affirms that "everyone has the right freely to participate in the cultural life of the community". Unesco will assist Member States by providing information, carrying out studies, making recommendations and, where necessary, itself taking practical action to direct the education of both youth and adults towards a better understanding of the culture of mankind. Finally, means should be found for improving the quality of the reproduction and translation of artistic and literary works and for their wide dissemination.

EXCHANGE OF PERSONS

STUDY abroad not only gives insight into new discoveries and techniques but also helps the inhabitants of one country to adapt themselves to the ways of life and thought of another. Accordingly, Unesco encourages people with different national, social and cultural backgrounds to visit other countries either for general education or for professional training.

The world today suffers from a shortage of experts and technicians in almost every field of activity. Unesco is accordingly doing its best to multiply fellowships as well as facilities for short periods of study. It is itself able to award annually a limited number of fellowships.

1. CLEARING-HOUSE

The Clearing-House makes information available to Member States, governmental and other organizations, institutions and persons concerned with education in order to advise those wishing to study abroad, to ensure a closer co-ordination of already existing activities, and to stimulate new programmes. In the publication of the volume "Study Abroad" a methodical attempt is made to list all facilities for study abroad available to students:

2. PROMOTION

To encourage international exchange of persons, Unesco seeks to increase facilities for those requiring financial assistance and to promote broader and more varied programmes. It also suggests how programmes of study abroad can serve the cause of international understanding.

3. FELLOWSHIP ADMINISTRATION

The award of fellowships enabling qualified candidates to study abroad helps Unesco to implement its own programme, inasmuch as holders of travel fellowship financed by Unesco can be associated with its projects and activities. Unesco can also give help and advice to institutions planning international fellowship programmes

and it furthermore organizes internships for students

MASS COMMUNICATIONS

PRESS, radio and film can do much to help international understanding. Understanding depends on information, and in a free world the right to this is part of the right to education.

Unesco's first task is to make a survey of the present resources for mass communications, as the basis for improving them. Unequal technical development in various countries has often led to such disparities that what should be normal for all is often in fact the privilege of the few. Unesco is therefore building up a clearing-house for the exchange of data on public information systems so that all may benefit from one another's experience. Unesco must also encourage the scientific study of the problems of mass communication and promote professional training to meet modern needs. Nor do knowledge or training solve all the problems, so long as ideas and technical materials cannot freely cross national frontiers. Unesco in its survey of present resources also collects data about such obstacles to a free flow, and seeks to surmount them by international agreements or in other ways.

According to its Constitution, Unesco collaborates "in the work of advancing mutual knowledge and understanding of peoples through all means of mass communication". Throughout the world, consequently, it stimulates the uses of press, film, radio and related media to promote social progress and international understanding and uses them to enlighten the public about its activities and objectives.

1. IMPROVEMENT OF MEANS AND TECHNIQUES OF INFORMATION

Unesco has set up an information clearing-house to deal with all problems concerning mass communications, including professional and technical training and the techniques and influence of the press, radio and film. Exact information is collected by field surveys.

2. REDUCTION OF OBSTACLES TO THE FREE FLOW OF INFORMATION

Progress in the field of mass communication requires the reduction and, if possible, the removal of certain obstacles. Means of overcoming them must be investigated and adequate measures recommended to Member States, to whom appropriate international conventions must be submitted for ratification. The free flow, which Unesco thus seeks to promote, should cover not only ideas and news of an informative nature but all audio-visual material serving educational, scientific and cultural purposes.

3. ACTION THROUGH PRESS, FILM AND RADIO

While encouraging, within the scope of its capacities and the limits of its programme, the practical activities of the press, cinema and radio, Unesco intends also to employ the facilities they offer for the purposes laid down in its Constitution. It encourages directors and producers through discussion and the supply of material, to take due account of the services to be rendered to international understanding in the fields of education, science and culture. It also keeps them informed of its own activities and supplies them with appropriate material ready for immediate use.

RELIEF ASSISTANCE SERVICES

ALL those things we hold valuable in education, science and culture are from time to time threatened by disaster—whether natural or at the hands of man. Help for the victims of such misfortunes, if it is to be really effective, must be co-ordinated and directed where it is most needed. Unesco has undertaken, within the sphere of its competence, to collect, analyse and distribute information about the nature and extent of the help required.

This documentary service provides a basis for three types of action: firstly, Unesco gives direct aid to devastated countries by gifts of material or by the provision of services, drawing for this purpose on a Relief Fund to which it contributes from its own budget.

This direct aid is supplemented by campaigns for voluntary aid in which Unesco unites its efforts with those of other organizations pursuing similar aims. These campaigns are capable of producing substantial results.

Lastly, Unesco encourages voluntary work camps conducted in accordance with the aims of Unesco and engaged in reconstruction tasks to become centres of international understanding.

UNESCO'S PROGRAMME FOR 1951

EDUCATION

UNESCO during 1951 will stimulate the movement for mass education in many parts of the world chiefly by helping member states to develop and improve their work in such fields as fundamental and adult education. Unesco will therefore prepare teaching materials, organize seminars and educational conferences, help to train teachers at regional centres and develop educational co-operation through missions and the exchange of information.

Three educational missions will be sent to member states and inquiries into language and science teaching will be continued with the International Bureau of Education. The problem of expanding and lengthening free education and the effect of this on labour and industry will be discussed with the International Bureau of Education and the International Labour Office.

Unesco will give advice and provide technical facilities for the United Nations Technical Assistance Programme. The pilot project, started in Haiti between 1948 and 1950, will be further developed. The Government of India plans a pilot project in association with Unesco. A seminar on fundamental and adult education is planned for the Near East.

Unesco will continue a comparative study of curricula in use in the various countries of the world in the teaching of history, geography and social studies. It will issue a publication on the teaching of history and a Teacher's Guide to the Declaration of Human Rights. Studies on history and geography textbooks used in various countries will be continued, and an international seminar on the teaching of history in primary and secondary schools will be held.

To meet a request from the United Nations and its specialized agencies, Unesco will investigate measures to reduce illiteracy, to use native languages in teaching, and to stimulate international action to break down barriers to the access of women to education.

Special efforts will be made to determine and encourage the application of the most effective ways of teaching children about the Universal Declaration of Human Rights and about the United Nations and its Specialized Agencies.

NATURAL SCIENCES

THE 1951 activities of Unesco in the field of Natural Sciences will particularly concern the development of international scientific co-operation, assistance to research for the improvement of the living conditions of mankind, and the teaching and popularization of science.

Approval has been given to study a plan to set up regional research centres, with funds to be obtained outside Unesco's budget. One example suggested was for a centre of research in physics and other sciences in

ON this and the following page, the Courier presents a summary of the main Unesco projects for 1951 approved by the Fifth Session of the General Conference. From this programme, M. Jaime Torres Bodet, Unesco's Director-General has been authorized to select immediate priority projects so as to carry out Unesco's work in the most effective and concentrated manner.

The Unesco work plans for 1951 have been allocated a budget of \$8,200,000, but in addition to the regular annual budget, financial resources may be increased through voluntary contributions from member countries. These extra funds would be used to finance special projects outside the ordinary programme, which are to be worked out by the Director-General and the Executive Board.

Western Europe as an attempt to overcome difficulties arising out of the high cost of research into higher physics.

Grants-in-aid and services will be given to international organizations in the fields of engineering, science, medicine, agriculture, biology and the protection of nature. Discussions will be promoted on scientific problems of regional importance; and action taken to organize the exchange of scientific information, personnel and material.

Recognizing the value of Unesco's Field Science Co-operation Offices, the Conference voted to increase the budget allotted to them. These offices will help the execution of the Plan of Technical Assistance to under-developed areas.

Unesco will also make a special effort to encourage scientific and technical research and development of arid and semi-arid areas, in co-operation with the International Arid Zone Research Council and with the United Nations.

Unesco also aims to bring science into the lives of ordinary men and women by fostering science clubs, scientific exhibitions, discussions among workers' groups about the effect on their work of scientific progress, and world-wide discussions on themes related to the inter-action between Science and Society. The Organization will help publishers to produce cheap attractive books on science, and will distribute popular scientific articles to newspapers and magazines, and filmstrips for use by lecturers to non-scientific groups. It will help associations for the advancement of science in war-devastated and other needy areas.

Finally, Unesco will promote closer international collaboration between science teachers, particularly in science teaching methods and the development of a scientific attitude in primary and secondary schools.

SOCIAL SCIENCES

UNESCO's Social Sciences programme has three main sections: aid to international scientific collaboration, studies of social tensions, and studies of international co-operation.

The studies of social tensions will

include an investigation of race contacts in Brazil, to determine factors contributing to harmonious race relations.

Unesco plans a study of population problems in countries in process of industrialization, will organize a study of tensions resulting from over-population, and will continue the enquiry into tensions resulting from shifts of population. Unesco will also arrange a "tensions" investigation among Japanese youth.

Unesco will encourage the development of international associations in the branches of sociology, political science, economics, comparative law, and international studies, and will entrust them with work correlated to its programme. It will publish a periodical for social scientists and will encourage the development of social sciences' documentation services.

Studies will be made in the field of international co-operation. In one of these Unesco will seek to determine how greater public support can be obtained for the United Nations.

Finally, Unesco will study the technique of international conferences based upon exploratory surveys carried out during 1949-50, and will publish the results.

CULTURAL ACTIVITIES

WITH the aid of the International Council of Philosophy and Humanistic Studies, UNESCO will assist studies already in progress on the native cultures of America, Africa and other regions. Another plan to be carried out is the preparation by an international group of experts of a history of the scientific and cultural development of humanity, showing the exchanges which have taken place throughout the ages between different peoples and cultures in science, technology, philosophy, the arts and other branches of cultural life.

In addition to assisting the development of modern cultural relations, UNESCO helps to preserve the cultural heritage of the past through the maintenance of libraries and museums containing books and works of art which constitute this heritage. The rights and the material and moral in-

terests of the authors of literary and artistic creation must be defended. UNESCO will also endeavour to bring the most important works and expressions of world culture to all peoples.

UNESCO will continue its efforts to co-ordinate bibliographical services on an international basis. Furthermore, it will study the problem of the microphotographic reproduction of rare periodicals and the practical aid to be given to certain States for the reproduction of important documents.

In the field of the visual arts, UNESCO will conduct an enquiry on the place held by the arts in the educational system of various countries. In order to familiarise the masses with art, impulse will be given to the photographic reproduction of the works of art of all countries.

Under the auspices of the International Council of Music, international music festivals will be held, scholarships and grants awarded, and musical scores of special importance copied, reproduced, and lent from one country to another. The work of cataloguing recorded music will be continued, and UNESCO will increase it by a collection of important musical works which have not yet been recorded on a commercial scale. It will also encourage the recording of folk music.

UNESCO will continue to collaborate with the International P.E.N. Club. It will also publish information on the translations of foreign books published in each country and in the **Index translationum**, an international analytic catalogue of translations.

The translation of the chief literary and cultural works of every country into the greatest possible number of languages will be chiefly concerned, in 1951, with Italian, Arabic and Latin-American literature.

UNESCO will also work for the establishment of a Universal Copyright Convention, and will prepare the convening of an inter-governmental conference to decide on the text of this convention.

EXCHANGE OF PERSONS

UNESCO will continue an enquiry into means of removing obstacles to the free movement of persons. A new edition of a special supplement to "Study Abroad" on study opportunities during vacations will be published. The basic work, "Study Abroad", of which successive editions were published in 1948, 1949 and 1950 constitutes a general guide to existing openings of study abroad. Intended originally to provide a full list of international fellowships, the contents have been progressively augmented to include other categories of exchanges as, for example, industrial and agricultural workers, and young people.

While assembling information from Member States and from non-govern-

(Continued on page 6)



Some of the delegates to Unesco's Fifth General Conference. Above (left) are members of the United States delegation. From left to right: Dr Howland H. Sargeant (Chairman of the Delegation); Mrs. Charles Reed (wife of the U.S. Consul General); Mr. Charles Reed, Miss Bernice Baxter, Dr. George D. Stoddard, Dr. I. L. Rabi and Dr. George F. Zook. In the photo (above, right) are: H. E. Dr. Jose Pezet (Panama) Dr. Riazuddin Siddiqui (Pakistan); Dr. J. C. Beaglehole (New Zealand) and Mr. Hans Mohr (Norway).

UNESCO'S PROGRAMME FOR 1951

(CONTINUED)

(Continued from page 5.)

mental organizations on the granting and administering of international study grants, and making this information available to individuals, groups and governments, UNESCO will also help to bring about adoption of common methods and techniques in the administration of scholarships and the planning of new programmes.

As budgetary limitations prevent UNESCO from allocating large sums for the creation and administration of scholarships, the programme for 1951 aims to encourage exchanges of persons by co-ordinating activities of organizations which award fellowships and study grants.

Help to intellectual refugees is covered by an International Student Service proposal sponsored by the Netherlands Conference delegation, providing for the creation—with UNESCO help—of a fund for the use of refugee students.

UNESCO will itself during 1951 grant 55 fellowships for citizens of its Member States. These will allow specialists to study activities related to the UNESCO Programme. After the beneficiaries have finished their work and returned to their home countries, UNESCO remains in close contact with them so that the knowledge they have acquired may be used in the application of UNESCO's programme.

MASS COMMUNICATIONS

TO bring about the widest possible public participation in its programme and an understanding of its aims by action through the world's press, radio, films and other media of communications will be one of the main Unesco tasks for 1951.

SIX NEW UNESCO EXECUTIVE BOARD MEMBERS ELECTED BY THE GENERAL CONFERENCE

SIX of the eighteen members of Unesco's Executive Board which acts on behalf of the General Conference between the latter's sessions, were replaced during the Fifth General Conference in Florence.

The present composition of the Board, whose members sit as private individuals and not as representatives of their countries, is as follows:

CHAIRMAN
H.E. Count Stefano Jacini (Italy).
VICE-CHAIRMEN
Dr. Luther H. Evans (United States).
H.E. Shafik Ghorbal Bey (Egypt).
MEMBERS
General Sir Ronald Adam (United Kingdom)*.
Dr. Rafael Bernal Jimenez (Colombia)*.
Professor Paulo Carneiro (Brazil).
H. E. Dr. Antonio Castro Leal (Mexico).
H.E. M. Victor Doré (Canada).
Monseigneur Jean Maroun (Lebanon)*.
H.E. Dr. C. Parra Perez (Venezuela).
Senator Geronima Pecson (Philippines)*.
Professor Alex Photiades (Greece).
Professor Jean Piaget (Switzerland)*.
H.E. Sir Sarvepalli Radhakrishnan (India).
M. Roger Seydoux (France).
Professor Ali Sommerfelt (Norway).
M. Ahmet Kutsi Tecer (Turkey).
Professor Louis Verniers (Belgium).

* New members elected at the Fifth Session of the General Conference—Florence 1950.

REPRESENTATIVES FROM THE FAR EAST THE MIDDLE EAST, LATIN AMERICA AND EUROPE AT UNESCO'S FIFTH GENERAL CONFERENCE



PHILIPPINES : From left to right : Mr. S. Arnaldo, of Unesco's New York Office; Mr. Geraldo Flores, Senator Geronima Pecson (Vice-President of the Delegation) and Mr. Cecilio Putong.



THE LEBANON : M. Abijaoude and Monseigneur Jean Maroun.



BRAZIL : H. E. Clemente Mariani Bittencourt (President of the Delegation); Professor Paulo de Berredo Carneiro and Mme. Mariani Bittencourt.



FRANCE : From right to left, M. François Mauriac, M. Louis Joxe, M. Leopold Sedar Senghor, M. Julian Cain, M. Roger Seydoux and M. Marcel Abraham.

The aim will be to present these activities so as to focus them upon the Universal Declaration of Human Rights and within this framework, to highlight the right to education, the benefits of scientific progress and information. Emphasis will be put on material illustrating: Fundamental education for all people and education for international understanding; the right of all peoples to enjoy the benefits of scientific progress and the relationship of the work of scientists to peace and human welfare; the struggle to resolve racial and other problems, and the methods and achievements of international co-operation; the part played by creative artists in such co-operation; freedom of information and the free exchange of ideas.

The organization will examine the possibility of creating an International Institute of the Press and Information through consultations with national and international organizations.

The replies from these groups will be discussed by an experts' committee set up by Unesco. On the basis of the replies, Unesco will be able to decide whether a conference to create the Institute should be called.

The General Conference also approved a number of projects to help Unesco's efforts to reduce obstacles to the free flow of information. One of them is to secure from the contracting parties of the General Agreement on Tariffs and Trade further reductions of customs barriers to the international circulation of educational, scientific and cultural materials.

Unesco will also co-operate with the Regional Economic Commissions of the United Nations in the encouragement of the domestic production, the promotion of the exchange, and the facilitation of trade agreements involving educational, scientific and cultural materials. It will seek, in conjunction with these commissions, special dispensations for categories of persons engaged in educational activi-

ties with regard to visa and frontier formalities, labour permits and similar facilities. Unesco will work for wider application of schemes initiated by the Universal Postal Union to permit payment in national currencies for subscriptions to foreign newspapers, and for a 50 per cent reduction on postal charges for printed matter.

The preparation and dissemination of a study such as "World Press Coverage of Educational, Scientific and Cultural Information" will also be undertaken.

An international agreement reducing or abolishing economic controls on the movement of books, newspapers, works of art, documentary films and a wide range of other educational materials, was adopted by the Conference*

During 1951, Unesco will also carry out intensive work as a clearing house for the collection, analysis, dissemination and exchange of information and experiences in the techniques, uses and effects of the press, film, radio and allied media in the fields of education, science and culture.

Expert aid missions will be undertaken to advise and assist in the improvement of mass communications in under-developed or war devastated countries.

The world survey of technical facilities, already carried out in 52 countries or territories, will be completed and extended to 33 other countries and territories. The Member States will be invited to set up within the framework of their National Commissions standing consultative committees on technical and professional problems.

Finally, Unesco will continue its effort to bring about world unification in Braille. A world Braille Council will be created and conferences will be held for experts in Arabic and Spanish-Portuguese Braille.

* See page 7 of this issue for a report on this agreement.

RELIEF SERVICES

THE Relief Assistance Service of UNESCO, set up five years ago as the Reconstruction Department to help war-hit countries, has now extended its programme to meet the needs of any country requiring relief.

War damage is being repaired, but new emergency situations requiring the assistance of an international organization such as UNESCO still arise. The wars in Palestine and Greece left many refugees to be cared for as did the earthquakes in Ecuador last year and in Peru this year, when numerous schools and buildings of great historic and artistic value were destroyed.

The General Conference considered two such problems in particular: the situation of refugee children in Greece and the Near East, which continues to be extremely serious. As no really effective help could be given from Unesco's limited budget, the Conference decided to appeal to the governments of the 59 Member States to contribute funds sufficient for effective action.

Unesco's Relief Service will continue to assemble information on the needs of countries and use it to prepare for the provision of direct assistance or the organization of voluntary aid campaigns. It will also allocate credits from the Relief Fund to needy countries and will assist them to purchase and transport equipment and help to secure import and export licences and customs exemptions.

As UNESCO's funds are insufficient for this work, the Service will work with Member States to focus public opinion and sympathy on the needs of devastated areas and organise campaigns for voluntary assistance. Finally, it will aid co-ordination internationally—and, through National Commissions, nationally—of the efforts of the voluntary associations participating in UNESCO's relief work.

CONFERENCE RESOLUTIONS GIVE UNESCO ADDED POWER TO WORK FOR PEACE

ON May 23rd, 1950, Director-General Jaime Torres Bodet asked delegates to the Fifth Session of the Unesco General Conference to act in the interest of world peace — in the future and in our times as well. On June 17, he described certain ultimate conclusions of the delegates as expressive of "a will for peace" and testimony to "the fidelity of all of us to Unesco's supreme ideal". In his summation, the Director-General referred particularly to two resolutions passed by the conference — one of them proposed jointly by the

delegations of Brazil, Canada, Ecuador, Egypt, France, India, Italy, the United Kingdom and the United States of America; the other by the delegation of Belgium. These resolutions are reproduced on this page. The Conference also approved proposals by Norway and by France, aimed to define the duties of member states in carrying out their obligations under the Unesco Constitution and to provide funds for the execution of priority projects.

RESOLUTION

PRESENTED BY THE DELEGATIONS OF
BRAZIL, CANADA, ECUADOR, EGYPT,
FRANCE, INDIA, ITALY, UNITED KINGDOM,
UNITED STATES OF AMERICA

THE GENERAL CONFERENCE,

HAVING HEARD the statements of various delegations and of the Director-General,

NOTING that the programme of the Organization, as decided upon by the present Conference, constitutes a more direct and important contribution to the cause of peace than the programmes of previous years,

CONSIDERING that all the activities of Unesco must, in accordance with its Constitution, be directed towards the peace and prosperity of mankind, within the framework of the Universal Declaration of Human Rights,

CONSIDERING that these activities, to be fully effective, must postulate a truly and sincerely universal outlook that shall eschew all thought of aggression and shall be based on recognition of the principles of justice and freedom on which the Constitution of the Organization is based,

INSTRUCTS the Executive Board and the Director-General to carry out the programme for 1951 in the most effective and concentrated manner possible, bearing prominently in mind the guiding principles laid down in the preamble to the basic programme,

INSTRUCTS the Executive Board and the Director-General to prepare, for the Sixth Session of the General Conference, a draft programme in which the various activities involving international co-operation in the fields of education, science and culture shall tend more directly, within the framework of the United Nations and its other Specialized Agencies, towards the maintenance and consolidation of peace,

REQUESTS the Executive Board and the Director-General to study, for that purpose, projects that can be financed apart from the regular programme, by voluntary contributions of money or services from the greatest possible number of countries,

INVITES Member States, with a view to the successful execution of a concentrated programme of this nature, to consider the possibility of increasing in this way the resources of the Organization in the future.

AT its closing meeting on June 17th, the General Conference approved a resolution proposed by France to authorize Unesco's Executive Board to finance, by a transfer of funds from the 1950 budget, preliminary studies in 1950 of special projects aimed at the maintenance and consolidation of peace proposed for the 1951 programme.

RESOLUTION

SUBMITTED BY
THE BELGIAN DELEGATION

THE GENERAL CONFERENCE

REAFFIRMS ITS DECISION that Unesco, within the limits of its competence, co-operate closely and actively in the programme of peace of the United Nations;

NOTING that, as one of the Specialized Agencies of the United Nations, Unesco suffers from the effects of the difficulties which are compromising the harmonious workings of the system of the United Nations and its Specialized Agencies,

EXPRESSES the hope that these difficulties will be rapidly solved,

AND CALLS ON Member States to make every effort to this effect in the framework of their action within the United Nations and its Specialized Agencies,

RENEWS an urgent appeal to its Member States in order that each, on the national level, continues and intensifies its action in the fields of education, science and culture with a view to facilitating and developing understanding between the peoples,

AFFIRMS that Unesco's contribution to the cause of peace consists in giving an example of tolerance and mutual understanding as well as freedom of exchange and freedom of expression of ideas within the widest diversities of viewpoints,

INVITES all those in the world who are devoted to education, science and culture as well as those who dispose of means of mass communication to assist in the development of this action,

INSTRUCTS the Director-General to bring this resolution to attention of the Secretary-General of the United Nations.

Norwegian proposal on Educational Scientific and Cultural duties of the State

THE following resolution, submitted by the delegation of Norway, was unanimously adopted at the closing session of the General Conference:

"The Director General is authorized to consider the constitution of a committee charged with the preparation of a charter of the duties of the State in regard to education, science and culture for the purpose of ensuring a better understanding between peoples, and to prepare a report on this subject for the next session of the General Conference."

GENERAL CONFERENCE ADOPTS WORLD AGREEMENT FOR DUTY-FREE IMPORT OF EDUCATIONAL MATERIALS

IN some countries books coming from abroad are taxed as much as 300 per cent. Scientific equipment needed in research laboratories, is taxed with equal severity. Education exhibitions, destined for schools and museums, remain in customs warehouses while their sponsors try to raise the heavy bond often required by the authorities.

These tariff and trade regulations make it costly, difficult and sometimes impossible for people in many countries to obtain the works of art, and the scientific and educational materials they need.

To remedy that situation, Unesco's Fifth General Conference adopted

unanimously a new international Agreement allowing a wide range of educational, scientific and cultural materials to move across frontiers free of duty. Governments adhering to this Agreement will abolish duties on books, newspapers, magazines, musical scores, maps and charts. They will grant import licences and foreign currency for publications needed by public libraries.

The Agreement will also permit the free importation of paintings, drawings and sculpture. Approved institutions, such as museums, laboratories and schools, will enjoy sweeping privileges for the free importation of everything from documentary films to scientific apparatus. One provision, for exam-

ple, eliminates barriers to the movement of everything required for the educational advancement of the blind.

"Free Trade" in Culture

NOW that the Agreement has been unanimously adopted, it will be opened shortly for signature at Lake Success. The British Government has announced that it will sign the Agreement and submit it to Parliament for ratification. Many other countries have also indicated that they will seek quick legislative approval of the pact. There is little doubt that it will obtain, within a short delay, the

ten ratifications needed to bring it into force.

This is the second international Agreement to be sponsored by Unesco. The first is designed to abolish duties, quotas and other trade barriers to the movement of films, recordings and similar audio-visual aids to education. It has been signed by 17 countries and ratified by one, Norway.

When these Unesco Agreements enter into force, bringing a "free trade" in culture, people in each country will find it much easier to obtain books, paintings, documentary films and all types of educational materials from other countries — a significant, practical step towards international understanding.

THE SCIENTIFIC BASIS FOR HUMAN UNITY

Unesco Publishes Declaration By World's Scientists

The following statement was published by Unesco on July 18 th. It was prepared by the Unesco Committee of Experts on Race Problems, at Unesco House in Paris, and was drafted by the following scientists: Ernest Beaglehole, New Zealand; Juan Comas, Mexico; L. A. Costa Pinto, Brazil; Franklin Frazier, United States; Morris Ginsberg, United Kingdom; Humayun Kabir, India; Claude Levi-Strauss, France; Ashley Montagu, United States. The text was revised by Professor Montagu after criticisms submitted by Professors Hadley Cantril, E. G. Conklin, Gunnar Dahlberg, Theodosius Dobzhansky, L. C. Dunn, Donald Hager, Julian S. Huxley, Otto Klineberg, Wilbert Moore, H. J. Muller, Gunnar Myrdal, and Joseph Needham.

SCIENTISTS have reached general agreement in recognising that mankind is one: that all men belong to the same species, *Homo sapiens*. It is further generally agreed among scientists that all men are probably derived from the same common stock; and that such differences as exist between different groups of mankind are due to the operation of evolutionary factors of differentiation such as isolation, the drift and random fixation of the material particles which control heredity (the genes), changes in the structure of these particles, hybridization, and natural selection. In these ways groups have arisen of varying stability and degree of differentiation which have been classified in different ways for different purposes. From the biological standpoint, the species *Homo sapiens* is made up of a number of populations, each one of which differs from the others in the frequency of one or more genes. Such genes, responsible for the hereditary differences between men, are always few when compared to the whole genetic constitution of man and to the vast number of genes common to all human beings regardless

choose to describe as a race. Thus, many national, religious, geographic, linguistic or cultural groups have, in such loose usage, been called "races", when obviously Americans are not a race, nor are Englishmen, nor Frenchmen, nor any other national group. Catholics, Protestants, Moslems, and Jews are not races, nor are groups who speak English or any other language thereby definable as a race; people who live in Iceland or England or India are not races; nor are people who are culturally Turkish or Chinese or the like thereby describable as races.

National, religious, geographic, linguistic, and cultural groups do not necessarily coincide with racial groups; and the cultural traits of such groups have no demonstrated genetic connection with racial traits. Because serious errors of this kind are habitually committed when the term "race" is used in popular parlance, it would be better when speaking of human races to drop the term "race" altogether and speak of ethnic groups.

Now what has the scientist to say about the groups of mankind which may be recognized at the present time? Human races can be and have been dif-

ferent, but the members of each ethnic group is about the same. The scientific investigations of recent years fully support the dictum of Confucius (551-478 B.C.) "Men's natures are alike; it is their habits that carry them far apart".

The scientific material available to us at present does not justify the conclusion that inherited genetic differences are a major factor in producing the differences between the cultures and cultural achievements of different peoples or groups. It does indicate, however, that the history of the cultural experience which each group has undergone is the major factor in explaining such differences. The one trait which above all others has been at a premium in the evolution of men's mental characters has been educability, plasticity. This is a trait which all human beings possess. It is, indeed, a species character of "*Homo sapiens*."

So far as temperament is concerned, there is no definite evidence that there exist inborn differences between human groups. There is evidence that whatever group differences of the kind there might be are greatly over-ridden by the individual differences, and by the differences springing from environmental factors.

As for personality and character, these may be considered raceless. In every human group a rich variety of personality and character types will be found, and there is no reason for believing that any human group is richer than any other in these respects.

Biological Facts and Racial Myths

WITH respect to race-mixture, the evidence points unequivocally to the fact that this has been going on from the earliest times. Indeed, one of the chief processes of race-formation and race-extinction or absorption is by means of hybridization between races or ethnic groups. Furthermore, no convincing evidence has been adduced that race-mixture of itself produces biologically bad effects. Statements that human hybrids frequently show undesirable traits, both physically and mentally, physical disharmonies and mental degeneracies, are not supported by the facts. There is, therefore, no "biological" justification for prohibiting intermarriage between persons of different ethnic groups.

The biological fact of race and the myth of "race" should be distinguished. For all practical social purposes "race" is not so much a biological phenomenon as a social myth. The myth of "race" has created an enormous amount of human and social damage. In recent years it has taken a heavy toll in human lives and caused untold suffering. It still prevents the normal development of millions of human beings and deprives civilization of the effective co-operation of productive minds.

The biological differences between ethnic groups should be disregarded from the standpoint of social acceptance and social action. The unity of mankind from both the biological and social viewpoints is the main thing.

To recognize this and to act accordingly is the first requirement of modern man. It is but to recognize what a great biologist wrote in 1875: "As man advances in civilization, and small tribes are united into larger communities, the simplest reason would tell each individual that he ought to extend his social instincts and sympathies to all the members of the same nation, though personally unknown to him. This point being once reached, there is only an artificial barrier to prevent his sympathies extending to the men of all nations and races."

These are the words of Charles Darwin in "The Descent of Man" (2nd ed., 1875, pp. 187-188). And, indeed, the whole of human history shows that a co-operative spirit is not only natural to men, but more deeply rooted than any self-seeking tendencies. If this were not so we should not see the growth of integration and organization of his communities which the centuries and the millennia plainly exhibit.

We now have to consider the bearing of these statements on the problem of human equality. It must be asserted with the utmost emphasis that equality as an ethical principle in no way depends upon the assertion that human beings are in fact equal in endowment. Obviously individuals in all ethnic groups vary greatly among themselves in endowment. Nevertheless the characteristics in which human groups differ from one another are often exaggerated and used as a basis for questioning the validity of equality in the ethical sense. For this purpose we have thought it worth while to set out in a formal manner what is at present scientifically established concerning individual and group differences.

(The final conclusions of the scientists are published on page 1.)



ALL THESE MEN AND WOMEN
who speak one of the many Indo-European languages in many ways—sometimes for blond

RACE AND

TOWARDS the end of the last century, a French anthropologist, Lapouge, declared that the day was drawing near when men would slaughter one another for a few millimetres' difference in cranium size. What may then have seemed only a whimsical theory has since become harsh reality with the perpetration of appalling massacres during the last decade in the name of racial superiority. Thus our age has been given the sorry privilege of verifying prophecies, which not long ago would have been regarded as ludicrous.

Unfortunately the evils of racial discrimination have not disappeared with the suppression of Nazi political power. Although not applied in such ruthless fashion it still causes immeasurable suffering every day and continues to affect the lives and futures of millions of people.

Racism is one of the most disturbing phenomena of the great revolution of the modern world. At the very time when industrial civilization is penetrating to all points of the globe and is uprooting men of every colour from their age-old traditions, a doctrine, treacherously scientific in appearance, is invoked in order to rob these men of their full share in the advantages of the civilization forced upon them.

There exists in the structure of Western civilization a fatal contradiction. On the one hand it wishes and insists that certain cultural values, to which it attributes the highest virtues, be assimilated by other people. But, conversely, it will not admit that two-thirds of humanity is capable of attaining this standard which it has set up. Ironically, the worst sufferers from racial dogma are usually the people whose intellect most forcibly demonstrates its falseness.

No "Pure" Races

FOR nearly a century, all genuine anthropologists have insisted on the purely conventional character of the features chosen to classify the human

UNESCO TO BEGIN PILOT STUDY IN BRAZIL ON RACIAL PROBLEMS

UNESCO will undertake a "Pilot Project" in Brazil next year to study the problems of different racial and ethnic groups living in a common social environment. The study will seek to determine how economic, political, cultural and psychological factors help or hurt the harmonious relations among races and ethnic groups.

The original proposal for the Pilot Project, as submitted by UNESCO'S Executive Board to the Programme and Budget Commission of UNESCO'S Fifth General Conference, provided that it be carried out "in a country of Latin America". Professor Paulo de Berrido Carneiro, of Brazil, proposed that his country be chosen because, he said, Brazil was a nation which owed its evolution to a fraternity of black, white and Indian citizens, "and our racial mixture is increasing all the time."



RACIAL HARMONY — NEW ZEALAND

In New Zealand the Maori population more than doubled between 1896 and 1936 and today Maoris number about one twentieth of the total population. Not more than half of the Maoris are of pure Maori descent and the number of those of mixed blood appears to be increasing rather more rapidly than those of unmixed race. Maoris made an important contribution to New Zealand's war effort and to-day are participating more and more in the economic and political life of the country, one important development being the increasing number entering the teaching profession.

of the population to which they belong. This means that the likenesses among men are far greater than their differences.

A race, from the biological standpoint, may therefore be defined as one of the group of populations constituting the species "*Homo sapiens*." These populations are capable of interbreeding with one another but, by virtue of the isolating barriers which in the past kept them more or less separated, exhibit certain physical differences as a result of their somewhat different biological histories. They represent variations, as it were, on a common theme.

In short, the term "race" designates a group or population characterised by some concentrations, relative as to frequency and distribution, of hereditary particles (genes) or physical characters, which appear, fluctuate, and often disappear in the course of time by reason of geographic and/or cultural isolation. The varying manifestations of these traits in different populations are perceived in different ways by each group. What is perceived is largely preconceived, so that each group arbitrarily tends to misinterpret the variability which occurs as a fundamental difference which separates that group from all others.

These are the scientific facts. Unfortunately, however, when most people use the term "race" they do not do so in the sense above defined. To most people, a race is any group of people whom they

ferently classified by different anthropologists, but at the present time most anthropologists agree in classifying the greater part of present-day mankind into three major divisions, as follows:

Mongoloid, Negroid, Caucasoid
The biological processes which the classifier has here embalmed, as it were, are dynamic, not static. These divisions were not the same in the past as they are at present, and there is every reason to believe that they will change in the future.

Many sub-groups or ethnic groups within these divisions have been described. There is no general agreement upon their number, and in any event most ethnic groups have not yet been either studied or described by the physical anthropologist.

Whatever classification the anthropologist makes of man, he never includes mental characteristics as part of those classifications. It is now generally recognized that intelligence tests do not in themselves enable us to differentiate safely between what is due to innate capacity and what is the result of environmental influences, training and education. Wherever it has been possible to make allowances for differences in environmental opportunities, the tests have shown essential similarity in mental characters among all human groups. In short, given similar degrees of cultural opportunity to realise their potentialities, the average achievement of



ARE ARYANS. — The men and women shown above, coming respectively from Norway, India, Italy and France, as well as those of many other countries are "Aryans", for this linguistic term can apply to hundreds of millions of people living in Europe, Asia, North and South America and Oceania, who speak European languages. As expressed by Ruth Benedict and Gene Weltfish in "The Races of Mankind", "Aryans", Jews, Italians are not races. Hitler used the term "Aryans" for Germans... sometimes for all who agreed with him politically, including the Japanese. As Hitler used it, "Aryan" had no meaning.

AND CIVILIZATION

by Dr. Alfred METRAUX

species. They have reiterated that there is no such thing as a pure race, that racial differences are biological and probably do not affect character and mental faculties, and that from the anthropological point of view the human species is one. But little attention has been paid by the majority to their words.

How many cultivated, intelligent and kindly people believe in all good faith that Negroes inherit at birth an exuberant and primitive nature and that rhythm and dance are theirs from the cradle? How many others, who believe themselves to be free from any taint of racial prejudice, credit the Jews with intellectual qualities superior to those of Christians? Every day, all too many attest to the belief that racial groups have hereditary virtues and defects, a belief which is a commonly accepted error, and which, if not discredited, comes to be accepted as the truth.

Race prejudice thrives on the inability of most people to make a clear distinction between facts pertaining to civilization and culture on the one hand and biological facts on the other. Men are distinguished by their respective cultures, which is that "complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." As cultural differences are frequently associated with physical differences, the latter have been regarded too often as the cause of the former.

Culture Confused With Instinct

SOCIAL prejudice will not diminish until it is generally recognized that the real differences between human societies are not due to biological heredity but to cultural environment. The influence of culture on the individual is at once so subtle and strong, and it is exerted from such an early age, that it is apt to be confused with instinct.

The cultural factor plays a highly important part in the workings of the intellect. A poor, isolated group which does not receive much stimulus from the outside world may easily be taken to be congenitally inferior; but another one in the favourable atmosphere of a different moral and economic environment, may be regarded as a privileged specimen of mankind.

Psychology and criminology have taught us that delinquency is related to social conditions. If we are convinced of the importance of family and social environment, why should we refuse to recognize the part played by culture? It is too easily forgotten that there are many cultural specializations and many choices open to every culture.

Take for example the Australian aborigines. Their tools and economy are those of our prehistoric ancestors. Like several species of fauna in the country they seem to represent an early stage of evolution. Nevertheless, these primitive people have developed a social organization and a system of relationship of such complexity and refinement that it requires an able brain and a degree of mathematical ability to unravel all its intricacies. In comparison, some of our systems are simple, even crude. Examples from other societies could be multiplied.

Doubts About The Nordics

ONE of the essential features of cultures is their malleability. They change rather rapidly and only remain static in certain exceptional cases.

The racial composition of Europe has probably varied very little in the course of the last two or three thousand years, but would anyone venture to affirm that European mentality has always been the same? Would Englishmen of today feel at home among the subjects of Edward III? In Japan the 19th century saw the tremendous cultural revolution of a people whose racial type was in no way changed, for it is obvious that, biologically speaking, the Japanese of 1950 is the same as his great-grandfather in the days of Commodore Perry.

The United States of America provide a very good example of the fact that culture is more important than race. Who has not been impressed by the "typically American" mentality, gestures and behaviour of persons springing from the most varied races?

It is a gross error to believe history can be explained by race. Western industrial culture does not owe its great development and power to any innate superiority of the white race. The Gauls, as Julius Caesar describes them, were scarcely superior to Western African tribes, whom some people glibly declare incapable of progress. Writers of the ancient Mediterranean peoples frequently expressed doubts about the capacities of the Nordics, some of whom are inclined today to disdain other races.

There is nothing hereditary or even spontaneous in the antipathy felt by members of one racial group for those of another. Observations on the behaviour of children show very clearly that they express aversion for people of another colour only under the influence of the family milieu. The millions of half-castes in the world are witness that different races have in fact a particular attraction for one another. Relations between races are generally determined by cultural tradition. History is there to teach us that this tradition has varied greatly in the course of the centuries.

No Escape From Heredity

RACISM is a relatively new myth, dating back to only two or three centuries ago. Before the colonial expansion of the European powers, men despised or hated one another for cultural or religious differences, but did not claim to be superior to one another because of the colour of their skin or the shape of their skull or their nose.

Morally, slavery was just as damaging to the whites as to the blacks. The whites made skin colour and other physical characteristics indelible distinguishing marks. The Inquisition burnt the Jews because they had crucified Christ and because they were supposed to be the enemies of the faith; the Nazis did the same because the Jews were said to belong to a species which was inherently harmful. The difference is of little importance to the victim, but it means much from



RACIAL OPPRESSION — GERMAN-OCCUPIED POLAND. Very soon after their occupation of Poland the Nazis decided to herd all Jews together in special walled-off parts of Warsaw and other large cities. In Warsaw an eight foot wall (shown in this photo) topped with broken glass was built to define the limits of a revived mediaeval ghetto. By 1941, over 450,000 people were crowded into the area, many being forced to share a room with a dozen other people.

the point of view of history. It is possible to change one's religious convictions, but nobody can escape heredity.

There is in this concept of race something implacable. The barbarity of our time is more ruthless and more absurd than that of the so-called Dark Ages; for racial prejudice is an un-intelligent and unattractive myth. Its flourishing development in the twentieth century will no doubt in future ages be regarded as one of the most shameful episodes in history.

Science versus Prejudice

RACIAL hatred and conflict feed on mistaken scientific notions and anti-rational dogma. To show up these errors and lessen their harmful effect, we must use the means supplied by science, culture and education. Unesco, better than any other institution in the world, is thus qualified to combat racial prejudice.

Any campaign for an ideological objective must be based on a declaration of principles. As regards race, what is

needed is not dogma or moral conviction, but scientific data, in view of the fact that the system of race discrimination claims to derive from actual experience and alleged biological laws. Before making an appeal to common sense, to charity, and even to the self-interest of the groups affected by this plague, it was necessary to ascertain the results of scientific observation.

That is why a commission of anthropologists and sociologists met towards the end of last year at Unesco House for the purpose of preparing a document in which the attitude of science to the racial problem would be clearly set forth. This declaration, reproduced elsewhere, leaves not a shadow of doubt, that the specialists look upon racial dogma as a myth.

The fight against race discrimination, which figures in the Unesco Constitution, will be long. To combat an emotional attitude as deep-seated and dangerous as racial prejudice is not easy, but by depriving it of all scientific and rational justification a great step forward will have been made.



HONORE DE BALZAC
A portrait by the French painter Court.

BALZAC

AND THE HUMAN COMEDY

FEW writers have had such a great influence on the literature of all countries as Honoré de Balzac, who died in Paris, on August 18th, 1850.

Balzac's true literary career started in 1829 after ten years of trying and discouraging apprenticeship. It had exactly twenty-one years to run, yet during this time Balzac, working with a furious energy, produced an immense and varied total of novels and philosophical and analytical studies in which, using his gifts of observation and imagination and on a scale never achieved by any other novelist, he portrayed the life of his time.

Balzac openly, publicly and proudly pursued fame and money. He affected at times to hold mankind in contempt. Some critics have asserted that these attitudes were the whole basis for his work. That work itself, however, in its profundity and integrity, gives a sufficient answer to the lesser critics — and even to Balzac himself — for contending that it could have had so mean an origin.

In 1842, Balzac carried out the idea of building his work into one structure to which he gave the name "La Comédie Humaine", and in a preface written for the first volume of this "Human Comedy", he gave his own interpretation of his books.

As a tribute to Balzac on the centenary of his death, the Courier publishes on this page extracts from the preface in which the novelist, explaining his title for the work, sets out to "state its purpose, relate its origin and give some explanation of its plan."

IN giving to a work, begun nearly thirteen years ago, the title of "The Human Comedy", it is necessary that I should state its purpose, relate its origin, and give some explanation of its plan; endeavouring to do so as if I had no personal interest in the matter. This is not as difficult as the public might imagine. The writing of a few books makes a man self-sufficient; but much labour and hard toil bring humility. This reflection explains the survey which Corneille, Molière, and other great authors made of their writings. If it is impossible to equal them in the grandeur of their conceptions, at least we may share the spirit with which they examined them.

The leading idea of this human comedy came to me at first like a dream; like one of those impossible visions which we try to clasp as they elude us; a smiling fancy showing for a moment a woman's face, as it spreads its wings and rises to the ideal heavens. But soon this vision, this chimera, changed, after the fashion of chimeras, into a living shape with compelling will and tyrannical power, to which I yielded myself up. The idea came from the study of human life in comparison with the life of animals.

It is a mistake to suppose that the controversy which in these latter days has arisen between Cuvier and Geoffroy Saint-Hilaire rests upon a scientific innovation. Synthetic unity filled, under various definitions, the greatest minds of the two preceding centuries. In reading the strange books of those mystical writers who drew science into their conceptions of the infinite — such as Swedenborg, Saint-Martin, and others; also the writings of the great naturalists, Leibnitz, Buffon, Charles Bonnet, etc. — we find in the monads of Leibnitz, in the organic molecules of Buffon, in the vegetative force of Needham, in the encasement of germs of Charles Bonnet, who was bold enough to write in 1760, "animal life vegetates like plant life" — we find, I say, the rudiments of that strong law of self-preservation upon which rests the theory of synthetic unity.

Society Makes The Man

THERE is but one animal. The Creator used one and the same principle for all organized being. An animal is an essence which takes external form, or, to speak more correctly, takes the differences of its form from the centres or conditions in which it comes to its development. All zoological species grow out of these differences.

The announcement and pursuit of this theory, keeping it as he did in harmony with preconceived ideas of the Divine power, will be the lasting glory of Geoffroy Saint-Hilaire, the conqueror of Cuvier in this particular branch of science — a fact recognized by the great Goethe in the last words which came from his pen.

Filled with these ideas, I had

perceived, long before this discussion arose, that Society in these respects is like Nature. Society makes the man; he develops according to the social centres in which he is placed: there are as many different men as there are species in zoology. The differences between a soldier, a workman, a governor, a lawyer, a man of leisure, a scholar, a statesman, a merchant, a sailor, a poet, a beggar, a priest, though more difficult to decipher, are at least as marked as those which separate the wolf, the lion, the ass, the crow, the shark, the seal, the lamb, etc. There have always been, and always will be, social species just as there are zoological species. If Buffon achieved a great work when he put together in one book the whole scheme of zoology, is there not a work of the same kind to be done for Society?

Mankind's Complicated Struggle

NATURE imposes upon the animal Kingdom limitations which do not bind the social realm. When Buffon had described a lion, he could dismiss the lioness with a word; but in the world of men, woman is far from being the female of the male. Two species of mankind may exist in one household: the wife of a shopkeeper is sometimes fit to be the wife of a prince; often the wife of a prince is unworthy to be the companion of the meanest labourer. The Social Kingdom has uncertainties and accidents which are not to be found in the natural world, for it is itself Nature plus Society. Any description of the social species, consequently, doubles all description of the animal species in the matter of the sexes alone.

... Buffon found the life of animals extremely simple. They have no belongings, neither arts nor sciences; while man, by a law still unexplained, feels the need to set the stamp of his habits, his thoughts, his being, upon all that he collects to meet his wants. Though Leuwenhoeek, Swammerdam, Spallanzani, Réaumur, Charles Bonnet, Muller, Haller, and other patient zoologists proclaim the interest which attaches to the habits of animals, yet to our eyes at least they remain perpetually the same; whereas the habits, clothing, methods of speech, the abodes of princes, bankers, artists, citizens, priests, and paupers, are all widely dissimilar, and change with the whims of civilization.

For these reasons my ideal work took on a triple form, — men, women, and things; that is to say, persons and the material representation which they gave to their being: in short, man and his life.

Portrait Of An Epoch

IT has been no light task to paint the three or four thousand salient figures of an epoch, — for that is about the number of types presented by the generation of which this human



Some years after Balzac's death, the "Société des Gens de Lettres" (The French Authors' Association) commissioned Rodin, the famous sculptor, to execute a statue of the novelist. Rodin carried out a great deal of research, studied lithographs and engravings and read Balzac's works for he aimed to portray the character of the novelist rather than his physical likeness. The final result (shown in the photograph above) was a synthesis of the two, but the French writers refused to accept it. It was not until 1939 that a bronze was cast and this now stands at the junction of two Paris streets while the original work is preserved in the Musée Rodin, in Paris.

comedy is the contemporary and the exponent. This number of figures, of characters, this multitude of portraits needed frames, permit me even to say galleries. Out of this necessity grew the classification of my work into Scenes — scenes from private, provincial, Parisian, political, military, and country life. Under these heads I have classed all those studies of manners and morals which form the general history of Society and of its "conduct of life and noble deeds" (faits et gestes), to use the language of our ancestors. These six divisions follow a general idea; each has its meaning and significance, and represents a distinct phase in human life. The "Scenes from private life" are those of childhood and of youth, just as the "Scenes from provincial life" represent the age of passions, calculations, self-interest, and ambition. The "Scenes from Parisian life" draw the picture of tastes, fashions, sentiments, vices, and all those unbridled extravagances excited by the life of great cities, where meet together the extremes of good and the extremes of evil. Each of these three divisions has its local colour. Paris and the provinces —

that social antithesis — furnished the data.

Society In Convulsion

AFTER drawing these three sections of Society, I wished to show certain other phases of life which unite the interests of some or of all, and yet are partly aloof from the common order. Out of this desire came the "Scenes from political life", also the "Scenes from military life"; in the latter I have sought to show Society in convulsion, carried out of itself either for conquest or for defence. Finally, the "Scenes from country life" are, as it were, the evening of my long day's-work, if I may so call this social drama. In this division will be found my purest characters; also the application of the great principles of order, of patriotism, and of morality.

Such is the structure, teeming with life, full of comedy and of tragedy, on which I base the "Philosophical Studies" which form the second part of my work. In these I have shown the keynote of that vast assemblage of all that strikes the eye, that captivates the mind or touches the heart; I have shown the havoc that has followed thought, step by step, from emotion to emotion.

The Public Will Decide

ABOVE these again will be found the "Analytical Studies", of which I shall say nothing, as only one of them has been published. Later, I hope to give other works of the same class, — the "Pathology of Social Life", the "Anatomy of Educating bodies", the "Monograph of Virtue", etc.

Looking at the work still to be done, perhaps my readers will join my publishers in saying, "May your life be prolonged!" My own prayer is that I may not be so tortured by men and events as I have been in the past, since the beginning of my great and terrible labour. Yet I have had one support, for which I return thanks to God. The highest talent of our day, the noblest characters, the truest friends, have clasped my hand and said to me, "Take courage!"

Why should I not own that such proofs of affection, such testimonials given now and then by strangers, have upheld me in my career in spite of myself, in spite of unjust attacks, in spite of calumnies that have pursued me, — upheld me against disheartenment, and also against that too-vivid hope, the expression of which has been mistaken for excessive conceit.

The extent of a plan which embraces both the history and the criticism of Society, which analyzes its evils and lays bare its hidden springs, justifies me, I think, in giving to my work the title under which it now appears, — "The Human Comedy". Is it ambitious? Is it not just and legitimate? The public, when my work is done, will decide.

POWER — THAT COMES WITH THE WIND

MANY NATIONS SEEK NEW USES FOR "FREE FUEL"

WINDMILLS are going up again in various parts of the world. But not the classical friendly-looking Dutch type with which we are all familiar. The new mills are designed to capture the power from the wind and to translate it, on a large scale, into electrical energy for use in homes and industry. They are an expression of the fact that many countries face increasing shortages of coal and oil and that wind power may, in many cases, prove an admirable substitute for, or addition other forms of power.

Countries such as the U.S.A., Denmark, France, the Netherlands and Britain already have teams of experts investigating how the winds which blow over their countries can be captured to produce more electrical power.

The British have set up a Wind Power Research Station in the Orkney Islands, where it is proposed to erect a 100 kw. generator which will be tied in with the electricity supply servicing the islands. *It is estimated that the western coastal districts of Britain are among the windiest in the world, and experts say that only a few hundred feet above the ground, millions of horse power in the form of wind cross the coasts on a windy day.*

Free And Inexhaustible

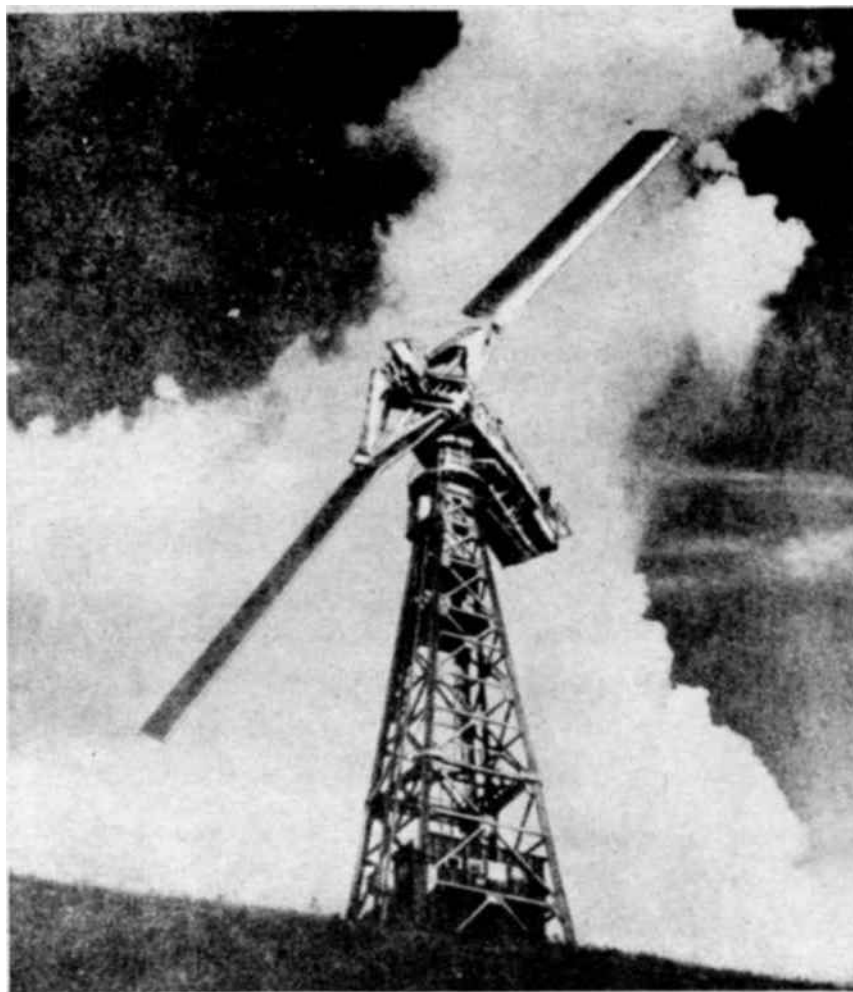
A REPORT issued two years ago by the British Electrical and Allied Industries Research Association gave a tentative estimate that between 7.75 and 7.5 million kw. hours of electricity might be generated yearly in Great Britain by wind power. *This would be equivalent to a saving of from 2 to 4 million tons of coal.*

In these terms, wind power is of

distinct economic importance. Its supply is free and inexhaustible. The British expert, Mr. E. W. Golding, points out that there are, however, two main disadvantages which must be met if it is to be used economically for electricity supply: the low energy content per unit of volume of air, and its uncertain availability at any particular time.

The first disadvantage is likely to result in relatively high costs for storage facilities which will preserve the energy for use during non-windy periods. It is Mr. Golding's opinion that storage should be ruled out in large-scale operations, and that wind power should be used as and when it is available. The windmill must therefore be erected on very windy sites in close proximity to local networks of electricity supply.

Mr. Golding calculates that, for Britain, wind power can be produced at a cost of .24d. to .38d. per kilowatt-hour, which compares



The largest wind generator to be constructed so far (above) was an experimental unit, built on a Vermont hill, in the United States. Its propeller swept a circle 175 feet in diameter. Photo: "Discovery".

favourably with the cost of fuel in a steam-driven power station, at an average figure of 4d.

Denmark's Power Problem

THE Danish government has been experimenting in wind power plants since the end of the last century. Between 1900 and 1910, several hundred wind power plants of 3 to 30 kW capacity were set up. These were used partly to supply current to big estates, and partly to supply villages. These wind power plants were based on batteries, small size petroleum motors often being used during calm weather. They were in operation for 25 to 30 years until the high tension plants superseded them.

Now, as electricity has become almost the main source of power supply in Denmark, it has become necessary to secure a steady supply. This, in connection with high coal prices and the difficulty of importing fuel, is the reason why the question of the rational utilisation of wind power has again been taken up. Wind power is, in fact, the only natural large-scale source of power in Denmark.

For the past three years, the South East Zealand Electricity Co has been doing researches in this field. A trial mill has been built and a wind power plant will probably be erected. *These plants will most profitably be set up on western coasts and, in adequate numbers, will be able to yield 60 % to 70 % of the power supply needed at any time in Denmark.*

In Italy, researches in this field began in 1940. The French have installed more than 100 special instruments in France, North Africa and in certain colonial territories. Preliminary results indicate that the best areas in France for wind power machines are on the Mediterranean coast, along the northern half of the Spanish frontier, near the mouth of the Rhône, in Brittany, and along the coast near the Belgian frontier. There is also an apparatus at the top of the Eiffel Tower in Paris to collect data on wind velocity.

Main interest at the moment is in two types of windmills. In one,

instead of pumping water or operating a millstone, the drive shaft turns an electric generator. *The other is made up of a hollow propeller with three blades, which are open at the tips. When the propeller rotates the air is expelled from the tips by centrifugal force, which creates a vacuum so that air is sucked through the air turbine, which drives the generator.* The advantage of this latter type of windmill is that the generators, weighing as much as 250 tons, are kept on the ground and not, as in other windmills, perched on top of the windmill tower.

WORLD POWER CONFERENCE

To consider latest
Unesco discussion
theme

"ENERGY IN THE SERVICE OF MAN", the theme which UNESCO has chosen as a discussion topic for 1950-1951, was the subject considered in its technical aspects at the Fourth World Power Conference in London during July.

The Chairman of the Conference, Sir Harold Hartley, was also chairman of the committee of experts who met at Unesco House in Paris last October and who advised on the aspects of "Energy in the Service of Man" to be written on in a special series of six booklets. These are due to appear this month and will provide basic material which can be used for popularization and discussion. Authors include Sir Alfred Egerton, Prof. F. E. Simon, U. K., Dr. M. S. Thacker, India, Prof. Gustav Eichelberg, Switzerland, and M. Pierre Ailleret, France.

Sir Harold Hartley is also President of the British Association for the Advancement of Science, whose annual meeting will be held at Birmingham England on September 11. Referring to this meeting, "Nature", the leading science journal recently wrote: "He has chosen the title 'Man's Use of Energy', and it would be difficult to find a topic more appropriate to the times, or to the place of the Association's meeting."

"The Unesco discussion theme for the year is 'Energy in the Service of Man'



SIR HAROLD HARTLEY

which differs from Sir Harold's title mainly by being easier to translate into French. This same theme will be made prominent during the meeting by discussions in several of the thirteen sections. Civil applications of nuclear energy, the harnessing of chemical energy, the use of power by primitive man, and gas turbines will come under review by the physics, chemistry, anthropology and engineering sections respectively.

"An exhibition illustrating this central topic of the meeting is being organised, and a series of five public lectures on its various aspects will be given in Birmingham by distinguished speakers."

FOOD AND PEOPLE BOOKLETS AID EDUCATIONAL DRIVE IN U. S.

TIMED with the publication of the American edition of the Food and People pamphlets, the United States National Commission has launched a campaign to promote this Unesco discussion theme.

The six titles of the Food and People series in the U.S. edition are: "Food and the Family" by Dr. Margaret Mead; "UN Sets the Table" by Peter Kihss; "Food and Social Progress" by Andre Mayer; "Distribution of the World's Food" by Stefan Krolkowski; "Are there Too Many People?" by Alva Myrdal, and "Food, Soil and People" by Charles E. Kellogg.

NOTE: All the above pamphlets are published by the Manhattan Publishing Company, 225 Lafayette St., New York. They may be obtained from the publisher or from the Unesco sales agencies listed on Page 2. The first four pamphlets listed are priced at 25 cents each; the last two at 50 cents each.



SWORDS INTO PLOUGHSHARES. At Ameland, 30 volunteers from 11 countries worked hard to turn a German radar station into a summer holiday hostel. Toiling side by side with pick, shovel and paintbrush, they did a constructive job in the cause of peaceful international relations. They also left behind something symbolic of their work "A Song for Ameland".



A THEME SONG FOR THE WORK CAMP. One night, Daniel, a French volunteer lay on his bunk and played a few notes of a folk melody recalled from his native Basque region. The other campers picked up the song and by next day the camp had a theme song to speed its work along. Later, the villagers learned the song. Today, it still reminds them of the young people who came to help from such far away places as Indonesia and America.

★

A SONG FOR AMELAND

AMELAND, a little island off the Dutch coast was marked on German staff maps during the war as a strong point on the "Atlantic Wall", with a radar station to give warning of the approach of enemy planes and ships.

Although the steel and concrete defences were demolished after the war, the metal frame and buildings of the radar station were still there in 1949 on the site where the Dutch Youth Hostel movement planned to build a summer holiday camp.

Answering an appeal for help, issued through the International Youth Hostel Association, volunteers from many countries came to the tiny island during the summer of 1949.

The way in which these young people, strangers to one another, formed a living, working community—doing a constructive job and providing an example of international harmony—is the theme of a dramatic French film, "A Song for Ameland", which is to be released shortly.

The film was made after Jean Leduc and

Pierre Mignot, two young French film makers had been advised by Unesco to go and see what was being done in Ameland. They quickly wrote a script and assembled a production team which included as assistant director Daniel Wronecki, a young cinematographer, who had just completed a Unesco Fellowship.

A Youthful Army

THE actors are mostly anonymous. In addition to Daniel and Nicole, two French volunteers, Jose, a Spaniard, Bill, an American and Pino, a Greek, they include an Indonesian and Belgian, English, Danish, Norwegian and Swedish youths and girls—volunteers in a youthful army serving the cause of international co-operation.

The 20-minute film shows that first contacts between them were not always easy because of differences in customs, language barriers, a feeling of loneliness and homesickness and, to some extent, the reserve of the local people.

Finally, it was a song, played on a mouth organ one evening by Daniel, a young Frenchman, sung in chorus the next day and eventually adopted by the villagers of Ameland, that broke down all barriers of isolation and created a real community spirit. Using this simple story, the producers have made an inspiring film distinguished by some outstanding camera shots. "A Song for Ameland" has now been submitted in scenario to Lake Success for United Nations sponsorship.

Unesco, through its Film Division and Reconstruction Department, gave both encouragement and practical help to the film makers.

CREDITS

Title : "A Song for Ameland".
Origin : French.
Production : Bernard Maurice, Spartacus-Film.
Script : Jean Leduc and Pierre Mignot.
Direction : Jean Leduc, assisted by Daniel Wronecki.
Camera : André Dumaitre.
Music : Dino Castro.
Commentator : Daniel Gelin.

★

The World's Stages - A Platform For Peace

THE International Theatre Institute (ITI) is one of the specialized "non-governmental" organizations, set up within the framework of the United Nations. It was founded in 1948 under the auspices of UNESCO after a series of consultations between UNESCO's Theatre Services and individuals prominent in the international theatre. The ITI is made up of National Centres representative of the theatrical life of each member country. Official delegates from these Centres constitute the annual Congress, which is the governing body of the Institute.

The goal of the organization is to encourage and facilitate "international exchange of knowledge and practice in theatre arts" through exchange of information, by facilitating international circulation of theatre people and by helping to arrange tours for young managers, directors, authors, designers, etc., desirous of completing their studies by a period of work abroad.

"SINCE theatrical art is a universal expression of mankind and possesses the influence and power to link large groups of the world's peoples... we have decided to form an autonomous international organization... whose purpose is to promote international exchange of knowledge and practices in theatre arts..."

When the International Theatre Institute (ITI) from whose charter the above extracts are taken, was founded at Prague in 1948, eight nations signified their belief in its purpose and worth, by signing the Charter.

Today, the ITI has 25 member countries and to its Third Annual Congress which ended in Paris on June 29th, ten other nations sent observers. But, equally important, is the progress made by the National Centres towards "promoting international exchange of knowledge and practices of theatre arts" thereby helping international understanding.

Already this year many centres organized an International Theatre Week—in the United States the "Week" became a Theatre Month in 48 states—and it is planned to extend these celebrations to many more countries during the first quarter of 1951.

Under one of the plans adopted by the Paris Congress, to give a more universal tone to next year's Theatre Week, the ITI will choose an author, probably from Norway, where the 1951 Congress is to be held, and will distribute a list of his plays to all

"CAN we in 1950 be satisfied with a theatre reserved for a tiny fraction of the world's population? Can we limit our efforts to defending and giving lustre to the theatre on the stages, official or otherwise, of the great cities of Europe, America and Asia? The theatre has been described as the most effective instrument of culture, the living element of education and one of the surest ways to international understanding"

"...What then is the situation of the enormous rural masses, the industrial populations the suburbs and the innumerable villages which have been so long neglected by even the most enterprising theatrical touring companies? What is to become of the vast regions where the theatre dies before it has even evolved from its most primitive form? These are tremendous problems, but ones which your Institute cannot ignore."

Jaime Torres Bodet,
 Director - General of
 Unesco, in a message to the
 Third Congress of the International Theatre Institute.

member countries. One of these plans, having a universal idea promoting international understanding, will be suggested for production during the Theatre Week.

A proposal by Yugoslavia for presentation in 1951 of a series of plays stressing the ideals of peace was also adopted.

The Congress asked national centres to form "ITI Clubs" whose

members would help publicize the movement, assist visiting foreign players, and arrange international Theatre Weeks and Festivals.

The Congress also proposed that the term "work of art" be defined by legal authorities working on International Cultural Agreements to include all items of theatrical equipment, decors, drapes, curtains, properties, costumes, musical instruments and all electrical equipment. It was suggested that exemption from taxes be discussed by countries which have signed cultural agreements, with a view to including such exemptions on a reciprocal basis. Non-profit performances for school-children would be exempt from national and local taxes.

Among other projects approved by the Third Congress were: full support for Unesco's efforts in drawing up a new Universal Copyright Convention; assistance in the publication of a glossary of technical theatrical terms in five languages;

a study of children's theatres throughout the work by the next Congress; an enquiry into the possibility of creating an International Theatre in Paris and the provision of grants in aid for the exchange of theatre professionals between ITI Centres.

Before the opening of the Congress by Dr. Emile Oprecht (Switzerland), a former ITI chairman, a Conference of Experts on Modern Theatre Architecture, was held from June 19th to 21st.

For the first time, a group of German experts took part in this conference on modern theatre architecture along with the member states. The debates of the technicians and artists were illustrated by an Exhibition which proved a great success with members of the public. This exhibition will be taken over by certain centres and the German technicians are presenting it in Berlin when they hold their annual meeting this year.

Film news in brief

EGYPT

★ A company has been founded for showing 16 mm. films in Egyptian villages, particularly in those where the inhabitants have never seen moving pictures before. The programmes include educational and documentary as well as feature films.

★ Armand Roux, the co-inventor, with his brother, of a new colour film process, will make a documentary film about the Cairo Museum, using this technique.

FRANCE

★ Nicole Védres has completed a feature-length film: "Life beings tomorrow". Some of those who appear in the sequences are: André Labarthe, a well-known French journalist and Jean-Pierre Aumont, the French actor as "The man in the street", in the sequence where Jean-Paul Sartre emphasises the personal responsibility of everyone in world

events everywhere; Jean Rostand looks into the future developments of biology, and Le Corbusier presents a preview of the house of the future. As the film concludes, André Labarthe poses the question facing mankind to-day; will atomic energy create a better world or bring about its destruction?

INDIA

★ An open-air cinema for educational films has been opened in Bombay by "Educational Films of India". Entry to the cinema, which holds 1500 people, is free.

MEXICO

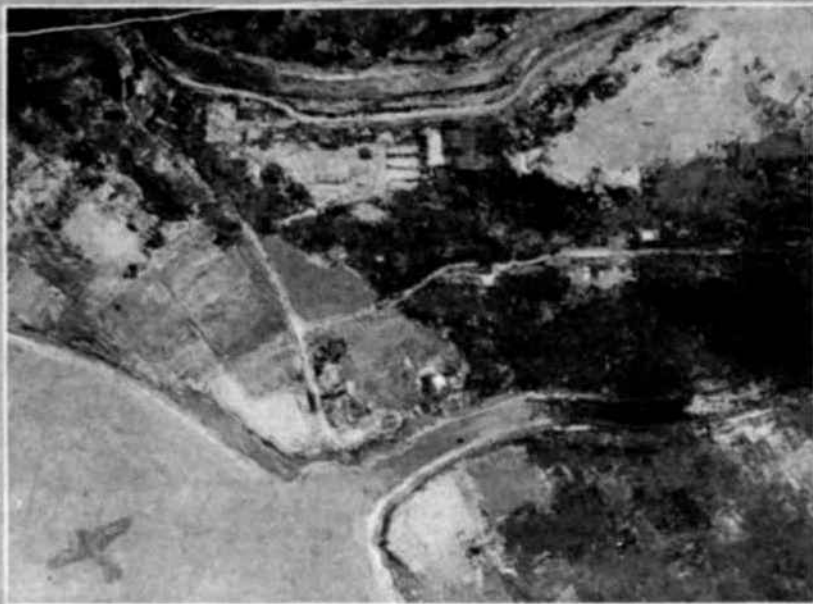
★ In 1949, Mexico produced 107 films for general release. A fund for financing the cinema industry up to a total of \$4,500,000 has been placed under the direction of General Abelardo Rodriguez, former President of the Republic.

DUTCH PAINTERS PUT SKY VIEWS ON CANVAS



Impressions of the earth, what grows on it, and what has been built on it, have been recorded by artists in many different ways, but the sphere in all its varying aspects has usually been seen only from the ground itself. A new and wonderful viewpoint came into being — along with the airplane — and the delicate, breath-taking beauty of "skyscapes" — always new, never repetitive — is being caught and held by an increasing number of artists. Unusual encouragement for

this venture has been given by a Netherlands airline, in co-operation with the Netherlands Federation of Associations of Artists. First of all, interested painters were asked to study a number of air photos for a few minutes and then to sketch their impressions. From 175 applicants, a jury chose 30 Dutch painters to fly over their country and make sketches (above left). The sketches were then completed in their studios (above, right).



Sixty of the paintings (two of which are shown above), representing all tendencies in modern art, were exhibited in the Amsterdam Municipal Museum. So much interest was aroused by the paintings from the air in artistic circles both in Holland and abroad that the experiment has had two important results. In the first place, the paintings are to be flown to a number of other

countries for exhibition. In addition, the airline will take twenty Dutch painters to the Middle and Far East, South America, South Africa and possibly to other points, to continue the experiment. The artists are committed to paint five pictures each, and they will be exhibited in Holland during October of this year.

Refugee Musical "Ambassadors" Tour Western Europe

To draw attention to the plight of over 650 qualified musicians and singers still living in International Refugee Organization (IRO) camps in Germany, Austria and Italy, five refugee musicians made a concert tour under IRO sponsorship to several Western European capitals during July.

These five musicians—violinists Elise Cserfalvi, 22, and Arpad Gerecz, 25, both of Budapest; pianists Charles Reiner, 26, of Budapest, and Boris Maximowicz, 44, of Kiev; and 26 years old basso Ladislav Pudis, of Czechoslovakia—were selected at a competition by a jury of Geneva Conservatory professors.

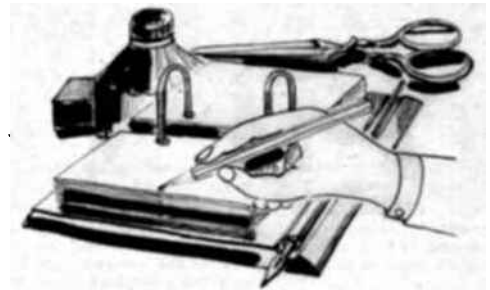
Together with accompanist Siegfried Oehlgesser, also a stateless refugee, these artists gave performances in Geneva, Zurich, Amsterdam, Paris and London.

The concert tour was organized by the IRO to awaken world attention to the problem of refugee intellectuals and artists who, five years after the war's end, are still waiting for a chance to leave the displaced persons camps of Central Europe.

In January 1950, there were still 38,000 refugees registered with IRO who were professional and managerial workers, or members of their families.

The Director General of IRO, Mr. Donald Kingsley, has appealed to the governments of the world to find new homes for this "forgotten elite" before this U.N. specialised agency closes down on March 31st next year.

It happened in July...



FREEDOM had waited through the centuries for events which took place in Philadelphia, in the American colony of Pennsylvania, on the 4th of July 1776, and in Paris, France, on the 14th of July 1789. These events did not concern only the Americans and the French, but all men, everywhere. They did not concern only the men of the late 18th century, but all who have lived since that time, and those who will live, during the foreseeable future.

The American Declaration of Independence, drawing its words and thoughts from the whole history of the struggle for human rights, declared:

"We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness."

Thirteen years and ten days later, in the name of Liberty, Equality and Fraternity, the people of France smashed the gates of the Bastille, and dealt a blow to the concept of absolute monarchy which echoed across the world.

PAUL BROCA

Twenty years before his sudden death on July 9th 1880, this famous surgeon, carrying out research into the nerve centres of the brain, identified the centre that governs speech — the third frontal convolution, generally referred to since then as "Broca's convolution". At the time he was a professor at the University of Paris, and his discovery established him as a master of comparative anatomy and a pioneer in the domain of anthropology. Broca died before completing his study on cerebral morphology.

FABRE D'ÉGLANTINE

During a period of twelve years, from 1793 to 1805, Frenchmen dated their letters "1^{er} Floréal" or "16 ^{Frimaire", held celebrations in honour of Virtue, Labour or Public Opinion, and dedicated the different days of the year to the Grape, the Chestnut, the Vat and so forth, instead of to the saints. The man responsible for this was a middle-class citizen of Carcassonne born on the 28th of July 1750 with the very ordinary name of Fabre. He added the rest after winning the prize of a golden eglantine for an ode he submitted to the *Jeux Floraux* of Toulouse. Fabre d'Églantine began his career as a mediocre playwright, then became a revolutionary, followed Danton faithfully through every phase of his career — and went to the guillotine in the same tumbrel as his leader. But he will be remembered for his calendar, with its charming headings, and by a few}

songs. Although a hundred and sixty years have gone by, children still love to sing "Il pleut, il pleut, bergère".

JOHANN SEBASTIAN BACH

Johann Sebastian Bach died two hundred years ago on the 28th of July 1750. "It is interesting", writes Albert Schweitzer, "to compare his life and that of Kant. Both of them lived a simple, middle-class life, but kept in close touch with outside events. Neither had any great doubt as to the path he should follow, nor any great difficulty in winning appreciation from his contemporaries. Both wrote a great deal, but not too much. Both were greater and happier than certain other men of genius, because the ideal towards which they strove was in complete harmony with their daily occupations..."

VINCENT VAN GOGH



Van Gogh, the painter, who died on the 29th of July, 1890, was a great artist even before he left his native Holland and settled in Provence. But it was there that, to use his own words, he "found salvation", there that he found the enchantment he had sought for so long. As his Dutch biographer, Julius Meier-Graefe, says, "he had to penetrate more deeply than anyone else had done before him. His eyes bit into every object, into trees and soil like an axe... He kneaded the ephemeral air into a solid mass... As everything was yellow he had painted yellow but so that you could taste, hear, smell and touch it. He painted till he made stone talk..."

THE MOST PRECOCIOUS POET OF INDIA...

...and very probably of the world, was Pillamarri Pinavirabhadrich, born near Madras some time in July 1450. He died at the age of thirty, having, it is said, undermined his constitution by every kind of excess. But he had time to bestow upon his nation those wonderful poems, the "Jaimini Bahartha" and the "Sringeri Sakunthala". At the age of ten he was already famous. And one story relates how an old writer, who had just published a book, came one day to ask his opinion of it. He had to hunt for the young critic among his little playmates, and after listening to a judgment that was both severe and brief, went sadly away while Pillamarri returned to his game.

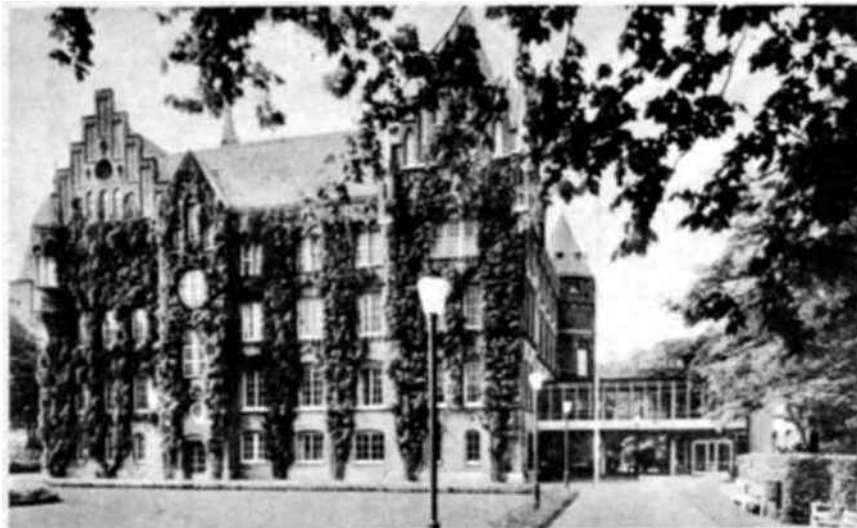
1950 UNESCO SEMINARS CHART A WAY TO WORLD UNDERSTANDING THROUGH IMPROVED EDUCATIONAL TECHNIQUES

UNESCO has developed a special form of international study meeting or "Seminar", where educators from many countries are brought together to make extensive studies of specific educational problems, to draw up plans and suggestions for action in their respective countries, to prepare materials for national and international use.

The most important feature of each Seminar is the small, informal study group in which information is exchanged, ideas and methods are discussed and solutions to problems are suggested. The usual techniques of conferences, with committees and formal voting, are not employed. The Seminar is a working party of practical people who pool their resources for the solution of common problems, and the participants come as individuals, not as delegates representing an institution or a particular point of view. **They are workers in a common field, where everybody's contribution is valuable and the results will be the product of everybody's thinking.**



Unesco's seminar on the improvement of textbooks is being held in the Cité Universitaire Paul Héger (above), which forms part of the Université Libre, in Brussels. The Cité Universitaire provides board and lodging, at exceptionally low rates, for foreign students and for Belgian students whose homes are far from Brussels. The Université Libre de Bruxelles is one of Belgium's four Universities, the three others being the University of Louvain (a Catholic foundation), and two State Universities (Liege and Ghent).



Over fifty librarians and experts in adult education met in the Malmö City Library, (above) at the end of July, for the Unesco seminar on the role of libraries in adult education. Malmö, Sweden's third city, was chosen as the seminar site because of the excellence of its library facilities and their rural extensions.

ON the afternoon of July 12th educators from 24 countries gathered at the Cité Universitaire of the Université Libre in Brussels. Six hours later and some 3,000 miles away in Canada, a similar group of about 50 educators began to assemble at Macdonald College — part of McGill University — near Montreal.

The men and women in both groups — participants in two international educational seminars organized by Unesco — had travelled to Canada and to Belgium to spend six weeks together, to study two closely related aspects of the same problem — how to make the most effective use of education in developing international understanding.

While members of the Brussels Seminar discuss practical means for improving textbooks, particularly history books, their colleagues in Canada are examining ways in which geography teaching can help to develop international understanding. Both seminars will end on August 23rd.

'International' National History Books

SINCE 1946 Unesco has worked for greater mutual tolerance, harmony and understanding between the peoples of different nations by seeking to improve textbooks and teaching materials. In the Brussels Seminar, educators are going beyond purely theoretical study to examine practical classroom problems, concerning the evaluation and use of textbooks, which face their colleagues in all countries. In its study of methods for analysing and improving textbooks, the Seminar is applying Unesco's

"Model Plan" to sample material. This plan, prepared by Dr. I. James Quillen, of Stanford University, provides many practical proposals for "testing" books and encouraging higher standards of writing and selection.

By dividing themselves into four working groups, members of the Seminar are able to pool their specialized knowledge, skill and experience to solve technical and professional problems of textbook writers as well as teachers, and to



Dr. Elsayed Mahmoud Zaki, Egyptian delegate to the Unesco International Seminar on Methods and Techniques of Adult Education, (fifth from left on this photo) explains the methods used by organizations in his country, to a group working at Kreuzstein. At the daily group meetings, participants benefited from the experiences of their colleagues in other lands.



Macdonald College, where the Unesco Seminar on Geography teaching as a Means of Developing International Understanding opened on July 12th, houses the Faculty of Agriculture of McGill University, with which is included the School of Household Science. Accommodation is also provided for the School for Teachers where young men and women are prepared for the teaching profession in the elementary and intermediate schools of the Province of Quebec. This aerial photo, showing part of the College, includes (1) The Men's Residence (2) Day School (3) Chemistry-Physics building (4) Main building, where Unesco's Seminar is being held (5) Biology building (6) Women's residence (7) Men's campus.

deal with the varied educational and psychological problems involved in attempts to improve international understanding.

One group is dealing with the question of generally raising the level of all textbooks, while the second group discusses the best ways of using books in classrooms.

The third group is seeking answers to such questions as "Can national history textbooks be written from an international viewpoint?"

World history textbooks will be dealt with by the fourth group whose work includes a comparative study of the terms of national, general and universal history and the history of civilization in relation to international understanding.

An important objective for the Seminar, whose director is M. A. Weiler, headmaster of the Experimental Secondary School at Montgeron, France, is to produce studies, bibliographies and other materials for use in future textbook improvement campaigns.

Geography Creates Community Spirit

GEOGRAPHY, when well taught, can make a child realize that he is a member of a great human community, in which he has both privileges and obligations. Geography teaching can and should help to increase respect for others, and above all, the sense of community on regional, national and international levels. For the experts meeting at Unesco's seminar in Canada, the problem is therefore to define methods which can be used in geography teaching to encourage world-mindedness and international understanding.

To do this they will make comparative studies of geography teaching in the schools of the various countries represented at the Seminar, particularly in primary and secondary schools, explore the possibilities for improving the professional and technical training of teachers and also suggest specific ways in which geography can lead towards international understanding.

Four of the five study groups are dealing with these factors in relation to the needs of children and students in different age groups. For the youngest children, particular attention will be paid to the use of films, radio, books, folk tales and other methods, to broaden the children's interest beyond their immediate environment

— and to show more of the relation of their home towns to towns and cities in other parts of the world.

Another group, dealing with the needs of students from 12 to 15, is examining special teaching methods and psychological approaches most suitable for them.

During the course of the Seminar, plenary sessions are held, at which group leaders report on the work carried out, so that other group members get an overall picture of progress made and also join in discussions of the problems which are outlined.

The reports and studies produced by the Seminar are to be published by Unesco as guides to educational authorities and teachers in all parts of the world.

Libraries Serving Adult Education

TWELVE days after the opening of the two Unesco seminars on education for international understanding, about fifty professional librarians and experts in adult education met in Malmö, Sweden's third largest city, to study the role of libraries in adult education.

Although a library seminar — Unesco's second — the Malmö "workshop" is a direct outcome of recommendations made at the Elsinore conference on adult education last summer, and is closely linked with the seminar on adult education techniques, just concluded near Salzburg, Austria.

The experts brought to Malmö reports on library adult education techniques, methods, policies and programmes in their own countries. These reports, together with the booklet, "Adult Education Activities for Public Libraries", just published by Unesco, give a broad picture of what libraries are doing in the service of adult education.

'Mankind Is On The March'

UNESCO'S fourth 1950 Seminar, on methods and techniques of adult education, took place at Kreuzstein, about 25 miles from Salzburg, Austria, from June 18th to July 29th. Over 70 men and women from 20 countries constituted a temporary international community, living and working in a lakeside hotel, exchanging their experiences — both successes and failures — in adult education, to provide a full picture of its present state in various parts of the world, and a basis for future action.

Dr. Lionel Elvin, recently appointed head of Unesco's Education Department, was present at the opening of the Seminar, when delegates were welcomed by Dr. Hurdes, Austrian Minister of Education. Dr. Elvin read a message from M. Jaime Torres Bodet, Unesco's Director-General, in which the latter stressed "the unchallengeable evidence that in adult education mankind is on the march"

Director of the Kreuzstein Seminar was Dr. Sven Bjorklund, Dean and founder of the Stockholm Peoples University and one of the outstanding figures in the Scandinavian adult education movement.

Under the direction of M. Jacques Brunet, of Unesco's Film Division, one seminar group prepared a film on the methods and techniques of adult education as applied at the Seminar. Other successful seminar projects were a radio programme, a bi-weekly newspaper, a mural journal, and a full report of the Seminar's work to serve as a guide to adult education groups.

These and other aspects of the Seminar's work are already being put to practical use in hundreds of neighborhood clubs, union halls, rural centres, schools, colleges, etc. in all parts of the world.

BACH-THE GENIUS WHO SERVED TRUTH

by Georges FRADIER

BACH continues to grow in stature. On the 28th July, 1750, only a handful of discerning musicians and lovers of music, including the King of Prussia, to whom the old master had recently dedicated his "Musikalisches Opfer", mourned the end of a rare virtuoso. Outside his family and a few pupils, the compositions which had piled up in his cupboards over a period of fifty years, were scarcely known.

A century later, Bach's genius received somewhat wider recognition but that recognition was still limited. A group of intellectuals in Germany, undertook an up-to-date edition of his works, or of what remained of them. Bach had become the mysterious master of world-famed musicians: Mendelssohn had revived "The Passion according to St. Matthew"; to the younger musicians, Schumann offered the "Well-Tempered Clavier", with the advice: "Make it your daily bread". Wag-

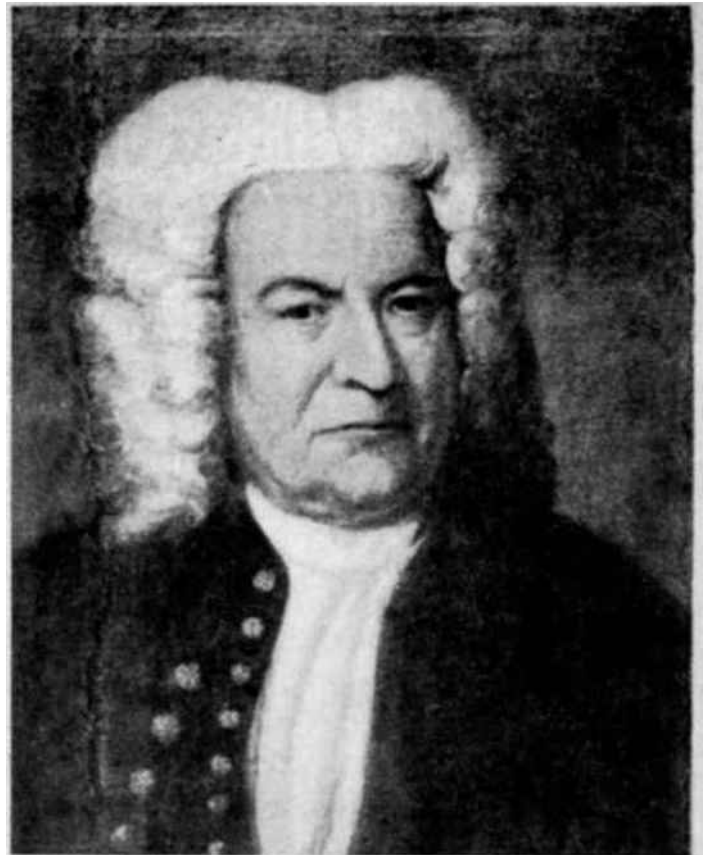
to celebrate the bi-centenary of Bach, in order to take on the air of a capital city, for a few hours or weeks. The massive figure of Johann Sebastian Bach, father of Music, continues and will continue to dominate the world.

He Lived So Simply

IT would be impossible to find in the history of art, a nobler or purer mind. He lived so simply that even legend has not coloured such simple images as the "cantor" at

made famous and which he modestly called "the old style" was now abandoned. "Art has become much higher", he said. "the old musical style no longer pleases our modern ear."

But in the twentieth century, the art of Johann Sebastian is ageless; it is no more "old" than a Cretan fresco or a mediaeval cathedral. For Bach believed himself to be neither a prophet nor an innovator: he simply placed his genius so much in the service of truth, that this truth to-



JOHANN SEBASTIAN BACH. Portrait by an unknown painter.

day seems immortal and more than one person who seeks a refuge in the confusion of the middle of the 20th century, can still find it in this temple of order and peace — the music of Johann Sebastian Bach.



The original manuscript of Bach's Sonata in G minor for solo violin.

ner, then Brahms, avowed their allegiance to the "patriarch who had preceded them".

In 1950, two hundred years after his death, Bach truly came into his own. There have been innumerable Bach festivals, special days devoted to Bach, Bach concerts, gramophone records and programmes on the radio, consecrated solely to Bach.

Father Of Music

To honour the greatest of her musicians, Germany organized a series of festivals in both the East and the Western zones, arranged by a central committee. The New Bach Society held a festival at Göttingen, west of the Elbe, from 23-30 July, and at Leipzig on the east from 26-30 July. From 16-20 July, the German Society of Musicology organized a General Congress on Musicology in Lüneburg, where Bach studied, and from 23-26 July the Society held a Bach Seminar in Leipzig. Today a town only has

the organ of St. Thomas, the worthy family man of middle-class parentage, surrounded by his twenty children... It would indeed be even unjust to isolate Johann Sebastian from his enormous family. All the members of the Bach family were devoted to music, so much so, that at Erfurt when a musician was implied, one said simply "Bach". Towards the middle of the 18th century, at their annual family reunions, they used to form an orchestra of 120 parts.

Toward the end of his life Bach watched with the calm serenity of a great master, the beginning of the reign of the symphony. The style that he had

It happened in August...

"It was just a year ago to-day... It was ten years ago... This is our Golden Jubilee... This is the centenary... Just about a thousand years ago..."

The birthdays of a child, events in the lives of individual men and women, commemoration of the births and deaths of men and women who have lit torches along the road of history, red-letter days marking the advance of mankind—these are dates traditionally noted in the arbitrary system of reckoning which we call the calendar.

Not forgetting the unknown and unsung persons and events, perhaps of equal greatness, making no claim at completeness, here are some note-worthy dates in August, eighth month of the Gregorian calendar.

WACLAW SIEROSZEWSKI

Sieroszewski was born on August 1st, 1860. At the age of 15 he was an orphan, a locksmith's apprentice and had become a socialist. He began his writing career while exiled in Siberia in the 1880's—a time when many Polish writers were developing their talents as exiles in this part of Russia.

For trying to escape from Siberia, Sieroszewski was sent to Yakutsk where he began to work both as a novelist and a sociologist. When he published his "Twelve Years in the Country of the Yakutsk", the Geographical Academy of St. Petersburg awarded him a prize and obtained for him the right to return to Poland. From then on his life was divided between writing, scientific expeditions and political activities.

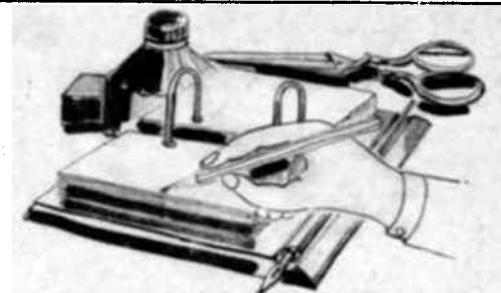
GUY DE MAUPASSANT



Born on August 5th, 1850, de Maupassant grew up in solitude, became a soldier then a government official and finally, a famous novelist whose style short story writers all over the world continue to imitate. Europe and America eagerly awaited the publication of each of his books. He was lionised by society, yet his life was marked by loneliness. De Maupassant had admirable powers of observation and took an impersonal interest in the madness which gradually clouded his brain. He died in an asylum in his forty-fourth year.

BARTOLOMEO RASTRELLI

Of all the architects—German, Dutch, French and Italian—who contributed to the beauty of St. Petersburg, the most original was undoubtedly Rastrelli, born on August 7th, 1700, and called by his contemporaries, "Rastrelli the Magnificent." His memory is perpetuated in such buildings as the "Winter Palace and the Smolny Institute and also in the Church of St. Andrew of Kiev. Rastrelli became the real superintendant of imperial architecture, his work being inspired by the French classical, the Austrian "baroque" and the old Muscovite styles.



JOSE DE SAN MARTIN



Born on the banks of the Uruguay and educated in Madrid, San Martin became a soldier in the Spanish Army fighting against Napoleon. His life's work, however, was devoted to the young republics of the Plata and the Andes. For ten years he carried on in South America an unrelenting struggle against oppression and colonialism. His goal was reached when independence was won for Chile and Peru. In

the latter country he abolished slavery with a stroke of the pen. In 1822 he left America for France where he died, almost forgotten by his generation, at Boulogne-sur-Mer, on August 17th, 1850.

BALZAC

Honoré de Balzac died in Paris on August 18th, 1850. (See page 10 of this issue for an article commemorating the centenary of Balzac)

NICOLAS LENAU

When this Austrian poet wrote an epic on Savonarola it was much less with the aim of evoking a specific historical period than to defend the idea of liberty. Again, in his famous poem on the Albigensians, he stressed two themes—tolerance and democracy. Lenau yearned for a free life in the vast spaces of the New World, but after spending an Autumn in Baltimore and a winter in Ohio, he returned to Europe. Lenau, whose work remains as an act of faith in liberty, died near Vienna on August 22nd 1850, aged 48.

NIETZSCHE

On August 25th 1900 the death occurred of Wilhelm Friedrich Nietzsche, the German philosopher. For a long time he had been despondent and felt that his work had been useless. But, in his last writings were these prophetic words: "People will understand me after the next European war." He had predicted the terrible war-clouded days that were to come and ascribed a cause: "the corruption of nationalism, the slow poisoning that causes nations to draw away from other nations."

He had hoped, with almost dangerous obstinacy, for a renaissance. Sometimes enthusiastically, sometimes fearfully, he asked himself: "Is the ennoblement of mankind possible?"

THE FIRST MEXICAN NEWSPAPER

Mexico's first newspaper—El Mercurio Volante (the Flying Mercury) — appeared in 1680. The founder was Carlos de Sigüenza y Góngora, born at Puebla, in 1645.

Geographer, historian and philosopher and friend of the famous woman poet, Sister Juana Inez de la Cruz, the founder of "El Mercurio Volante" was also the author of the first map of the Gulf of Mexico.

UNESCO PUBLISHING FIRST FULL LIST OF BACH'S WORKS

To commemorate the Bi-centenary of his death, Unesco is publishing the first complete list of the works of Bach, indicating all those that have been recorded since the development of the gramophone record industry. This volume, entitled "The Works of J.S. Bach", will be the second in the Unesco series "Archives of Recorded Music", the first volume of which was devoted to the works of Frederic Chopin.

HOW SALERNO LIGHTED A PATH THROUGH THE "DARK AGES"

by Dr. Riccardo LUZZATO

WHEN the Provinces of the Western Empire were overflooded by primitive warrior tribes in the fifth century, the great wealth of scientific knowledge created and accumulated by the Romans, Greeks and the older eastern civilizations seemed irretrievably lost to Europe. Yet, during the troubled centuries of the early Middle Ages there was established an international scientific organization which was to flourish for more than 500 years, in the face of all the violent prejudice



At the start of the ninth century, Salerno was simply a little coastal town to whose hospital came many sick people from Rome. Gradually, more doctors arrived in Salerno and they were followed by students of both sexes (as is shown in the above engraving) from many Mediterranean and Western European countries. The medical school of Salerno — "the most celebrated of all those formed in the West after the fall of the Roman Empire" came into being. It officially ceased to exist in 1811, but already for some time past had only existed in name. Today, not a stone remains of the famous "Hippocratic City" where generations of doctors from many countries worked for the advancement of medical science.

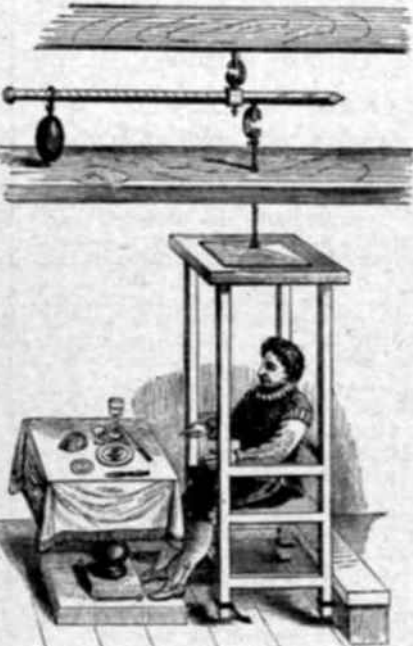
then prevailing in the Christian world.

Sometime during the ninth century, in the lovely seaside town of Salerno in Southern Italy, a school was founded which was to renew and preserve medical knowledge for the world and provide an everlasting example of the practicality and importance of intercultural co-operation.

History at that time did not yet reach the remarkable standards of medical science, and records are incomplete about the early days of the Civitas Hippocratica, as the school was called in honour of the greatest physician of Ancient Greece. Modern historians generally agree however, in ascribing its foundations to four scholars: Master Adela, an Arab, Master Helinus, a Jew, Master Pcutus, a Greek and Master Salernus, an Italian. Each taught in his language, which meant Latin for Salernus and Hebrew for Helinus.

The next news we have states that in 904 a Salernitan physician was in residence at the court of the King of France. In 984, Alberon, Bishop of Verdun, came to seek the advice of the Salernitan physicians. At a later period many other princes of the Church and secular rulers had recourse to their aid.

The international character of the institution is illustrated by the fact that the nationality of many of its famous teachers was hardly known. At the Civitas Hippocratica, they were just teachers, and the thousands of students who came from Arabia, Africa, Spain, Britain, Palestine, Northern



The masters of Salerno stimulated enthusiasm for scientific experiment throughout Europe for many years. Such experiments included that made by a sixteenth century Venetian doctor named Sanctorius, who invented a balance to help him determine the amount and weight of perspiration given off by the human body in relation to the effects of food and drink. The above engraving shows Sanctorius sitting in the balance he invented. The Venetian doctor calculated that for every 8 lbs. of food and drink consumed in a day, 5 lbs. were lost through the pores of the skin. The importance of this knowledge, he held, was that "most illnesses are caused through an excess or a lack of perspiration".

France and other countries knew and cared little about the origins of their professors. This applies, for instance, to Gabriopontus who died about 1050. Some historians think he was a Greek, others that he was a Lombard, others again that he was a Salernitan.

Works Of "Dame Trot"

ONE of his best known successors, Constantinus Africanus, was born in Carthage and made long journeys to Syria, Egypt, Ethiopia and India, to bring the latest achievements of Eastern science to Salerno.

The passion for science at Salerno was strong enough to overcome more than one form of prejudice. A prominent figure of the early period was the woman physician Trotula, about whose personality little is known, although she left a number of medical treatises which were used as textbooks up to the sixteenth century and were first printed by Aldus in Venice in 1547. Other women too were admitted to the lectures and to study.

Woman doctor Trotula acquired such a wide fame, that she gained a certain popularity in old English literature under the name of "Dame Trot" and became Madame Trotte in the thirteenth century medical treatise Ruteboeuf (Le Dex de l'Erberie).

More potent evidence of

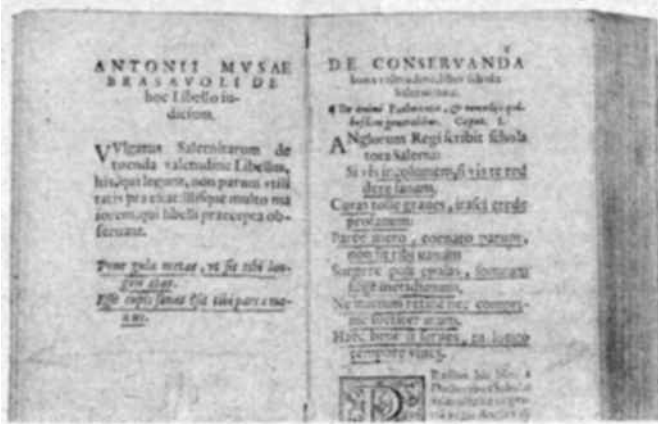


Ninth century manuscript from the Salerno Medical School (British Museum)

universality of science, even in the so-called Dark Ages, was the long-continued collaboration of Christians, Moslems and Jews, during the whole of European history's "crusading season". To the average European of the Middle Ages, whoever did not belong to the orthodox Christian Church, whether he was a Jew, a Moslem, a Hindu, a pagan — or worst of all a heretic — was hardly considered as a human being.

century) had studied and taught at the Salerno school.

From Salerno and Montpellier came also the famous French physician Pierre Gilles de Corbeil, who later taught in Paris and became court physician to King Philippe Auguste. The Emperor Frederick II, son of a Norman Italian mother and a German father, followed the recommendations of the school of Salerno. At his brilliant court at Palermo the dignitaries



The Latin text above is reproduced from the first pages of an edition of "Regimen Sanitatis Salernitanum" published in Venice in 1567.



THE FOUR HUMAN TEMPERAMENTS

QUATUOR HUMORES HUMANO CORPORE CONSTANT: SANGUIS CUM CHOLERA, MELANCHOLIA QUOQUE, PHLEGMA. According to the Salerno School: "Those of sanguine temperament, servants of Venus and favourites of Bacchus, have a jovial humour... the choleric man has a bold heart but a lean body, slender and sickly. ... The melancholic person, of a sombre and sometimes crabbed humour, is diligent in his studies, but sleeps badly and broods over his plans with stubborn concentration. ... As for the phlegmatic person, he is short of stature, broad and thick-set and frigidly resists all forms of agitation..."

Written records of the Salerno school show the influence upon it of the great Arabian schools of the Orient and Mohammedan Spain. The Persian physicians Rhazes (865-925) and Avicenna (980-1037); and the Spanish Arabians Avenzoar (1113 - 1162) and Averroes (1126-1198), as well as the great Maimonides, a Spanish Jew (1135-1204), were intensively studied at Salerno. Two of the most celebrated Jewish physicians, the urologist Isaac Judaeus (9th or 10th century) and the oculist Benvenutus Grassus (born in Jerusalem in the 11th or 12th

were chosen from among great thinkers, regardless of their ancestry or creed, and Arabic was almost as largely used as Italian and Latin. As late as 1413 King Ladislaus of Hungary gave special privileges to Salerno teachers.

The school made one particularly memorable literary contribution, in the poem "Regimen Sanitatis Salernitanum", probably dedicated to Robert, eldest son of William the Conqueror and pretender to the throne of England. It was re-edited over 300 times and translated into many languages. From Arnold of Villanova's edition in 1553 may be quoted the following verses: "The Salerne School doth by these lines impart All health to England's King and doth advise, From care his head to keepe, from wrath his heart... Use three Physicians still: first Doctor Quiet, Next Doctor Merry-Man and Doctor Dyet" and so on for 362 stanzas.

A Scientific Renaissance

SALERNO re-awakened a scientific spirit, independent of dogmatic doctrines; revived ancient texts, and inspired its students to a calm and critical appraisal of facts as they found them. Thus, Salerno paved the way for the great achievements of the universities of the Renaissance. Its outstanding accomplishments and its lasting influence were possible because, right from the beginning, it overcame the towering barriers of religious and national prejudice and aimed to make knowledge available to the greatest possible number of people of all countries of the then known world.

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