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## DUTIES OF THE STATE

**C**ERTAIN "general" questions are, in their seeming innocence, fraught with a kind of danger. These, indeed, are the most interesting questions—those which, if we but probe their implications, force us to re-examine the intellectual structures on which our communal life is based. The United Nations Educational, Scientific and Cultural Organization has inscribed just such a question on the agenda of its General Conference, which is meeting for its fourth session in Paris on Sept. 19.

Delegates from Unesco's 48 Member States, including internationally known educationists, scientists and men of letters, will devote three days to a public debate on the theme: "What are the duties of the State in regard to education, science and culture for the purpose of ensuring a better understanding between peoples, and what political steps should be taken in order to discharge those duties?"



**I**T should be noted at once that the very principle of this discussion marks a departure from the current procedures of international organization. Unesco, like other specialized agencies of the United Nations, has hitherto convened its General Conference for an essentially practical purpose. This purpose remains. Delegates at the fourth Session will hear the first annual report of the Organization's new Director-General, Dr. Jaime Torres Bodet. They will approve a programme of action for the coming year and adopt a budget designed to implement this programme. They will also define and provide for Unesco's part in the momentous Technical Assistance Plan, which the Economic and Social Council is expected to lay before the United Nations' General Assembly later this year.

The General Conference of Unesco is constitutionally enjoined to meet in a different country each year, mainly in order that the nature and aims of the Organization may become as widely known as possible. The statesmen who framed Unesco's Charter were fully aware that the work of preparing and holding annual international conferences in widely separated cultural areas would place a heavy burden on the Organization's Secretariat. By insisting on this provision, however, they demonstrated their belief that no consideration should be allowed to override one vital purpose: to reach the peoples of the world.

Has Unesco succeeded in this task? Delegates at the third Session, held in Beirut in 1948, were frankly not satisfied that it had done so. It was for this reason that the General Conference decided to give its next Session an ideological "theme". The Executive Board was instructed to select for discussion a problem of general interest. Such a theme, it was hoped, would provide a prism through which the various activities of the Organization, and the deliberations of the Conference itself, could be seen constantly in the light of the noble purposes for which Unesco was conceived.



**B**Y opening a full-scale debate on the duties of States in the matter of international cultural cooperation, the General Conference will be turning a searchlight on Unesco's theoretical basis for existence, as well as the machinery by which it carries out its functions. At the same time, it will raise some far from innocuous issues concerning the duties of its Member States.

Since the French Revolution, most modern democratic States have proclaimed two fundamental ideas which historically—if not logically—have come to contradict each other. On one hand, the Nation was seen as supreme, a secular absolute. On the other, the State affirmed the sacred character of human rights. The very existence of such international organizations as Unesco affirms today that man is more than his history. The State is not absolute, since it has duties to perform; and these duties refer specifically to a human ideal which transcends the boundaries of the State.



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**THE FOURTH SESSION OF THE GENERAL CONFERENCE IN PARIS**

# FOOD FROM THE SEA

IT has been said that wherever a shoal of herrings touches the Norwegian coast a village springs up. This statement is true of many other lands bordering on the sea. Just as peasant communities grow up and prosper where the soil is rich, men have always settled in places from which fish can be easily caught.

That this has been so from the earliest days of mankind is shown by bone remains and drawing of fish in palaeolithic caves. But it has often happened that fishing villages have decayed and become deserted. The fish have disappeared and the fishermen have been obliged to follow suit.

The fluctuation of fish stocks was long a mystery. Some attributed the phenomenon to sunspots or phases of the moon. Only in the last 50 years has scientific method been applied to the problem. It has been found that the migration of fish depends on roughly the same causes as the migration of men—that is, on the supply of food, the temperature and the availability of shelter. A bad year for the microscopic form of plant life called plankton may severely reduce the stock of fish, just as a drought decimates live-stock; a heavy swell can have the same effect on the sea vegetation as a spring hailstorm on

ally decides what should be cultivated each year on different kinds of soil so as to yield the best output, the fishery experts now strive for the "optimum catch"—one big enough to leave just the right number of fish in the area, thus guaranteeing the maintenance and steady increase of the stock.

Ninety-eight percent of the world's annual catch of fish is hauled up from waters north of the Equator. It is likely that the North Sea and North Atlantic are exploited to the limit. But, as Dr. Kask, chief fisheries biologist of the United Nations Food and Agriculture Organization, told the recently held Pan-Pacific Science Congress in Auckland, New Zealand, the World's greatest ocean, the Pacific, is virtually untapped. One rookery of seals in the Bering Sea consumes four times as much fish a year as man catches during the same period in the whole of the Pacific.

## ENORMOUS RESOURCES

IT is difficult to assess the food potentiality of the ocean depths, but experts seem to agree that the resources are enormous. An indication of the undiscovered possibilities was provided when the riddle of the so-called false ocean

by Lars LIND

the crops. A change in the water's temperature forces the fish to migrate, either horizontally or vertically.

But there are also man-made fluctuations. Overfishing in one area may lead to a long period of poor hauls. Happily, however, man has also succeeded in increasing the supply of fish by large-scale transplantations from one area to another, by "manuring" the seas and by artificial fertilization.

Like agriculture, fishing has now become a science. The fisherman's equipment has developed from crude hooks and spears to the highly specialised gear used at the present time. There is, for example, the "atom-trawl", which is able to fish at all depths, and the echo-sounder, used to locate shoals of herring and cod. Asdic, the war-time invention used to spot submarines, probably will soon be used for the same purpose.

Just as the agriculturist scientific-

bottom was solved. Marine scientists were long puzzled by the finding of occasional bottoms where the water should have been much deeper. An enterprising Norwegian sent down a movie camera and the exposures revealed that the bottoms really were schools of cod-fish.

In spite of new techniques and increased knowledge of the animal kingdom of the seas, many areas still remain almost untouched. Modern fishery methods are applied only in a limited number of countries. The main cause for this poor utilization of the ocean riches in face of the crying need for increased food supplies lies in faulty human organization. It is here that international co-operation comes in. Since 1902 the International Council for the Exploration of the Sea, with headquarters in Copenhagen, has carried out a good deal of scientific fishery research. It has also promoted a number of conventions,



such as those establishing size-limits for various kinds of fish and providing for the introduction of closed seasons.

The Food and Agriculture Organization of the United Nations also takes an active interest in fishery problems, acting as adviser in areas where primitive methods and gear are still being used. The organization supplies the secretariat for the recently established Indo-Pacific Fisheries Council, which will seek to alleviate

Asia's acute food shortage. The overall aim of these international bodies is to bring about a rational exploitation of the vast water-fallows of the world, covering about three fifths of the globe.

Realization that the seven seas constitute larders crammed with food has led the nations of the world, which not long ago fought each other over fishing rights, to work together to develop this important food supply for the common good.

**"MOST OF THE WORLD", (1)**  
An American Survey  
"A group of trained anthropologists has studied the countries of Latin America, the Far East, and Africa in terms of population and natural and political history."

FOUR major facts perhaps can sum up the history of the past fifty years; the rise to world influence of the United States; the development of Russian power under Soviet Communism; the decline of world influence of the nation-states of Western Europe; the movement towards political self-determination and independence of peoples in Asia, Africa, and Latin America, who in the nineteenth and early twentieth centuries lived under systems of colonial rule.

The purpose of this book, *Most of the World*, is to paint a picture of this last group of countries, which are assuming increasing control over their own patterns of power and collaboration after World War II. A group of trained anthropologists has studied the countries of Latin America, the Far East, and Africa in terms of population and natural political history, and has made a detailed sociological map. What is refreshing in these experts' presentation is the broad sweep of their interest, their concern not only for the geography and natural resources, but also for the human and cultural elements which more than any other factors will determine the future shape and history of these areas.

What are some of the broad conclusions drawn from that detailed and masterly picture thus presented? On the resources side, the picture is of a combination of great potentialities and massive underdevelopment. Nowhere in the countries described are there the basic foundations for the intense industrial development which would be comparable to that seen in the Ruhr, the English Midlands, the Eastern U.S.A., or the Donetz basin of the U.S.S.R. But important industrial growth can be foreshadowed in N. Eastern India, Manchuria, Japan, and possibly Brazil. In all these areas, whether in industrialization or the mere exploitation of resources, progress will depend on new types of organization

and skill, many of which will require the social reorganization of old cultural habits to bring them to full fruition.

## Population Pressure

IF national self-determination is the prime political factor and driving force behind this development, the prime social factor is population pressure. Without offering any pat solution to the problem, one expert writes, "The entire set of life conditions which contribute to high mortality and high fertility must alter... For most of the world this means that ways must be found to increase agricultural production, to introduce and develop industries, to promote trade, to broaden horizons, through wider education and the promotion of literacy, to improve health facilities and individual welfare services, to insure political stability and leadership. In short, through balanced modernization of all the world's backward areas a solution to problems of overpopulation may be reached."

The term "balanced modernization" is a useful one for those whose thoughts have been turned of late to the programmes of Technical Assistance for the less-developed areas of the world now under discussion in the Economic and Social Council of the United Nations, and in the United States Congress in implementing Point Four of President Truman's inaugural address.

As this book underscores, the task of modernization of these countries can no longer be conceived in the old patterns of control, and will require new methods of collaboration between the more and less advanced countries of the world. This is perhaps the challenge and the promise of the present Technical Assistance programme now under discussion.

William DRAPER CARTER.

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## Courier

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# U. N. TECHNICAL AID PLAN

## APPROVED BY ECOSOC

**T**HE United Nations plan for an expanded programme of technical aid to economically under-developed countries through a pooling of the world's technical skills was brought a step nearer completion on August 15 when it was approved by the Economic and Social Council (ECOSOC) meeting in Geneva.

This scheme for extending technical assistance, which is the United Nations response to President Truman's call for a «bold new programme» to help the peoples of the under-developed countries, was first outlined in a combined UN-Specialized Agencies report issued at Lake Success on June 2.

(A summary of this report describing the provisional plan under which it was proposed to use more than \$85,000,000 in two years for technical assistance, appeared in the June issue of the Courier (Volume II, No 5.)

The plan described in the combined report was designed to provide technical assistance on a scale never before attempted so as to amplify and augment existing projects and to meet accumulated requests from governments which it has not to date been possible to satisfy.

ECOSOC considered this report during the latter part of its forty-one day session and on August 15 approved, by 15 votes to 0 with three abstentions, a co-ordinated programme of technical assistance together with recommendations for its organizational machinery, financial arrangements and principles to be applied in its execution.

The programme is now therefore ready for final approval at the 59 nations United Nations General Assembly which opens at Lake Success on September 20.

### Aid Conference Proposed

**O**NE of the ECOSOC recommendations which the UN Assembly must consider is for a general conference on technical aid to be held at UN headquarters during or immediately following the Assembly Session. All UN members and non UN members who have joined the specialized agencies would be invited to the conference with the right to vote.

This proposed conference would be called upon to (a) determine the total amount of voluntary contributions

which might be expected during the first year of the programme and (b) approve the proportionate sharing of contributions among the participating agencies.

To co-ordinate the activities of the specialized agencies — the World Health Organization, the International Labour Organization, Unesco, the Food and Agricultural Organization and the International Civil Aviation Organization — ECOSOC recom-

ended the formation of a technical assistance board — an administrative body — comprising the executive heads of these agencies. It also recommended the setting up of a committee to discuss policy matters, on which all ECOSOC members would be represented, thus constituting a governmental body.

Financing of the increased activi-

ties of the specialized agencies, it was decided, should be on a voluntary basis, and the need to make the most effective use of both convertible and non-convertible currencies led ECOSOC to the decision that contributions should go into a central receiving pool known as the «special account for technical assistance for economic development».

Under the plan approved by ECOSOC, the first ten million dollars

to be allocated by the technical assistance board. This scale of allocations will be one of the matters for review by the UN General Assembly and the special conference.

### Priority for Food

**D**ECIDING that technical aid to increase food production and to reduce malnutrition should be granted the greatest share of the initial contributions, ECOSOC recommended that the Food and Agricultural Organization should receive twenty-nine per cent.

Its other recommended percentage allocations were: The United Nations, twenty-three per cent, chiefly for use in industrial development; World Health Organization twenty-two per cent; Unesco, fourteen per cent; International Labour Organization, eleven per cent, and International Civil Aviation Organization, one per cent.

As for the principles which should determine the spending of the funds contributed for the increased technical aid, ECOSOC considered that assistance should only be given to countries requesting it and that it should not be the means for any foreign economic or political interference. Countries receiving assistance should normally assume responsibility for a substantial part of the costs of technical services with which they are provided and do their utmost in «self-help».

The Council also recommended that universities, technical schools, foundations and research institutes be encouraged to release specialists to help in the programme. The participating UN agencies, it considered, should aim at increasing productivity of materials and resources. The aim should also be to achieve a wider sharing of the benefits of higher living standards.

Although much administrative and planning work will remain to be done after the UN Assembly has dealt with the technical aid programme, the action of ECOSOC has already taken the project a measurable step on the road to its realization.

This was stressed at the Council's closing session on August 15 by the President, Mr. James Thorn (New Zealand) who said: «A new note has been struck. The under-developed areas are now to be regarded as within the sphere of influence of the United Nations.»



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contributed would automatically be distributed to the participating organizations according to a percentage scale.

Seventy per cent of the next ten million dollars would be similarly distributed, the remaining thirty per cent being placed in a reserve fund. All receipts over twenty million dollars would also be held in reserve

## ECONOMIC COUNCIL REVIEWS UNESCO AID PROPOSALS

**T**HE plan drawn up by Unesco defining the work it would be able to carry out under the United Nations extended programme of technical aid to under-developed countries was discussed by the Economic and Social Council (ECOSOC) at Geneva, on August 3.

ECOSOC delegates first heard Dr. Jaime Torres Bodet, Director-General of Unesco describe some of the ideas which had guided Unesco in the preparation of this plan.

(Large extracts from the text of Dr. Torres Bodet's address to the Council are given on page 4 of this issue of the Courier.)

Unesco's plan which is part of the combined UN-Specialized Agencies plan for technical aid considered by ECOSOC, was approved in its entirety last June by Unesco's Executive Board. (A summary of the proposals adopted by the

Board was given in the July issue of the Courier).

The plan will again be considered by the Executive Board this month in the light of the action taken by ECOSOC, including its recommendation that Unesco should receive fourteen per cent of the total funds available for technical aid, and will be presented for approval to Unesco's Fourth Session of the General Conference which opens in Paris on September 19.

Broadly speaking, Unesco's aid programme provides for assistance in technical, elementary and fundamental adult education; advice on the production and use of materials for education; including mass communication materials, and the technical needs of press, radio and film; the training of teachers and other specialized personnel; planning and organization of scientific research

and training laboratories; and help in the development of local cultures.

### Unesco's Helping Hand

**I**N carrying out this programme, Unesco will make use of different methods according to the needs of the under-developed countries. The most direct and immediate form of technical aid it can offer is in sending advisers and consultants whose work would range from administrative advice to direct responsibility for establishing new types of institutions (such as teacher training centres or scientific laboratories).

Other methods Unesco can offer include exploratory missions, permanent regional services through field science offices, and a broad training programme covering fellowships, semi-

nars, symposia, experimental or demonstration projects in fundamental education, and regional training centres.

Unesco also hopes to help under-developed countries by promoting the distribution of educational, scientific and technical books and periodicals, by the publication of special pamphlets and monographs, and the setting up of scientific and technical institutes.

Unesco's approach to the question of technical assistance was the subject of many favourable comments during the Council's discussion of the proposals.

Emphasising that these proposals had been conceived by Unesco in terms of the experience it had already gained in the field of technical assistance, Dr. Sutch (New Zealand) commended the Unesco recommendation that: «adminis-

trative problems... should be solved by the co-ordination of projects and not by the setting up of new administrative machinery».

The mature and circumspect attitude displayed by Unesco in that respect was well brought out, said Dr. Sutch, by the emphasis laid on the selection by the recipient countries themselves of the fields in which they need assistance, as well as on the principle that, once initiated, a scheme must be continued by the country itself.

Dr. Torres Bodet remarked that the discussion had brought out the general interest shown by members in Unesco's programme. The diversity of views expressed on certain points of the programme provided no reason for discouragement, he said, for it reflected the diversity of requests which the beneficiary countries would address to Unesco.

**T**HE scheme for Technical Assistance by Unesco is designed to stimulate the progress of nations robbed of their heritage by geography or history. That lofty aspiration is one of the conditions of peace, as was recognized by the States signing the Constitution of Unesco when they proclaimed, in the Constitution's preamble, that «a peace based exclusively upon the political and economic arrangements of Governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world; and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind».

That solidarity would be no more than an empty phrase if we were forced to accept as an inexorable decree of fate the co-existence of communities whose economic strength and cultural resources have reached unprecedented levels with others where poverty remained at once the cause and the effect of ignorance—the cause because to it are due whole generations lacking schools, towns without libraries, cities without health; the effect, because ignorance impoverishes the peoples, prevents their making rational use of what they have and subjects them to the tyranny of nature. «The battle of man against nature», Michelet once said, «of free-will against blind fate, began with the world itself». And he added a phrase which I feel bound to quote because, to my mind, it brings out so well the effect our discussions may have on history: «The haves will ever have more, and the have-nots will ever have less, unless industry bridges the gulf dividing rich and poor.»

That bridge can and must be built by technical assistance, and it is thus that such assistance will serve the cause of peace. But what kind of technical assistance? Help designed by foreigners from their own point of view only, and seeing in the latent possibilities of a country no more than a problem of rapid and all too often superficial exploitation? Or the help which seeks first to understand the human factors with which it must co-operate? Clearly the only possible type of help is that which, instead of applying a mechanical development formula will stimulate new energies, will seek to meet the highest aspirations of the peoples for full self-expression and will not confine itself to abstract considerations of economic mechanisms. In other words, a type of help which does not aim at manufacturing «robots» and which, with reference to «Economic Man» does not accent the adjective or forget the man to exalt a single one of his qualities.

This more human view of technical assistance is assuredly not the monopoly of Unesco. However, within the plan as a whole, it does define our Organization's function and, further, happens to be the ineluctable

condition of our effective participation.

### Priority for Education

**I**T is development we have in mind. As that is our goal, priority should be granted to the programmes of education which must precede, accompany and follow any economic development worthy of the name. That is why the programme prepared by Unesco accords so much importance, in the scheme for technical assistance, to fundamental education. Nevertheless, to confine our part to fundamental education alone would be a mistake which we should soon regret. Campaigns against illiteracy are never more successful than when they appeal to the illiterate as the first stage in a progression whose final end is not so much learning to read as securing the means to improve

have in mind is not a business proposition; not an economic enterprise, but economic development. To promote the latter we have to plan, along with measures yielding early but possibly ephemeral results, others which go deeper and will endure. The second group will not necessarily require more time for putting into operation than the first. In any case their possible slowness does not seem to cause any special uneasiness to countries hoping much from the execution of our projects. To take an instance, the requests so far received by Unesco are not, as might have been thought, for fundamental, but for technical, education. The countries which send us these requests want to have their own physicists and chemists, their own economists and mathematicians. I repeat their own — not just temporary foreign advisers.

Unesco is naturally con-

the elementary rules of hygiene and training for small-scale industries.

In agreement with the government authorities, we have gone farther still in technical assistance by instituting, in what we might call «demonstration areas», pilot projects such as that of the Gosseline Valley in Haiti. Here, apart from the fundamental education given to the people as a whole, we have opened a Rural Teachers' Training Centre, and to ensure teaching material conforming as far as possible to local requirements, we have also organized a local centre for its production. On the same principle we have started in China an experimental centre for the preparation of audio-visual educational material.

Our chief concern however has been, and remains, to provide for the peoples concerned, not help from without, of whose foreign origin they would always be

With all this immense variety, our work none the less remains within the terms of technical assistance as defined by the Social and Economic Council. Had it been a question of material and financial help to secure the necessary degree of technical progress for the economic development of these countries, our projects would undoubtedly have been far different. We might then have been nearer meeting the aspirations of certain States already aware of their own problems which are less in need of skilled advice than of material means to execute their plans of development.

In such circumstances we could have made provision, in addition to the services mentioned, for contributions to purchases of scientific equipment, film projectors, motor cars fitted out for rural education and so on. It would then have been possible to decide on a fixed annual budget. However, for the moment we have had to confine ourselves to the principle of technical assistance.

Given a plan such as we are now discussing, is it not possible that the very special features of its execution call for financial methods adapted to them? It is hardly possible at this stage to know either the detailed requests that States make or the extent of their own contribution. The procedure imposed by the rigid heads of a normal Budget would involve unending risks of delay and lack of flexibility.

Would it not be appropriate to consider a simpler formula, more in tune with the complexity of this undertaking, than an annual budgetary appropriation? A revolving fund for technical assistance, divided, if you like, into fairly flexible appropriations, might perhaps better meet the requirements of a scheme many of the details of which must still be unknown to us.

Our budgetary estimates amount, for the first year, to about \$6,150,000. As matters now stand, this estimate can be no more than approximate. It seems modest enough if we think of all that is required, from the intellectual and social point of view, by economic development. If we reflect on the number of experts available, it is considerable. It is modest again, if we remember the lack of schools and of school and university equipment from which almost every country in the world is suffering. It is substantial, inasmuch as this is essentially a matter of technical assistance. In any case, if our proposals are approved by the General Conference, this sum would help us to give to that economic development towards which the United Nations' scheme is directing our endeavours, the social and human foundations needed to ensure its stability.

## TECHNICAL AID TO UNDERDEVELOPED COUNTRIES

*"Human factors condition the economic development of any country"*

Dr Torres Bodet addressing ECOSOC at Geneva, Aug. 3

the material circumstances of their lives. Some time ago I myself conducted a campaign against illiteracy in my own country. In a humble little village hundreds of miles from Mexico City, a peasant more than sixty years old said to me one day: «Well, sir, my family and I have learnt to read and write. For that I thank you. But couldn't you send us someone to teach us something more practical? For instance, I want to be an architect».

That little story is significant. Probably the old man had no very clear idea of architecture, but almost by intuition, he had hit on the precise word whose two Greek roots bring to our minds the notion of man as builder and man as leader of his fellow workers. In developing a country, fundamental education—as my fellow-countryman well knew—is only a stage; primary education is another. Hence the attack must be basic, and launched simultaneously against both the ignorance of the illiterate and the inadequacy of higher scientific education. We must train skilled workmen, but also foremen and supervisors, engineers and technicians.

I repeat that what we

cerned to safeguard native cultures. Here we fully realize that any bold scheme of economic development must necessarily involve a transformation, a change in the face of the country. But we do not wish to stimulate an artificial progress without roots in the national life and which, instead of fostering growth, would impose a degree of uniformity. My very belief in a united world is the reason for my rejection of a standardized world. Union embraces differences; uniformity abolishes them and thereby in some sort destroys the very notion of union. Agreement is the direct opposite of sameness.

### First in the Field

**U**NESCO has the advantage of having already practised technical assistance before the term was coined, for the educational missions which we have sent to countries requesting them are surely nothing else. In this same year seminars or working conferences have been arranged in Brazil on «A Campaign against Illiteracy», and in India on «Adult Education in Rural Areas», which includes both

conscious, but an opportunity to use their own energies in their own interests, material and spiritual. The progress we have been able to achieve through the use of these methods is seen in an increase in the capacities of the people themselves, which is itself the best guarantee for the quality and permanence of that progress. We have followed the same principle in the field of science pure and simple. For instance, our four Science Co-operation Offices, each in its own area, supply the individuals and bodies concerned with documentation such as publications, films and details of scientific material and equipment, news, and grants for study abroad.

Our scholarship programme has expanded to such an extent that it is the main activity of one of our departments, that of Exchange of Persons, for which we have estimated a sum of more than \$350,000 in our 1950 Budget. I shall confine myself to these instances, selected from those which will probably strike you as the most topical, from our existing experience of technical assistance.

*"My very belief in a united world is the reason for my rejection of a standardized world."*

J. TORRES BODET.



# A Letter from Quitandinha

(Petropolis, Brazil, Aug. 1.)

THE Seminar has begun work in a manner which far surpassed our expectations.

The preparatory work developed by Unesco, the organization of American States and the Brazilian Government has been exemplary. We have received a hundred delegates and observers, all of them distinguished educators in their countries, who represent all the countries of America without any exception, plus England, France, Holland, India and Egypt.

The participants found the most complete organization. As you know, we prepared regulations for this Seminar based on those used at the Caracas Seminar, which is nothing more than an adaptation of the experiences of the German seminar as a university institute to the principle of international co-operation.

The opening date was the 27th of July, the inaugural session being presided over by the Brazilian Minister of Education. The very same day we proceeded to organize five working groups which was a simple task, for the delegates had already received complete information on the themes to be dealt with at the Seminar. At 9 o'clock in the morning, July 28, the groups were duly constituted and we began work.

Group I, under the leadership of Dr. Germano Jardim, statistical expert of Brazil, includes such important personages as Dr. Anixio Teixeira de Freitas, who has been called "the wizard of Brazilian statistics"; and Dr. Ernesto Nelson, one of the most famous of Argentine educators, who was especially invited by the Organizing Committee.

This group has two principal purposes. First, to present America with the reality of the problem of illiteracy in numerical figures. We hope that the presentation of this problem will be very clearly made in order that it may arouse public opinion in the American nations. With this purpose in mind, we have organized the services of specialists in the drawing up of statistical graphs, who will analyze the numerical data the technicians will obtain and present their findings in the form of graphs. The group will use as a basis the excellent material prepared by the Inter-American Institute of Statistics.

The second objective of this group refers to the study of principles of the elaboration of cultural statistics in the Americas, which should be submitted to the Inter-American Statistical Conference to meet at Bogota, November of this year. That Conference will be attended by all the American States for the purpose of defining standards for the 1950 general census of the Americas to take place in twenty-two American countries.

In this way, as you see, we shall succeed in making known the opinion of the educators with regard to preparing a cultural census.

Group II is working on the organization of anti-illiteracy campaigns. It functions under the

direction of Dr. Lourenço Filho, well-known Brazilian educator, head of anti-illiteracy campaigns in his country, who has prepared a working paper for his group with great care.

We hope that this group will draw up complete outlines on legislation, administrative organization, private co-operation, financing, etc., which will be useful to the governments in organizing their campaigns. We have tried to bring into this group individuals who are present at the Seminar who are heads of education campaigns, as well as persons who are in a position of leadership for the promotion and development of anti-illiteracy campaigns in their respective countries.

Group III deals with everything related to objectives and techniques in illiteracy. It studies also the adaptation of manuals, the psychology of adults, and teaching methods. This group is directed by Dr. Rex. Outstanding in this group is Miss Ann N. Clark, whose experience in the production of material for illiterates is well known.

The fourth group is working on the subject of the American Primary School, whose deficiency is the ultimate cause of illiteracy in the Americas. Statistical studies point out that there are about 19 million school-age children in America who lack schools. The



Dr. Clemente Mariani, Brazilian Minister of Education (standing) welcomes delegates to the Inter-American Seminar on Illiteracy and Adult Education, which opened at the Hotel Quitandinha, Petropolis, Brazil, on June 27. On the right of Dr. Mariani is Dr. Frederick Rex, of Unesco and on his left, Dr. Lourenço Filho, Director of the Seminar.

work of this group is based on an excellent working paper prepared by Dr. Carmela Tejada, specialist in education of the Organization of American States. In addition, the group has a complete documentation on the situation of the primary school in the countries participating in the Seminar.

Group V, under my leadership, is working on the incorporation of the anti-illiteracy movement within the frame of adult education. The group is composed of individuals of the highest type, who have worked in adult education in their res-

pective countries. I will send you shortly the working papers of this group so that the members of the Department of Adult Education, under your able direction, may consult them.

I am very satisfied with the organization and working of the Seminar. The collaboration of the Organization of American States and the Brazilian Government has been tremendous.

Guillermo NANNETTI,  
(Member of the Executive Board of Unesco).

## CLASSICAL STUDIES AND UNESCO

By  
**CARSTEN HOEG**

steeped in the ideas of cosmopolitanism, respect for every man and every individual people, and universal understanding.

Finally, if Unesco can hope to bring about world understanding, it is because European civilization, building upon the achievement of the Greek philosophers and their successors, has provided it with the elements of an ideological world community, which, despite the ambiguity of such terms as liberty and democracy, is opening the way to fruitful discussion. This, in the world of the mind, represents the utmost measure of agreement that can be desired.

After these premises, which I must apologize for having thus condensed, I would like to add one remark of a more special character. There is no denying that Unesco must approach the great periods of civilization with the most complete objectivity. At the same time, the almost overwhelming greatness of its ultimate goal must make it humble in the setting of its immediate targets. There is therefore, reason for satisfaction that Unesco appears to realize the need of a certain selection of limited fields and understands that slow and indirect results are often more effective than rapid and direct ones.

From these considerations I conclude that Unesco has the right and the duty to give entire encouragement to efforts aimed at preserving the supra-nationalist and peaceful essence, the life and strength, of the civilization which was born in Greece, grew up under the name of European civilization and conquered half the world. This means that its common history must be made known and appreciated. To take an example, we cannot ignore studies which endeavour to throw light on the sources common to Stalinist communism (which is linked with Greek civilization through Byzantinism and Hegelian philosophy), to American idealism and to Unesco's own Constitution.

Nothing, in fact, can better serve the aims of Unesco than a re-awakening among Europeans, and among those of kindred civilization, of a general interest in their common past.

And it is natural that Unesco should undertake to represent the interests of that Greco-Roman civilization which has no seat among the delegations to the United Nations.

Nothing, however, would be more disastrous than to imagine that we can serve up the cream without regard for those who do the work and milk the cows. The study of classical antiquity is continually renewed by subtle interplay between observer and observed. Consequently, any efforts towards popularization which are not based upon solid and recent research will have at the best a purely ornamental value.

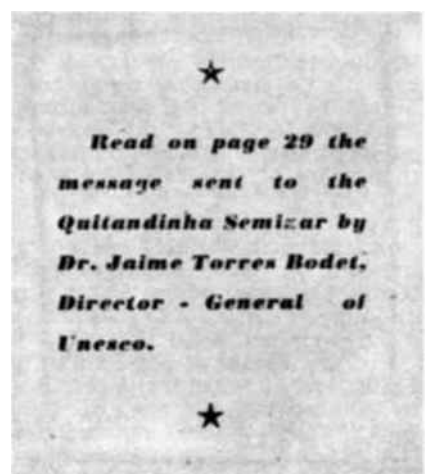
Philologists, archaeologists and classical historians are aware of their responsibility. Without neglecting research, which is their spiritual daily bread, they seek to provide the public with a better knowledge and understanding of classical civilization and of its relations with the civilizations of today. Research workers in every part of Europe (including Russia) and in the Americas and Australia have been working for centuries in this common field; no profession has such a long international tradition as classical philology (witness the use of Latin, the first international language of the West). Modern conditions, however, call for the development of new forms of internationalism. We need an international organization to secure bibliographical service and the establishment or continuation of certain great collective enterprises, to rationalize and stimulate the editing and publication of classical texts, to organize meetings and congresses, to encourage the production of good popular books, in a word, to ensure, in forms adapted to modern needs, the supra-national character which has always been the mark of classical studies, and to help disseminate the proven knowledge of our European past and thus contribute to that work of mutual understanding and of peace which is Unesco's proud device.

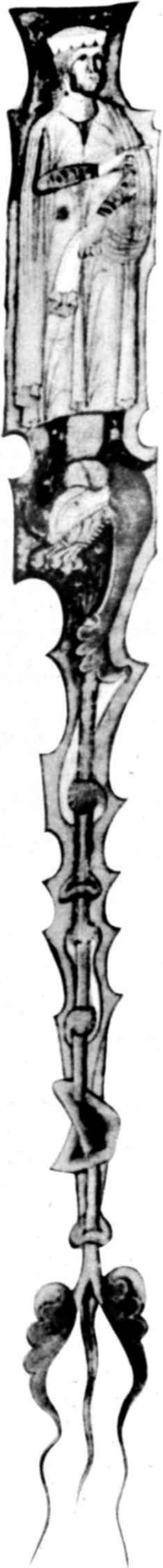
That is why in 1948 we established an International Federation of Societies for Classical Studies. That is why we are delighted to be affiliated with Unesco. We hope that our Federation, among the many institutions grouped around the parent organization, will occupy the position which is due to the heir to such a splendid legacy.

THE term «classical studies» has not that world compass for which Unesco strives, being confined to studies of ancient Greece and Rome. All the same, I believe that the development and the international organization of classical studies are of considerable importance to Unesco.

Europeans of earlier days learnt from the Greek school to look upon all people of non-European civilization as barbarians, and the Romans invented the notion of Pax Romana, which sanctions the rule of a single people destined, by its superior civilization, to play the part of protector of all nations wishing to live in peace. Although these ideas, had no doubt unfortunate effects, they nevertheless contributed greatly not only towards creating the spiritual community of Europe, but also towards fostering the concept of a civilizing vanguard, which did so much for the tremendous expansion of Europe with results which will end either in the unification or in the suicide of our unhappy planet.

For a long time now the European mind has been, if I may say so, omnivorous and, but for that western appetite for knowledge and study of all civilizations in the world. The idea of creating Unesco would not have been conceived. Now this attitude, unique, I think, in the work of a long series of great Europeans, who from their studies of the Greeks became





A Thousand years ago...

# AVICENNA, *Persian Scientist and Philosopher, brought Knowledge to the West*

by Camille ABOUSSOUAN

**I**N the Middle Ages about 1150, some 50 years before Aristotle's *Metaphysics* was known, works by a Persian named Avicenna—a *Metaphysics*, a book, *De Anima*, treatises, *De Caelo* and *De Animalibus*, and works on science and philosophy—brought to Western Europe the essentials of an extensive and well-constructed system. The philosophic East thus first set foot in Europe, where it was to remain, closely associated with Thomism, until the present day; this Persian scholar gave the world a body of 335 works, scientific even more than philosophic, which was to play an important part in the development of knowledge. Up to the 18th century, his works on medicine were still standard textbooks in all the universities of Europe. His studies of mathematics, physics, chemistry, astronomy and botany, his treatises on the administration of the army and on the State land taxes, his epistle on love, his correspondence with other scientists of the time, his philosophical, legal, linguistic and poetic works, and even his commentaries on magic, entitle him to be considered as one of the most striking figures in world civilization.

A thousand lunar years ago, in 980 A.D., Abu Ali al Husain ibn Abdallah ibn Sina, called Avicenna, was born at Afsana, near Bokhara, in Persia. Thanks to the care lavished upon him in childhood, he very early acquired a wide learning unusual among his contemporaries. Although a Persian, he wrote all his works in Arabic, and only a few poems, a treatise on pulsation and another on the principles of science were written in his native language. What we know of his life we have learnt from himself. His follower, Al Juzjani, added some details, and writers from Al Qifti onwards have repeated what is known, while Ibn Khallikan and Abu Osaybia added comments.

### Opened Medical School

**L**IKE all good Muslims, he first learnt the Koran; he then made the acquaintance of Arabic literature, Greek philosophy, law, theology, medicine, geometry, physics and mathematics. Porphyrius, Euclid and Ptolemy occupied most of his time until he reached the age of 16, when, being more learned than any of his teachers, he established his own school, with many doctors working under his guidance. He was particularly interested in philosophy and, after devoting a year and a half almost exclusively to its study, he had read Aristotle's *Metaphysics* more than 40 times, although its meaning remained obscure until one day he came across Alfarabi's commentary on the work, when all became clear.

"Whenever I was in perplexity", he said, "whenever I could not grasp the middle term of a syllogism, I would go to the Mosque and pray, imploring the Creator of all things to open my understanding and smooth away the difficulty."

When he was 18 and had acquired all the learning of the time, he was summoned, because of his reputation as a doctor, to attend the Sultan, who had been stricken with a serious illness. He cured him and, as a reward, the ruler gave him permission to work in his magnificent library; he also consulted him on State affairs and, generally, on other matters, and enabled him to spend much time in study.



AVICENNA:

an engraving by A. Thévet, after a medieval portrait in the Paris Medical School.

### Philosophy and Medicine

**A**T 21, Avicenna wrote his first book, *Al Majmuh*, a collection of philosophic writings requested by Al Arudi. He was then beginning to take an interest in political life and, leaving Bokhara, wandered from one court to another among the Emirs of Northern Persia and the lands around the Caspian Sea. A patron named Es-Siraji showered wealth upon him, and for him Avicenna wrote several works. He began writing the *Qanun* or "Canon of Medicine" at Jurjan; and then wrote his first epistles; went to Rai to attend the Prince Majd ad Dawla, who was ill; and finally to Hamadan where he cured the Emir, who appointed him Vizier. There Avicenna spent his days on the business of the State and his nights on his own works. The *Al-Shifa* and the *Qanun fit-tibb* his masterly work on medicine, which was the Bible of all doctors in the East and West for centuries, were written then. In the latter treatise, among many lucid explanations of the functions and disease of the human body, Avicenna says that "the retina is the essential organ of sight, which had previously been thought to be the crystalline lense of the eye; defines meningitis as inflammation of the membranes enveloping the brain; recognize the various fundamental types of jaundice; maintains against Galen that apoplexy is of plethoric origin; postulates the theory of the placental transmission of certain infections; draws attention to the therapeutic properties of aconite; puts forward the idea of tracheotomy; suggests treating cases of anaemia by making the patient suck fresh marrow from bones, etc."

On the death of the Emir of Hamadan, his enemies imprisoned Avicenna in the fortress of Ferdajan. There he almost completed the sections on logic, mathematics, physics and metaphysics in

the *Al-Shifa* and went on to write several works on philosophy and medicine, including the allegory of Hai Ben Yagzan on intelligence.

### Flight to Ispahan

**T**HIS enforced retirement gave him leisure for work, but it did not last very long. When he returned to Hamadan, he no longer felt secure and, with the help of his faithful companion Al Juzjani, prepared to flee to Ispahan. They left the town, disguised as Sufis, and, after travelling for 13 months through hostile lands, reached Ispahan where they were welcomed with great honour by the Emir Alal Addin. Avicenna completed the *Al-Shifa* there and, as the work was a lengthy one, made a summary of it, which he had begun at Jurjan and which is known as the *Al Nadjat*.

So far, the development of his philosophy had been Aristotelian, and these two books defined it; but in the last years of his life in Ispahan there was a very definite development in his work, particularly in the *Kitab el-Jcharat wa'tanbihat*, or "Book of Theorems", the last of his works which has come down to us complete. The "Theorems" marked the end of Avicenna's development.

Unfortunately, this work has never yet been translated in full. We are informed that Mlle Gouichon, who is one of the foremost specialists on Avicenna, has just finished a translation into French. This will help Westerners to realize more clearly Avicenna's remarkable contribution to medieval philosophy at a time when, one thousand years after his birth, he still stands an acknowledged master.

This great philosopher and scientist died in piety at the age of 57 in Ispahan, the city of roses, after freeing his slaves and bestowing his property on the poor.



## MASS COMMUNICATIONS EXPERTS REVIEW TECHNICAL NEEDS OF PRESS, FILM AND RADIO

**A**FTER considering the reports drawn up by the Secretariat on news agencies the press, the film and the radio in the fourteen countries covered by the 1949 survey, the Commission on Technical Needs, which met from 25 July to 3 August 1949, spent a week in drafting very specific conclusions and recommendations to Unesco, in the light of information gathered in forty-three countries over a period of three years.

The Commission emphasized, in the first place, the importance it attached to Unesco's surveys being continued so as to cover the whole world.

Documents gathered and the findings of the Commission enable Unesco to assist in the vigorous promotion of the free flow of information. As a source of reference, the importance of the assembled data cannot be over-estimated and the Commission noted the value of this documentation to many Departments of Unesco, to government services, professional associations and private workers in the press, film and radio who have asked for either information or advice. The Commission was of the opinion that eventually, when the world survey was completed, the collected reports, carefully brought up to date, should be published as four separate volumes dealing respectively with new agencies, press, film and radio. Subsequently, annual supplements should be issued keeping the information up to date.

### Fruitful Cooperation

**T**HE Commission was glad to note the fruitful co-operation established between the Mass Communications Department and the appropriate organs of the United Nations and the Specialized Agencies, and particularly with the Sub-Commission on Freedom of Information and of the Press, the FAO (in questions related to newsprint), the Economic Commission for Europe, the International Trade Organization (GATT) and the International Telecommunications Union. The Commission asked that this co-operation be developed to the greatest possible degree.

It also recommended that the survey reports and the recommendations as a whole should be taken into account in the plans for technical assistance and economic development at present being considered by the United Nations and its Specialized Agencies.

Experts considered that the information collected by Unesco, « which presents a unique picture of the existing facilities for the diffusion of ideas by word and image », should be brought to the knowledge of persons and organizations that could make use of it. The reports published after each survey, and the annual supplements could obviously contain only a part of all the information collected. The Commission considered that Unesco should use this non-published information by arranging for the publication of pamphlets on a number of special subjects.

### Professional Training

**T**HE Commission laid particular stress on professional training. Thus it reaffirmed and supplemented the suggestions made by previous commissions especially as regards the establishment of an International Institute of Press and Information. The Commission regarded it as essential that a beginning be made with this project in the course of 1950.

It was also recommended, firstly, that missions of experts should be sent to the more needy countries and should help them, at their request, to institute new services or develop those already in existence, and secondly that Unesco should organize a number of seminars for radio and film personnel.

The Commission furthermore suggested a number of supplementary enterprises, regarding the use of printing characters for printing in Asiatic languages; the organization of collective listening, etc.

Finally, it suggested the setting up of « permanent advisory committees... composed of persons throughout the world who have a specialized knowledge of these individual and technical subjects ».

It should be noted that the experts of the Commission on Technical Needs were careful to suggest to Unesco only concrete and practical tasks that could, for the most part, be carried out with the appropriations and staff available to the Mass Communications Department and certain other Unesco Departments directly concerned.



## REMOVE THE BARRIERS

By Julian BEHRSTOCK,

Head of the Free Flow Division

« Division of Free Flow of Information » is the rather high-sounding title given to that section of Unesco which seeks to enable the people of different countries to know each other better by exchanging ideas and information.

You have a personal stake in the success of this Division if:

You have been prevented from ordering books from abroad because of the foreign exchange regulations

in force in your country ; Your newspaper prints scarcely any foreign news because it lacks newsprint ;

You have been unable to afford a favourite foreign print because of high Customs duties ;

As a start in removing these and many similar obstacles to the free flow of information between countries Unesco has placed emphasis on a few key problems capable of yielding practical results.

### Reducing Economic Obstacles

**T**HUS, a great deal of attention has been given to overcoming economic obstacles.

A far-reaching proposal was submitted in March to a 34-nation conference on tariffs and trade at Annecy, France, asking the conference to reduce duties on a wide range of educational and scientific materials.

The Annecy Conference, in response to Unesco's request, reduced duties on radio receivers and other items of an educational character. In addition the 34 nations pledged that in future tariff negotiations they would continue to « assist in furthering the objectives sought by Unesco ».

### Co-operation with U.N. Economic Commissions

**C**OMPLEMENTING the action to secure reduction of Customs duties, Unesco has launched a major campaign, in conjunction with the Regional Economic Commissions of the United Nations, to the « countries satisfy their help coun... for educational, scientific, and cultural materials, despite acute shortages of foreign exchange.

## FAMINE THREATENS MAN

**E**VERYTHING good in the world—every chance for a peace among men that will last forever, every hope for a happier and nobler life—stumbles over the ugly fact that there is not enough food for the people of the earth.

The ways are known, whereby food enough can be produced for any population that experts now foresee, but the ways are known to the few and not to the many. Even the fact of widespread hunger—the very existence of the problem—is not generally understood, except by those who are hungry.

Tragically, facts lie neglected and forgotten in libraries,

### By Peter DUBERG

which are needed in the fields. Fragments of the complex plan which will some day end the fear of starvation remain uncoordinated.

The United Nations Educational Scientific and Cultural Organisation is working to bring the facts to every person who can read (meanwhile striving to increase their number). Unesco has arranged publication of a series of pamphlets on Food and People which are being printed in English, French, Spanish, Portuguese, German and Danish, with more translations still to come, for worldwide mass distribution.

Fourth and latest of these pamphlets is "U.N. tackles the Problem" prepared by Peter Kihss, writer for the "New York Herald Tribune" and an authority on the work of the United Nations. The pamphlet sets forth the broad outlines of the food problem, tells of methods used to attack it and suggests ways in which everyone may aid these efforts.

Other pamphlets include "Food and People", a debate between Aldous Huxley and Sir John Russell on the feasibility of solving the hunger problem; "Alphabet of the Soil", by Dr. Guillermo Nannetti, which tells of

the means for fighting soil erosion; and "The Family's Food" by Margaret Mead, which tells how existing food stocks may best be used for utmost nutritional values. Supplementary materials such as discussion guides and picture booklets also are available.

The Bureau of Current Affairs, 117 Piccadilly, London W.1, is publishing the pamphlet series in English. Arrangements are being made with publishers in Latin America and other areas in order that these texts may be as widely reproduced as possible. They will also be obtainable through the Unesco National Commissions of most member nations.

See page 8

# REMOVE THE BARRIERS

(Cont'd. from p. 7.)

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Co-operative arrangements have been established with the Economic Commissions for Europe and for Asia and the Far East, and are being proposed for Latin America as well. Under these arrangements, Unesco submits to the Economic Commissions a priority list of materials, which are then circulated to governments for indications as to potential importers and exporters. On the basis of the information received, Unesco and the Economic Commissions will facilitate the conclusion of agreements.

## Recommendations to Governments

EARLY in the year the Director-General sent Member States a memorandum recommending the release of larger amounts of foreign exchange for educational purchases and the simplification and co-ordination of import procedures.

Other recommendations, in preparation, request wider application of plans adopted under the auspices of the Universal Postal Union to permit payment in national currency for subscriptions to foreign newspapers and periodicals and for a reduction of 50 per cent, on postal charges for printed matter.

## Action at Telecommunications Conference

AT a number of technical conferences under the sponsorship of the International Telecommunications Union, Unesco has represented the public's interest in receiving

more and better information. At a Paris Conference to revise international telephone and telegraph regulations, Unesco called for greater priorities and more reduced rates for press messages. A Washington Conference of Inter-American broadcasting services adopted a number of Unesco-initiated recommendations on the use of radio in the interests of peace and in the fight against illiteracy.

The most striking success was obtained at a 63-nation Conference in Mexico for the world-wide allocation of high frequencies. At Unesco's suggestion, the Conference in February pledged that the frequencies allocated at Mexico would not be used « for purposes contrary to mutual understanding and tolerance ». The Fourth Session of the General Conference has been asked to take the first steps towards transforming that pledge into an international convention on the use of broadcasting for peace.

## Freedom of Information

MOTIVATED again by its concern for a more rational use of the means of mass communication, Unesco has prepared a number of brochures for publication on subjects such as professional training for journalism, and education by radio.

Among other continuing Unesco activities to promote more abundant and better quality information is its plan for the establishment of an International Institute of Press and Information.



# “UNESCO FEATURES” A World Press Service

« Our newspaper is a small regional daily which lives solely on its sales and its advertisements. Our income does not permit us to have any correspondents outside the department or to commission any articles. We are therefore very happy to be able to give our readers news of current international cultural life which we could not otherwise do... We have immediately used some of the articles in Unesco Features N° 1, which seemed likely to be of educational value to our readers », writes the editor of Quarante-Quatre, Agen, Lot-et-Garonne, France. And the editor of a newspaper in Wurttemberg, Germany, writes as follows: « We thank you for the first issue of your outstanding service. The contents are of great help for our editorial work and we are sure to make use of it. »

Mr. Song Thian Eng of the Sarawak Tribune tells us how welcome the service is and promises that Unesco Features will be published in the editorial column of his paper, which also will make good use of the short items.

The Information Officer of the French administration in Dahomey writes: « I can assure you that your articles will be appreciated by the readers of « France-Dahomey », which is the official organ of the Dahomey colony. »

These few extracts from many letters received by the Press Unit well illustrate the scope and aim of the newly started « Unesco Features ». Of the many thousand recipients of this fortnightly press service the majority are provincial newspapers and the press in under-developed areas.

It is this press which Unesco Features mainly serves. Items and articles of recent advances in science and technology are of interest to newspaper

readers in all countries; the race between growing populations and the world's food resources is a problem for all humanity; human rights concern all. Man is curious and willing to learn. He is not satisfied with the news from his religion, his tribe, his village. He wants to read about other peoples. Unesco Features tries to help satisfy this need. Every fortnight well over 5,000 words of articles and short items are being sent from Unesco House in the English, French and Spanish languages to newspaper editors in all countries where Unesco operates.

The periodical publication « News from Unesco » has been incorporated in the Unesco Features which is now produced jointly by

the Mass Communications, Public Information and Natural Sciences departments. H. J. Timperley is the editor.

Unesco gives still another service to the press: special articles, sometimes of considerable length and often written by outside experts. These articles are being sent to carefully selected magazines, specialized periodicals and big newspapers, which are given the exclusive rights for their countries or areas.

The letters and cuttings that have come in indicate that Unesco features is already fulfilling a useful service. Unesco Features is one of the most powerful means to reach the masses, demonstrates the Unesco method and creates sympathy for Unesco's aims.

## “UNESCO FEATURES” How the Service Works

WHEREAS the fortnightly service is being produced mainly for the provincial press, the Special Service of Unesco Features serves the big dailies, weeklies and monthlies on an individual basis. The articles in the service deal largely with the same subjects as the fortnightly features, but with a difference. Prominent writers and scholars develop themes and treat subjects on a slightly less popular level and at greater length than in the fortnightly service. Writers like Pearl Buck, Ignazio Silone, Martha Gelhorn, Lin Yu Tang and Stuart Chase, scholars like Hans Kohn and Henri Peyre have already contributed or promised original articles for this service. Leading publications like the World Review, Leader and United Nations World in London, Combat in Paris, Corriere della Sera in Milan, Verdens Gaeng in Oslo, Cape Argus in Cape Town and the Indian News Chronicle in Delhi, have already accepted Unesco Features Specials.

This service makes use also of already published articles of special Unesco interest, obtaining the rights for publication in all countries except in that of original appearance. The most important deal in this reprint field has been the acquisition of 15 articles on cancer research written by Lester Grant, which appeared in the New York Herald Tribune, this summer. This series — an outstanding achievement in science journalism — will now be made available to readers in all or most of Unesco's member states.

The Special Features Service has, like the fortnightly, only just commenced. But even this short experience seems to prove that carefully and imaginatively planned subjects assigned to selected writers of recognized quality and distributed in a « sharp-shooting » manner can obtain really good results.

UNESCO radio material is used in 52 countries and territories.

This simple statement may give some idea of the scope of the work of the comparatively small Radio Unit of Unesco, which functions as a source for broadcast material, and which must work without its own transmitting facilities.

Those 52 countries and territories using Unesco radio material, receive it in either of two forms—as recorded programmes ready to be broadcast by any local station, or as a script. The scripts are designed so that they may be used as they stand or adapted to local audience requirements.

Since the first of January, 1949, the Unesco Radio Unit has recorded over one hundred and eighty different programmes in the studio at Unesco House. Almost four hundred and fifty sets of these programmes were distributed, made up of about one thousand discs.

These programmes bear on almost every phase of Unesco's activities and include interviews with world famous figures who have something to contribute toward Unesco's ideals, (i.e., Professor Raphael Lemkin, who spoke on "Genocide" in seven languages).

The Radio Unit works in close



# UNESCO ON THE AIR

cooperation with the information services of other United Nations organizations. The United Nations Radio Division at Lake Success regularly broadcasts material originating at Unesco House.

The facilities of the Radio Unit are used by other specialized agencies when something is going on in Paris of special interest to them. It has made recordings for the U.N. Information Office and the Unicef Office in Paris and the F.A.O.

A mobile recording unit has recently been added to the radio unit, and has been used to prepare a special series of programmes on International Voluntary Work Camps. A Unesco

radio officer visited the camps, recording interviews with the staff and the young people who work there.

During the recent radio exhibition in Zurich, an entire floor was devoted to special exhibits dealing with Unesco's radio work. The Swiss Radio presented a special programme prepared in the studio at Unesco House.

A regular part of the radio output is the weekly "Unesco World Review" now being used in 38 countries and territories. It is sent out in English, French and Spanish.

National radio organizations frequently ask for special services from Unesco.

The Radio Unit has made it possible for many people in distant places to hear the speeches of the Director-General, Dr. Torres Bodet. Some of his addresses, such as the one delivered at the Elsinore Conference, are recorded in advance. They are then sent by air to radio stations all over the world. The local radio stations are then able to broadcast the speech to their listeners simultaneously with its actual presentation.

Frequently the Radio Unit turns out some programmes which might seem, at first glance, somewhat outside its sphere. For example, a special interview was recorded with Miss Myrna Loy for rebroadcast in the United States. But Miss Loy was not speaking as a motion picture star. She spoke as an active worker for Unesco—a member of the Southern California Council.

Seventeen languages have been used in the recordings made by Unesco radio.

Three thousand special scripts have been sent out, not including the regular "Unesco World Review".

The voice of Unesco has already been heard by radio listeners in all of the continents of the world.



# HUMAN RIGHTS

## Unesco Exhibition

### in Paris

WHEN, on 10 December 1948, the General Assembly of the United Nations promulgated the Universal Declaration of Human Rights, it did no more than place the coping stone

coincide with Unesco's General Conference and will show the men to whom we owe, in all parts of the world, the Human Rights that are today our most treasured possession—from Sophocles to Lin-



Unesco is becoming well-known in Japan. This poster was issued to publicize Unesco's work for the recognition of Human Rights.

on a task begun in past millenia. Throughout the world, since the beginning of history, man has continually risen in revolt against the powers that sought to enslave him

We are too ready to believe that human rights were born in the West. In fact the whole world has been the battlefield of the fight for liberty, carried on by men knowing nothing of what others were doing for the same purpose in countries of whose very existence they were unaware.

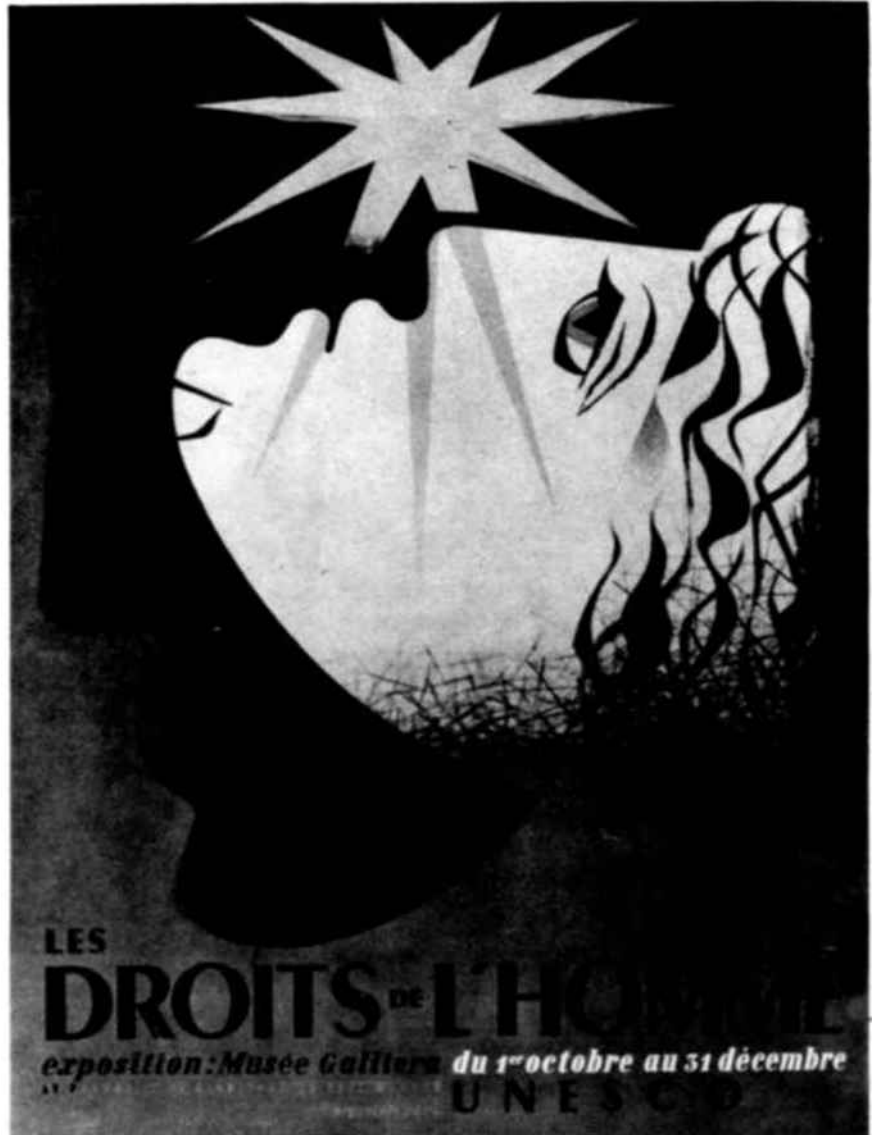
Unesco undertook, at its General Conference in Beirut, to disseminate knowledge of that Declaration, and to that end it is arranging a Human Rights Exhibition at the Musée Galliera in Paris. The exhibition will

coln and from Confucius to Lamennis.

Though the exhibition's purpose is to draw attention to the magnitude of their efforts, it will also demonstrate that these Rights are still a brittle thing.

It is Unesco's intention, under a plan of which this exhibition is only one stage, to give men a clearer awareness of their rights. They will thus be able to defend them better and, particularly, to respect them more.

The Human Rights Exhibition is to be inaugurated on 29 September by the President of the Republic, the President of the General Conference and the Director-General of Unesco.



# HUMAN RIGHTS AND PUBLIC OPINION

THE Universal Declaration of Human Rights adopted last December by the United Nations General Assembly will remain «just another document» unless public opinion as a whole supports the Declaration by declaring its will that each of the Rights proclaimed to it shall be converted into fact.

This was one of the main points emphasised by M. Jaime Torres Bodet, Director General of Unesco, when he addressed the closing session of the Third Annual Summer School of the World Federation of United Nations Associations, at Geneva, on August 23. Students from 20 nations, who attended the school this year, heard lectures principally on the subjects of Food and People—a Unesco theme—and the Rights of Man.

Speaking on «The role of public opinion in the achievement of Human Rights», M. Torres Bodet said that the problem of realizing these Rights was also that of Unesco's own mission. Unesco could not attain its objectives if public opinion turned away from it or remained indifferent and Unesco's objectives were practically identical with those which the Declaration proclaimed.

«The co-operation of governments is essential», said M. Torres Bodet, «but it is not enough. If we wish Human Rights to become a reality for everyone, the goodwill of governments, on which indeed we count, will need the active ungrudging and determined co-operation of public opinion.

«The achieving of the rights is indeed the task of Man, of the man in the street. He alone will secure the application of our Universal Declaration, because he is himself its author.

«The lawgivers who drew it up were not proffering a masterpiece of inspiration from on high for the admiration of the learned. Throughout their work they were swept along by public opinion. They wrote at its dictation. They set down the results of long toil among the masses, carried out in obscurity by generations of citizens devoted to the public weal.

«If the Universal Declaration represents a definite advance on all which preceded it», said M. Torres Bodet, «it is because it has had the advantage of a process of general evolution more rapid and more feverish than in any other age. If then this Declaration is to-day the supreme expression of our will for peace and justice, the credit must go to the men and women of the whole world; the Declaration was born of their deepest longings.

«Let us be frank», said M. Torres Bodet, «it is now eight months since the Declaration was published. How many people in each country, how many children in each school are aware of it? What efforts have been made, I do not say to apply it, but merely to make it known?»

This, said M. Torres Bodet, was the task in the first place of the governments that signed it and then of the United Nations and their Specialized Agencies. Unesco, at least, was fully aware of its duty and had made every effort to stimulate the dissemination and study of the Declaration.

«But», he went on, «these efforts will fail in their effect if the great vehicles of public opinion in each country, especially the press, cannot or will not play their part too.

«I have no hesitation in saying that the future of this Declaration is like the future of Unesco itself. Unesco will not fulfil its purposes without the active assistance of public opinion. Conversely, it will have fulfilled them all when public opinion comes unreservedly to support it; its future is bound up with that of education, culture and peace.

«But as long as it is foreign to the majority of mankind, the Universal Declaration of Human Rights will remain a pious resolution. Once, however, it has penetrated the minds and hearts of men, once men have voluntarily rallied to it, become fully aware of their own rights, they must necessarily claim them, and no force on earth will be able to refuse them.»

# DIE ALLGEMEINE ERKLÄRUNG DER MENSCHENRECHTE

GERMANY TOO. This poster title reads: «The Universal Declaration of Human Rights».



A scientist observes the Heavens with a Schmidt telescope at the world-famous Observatory on Mount Palomar in California. With this telescope, an Atlas of the Heavens is being made. Through Unesco's aid, many international research stations are doing similar pioneer work in the field of the Natural Sciences.

## AN INDEX CARD STOPPED AN EPIDEMIC

**L**AST winter a strange disease paralysed the largest automobile factory in France. In one week, 500 workmen were off the job, their eyes swollen shut by a burning, blinding inflammation. The disease had never before been seen in France. Scientists at the famed Pasteur Institute suspected it was a rare tropical malady known as *keredo-conjunctivitis*.

Searching their files for a clue to check the epidemic, they found a small white card. This card mentioned a magazine article in an American medical journal, issue of January 1943.

From the article, which because of the war they had never seen, the French scientists learned that the same eye infection had struck the huge Kaiser shipyards of California during the war.

Doctors at Columbia Medical Center had developed a cure, and fully described it in the magazine article. Thus, in less than an hour—thanks to the little white card—the French scientists had a tool to work with. In a few weeks they stamped out the epidemic at the factory.

The small white index card contained what scientists call an *abstract*. An abstract is a summary or short description of a longer article. Today a man would have to spend his full 40-hour week merely to read the titles of the million or so articles appearing each year. That is why in every field there are periodicals devoted to printing abstracts, and that is why most scientists make it their business to read through the

abstracts concerning their chosen field.

For example, 16,500 scientists subscribe to a monthly bulletin called "Chemical Abstracts". When a chemical engineer—say in Czechoslovakia—scans the pages of this bulletin, he learns about some 5,000 articles appearing in some 4,300 periodicals published in 31 different languages. Even if he knew 31 languages, it is doubtful that he could afford to subscribe to all these journals, much less find time to read them through. Scientists use abstracts like detectives use fingerprint—to identify and ferret out subjects of special interest.

Abstracting services try to link up the various fields of human knowledge; to bridge the gaps of time, space and language. For lack of abstracts on Japanese science, Dr. Anderson—an American who won the Nobel Prize in 1937 for work on cosmic rays—knew nothing of a valuable article on the subject that a Dr. Yukawa had published two years earlier in Japan.

Nearly 1,000 organizations throughout the world produce science abstracts. Yet of all the scientific articles appearing each year, fewer than half are ever abstracted. However, many are condensed over and over again by different abstracting services. Of all the sciences, only chemistry is fully and systematically covered; others—meteorology, statistics, fisheries, and important branches of botany and zoology—are hardly abstracted at all.

A recent Unesco survey of scientific articles published in the Middle East revealed dozens of journals unknown to Western scientists. And only a lucky accident brought to a Chinese nutritionist's hand the abstract of an article from Jamaica on the use of yeast as a food to curb famine.

To tackle such shortcomings in the network of science abstracting, Unesco held a world conference in Paris last month. One hundred and forty-seven scientists and librarians from 28 countries—speaking 15 languages—attended. They decided that world-wide consulting machinery, such as exists among abstracting services in the fields of medicine and biology, should be set up for the other sciences, physics and engineering, chemistry, agriculture.

## FIGURES THAT HIT

**O**N March 19, 1949, the world-famous English scientific magazine *Nature* wrote:

«Already, the International Scientific Unions are functioning more effectively because of the help given to them by Unesco, which has contributed during 1947 and 1948 about half a million dollars in grants-in-aid to the Unions and has been instrumental in the formation of a new International Union for the Protection of Nature.

«The wisdom of using existing organizations in this way cannot be challenged, and with its fellowship programme, facilitating the interchange of men of science and other scholars and its work in the reconstruction and rehabilitation of learned institutions, the Organization has solid achievements to its credit.»

**T**HESE are the facts in figures behind this statement by *Nature*.

During 1947, Unesco spent about a quarter of a million dollars on the purchase and shipment of scientific equipment to the war-devastated countries of Europe and Asia. The equipment, much of it purchased from war-surplus stores, consisted of workshop sets and laboratory apparatus of general utility such as microscopes, analytical balances, epidiascopes, electrical meters, etc. These goods were shipped to the Ministers of Education of eight countries for distribution to schools and universities. The equipment was sent principally to Poland, Greece, Czechoslovakia, China and the Philippines. Later in the year, some was also sent to Austria, Hungary and Italy.

During 1948, Unesco decided to operate a new scheme: credits were allocated to various institutions in the war-damaged countries for the purchase of scientific equipment, of their own choice, through Unesco. The advantage of this scheme is that the schools and universities were enabled to purchase what they need most from outside sources. Eleven beneficiary countries were participating in the scheme, namely: China, Poland, Greece, Czechoslovakia, Philippines, Italy, Hungary, Austria, Iran, Indonesia and France.

Now let us have a look at the Unesco transportation grants. When Unesco helps 50 scientists to go to a general congress or general assembly it does not only help the 50 scientists directly receiving the grants but all the, say, 600 scientists taking part in the assembly. Furthermore, a scientist who has attended the meeting of a symposium or of a general conference will relate his impressions to his colleagues on his return to his laboratory.

Sometimes the travel help given one scientist might result in travel arrangements for many other scientists—without any expense for Unesco. For instance, Unesco helped the Commemorial Meeting on the 10th Anniversary of Lord Rutherford's death in Paris with

a transportation grant. An eminent atomic physicist of the U.S.A. participated in a Unesco grant. Through his contacts and negotiations with French scientists, a scheme for the exchange of assistants between the U. S. A. and France was evolved and has been put into effect.

### Thanks to Unesco

UNESCO has received letters of thanks from a number of scientists it has enabled to attend a congress or a general assembly. A typical one—from P. Dustin, of the University of Brussels—should be quoted. It reads:

«Through the generosity of Unesco I have had the possibility of attending last fortnight the 6th International Cytological Congress in Stockholm. This meeting was of the greatest interest from the two points of view of scientific achievement and intellectual cooperation. I wish to express to you my gratitude for the help that was given me. I hope that one day I may be in a position myself to help the unique effort of Unesco to promote international friendship between all scientists.»

### PROTECTION OF NATURE STUDIED BY SEVENTY-TWO COUNTRIES

**A**PPROXIMATELY 150 delegates from 72 countries and 20 international organizations attended the first International Technical Conference on the Protection of Nature, which met at Lake Success from August 22 to September 1.

This Conference, sponsored by Unesco in collaboration with the International Union for the Protection of Nature, studied various problems mainly concerned with the effects of «planned-enterprises» on the balance of nature and the possible consequences on nature's equilibrium of the generalized use of anti-parasitic products, such as DDT and «strychnine», the remedy for sleeping-sickness in cattle.

In addition, discussions were held on interrelated forces in new countries of advancing civilization, native population and wild fauna, as well as problem of vanishing wild life. It was anticipated that recommendations for action to preserve vanishing species of wild life would be proposed.

The Conference was opened by Dr. Frank Malina on behalf of Dr. Jaime Torres Bodet, Director-General of Unesco, who sent a message of welcome to the delegates.

## SCIENCE AND WORLD PROGRESS

"Science is an effort of mankind to understand the world and to apply this understanding in the cause of progress. Scientists have traditionally formed a world brotherhood. The task of Unesco is to sustain the effort and research of these learned or scientific circles for the common good, to close the breach that sometimes is found between the pure and the applied sciences and to open the door of science to all classes of the people."

These words are taken from the report to the United Nations, 1948-1949, by the Director-General of Unesco.

We give on these pages only a few aspects of the highly varied activity of the Natural Sciences Department which deals with the following fields: Field Science Co-operation, Scientific Literature, Scientific Apparatus Information Service, Engineering Sciences, Nature Protection, Popularization of Science and its Social and International Implications.



# SCIENCE LIAISON SPANS THE WORLD

IN southern India last October, scientists were examining some 300-year-old paintings on the plastered walls of a cave. A bit of the white plaster had chipped off, revealing the hard granite wall underneath. On this rock was revealed an earlier picture—painted nearly a thousand years ago. How to expose it without ruining the plaster fresco on top?

The Indian archeologists asked Unesco's science liaison office for South Asia to help. This office, located at Delhi, relayed the problem to Unesco headquarters in Paris, and also to three other science liaison offices round the world—in Shanghai, Cairo and Montevideo.

A helpful answer came from the curator of the Vatican museums. His expert had stripped some paintings off the Apostolic Palaces in Rome, and thought the caves of India might be treated the same way. He suggested spraying the outer fresco with chemicals to make the oil paints insoluble; spreading on a thick hard layer of glue and lint; stripping off the plaster, and mounting it on a new backing. Then dissolve the glue from in front of the plaster fresco, and finally, scrape the remains of plaster off the granite wall to lay bare the long-hidden picture.

## A Mixed Bag

LAST year Unesco's four science offices handled enquiries like this from 29 countries. They touched on every subject from the diseases of camels to higher mathematics, from synthetic gasoline to cross-breeding of cattle.

Just recently, for instance, the Middle East office at Cairo was asked to obtain several doses of anti-snake-bite serum against the horned viper, *cerastes cornutus*—better known as the asp that killed Cleopatra, Queen of Egypt. A hospital in Egypt wanted the serum to protect its laboratory workers while they milked the vipers of their venom—from which to manufacture their own serum on a large scale. Unesco in Paris appealed for aid to the Pasteur Institute, which flew the doses straight to Cairo as a gift.

## MEDICAL SCIENCE CONGRESSES

ONE of the main achievements of the Natural Sciences Department in the field of Medical Sciences in 1949 was the formation of the joint WHO-Unesco Council for the Co-ordination of International Congresses of Medical Sciences. An article about the significance of this Council, entitled "Health Experts Set up World Medical Council" appeared in the Supplement to the Unesco Courier for April 1949 (Volume II - No 3).

Through Unesco's Far Eastern Office in Shanghai have come avocado cuttings from Brazil, sugar cane samples from the Philippines, and a set of geology journals from South Africa, and funds for a Chinese scientist to attend a tuberculosis conference in Paris.

These Unesco science liaison offices are not merely funnels for piping technical advice into remote areas. Instead, they serve as two-way channels through which China has sent oil-seed plants to Czechoslovakia, wood specimens to Hungary, and silk-worm eggs to Italy.

## Transatlantic Data

BESIDES handling the queries of Latin American countries, the Unesco science liaison office in Montevideo has supplied data from this area to other parts of the world. British East Africa is about to start the large-scale cultivation of sunflowers—a plant valuable for food and oil. As enormous tracts of sunflowers are grown in Uruguay and Argentina, the East African project asked Unesco: What part do bees play in pollinating the sunflower seeds? The Latin American office was able to return a speedy answer—namely, that Uruguayan and Argentine farmers find their sun-

flowers do quite nicely with no help from the bees at all.

SOMETIMES, one country's problem is another country's blessing. Indonesia's inland waterways were troubled by a fast-growing plant—a kind of water hyacinth. This weed choked up the streams, obstructed navigation and discouraged the fish. Unesco's field liaison office helped the Indonesians locate a potent weed-killer. Then a new headache cropped up: What do to with the enormous bulk of dead and decaying hyacinth weeds? Meanwhile the Unesco office got wind of a successful experiment in Western Bengal. To revive their barren soil and fight famine, Bengalese farmers had discovered an excellent new fertilizer—dead hyacinth weeds!

Scientists everywhere have always shared and pooled their growing knowledge. Unesco's liaison offices make it easier for Latin America, the Middle East, South Asia and the Far East to benefit from scientific progress—and contribute to it as well. When the United Nations go to work on their programme to raise living standards in under-privileged countries, the Unesco science outposts will serve as ready-made centres for the increased exchange of technical knowledge.

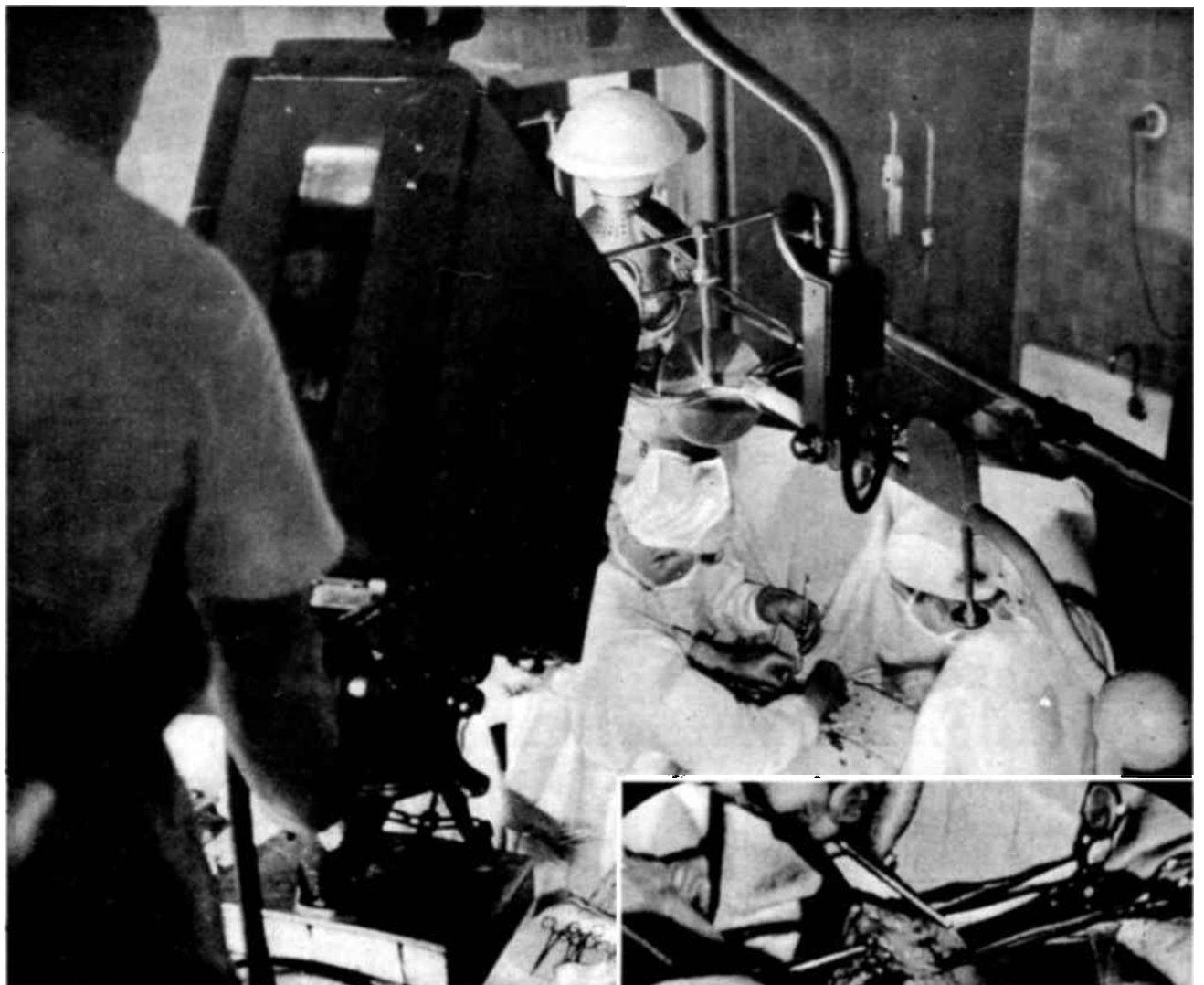
## "Food and People"

The application of science in everyday life is a key factor in modern society. There is no field of living which has not been changed tremendously during the past 150 years as a result of this. That is why Unesco is interested in the social implications of science and why, for 1949-50, Unesco is stimulating throughout the world, discussions on the vital topic of « Food and People ».

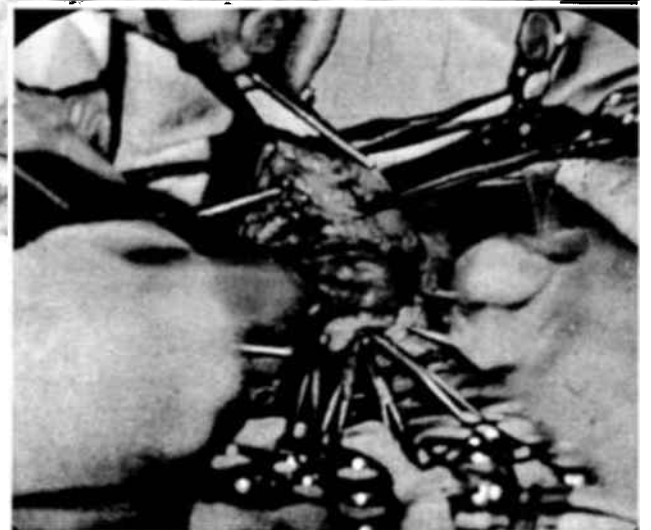
■ In consultation with the United Nations Population Division, the Food and Agriculture Organization and the World Health Organization, Unesco has had 20 Food and People articles and essays written by 22 authors from 11 countries. Their publication is due in French, English and Spanish.

■ In the United Kingdom, four pamphlets have been published in editions of 45,000 by the Bureau of Current Affairs. In the United States, the first two essays have been published by Science Service. For Latin America, publication in Spanish has been undertaken by Editorial Sudamericana of Buenos Aires, and the Brazilian National Institute of Geography and Statistics is considering publication in Portuguese. In Australia, the Commonwealth Office of Education has undertaken publication of the first two essays as a Current Affairs Bulletin in an edition of 30,000.

■ Over one hundred articles on the project have appeared in the newspaper and magazines of 17 countries. Unesco World Review includes a Food and People talk every fourth week. Recorded programmes have been sent out to countries using Unesco discs; and special radio programmes have been based on Unesco documentation in Brazil, Canada, the Philippines, Uruguay, the United States and the United Kingdom. The Radiodiffusion Française has announced a series of 24 lectures on the topic for the autumn of 1949.



THROUGH TELEVISION 500 SURGEONS AT THE KIEL AUDITORIUM, ST. LOUIS, U.S.A. ATTENDED THIS OPERATION, ACTUALLY PERFORMED 4 KILOMETERS FROM THE AUDITORIUM. DID YOU, BY THE WAY, READ THE ARTICLE ON TELEVISION IN THE SERVICE OF SCIENCE AND ITS POPULARIZATION WHICH APPEARED IN THE COURIER SUPPLEMENT ON POPULARIZATION OF SCIENCE LAST MONTH ?



# NATIONAL COMMISSIONS' VITAL ROLE

ON August 19, 1949, the Government of the Grand Duchy of Luxembourg informed Unesco of the publication of a decree providing for the establishment of a permanent National Commission for Unesco. This brings the total number of permanent national commissions in Unesco's forty-eight Member States to thirty-six.

What is the purpose of National Commissions and why is it important that they should be established in all the Member States of Unesco?

The answer is to be found in the conviction of the representatives of the forty-four nations who attended the Conference in London for the establishment of Unesco, held in November, 1945, that Unesco must not become an exclusively governmental organization. They believed that if Unesco's purpose — to advance through the educational, scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind — is to be fulfilled, machinery must be provided within the Member States for associating their peoples with the work of Unesco. It was in this spirit that Article VII of the Constitution was drawn up. Article VII states:

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the Government and such bodies.
2. National Commissions or national co-operating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it."

## The citizen's voice

NATIONAL Commissions are thus official bodies established by governments and charged with a certain measure of legal authority and responsibility. The diversity of cultures and educational systems, and differences in physical and economic conditions is reflected in the membership, organization, method of appointment and degree of authority of their National Commissions. The membership of all National Commissions has a proportion — great or small — of official representatives of the Government; the most successful National Commissions are those where the voice of the private citizen, representing the opinion of the organizations to which he belongs and of the community from which he comes, is clearly and publicly heard.

Dr. Jaime Torres Bodet, the Director-General of Unesco, who was himself a delegate to the London Conference in 1945, speaking on 1 April, 1949 at the Second National Conference of the United States National Commission



Teachers learn about Unesco. Dr. E. Alzona, secretary of the Philippines National Commission, explains the working of the Organization to teachers at Rizal City, Republic of the Philippines.

in Cleveland, Ohio, defined a primary duty of National Commissions as follows:

"Unesco cannot go ahead without the support of the great masses which make up public opinion... The National Commissions must clearly understand that one of their main functions is to bring Unesco into direct contact with the people. We, in our work, often need specialists, technicians and experts; but the greatest fruits of our efforts must be enjoyed by the greatest number. The man in the street must not remain unaware that Unesco exists and is thinking of him. His distress, his anxieties and his desires are the best reasons for our existence.

"There should not be a newspaper, a university, a college, a primary school or an adult organization that does not know what Unesco is. There are thousands of teachers and writers and millions of men and women who think as you and I do. Why not go out to them through the book or the spoken word, the radio or the film, the press or television?"

The task of the National Commissions is two-fold — to carry out the international programme adopted by the General Conference, composed of delegates selected by their Governments after consultation with them, and to ensure that this international programme is capable of international application by advising their delegates in this sense and by developing programmes for adoption by the General Conference which involve the great masses of the people.

Dr. Milton Eisenhower, the Chairman of the United States National Commission, in his address at Cleveland, stressed this urgent need for developing projects and project materials to make Unesco a people's agency for peace. He underlined the point that while the scholarly approach to the problems of world peace through understanding must be continued and accelerated, the high-level scholarly attack must be supplemented by concrete projects in which the peoples in cities and rural areas throughout the world, can directly and immediately participate.

National Commissions, if they are to carry out their role effectively, must achieve a form of organization which

permits high-level specialist activity and also action on practical projects at the community level. The United States National Commission of one hundred members, established in September, 1946, has gradually developed a network of panels of experts and organizations to which programme responsibility is assigned. In addition to this vertical decentralization there is also horizontal decentralization. The holding of regional, national and State conferences has stimulated the establishment of State and Local Councils and Commissions of Unesco. The United States Commission has thus achieved the greatest degree of popular participation reached so far by any of Unesco's thirty-six National Commissions. The United Kingdom Commission, which has a membership nearly three times that of the United States Commission, united its nine separate elements — the United Kingdom Committee and eight specialist Co-operating Bodies — for the first time this year, when they met together at

Beirut in November, 1948, drew up two resolutions, later adopted by the General Conference, calling upon Member States to assure that their National Commissions were provided with funds sufficient to enable them to establish adequate secretariats, to organize meetings and to accept their programme responsibilities.

There is encouraging evidence that many National Commissions are not only attempting to carry out projects assigned to them in the international programme, but are also taking the initiative in establishing local programmes to further the aims of Unesco in their countries.

## Local programmes

IN Australia, for example, the first National Seminar on Education was organized in January, 1949, attended by forty-four teachers from all States in Australia. Its purpose was to work out methods and materials to teach school children about the United Nations and the Specialized Agencies. Similar seminars and meetings have been held in the Philippines and the United Kingdom. New Zealand also plans to hold a seminar on this subject.

The Kansas State Commission in the United States has embarked upon a "Community Affiliation Programme" for the exchange of people and cultural materials to develop friendship between towns in Europe and Kansas.

The Australian and New Zealand National Commissions have developed Fellowship Schemes to bring scholars and students from Asia and the Pacific countries to Australia and New Zealand for periods of study and research. Many countries which have had long established fellowship programmes have developed new schemes to assist war-damaged areas.

The need for close and regular contact between the National Commissions and the Unesco Secretariat in

"The establishment of the National Commissions, as provided for in our Constitution, is an original feature and a great strength of our Organization."

Jaime TORRES BODET

Church House, Westminster on 11 April.

Meeting with its advisers on 17 June, 1949, the Danish Commission decided to increase its membership from twelve to twenty-four, and to establish a small executive committee to be responsible for the programme between meetings.

## Commissions reorganize

IN Brazil, which has a Commission (I.B.E.C.C.) of one hundred members seventeen State Commissions have been set up so far. A National Conference of these Commissions was held in Rio de Janeiro from 24-31 August 1949, to inform the general public about the aims and activities of Unesco, and to stimulate popular participation.

Other National Commissions reorganized this year, or planning establishment on a more permanent basis, include the Austrian, Hungarian, Italian, Turkish and South African Commissions. The Indian, Luxembourg and Swiss National Commissions have been established during recent months, and provisional National Commissions exist in Afghanistan, Burma, Sweden and Thailand. In Sweden the establishment of a provisional National Commission of fifteen members has preceded the formal acceptance of membership of Unesco. National Commissions, like all healthy organizations, are thus subject to growth and change. It must be admitted, however, that the thirty-six commissions listed as established in Member States have not all attained that degree of health and vitality which permits them to play an effective part in the work of Unesco. Some, in fact exist only on paper, and have not been provided with the means of translating their official decrees into action. It was for this reason that the Meeting of Representatives of National Commissions, held at

Paris led the Third Session of the General Conference (Beirut, November-December, 1948) to recommend that the Director-General and other senior members of Unesco should visit Member States and National Commissions. The Conference also called for an extension of the plan to enable secretaries of Commissions to visit Unesco House in Paris. During the course of 1949, therefore, Dr. Torres Bodet has attended meetings of the National Commissions of France (22 January), Belgium (21 February), United States (30 March-2 April), United Kingdom (11 April), and Denmark (17 June). Dr. Kuo Yu-Shou attended the first meeting of the Indian National Commission (9-10 April) and that of the Philippines National Commission (7 June). Two Unesco representatives have also been sent on liaison missions to Brazil and Turkey.

## Unesco's "roots"

AT the same time the secretaries of the Hungarian, Norwegian, and New Zealand National Commissions and the Vice-President of the Colombian National Commission visited Unesco House and representatives of the Indian, Mexican, South African and Swiss Commissions will arrive shortly. Other Governments which have indicated their acceptance of similar invitations are the Argentine, Austrian and Polish Governments. The purpose of these visits is to enable representatives of the Commissions to study the work of the Secretariat and to make personal contacts with senior members of the Organization.

Measures such as these will be developed on an increasing scale for it is realized that Unesco without National Commissions would be, as the Polish Delegate to the Mexican City Conference put it, "like a tree without roots".

## These Countries Have National Commissions

The 36 countries where National Commissions for Unesco have been established are:

ARGENTINA	ITALY
AUSTRALIA	LEBANON
AUSTRIA	LUXEMBOURG
BELGIUM	MEXICO
BRAZIL	NETHERLANDS
CHINA	NEW ZEALAND
COLOMBIA	NORWAY
CUBA	PERU
DENMARK	PHILIPPINES
DOMINICAN REPUBLIC	POLAND
ECUADOR	SWITZERLAND
FRANCE	SYRIA
HAITI	TURKEY
HONDURAS	UNION OF SOUTH AFRICA
HUNGARY	UNITED KINGDOM
INDIA	UNITED STATES OF AMERICA
IRAN	URUGUAY
IRAQ	VENEZUELA



**Courier**  
UNESCO  
**Supplement**

# THE FOURTH SESSION OF THE GENERAL CONFERENCE OF UNESCO WILL BE HELD IN PARIS

19th September — 4th October 1949

## ORGANIZATION OF WORK OF THE GENERAL CONFERENCE

**T**HE Executive Board has allotted two days for discussion of the Director-General's report by the General Conference. A limit of fifteen minutes is recommended for speeches on the report. This would allow about forty speakers to take part in the discussion.

The remaining work of the Fourth Session may be sub-divided as follows:

**PLENARY MEETINGS:** These should be concerned with the organization of the Conference, with the adoption of decisions regarding Unesco's general policy (particularly in the discussion of the Director-General's report and the reports of Member States, and in the discussion of a general theme) and with the decisions based on the work of Commissions and the recommendations of the Executive Board. Provision has been made for 16 plenary meetings.

**COMMISSIONS AND SUB-COMMISSIONS:** The Board has recommended the establishment of three main commissions on which all member states should be represented: Programme and Budget Commission (with 19 scheduled meetings), Administrative Commission (with eight meetings), and Official and External Relations Commission (with seven meetings).

In addition, four commissions are provided for which will establish the various bodies of the Conference and will organize, control and coordinate their work: Credentials Committee, Nominations Committee, Procedure Committee and General Committee.

The Conference is scheduled to end on October 4.

**T**HE fourth session of Unesco's General Conference opens at the Organization's headquarters in Paris on September 19th and is scheduled to last until October 5th.

The Conference, which is the supreme ruling body of Unesco, will, this year, chiefly be concerned with the administrative aspects of the programme rather than with the formulation of new ideas and fresh projects. A number of new schemes will, however, be presented to the delegates. The decision to give the meeting this character was taken at last year's session in Beirut, Lebanon, when the delegates approved a long-term work plan for the organization, which will not require re-examination or additions every year.

It is expected that some three hundred delegates will attend the Conference for which invitations have been sent to the 48 member states of Unesco, to the members of the United Nations and of the Specialized Agencies which are not members of Unesco as well as to the U.N., the Specialized Agencies, international and national organizations.

Among the main questions on the agenda are an Extraordinary Programme and Budget Estimates for technical assistance to under-developed countries, a draft code of policies and modifications to Unesco's ordinary programme, and a public discussion on the cultural duties of the State.

The Conference will also discuss the Director-General's report on Unesco's activities in 1949 and the Budget for the next financial year as well as electing six new members to the Executive Board.

### Technical Aid Programme

**U**NESCO's plan for an extended programme of technical assistance to under-developed areas is outlined in a special report by the Director General. In it he says that the object of Unesco in entering into the United Nations plan will be to furnish to economically under-developed countries, territories or areas, at their request, such advice, technical skill, training facilities, study groups, pilot projects and other help, as may fall within Unesco's sphere.

The plan of the Secretary General of the United Nations, says the report, is one for Technical Assistance for Economic Development. Economic development is, therefore, the end, and technical assistance the means. The proposals laid by Unesco before the Conference are only concerned with these means. Such assistance, at the present time and in the light of the relevant resolutions, does not imply direct financial assistance. The scheme envisages financing by means of voluntary contributions by donor Governments. (For more details see page 3.)

### Code of Policies and Budget

**T**HE major original feature of the new programme of Unesco is the inclusion of a code of eighteen directives designed to lay down the principles governing the organization's practical activities (See page 16.) These directives were amended and approved by the Executive Board at its June session.

They define the chief aims and general policy to be followed in planning and implementing the programme of the Organization.

In addition, certain amendments to the ordinary programme will be submitted to the Conference for approval. They are either deletions of resolutions, on which action will be completed in 1949 or changes in programme emphasis or orientation which experience has shown to be expedient for the better implementation of Unesco's programme.

The 1950 Budget which the Director General is submitting to the Conference totals \$8,847,000, being an increase of \$1,067,000 over last year's budget. The budget increase relates solely to programme activities and, in consequence, there is an appreciable reduction in the proportion of administrative expenses.

### General Debate

**A** GENERAL debate on what every nation can and should do to ensure a better understanding between peoples will take place during the Conference, and the final details will be worked out by the General Committee.

The theme chosen is "What are the duties of the State in regard to education, science and culture for the purpose of ensuring a better understanding between peoples, and what practical steps should be taken in order to discharge these duties?"

The debate will be held in a large Parisian hall, *La Maison de la Chimie*, and the three evenings of September 27, 28 and 29 have been set aside for it so that Conference delegates, intellectual groups, student organizations and the general public may hear distinguished speakers discuss the subject. The names of the speakers have not yet been announced. The discussions will be broadcast by the Radiodiffusion Française and international radio hookups will make the programmes available to listeners in other parts of the world.

*This Supplement includes summaries of two separate reports by the Director-General on the work of Unesco in connection with International Work Camps and Children's Communities, from their inception to the present time. It also deals with Unesco's practical efforts to facilitate the free movement of educational, scientific and cultural material and the international circulation of publications.*

### A REMINDER

«The General Conference instructs the Director-General to negotiate with Member States and National Commissions in order to develop plans for wider circulation of the *Courier*; such plans should include proposals for facilitating the reproduction of the *Courier* by Member States or National Commissions, either in the present working languages or in translations provided by them.»

*Resolution adopted by the General Conference of Unesco at Beirut, November 1948.*



# GERMANY



A MEETING OF THE UNESCO ASSOCIATION WITH JAPANESE MINISTERS OF EDUCATION AND FOREIGN AFFAIRS, IN TOKYO. A JAPANESE PUBLICATION GIVING "UNESCO WORLD NEWS". →

**S**INCE the beginning of 1949 Unesco has been going steadily ahead with the work of extending certain of its programme activities to Germany and Japan, within the limits indicated by the General Conference at Beirut, last December.

Based on the results of surveys and experiments carried out during 1948, the conference decisions enabled Unesco to put into action those projects which appeared to be most suitable for the two countries.

The first task was to establish effective and regular working relations with the Allied authorities and interested individuals and groups in both countries. For this purpose, three offices, which are also to act as Unesco Information Offices, were opened at Mainz, Stuttgart and Düsseldorf in the Western Zone of Germany, under the direction of Dr. J.W.R. Thompson.

Unesco's work is, in fact, still confined to Western Germany despite attempts, made as long ago as 1947 and again in 1948, to obtain authorization for its extension to the Eastern Zone. On June 29, 1949, however, M. Jaime Torres Bodet, Director-General of Unesco, made a new request for this authorization in a letter he addressed to the Military Governor of the U.S.S.R. Zone of Occupation.

As one of the first steps in its 1949 programme for Germany, Unesco undertook the wide distribution of its publications and documents in order to make its aims and achievements known to German individuals, cultural groups, libraries, universities, newspapers, educational and cultural journals.

### Exchange of publications

**T**HE programme already carried out has also included assistance in exchanging publications between German institutions and those of Unesco Member States, a study of text books in connection with the project for the world-wide revision of text books and teaching materials, the translation into German of several Unesco publications, the invitation of German specialists to conferences called by Unesco and a survey of the opportunities which exist for the exchange of persons between Germany and other countries.

In May, a committee of experts set up by M. Torres Bodet, to advise him on questions concerning present and future Unesco activities in Germany, held its first meeting in Paris.

After reviewing the work already carried out, this committee formulated a series of recommendations for future Unesco action in

Germany, calling for Unesco fellowship opportunities for Germans to study abroad, the extension of Unesco's Book Coupon Scheme to Germany, participation of German scholars and teachers in text book revision programmes and the active participation of German individuals and institutions in Unesco's work in their country. These recommendations for the expansion of Unesco's programme in Germany during 1950 were submitted to Unesco's Executive Board last June.

The experts committee held a second meeting at the end of August and made supplementary recommendations which will be considered in the formulation of a programme for Unesco's activities in Germany during 1950. The final decision on this programme will rest with Unesco's General Conference which opens in Paris on September 19.

In the case of Unesco's work in Japan, responsibility for providing liaison with the occupation authorities and implementing the General Conference resolutions was entrusted to Professor Lee Shi-Mou, who arrived in Japan last April.

### Unesco in Japan

**U**NESCO'S aims and activities in Japan are similar to those for Germany and in the development of the work Unesco has had full support from the allied authorities and from Japanese organizations.

One of these, the National Association of Student Clubs for Unesco, has a membership of about 10,000 and the other, the Federation of Co-operative Associations of Unesco, whose membership numbers about 200,000, has active committees established in most important centres.

**B**EFORE the opening of the Conference, the Executive Board will meet on September 15th to discuss a number of points for presentation to the delegates, among them the Director General's annual report, proposed Unesco activities in Germany and Japan and the plan of technical assistance.

Towards the end of the Conference, the delegates will have to elect for a term of three years six new members of the Board in place of those

whose term of office will then be at an end. The latter are : Dr Parra Perez (Venezuela), M. Roger Seydoux (France), Professor Paulo Carneiro (Brazil), M. R. Guntekin (Turkey), Professor Alf Sommerfelt (Norway), and Professor R. Stoddard (U.S.A.). These members are, however, re-eligible.

It must be noted that members of the Executive Board of Unesco do not sit as representatives of their countries but are selected for their

competence in fields of interest to Unesco, and care is always taken to see that the chief cultural areas of the world are represented among them.

Finally, the delegates will have to decide on the venue of the next session of the Conference. In future this will be held in the spring of each year, at the request of the United Nations, in order to avoid overlapping the meeting of the U. N. General Assembly.

On the initiative and at the expense of the allied authorities, the appropriate Japanese Ministries and private organizations, some twenty Unesco publications have already been printed in English and Japanese. In addition, a large number of tracts produced in Japan to publicize Unesco have been issued in Japanese and widely circulated.

Unesco is therefore already well-known in Japan and the Japanese official agencies, particularly the Ministry of Education, are keenly interested in its work. In 1948, for example, the Ministry of Education set aside 30,000 yen for work associated with Unesco and in 1949, this was increased to 6,000,000 yen, or approximately \$12,000.

# and JAPAN



On May 19th, a fresh impetus was given to Unesco's work in Japan by the holding of the first National Conference on Unesco which was attended by 2,000 delegates.

As in the case of Germany, a Committee of Experts was set up to advise M. Torres Bodet on the execution of the programme approved by the General Conference for Japan. This committee met in Tokyo last May and again last month and its recommendations will be given full consideration in the development of Unesco's programme in Japan in 1950.

An indication of the extent to which Unesco hopes to step-up its work in both countries during 1950 is shown by the budgetary estimates to cover the proposed activities, which are to be submitted to the General Conference. These represent an increase of some \$60,000 over those of 1949.

## EXECUTIVE BOARD'S MEETING



# UNESCO DIRECTOR-GENERAL presents budget estimates : million dollar increase requested

**D**IRECTOR-GENERAL Jaime Torres Bodet's Budget Estimates for Unesco's work in 1950, totalling \$8,847,000, have been transmitted to the Organization's 48 Member States. They will be officially placed before the Fourth Session of Unesco's General Conference, which opens in Paris on September 19.

The Estimates, representing an increase of about one million dollars over the 1949 financial period, are designed to cover all phases of Unesco's co-ordinated effort to organize international intellectual co-operation on behalf of peace and culture. They therefore provide for such varied projects as — to mention only a few — the operation of scientific liaison centres on four continents, a world clearing-house for information on educational practices and materials, "fundamental" education on an experimental basis in Haiti, the promotion of adequate translations of Great Books, the establishment of an International Music Council, and the distribution of a free cultural "feature" service for newspapers throughout the world.

In the words of Sir Sarvepalli Radhakrishnan of India who, as chairman of Unesco's Executive Board, will officially present the Director-General's Budget Estimates to the General Conference, "the funds proposed in this document remain at a moderate scale in relation to the world's needs in education, science and culture".

This disproportion between needs and resources is underscored by the Director-General himself, in his Introduction to the present volume of estimates. Admitting that the peoples of the world expect from Unesco results which it cannot honestly hope to achieve with the limited resources at its disposal, Dr. Torres Bodet points out that a major contribution, in his view, far more important than financial contributions, is hoped for from National Commissions and Co-operating Bodies.

"They can and must make such contributions when they have achieved a degree of effectiveness which, it must be admitted, has not yet been attained by all. Nevertheless, the work of the Secretariat which I do not regard in any way as separate and independent, is essential, and it too requires to be strengthened and extended".

This strengthening of the Secretariat, as proposed by Dr. Torres Bodet, cannot be viewed as a mere matter of adding personnel to the staff at Unesco's Paris headquarters. Unesco's position at the heart of a world-wide movement of cultural co-operation allows experts in the Secretariat to act as levers, displacing much greater weights than their own.

"By their very nature", says the Director-General, "the progress of (our) activities does not involve proportionate increases in equipment and staff. We make no land purchases for the building of schools; we are not builders of University Cities, nor publishers either of school books or encyclopaedias. The best services we can render take the form of investigations, missions, information, advice and suggestions, and these are all services requiring qualified staff".

It is in this spirit that Dr. Torres Bodet explains the increase of \$1,067,000 which the proposed 1950 Budget shows over that of 1949. The largest increase in 1950 is in the appropriations asked for under the chapter of Education. Citing a typical example, the Director-General says: "It has been proved that educational missions can render great services to the Member States, but only on condition that they are endowed with adequate staff... The mere presence in a Member State of one or more technicians, who can carefully study the conclusions reached by a mission, may suffice to convert work half done into a successful achievement". And, speaking of Fundamental Education, Dr. Torres Bodet again draws attention to the fact that the requested appropriations will serve primarily to set in motion a multiplying process throughout the world.

"In the present disorganized state of fundamental education the world over, one of the most useful steps which Unesco can take is to create a centre of training and production which can provide students and specialists with intensive and speedier training, while at the same time ensuring the output of teaching material. If I am proposing by way of experiment to establish such a centre in one area only — to be selected by the Conference — it is because I am sure that success in this enterprise will lead in the next few years to the establishment of similar centres in other areas".

Answering anticipated objections to the effect that the increased Budget for 1950 might delay the accession to Unesco of States not yet members, Dr. Torres Bodet points out that he is anxious to avoid anything which might adversely affect the Organization's universal nature. And here he makes an observation which gives life to what might otherwise have been a volume of lifeless figures:—

"Perhaps", writes the Director-General, "the extent of the financial contribution asked for does not explain why certain States have not yet ratified our Constitution. What will militate in Unesco's favour will be the services it is in a position to render, and it is to secure better results that I ask for increased resources. For Unesco's programme to achieve significance in the eyes of the world, it must be more than a promise".

There follows a summary of the Director-General's statement on other programme activities:

## RECONSTRUCTION.

**A**PART from its emergency relief programme, the most useful help that Unesco can give to Reconstruction is in encouraging campaigns for collecting money. The appropriations of the Reconstruction Department have, therefore, been increased to allow it to take a still larger share in the campaigns to be launched in North America.

## EDUCATION.

**E**DUCATIONAL seminars, the Director-General states, have proved themselves one of the best ways of getting the latest techniques known and applied over large areas of the world. In order, however, to bear its full fruit, a seminar must be looked upon as an opportunity for producing good teaching material. For that, experience has shown, seminars must be furnished with more teaching and administrative personnel and the work they do must be carried farther in the countries which are represented at them. If Unesco contemplates a long-term programme of seminars, these measures are the indispensable minimum.

Further, Unesco has had to increase its share in the pilot project in Haiti, to undertake new preliminary surveys in certain specified areas and to develop the already important publications programme of the Fundamental Education Clearing House. The greater part, however, of the new appropriations asked for under Fundamental Education are intended for a specialists' training centre and for the production of fundamental education material.

## NATURAL SCIENCES.

**A**S regards the Natural Sciences programme, regular work continues. In order to prepare for the establishment of an International Institute of the Arid Zones, Unesco must have sufficient funds to cover meetings of experts and studies which are necessary for the completion of this preliminary phase.

Unesco must also have funds for the task, undertaken jointly with the World Health Organization, of creating a Council of Medical Sciences, to ensure the success of the International



A GROWING COMPANY : Name plates of Member States being checked for use at the General Conference.

Union for the Protection of Nature, sponsored by Unesco, and to help the first International Congress of Mathematicians to be organized since the war.

After an impartial examination of the work and role of field science co-operation offices, it has become apparent that their staffs should be increased by recruiting eminent scientists from the regions concerned to carry out liaison work with the local scientific institutions and associations.

## SOCIAL SCIENCES.

**R**EQUESTS for funds for 1950 for the Social Sciences also show a marked increase. The reason for this is that certain projects already begun, which are of considerable importance to Unesco's programme, must be completed. If funds were not available there would be detrimental delay in the application of the programme, and part of the ground gained in preceding years would be lost.

It is Unesco's duty to show its interest in a whole series of activities of urgent importance to the construction of the defences of peace in the minds of men. Thus, Unesco contributes decisively towards the formation of associations in the field of social sciences. It is obvious that Unesco must support these groups which are further new instruments of international collaboration and which ensure for the Organization the effective and continuing assistance of specialists in such branches as sociology, comparative law, political economy and social psychology.

By organizing meetings and initiating studies, surveys and observation missions, Unesco also encourages social science specialists to take an interest in the machinery of international action and to study means whereby its operation can be perfected.

## CULTURAL ACTIVITIES.

**T**HE budget of Cultural Activities also reflects the proposed work in hand. In the field of Arts, progress in carrying out the programme has resulted in the signing of a contract with the International Council of Music, which will undertake important work on behalf of the Organization, and in the proposed creation of a Fine Arts Review. In the field of libraries, in view of the extension of the Libraries programme, it is felt that the Organization should provide for a study course and a pilot project in 1950.

## EXCHANGE OF PERSONS.

**T**HE Director-General's report on the budget also underlines the success of Unesco's Exchange of Persons programme. But much still remains to be done to ensure that Governments, in preparing their fellowship programmes, take into account similar programmes in other countries. In this connection, Unesco must confine its attention to centralizing and disseminating information.

Further, it is essential that Unesco should co-operate with the International Labour Organization in giving further attention to workers' education and the exchange of workers for educational purposes. Additional appropriations are needed for these two activities.

The Director-General also expresses his conviction that it is necessary not only to increase the number of Unesco fellowships, but to see that they make a definite contribution to the fulfilment of the Organization's programme.

## TECHNICAL NEEDS.

**F**OR several years Unesco has carried out surveys of technical needs in radio, press and film, and has thus built a large volume of documentary material which, as 1949 draws to a close, will cover a considerable area of the world.

It is therefore natural that in 1950 the Organization should adopt for technical needs a policy which has already proved successful in education, namely, the sending of missions. Two missions will be organized in 1950, one for school broadcasts and the other for educational films. In addition, a regional seminar on school broadcasts will provide an opportunity for those countries in need of assistance and advice, to make contact with others, which have already made considerable progress in this field.

## LIAISON WITH MEMBER STATES.

**A**LTHOUGH, on the whole, the funds required are not very substantial, there is ample evidence of the Secretariat's efforts to stimulate and direct the work of Member States, National Commissions and co-operating bodies towards the implementation of the Unesco programme.

The programme for the development of National Commissions, however, calls for measures other than the exchange of administrative correspondence. The report outlines the extra funds necessary for the activities of the Bureau of External Relations, whose services have to be extended, for Unesco's Liaison Office in New York and for a better presentation and a wider dissemination of Unesco documents and publications.

## EXECUTIVE BOARD'S COMMENT.

**I**N its report to the General Conference on the Director-General's draft budget for 1950, the Executive Board states its conviction that the funds asked for remain at a moderate scale in relation to the world's needs in education, science and culture, and believes the Conference should adopt it.

The Board notes that the increase in the budget is allocated almost entirely to programme items, while the sums allocated to the units undertaking the central direction and administration of Unesco remain essentially the same and, in proportion to the total budget, they are reduced.

Finally, the Executive Board recalls its previously expressed view that the programme should not be basically changed at the forthcoming conference and expresses the hope that the Conference will concur in this view and that it will not increase the number of activities of the Organization beyond those presented to the Conference.

## THE FIGURES

General Policy .....	\$ 343,453
General Administration .....	2,114,343
Programme Operations :	
1. Reconstruction .....	\$ 417,092
2. Education .....	1,170,464
3. Natural Sciences .....	837,427
4. Social Sciences .....	462,818
5. Philosophy and Humanistic Studies ..	129,126
6. Cultural Activities .....	658,173
7. Communications .....	1,861,304
Total Programme Operations .....	5,536,404
Common Service Costs .....	752,800
Reserve .....	100,000
<b>TOTAL APPROPRIATION ...</b>	<b>\$ 8,847,000</b>

In his first annual Report to the General Conference of Unesco, Dr. Jaime Torres Bodet, Director-General, outlines his own policy and the activities of the Organization since the beginning of 1949.

★ ★

## THE REPORT

IN the opening words of his Report, the Director-General draws attention to the exceptional difficulties encountered during the period under review.

"By advancing its next Session to the ninth month of the year", he writes, "the General Conference imposed on the Secretariat, and indeed on the whole Organization, a particularly exacting timetable. In order to allow sufficient time for the documents to be completed and despatched to Member States, the Committees of the Executive Board had before them, in the second half of May, the various questions to be submitted to the General Conference, and the draft Budget for 1950.

"This preparation for the following year absorbed a considerable proportion of the time and energy of the higher ranks of the Secretariat at a moment when they should have been devoting themselves wholly to the execution of the Programme. The work was also undertaken much too early for it to be based on adequate experience derived from the carrying out of the current programme."

The change in the Director-Generalship, Dr. Torres Bodet notes, could not fail to affect the



# FAITH IN

**A** NOTE of cautious confidence, reflecting his together with his determination to see it brought together with his determination to see it brought

Throughout this survey, Dr. Torres Bodet notes one during which Unesco could not yet be regarded as It was both a period of unusual pressure and one which would be able to devote all its energies to the execution

Yet, even at this stage, Unesco has a solid record of results reproduced on this page will testify. The aims and ideals it has in common with the United Nations can be measured in deeds as well as words.

*"All men agree that plenty is preferable to famine, health to disease, knowledge to ignorance, and communications and exchanges to isolation."*

normally under-developed countries which resulted from the Economic and Social Council's Resolution of March 4. The new proposal involved not only the holding of an extraordinary session of the Executive Board (March 24-25) but also the despatch to Lake Success of two senior officials — Dr. Beeby, Assistant Director-General in charge of Education, and M. Auger, Head of the Natural Sciences Department — who were absent from their normal duties for six weeks. Meanwhile the Director-General, with the help of a group of five members of the Executive Board, began to lay the foundations of Unesco's contribution to the Plan.

"This question", writes Dr. Torres Bodet, "will, in fact, be one of those to which we have had to pay most attention. It has also materially altered the nature of the Fourth Session of the General Conference, which was to have been a 'short business session'. Discussion of the Technical Assistance Plan has involved an extension of the Session by three days, and decisions on the subject will be of greatest importance in connexion not only with that question itself but with the development of our cooperation with the United Nations and other Specialized Agencies".

### A Two-Year Programme

IT was clear to the Director-General and to the Executive Board that a "short business session" of the General Conference could not undertake any radical revision of the programme adopted at Beirut, and the addition of Technical Assistance to the agenda of the Conference did not invalidate this conclusion. This meant that the scheme adopted at Beirut must be regarded as a two-year programme — a circumstance that offered a welcome opportunity to bring about greater concentration in the work of Unesco.

Accordingly, the Director-General selected from the "very large and widely ranging" two-year programme a number of permanent activities or fixed projects which would have a prior claim this year. It was not intended to reduce the programme decided on by the General Conference, but to establish an order of urgency in the matter of its execution. The various projects were therefore divided into three classes:

- (1) Projects involving a special effort in 1949;
- (2) Projects on which normal work should be carried out in 1949;
- (3) Projects whose execution could be deferred until 1950.

In adopting this classification the Director-General had the following criteria in mind:

- (a) Practical value as regards raising the standard of living of the ordinary people;

(b) Likelihood of securing the cooperation of leading intellectuals and professional people in the Secretariat's work;

(c) Likelihood of achieving tangible results fairly quickly.

"Surprise may be expressed", he writes, "that these criteria do not include peace or international understanding. It goes without saying, however, that all Unesco's activities are directed towards peace and international understanding. The question to decide is what of project contributes most to that end. It seems to me that the best type is that which does something for man rather than merely discussing him..."

"However much they may disagree on other matters, all men agree that plenty is preferable to famine, health to disease, knowledge to ignorance, and communications and exchanges to isolation. They all agree that life is enriched by literature

and art. The greatest contribution to peace is the largest possible measure of cooperation from those in whose resources lie, with humanity's most pressing needs first place the most important of the greatest number of people.

"Unesco must be able to do what which the United Nations and the Specialized Agencies have planned to do"

THE process of methodical dictating it, and the Director-General perhaps discover, in the principles of a political world and of our own must justify the faith in peoples have placed in my view, concentrated tasks that it can complete its disposal, and the value is beyond all doubt.

"Twenty tasks of literature tried out, are worth the enterprises still in the field"

True to this principle proceeds to give the list in the last six months

## SOME OF UNESCO'S ACHIEVEMENTS DURING 1949

### RECONSTRUCTION

Preparation of an urgent relief programme which, in order to be carried out, only requires final replies from the receiving States to Unesco's requests for information on their prior needs;

Co-operation with the international associations entrusted with the United Nations programme of assistance regarding the educational needs of refugees in the Middle East;

Provision of urgent relief for Greek refugee children;

Drafting of a handbook on the organization of the International Voluntary Work Camps.

### EDUCATION

Advisory missions to the Philippines and Siam, the former covering primary, secondary and adult education, and the latter fundamental education;

Preparation, with the Brazilian Government and the Organization of American States, of an international seminar on illiteracy, held towards the end of July at Quitandinha (Brazil);

The Adult Education Conference at Elsinore (Denmark);

Preparation of two reports on war-handicapped children and the educational experiment of children's communities; and the final preparation, for use by Member States, of a model procedure for the revision of school textbooks with a view to promoting international understanding;

Publication, in co-operation with the International Bureau of Education, of the International Yearbook of Education for 1948, and the publication of a Quarterly Bulletin of Fundamental Education;

The Twelfth International Conference on Public Education (convened at Geneva jointly with the International Bureau of Education) which dealt mainly with the teaching of reading, the introduction to natural science in primary schools, and the teaching of geography from the standpoint of international understanding.

### NATURAL SCIENCES

Establishment at Brussels, under the auspices of the W.H.O. and Unesco, of the Council for the Co-ordination of International Congresses of Medical Sciences;

Conference held at Unesco House on science abstracts and the work of the Interim Co-ordinating Committee on Medical and Biological Abstracting;

Meeting of directors of scientific clubs in nine countries for the purpose of promoting the popularization of science.

### SOCIAL SCIENCES

Planning of international associations of economists, political science experts, sociologists and experts in comparative law;

Completion of a series of works on present methods and activities in political science.

1

The resources of Unesco will be devoted, on the one hand, to the maintenance of approved continuing services, and, on the other hand, to the execution of a limited number of special projects determined by the General Conference from time to time. All these activities should form a coherent whole and relate to matters of evident importance and usefulness.

2

In all spheres of common interest, Unesco will co-operate closely with the United Nations and its Specialized Agencies.

3

Unesco will seek to associate as closely as possible in the execution of its programme those international governmental and non-governmental organizations pursuing, in specialized fields, ends similar or related to its own.

4

Unesco will, if necessary, assist in the establishment, the development and the co-ordination of international organizations, whose aims and activities are in conformity with its own.

5

Unesco will seek to utilize, through the National Commissions of Member States, the services of the national organizations and institutions concerned with education, science, culture and mass communications, in order to associate such bodies and institutions in the general task of international co-operation.

6

In Education, Unesco will act as a centre for the exchange and dissemination of ideas and practices, in order to encourage the growth of effective systems of education,

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seeking especially to bring people to understand one another, to train good citizens and to give every person, rich or poor, in town or country, without distinction of colour, race, sex or creed, the opportunity for an education which best assures him the possibility to develop his personality and carry out his social responsibilities.

7

As a contribution to intellectual progress and to the improvement of the living conditions of mankind,

## THE DIRECTIVES

THIS code of 18 directives Executive Board, will Conference, become basic As such, they will serve purposes and functions of Unesco by its Constitution, and resolutions adopted by its General Conference. We also publish on this page the list of the directives it has achieved during the last year.

8

Unesco will encourage international enterprises which seek to increase and disseminate scientific knowledge.

9

Unesco will seek to improve and make better known the methods and findings of the Social Sciences; and, in particular, their possible contribution to the development of international co-operation and understanding.

9

Unesco will encourage intellectual and artistic exchanges between peoples, to develop, in mutual respect



# UNESCO



**his awareness of the difficulties of Unesco's mission brought to fruition, runs through the Director-General's report when it meets in Paris on Sept. 19. It makes it clear that the period under review was regarded as having reached a state of functional maturity. It is a period of transition to the time when a perfected machine will be able to execute a flexible and concentrated Programme. It is a period of achievement to its credit, as the list of its activities and the time has come when the contribution of Unesco to the United Nations and their other Specialized Agencies**

greatest contribution we can make is therefore to enlist the measure of cooperation from those hands these powerful with a view to satisfying pressing needs, and in the most pressing needs of the of people."

**First justify the Faith of the Leaders of the Peoples placed in it."**

methodical concentration, the Director-General writes, may have an importance exceeding that of the factors considered in the above considerations. The policy for this Organization must be based on the needs of the Member States and their own resources. "Unesco must be based on the needs of the Member States and their own resources. Unesco must be based on the needs of the Member States and their own resources. Unesco must be based on the needs of the Member States and their own resources."

of this sort, carefully carried out, can do more than a hundred times as much in the rudimentary stage."

principle, the Director-General's list of actual results obtained in 1949 which is printed separately

people for their several cultures, the consciousness of human solidarity.

**10** To assist people to develop greater understanding of other nations through personal contacts, Unesco will encourage projects which promote travel abroad for purposes of study, research and teaching.

**11** Unesco will encourage the spread of information among peoples by seeking to facilitate, increase and

## DIRECTIVES

Directives, already approved by Unesco's Council, will be adopted by the General Conference as a 'bridge' between the broad principles of Unesco, outlined in the Charter, and the specific programme of the General Conference. This page contains some details of the progress made in its activities and the results achieved in the last six months.

national improve their mutual knowledge through such methods as the press, radio, the film and television. The Organization will urge those in charge of these media of information to assist in promoting international understanding and social progress.

**12** Unesco, taking into consideration primarily the needs of the war-devastated countries, will broaden progressively, within the limits of its resources, into a more general activity for the raising of standards in education, science and culture, and the energies now devoted to reconstruction.

*"Unesco must represent the world. It must represent a world-wide aspiration."*

tely on this page. An outstanding result of the Secretariat's work, he notes, has been a considerable increase in the number of Unesco publications. The number of works and pamphlets issued during the first half of 1949 was 47, as compared with 48 for the whole of the previous year and 46 for 1947. Some of them were published in several languages other than the working languages. As for periodicals, which amounted to seven in 1947 and nine in 1948, these have now reached the number of fourteen.

In a section devoted to the distribution of the Budget and the proportion of administrative to executive personnel, the Director-General makes it clear that although the total Budget shows a small increase over that of the previous year, the purely administrative expenditure proposed for 1950 represents only 10.5 per cent of the whole draft Budget, as compared with 12.3 per cent in 1949. At the same time, the proportion of purely administrative staff to total staff, which was 27.1 per cent in 1949, is only 25 per cent under his proposals for 1950. "I am

convinced", he writes, "that this is the absolute minimum possible, having regard to the considerable organizational, executive and supervisory work which these services have to perform..."

"That is the present distribution of the Secretariat. While I have not thought it possible or desirable to alter it radically this year, this does not mean that I regard it as final, but merely that I wish to test the need and the time for reforms in the light of experience. I have thought it better to concentrate this year on improving the functioning of the machine rather than on overhauling the whole machine itself."

## The World Outside

TURNING from the internal organization of Unesco to its relations with the world outside, the Director-General insists on the importance of close and active cooperation with the Governments of Member States and with all the other organizations, both official and unofficial, which are animated by the same ideals as Unesco and are striving to achieve comparable aims. He writes:

"The work of the Secretariat represents only one part of the Organization's activities, and, moreover, that work cannot and must not be conceived as an independent activity. The real influence of the Organization's activities is in fact attributable less to its own resources than to its ability to coordinate the energies of the world in carrying out its purposes."

From this point of view, the Director-General considers that Unesco's overall success depends on a four-fold system of contacts linking the Secretariat with the machinery on which its efficiency depends. These are its contacts with:

- (1) the Governments of Member States;
- (2) National Commissions;
- (3) the United Nations and the Specialized Agencies;
- (4) international non-governmental organizations.

Part III of the Report (Official and External Relations) gives a detailed account of recent developments on these lines, including the accession to Unesco membership, since the last session of the General Conference, of four new States — Thailand, Switzerland, Burma and the Principality of Monaco. All of these States have completed the formalities necessary for their membership to become effective, and several others have announced their intention of becoming members.

## National Delegates in Paris

A LIST of the Member States which have delegations in Paris, together with the names of their chief delegates and their deputies, on July 1, 1949, is given in the Report (Part III, page 3). The Director-General expresses his appreciation of the help given by the national delegates to Unesco in its work, but in the preamble to his Report he notes that cooperation between Unesco and the Governments of Member States needs to be strengthened:

In the case of the National Commissions, also, the Director-General has to report that "there is a time-lag in the development of these essential bodies in comparison with the Secretariat. This is a situation which I can most readily understand but, unless it is corrected, it will endanger the balance of the Organization and jeopardize both the efficiency and the universal significance of our work".

## The Machine and the Multitude

A CONSTANT preoccupation runs like a *leitmotiv* through the Report: the Director-General's sense of the social and popular value of Unesco's work. He shows an anxious desire to avoid building an administrative wall between the machine and the multitude. Thus, in the whole Report he announces only three new appointments by name, and all of them contribute to this end. They are those of Mr. Douglas Schneider (U.S.A.) to be Head of the Department of Mass Communications, Mr. A. Ramos (Brazil) to be Head of the Department of Natural Sciences, and Mr. Carlo a Prato (Italy) to be Head of the Department of Public Information.

We may be allowed to conclude with a quotation from the Director-General's report on the work of this last Department, to which the *Courier* belongs:

"The Bureau of Public Information, which is responsible for informing the public about Unesco's aims and work, has continued to improve its machinery... Besides the Press and the wireless, the Bureau has its own special organs. First and foremost we must mention the *Courier*, which aims at giving a full and vivid picture of our activities every month..."

"With the limited means at its disposal, which it endeavours to utilize more effectively by improving its contacts and adapting what it produces to the needs of the public, the Bureau of Public Information is helping to introduce Unesco to people who have hitherto been inadequately informed about it. Until last April there was no official Head of the Bureau. The appointment of M. Carlo a Prato should lead to fresh progress on both the productive and the publicity side of the work."

## SOME OF UNESCO'S ACHIEVEMENTS DURING 1949

### CULTURAL ACTIVITIES

Formation, in Brussels, of the International Council for Philosophy and Humanistic Studies;

Completion of the enquiry into the meaning of the concept of democracy;

Publication of a series of essays on Human Rights, a portfolio of reproductions of the frescoes of Masaccio, and of a series of tributes to commemorate the second centenary of the birth of Goethe;

Appointment of a Preparatory Commission for the creation of an International Music Council, the organization of a tribute to the memory of Frédéric Chopin, and the completion of a catalogue of colour reproductions of paintings from 1860 onwards;

Preparation of an exhibition of colour reproductions, a dozen series of which are being sent to Member States;

Planning of an International Association of Art Historians;

Assistance to the ex-German libraries in Italy;

Promotion of national book exchange and distribution centres in Canada, Great Britain and the United States, as well as in Germany and Japan;

Operation of the Book Coupon system in Czechoslovakia, France, Hungary, India, Switzerland and the United States;

Completion of the comparative and critical study of copyright problems and the agreement reached by a committee of experts on the subject.

### EXCHANGE OF PERSONS

Publication of Volume I of an International Handbook of Fellowships, Scholarships and Educational Exchanges, with a view to promoting studies abroad;

Awarding of fifty-two fellowships to the nationals of seventeen countries to enable them to study in seven Member States.

### MASS COMMUNICATIONS

Survey of the technical needs of the press, radio and film, which has this year covered fourteen countries and territories in Latin America, North Africa and the Middle East;

Participation in the work of the Food and Agriculture Organization as regards newspaper and paper for other publications;

Preparation of four pamphlets on various matters connected with the educational use of the radio and the film and the professional training of press and radio journalists, and, in consultation with the Food and Agriculture Organization and with the assistance of the Natural Sciences Department, of a series of seventeen pamphlets on the subject "Food and People";

Preparation of a draft agreement to facilitate the international circulation of printed matter and more generally all materials of an educational, scientific or cultural character;

Issue of a weekly radio bulletin.

# FREE MOVEMENT OF PERSONS AND OF EDUCATIONAL SCIENTIFIC AND CULTURAL MATERIAL

UNESCO has drawn the attention of its Member States to a recommendation passed by the General Conference in Beirut that they examine existing national regulations and practices governing the importation and purchase of educational, scientific and cultural materials, in order to introduce or extend especially favourable treatment to such material. A memorandum was also sent on Economic Obstacles and Privileges pertaining to the free flow of educational, scientific and cultural materials, defining in general terms the obstacles under examination.

The suggestion was also made by Unesco that Member States should examine certain regulations and practices insofar as they affect the importation and purchase of such materials. They are: foreign exchange controls; customs duties; quantitative restrictions; sales taxes and similar internal taxes; and export regulations. At the same time, Unesco put forward suggestions for remedial action.

## Unesco Schemes.

UNESCO has also embarked on a number of schemes designed to reduce or eliminate certain economic obstacles to the free flow of educational, scientific and cultural materials, and in the light of the surveys undertaken, a plan of work for consideration by the Conference has been worked out. This plan derives from the efforts of Unesco in two directions:

(A) — to reduce tariff barriers applying to educational, scientific and cultural materials by seeking the assistance and advice of the Third Session of the Contracting Parties to the General Agreement on Tariffs and Trade (GATT) Conference;

(B) — to lessen the effect of foreign exchange difficulties by formulating, in collaboration with the Economic Commission for Europe, a scheme for meeting the requirements of European countries through the conclusion of trade agreements on such materials.

Unesco took the opportunity of the meeting at Annecy, France, of the Third Session of the GATT to obtain consideration of measures to reduce these obstacles. The Director-General submitted to the Conference a memorandum on trade barriers affecting the import and export of educational, scientific and cultural materials, together with a list of items falling in these categories. He asked GATT to include those items in its negotiations and take into account the desirability of achieving a maximum of international trade in such

At its Beirut Session last year, the General Conference of Unesco asked the Secretariat to analyse those obstacles to the free movement of persons and of educational, scientific and cultural material which derive from currency and customs regulations, transport problems and other laws and regulations. It also requested that proposals be submitted for the recommendation to Member States of measures to eliminate these obstacles.

This study has progressed sufficiently in the last few months to permit the drafting of a plan of work which is being submitted to the Fourth session of the Conference. It deals exclusively with currency and customs regulations and those rules which impede the free movement of persons between nations.

products. He also submitted for study the text of the Draft Agreement to facilitate the international circulation of books, newspapers and periodicals which Unesco prepared, and sought the advice of the Conference on it. Finally, he requested GATT to advise Unesco on the additional practical measures it might take to implement its mandate to reduce trade obstacles affecting the flow of educational and scientific items.

The Annecy Conference agreed to discuss these proposals and established a working party to examine the most practical means of studying and formulating solutions of the questions raised by Unesco.

In response to Unesco's request, special attention was also given to the reduction of customs duties through bilateral negotiations on certain categories of educational material, and the Conference put it on record that, in future tariff negotiations, Governments would, as far as possible, try to assist in furthering the objectives sought by Unesco.

The Working Party on Unesco undertook a careful examination of the questions raised by the Director-General and concluded that a most effective method for Unesco to accomplish its objectives in this field would be to sponsor an international agreement to consolidate and expand the favourable treatment at present accorded to educational and scientific materials in many countries. The Party then drafted the tentative text of an Agreement on the Importation of Educational, Scientific and Cultural Materials which has been transmitted to Unesco and is being submitted to the General Conference for discussion.

## E.C.E. Help.

AT the same time, Unesco has endeavoured to lessen those obstacles to the free circulation of educational and scientific materials which derive from currency and quota

restrictions. Thus, Unesco and the Economic Commission for Europe have consulted together on plans to meet the requirements of European countries in such materials. A working arrangement was reached between the two Secretariats on the course of action to be followed.

Under this plan, Unesco will submit to the E.C.E. a list of scientific material and apparatus, as well as materials for elementary education which are required in many European countries. The E.C.E. will send this list to its member-states and discuss it privately with trade representatives in order to bring together potential importing and exporting countries. As soon as a willingness to buy in one country is matched against a willingness to sell in another, the E.C.E. will bring the parties together and facilitate agreement.

The first list will be limited to items of importance to scientific and elementary education. If it elicits a favourable response, Unesco will submit further lists on items such as press, film and radio equipment, technical literature, etc. which will be dealt with in a similar way by the E.C.E.

In the light of experience gained, it is proposed to extend the same working relationship as exists with the E.C.E. to the Economic Commission for Latin America and to the Economic Commission for Asia and the Far East.

## Movement of Persons.

THE problem of the obstacles impeding the free movement of persons between nations has been examined by Unesco, and particular consideration given to the work done on this subject by the Economic and Social Council of the United Nations and its Commission on Transport and Communications.

The conclusion reached by the Secretary-General of the U.N., as a

result of the above-mentioned work was that it was advisable to keep the matter under review for a longer period before recommending that any further steps be taken on the international level. This seems to indicate, therefore, that for the time being no substantial change in the general situation can be expected, at least insofar as these formalities apply to people wishing to travel irrespective of identity of profession.

From the point of view of Unesco, however, it is desirable to distinguish certain categories of individuals travelling for educational, scientific and cultural purposes who, through their professional status or purpose of travel, might benefit from a minimum of special treatment in passport and other formalities. Unesco, therefore, considers that member-states might give special facilities with regard to visa and frontier formalities to persons or groups travelling for educational, scientific or cultural purposes. Member-states might also support any measures aiming at facilitating travel for educational or scientific purposes when the question of movement of persons comes up again before the Transport and Communications Commission.

## Financial Obstacles.

PASSPORT and frontier formalities, however, are not the only or necessarily the most important barriers to the movement of persons for such purposes as Unesco stands for. Under existing conditions, the financial problem is the most serious obstacle. Although this difficulty would be lessened by a general improvement in the international currency situation, Unesco feels that attempts might be made within each interested country to increase the amount of currency allocation granted to persons travelling for educational, scientific or cultural ends.

These difficulties could also be alleviated by an increase in the number of fellowships or other grants to such persons from abroad and by a more universal effort towards providing special reductions in transport costs.

Furthermore, host countries might consider the possibility of making generous fellowship grants to foreign students and scholars, in order that their foreign currency resources might be supplemented.

These are the problems which the delegates to Unesco's General Conference have to discuss with regard to the free movement between nations of persons and of educational, scientific and cultural materials.

## INTERNATIONAL WORK CAMPS

FROM its inception, Unesco has recognized the part that international work camps could play in reconstruction and in education for international understanding. In the summer of 1947, it undertook a restricted project, in cooperation with four camps organized by various associations in Belgium, Czechoslovakia, France and Poland. Unesco representatives visited the camps, worked and lived with the volunteers for a few days, and participated in the educational activities of the camps.

Basing themselves upon their observations, the Unesco representatives considered that if the educational opportunities offered by the camps were fully utilized, the camps might become centres for spreading the ideals and principles which inspire Unesco's work. The visits also enabled Unesco representatives to observe at close quarters the difficulties and problems with which the organizers were confronted, and as a result of these observations to develop an expanded programme for Unesco activity in this field.

### Coordination Conference.

TO enable them to consult together, to exchange ideas and experiences, and thereby render their scattered efforts more effective, Unesco, in April 1948, called a Conference of Camp Organizers and of associations which provide the camps with volunteers. Nineteen organizations were represented. They discussed the technical and educational problems connected with the organization of camps and considered how problems might be solved through inter-organizational co-operation government support and Unesco's assistance. As their continuing agency, they created the Coordination Committee for International

AT ITS LAST SESSION, THE GENERAL CONFERENCE ASKED THE DIRECTOR-GENERAL TO PREPARE DETAILED REPORTS ON VARIOUS ITEMS IN THE UNESCO PROGRAMME.

FOLLOWING IS A SUMMARY OF HIS REPORT ON THE HISTORY AND DEVELOPMENT OF INTERNATIONAL WORK CAMPS AND THEIR ACTIVITIES.

Work Camps which has a small working body, but also invites representatives of all work camp organizations to attend its meetings and participate in its work. Unesco provides its secretariat. The Committee, which meets about once a month, facilitates the exchange and dissemination of useful technical information and arranges for joint publicity. Each meeting is a forum where all members help to solve the difficulties which may confront any one of them, such as the recruitment and exchange of volunteers, visa and travel problems, etc. It also provides Unesco with a valuable means of obtaining the advice and assistance of the work camp associations in regard to all its activities in this field.

When the Second Conference of Organizing Associations met at Unesco House in March 1949, their number had increased to 27, and the interest in these conferences is witnessed by the fact that, although Unesco did not pay the delegates' travel expenses, 22 of the 45 attending delegates came to Paris from Austria, Czechoslovakia, Denmark, Holland, Rumania, Sweden, Switzerland and the United Kingdom. They represented international and national organizations with widely differing aims and ideologies.

This conference formulated specific requests for Unesco assistance. Having experienced the value of the past year's international cooperation, it recommended that cooperation should also be established on the national level between the organizations concerned with international work camps and between these

organizations and the national commissions for Unesco. The delegates further agreed to the principle of organizing in the summer of 1950 a large work project in which all associations should participate and assigned the study of this plan to a special committee.

### Types of Camps.

THERE are two distinctly different types of camps: the smaller ones with twenty to fifty volunteers, which generally undertake short range repair or construction projects, and the bigger camps with thousands of participants, generally operated in the Eastern European countries, which engage in the building of railways, canals, etc. and organize their volunteers in national brigades of varying numbers.

A total number of 135 international camps were organized in the Summer of 1948 in 23 countries with an estimated population of fifty thousand volunteers. In the summer of 1949, according to the plans announced 141 camps were organized in nineteen countries, with work projects to include road building and repair, flood control and reforestation; agricultural work; medical, social and educational work; building and repairing schools, hospitals, churches and homes; building and repairing playgrounds, youth centres and youth hostels.

It appears from these figures that there has been no increase

in the total number of camps over 1948, but it should be pointed out that the affiliated agencies of the World Federation of Democratic Youth in the Eastern countries of Europe concentrated their efforts this summer on the great Youth Rally in Hungary, and that for that reason they have announced that only one symbolic international camp will be organized in these countries. The actual increase in the number of camps in all other countries is over fifty per cent.

### Unesco's Assistance.

UNESCO maintains continuous contact with the sponsoring organizations and renders assistance and advice in regard to general and specific problems.

During the months preceding the camp season, Unesco is visited daily by a number of young people anxious to obtain information on how they may participate in a work camp. Similar requests for information are received by mail from individuals, organizations, schools and universities. Unesco has, therefore, gradually assumed the responsibility of assembling and diffusing data on the overall work camp programme.

In order to meet what was considered an existing need, Unesco has also undertaken to participate in the educational activities of a certain number of camps by the loan of Unesco camp libraries, assistance in

procuring information on the countries in which the camps are located and visits of Unesco representatives to the camps.

### Rapid Growth.

IN 1948, thirty libraries were procured and distributed to camps in eleven war-devastated countries. Embassies and Legations in Paris contributed documentary material on their countries. Each library contained three hundred titles in English, French and German. During the winter months, these libraries have, as far as possible, been utilised in youth centres, students' clubs or schools.

To create and stimulate interest in the work camp movement and thereby enlist the aid of official authorities, the general public and prospective volunteers, Unesco has undertaken, with the help of organizing bodies, to publicize their activities.

Interest in the work of camp movements is growing rapidly. Everywhere new groups are being formed and plans made to enlist, through the camps, the cooperation of youth in the constructive development of the different countries.

However, in spite of the increase in the number of sponsoring organizations and camps, there are never enough to absorb the would-be campers and in most countries more than half of those who want to devote their holidays to this voluntary work have to be turned away. Many problems combine to hinder the free development of the movement: difficulties in finding suitable projects; difficulties in procuring tools and equipment, in obtaining visas and travel facilities; present currency restrictions and short holiday periods which limit participation in work camps. Certain governments are already taking steps to remedy some of these difficulties.



# INTERNATIONAL CIRCULATION OF PUBLICATIONS

**F**REE exchange of ideas and knowledge between peoples is one of the main conditions of intellectual progress and understanding and, consequently, of the establishment of world peace. It is, therefore, a matter of primary importance to facilitate the free circulation of publications, since, of all media for the interchange of ideas, the printed word in all its forms commends itself by reason of its long-established use and is still — as regards both duration and accuracy of expression, one of the most effective instruments of intellectual intercourse and mass education.

The draft agreement on the international circulation of publications, therefore, provides that contracting parties undertake not to institute or maintain any limitation on the entry into their territory of publications.

Under various articles, the agreement takes into account the legislation particular to individual states but provides for the arbitration of Unesco and the International Trade Organization should the restrictions imposed by one of the contracting states give rise to representations from another contracting state.

## VISUAL AND AUDITORY MATERIALS

**T**HE draft agreement to facilitate the international circulation of visual and auditory materials of an educational, scientific and cultural nature was submitted by Unesco to member states for signature but has so far been signed by no member.

This agreement is designed to remove all customs duties and quantitative restrictions on the importation of



This provides for the abolition of all customs duties on publications coming from another contracting party and includes the waiving of all costs, taxes, charges or dues which are not levied to the same extent on publications of national origin. It does not, however, entail the abolition of taxes, costs, charges or dues relating to the importation of any articles whatsoever, including articles imported duty-free, and in particular of statistics and stamp duties.

The agreement further provides that no quantitative restrictions would be imposed by the contracting states whose legislation does not establish an exchange control system, and makes provision for laws and regulations in force in these states.

The publications concerned include all which are of an educational, scientific and cultural character, and many others intended for public libraries and collections, for the libraries and collections of public educational, research or cultural institutions, and private institutions of the same character. The agreement also covers publications intended for bureaux or centres for the exchange and distribution of publications, official government documents, publications of the U.N. and its Specialized Agencies, material distributed by Unesco and reading matter in raised characters for the blind. Finally, publications intended to promote tourism (on condition that they are published or sponsored by an official tourist organization and addressed to it by a similar national organization for free distribution and that they contain no private commercial advertising matter) also come under the terms of the agreement.

films and other auditory and visual materials which have been certified to be of such a character, including filmstrips and microfilms, sound recordings of all types and forms, glass slides, charts, maps and posters.

In all cases, the primary purpose of this material must be to instruct or inform or to maintain, increase or diffuse knowledge, and augment international understanding and goodwill.

To obtain the exemption provided under the agreement, the materials concerned must be accompanied by a certificate that such material is of an educational, scientific or cultural character. The certificates can be issued by the appropriate governmental agency of the State wherein the material originated or by Unesco.

The agreement also provides that the contracting states undertake jointly to consider means of reducing to a minimum the restrictions that are not removed by the agreement and which might interfere with the international circulation of educational and scientific material.

All disputes arising out of the interpretation or application of the agreement can be referred to the International Court of Justice or to an arbitral tribunal unless it is agreed to have recourse to another mode of settlement.

## G. A. T. T. TEXT

**W**HILE Unesco was preparing the agreement on the importation of books newspapers and periodicals, certain parallel developments took place which are being brought to the attention of the General Conference.

**A**T its session last year, The General Conference of Unesco asked the Director General to prepare a draft agreement on the importation of books, newspapers and periodicals. This text was prepared by the Secretariat in consultation with the Legal Department of the United Nations and will be presented to the General Conference's current session before submission to governments for signature.

This draft agreement is a sequel to a similar draft accord for facilitating the international circulation of visual and auditory materials of an educational, scientific and cultural nature which was approved by the General Conference last year and has since been submitted to member states for signature.

These two agreements are designed to promote the free flow of ideas by word and image and to encourage the understanding of peoples in conformity with the aims of Unesco.

The Contracting Parties to the General Agreement on Tariffs and Trade (GATT) which held their third session at Annecy, France, during the spring, received from the Director-General of Unesco a « Memorandum on Trade Barriers affecting the Import and Export of Educational, Scientific and Cultural Materials. » (See also page 7.)

After carefully examining the methods of reducing trade barriers to the international circulation of such materials, a special Working Party concluded that a most effective method for Unesco to accomplish its objective in this field would be to sponsor an international agreement, consolidating and extending the favourable trade treatment at present accorded to this kind of materials in many countries. The Working Party then proceeded to draft the tentative text of an Agreement on the Importation of

Educational, Scientific and Cultural Materials, covering the following categories: (a) books and publications; (b) works of art and other objects of an educational, scientific and cultural character; (c) visual and auditory materials of an educational, scientific and cultural character.

This draft text is also being submitted to the General Conference for discussion. But in a report, the Secretariat of Unesco points out that the text prepared by GATT makes provision for the materials covered by the two draft agreements mentioned above as well as for certain other materials under the category of works of art. It will therefore, be up to the General Conference to decide whether to act on separate agreements or on one broad agreement to facilitate the international circulation of a wide variety of educational, scientific and cultural materials.

## UNESCO'S CONTRIBUTION TO LIBRARIES RECONSTRUCTION AND DEVELOPMENT

**I**N the original conception of the Unesco Clearing House for Publications, no provision had been made for the operational distribution of books by Unesco. In many instances, the Clearing House was, however, obliged to accept actual book gifts for distribution to libraries throughout the world, because the donor was unable or unwilling to do more besides actually donating the books. This was for instance the case last year when the French Government offered 25,000 volumes of French classics for distribution through Unesco.

### EGYPT AND NETHERLANDS JOIN BOOK COUPON SCHEME

A student in Alexandria can now order valuable reference books from Amsterdam, and pay for them with Unesco Book Coupons. This is the latest development in the Unesco Book Coupon Scheme launched in December 1948. Egypt and the Netherlands have announced their participation.

Egypt has joined the Scheme both as book-buyer and book-supplier, and will receive immediately a first allocation of book coupons worth \$15,000. As the agency responsible for the sale of coupons in Egypt, the Egyptian Government has designated the Administration of General Culture of the Ministry of Education at Cairo. All Egyptian booksellers can now accept book coupons in payment for their publications.

The Netherlands have joined the Scheme as book-suppliers only. The Stichting Grafisch Export Centrum, N.Z. Voorburgwal 58-60, Amsterdam-C., has been appointed as centralizing agency, to which anyone wishing to buy books, published in the Netherlands, with Unesco book coupons, should send his order.

### NINE COUNTRIES NOW INCLUDED

THESE two latest additions bring the total number of countries benefiting from Unesco's Book Coupon Scheme to nine, namely: Czechoslovakia, Egypt, France, Hungary, India and the United Kingdom (all book-buyers and book-suppliers); the Netherlands, Switzerland, and the United States of America (book-suppliers only).

Another important development has been announced by Unesco. The validity of book coupons already in circulation, which originally had to be liquidated within a ten-months' experimental period, has now been extended until the end of 1950. Yet in Czechoslovakia, a very active member of the Book Coupon Scheme since its inception, the first allocations of sale- and gift-coupons, totalling \$27,000, have already been exhausted, and the central Czechoslovak distributing agency has applied for another \$20,000-worth of coupons for sale to libraries and institutions. Other countries are expected to present similar requests at any moment.

Almost daily, the Clearing House now circulates lists of publications offered for distribution by libraries, learned societies and individual donors. On the basis of requests then received, publications change their owners and, in promoting this continuous flow of publications from country to country, the Clearing House takes an active role by supplying information on needs and transport facilities, and very often even pays for the shipment of donated books. Duplicate and surplus copies, which would otherwise have been sent to the paper mill for pulping are thus again coming into the hands of readers for whom these books would have been lost.

Of particular importance in the field of libraries' reconstruction are the national book centres, created or sponsored by Unesco, such as the British National Book Centre, the Canadian Book Centre and the United States Book Exchange, Inc., the former American Book Center.

A considerable contribution to libraries' reconstruction will also be made by the CARE/Unesco book programme which was started in 1949, and which, with an ultimate target of more than \$2,000,000 will play an immensely important role in supplying libraries in war damaged areas with the necessary literature in the fields of Health and Welfare, Nursing, Medicine, Dentistry, Agricultural science, Veterinary science, biology, chemistry, engineering, geology, library administration, mathematics, physics, physiology, psychology, sociology and statistics.

## CHILDREN'S COMMUNITIES

CONSIDERING that Children's Communities represented one of its most significant and important new ventures, the Secretariat of Unesco convened an international conference at Trogen (Switzerland) in July of last year. The purpose of this meeting was to provide an opportunity for a free discussion and exchange of views on the problems of war-handicapped children. Thirty-five experts and directors of children's communities from twelve countries as well as observers from the International Bureau of Education and the International Children's Emergency Fund attended.

One of the greatest difficulties, the experts found, which children's communities encounter in carrying out their work is that of obtaining the necessary equipment and of securing funds and practical help in the form of goods or voluntary services. As their educational methods are generally very different from the traditional methods, they receive little or no help from public authorities and derive their resources almost entirely from private gifts. The provision of the help needed to restore, maintain and establish communities appeared, at this Conference, to be one of the most urgent and useful tasks.

As a result of the Conference, an International Federation of Children's Communities (I.F.C.C.) was established with its headquarters at Trogen. The aim of this organization is to trace children's communities throughout the world, to promote the exchange of children and teachers between the different communities, to coordinate research and to disseminate information. The Secretariat of Unesco has given the Federation its support and has financed four meetings of the Executive Committee.

Either directly or through National Commissions, Unesco has encouraged the establishment of national associations of children's communities, and the appointment of national correspondents of the I.F.C.C.

## Unesco's surveys

UNESCO is in touch with over one hundred children's communities in Germany, Belgium, France, Greece, Hungary, Italy, the Netherlands and Switzerland. It has received full reports on the aims, organization and educational methods of each centre, often accompanied by photographs, drawings, statistics and other material.

The needs of children's communities have been systematically studied by Unesco and are outlined in general lists of needs common to all children's communities and lists of needs of each individual case, having regard to the location, special nature of the community and the type of child for which it is intended (mentally defective, delicate, difficult children, etc.)

These lists have been published in English, French and Spanish in Unesco's periodicals; they have been distributed among organizations in donor countries and to all the people concerned. Unesco has endeavoured to put each community in touch with organizations or people who may be able to help it. It has thus increased the number of international bonds which help to establish better understanding.

Appeals for war-handicapped children have also been launched suc-



cessfully in the press, by radio and by means of exhibitions. All the necessary steps have been taken to enable donors to transmit gifts of money in cooperation with the I.F.C.C., the French National Association of Children's Communities (F.N.A.C.C.) and the national correspondents.

Last month, Unesco helped in the organization of an International Children's Camp at the « Children's Republic » at Moulin-Vieux near Laval-dens, (Isère), France. The camp contained about fifty boys and girls between the ages of 12 and 17, chosen from among war victims in children's communities. The camp programme included periods of physical culture, a study of the folklore of various countries, talks on current problems and excursions into the surrounding country. The children took a share in organizing and running the camp. They thus had an opportunity for personal experience of international cooperation and took back the benefits of it to their own communities.

As the resources of children's communities are generally scanty, the cost of the material organization of the camp, which amounts to about three million francs (approximately \$11,000) was covered largely by public subscription. As the result of the appeal to French educational authorities in primary, secondary and technical schools, launched in the first week of June under the auspices of the French National Commission for Unesco, in order to obtain a donation of one franc from each pupil, over half the sum had already been handed to the treasurer of the F.N.A.C.C. by the end of June. Furthermore, Unesco drew the attention of the

voluntary organizations concerned to the desirability of their assisting such an undertaking.

## Model Newspaper

SECONDLY, an international seminar was organized for men and women teachers who wished to improve their professional training and to give their colleagues in other countries the benefit of their knowledge. The Seminar, which lasted a fortnight was held at the Ile de France Community School last July.

At the last session of the Executive Committee of the I.F.C.C., held at Unesco House in June, a dummy model of an international newspaper, prepared by a specialist, was submitted to the members of the Executive Committee who decided to circulate it to all the children's communities concerned with the idea of producing an international newspaper which they would all help to edit. This link between the different communities should help to bring about improved international understanding.

At the same session, a member of the Executive Committee, M. Richard, was instructed to prepare a scheme for setting up a "Unesco House" at Trogen. Such an international centre would be designed to make it possible for children from different communities and teachers serving in those communities to meet together for a period of three to six months. Visitors to the centre would thus have an opportunity of practical experience of international understanding. It would also make it possible to provide a more thorough vocational guidance service for the children on an international scale.



A lesson in a natural history museum.



# A COLONIAL ARTS COUNCIL?

AMONG the most striking manifestations of the «Colonial Month» which has recently come to an end were the exhibitions of primitive art from the colonies — in point of fact, mostly from negro West Africa. When I was in Africa in 1944, I was deeply impressed by the range and variety of its traditional art, and above all by the vigour and high quality; and these exhibitions revived those impressions with renewed force.

West Africa gives us the bronzes and terracottas of Ife, whose classical style, unique in black Africa, poses fascinating historical questions, the subject of correspondence in preceding issues of the «Sunday Times». It gives us the delightful gold weights of Ashanti; the rich costumes of hundreds of native rituals; the bronzes of Benin in which barbarism touches the heights of splendour; wood-carvings with the natural strength and sense of form after which modern Western sculpture is striving; masks in endless variety, some of what we are accustomed to think of as pure negro type, others recalling the style of the Far East, others reminiscent of Red Indians or of sophisticated night-clubs in New York, comic masks with hinged jaws looking like Charlie Macarthy, horrifying masks of the gods of disease, ivory masks with a

The tragic thing, however, is that in West Africa, as almost everywhere else, this primitive art is rapidly disappearing. The objects themselves are disappearing, through neglect, or, in the case of masks and wood sculptures, through being eaten by termites; the traditional skills of the carver and the weaver are dying out; the old religious rituals are ceasing to be practised as the old structure of African society crumbles before the impact of our Western civilization — or rather of the disruptive economical and technological forces which emanate from it, for the civilization itself has not taken root in negro Africa.

The colonial Powers, it seems to me, have a serious responsibility in this matter. To begin with, they should be much more active than they are in collecting and preserving all they can of the traditional arts of the primitive peoples under their charge, and publishing accounts of them.

But even if all art specimens of all the colonies were properly housed and preserved and published, primitive art itself might well disappear; that would be like what has happened with the Dodo and the Great Auk. If something is not done, primitive peoples all over the world run the risk of becoming debased into a new kind of proletariat — a geographical appendage to the central core of industrial civilization. They will lose an important means of self-express-

by Julian HUXLEY  
former Director General  
of Unesco

medieval dignity, animal masks with astonishingly effective simplification; figures with an Etruscan look, a Melanesian look, a look as of ancient Mexico.

## Art and Life

THERE are even new and unfamiliar art-forms: as post-Renaissance Europe invented the headless and limbless torso, so Southern Nigeria invented the armless figure — and made an aesthetic success of it.

Another thing was brought home to me in West Africa. The art of the region was not just a collection of museum pieces or objects for exhibition in a gallery; it was related to life. The Ashanti gold weights were used in the business of weighing gold. The masks and costumes were used in tribal and secret society ceremonies; they both canalised and expressed powerful emotions. I myself saw one ritual in which an astonishing figure, completely concealed in a cylindrical «dress» and surmounted by a head-dress covered with woodcarvings, seemed to express the very spirit of life in the equatorial forest, from which it impressively emerged; and I was shown photographs of ceremonies in which the dancer and costumes conspired to give an overpowering expression to the strange overtones and mysterious depths of savage life.

## Change and Decay

TO say that West African art is primitive does not, of course, mean that it is crude art or poor art: primitive art is a descriptive term meaning the traditional art of peoples who have not been industrialised and indeed have not reached the technical levels of organization that the sociologists call civilization. Furthermore, its tradition is not necessarily formalized; up till quite recently, much of the West African art has been developing and changing with a remarkable degree of vitality and variety of expression.

sion, an essential outlet, both for their individual selves and for their group consciousness and their national pride.

It is obviously no good trying just to preserve the arts in their traditional form when the social and religious basis for them has disappeared. That would be to turn them into living fossils, mere museum pieces without relevance to the life around them. Somehow the tradition must be developed and adapted to the new conditions. The peoples must be proud of their traditions and past achievements, but their arts must be adapted so that they have significance for the present. The individual artist and craftsman must be able to live by his art; and the group must become aware of the social value of the arts for its own evolution.

## Adjustment

IT is not true to say that traditional art is inevitably doomed to extinction. Here and there it has been deliberately given a new lease of life. While travelling on behalf of Unesco, I found that in Peru, for instance, and Guatemala, and among some North American Indians, the old traditions have been more or less successfully adapted to prosper in the modern world; and in West Africa itself traditional music is being adapted and used as a means of providing expression to the new society that is taking the place of tribalism.

But in general, all too little is being done or even attempted. The Western world seems blinded to everything that is not quantitative. The volume of exports and imports; the proportion of children attending school; the number of hospitals; the size of the population; these are the priorities. The arts are treated as the Cinderellas of Education Departments, or tidily preserved (after killing) in museums.

We have set up an Arts Council in Britain, and it has done a great deal to make the arts come alive in the life of this country. But there are more people in the Colonies than in Britain, and their arts are in graver danger than ours are or ever were. Why not an Art Council for and in the colonies?

(Reprinted from the «Sunday Times», London.)



RAJKUMARI AMRIT KAUR.

# INDIA'S HEALTH IS HER JOB

by Daniel BEHRMAN

FOR fifteen years, an Indian princess worked side by side with Mahatma Gandhi in his patient struggle to create a nation for over 300 million people. As the secretary to Bapu — which means Father — Rajkumari Amrit Kaur even went to jail in support of the Mahatma's beliefs. The day after an assassin's bullet ended Gandhi's life in January 1948, she said to a grieving nation:

«May God have mercy on us and give us the strength to be true to Bapu and thus build up the India of his dreams.»

It is this faith which she brings to her present task as India's Minister of Health, one of the most difficult jobs facing any woman or man in the world. It was the same faith which transformed her into one of Gandhi's hardest-working followers.

For Rajkumari — meaning «princess» in Hindustani — Amrit Kaur was born into a princely family, educated in England and France and brought up as a Christian.

As Gandhi's secretary, she religiously followed the simple, ascetic life he laid down. Even today, the Rajkumari still wears a robe of khadi, or homespun, and she is a strict vegetarian in her diet. She has an excellent radio voice and she combines Gandhi's idealism with a modern outlook on her work.

This pleasant, sincere woman — who looks much younger than her 60 years — became India's minister of health in 1947 at a time when the new country was being torn by rioting and upset by large-scale refugee migrations.

The difficulties before Rajkumari Amrit Kaur are quite in keeping with the vast size and population of India. Smallpox, for example, is under control in large parts of the world, but in India there is a constant fear that it can become an epidemic at any time. The average life expectancy of man in Western nations is about 60 years; in India it is only 27. Much of the population lives in rural villages and must be educated in the use of proper sanitary methods before it can be told to practise them.

## A Million Nurses Needed

RAJKUMARI Amrit Kaur is well aware of the fact that all cannot be remedied overnight. The Bore Committee report, made several years ago, estimated that the nation needs a million nurses to give its population adequate protection. It is hoped this goal will be reached in 30 years, but today there are less than 15,000 nurses for India's 300 millions. The Rajkumari is attacking this problem, as

well as others, with patience and a belief that whatever is done must be done well. She already has been instrumental in setting up the first Nursing Council in India and she has sponsored legislation raising the pay level of nurses. Last year, when many nations contributed gifts of penicillin, atabrine and other badly-needed drugs to India, she personally supervised their distribution.

Her eventual aim is what she once called «an adequate, efficient health service for every man, woman and child whether they can afford to pay for such a service or not.» Between the India of 1949 and this ideal stand tremendous obstacles such as bad housing, overcrowding, poor water supply, insufficient food and not enough trained medical personnel. To all of this, the Rajkumari has answered: «Every little step forward means a great deal. I believe that if anyone wants anything badly enough, he generally works for it and is therefore able in the end to get it.»

Besides her duties as health minister, this frail little woman also takes part in such activities as the Indian Red Cross and various delegations to Unesco's general conference. It all is part of an extremely busy life.

«A cabinet minister's lot is a hard one», she said recently. There are endless interviews, some very interesting, some extremely boring; endless good deeds to be done like the distribution of prizes at functions; the inauguration of something or other, the laying of a foundation stone somewhere or other and so on. When I look at my programme at the beginning of each day, I wonder how I am ever going to get through it. And yet the days fly by and so much is there to do and think and discuss and write that one has not time even to feel tired.»

She believes in direct methods to get things done rather than the delicate processes of protocol and formality. She feels that a woman is much less patient with governmental red tape than a man. Recently, the ever-active Rajkumari attended the World Health Assembly at Rome on behalf of her government. She took with her this same capacity for hard work and devotion to her job.

Not long ago, she told a radio audience in India:

«It is a tremendous thing to have attained our political independence. It is an even bigger thing to be alive and working one's hardest so that we may make of India a country which will help lead this troubled world into the paths of peace.»

## MEETINGS CONVENED BY UNESCO

DATE		PLACE
5-11 September	International Sociological Association .....	Oslo
6	International Voluntary Work Camps .....	Unesco House
9-12	Committee of Experts on Administration of Fellowships and Related Problems .....	»
12-16	General Conference - International Political Sciences Association .....	»
15-16	Executive Board - 17th Session .....	»
20-22	Post Camp meeting of Volunteers .....	Abbaye de Royaumont

# EDUCATION

## UNESCO'S PROGRAMME

UNESCO'S education programme is based on the assumption that understanding between peoples — and, consequently, lasting peace and security — are possible only when two educational conditions are met: every country must have a system of universal education adapted to its cultural and economic needs; and there must be an organized desire within each country to use education to increase international understanding. Without this desire a well-organized education system can be used to promote war as readily as peace. On the other hand, no government, though it have the best will in the world, can do much to develop international understanding in an illiterate population, or in one which, through lack of technical skills, lives at an economic level far below that of the countries towards which it is supposed to feel understanding and goodwill. An empty stomach is a bad basis for human understanding.

If this point of view be accepted, it goes far towards meeting the fears of those who feel that Unesco, in its efforts to help countries to raise the level of their general education systems, may be in danger of wandering too far from its primary and avowed purpose of contributing to peace and security. Seminars on illiteracy, conferences on university and adult education, and missions on primary, secondary and technical schooling become as essential to the programme as the analysis of textbooks and the writing of pamphlets about world understanding.

This is not to say that Unesco's attitude should be exactly the same towards both types of activity. It may be assumed that most countries have a desire, often an intense desire, to raise the level of their general education and to extend its benefits to a greater proportion of the population. There is, in addition, a great deal of the necessary technical knowledge already scattered through the Member States, although it is very unevenly distributed. Unesco's main contribution is to develop services for assisting the exchange of educational ideas, practices and materials in such a way that every country will be able to take advantage of the experience of the others in creating a system of universal education suited to its needs and to the capacities of its individual citizens. This is the conception of an educational clearing house or «exchange market», under which Unesco's own special responsibility is to

develop skills in «brokerage techniques».

### FOR INTERNATIONAL UNDERSTANDING

IN the field of education for international understanding, however, Unesco must be prepared to take more direct responsibility. Unfortunately, the desire to use education deliberately for this purpose is not as widespread as is the wish to use it for more obvious domestic or national purposes. This is entirely understandable. The concept of education for international understanding is a complex one, and it is, at the present stage, not to be expected that there will be the same popular clamour for it as there is, for example, for technical education. There is, moreover, a sad lack of the materials and skills necessary for this relatively novel task. Even amongst those who are most anxious to develop education for international understanding, there is no small difference of opinion as to whether the attack should be primarily by direct or by indirect methods, and as to the effect that such education can have on the trend of world events in the immediate future.

All this throws on to Unesco a burden of responsibility that it should have no wish to avoid. It cannot, of course, take sides on the question of «direct» or «indirect» education for international understanding; and must, to the limits of its powers, help all countries to develop such education in the ways they think best. But it cannot afford to be neutral on the ends to be achieved: it must keep before the countries of the world the idea that, today, education of all kinds and at all levels should have as one of its functions, the development of understanding between peoples. The «clearing house» concept of Unesco's functions is not, of itself, adequate to meet the situation, and the Organization must be prepared, in the sphere of education for international understanding, to take the initiative more frequently and more strongly than in any other part of its educational programme.

The notes on the education programme to be found in this issue will give some idea of how this policy has been carried out in practice over recent months. In the programme proposed for 1950 it can be seen even more clearly that Unesco's interest in international understanding will strongly influence most of its educational activities.

by Dr. C. E. BEEBY  
Assistant Director-  
General in Charge  
of Education



Ploughing on a 55-degree Slope at Viani.

## THE VIANI ASSOCIATED PROJECT

VIANI, in Colombia, is typical of the communities to be found in the Andes mountains. Covering about 7,500 hectares, it is located in the upper limits of the coffee belt at an elevation of 1,600 metres. On its steep and rugged landscape the slopes average between 35 and 50 degrees and reach down to deep narrow valleys where level areas large enough to allow the building of a normal house are difficult to find. There are no roads in Viani except the main street that goes through the village, and the 6,000 inhabitants of the community have to use an intricate network of trails up and down the slopes to reach their widely scattered homes. For transport, they use horses and mules, and all farming operations to raise the principal crops — coffee, corn, yuca, ani-

with adequate buildings and staff and its director became the ex-officio director of the Viani project.

Finally, the Civic Centre asked that Unesco establish an Associated Project in Viani and last March, on the request of the Colombian Government, Unesco sent to Viani Mr Patricio Sanchez, a young and energetic soil conservationist of the U.S. Department of Agriculture.

After studying the community and its people for several weeks, Mr Sanchez, in co-operation with Mr Gabriel Ospina, head of the Viani Civic Centre, began to take positive action.

First of all, he conducted a series of group discussions with the farmers of Viani, so as to bring home to them the magnitude and seriousness of the soil erosion problem in their community and to plan with them the practical steps which they themselves could take to stop it.

Then, Mr Sanchez talked to the school teachers of Viani so as to show them how education was closely linked with the problem and to urge them to associate the question of soil conservation with the school curriculum in all grades.

Finally, he organized the rural youth of Viani — those aged between 12 and 15 who had completed their «alfabetismo» and for whom there would normally have been nothing in store but to revert back to their traditional existence. He explained to them that their future would be of their own making and that they could be a factor in making their community a better place in which to live. To do this, he told them, they must take on the responsibility of helping to prevent the further wearing out of their lands.

### Beginning to realize

AFTER four months, Mr Sanchez reports that the people of Viani are beginning to realize that they can conserve their soil and that they alone can prevent soil erosion through the immediate, united and consistent application of effort and intelligence.

His plans, however, do not end with soil conservation for he feels that the larger problem is human conservation through education, of which soil conservation is only one of the major means.

What Viani now needs, he considers, are the services of a practical agriculturist who would help the farmers to raise more and better crops per hectare of land. There is also an urgent need for a domestic economist to visit the homes to show the women and girls how to plan better meals for the family, how to care for children, the aged and the sick and generally how to make their homes more comfortable places in which to live.

Finally, Viani needs a health specialist to show the people how disease can be prevented and an educationist to help in the reorientation of the educational system and the modification of the schools curriculum so as to make education the key to improved living conditions.

As far as possible it is hoped to recruit these experts locally or from Central and South American countries. One of the aims of the project is to develop local leadership for its further implementation, and later, its extension, to the other Colombian communities and other parts of Latin America.

### SCHOOLS BENEFIT FROM WORK OF UNESCO SEMINARS

UNESCO has obtained striking proof of the valuable results obtained from its international seminars through the replies to a follow-up questionnaire concerning the use of materials and methods demonstrated and discussed at the seminars.

The replies, which came from all parts of the world, showed that the methods and materials are being incorporated into school systems with highly successful results.

A teacher training college in Great Britain, for example, reported that the pamphlet «World Children» was of great assistance in training post graduate students in work with homeless children. Norwegian schools were greatly impressed with the «work group» methods and have been introducing it in their educational system.

These two examples were typical of many replies received and which showed that children in many countries are now reaping the benefit of the work done at the seminars.

seed, bananas and sugar cane— are performed by hand.

After centuries of wear and tear, the soil of Viani is nearing complete exhaustion and as the wearing-out process continues, the helpless farmers feel more and more insecure as they find no means of preventing their soil from being eroded away.

The salvation of the people of Viani, as is indeed the salvation of most of the people of Colombia and other parts of South America along the Andes mountains, is soil conservation and particularly the effective control and prevention of soil erosion.

It was because Viani was considered as a typical rural area of Colombia that the Colombian Government chose it as the site for a fundamental education project, which it called «Model Rural Community».

### A model community

THE Ministers of Education, Economy and Agriculture agreed on a joint action to develop on an experimental basis a model community, and for this purpose they established a centre of Social Anthropology under the sponsorship of the school located at Viani. The new institution, which was named the Civic Centre, was supplied

## GROWTH AND DIVERSITY OF UNESCO'S PATTERN OF INTERNATIONAL EDUCATIONAL SEMINARS

IN the three years during which Unesco's Education Department has undertaken the organization or sponsorship of International Educational Seminars on «Workshops», seven such gatherings will have taken place. The locations are as varied as the topics and the participation, for, by the end of 1949, France, Great Britain, U.S.A., Czechoslovakia, Honduras, Brazil and India will each have had their turn as host country. For 1950, Seminars are scheduled to take place in Belgium and Canada, and there is in existence a suggested pattern of Seminars, extending up to 1953, for which locations have as yet to be selected.

Topics studied in Seminars have been related either to the schooling process as it affects children, adolescents and their teachers, or, as in the case of Seminars sponsored or assisted by Unesco in Caracas, Brazil and India, on the great problems of popular mass education.

For 1950 Unesco's main effort will go into preparing Seminars on «The Teaching of Geography as a Means of Developing International Understanding» and «The Improvement of Textbooks, particularly history books».

An interesting feature of the draft programme scheduled for 1951, 1952 and 1953 is that former Unesco Seminar participants, who act as Unesco ambassadors of goodwill on their return to their various countries, have suggested many of the proposed discussion topics. This liaison and follow-up is a most valuable part of the Seminar work.



# SEMINARS IN 1950 :

An Announcement by the Director-General

UNESCO is preparing for two International Educational Seminars to be held in July and August 1950, in which all Member States are invited to participate. One Seminar will have as its subject of study «The Teaching of Geography as a Means of Developing International Understanding», while the topic of the other Seminar will be «The Improvement of Textbooks, particularly History books». The following details can be given now:

**Seminar on «The Teaching of Geography as a Means of Developing International Understanding».**

Probable location: Canada. Negotiations are in progress with the Canadian Government.

Probable dates: 12 July to 23 August 1950.

**Seminar on «The Improvement of Textbooks, particularly History books».**

Location: Belgium.

Probable dates: 19 July to 30 August 1950.

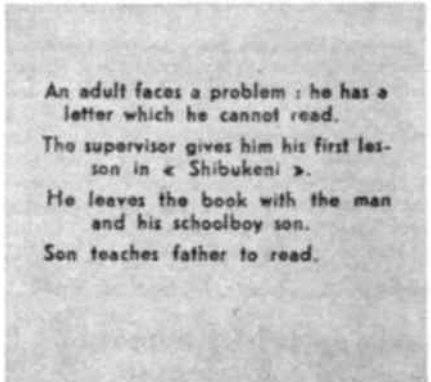
The working languages of the Seminars will be French and English.

The financial arrangements have not yet been finally settled. Our estimates are based upon the system in use hitherto, by which Unesco paid for board and lodging of participants during their period of attendance at the Seminars, whilst leaving Member States to make appropriate provision for the travel expenses of participants.

This system, however, met with considerable criticism. We are accordingly considering the adoption of another plan, which would lead to a more equitable distribution amongst Member States of the expense involved. Under the new plan, Unesco would contribute to the travel expenses of participants on a sliding scale and in proportion to the distance travelled: board and lodging, on the other hand, would be the responsibility of participants or their governments. This plan will be laid before the Fourth Session of the General Conference in September 1949, and the decision taken by the Conference will be communicated to Member States by the end of October 1949.

Jaime Torres BODET.

## EDUCATION



An adult faces a problem: he has a letter which he cannot read. The supervisor gives him his first lesson in «Shibukeni». He leaves the book with the man and his schoolboy son. Son teaches father to read.

## WHAT UNESCO IS DOING FOR:

### ADULTS

AS a result of its relative youth, the adult education movement still lacks cohesion and unity. Each experiment has a character of its own peculiar to the nation in which it is proceeding, and public opinion in each country is either almost entirely ignorant or has little understanding of what is going on elsewhere. Thus Unesco's task in this field is obvious and in strict accordance with its duty of forging links and facilitating exchanges.

It was in pursuance of that twofold task that Unesco convened last June an International Conference on Adult Education, which was held at Elsinore in Denmark. For ten days delegates of twenty-seven nations and of twenty-one international non-governmental organizations were able to exchange information, to discuss their problems and to draw up a number of recommendations. The latter form a kind of minimum joint programme for adult education, which includes a number of activities international in nature, such as the regular convening of seminars, the formation of an International Consultative Committee, the publication of a news bulletin, abstracts, etc. The Conference was of the opinion that under present circumstances Unesco was the body best fitted adequately to execute the international side of the programme.

In addition, Unesco will shortly be publishing a world directory of adult education, which will be an essential source of information for specialists.

### CHILDREN: a competition

POSTERS and essays prepared by school children from many parts of the world for Unesco's \$ 2,200 competition on the theme «Together We Build a New World», will soon be submitted to an international panel of judges for selection of the winning entries.

The contest closed on 1st September, and preliminary judging of entries by Unesco Member States is now in progress.

The contest has been conducted in two sections: one for students between 12 and 15 years of age, and the other for those between 15 and 18 years of age. Prizes will be awarded in the form of grants to enable the winners either to travel abroad, to attend conferences on world affairs, to acquire further education, or to purchase books and other educational materials.

### UNIVERSITIES

THE four thousand universities and other schools of equivalent standard existing in the world to-day represent a very important spiritual force which has not yet been fully utilized for the construction of a new and peaceful world.

Now that most of the universities which suffered through the war have recovered—many of them through the help of Unesco—it should be possible for them to create a better international unity among themselves as a step to working for world unity.

Among these several thousand universities, however, there is a high diversity in teaching plans and other features of their activities, so that if

closer ties are to be created between them, it is necessary to know more completely and precisely the nature of these differences. The need therefore arises for a clearing house as a world centre of documentation and information.

This clearing house, the International Bureau of Universities, has now been opened under the auspices of Unesco and is developing its activities at Unesco House.

Unesco also intends to call an international conference with the aim of creating an international association of universities. Finally, Unesco is carrying out research into how the services of the universities can be used most efficiently in the interests of international understanding.

## CHILD WAR VICTIMS



«I too am learning to write». One of many posters used in the Indian adult education campaign in Bombay.

IN the programme concerned with war-handicapped children, Unesco has had to tackle the double problem of the education of children whom it is still impossible to teach in normal conditions, owing to the dislocation of their social environment, and of the special re-education necessary to remedy the various forms of handicap, due to the war, which have caused irregularities in the psychological development of children.

Surveys have been carried out in eleven European countries, with the cooperation of governments and charitable organizations, to discover what are the needs, and to study typical experiments which may provide a solution for certain specific educational problems. International efforts to deal with the question were analyzed, in consultation with the technical experts taking part in them, in order to draw general conclusions from the

study of the many problems which appear to differ individually.

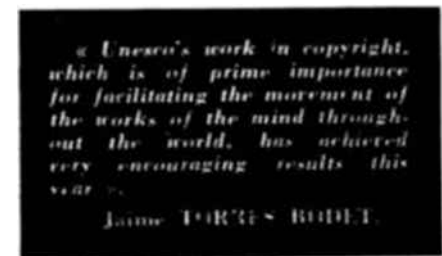
The general report on «The Educational Problems of War-handicapped Children», with working references attached, is at present being published; this report describes the many forms these human problems take, and also deals with work in progress and the future efforts required to carry out successfully a considerable task for which the mobilization of the active forces of society as a whole is necessary.

### The Podebrady Seminar

THE part that war-handicapped children have to play in the endeavour to secure international understanding, and the educational measures entailed, were described in various talks given by the responsible official at the Unesco Seminar at Podebrady in 1948, and at the Second International Congress for the Education of Maladjusted Children in Amsterdam and the Refresher Course

for Monitors organised by the I.F.C.C. at Longueuil-Annel, both in 1949. Unesco also provided financial assistance for the last two undertakings, thus making useful work possible.

The Children's International Summer Camp which is at present being held, under Unesco's auspices, at Moulin-Vieux in France, is also being conducted in co-operation with the I.F.C.C. A grant was also given to the International Council for Pre-school Education because of the importance of education in early childhood for the formation of a normal personality as an individual and as a member of society.



Jaime TORRES BODET

# RECONSTRUCTION — RECONSTRUCTION — RECONSTRUCTION



YOUTH LENDS A HAND TO REBUILD A RAILWAY IN SOUTH-EAST EUROPE

**“WHY** harp on reconstruction?” Unesco representatives are often asked by citizens of countries which have escaped the horrors of war. “We’ve had nearly four years of peace. How long must all this reconstruction work continue?”

Unesco’s answer is this: “It takes far longer to build than to destroy. The nations of Europe and Asia experienced continuous destruction during six years of total war — the destruction overnight, as it were, of a century’s accumulation of all the potentialities of future prosperity, freedom and culture. We owe them at least six years of peace, with all the aid we can give, to heal the grievous wounds they suffered.”

With the modest means at its disposal, Unesco seeks first to meet the high priority needs of devastated countries. This emergency aid is also guided by the hope, which recent events have fully justified, that voluntary donors in more fortunate countries will follow the example thus set.

Over a period of three years, Unesco has devoted \$ 705,000 to emergency purchases. In 1947 the Organization bought equipment, mainly from war surplus materials in Europe, which enabled it to build up some 50 scientific “workshops” for distribution in six European

countries. China and the Philippines. During 1948 and 1949 Unesco has been able to develop a more exact and effective method of utilizing its emergency funds, purchases being based on specific needs of schools, universities, libraries, scientific and cultural institutions as reported by Unesco field workers and local agencies in devastated countries.

To meet priority needs, Unesco purchased and shipped:

1. **SCIENTIFIC EQUIPMENT** including complete laboratories for secondary schools for teaching chemistry, physics and biology and apparatus for universities, medical faculties and research institutes. In the latter category were optical instruments, engineering, radio, and medical equipment, meteorological and geophysical instruments.

2. **BOOKS AND MICROFILM READERS.** Free book coupons

to the value of \$41,716 were issued and a further \$12,000 was spent on educational books and periodicals supplied direct. In addition, the Unesco Clearing House for Publications received 106,000 books from donors and distributed them to stricken libraries. Three complete microfilm laboratories and 45 microfilm readers were distributed together with microfilm strips.

3. **ART AND MUSIC MATERIALS,** including art reproductions, pigments, canvas, panels, musical instruments, scores and literature.

4. **MUSEUM SUPPLIES,** such as chemicals and photographic equipment.

5. **TEACHING AIDS** and miscellaneous supplies, including sound projectors, epidiascopes (for projecting pictures etc.), radios, gramophones, typewriters, maps, charts, and film strips.

These materials were sent to heavily devastated countries such as Austria, China, Czechoslovakia, France, Greece, Hungary, Indoasia, Italy, the Philippines and Poland.

## Help for children

AMONG reconstruction problems, that of assistance to war-handicapped children is especially urgent and important. Unesco, which is

making a special study of this problem, estimates that in Europe alone, some 13,000,000 children were made homeless by the war. The number in Asia runs into tens of millions but of this there is no reliable estimate. They all suffer from physical, emotional, and psychological handicaps resulting from bombing, hunger, cold, the loss of parents and the horrors of enemy occupation.

With limited resources, government and private agencies are now struggling to restore these children to normal life so that they may become useful members of society. Their task is a gigantic one. Many older institutions were destroyed or damaged during the war and the 200 children’s Communities which have been established in Europe since then can take care of only a small fraction of children needing help. All of these communities depend on voluntary aid for their existence.

while trying to obtain material and financial aid for the Federation and its member communities by publicizing their work and requirements.

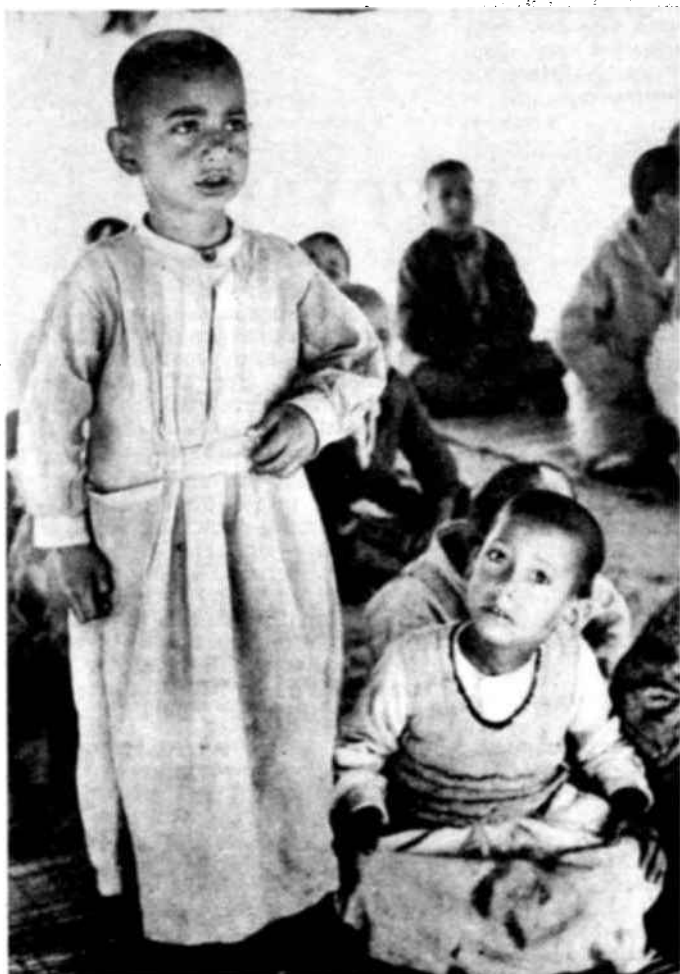
In the same way, Unesco is stimulating and co-ordinating the efforts of agencies conducting International Voluntary Work Camps, where young people from various countries work together on community projects in devastated areas. The Work Camp Coordination Committee, representing 27 European and American agencies, co-operates with Unesco in this field. During 1949 the camps will undertake over 200 projects in Europe and North Africa, compared with 150 last year. Over 50,000 volunteers from a dozen or more countries will thus take part in building or rebuilding schools, hospitals, youth centres, playgrounds, roads and railways, or sharing in farm and social work. Besides contributing to physical reconstruction, they will form bonds of friendship with the peoples of devastated lands as well as among themselves.

In aiding stricken countries, Unesco is called upon to deal not only with war-created problems, but with new ones arising from post-war issues. One of the most urgent of these problems concerns the 817,000 refugees who have been

# RECONSTRUCTION still comes first



YOUNG REFUGEES AT A UNESCO SCHOOL IN PALESTINE.



A YOUNG PUPIL SAYS HIS PIECE

The International Federation of Children’s Communities, founded with Unesco’s help last year, is endeavouring to co-ordinate the work of these centres, sponsor psychological research, and stimulate the formation of new communities so that more and more child victims of war may grow up in a normal family atmosphere. Unesco is mean-

driven from their homes by war in the Middle East. Of this number over 700,000 are destitute. While other United Nations agencies have undertaken to give these people relief in the form of food, shelter and clothing, Unesco’s task is to help in satisfying their cultural needs and in providing education for the 200,000 who are of school age.

## JAMAICA HAS ITS FIRST INTERNATIONAL WORK CAMP PROJECT

JAMAICA’S first international work camp project, the building of a dining hall at Boys’ Town, near Kingston, has attracted volunteers from the United States, Canada, Mexico and Jamaica itself. The camp, which will continue until early in September, is sponsored by the Kingston Friends Centre with the support of the American Friends Service Committee, the American Friends Board of Missions and the Friends Service Council, London.

The volunteers are living as a co-operative community at Mico Training College and journey to the camp each day. The dining hall is urgently needed at Boys’ Town, as meals for the 140 destitute boys it accommodates have hitherto had to be cooked out of doors. Costs of tools and materials have been met by the Jamaican Department of Education.

Evenings are spent in discussions on Jamaica’s economic and social problems and on international questions affecting world peace. “Friendships formed among the campers and between the campers and the local community” the sponsors point out, “will help the various groups to understand each other and better to share in aiding the solution of world problems.”



# WORK CAMPS FOR PEACE

**T**HOUSANDS of young men and women from all over the world and of all creeds and political beliefs are working together in Europe this summer in special camps set up to aid the reconstruction of war-stricken countries.

Some of these young people will reconstruct homes in a bombed-out town, while others, hundreds of miles away, will build a youth hostel on a mountain road or lay a section of railroad track.

In most cases, volunteers in international work camps receive free board and lodging, but they usually must pay their own travel expenses. Camp life is devoted to the work itself — generally from 30 to 40 hours a week — and then to cultural activities, trips to places of interest in the camp vicinity, and to the establishment of friendly relations with the local community.

Friendships reaching across frontiers are formed and, when the volunteers return home to their offices, farms, factories or universities, they become practical



YOUNG VOLUNTEERS WORKING ON A RECONSTRUCTION PROJECT IN YUGOSLAVIA.



His first writing lesson.

missionaries of international understanding.

### Unesco Handbook

**T**O help this movement, Unesco has published a handbook entitled "Organizing International

Voluntary Work Camps". In some 95 pages, it outlines the general structure and administration of the camps, with emphasis on small organizations but devoting a special chapter to large camps where hundreds or even thousands may work together.

A special chapter on camp educational programmes includes information on setting up study groups, concerts, amateur theatre projects, and a camp newspaper.

The origin of work camps goes back to the first world war. At Cambridge, England, in 1915, there came into being a group of men and women who felt obliged, for their part, to meet the conflict in a different way. They formed themselves into what became known as the Fellowship of Reconciliation. At last, the war ended and, little by little, shattered contacts were restored. Finally in 1920, the International Fellowship of Reconciliation was formed at a meeting in Bilthoven, Holland.

The Swiss representative at the meeting, Pierre Ceresole, was the son of a former president of the Swiss Confederation and a convinced pacifist. He volunteered at once to work in an international team doing reconstruction work in war-devastated areas. Thus Ceresole « invented » the work camps, creating at the same time the Voluntary Service for Peace — known in French as the Service Civil. This service, from 1920 to 1939, set up work camps on four continents.

### A Growing Movement

**L**ITTLE by little, other groups and youth associations joined in. Camps were organized in France, in the United States, in England and in the Scandinavian countries. Each year the volunteers multiplied. In 1948, in Europe and in the Western Hemisphere, 32 camps built playgrounds, youth centres and hostels; 48 built schools, hospitals and houses; 15 constructed railways, roads and factories; 14 helped on farms and 18 camps did social work.

Unesco quickly recognized the importance of this movement in fostering international cooperation. In 1947, the organization cooperated in the operation of four camps and helped open a number of others. In 1948, Unesco brought together the organizers of work camps from nine countries in Paris and a permanent committee was formed. This year, each of these camps will receive from Unesco a multilingual library on world affairs, the work of the United Nations, and the history, geography and culture of various countries. Unesco representatives will visit some 32 camps. Unesco also helps to facilitate the granting of visas for volunteer workers moving from one country to another.

This is Unesco's role in a vigorous movement which, over the past 30 years, has attracted the world's youth in increasing numbers.



Girls keep fit for work in a Reconstruction Camp.

# UNESCO FELLOWS REPORT PROGRESS

UNESCO fellow D. D. Kozambi, from India, studying in the field of mathematical computing machines in the United States, writes: «I have had a long session with Professor Einstein, at his request, on certain ideas of mine which parallel his own on the possible extension of the theory of relativity.»

Professor F. L. Polak (Netherlands), on completing his Unesco fellowship in Science and Social Development states: «It think I have made considerable progress through a critical study of American theoretical and applied social science. I intend to summarize these results next month in my inaugural address as professor of sociology at the Rotterdam School of Economics, of which I will send you a printed copy.»

«Norwegian Film Director Nils Muller, Unesco-British Film fellow, reports: «The six months I spent in the British Film Studios were most profitable to me. My studio observation work led me on to scores of ideas to introduce in the Norwegian film production. Before I went to London, I hadn't been directing any film for 18 months, owing to the crisis in production. On my arrival back, I immediately started directing a feature film, and I'm now completing two short films. Later this year, I will direct three short films about the history of the town of Oslo. I feel much more sure of myself in my work since I came back from London; I know much more about film-making than I did before I left Oslo, and I hope that film production in Norway will bring possibilities for me to make use of all the things I learned in the British Film Studios.»

Text-book writer Herminia Ancheta (Philippines), evaluating her Unesco fellowship experience, concludes: «Progress in culture and education is most effectively accomplished by an interchange of ideas. The spirit of friendship born of mutual collaboration and understanding bring about enduring world peace. All these, I believe, are some of the essential intangible values of a Unesco fellowship.»

## NOT ONLY FOR HIMSELF

THESE are parts of a story which is being unfolded in international cultural relations — the story of the Unesco fellow, a senior person who resumes his studies in his particular field of competence, which is important and necessary to his country. The absence of any direct personal motive is the hallmark of the Unesco fellow, of his programme of study, observation, visits, contacts and achievement: a Unesco fellow studies not only for himself but for his country.

During the three years of its existence, Unesco has been concerned with the administration of 262 fellowships allocated to 31 Member States. The planning and administration of these fellowships affect and assist the component parts of Unesco's Exchange of Persons programme — the collection and dissemination of information on all types of international study opportunities, and the promotional and advisory services to government and accredited agencies on their cultural exchange programmes.

Unesco fellowships aim at pin-pointing and implementing Unesco's on-going programme

in education, science and culture in its Member States through the fellowships media. Unesco fellowships are therefore offered to mature persons, in established positions, who can contribute to the reconstruction and development of the scientific, cultural and educational life of their country on their return from their period of study abroad. These principles apply both to Unesco-financed and to Unesco-sponsored fellowships, the latter being fellowships financed by government and accredited agencies, under the auspices of Unesco. Unesco's fellowship programme, which was initiated as part of Unesco's assistance to war-devastated Member States, is now extended to aid under-developed areas, including trust territories.

## FOUR MAJOR SCHEMES

SINCE 1947, Unesco has administered four major schemes:

a) 66 fellowships financed by Unesco under the Unesco Reconstruction Fellowships Scheme, allocated to eleven war-devastated Member States (Austria, China, Czechoslovakia, Denmark, Greece, Hungary, Italy, the Netherlands, Norway, the Philippines and Poland), and concentrated on six of the specific fields that fall within the broad areas of education, science and culture with which Unesco is concerned, namely: Science and Social Development, Cinema and Radio Education, Educational Problems of War-Affected Children, Librarianship, Educational Administration and Art and Music Education, for study in the United States and Europe.

b) 64 fellowships financed by the Canadian Council for Reconstruction through Unesco and offered to Austria, Belgium, British Colonial Territories, China, Czechoslovakia, Denmark, France, Greece, Italy, Luxembourg, the Netherlands, Norway, the Philippines, Poland, and Ethiopia, under the auspices of Unesco. These fellowships give to specialists of these countries an opportunity to study in the fields of Science and Technology, Education, the Humanities, Mass Media, the Social Sciences, Public Administration and the Creative Arts, in which Canada offers outstanding facilities.

c) 27 fellowships financed



IS IT PEACE?

by the Lord Mayor of London's Fund allocated to Austria, British Colonial Territories, Czechoslovakia, Greece, Hungary, Italy and Poland, which will enable senior educationists from these countries to study in England in the field of Educational Reconstruction.

d) 20 fellowships financed by Unesco. In accordance with the resolution of the General Conference held in Beirut in November 1948, Unesco's fellowship programme for 1949 has taken into consideration the still existing needs of war-devastated Member States, as well as those of states in under-developed areas, and the fields of study have been planned as part of specific Unesco projects in various parts of the world. With these principles in view, Unesco has created the 1949 Fellowship Scheme, under which six 1949 Reconstruction fellowships were offered, one each, to Aus-

tria, Czechoslovakia, Greece, Hungary, Italy and Poland. Four Middle East Cultural Liaison Fellowships were offered to Egypt, Iran, Iraq and Syria; three Mass Communications Fellowships to Ecuador, Mexico and Peru; three Fundamental Education Fellowships to China, Colombia and Haiti, three Educational Mission Fellowships to Afghanistan, the Philippines and Thailand and one Social Science Fellowship to India.

## OTHER FELLOWSHIPS

IN addition to these four major schemes, Unesco has announced, awarded and administered fellowships allocated to various countries under the Unesco Conference, Unesco - American Chemical

Society, Unesco - British Film Producers, Unesco-British Press, Unesco - Rotary International Unesco - International Music Fund, Unesco-Belgian Government, Unesco-French Government, Unesco-Netherlands Government and Unesco-Norwegian Government Fellowships Schemes.

Unesco fellows are now in various stages of movement: today some fellows are applying to their governments for passports and to foreign consulates for visas; others are boarding planes and trains on their way to the country of study; still others are working in a research laboratory, in film studios, in newspaper offices, or are undertaking a tour of observation, while others are returning home, sometimes stopping at Unesco House to discuss their experience and draw programmes for future action. Unesco receives valuable reports from fellows on their studies and observations, and programme experts keep in touch with them on a variety of problems in the Unesco programme.

A Unesco fellowship confers upon the Unesco fellow permanent advantages. It places at his disposal national and international cultural resources and gives him an opportunity to establish contacts in many countries. Thus Unesco fellowships create a network of skilled men of good will in many countries, who can assist in the promotion of the ideals of knowledge and international understanding for which Unesco stands.

*The experience of the past two and a half years has proved the value of Unesco fellowship grants not only as a means of promoting cultural understanding but as one way of making the various programmes of Unesco more tangible and concrete.*

J. TORRES BODET.

## ROADS TO PEACE

### BUILDING ROADS TO PEACE

Exchange of People between the United States and other Countries, prepared by the Institute of International Education, New York City, for the Department of State, is a useful handbook for Americans and others who are interested in promoting cultural co-operation through exchange of persons. Originally proposed at the meeting of the U.S. National Commission at Boston in 1948, it is being widely distributed in the United States to show how exchange of persons programmes concern not only those who go abroad for academic or research purposes, but furnish ways whereby people in all walks of life can get in touch with their «opposite numbers» in other countries.

The brochure, in simple language, shows how community groups through hospitality to foreign visitors and students can be enlisted

in the exchange of persons idea. It describes major programmes in the United States in student and teacher exchange. It reports on outstanding programmes developed for professional people — technicians, leaders of thought and opinion — and there is a chapter dealing with opportunities for summer study abroad.

In addition to these details, it gives useful hints to all those interested in such schemes, on principles of promotion, fund raising, and organization and lists the various American organizations engaged in these many enterprises.

This volume will help much in stimulating interest in the U.S. in exchange of persons programmes and suggests a useful pattern of publication for other countries which may wish to promote further programmes of exchange of persons.



# "STUDY ABROAD" (Vol. II)

Covers World Fellowship Field.

**D**O you want to know how you can go abroad for study? Do you want to know the total number of fellowships, scholarships and travel grants that are available in a country for scholars from other countries? Do you want to know how the United Nations and its Specialized Agencies are using international fellowship and travel study programmes as an important tool for the technical, educational and scientific reconstruction of war-devastated and less-developed countries? Do you want to know how to plan a fellowship programme, and to which countries and in which fields of study to make it available?

Consult «Study Abroad» — the Unesco register published in December 1948 as the first international handbook providing details of available opportunities for international study and organized arrangements made in this field. As a first attempt at a comprehensive mapping of a large and only partly chartered sea, Volume I, which reports more than 15,000 fellowships donated by 37 countries, met with a striking reception from the public and owing to the big demand it was necessary to have two reprints made.

## Coming in November

**S**TUDY ABROAD. Volume II, is now in preparation and is scheduled for publication and distribution in November 1949. This second volume is planned with a view to a more complete coverage of the fellowship field and with a broader scope to include information on all types of international educational exchange. Running into 360 pages, it reports the movement of more than 100,000 persons organized by over a thousand agencies in many different kinds of educational travel and exchange. The Handbook is divided into four major sections on fellowships, youth exchange, teachers exchange and workers exchange.

Section I reports on international fellowships, scholarships and related opportunities. Reports have been received from 42 countries, all the United Nations and Specialized Agencies, and international (private) organizations. The national programmes, as reported, are more complete and informative than those in Volume I. For instance, India has now reported its large annual governmental overseas scholarship programme. Latin America will be represented by at least eight countries. Fellowship programmes of Eastern European countries will, it is hoped, be more fully reported, and North American universities have sent data on a great many more fellowships than previously.

Periodic publication of this information makes for an increase in the number and quality of candidates applying for these opportunities to go and study abroad. It suggests to prospective donors areas in which new programmes might usefully be developed and brings into perspective possible overlappings of emphasis, and areas of outstanding need. In assembling all this information in one publication, Unesco is able to make more widely known the considerable investment made by less developed countries in international training facilities for their nationals and similar facilities made available to them by more developed countries. «Study Abroad» will be an important tool in the planning of the United Nations technical assistance programme for less developed countries, and in extending Unesco's advisory services

to member states and agencies operating in this field.

## Movements of Young People

**S**ECTION II reports on international educational exchange movements of young people. Going beyond the purely «academic» field, Unesco organized an enquiry into programmes of exchanges, travel and visits of young people — that is, persons under 25 years of age — between countries for educational and cultural purposes. As a beginning, the investigation was conducted through field visits to nine European countries and by correspondence with two other countries. Volume II will include the results of this first investigation with regard to the various types of exchanges of young people, such as school trips, private visits, organized tours and youth organization exchanges; it will be the first authoritative listing of 150 organizations with their addresses in the 11 countries surveyed. This section records that in 1948 65,000 young persons travelled under programmes organized by national and international agencies in 11 countries.

Section III reports on interchange schemes of schoolteachers and professors between countries. Unesco's first enquiry into programmes of teacher exchange shows a striking amount of activity in this field and assembles for the first time a world picture of this type of interchange, including names and addresses of 50 agencies sponsoring 3,000 exchanges. Unesco is planning to develop this enquiry and investigate possibilities of setting up machinery for the organization of exchanges on a wider international scale.

## Exchange of Workers

**S**ECTION IV reports on workers international exchanges. In this field Unesco has maintained close co-operative relations with the International Labour Organisation. The I.L.O. has undertaken an enquiry into the international movement of trainees and apprentices for training and practical experience, the results of which are recorded in this section. Unesco has circulated to its Member States a questionnaire on schemes for the international movement of agricultural and industrial workers for general educational and cultural purposes. Reports on these schemes, whereby workers in industrial, commercial or agricultural employment travel to another country for a certain period of time to enlarge their general knowledge of the culture, history and/or language of that country, to study welfare and trade union organisation or for fraternal trade union or international study purposes in general, have been received.

About 2000 training and educational exchange opportunities organised by 100 agencies are recorded. Unesco, in collaboration with the I.L.O., is developing plans to extend the area of international educational exchange available to workers.

«Study Abroad», through the comprehensive listing of agencies and institutions operating in this field, enables them to establish contact with one another, to coordinate and correlate their programmes and promote the establishment of new programmes.



Miss Johanna R. Wolff, librarian of the Public Library at The Hague, talks to children in the Cleveland Public Library. She recently returned from the United States, where she studied on a Unesco Fellowship.

## EXPERTS TO DISCUSS EXCHANGES.

**P**ROBLEMS relating to the international movement of persons for educational and cultural purposes and the promotion of such interchange will be discussed by a meeting of experts to be held at Unesco House on the 9, 10 and 12 September.

Some of those invited to take part in the discussions come with long experience in the field of international cultural relations. They include: M. Marcel Abraham, head of the Cultural Relations department of the French Ministry of Education; Dr. Olaf Devik, of the Scientific and Cultural Department of the Norwegian Ministry of Church and Education; Dr. Girous, of the Ministry of Education of Czechoslovakia; M. R. Olgiati, Director of Swiss Aid to Europe and formerly Director of the Swiss Aid to War Victims; Miss Nancy Parkinson, Controller of the Home Division of the British Council; Mr. Donald Shank, Vice-President of the Institute of International Education in New York.

Some of these experts are from countries or agencies that have embarked only recently on this type of activity, or whose programmes have been considerably expanded during the post-war years. Among them are experts from the United Nations, the International Labour Office, the International Children's Emergency Fund and the World Health Organisation. Other agencies to be represented are: The British Committee for the Interchange of Teachers (by its Chairman and Director, Miss E.A. Ford); The International Federation of Workers' Educational Associations (by its President, Mr. E. Green); and the International Association for the Exchange of Students for Technical Experience (by its General Secretary, Mr. J. Newby).

It was the United Kingdom delegation to the Beirut Conference that first proposed that administrators of fellowship and other international exchange programmes in various parts of the world be given the opportunity to exchange views and benefit from experiences of others in the planning and realization of programmes.

## International Fellowships

**T**HE provisional agenda of the meeting includes aspects of the administration of international fellowships, such as publicity of opportunities, adequacy of stipends to meet reasonable needs in the recipients' country of study; ensuring that opportunity is

given for experience to be put to good use on the recipients' return home; financing travel to and from the country of study. The experts will study barriers to the movement of persons, such as shortage of foreign exchange, high costs of transportation, visa and other problems, legislation preventing students from abroad accepting part-time employment in their country of study, and they will consider the co-ordination and promotion of exchange opportunities.

A statistical commentary has been prepared by the Secretariat on existing opportunities for international study as reported in Volume I of «Study Abroad». While this survey makes no claim to being complete, nevertheless the commentary represents an initial attempt to analyze the returns comparatively, with a new technique and the conclusions reached should stimulate discussions on ways of co-ordinating existing programmes and promoting further opportunities in areas of especial need.

«Fellowships in the Unesco Programmes», a document prepared for donors of international fellowships, suggests ways in which study and travel grants may be used as a means of promoting priority projects in the Unesco programme. Working papers have also been prepared on the exchange of youth workers and teachers, fields to which Unesco has this year extended its collection of information and promotional work.

Discussions will cover the rôle of the United Nations and its Specialized Agencies, governments and private agencies and individuals in promoting exchanges. Finally, a paper prepared by the Departments of Social Sciences and Exchange of Persons will be presented on the development of standards of evaluation of exchange of persons programmes as they contribute to international understanding.

It is hoped to publish a summary of the discussions in the supplement to Volume II of «Study Abroad», early in 1950.

«Unesco should be, much more than a career, a vocation. What I want to assemble around me is a team whose members have different qualities and temperaments but are inspired by the same ideals».

Jaime TORRES BODET.



Miss Victoria Abelardo, of the Philippines, and Mr. Johannes Helgheim, of Norway, both Unesco Fellows, study audio-visual equipment at Columbia University.

# THE OUTLOOK FOR SOCIAL SCIENCE

By Dr. Arthur Ramos, Head of the Department of Social Sciences

It is perhaps rather early for me to have formed any definite impressions about the Department of Social Sciences, for I took up my post as Head of that Department only two weeks ago.

I found the Department carrying out plans and programmes for which a whole team of specialists and other qualified people, devoting their best energies and abilities to the work, is required. My first task will naturally be to help in carrying on these activities.

I have observed that Unesco's Department of Social Sciences is fostering three of the principal social sciences: Sociology, Political Science and Social Psychology.

Cultural Anthropology has not yet found its place in the Department's programme. Admittedly, in the « Tensions » project, a few problems relating to races and minorities are being tackled, but no regular attention has yet been given to the special problems of Man himself.

## THE BACKWARD PEOPLES

In my opinion, the study of this problem should be among the most important of the activities of the Department of Social Sciences. First of all, a general study should be made of the living conditions and the indigenous civilization of the backward peoples in their native places throughout the world; it would then be possible to consider them in comparison with the dominant cultures. In other words: a study of the life and culture of non-European peoples considered in relation to the decisive factors of European civilization.

In this connexion, a matter which I think Unesco should raise in its Department of Social Sciences is the question of the assimilation of the Indian and Negro peoples of the New World and of their introduction to our culture.

Unesco's work in this direction should be tied in with the activities already being carried on by certain institutions such as the *Instituto Indigenista Interamericano* in Mexico, the Afro-American Institute in Cuba and others.

Many questions involve more than mere listing of the data of the problem, and I should be glad if we could employ our hearts as well as our brains to find solutions for the many difficulties which confront a large part of mankind, principally the so-called primitive peoples or the backward, oppressed or « marginal » folk who have not yet received the benefits of civilization.

## UNESCO PLANS WORLD CENSUS of Works on Social Science

A draft *Code of Policies*, designed to furnish the necessary link between the general principles set forth in Unesco's Constitution and the detailed resolutions in the annual programmes, has recently been adopted by the Executive Board and is to be submitted to the Fourth Session of the General Conference for approval. Directives VII to X in this Code specify the Organization's aims, with particular reference to the social sciences, scientific knowledge, intellectual exchanges, and fellowships for travel and research, in order to develop between the peoples, « in mutual respect for their several cultures, the consciousness of human solidarity ». Directive VIII runs as follows: « Unesco will seek to improve and make better known the methods and findings of the Social Sciences; and, in particular, their possible contribution to the development of international co-operation and understanding. »

### NEED FOR PUBLICITY

With this in mind, the Secretariat has given attention to one of the questions most vitally affecting the progress of science and research—the fact that many memoranda, theses for the doctorate and monographs are not printed, so that numbers of libraries to-day possess no copies of such works at all. Actually, no scientific work can be really useful unless its results are publicized quickly and adequately. Work and publi-

cation are very nearly indissociable, as has been said. While, in most countries, industrial production has now reached a high level in comparison with the pre-war figures (as high as 150%), the same cannot, unfortunately, be said of scientific output—that is, the publication of works setting out the results of research. In humanistic studies, unpublished work might, for all that is known of it, never have been done. The situation of theses for the doctorate, particularly theses on literature and science, is important, for they constitute a considerable proportion of learned work on those subjects.

The result of such works, not being printed is, firstly, that students may deal with subjects which have already been studied by others in universities or faculties elsewhere and, secondly, that research workers and specialists are no longer able to obtain the documents and works they require from libraries. In many cases, the originals themselves have been lost as a result of the war, and the typed copies have been scattered or have disappeared completely. Some people object that most of these studies are of little scientific value, but what argument can be put forward when we think of those remarkable works or those writings of eminent professors for which no philanthropic publisher could be found? To take a concrete example, we need hardly remind the reader that such a work as Bergson's « *Essai sur les données immédiates de la conscience* » was a thesis for a doctorate. What would happen to advance of knowledge if such works had

remained unknown as typescript memoranda?

### THE DANGEROUS GAP

Viewed from the international level, this gap seems even more disastrous for the development of interchange between the peoples, for it preserves impassable barriers between specialists belonging to different nations. The exchange of printed books provides one possibility of international contact, and the spread of culture is one means, with the free flow of ideas and knowledge, of persuading the peoples of their sacred duty to help one another. Before we consider means of removing obstacles to the free flow of information and ideas, should we not begin by correcting the insufficiency of information itself? Article 19 of the Universal Declaration of Human Rights, in laying down the right of every individual to freedom of opinion and expression, also includes the right « to seek, receive and impart information and ideas through any media and regardless of frontiers ».

### REMEDY FOR SITUATION

What then are the remedies? The Director-General of Unesco has decided to take a preliminary census, confined to works on social sciences which have been presented to a university or academic jury since 1 January 1940. For this purpose, a

statements were made on behalf of the American Economic Association, the Royal Economic Society of Great Britain, the French Joint Committee, the Canadian Economic Association and the Statskonomisk Forening of Norway, announcing their adherence to the Association and thereby becoming founder members. It was also announced that Economic Associations in Sweden, Denmark, Finland, Belgium, the Netherlands, Australia, New Zealand, South Africa and India, were prepared to bring the question of adherence before their National Associations as soon as an invitation was issued.

National Associations of economists in Italy, Switzerland, Austria, Brazil and Mexico were suggested as future members. The position of Germany was made the subject of special discussion, the Economic Association there having been again constituted after having deliberately dissolved itself at the beginning of the Nazi Regime.

### Round Table Conference

It was decided to call the first meeting of the Council of the Association in September 1950 and at the same time, to

### FAMINE OF THE MIND

« Something like five per cent of all the human beings in the world have completed high school. Probably not more than one-fourth of all our fellow-men on this planet have even a rudimentary grasp of science, history, geography and the arts. Only half the human race can read or write... »  
« Unesco, since its foundation, has been giving priority in its work to educational and cultural reconstruction. No real progress in fighting the world's endemic famine of the mind can be made until reconstruction is completed—and it is far from being completed. The need for help the war-devastated countries is greater than ever... »

Jaime Torres BODET, Directeur-General of Unesco

letter has been sent to all Member States, asking them to communicate to the International Collaboration Division of the Department of Social Sciences, if possible before 31 December 1949, lists of such works—drawn up for each university, institute of higher education or academy—including the author's name, the full title and the number of pages of the work, mention of the degree obtained, and, if any, the prize or honours given, and lastly, the place where a copy of the work can be obtained. It is of direct interest to every university that a list of such works should be published, and, in some countries, the Ministry of Education has already arranged for the centralization of such information on a national scale. The census should make it possible to draw up, first of all, an international index system, with an analytical catalogue arranged by subjects.

Several different possibilities can later be considered—if the necessary funds are granted; for instance, the best of these studies might be reproduced on microfilm for supply to all specialized libraries, or printed by the way of special grants-in-aid.

In this way, we shall be able to pursue one of Unesco's fundamental purposes—to assist in maintaining and diffusing knowledge by initiating methods of international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them, and by promoting the international interchange of scientific information.

J. E. GODCHOT.

## SOCIAL SCIENCE

# ORGANIZING RESEARCH

hold a round table conference on: « Long-term economic problems of international balance ». It is hoped that such round table discussions, which are to be among the principal activities of the Association, will provide authoritative statements as to the present situation of economic thinking on some of the outstanding questions of international importance.

As such, the reports of these discussions may prove of value not only to research workers but also to those engaged in the teaching of advanced economics throughout the world, and to practical administrators concerned with economic policy. Another notable activity of the Association, it is anticipated, will be to assist national economic bodies to come into being in the many countries where at present no such organisation exists.

The sociologists and political scientists are following hard upon the heels of the economists in organising internationally. In September 1949 an international meeting of sociologists at Oslo will be taking the final steps to constitute an International Sociological Association, while a meeting of political scientists in Paris during the same month is expected to set up an International Political Science Association. An International Comparative Law Association is also in process of formation under Unesco's auspices.

### Help from Unesco

As part of this function of promoting international activity in the Social Sciences, Unesco is also giving assistance to social sciences associations already in existence. The International Studies Conference is holding a plenary session in Paris, 29 August - 3 September, part of which will be devoted to Unesco's work. The Conference of the International Union for the Scientific Study of Population Problems, which is being held in Geneva, 27 August - 5 September, is examining on behalf of Unesco the problems involved in the cultural assimilation of immigrants.

The International Association for Applied Psychology, which is holding its ninth congress in Berne, 12 - 17 September, is likewise giving special attention to the field covered by the Tensions affecting International Understanding Project. In this work of facilitating and encouraging international organisation on the part of the Social Sciences, Unesco is pursuing one of its principal lines of policy: to give every possible assistance and incentive to social scientists everywhere to direct their efforts upon the key problem of the age—how the peoples of the world can learn to live together in mutual helpfulness and peace.

### UNESCO SOCIAL SCIENCES DEPARTMENT

In the autumn of 1949, the Social Sciences Department of Unesco for the first time will be at full strength. Dr. Arthur RAMOS of the University of Brazil has taken up office as head of the Department; Dr. Robert C. ANGELL of the University of Michigan is succeeding Dr. Klineberg as head of the Tensions Project; and Dr. Walter SHARP of the City College of New York is directing the International Collaboration project.





# "HALF THE WORLD'S POPULATION IS ILLITERATE"

A Message from Dr. Jaime Torres Bodet, Director-General of Unesco, to the Seminar on Illiteracy in the American Continent, meeting at Quitandinha, Brazil, from 27 July to 3 September 1949.

**Y**OU are meeting to consider one of the most disquieting problems of our century. I mean the illiteracy of millions of beings whom we call in all seriousness our brothers — as indeed they are by nature and potential ability — and on whose shoulders we lay a burden of civic duties no different from those that we ourselves accept. Yet despite the right of all men to culture, these, our brothers, remain under the yoke of ignorance. They are excluded by poverty from that equality which is theirs by law. They are victims of a situation which we have done nothing to bring about, but for which, knowing and admitting it as we do, we must assume the responsibility if we take no practical and effective steps first to lessen, then to remedy, and finally to abolish this evil through our combined efforts and our unanimous will.

On 10 December 1948, at the General Assembly of the United Nations, the representatives of all the American countries adopted a Declaration, of which article 28 reads as follows :

*« Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit ».*

Brave words. But how much are they worth, if, in the Latin American community alone, millions cannot read them? If the rest of the world is added, the problem becomes even more desperate : half the world's population is illiterate. In this age of aeroplanes, radio and nuclear physics, half the human race has still not learnt to read and write. When we speak of Human Rights, we shall do well to bear in mind that, as things stand, one human being in every two is unable to claim respect for those Rights in writing.

Nor is this the whole picture : the incidence of illiteracy is far from uniform ; in some regions there are no illiterates but in others only a tiny minority of the population enjoys the privilege of being able to read. *There are great areas where men and women can do no more than scrawl, at the foot of the orders they receive or of the commitments they enter into, the symbol of a great martyrdom : a cross.*

## The Defences of Peace

**U**NESCO, which was created to build the defences of peace in the minds of men, must ponder on the nature of the peace which it is to prepare and strengthen. Is it the peace of slaves, who know not but to yield? Or is it the peace of men, of men made free by awareness of their destiny, and by intelligent and active sharing in a common liberty, to redeem mankind?

*Without universal education the ideal of freedom is no more than an*

*unpaid debt, a dangled deceit. The problem of illiteracy is of course one of education. But it is more than this: it is a universal tragedy which affects us all directly and which is at once economic, political and social in character.*

Some may think it of little importance. There is, they may say, little relation between the cultural level of a country and the number of its people able to read and write at any given moment. There were more illiterates in the France of Louis XIV than in the France of Napoleon III, yet the age of Racine, Pascal and Molière was not on that account inferior to that of Thiers, Renan and Victor Hugo. There was perhaps more reading in the Spain of Isabella II than in 16th century Spain. Yet the latter period cannot boast a poet such as Lope de Vega, a playwright such as Tirso de Molina, or storyteller such as Cervantes. There were more illiterates in Shakespeare's than in Dicken's England ; yet neither did diplomas add lustre to Pickwick's adventures, nor did the lack of schools

*I would not warn you against sophistries so glaring, were it not daily apparent that minds which seem the keenest, and hearts which seem the scoundrest, are being infected by the false notion that progress is a material investment, a kind of merchandise, and that with a little capital and a handful of skilled technicians we can save whole centuries of time in our fight for civilization. There can be few attitudes more dangerous than that of one whose vanity and superficiality leads him to think that the mere purchase of a gramophone and a plentiful collection of records makes him the equal of a Beethoven or a Bach.*

No one, however wealthy, is rich enough to purchase either the title deeds of genuine progress or its effective enjoyment. Peoples, like individuals, must choose one of two courses : either they may copy the blue-print of an artificial type of economic development, which must prove transitory and vain ; or they must progress by their own efforts, tackling each problem from its beginning, which calls above all for humility and

*balanced plan of social advancement. Any plan for technical assistance must rest — often directly — upon a vigorous educational campaign ; and where illiterates are numerous, any educational campaign must presuppose an energetic struggle against illiteracy.*

## What Illiteracy Means

**S**OME years before I entered the Organization to which I now belong, I took part, in my own country, in a national literacy campaign. During the examination period, I visited a rural community which the inspectors had described to me as one of the keenest and most determined of the campaign. In a straw-thatched hut, a girl volunteer was teaching reading and writing to a group of peasant women. For black-beard she had a yard or two of shabby dark cloth. After the learners had read me a few passages, I asked one of them, the oldest, to write out two or three sentences which I picked from the primer the teacher was using. Without hesitation she wrote out the words I dictated.

But I was disturbed, less by her spelling mistakes than by a certain machine-like swiftness which suggested the motions of an automaton. I asked her to write her own name, and saw at once that this was an untried task for hand and mind alike. She took the chalk hesitantly, and very slowly, letter by letter, began to trace her name. When she had finished she read it out several times under her breath. Then suddenly, to everybody's surprise, she burst into tears. There was certainly no bitterness in that weeping ; its real cause was surely the surprise of finding her real self, suddenly, after so many years of ignorance, during which that self had been absent in exile.

In those few shaky, ill-formed strokes, she saw herself more clearly than in a mirror—humble and obedient, bowed down by her poor past. And were not those triumphant tears a lesson to us all, and an immense forgiveness?

*Time presses. We cannot leave millions of men and women unjustly isolated and cut off from our life because the soil of their mind is untilled. In coming to this Seminar, you, the teachers of America, have undertaken a responsibility to which I pay tribute with respect and gratitude.*

May your work be crowned with success. But how can we doubt of success, when the task is so noble and you meet in this magnificent land of Brazil, of which Stefan Zweig has said in a famous passage : « The bountifulness of life itself causes freedom to flourish ».

*There are great areas where men and women can do no more than scrawl, at the foot of the orders they receive or of the commitments they enter into, the symbol of a great martyrdom : a cross.*

deny laurels to the author of The Tempest.

Such arguments put the question in a false light, and those who use them are equivocating. Equally misleading is the assertion that in some communities the illiterates are to be preferred as human beings to those who have been through the schools ; that the value of giving an illiterate the power to read what may not have been worth writing is dubious ; or, as stated by a great South American, that men of America need the alphabet less than they need the plough and the hammer.

All these excuses — or, if you will, these apologies for illiteracy — imply some criticism of the kind of life that awaits the ignorant when, though still unlettered in the strict sense, they are no longer illiterate. Such criticisms may seem plausible. But do they really detract from the importance and urgency of the question? Do they not denote a paradoxical superficiality? Far from facing the problem squarely, do they not deliberately elude it?

The mere fact that illiterates exist, who are harder-working and pleasanter to deal with than university graduates, does not mean that universities are necessarily havens of laziness or bitterness ; the fact that ploughs and hammers are necessary does not mean that books or newspapers are not ; the fact that there were many illiterates in the years when gifted writers composed Don Quixote or the alexandrines of « Phédre » gave no reason, still less encouragement, to Cervantes to invent the adventures of the Knight of the Lions, or to Racine to describe the fateful loves of the stepmother of Hippolytus.

perseverance — and, in a word, for education at all possible levels.

## Scheme for Technical Assistance

**Y**OU have probably already heard some comment on the Scheme for Technical Assistance evolved jointly by the United Nations and the Specialized Agencies. Unesco shared in the preparation of this plan, and its General Conference will next September decide what programme and budget should be adopted to afford technical aid to under-developed countries from 1950 onward.

We shall bring to this vast undertaking our keenest enthusiasm and our best endeavours. If we obtain the approval of the General Conference, we shall, in agreement with the countries concerned, investigate their most pressing needs with the object of sending them missions, teachers and advisers whose essential task will be to create, without detriment to the cultural individuality of the country, more favourable conditions for the development of technical education and scientific investigation.

I am convinced of the benefits which this plan offers to many of the world's peoples ; but it is also my belief that none of those advantages will be lasting unless a high priority is given to education. Hence the vital importance which I, as Director-General of Unesco, attach to the work you are now undertaking.

*The teaching of reading and writing is not an end in itself; it is, however, a means to an end and an essential part of any well-conceived and well-*



## PROGRAMME By Guido Piovene

OF all Unesco's activities, those connected with Arts and Letters, are, if not the most difficult, at least the most delicate. They are based on a fundamental tenet of modern thought — that appreciation of art is essential to the mental and moral health of everyone. Any weakening of artistic feeling in mankind in general indicates a decline in the moral sense and prepares the way for outbreaks of violence. Only men endowed with some imagination and, I might almost say, some creative imagination — which, fortunately, is within the reach of all — can understand others; if the artistic sense were to disappear from mankind or were to become the monopoly of a jealous and exclusive caste, the world would be a desert of dreary crime and bloodthirsty folly.

The preservation of the artistic sense where it now flourishes, and its dissemination and fostering where poverty, ignorance or the mechanization of life have choked it, are closely bound up with Unesco's purposes. It is principally through their art that the peoples draw close to one another and reach intuitive understanding; and to induce them to know and love their fellows through art, in a world in which artistic appreciation has become general, is to induce them to know and love what is deepest and most characteristic in their fellows. The difficulties are great. While, on the one hand, Unesco's efforts must be directed towards the mass of ordinary people, in order to prepare them to receive the message of creative minds, and thus come under the heading of dissemination, in other respects, the Organization's activities border on creation itself. We know that no rules can be laid down for creative activity and that, in every age, artists have asked only to be left to work in peace. But there would be serious gaps in Unesco's work if the Organization could not secure their willing co-operation.

### Unesco's Tasks

Unesco is already doing much to popularize art. We cannot give even a scanty idea of that work in a few lines; let it suffice to say that one of Unesco's most important tasks in the field of literature is to encourage and promote the translation and publication of the classics of every country's literature, particularly in lan-

guages in which they have never hitherto appeared. For instance, many masterpieces from other cultures will be introduced into the Arab world. In this way, it will be possible to incorporate in the life of every people vital elements which have so far been lacking. The same purpose is served by travelling exhibitions of colour reproductions of masterpieces of painting; thanks to such reproductions, which have reached a very high degree of technical excellence, these masterpieces will be known in countries they could never have reached by other means. Furthermore Unesco has undertaken to make a catalogue of all recordings of classical and popular music, and to foster their circulation throughout the world, thus opening up new paths for musical interchange, which is to-day so diffi-

cult. One division in Unesco is dealing with the fundamental problem of the arts in education. Appreciation of art must be aroused and cultivated in men and women from their earliest years, in the schools themselves. By keeping their artistic sense alert, we can preserve their mental balance and give them a potent instrument to help them to understand and love others.

### Two Fronts

Unesco's work is always carried on, however, on two fronts. Every one of its activities must contribute, directly or indirectly, to the welfare of mankind as a whole; but each of those activities is also designed to enlist the intellectual leader of the world in this common task. Unesco



"Museums are becoming an increasingly important factor in the education of adults and children alike".

must not forget that one of its duties is to bring to artists, as to all creative minds, a new hope and new influence, a new persuasive force. Artists have too often fomented division and hatred between men; and it would be sad if the development of the artistic sense among the common people resulted only in opening their minds to new notions of violence — which is always a possibility. The present-day artist is conscious that, if his work cannot flourish as a part of international life but remains confined within the borders of a single nation, it has in it something ineffectual, almost unreal. Artists of nations which are less favourably situated, whose art has difficulty in overstepping frontiers, are thus almost inevitably driven to confuse the radiating power of art with political might, and to encourage among their people either the suspicious isolation of those who turn their backs on the world, or the aggressive tendencies of those who would subjugate it. It is not for Unesco to offend artists by vain preaching, to which they would, in any case, remain deaf, but to bring them to live and act naturally as world citizens, so that the international outlook may become second nature to them. The enquiry which Unesco is carrying out among artists throughout the world on the obstacles of every sort — political, economic, or moral — which deprive their art of complete freedom (an enquiry which may lead to practical results by the irresistible force of evidence alone) is, in our opinion, an instance of the unobtrusive work which Unesco can legitimately do to foster artistic creation. The ultimate aim of Unesco is to ensure that the definition of artists as free citizens of a world which desires to be free, may be understood in the fullest sense and become an accepted truth.

## THE MUSEUMS DIVISION

ONE of Unesco's objects is to give a fresh impulse to education and the spread of culture, to try to extract from man the quintessence of his emotional and intellectual gifts so that he can use them creatively and constructively.

Part of Unesco's work in this sphere bears on museums which, through the display of objects, preserve, exhibit, explain and illustrate the record of all human activity, thus increasing man's knowledge of himself and of the world in which he lives.

The programme of the Museums and Historical Monuments Division covers museums of art, history, archaeology, ethnography and folklore, science and technological museums, health museums, natural history museums, planetaria and botanical gardens.

Unesco's task is to consider these institutions from the standpoint of museography which covers the problems common to all museums — organization and administration, the preservation of collections, their installation, their display and, as a logical consequence, their educational message.

Museums are assuming an ever greater place in school curricula, and becoming an increasingly important factor in the education of adults and children alike.

It is this aspect of their work that particularly interests Unesco, for their value as repositories of knowledge is practically unlimited. They speak more eloquently even than books, and are hampered by no barriers of language.

They are an ideal means of promoting friendship and understanding between the nations, and thus advance Unesco's main purpose.

However, each must not work solely in its own sphere. Exchanges of information and views are essential. It will be one of the tasks of the Division to assemble and disseminate such information, on the one hand, and especially, through the review «MUSEUM», and, on the other, through close co-operation with the other programme sections of Unesco, like those for Education, Fundamental Education, the Popularization of Science, and so forth.

The International Council of Museums, which works in close co-operation with the Division, is the central agency for professional contacts.

If, today, education is the basis on which to build a more united world, culture is no less necessary if that world is to be harmonious and civilized.

## ART IN GENERAL EDUCATION

WE are all artists in varied degrees. For life itself is an art which we practise well or indifferently, in ways that are routine or inspired. But everywhere and always, in primitive and civilized communities, in prehistoric as in modern times, some people have been recognised as more artistically endowed than others, as having such skills and awareness as to mark them out as specialists.

They are the avowed artists. Consequently, and unfortunately, there has been a complementary tendency to assume that those with less obvious artistic abilities were not capable of any kind of creative expression; they had «no eye for painting, no ear for music». Increasingly, this opinion is being discredited.

In the process of initiation to life which is commonly known as education, the arts in various times and places have received greater or lesser emphasis according to the points of view of those charged with educational direction. Until quite recently, in most of the Europeanized systems of education, the main emphasis was placed on intellectual and physical training, with the arts relegated to a less important position as decorative frills on the borders of the serious business of rational and practical learning, the basic grounding in the three R's and the hard grinding of facts.

### Education through Art

NOWADAYS, as a consequence of many pioneer experiments and researches in the past fifty years and of increased psychological knowledge, many educators in many places doubt the real effectiveness of rigidly exclusive systems of intellectual education; some educators in some places are

putting more emphasis on methods of education which include the arts, whilst a few educators in a few places advocate and practice entire education through art. For them art is not just a part of education; it is the means of education.

Behind such changes in educational practice, there is usually a feeling that one of the chief causes of individual unhappiness and general unrest in the contemporary world is to be found in those processes of civilization and systems of education which tend to classify and divide, to oppose intellect and intuition, to separate work from play, to offset earning a living against enjoyment of leisure. At this critical phase of human evolution, when in science, economics, religion, and politics the trend appears to be towards split and fission, dualism and opposition, ordinary men and women sense the deepest need of spiritual and moral values to balance intellect. They need to live by feeling as much as by thought; they require ritual and pageantry as much as food and knowledge. We must then recognize the value of the arts to unite and harmonize, not merely recuperating sick minds and bodies, although the therapeutic power of art is indisputable, but expressing whole and zestful health.

It is in this light that the project for Art in General Education takes its place within the wider Unesco task of seeking to unite the peoples of the world by means of greater knowledge and understanding. Art is often described as the universal language, but this is an obvious half-truth which we accept with reservation knowing well that the arts of one people need interpretation to another and that each different kind of art

requires some measure of technical knowledge for its full appreciation.

### A Process of Creation

WHAT is in fact universal is the process of creating art. It is for this reason that the Unesco project is more concerned with educational means than with artistic ends, seeking to explore by research and enquiry what is being done in various parts of the world by all kinds of people in the fields of visual arts and crafts, music, dance, drama and creative writing in the domains of primary, secondary and adult education. Through the medium of a clearing house and in the pages of a quarterly bulletin entitled «Art and Education» this project serves to exchange news and views of what is being done from one place to another, from individual to individual, from group to group, without seeking to impose or endorse any sectional style or theory.

As the project develops it is intended to arrange for the mutual circulation of informative exhibitions, to encourage and, as far as possible, sponsor the exchange of specialists, teachers and students. In particular, since the approach to the arts as a means of education is still very much in the experimental stages in most countries, it will be desirable to keep in close touch with new developments and to foster special studies and research. The possibility of establishing an International Committee to further such developments is now under consideration.

So it is that through the arts the defences of peace may be constructed not only in the minds of men but from their hearts and through their hands.



# A TRIBUTE TO FRÉDÉRIC CHOPIN

**F**REDERIC CHOPIN, the Polish composer whose work represents the acme of pianoforte composition, died in Paris on 17 October 1849, in an apartment in the Place Vendôme. The first centenary of his death is being commemorated this year throughout the world, but on a particularly large scale in Poland, and in France, the country where he lived and became famous.

Unesco could not let this centenary pass without paying its own tribute, and since the beginning of the year projects have been under preparation :

(1) the foundation of two scholarships in Paris for young Polish composers.

(2) the publication of a complete catalogue of the recordings of the works of Chopin.

(3) the organization of a concert consisting of compositions specially written for the occasion by a number of prominent living composers.

## SCHOLARSHIPS

**T**HIS project entails the financial co-operation of the International Music Fund, of which Serge Koussevitsky, the conductor of the Boston Symphony Orchestra, is the Chairman. Thanks to it, two young composers from Chopin's own country will come to Paris, as the master himself came in 1831, to benefit from the wonderful environment the city still provides for artists from all four corners of the earth.

So far as Chopin is concerned, there are few other composers so many of whose works have been so frequently recorded and played, for that purpose, by so many different artists. Unesco has embarked on drawing up as complete a catalogue as possible of these recordings. By the time this issue of the «*Courier*» goes to press, this catalogue will have already appeared in the shape of a 240-page volume edited by M. Armand Panigel, with an introduction and commentary by M. Marcel Beaufils.

## A CONCERT

**O**N 3 October, two days before the closing of the Fourth General Conference of Unesco, there will be a concert at the Salle Gaveau, consisting of the first performance of "Homage to Chopin", a series of ten pieces of chamber, vocal and instrumental music. These works have been specially written for the occasion at Unesco's request, in memory of Chopin, by the following composers :

Lennox Berkeley  
Carlos Chavez  
Oscar Esplà  
Jacques Ibert  
G.-F. Malipiero

Bohuslav Martinu  
Andrzej Panufnik  
Florent Schmitt  
Alexandre Tansman  
Heitor Villa-Lobos.

These masters of contemporary music, have expressed, in music, their admiration for the great Polish composer. The concert of 3 October is being arranged in association with Radiodiffusion Française, and will be broadcast both in France and abroad, the following artists taking part: the pianists Héliène Pignaret and Arnaldo Estrella, the singer Irène Joachim, the cellist Maurice Maréchal, the Calvet Quartet and the Marcel Couraud Choir.



FRÉDÉRIC CHOPIN  
Pencil drawing by Lehmann

# Freedom of the Artist

**W**HAT, in the modern world, is the position of the artist? Or rather, what position is assigned to him? In the past, his position has always been admired, yet precarious. Is it not even more precarious in a time of upheaval like the present? Can he, in the world of today, do his creative work under the best conditions? What is his relationship to society and the State? Is he helped or hindered? What social, economic and political influences interfere with the performance of the artist's function? What measures have been or can be taken to remove or lessen these

hindrances? How can the working conditions of the artist be improved and his full freedom assured?

Such are the difficult problems which Unesco has been called upon to clarify, if not to solve, by instituting an enquiry with the active participation of artists throughout the world. A questionnaire, prepared by the Unesco Secretariat after consultation with a committee of artists and authors, on the subject of the freedom of the artist today has accordingly been sent to artists and to artist's associations. This questionnaire is neither theoretical nor abstract. It asks de-

tailed questions and tries to cover all the various moral and material difficulties with which the artists of today may have to contend. It is intended to elucidate the facts.

Apart from the examination itself, the Secretariat of Unesco is assembling the fullest possible information on the difficulties that the artist meets with to-day in the free performance of his function. The object here is to assemble facts of importance, official documents and written information from artists themselves, all of which will be brought to the knowledge of the public through a bulletin published every two months.

While, however, the examination is designed to clarify the difficult problem of the freedom of the artist in the modern world, Unesco does not intend to confine itself to mere theoretical speculation. Such an examination, if it is to be of any use, must lead to concrete results. It must enable Unesco to present, to the Florence General Conference, definite projects that shall form a basis for action.

## LIBRARIES' TASK IN COMMUNITY EDUCATION

**I**N recent years many people who work in public libraries have become dissatisfied with their traditional passive role of dispensers of books when more active methods were obviously needed to help the average person meet the complex problems of to-day. Now many public libraries are taking increasing responsibility for the continuing education of people in the communities they serve. They collaborate closely in the educational work of clubs, labor unions and

other such organizations and stimulate thinking and reading on important topics through library-organized programmes of discussions, forums, lectures, documentary films, radio listening groups, exhibitions and so on.

Some of these activities are carried to rural areas through «*bookmobiles*» — libraries in trucks, often equipped with film projectors and phonographs — and through programmes arranged by the bookmobile staff in schools and

farm houses. Such activities have been so successful that in many communities the ordinary citizen now turns to the public library as the main local centre of popular education.

### MILLIONS WITHOUT LIBRARY SERVICE

**U**NFORTUNATELY, in even the most highly developed countries from a library point of view only some — far from all — of the public libraries play such an active part. In fact, millions of people are without public library service of any kind. One of Unesco's tasks therefore is to promote the development of library service in towns and rural districts now without it and to encourage existing libraries to do a more complete job in the field of popular education.

This year Unesco's work in this area is being carried out mainly through publications. One is a «*Public Library Manifesto*», a brief statement in simple terms of the standards of service endorsed by Unesco. Printed as a leaflet and a poster in six languages, it will be displayed and distributed by public libraries throughout the world.

Ready for issue soon will be four books on basic public library problems — the modern public library in the community, bringing service to people in outlying areas, work in adult education and the professional training of librarians. Published in five languages, these books should be very helpful to librarians, educators, government officials and others who are responsible for bringing effective public library service to the people.

«*The consultative educational mission is perhaps the most direct method of bringing to bear on the problems of one country the accumulated experience of a number of others. This year, for the first time, Unesco undertook to organize such missions at the request of Member States.*»

Jaime TORRES BODET.

★  
To celebrate the bicentenary of Goethe's birth on August 28, South African schoolchildren prepared drawings and paintings for an exhibition at the Mannheim Art Gallery.  
★

**L**IGHT, wind, storm, the free elements of nature, are all universal and the same throughout the world. Whether in the desolate wastes of the Arctic or the hot and steamy jungles of Africa, the virgin forest of the Amazon, the steppes of Siberia or the savannas of Patagonia, the same phenomena move in the atmosphere, giving it life, stirring it, warming or chilling it, and giving it colour.

Man, through his senses, interprets what he sees and feels in that light, then transforms it and fixes it in art — art which is more or less enduring according to the human warmth and the force of social significance with which he imbues that interpretation of nature and its phenomena.

All the great civilizations of ancient times have understood this, from the primitive cultures of Mesopotamia and Egypt, India and China onwards. So, too, have the great corresponding civilizations of America, Mayan, Aztec and Inca. Thus, in all of them, we find an astonishing similarity of themes and symbolism in the major and minor arts of their peoples.

A large expedition, organized and sponsored by the Mexican National Institute of Anthropology and the

zation of the First Mayan Empire. The city of Palenque, rich in legendary ruins, was the abode of the chief Mayan nobles and priests, where they built their most sumptuous palaces and temples.

### PALENQUE DISCOVERIES

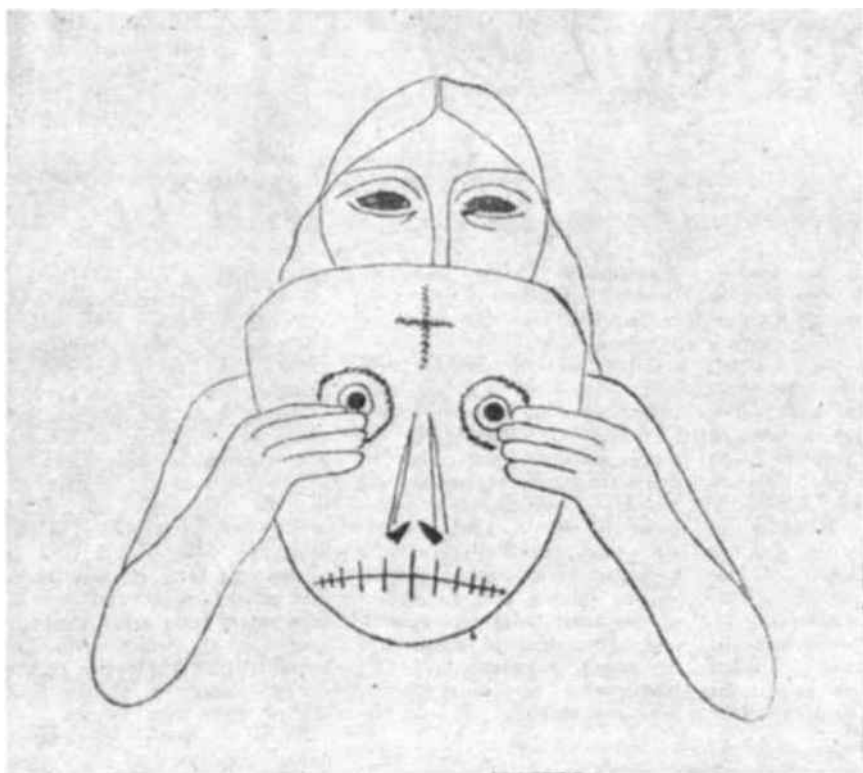
**T**HE expedition explored the Temple of Laws and brought to light ancient reliefs and paintings. The Mexican archaeologists discovered that these paintings in the temple were superimposed on others, and they finally found 20 distinct layers bearing witness to different eras in the flowering of Mayan culture. The tombs of the Mayan nobles buried in Palenque have yielded to Mexican historians a number of pottery specimens and symbolic statuettes. And it is in those objects — the expression of what might be called a minor art — that we may see the first signs of what has been the distinguishing characteristic of Mexican civilization up to the present day: the awe and gratitude of the people of Mexico for the splendid panorama, bathed in so rare a light, that lies around them.



AFRICAN DANCE,  
 by Josefina Rojas Hudson

# ART IN CENTRAL AMERICA

By Ricardo ENQUIN



THE MASK

Society for Andean Exploration has just returned to Mexico City. After three months' intensive work in the ancient city of Palenque, situated in the forest region near the Guatemalan frontier, the expedition made a number of discoveries which have enriched our knowledge of the civili-

### PAPER AND STONE

**I**T was that light of the Valley of Mexico, at once harsh and pellucid, which, in an Aztec era before the time of Cortes, shone on the pretty fretted paper hanging on the stone statues in the temples. The Conquistadores were in fact amazed to see the stone gods adorned with ornaments and streamers of paper. Paper and stone. Two such different things — the one frail, requiring refined and delicate sensibility; the other solid, suitable for great enduring masses. Yet the union of these two substances perfectly symbolizes Mexican art: the dualism of the grandiose and the ephemeral.

Mexican native paper is an important cultural factor in the country's history. Witchcraft and idolatry, totemism and ancestor-worship still endure almost unchanged and linked, in many forms of art, with paper.

Before the time of Cortes, the Aztecs used to adorn those taking part in their solemn processions with garlands of painted paper. It was also their custom to deck with paper robes the bodies of the illustrious dead, whether they were warriors slain in battle or powerful merchants.

### ART AND FEATHERS

**T**HE same luminous air which stirred the ornamental papers, blew from hill to hill and from valley to valley; it passed into the Indians' lungs, to issue forth in music played on primitive flutes; and in that clear air beautiful multi-coloured birds would fly, covered with delicate plumage. The plumage was used by the ancient Mexicans to produce another great and characteristic form of art—that of the feather-worker, shaping the long gaily-coloured plumes into ornaments, devices and crests. The wind itself was at last caught, fashioned and set for all time in the native pottery.

The symbol of the wind is remarkable for its constant hold on the popular mind in Mexico. More than four centuries removed in time from the earlier world, the themes of fire and wind, traditionally associated, are still used in Mexican pottery and ceramics.

### WIND SYMBOLS PREDOMINATED

**I**N the Mayan and Aztec Empires, those phenomena were the centre of complex philosophic systems and of religious ideas.

Pots for cooking on the fire are always ornamented with wind symbols (spirals, crossed-spirals, swirled arrows). Such representations of the wind theme are always flat, never in relief. Repeated close to one another on a common earthen cooking pot, they combine to give the whole a peculiarly dynamic effect, savouring strongly of the primitive.

Thus we come to present-day Mex-

ico, leaving behind the vigorous and impressive art of the Maya and the Aztecs. The art of great stone sculpture has given place to the art of metal jewels, earthenware toys, cut-out paper, painted pottery and delicate featherwork — in all, the delightful popular art of Mexico.

The Indian chroniclers tell that when the Spanish ships and the Conquistadores loomed over the horizon of Anahuac — as the whole region from the coast to the city of Mexico was called — a doleful voice was heard lamenting in the darkness of the night and crying: « We must go, my children. Our gods are dead and we must die with them. »

In reality, what died was only one part of a great civilization. Wind, light — that incomparable light of the Valley of Mexico — fire — that element in which stone and water, colours and music blend in such perfect harmony — all these have endured.

And the Mexican people have also endured and developed; a people able to reproduce faithfully all the familiar elements of nature, a people that not only take nature's gifts, but also gradually change and mould nature to their own measure.



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