

REPORT ON
THE PROGRAMME OF THE
United Nations Educational,
Scientific and Cultural
Organisation

PREPARATORY COMMISSION
UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANISATION

1946

370

H6

UNESCO/C/2

September 15th, 1946.

REPORT ON
THE PROGRAMME OF THE
United Nations Educational,
Scientific and Cultural
Organisation

PREPARATORY COMMISSION
OF THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANISATION
1946



PRINTED IN GREAT BRITAIN BY
THE FREDERICK PRINTING CO., LTD.,
23, LEONARD STREET, LONDON, E.C.2.

CONTENTS

GENERAL INTRODUCTION	5
----------------------	-----	-----	-----	-----	-----	---

CHAPTER I

UNESCO IN ACTION	13
------------------	-----	-----	-----	-----	-----	----

CHAPTER II

UNESCO AND EDUCATION	29
----------------------	-----	-----	-----	-----	-----	----

CHAPTER III

MASS COMMUNICATION	49
--------------------	-----	-----	-----	-----	-----	----

CHAPTER IV

LIBRARIES AND MUSEUMS	69
-----------------------	-----	-----	-----	-----	-----	----

CHAPTER V

NATURAL SCIENCES	87
------------------	-----	-----	-----	-----	-----	----

CHAPTER VI

THE HUMAN SCIENCES	103
--------------------	-----	-----	-----	-----	-----	-----

CHAPTER VII

THE CREATIVE ARTS	121
-------------------	-----	-----	-----	-----	-----	-----

APPENDIX

INTRODUCTION	145
--------------	-----	-----	-----	-----	-----	-----

PROJECTS ALREADY UNDERTAKEN	147
-----------------------------	-----	-----	-----	-----	-----

PROJECTS TO BE UNDERTAKEN IN 1947	151
-----------------------------------	-----	-----	-----	-----

PROJECTS TO BE UNDERTAKEN SUBSEQUENT TO 1947	161
--	-----	-----	-----	-----



GENERAL INTRODUCTION

[The general form and dimensions of the task before the United Nations Educational Scientific and Cultural Organisation were outlined by the London Conference of November, 1945, at which its Constitution was drafted. It was there laid down that the title of the Organisation should include Science as well as Education and Culture, and that Unesco (as it then became) should pay special attention to "the means of mass communication"—of which the chief are the radio, the press and the film—to "advance the mutual knowledge and understanding of peoples." The two major purposes set forth for it were to contribute to peace and security, and to advance the common welfare of mankind—in both cases, of course, through education, science and culture. Further, in the Preamble stress is laid on the need to dissipate "ignorance of each other's ways and lives" between peoples, to combat the false doctrines of "the inequality of men and races," and to promote the democratic principles of the "dignity, equality and mutual respect of men."

The Preamble further asserts that "the wide diffusion of culture, and the education of humanity for justice and liberty and peace . . . constitute a sacred duty which all the nations must fulfil"; and affirms that "the peace must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind." Accordingly, the States members, "believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives."

These are high aims and noble principles, many of them never previously affirmed in any international document. It will be for Unesco itself, working over a long period of years, to translate these aims and principles into concrete realities. Meanwhile it has fallen to the Preparatory Commission, during its brief span of existence, to make some practical suggestions as to the kind of programme on which Unesco should first embark.

Suggestions flowed in from many quarters—from governments, delegates and expert advisers, from organisations both national and international, from individuals, from Unesco's own secretariat. These suggestions were tabulated, underwent preliminary sifting and analysis by the Secretariat, were submitted to thorough discussion in the specialist committees of the Preparatory Commission and at the July meeting of the Commission itself, written up for submission to the Executive Committee in August, and finally once more worked over in detail and re-written in final form in time to be sent out to Member Governments in September.

The Preparatory Commission in July assigned priorities to the various projects. First priority was given to work which it was important to begin at once, in order to have some tangible results to present to the November conference. This included everything to do with relief and rehabilitation, whether in science or education, in library work or radio or artists' materials. It also comprised certain other urgent work such as the preparation of a comparative and critical study of anti-illiteracy campaigns and mass education : the preparation of a *World Conference on Training in International Relations* : the initiation of surveys of school text books to remove sources of international misunderstanding, of the place of the arts in general education, of population problems in relation to cultural patterns, of methods of colour reproduction, of obstacles to the flow of information across national boundaries ; the preparation of international conventions on copyright and on educational and scientific films ; the publication of an anthology of suffering and resistance from Axis-occupied countries ; and the initiation of a translation bureau or panel, with the listing of works which ought to be translated.

In the appendix to the present volume, these projects are listed under the head of *Work Completed or in Progress*. Next follows the heading *Work to be Started in 1947*, which is equivalent to Priority II of the July meeting. This category includes the majority of the projects. The third and fourth priority projects have here been included under the head of *Work to be Started at Some Later Date*.

Functionally, it was realised that the various projects would fall under one or other of three main heads. First, those which would promote peace and security directly (naturally within the limits of Unesco's competence). Secondly, those which would promote human welfare directly (in other ways than by promoting peace and security), by means of the applications of the science and the arts. And thirdly, those which would encourage education, science or culture directly, in the belief that they would ultimately promote either peace and security, or human welfare, or both.

This width and multiplicity of function produces a first impression of diffuseness and scattering in Unesco's programme. But, granted the width and multiplicity of objective inherent in Unesco's title and laid down in its constitution, it was inevitable. Furthermore, second thoughts show that a real unity of purpose exists behind this multiplicity of detail. And that unity of purpose is based upon the unity of human mental life. Unesco is concerned with all the higher mental activities of man, from abstract reasoning and pure science on the one hand to music, painting and architecture on the other ; and is concerned with them in all their different spatial manifestations in different parts of the world, and in all their temporal manifestations in the manifold course of history.

Even the brief experience of the Preparatory Commission has shown that this comprehensiveness is right. The ardent scientist finds that he has to work with the equally ardent artist ; the

academic scholar has to accommodate himself to the requirements of the radio expert ; the professional educator finds his subject regarded by the sociologist as one of the fields of applied social science ; the up-to-date industrial scientist or the zealot for ultra-modern art finds the historian holding up to him the mirror of human history ; and the statically-minded among classicists or philosophers are reminded by the biologists of the dynamic immensity of evolution. Thus, behind the multiplicity there is a single comprehensive aim—the search for some system of ideas and principles, some unifying general outlook and philosophy to help lead the modern world out of its present patchwork of separatisms into a real unity, and, still more broadly, to help the human species to realise its potentialities and fulfil its destiny as speedily as possible. The practical measures undertaken by Unesco must, then, of course, be regarded as applications of this idea, and must be selected because they contribute to world unity and to the fuller realisation of human possibilities.

Such a general philosophy will thus largely resolve itself into a philosophy of human progress. It must seek to discover in what progress consists and what are the conditions for realising it in practice. It must have a wide evolutionary background against which to judge the rightness or wrongness of the direction in which we propose to move. It must be humanist in the broadest sense of that word, to include all the possibilities of human nature and its development, spiritual and aesthetic as well as practical and intellectual. It must be scientific, not only because science is one of the most distinctive attributes of humanity and because it is included in Unesco's title, but also because scientific research and its application constitute by far the most important means of improving human welfare. It must be a global philosophy, universalist and world-wide, not merely because Unesco is an international organisation, but also because progress clearly depends on forging unified mechanisms for the entire community of man on earth.

When we attempt to apply such a philosophy to the present situation of the world, it becomes obvious that a great part of Unesco's immediate task will consist of ameliorating the lot of the under-privileged and the less fortunate. More than half of the human race cannot read or write ; and among this illiterate mass, the majority have no or negligible access to films or radio. Over more than half the surface of the globe, scientific activity is either minimal or wholly inadequate to the tasks which it should be called on to perform. In different but no less extensive sectors, including much of the urban population of the industrial countries, human life is deprived of the refreshment of beauty or the significance of art. Finally, there are large regions where only a small fraction of the next generation receives any formal education.

This inequality of educational, scientific, and cultural opportunity is remediable, just as the ill-health and under-nutrition of the majority of the human species is remediable. Sir John Orr has recently said of the FAO, one of our sister agencies of the United

Nations, that its primary task is to combat hunger and poverty throughout the world. The primary task of Unesco is to combat spiritual hunger and mental poverty throughout the world. On the other hand, while there is a limit to the quantity of food which man can utilise, there is no such limit to his mental development. So that Unesco has also the unlimited positive task of increasing intellectual and spiritual riches throughout the world.

When we come to concrete proposals, we find that there are certain categories of work which Unesco obviously must undertake. First, as we have just indicated, it must aim at a general equalisation of education, science and culture all over the globe—but, of course, an equalisation upwards, the establishment of an equal floor level, not an equal ceiling level. As an immediate contribution to this task, it must undertake the educational and cultural relief and rehabilitation of countries ravaged by the war. And this will inevitably lead on to and link up with projects designed to combat illiteracy in the “dark regions”; to spread scientific research and applied science more evenly over the world, in order to facilitate a general and uniform rate of material progress; to see that the arts shed their satisfying light in the culturally starved and culturally illiterate sections of our mass-production civilisations as well as in so-called backward areas; and to provide a really adequate minimum of education, or at least of educational opportunity, for all classes of all peoples.

Another set of tasks is comprised in the aim of unity. This applies particularly in the intellectual sphere—of science, of information, of general outlook. Science is truly universal in the sense that its results are universally applicable and universally verifiable by any competent person, whatever his or her race or nationality. Further, the advance of scientific knowledge is most rapid and its application is most efficacious when most unified. Unesco will therefore seek to promote the freest interchange both of scientists and scientific knowledge.

It must endeavour to rationalise and improve scientific publication in all its aspects; must establish “science co-operation stations” in the scientifically more backward regions of the world; must take over under scientific guidance the administrative responsibility for various established scientific unions and international scientific agencies, such as the Bureau de l’Heure; and must endeavour to set up international laboratories or institutes (like the suggested Centre of Applied Mathematics or the Institute for the problems of the Tropical Forest Zone) which will demonstrate the efficacy and value of truly international co-operative research.

Similar considerations apply to the social sciences, though here the matter is complicated by the need for taking account of values as well as “neutral” facts. In this field Unesco must therefore encourage co-operation with the Humanities and with Philosophy, in the endeavour to work out a scale of values adapted to the modern world and to its continued and progressive development.

In the social sciences, the method of survey is of special importance ; and Unesco will have to promote or undertake surveys in many parts of this field—for instance, in regard to population problems, to the conservation of natural resources, including wild life and noble scenery, to public opinion surveys, to the application of psychology to international affairs, to the effects of mechanisation and industrialism on culture, etc. In the domain of home and community planning, Unesco may have to go further and set up an Institute to study the problem on a world-wide basis, and to see how general principles need to be modified in relation to local conditions, whether of climate or geography, of tradition or social organisation.

Similarly in education, much should be done in the way of common world services. We need a standard terminology for education and educational statistics, in place of the present chaos. We need a much greater volume of scientific research into educational psychology of every kind, and a much fuller application of the results of that research. On the other hand, we must remember that education as such cannot be standardised, but must always be adapted to local conditions and local traditions.

In this field one particular project which we hope will make for unity is a survey of school text books, notably in history, geography, and civics, with the aim of purging them of statements and attitudes likely to cause misunderstanding or friction between peoples. This might lead on to the actual production of sample text books especially designed to promote international understanding, and with a "one world" basis and approach.

In the arts, on the other hand, the emphasis must inevitably lie wholly on diversity, since every region and every people has its own artistic culture, with its own historic roots, its own distinctive geographical influences. Unesco must see to it that this fertile variety is not diminished, for instance by the loss or debasement of the art and culture of non-industrial countries owing to contact with industrial civilisations. It must endeavour to prevent the divorce, so prevalent today, of art from the mass of the population, and to stimulate the development in each nation of music, art, and literature which shall be true expressions of the spirit of the country and its people. In a civilised world, free from threats of war, only this cultural aspect of nationalism should survive. Unesco must attempt to lay the foundations for such a development, in which the legitimate feelings of group pride and solidarity would attach themselves to expression through the arts, instead of to mere size, to wealth, or to military or political power.

Then Unesco must try to reinstate the arts in their proper place in education, as among the most powerful means of developing and liberating the growing personality. And finally it must endeavour to orchestrate all this diversity of individual, national, and regional art in a global unity. This it can do in various ways. By promoting more and better translations ; by improving the processes of reproduction, whether of music, of painting, or of sculpture, so as

to permit all regions and all peoples to share in the world's treasures of artistic achievement ; by promoting travelling exhibitions and the interchange of plays or concerts ; by obtaining more time on the radio for programmes on international music, art or literature ; by establishing special bodies, such as the proposed International Theatre Institute, to study the specifically international problems of some particular field of creative art.

In the field of libraries and museums, a great deal of immediate work is needed for the re-establishment of institutions which have suffered during the war. In general, libraries and museums have two major functions, one special, the other general or popular. The special function is to preserve the world's knowledge and art, and to make it readily available to scholars and specialist students. The general function is to exhibit, publicise, and educate, making the world's knowledge and art available in suitable form to the great masses of the people. Both these functions demand special knowledge and techniques for their proper fulfilment, as well as money ; Unesco must ensure that this knowledge and technique is brought to the attention of all concerned, and if possible see to it that it is used in practice. Among various projects to this end, Unesco will need to establish a World Bibliographical and Library Centre, an International Clearing House for Publications, a survey of microfilm and other technical aids, as well as taking over the International Museums Office.

There remain the media of mass communication—radio, press, film, and the like—the study and use of which are expressly enjoined upon Unesco by the first article in its constitution. These are the agencies by which peoples speak to peoples ; and Unesco must endeavour to see first that they speak the truth, and secondly that the barriers to such inter-national communication (barriers which today are numerous and often formidable) are reduced to the minimum.

The mass media are also the agencies by which education, science, and culture are capable of reaching the great majority of people, though we know only too well that today they sometimes do so in diluted, distorted or vulgarised form, and to an inadequate extent. One of Unesco's major tasks will be to ensure that the sciences and the arts, the things of the mind and spirit, are given their due place in the mass media, and that high standards of quality are upheld in their presentation.

In almost every field, Unesco will have to facilitate (or, if necessary, undertake) the publication of yearbooks, handbooks, directories (such as an exhaustive World Directory of Science and Learning), anthologies, collections of classics, bibliographies. It will have to facilitate (or undertake) the production of gramophone records, of reproductions of great works of art and architecture, of films on many subjects in the educational, scientific and cultural field. And, of course, it will issue its own publications, which will have to be of several different types, from popular to highly specialised.

Such an enumeration, even though far from complete, is again likely to produce a first impression of too great variety of aim, too wide a dissipation of effort. Once more, however, it must be made clear that this impression is a superficial one. All the projects, however diverse, are linked together by a few simple and cognate purposes. And those purposes, let us repeat, are to promote peace and human well-being through every possible aspect of education, science, art, and culture ; and to do so in such a way as to encourage intellectual unity at the same time as individual and cultural diversity. In other terms, our purposes are to promote the evolutionary adventure of humanity and to help to keep to the right direction for achieving true progress. In that adventure and that progress, education and learning, the sciences and the arts, are at one and the same time means and ends, methods for achieving growth and also the flower and fruit of that growth. Unesco is the first large-scale organisation to be set up to promote this adventure of humanity as a whole, concentrating on the mental and spiritual aspects, but not neglecting their practical applications. Whatever the future may hold in store, we are justified in saying that Unesco's first programme marks an epoch in human history, as the first comprehensive attempt to harness all the higher activities of man to a single unified purpose.

CHAPTER I

UNESCO IN ACTION

UNESCO IN ACTION

INTRODUCTION

There are two approaches to the task of maintaining peace in the modern world. One is the creation of machinery to stop war when international crises arise. The other is continuous cultivation of a society in which crises are not so likely to occur, in which far-sighted concern for human welfare has first priority, and mutual respect and understanding among nations are strengthened. At the close of World War I the first of these two approaches was emphasized. Now at the close of World War II the second is emphasized as heavily as the first. In this fact lies our best hope for the future. Prevention of war lies primarily in cultivation of the bases of peace.

Along with the Economic and Social Council of the United Nations, and such other specialised agencies as are devoted to health, labour and industrial welfare, finance, and food and agriculture now stands the United Nations Educational, Scientific, and Cultural Organisation. Unesco is a keystone in the arch of peace which these agencies constitute. A successful Unesco is a prerequisite for the full development of all the other elements in the machinery of international relations on which men now base their hopes for a peaceful and prosperous and friendly world. Unesco is a vital instrument for the prevention of war by the cultivation of peace.

The Constitution of Unesco was written by the delegates of 44 nations assembled in special conference in November, 1945. The Preparatory Commission, established at that time and working in full knowledge of the world situation and of the urgency of its task, has prepared plans for putting the Constitution into effect. The *Programme for Unesco* recommended in this volume is the first result of the deliberations of the Preparatory Commission and its Secretariat. Herein is presented an amplification of the ideals and functions of Unesco as stated in its Constitution. This report outlines the first steps Unesco should take to discharge its functions of service to the United Nations and to the peoples of the world.

Unesco could have been created at no earlier time in man's long history : its development arises from a combination of social needs and trends which have come to climax in our time and typify the Twentieth Century. Unesco exists in part because the arts and sciences, pure and applied, can no longer flourish if confined within national walls. Discoveries in the natural and social sciences and creations in the arts have universal implication. Education in its scientific aspects calls for world wide exchange of information, and in its philosophy and aims calls for world wide co-ordination. The intellectual as well as the technological and industrial achievements of modern society have forced upon every specialist and scholar, as well as every citizen, consideration of world-wide matters.

Coincident with the widening of educational, scientific, and cultural horizons have come extraordinary means of rapid and far flung communication. Through radio and cinema and publications, and through developments in education, especially at the adult level, a new synthesis of "learning and living" and of the application of knowledge to the problems of social engineering and planning has come to characterise these present years. And as factors in the same process, old dividing lines between separate disciplines and professional fields are being broken down. It is symptomatic that "education, science and culture" are inter-related and combined in the concept and in the programme of Unesco. Basic trends in scholarship, in professional work, in education, and in social action combine to make Unesco a unique and forward-looking agency for the further development of civilisation. The spectre of extinction of civilisation raised by modern warfare accentuates the importance of the agency. Unless Unesco and all other agencies which safeguard human welfare are made to succeed we may not again have the opportunity of realising the potentialities that lie within men's minds and hearts.

Unesco is a central, though by no means exclusive, agency in the advancement of the sciences and arts and in their application to the general welfare. It must work hand-in-hand with other inter-governmental agencies and with a wide range of non-governmental international associations. It must serve these agencies and organisations and must help stimulate them to the accomplishment of significant tasks. It must facilitate the work of all men and societies of goodwill. It must help co-ordinate their efforts. It must initiate activities within the fields of its special competence and must operate programmes of wide value. In these words—stimulate, facilitate, co-ordinate, initiate, and operate—are summarised the driving principles on which the *Programme of Unesco* is planned.

The work of Unesco, as presented in this report is divided among several sections, but obviously the methods of work are, in certain respects, common to all sections. Much of the work of Unesco must be carried on through international conferences of leaders in appropriate fields. Through such conferences Unesco can co-operate with specialists from all over the world, and bring the achievements of their specialisation to the attention of governments. The later chapters of this report present various concrete proposals for such conferences. Closely related to conferences, often as means of preparation for them, will be the convening of small special committees of experts. Various examples of studies, surveys, and research appropriate for the Unesco Secretariat in collaboration with advisory committees of specialists are given in this report. Consultation and field services must be undertaken by the Unesco staff on an extensive scale. Further sections of this chapter indicate additional services such as the exchange of personnel and publication of material which are common to all the fields with which Unesco must concern itself.

THE SECRETARIAT

By virtue of its Constitution, the power of Unesco resides in its General Conference, composed of five delegates from each Member State, meeting in annual session. Under the General Conference the Executive Board holds certain powers and responsibilities. Committees and commissions will be created by both Conference and Board to discharge either temporary or continuing duties. The Conference and the Board determine the policies of Unesco, state its general programme and budget, review and judge its activities. Within the framework they establish, the work of Unesco will be carried on by its Secretariat. The Secretariat is a focal element in the Unesco machinery; on its character and operation depend in a large degree the ultimate success of the great venture in international understanding and goodwill on which Unesco is engaged.

A separate report addressed to the first General Conference by the Preparatory Commission treats of matters of specific policy relating to the structure of the Secretariat, to its administration and personnel, and to budget. It is necessary, however, to present here certain recommendations and assumptions concerning the Secretariat which are especially related to matters of programme development. The present Chapter describes the general nature of the Secretariat in the light of the aims and functions of Unesco set forth earlier, and as essential background for the specific programme proposals which are presented in subsequent chapters.

The Unesco Staff

Responsibility for the Secretariat is vested by the Constitution in a Director-General, chosen by the General Conference on recommendation of the Executive Board. He must be a man of high competence, with wide outlook, capable of inspiring leadership, and with administrative competence. Associated with him must be a staff of men and women, representative leaders in the fields in which Unesco operates, and drawn from all the major geographic and cultural regions of the world. They must have the capacity to co-operate in developing and maintaining a unified Unesco programme. The full staff should be recruited gradually according to the personnel policies recommended elsewhere by the Preparatory Commission.

The higher posts in the Secretariat should be occupied by persons of established reputation and judgment, capable of exerting leadership in their respective fields. While there must be a continuing, relatively permanent staff, there must be provision for the temporary inclusion within the Secretariat of experts and consultants brought in for special tasks growing out of the programme. It is not expected that a fixed, permanent staff can or should alone carry out the wide range of projects described in this report or to be developed later; the Secretariat must continually secure the

services of temporary personnel of special talent. As individual consultants, as members of working committees and commissions, persons of competence from all over the world should join Unesco for a time. Such temporary contacts are essential for a continually vital and appropriately specialised Secretariat; they are valuable, too, for the great community of specialists whose own work may be enriched by the world-wide contacts into which Unesco may draw them.

The Unesco Secretariat will be not only a meeting ground for established specialists working on matters of international concern in which their specialisation is involved; it must also become a training ground for especially promising younger men and women. An appropriate proportion of the junior staff positions should be occupied by a succession of younger people for whom a term of one to three years' service on the Unesco staff is a training period, a professional experience in the international aspects of their chosen field.

With a staff composed of the requisite number of established specialists and assistants having permanent status as international civil servants, composed of mature specialists and advisers temporarily on duty, composed of a substantial group of outstandingly capable young men and women who find in Unesco a great training experience in constructive international relations, the Secretariat of Unesco may have magnificent vitality and competence. It may avoid the evils of bureaucracy and become a rallying centre for the work of persons of goodwill and skill in all the specialised fields of education, science, and culture.

The Unesco Headquarters

The headquarters of permanent Unesco should become a major nerve centre in the educational, scientific and cultural system of the world. Unesco House in Paris should be a concrete symbol of the philosophy of the organisation, a centre for the constructive improvement of society as a basis for a peaceful world.

The common services which must be performed at Unesco headquarters in order to make the Secretariat an effective body are described in a supplementary report of the Preparatory Commission. These services must include adequate space for the work of the staff and also for meetings of the bodies through which Unesco's programme is to be directed—the General Conference and Executive Board, and the great range of international committees and commissions referred to in the later Chapters of this report. The Unesco headquarters cannot be merely a set of offices; in a sense, Unesco House must be a community centre set up at a crossroads of the world. It must contain an adequate resource library for the use of the staff and of visitors. Facilities for serving food and providing recreation should be available. Unesco House, as a physical structure, should more closely resemble a university plant than a suite of offices.

Relations With United Nations and Other Specialised Agencies

Only by co-operation with the United Nations and its other specialised agencies can the complete programme of Unesco be developed, and unwise and wasteful duplication of functions be avoided. The contractual relations between Unesco and the United Nations are set forth in an agreement, presented elsewhere to the General Conference, already negotiated between the Preparatory Commission and the Economic and Social Council. By the terms of that agreement Unesco is brought within the orbit of the United Nations and made its "specialised agency" for dealing with educational, scientific and cultural matters. Principles of full co-operation are established, upon which all relations must be based.

Much of the co-operation between Unesco and the UN depends upon friendly collaboration and agreement at the secretariat level. The Unesco and the UN staffs must consult each other on many occasions in order to co-operate in their enterprises and to agree in matters of jurisdiction. Unesco must maintain a secretarial office at United Nations headquarters; specialists on the Unesco staff must be in regular communication with specialists of the United Nations and other inter-governmental agencies. It is anticipated that a liaison officer from UN will be attached to the Unesco staff.

Relations With Member-States

Since the seat of power in Unesco is the General Conference and that Conference is composed of official delegates of member-states, Unesco is the international agent of the member-states in its field of competence. With the appropriate ministries of those states the Secretariat must maintain close working relations. Where states have established National Commissions or Co-operating Bodies they will be of a special importance as co-operative agencies with Unesco. Where desired, Unesco may locate staff members in the secretariats of National Commissions, who shall facilitate in all possible ways the closest collaboration between the international and the national bodies in all matters of programme development. Through these National Commissions or Co-operating Bodies, the Unesco Secretariat will establish working relations with national organisations and institutions on all Unesco programme matters in which they are especially concerned. Unesco is free to call upon individual specialists and experts of all member-states for counsel and advice in the fields of their competence.

Many of the enterprises on which Unesco will be engaged—as indicated in various of the recommendations made in later chapters—will require special action by national governments. It is expected that, in various fields, the Secretariat, in co-operation with individual specialists and committees, will formulate agreements for international action by executive agencies. In certain cases Unesco will take the initiative in drafting covenants which,

when approved by the General Conference, will go to governments for formal ratification.

Relations of Unesco With Voluntary International Associations

Virtually all the chapters which follow in this report contain recommendations for establishing close working relations between Unesco and appropriate international voluntary associations. It is to be hoped that the headquarters of many voluntary, international, academic and professional and public-spirited associations will be located in close proximity to Unesco House in Paris. Certain general policies and procedures must operate in establishing and maintaining these relations ; the basis of the policies and procedures should be stated here.

It is essential that Unesco recognise and cherish the independence and intellectual autonomy of voluntary associations within the fields of their competence. Such recognition is the first principle upon which co-operation must be based. Any form or measure of domination of voluntary associations by Unesco would negate not only the integrity of the associations but also their role and usefulness within international cultural and intellectual life and within the field of Unesco's own interests. At the international level Unesco must help safeguard the spirit of independent scholarship and judgment through "academic freedom" and the spirit of democracy through freedom of association, of access to information, and of expression of opinion.

Unesco should negotiate agreements with associations whose fields of interest fall within those of Unesco and which are truly international in character. The terms of agreement with such co-operating associations must vary according to need. Where appropriate and desirable, Unesco should grant facilities to associations in the nature of office accommodation, secretarial services, aid in arranging meetings, provision of information and advice, use of public relations services, and with due safeguard, direct financial aid for such specific enterprises as may be desirable for the achievements of the ends for which Unesco is established. Specific agreements with co-operating associations are, of course, subject to the approval of the General Conference. They should be in the form of legal contracts and should be subject to periodic review. With co-operating associations the Unesco Secretariat should maintain the closest liaison. Even with associations with which Unesco has not entered into formal agreement, arrangements may be made for mutual consultation and advice, and may involve joint advisory committees and the allocation of aid for specific tasks to be carried out by individual organisations.

GENERAL ACTIVITIES OF THE SECRETARIAT

The Collection and Dissemination of Information

Working harmoniously with the United Nations and other specialised agencies, with national commissions, with voluntary associations, and with individual specialists of competence, the

Unesco Secretariat should carry on an enormously varied programme. Central to that programme is the collection and dissemination of information ; a substantial number of the specific programme proposals presented in subsequent pages of this report involve the establishment of a "clearing house and information centre" as a continuing and important function of the Unesco Secretariat.

By consultation and field survey, by correspondence and questionnaire, by regular reports from member states, from special committees, and from co-operating associations, Unesco should collect data on educational, scientific, and cultural conditions and matters from all parts of the world. The Secretariat must classify and codify and analyse and interpret these data ; it must aid in developing standard report forms, statistical methods of handling quantitative data, and means of inquiring into the complex fields within its orbit. By report and publication, by film and recording, and by other appropriate means, the accumulated and digested information must be distributed to a far-flung audience. Such proposals as the publications of yearbooks and journals, the development of abstracting and digesting services, bibliographical studies and special reports are elements of the Unesco programme in this field. In addition to these varied services, it is expected that the Unesco Secretariat will be a centre of consultation to which specialists and publicists alike will increasingly turn to find information and documentation pertinent to the broad fields of Unesco's interest. By conference and correspondence, the Unesco staff should serve as a channel for the distribution of data. This essential function must be considered in selecting staff members and in organising the Secretariat. It is a function common to all the specialised fields in which Unesco operates.

Closely related to the clearing-house services of Unesco must be a translation service. Many projects suggested later involve the high-level translation of materials, ranging from the ordinary routine of reports to the great classics of the world's varied cultures. Attached to the Unesco staff must be a group of translators of the highest competence. It is a task of Unesco to study the field of linguistics and to work for the improvement of men's means of verbal communication, but it is also a necessary task for Unesco to read and speak in the ordinary vernaculars of the world, and to aid in translating the materials from each source into appropriate other languages. Unesco has two working languages—English and French—but it has five official languages and its work must be done in many other languages if the peoples of the world are to be adequately heard and spoken to effectively.

General Publications Policy

It is necessary for Unesco, in carrying out its general programme, to publish a wide range of materials. Such publication will be in the form of documents, bulletins, books and periodicals—as has already been suggested—and also in the form of films,

film strips, recordings, exhibits, poster material, and radio programmes. While the details of publication and production are peculiar to the form used and to the field dealt with, it is essential for Unesco to establish a general policy in relation to such matters.

Unesco must itself issue a series of reports, yearbooks, and journals. These publications, developed within the several staff sections of specialists, should be edited and released through a special publication bureau within the Secretariat. This bureau should be closely related to the translation staff, and should be responsible for all matters of format, layout, general editing, printing, and distribution. Printing should be done by contract with existing commercial firms. Distribution, where not free, should be by direct sale and subscription, through such channels as may be set up in co-operation with the United Nations secretariat, and through normal commercial and governmental channels. It may be hoped that, within the period of a few years, the publications programme of Unesco will be self-supporting, but it should never be regarded as a profit-seeking enterprise.

Beyond the materials which Unesco must regularly issue for itself as a part of its clearing-house and service operations, Unesco should operate primarily as a stimulating and facilitating agency in the field of production. It should seek to interest outside firms and organisations in the publication or production and distribution of materials contributory to Unesco's general aims. It should advise, encourage, and aid, sometimes by subsidy, in the outside production and publication of materials, especially in the field of films and radio programmes. In general, Unesco should produce materials only after it has been found unwise or uneconomical for outside agencies to produce them.

There must be, of course, a substantial documentation division within the Secretariat. The preparation and publication in appropriate form of materials for the General Conference, the Executive Board, and committees and conferences of specialists is a continuing service which must be well discharged in the interest of the general efficiency of the Secretariat. In these services, as in all forms of production and publication, the staff must be alert and pioneering in the field of visual and auditory forms of communication. Unesco must establish high standards and develop improved forms of communication by pictures and print and sound, since communication itself is a field which the Organisation is responsible for advancing.

Study, Survey and Research

In connection with many of the proposals recommended in this report, a considerable amount of exploratory study beyond that carried on by the Preparatory Commission is required. The Unesco Secretariat must be conceived and staffed as an agency for the continuing exploration of the fields with which it deals. In order to serve society adequately and to maintain its own vitality and capacity for growth and adjustment, Unesco must continually

probe the frontiers of its domain of interest, searching the horizons for new and promising lines of development in education, science and culture. Alertness and vision, and virile search for new ways of serving mankind and the world of the intellect must characterise the Unesco Secretariat. No projects or enterprises should be entered upon or maintained without systematic exploration of their possibilities as compared with those of other projects and enterprises. Unesco must not be content with a status quo. It must avoid a programme which consists only of doing customary and well-established things. Exploratory study and analysis of its own enterprises, of its own effectiveness, and of the emerging needs and trends and possibilities of its diverse fields must be a continuing function of the Secretariat.

Many phases of Unesco's work will involve surveys—inventories of resources, field studies of social needs, analysis of public opinion, surveys of educational practices. Staff members of Unesco must be closely involved in many of these surveys, even where they are carried on under auspices other than those of Unesco. In the continuing exploration and planning which must go on within the Secretariat, needed surveys must be envisaged and the appropriate agencies stimulated—and sometimes aided—to undertake them. Staff members may be loaned to such surveys for periods of time; the Unesco staff cannot be restricted merely to office space. Surveys—many of them in the field—are an integral part of Unesco's continuing study of world needs and of Unesco's appraisal of its own operations. They are essential to the development and the subsequent evaluation of many of the projects recommended in this report.

In the field of surveys and of specific research and study enterprises one of the functions of Unesco will be that of co-ordination of work initiated in different countries or in widely scattered institutions and research centres. The Unesco staff should aid in co-operative planning of research and study, component elements of which may be carried on separately, and then combined through Unesco aid. Unesco may help in cross-fertilisation within the fields of scholarship and research. Co-ordination is a central function for Unesco, a task for the secretarial level, and one of great promise for further development of the "one world" of scholarship and learning.

Interchange of Personnel

Unesco, by its very nature, has a deep interest in the extensive interchange of personnel in the fields of education, science, and culture. Interchange of students, teachers, professors, research workers, artists, writers, journalists, broadcasters, technical workers, and community leaders has developed rapidly in many sections of the globe in recent decades, but the interchange has been neither co-ordinated nor critical. There are indications that in the years immediately ahead, temporary interchange of nationals for purposes of study, research, and instruction will expand on an unprecedented

scale. Most of such interchange will be—and should be—based upon bilateral or multilateral agreements between or among governments or specific institutions, professional groups, and industries. Unesco, however, is uniquely capable of serving as a co-ordinator of interchange, facilitating it in whatever way seems possible.

It is not to be expected that Unesco will undertake extensive financial support of interchanges, except as indirect results of its own programme for the consultation of experts and the holding of international conferences, and possibly through travel allotments. Unesco may, however, press for international financial agreements which will make interchange of students and workers easier ; at a later date this may involve the establishment of an international fund for the purpose of facilitating international financial exchange arrangements to support study abroad for citizens of all countries of the world. From the time of its creation, however, the Unesco Secretariat should serve as an advisory and co-ordinating agency ; it should take counsel with governments and institutions on matters of policy and programme, and should advise and aid worthy individuals seeking opportunity for study and research abroad.

Governments and institutions which actually grant awards, and in whom final authority for determining the recipients resides, should be encouraged to use the facilities of the Unesco Secretariat for finding especially qualified candidates. The Unesco Secretariat might become a centre from which nominations are made to institutions and governments for recipients of scholarships, fellowships, visiting professorships, and exchange awards. Unesco should study the terms on which awards are made and should, through all its related agencies, search for noteworthy candidates. It should become a clearing house for bringing qualified people to the attention of governments and institutions, for bringing the best personnel in touch with the most appropriate opportunities for study. Unesco must become an active agency for ascertaining exchange needs and possibilities, for discovering talent worthy of foreign travel and study, for equalising opportunities of research and study for men and women of talent.

In its work in these capacities, Unesco will derive its authority only from the quality of the service it renders. Plans for the development of the Secretariat must take into consideration possible services and lines of growth in this field. It will be wise to establish, within the Secretariat, a special bureau to deal with the facilitation of interchange. This bureau must work harmoniously with all sections of the Secretariat, for interchange affects projects even now recommended in the later sections of this report. The free flow of students and workers and scholars is contributory to many specialised aspects of the programme recommended and is in itself a substantial means for achieving the ends for which Unesco exists.

One task of the staff members especially responsible for facilitating interchange will be the continuing study of methods,

policies, and effects of interchange. Too little systematic analysis of the conditions under which interchange contributes to mutual respect and understanding among nations or conversely of the deteriorating effects it may have in fomenting misunderstandings and antagonisms, has been undertaken to date. The study of interchange itself, the production of reports advising on matters of policy and methods, and the operation of its own programme in the light of these findings is a task for Unesco. Special studies of interchange as a technique of international co-operation—as well as of other techniques—often involving the work of expert committees and the holding of international and regional conferences, must be included as a basic element in the ongoing programme of the Unesco Secretariat.

Education, Training and “Interneship”

Unesco may aid in the education of individuals not only by general advancement of knowledge, improvement of educational facilities, and facilitation of interchange, but also more directly through specific instructional and apprenticeship enterprises. In most of the later chapters of this report are suggestions for the direct education of students in specialised fields, but there is an additional educative function common to the Secretariat as a whole. Unesco must be responsible for aiding in the development of world consciousness and world understanding among all citizens, even within the confines of their respective specialisations, and must concern itself also with the education of personnel capable of carrying on the business of international co-operation. It must help create, within the fields of education, science, and culture, a sufficient and responsible body of international civil servants.

It already has been recommended that younger men and women should be brought to the Unesco staff for short periods, both that they may bring new vigour to the staff and receive direct experience in the conduct of international affairs related to their specialised fields. The importance of such a programme should be re-emphasised. In addition to these younger people holding definite staff appointments, a programme of interneship—as in the field of medical training—should be developed by Unesco. Working in co-operation with universities of recognised standing, arrangements should be perfected by which a limited number of advanced students of international relations should be assigned to Unesco for practical experience as a part of their programmes for degrees. Practical work as apprentices to senior members of the Unesco staff may be combined with direct instruction, often in university centres near the Unesco headquarters.

Included on the Unesco staff should be a director of training, responsible for guiding the educative work of the “apprentices” as well as of the junior members of the staff. He should be responsible for developing lecture courses to be given by senior staff members on aspects of Unesco’s work, as case studies in international co-operation. Under his general direction arrangements

may be made for short periods of intensive training for special groups brought to Unesco headquarters or assembled at their focal points of international activity. He should be responsible for establishing close working relationships with the UN and other specialised agencies and with university or governmental centres throughout the world for the education of specialists in world affairs. Through his work, carried on in close collaboration with the entire staff, the Unesco's Secretariat should become a centre for education in the international aspects of education, science and culture, and for the education of international civil servants who may profit by the experience of the Secretariat itself. By such activity, the Secretariat itself may attain the vitality both of a university and of an inter-governmental organisation.

Unesco's Public Relations

Somewhat separate from the programme recommended in this and the following chapters, Unesco must maintain a strong programme in public relations. As a public institution, it has responsibility for keeping the public informed of its actions; since in the long run it is dependent upon the support of the peoples, it must continually be in contact with and sensitive to their desires, needs, and reactions.

A section on public relations and information should be incorporated in the Secretariat, with responsibility for interpreting Unesco's work to the public and the public's reaction to Unesco. Such a section should reach the general public by providing appropriate news releases to the press and the radio. It should with equal vigour reach the specialised periodicals in fields in which Unesco operates. Working closely with members of the staff, the Executive Board, and the General Conference, it should state the case of Unesco to the world, in order that public support may be sustained for the international work which Unesco is called upon to do.

THE UNESCO PROGRAMME

This chapter has presented certain recommendations concerning the role of the Secretariat in Unesco, and has described the general nature of the permanent Secretariat as envisaged by the Preparatory Commission. It has described certain general services which the Secretariat should perform. This chapter, however, is only a setting for the subsequent chapters of this report, which deal in greater detail with specific enterprises in various fields in which Unesco should engage.

Chapter 2 presents the Unesco programme, as recommended by the Preparatory Commission, in the field of education. Chapter 3 deals with the increasingly significant field of communication through radio, film and press. Chapter 4 describes the work Unesco should undertake in respect to libraries, museums and other cultural centres for community life and for artistic and

scholarly development. These three chapters together describe a comprehensive programme, not only in communication and instruction, but also in the analysis and further development of the institutions and mechanisms society has created for these purposes.

Chapters 5, 6 and 7 deal with programmes in scholarly fields which are of direct consequence to civilised living. Chapter 5 describes the Unesco programme in the natural sciences—a field of the utmost consequence in a society such as ours. Chapter 6 treats of the social sciences and the humanistic studies ; it involves both quantitative and qualitative aspects of social organisation and values. Chapter 7 presents recommendations for the cultivation and safeguarding of the creative arts. In these Chapters are to be found recommendations looking toward the enlargement of the frontiers of knowledge, toward the application of learning to social engineering, toward unleashing the artistic and creative potential of mankind.

The entire group of Chapters in the present report describes the broad fields in which Unesco must work, and outline specific projects and enterprises suitable for the early years of Unesco's life. The projects are illustrative, not exhaustive ; they indicate channels along which Unesco should move. The individual Chapters are the reports of competent specialists, but they must be considered, and their recommendations put into operation, together rather than in individual separation. The entire programme must be co-ordinated if it is to achieve its full effect. The various Chapters present the elements from which a unified programme may be built. In no small degree the success of the individual projects which are proposed, and their happy co-ordination into the far-sighted enterprise on which Unesco is engaged, are dependent upon the quality of the permanent Secretariat and upon the hearty teamwork developed within its staff. The nature of the Secretariat upon which the later Chapters base their recommendations has been here described.

Unesco is a new agency in international relations, with deep responsibilities for the maintenance of peace and the promotion of human welfare through education, science and culture, and with inherent potentialities for the future of one world, but with inadequate precedents to guide it. Unesco's policies are determined and its route charted by the General Conference and Executive Board ; under them its Secretariat must put into action its designated programme. The Secretariat is a crucial element in the Unesco structure. It must be established with the most consummate care. It must be well staffed, adequately housed, and vitalised by direct contact with the world constituency it serves. It must not become an isolated bureaucracy, but must be a crossroads of world operations. Succeeding chapters in this report describe the component elements of its programme ; in this chapter have been recommended certain general policies to guide its common services in connecting and disseminating information ; in general

publication and production of materials ; in the conduct of exploratory studies, survey, and research ; in facilitating interchange of personnel ; and in instructing and training citizens and leaders in international affairs. The type of Secretariat envisaged in these pages is a vigorous and stimulating centre, capable of leadership without domination, and worthy of the magnificent experiment in international understanding which Unesco is.

CHAPTER II

UNESCO AND EDUCATION

UNESCO AND EDUCATION

I. THE SCOPE OF THE EDUCATIONAL ACTIVITIES OF Unesco

In order to construct securely the defences of peace, a new generation must be formed, free from fear and equipped for the new age which is now emerging. Such a generation will be formed only if the educational process everywhere is used deliberately to that end. A new idea—a noble vision—must be set before the young of the entire world—the concept that they can play some part in building a universal society. Educators everywhere must discover and release the full capacities latent in human beings in order that all the goodwill, knowledge and skill available can be utilised in solving the urgent problems confronting the world.

We are convinced that society can eventually be transformed by education; it is the process through which the experiences of the past and the aspirations for the future are transmitted to new generations. But these are not passed on solely through the formal schooling provided in educational institutions such as nursery schools and primary schools, secondary schools, technical schools, and centres of higher or adult education. Education means much more; it is a process of growth towards responsibility and freedom which is fostered in the home, the religious community, the trade union, the factory or workshop, and in numerous other ways.

The educational activities of Unesco will therefore, of necessity, be concerned with a wide and varied field. Problems connected with the usual periods of schooling, and with the special roles which art and science can play in general education, will have to be studied, as well as the problems arising in vocational training, in health education, in education for citizenship, and in all the other fields which contribute to the development of purposeful and responsible members of society. Unesco will have to concern itself with the work and problems of organisations whose educational responsibilities are somewhat informal, such as agencies serving youth, as well as with organisations which have only a general interest in the educational needs of their members, such as trade unions or industrial organisations. Likewise, Unesco will often have to sponsor, or even undertake, educational and psychological research, since it has been charged with discovering and spreading knowledge by which education can peacefully transform present-day society into a society embodying the larger hopes of men. Consequently, a broad and comprehensive view of education is essential if Unesco is to discharge successfully the responsibility laid upon it by its constitution.

As a part of the broad concept, it is important to note that education is concerned with all branches of the sciences, the arts, and with all forms of communication—the spoken word, pictures,

and increasingly, radio and films. Every member of the Unesco staff is directly concerned with education, and the specialists in education will need the assistance and co-operation of their colleagues in all other fields. For example, in planning educational activities to prevent growth of a warlike spirit, data on the causes of war, collected by specialists in the social sciences, would be highly relevant, as would also the knowledge and experience of those concerned with films and radio.

The educational programme of Unesco cannot develop in a vacuum, for the Organisation, with all its sections, is only one agency—even though a central one—in the education of mankind. Its activities will thus have to be closely related to the educational achievements and needs of its supporting nations and it must assist and supplement the work of national systems of education. This it must do at all levels, from those of advanced scholarship and research to those of popular and mass education. Parents as well as teachers, children as well as mature scholars, must be touched.

In its co-operation with other educational agencies, one point deserves mention. Education is organised largely on a national basis and thus serves the needs and interests of national states even though other and wider aims are simultaneously pursued. Unesco, on the other hand, is charged with a more universal responsibility and its programme must be conceived in global terms. It has been set up to serve the whole family of nations and this it can best do, at least in the first instance, by supporting and strengthening already existing international tendencies or trends within national systems. In addition, its global purpose implies that its specific programme must be developed, so far as possible, in close co-operation with the United Nations—and certain of the specialised agencies operating within the United Nations framework, such as the International Labour Organisation and the newly created World Health Organisation. Here the experiences, the achievements, the failures of the precursor organisations, such as the International Institute of Intellectual Co-operation and the International Bureau of Education, will be most valuable.

Nor does this exhaust the list of international agencies through which it would be well to operate or with which it would be wise to co-operate. There are voluntary, non-official bodies, some with wide experience of international work in the field of education and with a long record of achievement, which bring together professors, teachers, or students who desire to devote themselves to the promotion of international ideals. There are federations of national professional organisations already in existence, and it would be profitable to do what is possible to stimulate the formation of others. For example, international associations of school teachers concerned with the natural or social sciences could do much to direct the attention of their members to the opportunities they have of awakening in their pupils a vivid and meaningful realisation of the importance of the cause which Unesco has been established to serve.

Taking into account these factors—the relation of the Organisation to the work of governmental and inter-governmental agencies and to voluntary associations—it appears that the educational programme of Unesco should develop along six main lines. It should :—

- (a) Collect and disseminate educational information ;
- (b) Co-ordinate, in appropriate manner, the work of other agencies so as to avoid wasteful overlapping ;
- (c) Stimulate other agencies and associations to carry on the educational work for which they are fitted, in so far as their aims are cognate to those of Unesco, and instigate the formation of appropriate agencies where they are lacking ;
- (d) Facilitate the work of voluntary associations in the educational field by suitable means ;
- (e) Initiate desirable and important projects, including educational research projects ;
- (f) Operate programmes in fields not adequately provided for, or where an international agency such as Unesco is best fitted to work.

The sections which follow describe, in somewhat greater detail, specific educational activities proposed for the Organisation. They fall into three chief groups. First, activities which are directly and explicitly concerned with the more solid and lasting establishment of peace and security through education. Secondly, activities concerned with the problem of adjusting the educational process in various countries to the changing requirements of dynamic societies in rapid evolution. Thirdly, with continuing and current activities, themselves necessarily unspectacular but essential to the rest, and which, taken together, would represent a noteworthy contribution to the improvement of the science and practice of education.

II. DIRECT CONTRIBUTIONS TO SECURITY AND PEACE

The Constitution lays upon the Organisation, in unambiguous terms, the task of contributing to the "education of humanity for justice, liberty and peace." How best to direct the process of education beyond provincial and away from selfish ends is far from clear. It will be necessary to find ways of turning man's impulses of aggressiveness, combativeness, jealousy, anxiety, into constructive channels ; of fostering co-operativeness, tolerance, kindness, goodwill ; of softening or eliminating national, dogmatic or racial tensions and conflicts, often rooted in age-long traditions.

Results like these cannot be obtained by simple adjustments of particular items of school programmes and methods. What is needed is a change in the content and spirit of education in all its phases. All institutions must be penetrated by these qualities and ideals. Nevertheless, it would be unwise to rely only upon an indirect approach or to undervalue the utility of direct instruction

in preparing youth for the responsibilities of freedom. To do so would mean ignoring the way in which reason and intelligence can control will and passion. But here again, it will be necessary to enquire with care, through research and experiment, into the best ways of producing the desired results.

This is not to say that little can be done in the immediate future. Everywhere, in all democratic nations, powerful forces are already at work and generous ideals animate the teachers. Further, the member States have, by signing the Charter of the United Nations and the Constitution of Unesco, assumed the obligation to direct their respective educational systems towards the inculcation of the knowledge, attitudes and skills which contribute to international understanding. Evidently, these member States intend Unesco to do what is necessary to make it possible for them to implement their obligations.

As a beginning, it is recommended that a small Committee of representative experts be appointed, to study the methods employed and the content of the education provided in various countries to foster international understanding in the primary and secondary schools. (1) Instead of issuing formal questionnaires, this committee could invite the submission of memoranda, bearing on curricula, on extra-curricular activities, and on teaching aids; special attention should be given to creative arts and visual aids. National reports should, of course, include both existing and contemplated measures or projects. The committee should present a report to the 1947 General Conference with recommendations for further action.

It will be necessary to await the report and recommendations of that committee before drawing up a positive scheme. Nevertheless, it may be possible in the interval to make a beginning with certain practical activities.

It does not seem necessary here to say much about infancy and early childhood, except to take due note of the fact that all psychologists agree on the importance of this period of life in helping to form the attitudes and emotional responses which later reveal themselves in those prejudices which reasoned teaching seems powerless to eradicate or divert. During the next period, that from 7 or 8 to 13 or 14 years, curiosity grows fast and can be canalised towards interest in the habits and ways of life of foreign peoples. Rightly met, this curiosity can be used to strengthen tolerance and appreciation of diversity. In addition, this is the age when the gang-spirit rules, and when the collecting impulse is strong. Such natural impulses should be used to serve one of our main purposes—encouraging ‘worldmindedness’ among boys and girls.

It is proposed that the Unesco staff should collaborate through appropriate channels with schools and colleges, existing out-of-school agencies and with new groups which may be formed, in sponsoring clubs which would stress citizenship in the community, nation and world. (2) Such clubs will not be fully successful unless adequately

supplied with suitable educational material of all kinds—pamphlets, books, films, pictures and so on. The preparation of such material should be undertaken by the Unesco staff. Correspondence among boys and girls around the world should be encouraged in every way possible, and, if necessary, aid given to the bodies already working in this field.

One promising idea which has been suggested is the development of a Unesco stamp, issued through the schools, for international correspondence between the children of the world. This will require negotiation with international postal authorities.

Passing to the next period of life, that of adolescence, it is worth noting that it offers to Unesco a magnificent opportunity of arousing and harnessing enthusiasm for the cause of peace and security. For it is an age of high ideals and, especially in industrial societies, it is often an age of stress and insecurity precisely because nothing is offered to youth that seems sufficiently noble or worthy. At no other age does the gap between the ideals professed and the actual ways of life cause so much frustration or unhappiness. Nazi and fascist dictators well understood how to frame their appeal and how to enlist the support of adolescents. The danger represented by such unscrupulous demagogues is not over. The causes which Unesco is charged to promote—universal justice and liberty, equality and mutual respect of men, the brotherhood and solidarity of mankind—represent the foundations upon which civilisation has been built. In another aspect, they represent spiritual aspirations which, professed in a manner that makes them relevant to our epoch, can inflame youth and help to strengthen them against the wiles of unscrupulous adventurers. Nearly everywhere, educational authorities and voluntary bodies have promoted youth serving agencies which foster the ideals of adolescents of both sexes. It is regrettable that only seldom do such agencies have explicitly international aims. Clearly Unesco should enter into contact with them, study their needs and experience, and endeavour to turn their attention to the causes to promote which the Organisation was founded.

As an immediate contribution, likely to appeal to the feeling of comradeship and to the constructive idealism of youth *Unesco should encourage voluntary organisations to establish in 1947, in at least two devastated countries, small reconstruction camps, where carefully selected young people from various countries would work with local citizens on a joint enterprise of reconstruction.* (3) Aside from material assistance, such groups would enable youth leaders of different nations to share their experiences during the war years and their plans for the future with each other and with international youth leaders invited for short periods of consultation.

In addition to this, the educational staff should, of course, co-operate fully in the proposal to organise, in co-operation with the governments concerned, round-table conferences of youth leaders in war-devastated countries.

No educational programme is complete unless it extends to adults. Adult education represents in some ways the most promising field of activity for the educational efforts of Unesco, because those who are appealed to by adult education agencies represent the progressive and enlightened elements of the population. It is important to discover ways by which those who are reached by adult education movements anywhere could be made better informed on current events and more international-minded, so that they can act like a leaven in the rest of the population and help to create public opinion favourable to international collaboration. This involves making contact with adult education agencies, studying their needs, and collaborating in their efforts.

Two of the most urgent needs in adult education, as a means of promoting international understanding, are the training of leaders and the preparation of suitable educational materials.

As a first step in its adult education programme, Unesco should convene an international conference of leaders in this field, to exchange information about methods and techniques, particularly those developed during the war years. (4) Special attention should be devoted to study groups, to village colleges or community centres, and to new adult education techniques such as the theatrical presentation of current events. The conference should also discuss the responsibility of student groups assisting in the education of adults who have not had the privilege of higher education. Further, it should discuss in what ways Unesco can assist national organisations in preparing material for adult study groups on international topics such as : Atomic Energy ; the Aims and Work of the United Nations ; Unesco ; the International Labour Organisation ; the Food and Agriculture Organisation, etc. Finally, the conference should explore the possibility of establishing an international association for adult education.

So far nothing has been said regarding what some would consider in some ways the most significant educational field of all—that of higher education, including the universities and the institutions providing professional education for those who intend to become teachers. It is here that many leaders are formed and that those who will occupy high positions in national agencies or serve in the various international organisations now being established will receive their training. Clearly, a double need exists. First, it is desirable that in all programmes adequate attention be paid to the powerful trend towards international co-operation and to the urgent need for promoting a world outlook through the schools. Secondly, specific training for those who intend to become international civil servants must be adequately provided. The realisation of the importance of both aspects is widespread : for example, from many quarters suggestions have been placed before the Preparatory Commission urging the foundation of one or more world universities, which would serve as focus, as symbol and as example. Another idea suggested involves conferring an international character upon

certain existing universities. These proposals will need further study and consideration and a report should be prepared which would indicate what further action seems possible and wise.

Moreover, students have a part to play in all these matters and the various attempts they make to solve internationally their intellectual and material problems are in themselves powerful factors in education for peace. In fact, they have a direct responsibility towards the community as leaders in educational enterprises as well as in other fields.

It is proposed that a conference be convened to make a survey of the arrangements that exist for providing training in international relations, (5) with the double object of increasing such provision and ensuring that it is carried on in the future in the way best calculated to promote both the growth of international understanding and goodwill and the efficient discharge of the duties involved in the careers for which such training is provided. Members of the conference should be charged to consider, first, the general problem of the teaching of international relations in higher education and, secondly, the specific training of young persons for careers involving frequent or continuous international relations, whether provided inside the university system or under separate auspices.

Early results in the teaching of international relations can be reached by encouraging outstanding young teachers to exchange ideas and experiences.

An International Educational Seminar is recommended for the summer of 1947. (6) The purpose of this gathering, which will last six to eight weeks, is to enable the teachers attending it to carry on their work of fostering international understanding among their students with more intelligence and with improved methods by bringing them into contact with colleagues from other countries, and providing them with fresh knowledge and ideas over the whole field of education in its international aspects, through lectures and discussions as well as through the use of new educational materials and equipment. In nominating the participants, preference should be given to teachers genuinely interested in the objects of the seminar and eager to impart, as well as to receive, ideas and experiences. Those returning from the seminar will be expected, both by their compatriots and by Unesco, to become a source of knowledge and inspiration in their own countries in future years. The seminar should consist, generally speaking, at any rate in the first year, of men and women not over the age of 35, who have a university degree and have since been engaged in teaching—whether in schools or training colleges. Attendance would be by invitation of Unesco and the Member Governments.

The problems of the professional education of teachers of all kinds is, of course, central and upon its solution will depend the success of all the educational work of Unesco. It deserves intensive and continuous study by Unesco, which will have to consider how far and in what ways present methods of training for

teaching need to be modified or enlarged. Evidently, too, the Secretariat should provide study-material for teachers and future teachers, so that those who wish may adapt their teaching to the conditions of the new, exciting and uncertain age upon which the world is entering. The status and rewards of the teaching profession should receive careful attention.

These various contributions to Education for Peace can be complemented by positive action with regard to text-books. School manuals, which help to determine both the content and the spirit of the instruction provided, can be examined and eventually revised ; the production of good books may be encouraged by constructive criticism, facilitated by the establishment of definite standards, and of adequate sources of information. 'Text-book revision,' or 'Text-books in relation to International Understanding,' is, of course, an old topic of discussion and action. At the end of the first World War, private individuals, national associations, and some twenty-five regional or international organisations, took up the matter ; from 1923 onwards, the International Commission of Intellectual Co-operation (League of Nations) carried out methodical projects which were both defensive (revision of passages likely to endanger international understanding) and constructive (enquiries on the objective teaching of history). *A comprehensive survey of these attempts and a programme of further action have been issued in a separate pamphlet.*

These labours, though promising, did not bear fruit in time. They should be resumed at once by Unesco, which should propose, on the basis of past achievements and failures, broader and more precise methods of action. This new campaign calls both for a long-range plan and emergency measures.

The long-range plan, which is being presented, follows two main principles. First, the analysis and revision of text-books should be extended to all subjects, and more particularly to geography, civics, foreign languages and literature. Second, attempts to eradicate the war spirit and national bias from text-books should be accompanied from the start by a positive action ; that is, every possible encouragement should be given to the production of books of the kind required ; and general studies on the scope or actual contents of subjects such as history or geography should be undertaken at once. In order to give effect to such ideas appropriately devised machinery will have to be planned in consultation with National Commissions or National Co-operating Bodies.

As to emergency measures, they ought to aim both at securing without delay the active co-operation of governments and at providing immediate guidance for authors and publishers.

As a first step, a conference on the teaching of national history should be called in 1947. (7) Each government should be invited to send to this conference among its delegates representative authors of history text-books. Discussions would bear on the teaching of national history in relation to international affairs, on the place

of national history in school curricula and on the treatment of controversial events. The conference could also study past experiments in text-book revision procedure and eventually recommend a new one. National representatives would be expected to submit a comprehensive report on the teaching of national history in their respective countries.

At the same time, authors of post-war text-books should have the opportunity of submitting their work, before or after publication, to a committee of experts. It is suggested that such committees should work on clearly defined projects; for instance, the first experiment could consist in reviewing the treatment of "United Nations" in various school manuals; reports of the experts would be transmitted directly to the governments or agencies concerned, as well as to the author. Until a long-range policy is adopted, these emergency experiments could be carried out by groups of experts temporarily attached to the Secretariat.

Such are the definite proposals put forward for the next few years. They aim at starting without delay simultaneous action in all fields of education. The general enquiry on education for peace and security, the main purpose of which is to stimulate private or official initiative in each country, is supported by more specific projects adapted to the different ages and to the various types of instruction; each project represents an attempt to bring together and, so to speak, mobilise, existing forces that may be directed towards the defences of peace. But direct action on individuals or communities through international gatherings is not enough. It must be complemented by a careful study of teaching materials and, in the first place, of text-books. Thus, Education for Peace leads inevitably to a survey, both critical and constructive, of the content of teaching.

III. ADJUSTING EDUCATION TO PRESENT NEEDS

The projects and plans considered in the previous paragraphs all bear directly and explicitly upon the central responsibility of Unesco—that of encouraging and sustaining all educational trends which help to achieve world peace and international solidarity. To build up the defences of peace, however, is a task with many and varied aspects. The Charter of the United Nations points out that conditions of stability and general well-being are necessary if peaceful and friendly relations among the nations are to be created. Such conditions imply advances in economic and living standards as well as the universal acceptance and observance of fundamental human rights and freedoms.

Education clearly has an essential part to play in the attainment of this double objective. Vocational efficiency and, thus, the output of material goods, can be increased by improving methods of teaching and by making the programmes of instruction more relevant to modern conditions. On the other hand, educational

institutions obviously influence in a marked way the formation of moral and ethical judgment and the accepted codes of conduct.

Surveying from such points of view the perplexing problems faced by those in charge of educational systems, one notes that they fall into two classes. Where industrial development has not yet gone far, the most important and urgent issue is felt to be that of providing for the whole population that minimum education which would enable them to make better use of the tools and equipment of a scientific age. The demands raised are for campaigns to teach adults to read ; for campaigns to provide for adults enough positive and scientific knowledge to enable them to improve their standards of health and well-being ; and for sustained attempts to provide primary education, in order to stabilise the gains made at the adult level and to enable the young to form the necessary habits of orderly and civilised routine. In countries already highly developed from the industrial point of view and with longer experience of public and universal education, such problems may no longer appear urgent. Instead, others are constantly discussed, which all bear on the central problem of adjusting both the individuals and the institutions which are the expression of their common life to continually changing exigencies and stresses.

In consequence, Unesco will have to be concerned with problems which, at first sight, may appear less immediately connected with its prime objective. It is proposed, in the first place, that *the Organisation should launch, upon a world scale, an attack upon ignorance, by helping all member States who desire such help to establish a minimum Fundamental Education for all their citizens.* This campaign would naturally involve close co-operation with the Trusteeship Council of the United Nations in the territories under its control. Such an educational advance is essential in order to promote better standards of life in larger freedom and in order to enable less industrialised states to play their rightful role in the comity of nations. The present educational inequality between nations represents a danger to the peace of the world, which cannot become one if half of it remains illiterate.

In preparation for this proposal, some dozen well-known experts in combating illiteracy, in furthering primary education in less developed countries and in conducting mass education, prepared summaries of their experiences and observations in these fields, as related to Unesco's place in such programmes. With the assistance of experts, these reports were studied and *a programme of action concerning Fundamental Education drawn up. This Programme has been laid before the General Conference in a supplementary publication.* (8)

For reasons cognate to those urged above in connection with Fundamental Education, it would be wise for Unesco to devote attention to the problem of attaining better standards of health through improved methods of health education, both in schools and outside them. The first of these two fields, that of school

instruction, falls within the area of Unesco's direct responsibility ; as regards the other, the Organisation should collaborate with specialised agencies.

It is proposed that Unesco should appoint, jointly with the World Health Organisation and in co-operation with the Food and Agriculture Organisation, an expert Committee on Health Education (9). The primary task of this committee would be to promote collaboration between all medical, psychological, and educational institutions or agencies concerned. This joint committee could, among other things, undertake comparative surveys of physical education, establish minimum standards of diet, housing, and rest for school children ; carry out new enquiries on the teaching of hygiene ; promote the professional education of doctors, welfare workers and others engaged in health education ; ensure that information about new developments in the fields of health education (such as Health Centres of the Peckham type) be made available to all concerned. It appears probable that an international exchange of ideas and experiences concerning the professional training of nurses would yield valuable results.

Turning now to a brief consideration of those problems which appear most important in highly industrialised countries, the following four appear to be those where action by Unesco would prove most rewarding :—

- (i) The improvement of educational method ;
- (ii) Vocational training and general education ;
- (iii) Selection and guidance ;
- (iv) Treatment of handicapped children.

Actually, all four of these problems are being vigorously discussed everywhere, so much indeed that they might be called 'key problems in national educational reform.' Though they tend to appear in differing guises and to be discussed in different styles according to national habits and traditions, it is certain that mutual discussion and a pooling of experience would prove not only stimulating but helpful.

(i) The Improvement of Educational Method

The labours of psychologists and sociologists have brought to light, during the last fifty years, a mass of new knowledge which, rightly applied, would enable educators to form a new generation sufficiently balanced and sane not to feel bound to repeat the failures of the old—a generation which could remould our best purposes and habits into a life far worthier than has been seen or than it has entered into our hearts to conceive. Further, rightly applied in teaching, such knowledge could make learning into a joyous adventure for children. If, indeed, education became for all a liberating experience instead of what it still often is, a dull and crushing task, the progress of mankind towards a happier future would be more assured than it is.

Unesco would render good service by disseminating such knowledge, so that it could be fruitfully applied. Further, ways by which research into human development and into human relations could be encouraged should be studied. In this respect one of the best ways of spreading such basic knowledge of human nature and relations would be to press for the inclusion of more psychology in teacher training institutions and institutions of higher learning.

The above represents a proposal to make new knowledge about education more universally available—which is part of the duty laid upon Unesco. Another example of this same duty is to be found in the area of “Media of Mass Communication.”

Though it is certain that visual methods (charts, posters, films, film-strips, etc.) can make a tremendous contribution in vitalising almost every subject taught in schools, and though they greatly facilitate the treatment of subjects, such as the social studies, which are of peculiar importance in fostering the growth of a civic or international outlook, visual education is still comparatively little used. This is due in part to actual difficulties which have not been adequately studied. Much the same remarks might be made of radio which, too, has been proved to be a most potent ally of progressive teachers. The educational staff of Unesco should study the possibilities of these media of communication from the point of view of their use in schools of all types, and it should foster researches into the pedagogical problems raised by such use. It should study methods and techniques of producing visual material and radio programmes of high educational value and especially adapted to the international purposes of the organisation. It should consider how far these new methods can be used in all the other projects being pursued. Finally, it should take steps to disseminate the knowledge it gathers, thus assisting a peaceful and desirable educational evolution.

(ii) Vocational Training and General Education

In a society where the techniques of industrial production change quickly, educational problems connected with vocational education abound. Since skills handed on by craftsmen may rapidly prove obsolescent, apprenticeship training may often be discredited and its value questioned. Further, if the number of specialised jobs increases quickly, the need for vocational guidance increases. Lastly, the traditional, so-called ‘cultural’ or ‘general’ education gets increasingly out of step with occupational and life experience and is, by man, felt to be irrelevant—which raises the much discussed issue of vocational and cultural education.

Problems of vocational training can be approached from three different points of view. One is that of the labour market and its changing needs for more or less skilled labour. It usually falls within the sphere of other Ministries than that of Education. The second is closely linked to industrial development, the needs of which impose upon technical education ever-changing requirements.

On the international level, the International Labour Organisation has approached the problem of vocational and technical education from these points of view, and it will naturally fall to Unesco to co-operate with the I.L.O. on the educational aspects of this problem. The third and perhaps the most complex point of view is the purely educational one: to what extent can technical education, without losing its practical efficiency, be widened so that it does not exclude, but, on the contrary contributes to cultural education ?

This crucial question can be solved only through specific enquiries. For instance, new studies should be devoted to the educational value of technical subjects and to the teaching of handicrafts in primary and secondary schools ; besides, in some countries and in some industrial circles there is a growing tendency to transform apprenticeship, which has so far competed with schools, into formal theoretical teaching. Should this evolution of apprenticeship and of technical education as a whole be encouraged ? If so, by what means ? Such questions at present occupy the minds of educators in several countries, and the very part played by technical education in national reforms would, in itself, justify a first exchange of information.

The educational staff should consult educators and technicians on the even closer relationship between general and specialised education and to make contact with the International Labour Organisation before taking further steps in this field.

There are two subject areas which, perhaps, are particularly relevant to the general problem under discussion. They are natural science and the creative arts. Science has been generally taught in schools not so much because of any supposed general educational value but largely because it was felt to be useful either for industrial workers or for those who would be called upon to handle scientific appliances. Yet few would nowadays question the statement that science is modern life itself in one of its fundamental aspects and therefore an essential basis of a modern education. Any truly acceptable solution of the problem of teaching it in a humanistic way would thus throw light upon the whole problem of the relation of vocational to cultural education. The focussing of science upon the conservation of natural and human resources has been suggested as one means to this end.

Regarding the creative arts, the problem is somewhat different. Activity in this field can contribute in an important way to the emotional enrichment and stabilisation of the personality. It can thus prove a most valuable ingredient, if not an essential one, of a balanced education. In the second place, the development of artistic sensibility serves to raise the standard of taste. If widely spread, it would force manufacturers to produce goods that are not only useful but beautiful, thereby causing them to contribute to the healing of the present breach between the merely technical and the purely cultural.

It seems, therefore, that Unesco should pay careful attention to the teaching both of science and of the creative arts, in regard both to content and methods of instruction, in the conviction that by so doing it will contribute to the solution of what is acknowledged to be one of the central problems of the twentieth century.

(iii) Selection and Guidance

A clear distinction should be made between *selection*, which implies choice, or even in some cases, elimination, and *guidance*, which covers the complete development of the child's personality and abilities.

Problems of selecting young adolescents for the various kinds of secondary schools and higher institutions provided in most countries and of giving the right kind of vocational guidance to young people, are felt to be increasingly important everywhere. Experience and knowledge of the best ways of dealing with these problems is growing rapidly, but much of it remains unco-ordinated and serious gaps exist. In particular, the experience gained during the war needs to be surveyed and evaluated.

It is proposed, therefore, that Unesco should convene, during 1947, a conference to be attended by representative administrators of school systems, educational psychologists, physicians, vocational guidance experts and economists (10). This Conference should survey the whole field of selection for secondary and higher education, and of all forms of guidance, including vocational guidance. In the light of its deliberations, it should plan research programmes to be executed in various centres.

(iv) Handicapped Children

Selection and guidance are meant for presumably normal children. But we are also faced with the problem of handicapped children, both maladjusted or deficient, about whose fate educators are more and more concerned and whose number has greatly increased during the war. Too many examples have shown in recent years that they may become not only a public charge but a social danger.

Problems to be dealt with in this field imply some agreement on the very classification of handicapped children. Broadly speaking, the two main forms of maladjustment are not clearly distinguished. The first one is properly pathological and is due to mental deficiencies, either congenital or brought about by early children's diseases. The second is but the reaction of a child who is physically fit and normally intelligent against his environment; it includes practically all war victims: orphans and refugees, deported, persecuted, stateless, homeless, and illegitimate "war" children; it includes also all children who have developed, through conflicts with their family or their school, faults of character or conduct. A third class must be added—that of normally intelligent children who have become physically unfit through accident or

disease, of the crippled and the wounded ; in their case, general or professional education is dependent on physical re-education. These three categories call for distinct solutions of a common problem : in what kinds of institutions should handicapped children be educated, what kinds of education should they receive (contents and methods), how should their educators be trained ?

There is one group of handicapped children in whose treatment international collaboration might lead to particularly good results, namely the deaf. Experts have shown that it is possible to construct an international sign language, not based on the spelling of words, but consisting of a limited number of universal signs that stand for words and sentences used in most languages. The further development and adoption of such an international sign language would provide the deaf with a simple universal language. It has also been suggested that its adoption might be useful in international youth activities and might also facilitate the understanding of speakers at other international conferences.

Unesco should study the existing sign languages and investigate how far they could be developed and adapted into an international sign language.

To sum up briefly the contents of this part of the chapter : a number of projects have been listed, the first of which, Fundamental Education, would serve the needs chiefly of less developed countries. The second, the promotion of improved methods of Health Education, would be useful everywhere. The remaining four projects would primarily concern industrially more advanced countries. All of them deal with the adjustment of education to significant needs in modern society. All of them represent fields of activity where international co-operation would prove eminently fruitful and where Unesco could immediately render appreciated service to national authorities.

IV. IMPROVING THE SCIENCE OF EDUCATION

There remains one major contribution which UNESCO can make to education : it will be in a position to gather the data necessary to place the study of education on a foundation more secure and scientific than hitherto. Thereby, the labours of educators everywhere will become more effective and fruitful. At first, the children themselves and later the whole of the world community will feel the benefit.

The gathering of these data and the dissemination of the knowledge obtained will, of course, represent one of the continuing and permanent activities of the staff. The data themselves would, in the first place, be required to provide the facts needed by those engaged on the various projects being pursued. In addition, many enquiries of a more or less routine character will reach the organisation. For both reasons, the educational parts of the General

Unesco library will have to be very well furnished and used as the basis for an Educational Information Centre and Service Agency.

It is also proposed that a committee on educational statistics be appointed (11).

This Committee should resume the work started in this field before the war and collaborate closely with the Statistical Commission of the United Nations. It should :—

- (a) assist in the co-ordination of national educational statistics and the improvement of their comparability.
- (b) assist in the standardisation of educational terminology.
- (c) advise the members on general questions relating to the collection and interpretation and dissemination of statistical information ; and
- (d) promote the improvement of educational statistics.

The data gathered by the Committee on Educational Statistics, together with those furnished in the Reports provided by official sources will be of high significance and permanent interest to all students of education.

It is proposed that Unesco should publish an International Education Year Book, the first volume to appear in 1947 (12). This Year Book should, in addition to statistical data, etc., provide a link with students of international education through articles, surveys, and accounts of research.

In addition to this annual volume, *it would be useful to publish an International Education News Letter or Review, which would consist of material of less permanent value (13).* This Review should contain accounts of the progress of the various projects undertaken as well as of the general educational activities of Unesco ; reprints of important official pronouncements or agreements, such as Cultural Conventions ; digests of extracts of important articles in the field of international education ; and, in some cases, even special survey articles provided by the Secretariat or by experts.

These, then, represent the initial projects within the field of education which it is proposed that Unesco should promote within the first few years of active operation. Some will think that they are unduly modest and even timid when measured against the immensity of the task to be achieved and of the challenge now faced by mankind. To such, the reply might be given that experience in this field is far from extensive and that boldness will grow quickly with success. Others, on the contrary, may think that too much ambition and an insufficient realisation of the difficulties to be overcome has been shown. To them, the reply would be that there is no choice before us but to do what we can with courage, in the conviction that the alternative is universal disaster. Others, again, may think of the great financial expense that would have to be incurred to realise fully the proposals we put forward and they may

add that far too much hope has been laid upon the power of education. To such the answer is that the sacrifices which a people is willing to make for its children are measure of the faith which that people has in the continuing greatness of its civilisation. Faith in education has never been misplaced or deceived—it has been one of the great liberators of mankind from thralldom and fear. The limits of its potentialities have never been reached. It has been a civilising force in the past and now that the survival of civilisation itself is at stake it still represents mankind's most solid instrument for a secure and happier future.

CHAPTER III

MASS COMMUNICATION

MASS COMMUNICATION

Five hundred years ago, the invention of printing from movable types opened the way to a series of revolutionary changes in our social, political and economic life upon whose results the structure of civilisation today largely rests.

The first of these changes was the impetus given to modern science which, through the diffusion of research and the application of its fruits to production and distribution, led to what we call the "Industrial Revolution."

The second was the germination of the seed of political democracy, and the framing of institutions that could shelter this seedling in its growth, until it could flower in terms of human freedom.

Third was the development of popular education, bringing to mankind in the mass the opportunity to acquire knowledge and information and use them in the promotion of its own welfare.

For a long while this third change remained incomplete. The invention of printing, indeed, caused a diffusion of culture over large areas of the world, affecting the lives of masses of people. But the very nature of the printed word implied that its direct benefits were limited to those who had learned to read. In fact, they were largely monopolised by those who had gained facility in self-expression through the printed symbol. So in every country the educated formed a privileged minority, until further technical inventions, made during the past hundred years, opened the way to a real system of "mass communication."

Beginnings of Mass Communication

To begin with, the process of printing was improved almost beyond recognition. The introduction of power-printing, the rotary press, the linotype machine, and kindred inventions made possible the publication of large daily newspapers and other periodicals with a mass circulation, and of inexpensive books. Then, the telegraph made it possible to transmit symbols instantaneously for great distances. Next, the invention of photography and new processes of reproduction made possible the wide dissemination of pictures, drawings, maps, diagrams and posters. And this in turn paved the way for the introduction of the moving picture and the development of a vast new medium of popular entertainment and culture—the cinema.

Meanwhile, along with these visual inventions came others which transformed the diffusion of speech and sound. First, the telephone provided means of conveying the human voice from place to place. Then came the gramophone and various other devices for recording and reproducing sound. Afterwards the invention of wireless telegraphy led to the development of radio broadcasting—another new agent of mass information and amusement which has reached to every corner of the earth.

Nor is the list of these achievements at an end. New inventions in the field of communications, such as television and facsimile and wire recording, are just beginning to make their influence felt. Tomorrow there will certainly be further improvements, which in their turn will give birth to inventions hardly yet imagined.

All these instruments that science has provided for reaching large numbers of people can be conveniently referred to, in terms of their function, as "media of mass communication." Together they constitute a technological revolution in means of communication which may in time have effects as far-reaching as—or even more far-reaching than—the revolution brought about by the original invention of printing.

During the last half century, we have seen a progressive breakdown, almost everywhere, of the cultural fixations of the past. New social attitudes and ways of life are beginning to emerge. But these are not yet defined, and so our age is one of flux and transition. The media of mass communication are playing an important role in broadening the impact of the basic forces making for change.

Before the advent of radio, film and publications with mass circulation, most people in all parts of the world lived in cultural isolation, unaware of the diversity of ways and standards of living elsewhere, and therefore convinced that their own ways and standards were fixed, and even divinely ordained. The media of mass communication have helped to destroy this conservatism and sense of stability, and have projected throughout the world in its place a stimulating but alarming picture of change and diversity. At the same time, by making people conscious of the magnitude and global scope of many of the forces and problems they have to deal with, they have given the individual a feeling of helplessness and isolation.

In this way the media of mass communication, while widening the mental horizon of men in the mass, have contributed also to that deep feeling of insecurity and bewilderment which is characteristic of our current psychology. The resulting search for security is influencing every social, political and economic institution in the world today. It has led to the creation of many new institutions, including the United Nations and Unesco itself.

But while these instruments of mass communications intensify man's feeling of insecurity, they also provide him with a palliative in the form of "escapist" entertainment—the feature film, the variety broadcast, the fiction story in book and magazine. These in their turn exercise subtle transforming effects on many of our social and cultural institutions and attitudes, such as marriage and the home, the desire for better standards of living, popular tastes and habits and the use of leisure time. In these and similar ways film, radio and the printed word have facilitated the breaking down of the cultural fixations of the past. Just so, they will also inevitably influence the growth and adoption of new social, cultural and psychological patterns in the future. It is for this reason that Unesco's programme in the field of mass communication can be

of such great importance, if wisely and adequately carried out. The opportunity is great because the situation is still fluid.

Responsibility in the Use of the Media

However, the consequences that flow from all these inventions are not inherent in the inventions themselves. They are the result of the uses to which they are put by the persons who control them. The printing press, for instance, was but a tool in the hands of the individuals and organisations who wrote and published the words which the press reproduced. If the printing press had, in the early stages of its development, fallen under the control of a few institutions which would have used it for entirely base ends, or if it had failed to shake off the restrictions imposed by early attempts at censorship—its place as an instrument in the history of human thought and freedom would have been very different from what it is.

Similarly, in our own time, the mere fact that science has presented us with various marvellous new "media of mass communication" does not constitute any assurance that these media will be developed and used along salutary lines. We must recognise that they possess a capacity for evil as great as their capacity for good. Everything depends on the use that is made of them—how they are used, by whom they are used, to what purpose, and with what effect. Of one point only can we feel certain—that these instruments enormously heighten the power of any individuals, institutions or movements that control or influence them, to accomplish good or evil.

By way of illustration we may refer to the frequently heard comment that these instruments of modern communication have "made the world smaller." This is usually taken to imply that they therefore inevitably constitute a force making for unification. But it is not the mere existence of these instruments, but the manner in which they are used, that will determine their effect. In making the world smaller they can emphasise the causes of discord, by making divergences which formerly seemed unimportant loom larger in the minds of men. On the other hand, they can also make the world more truly unified by giving men everywhere a greater sense of the universality of the problems, needs and desires which they face.

Upon which of these two trends gains the upper hand in our future development will depend the question whether we are to have several worlds—one world—or none.

Although these "media of mass communication" have made but a comparatively recent appearance in society, we have already had sad experience of their misuse and perversion, and of the alarming possibilities that arise from their control by malevolence or stupidity. We have seen these instruments used to poison rather than enlighten the minds of men. Because of their high emotional appeal and their wide popular range radio, press and film all excel as vehicles of propaganda. They have been used to spread false doctrine, to twist the development of youth, to subdue independent

thinking, to arouse insane ambitions and to stimulate hatred and cruelty.

It may be said that this misuse has occurred during a period of abnormal stress and confusion. But, even in normal peaceful times, these media have served, in many cases, to disseminate, not enlightenment and culture, but ignorance and vulgarity. Instead of raising standards of public taste, they have reinforced those that exist at a low level, and attempted to give them universality.

Potentialities of the Media

To date, all the media of mass communication, with the exception of the printing press, have been used primarily for purposes of entertainment. This has not been altogether a disadvantage, for it is to their close association with amusement that these media owe much of their popularity, and therefore their influence. On the other hand, little more than a bare start has been made towards realising their immense potentialities for enlightenment. What these potentialities are can easily be estimated.

For the first time in history, these media make possible the creation of a truly cultured democracy. By this we mean, that they can make accessible to every individual in the world a knowledge of the course of science, the enjoyment of art, music and literature and the easy acquisition of information about current social, political and economic problems and achievements. One example of the benefits to be derived from this is the noticeable widening of the popular appreciation of good music that has taken place during the past twenty-five years, under the influence of radio and gramophone.

The "democratisation" of music is an indication of what may be done in other fields of culture. The heritage which used to be the exclusive privilege of the élite can now, through the medium of film, press and radio, be bequeathed to the masses of humanity. And this can be accomplished without waiting, as heretofore, until each individual has become sufficiently educated to make full use of the printed word. In alliance with the printed word, radio and film can make the learning process easier, more direct, more attractive and less forbidding. They can help to reinforce merely intellectual comprehension with the still more powerful influences of emotion and imagination. They can assist in investing the learning process with the glow of entertainment. At the same time, they can diversify and diffuse the opportunities of gaining culture and enlightenment and reduce their cost.

In the past, the educational process has worked under severe handicaps, of which the greatest are its slowness and its indirectness in affecting human attitudes on crucial issues. Normally, we expect education to produce its effects over a few generations rather than a few years. Now, however, these scientific instruments have reduced the time-allowance within which education can perform its salutary function. The media of mass communication offer

potential "short cuts" to influencing social attitudes for the betterment of the human race. We have now a chance to cultivate, before the evil possibilities of the atomic age ripen, the consciousness of world unity and world citizenship which we need to insure civilisation against world war.

Unesco is therefore vitally concerned with the utilisation of these media as instruments of education, culture and scientific advancement; and with the development of their powers to increase goodwill and mutual understanding among the peoples of the world. Unesco is no less concerned with the protection of the peoples of the world against any misuse of these media such as might result in their degradation and perversion to a point of fostering international ill will and misunderstanding.

Co-operation With Other Agencies

To achieve these purposes Unesco must carry out a broad programme in the field of mass communication. In the execution of this programme close and constant co-operation must be maintained between Unesco and all other bodies that share its aim in these fields. These include, first, the governments of the member states of the United Nations, and their National Commissions or Co-operative bodies; second, all existing agencies which control and operate the media of mass communication throughout the world; third, numerous peripheral organisations and groups that take an interest in, and exercise an influence upon, these agencies and their work; fourth, the United Nations organisation itself, its various organs, and the Specialised Agencies of UN. Here close co-ordination will be required with the UN's Department of Public Information and its local offices. Arrangements, which are embodied in definite understandings and agreements, have already been worked out to avoid duplication of effort or overlapping of staff, and to ensure harmonious co-operation.

Likewise, within Unesco itself, very close liaison will be maintained between the staff concerned with mass communication and the other programme sections, for two purposes. The first is to implement the programmes of Unesco in education, the natural sciences, creative arts, social sciences and humanistic studies, by projection through the press, radio, film, etc., on the widest possible scale. The second is to supply much of the programme material that will be needed for feeding to the agencies of mass communication in order to enrich the content of what they already disseminate.

The End and the Means

If Unesco's programme in the field of mass communication is to acquire significance, its execution should result, directly or indirectly, in an increase in the volume, and an improvement in the content of the flow of communications available to the world's population. More and better radio broadcasts, films and printed matter, consistent with the broad purposes of Unesco, should become accessible to ever-widening audiences.

Unesco must therefore set itself to stimulate and influence this flow of communications between peoples, and must itself make direct use of the media, in order to disseminate increasing amounts of educational, scientific and cultural material. Here there is direct relationship between means and end.

The total volume of mass communications is so huge, and the area they cover so vast, that Unesco itself will not be able directly to influence more than a minor, though qualitatively influential, part of this flow. Other less direct activities must therefore be undertaken, to help the various communication agencies carry out their work. These indirect activities include the rehabilitation and extension of communication facilities in many parts of the world, the removal of various obstacles that stand in the way of the free flow of communication, the giving of various kinds of general assistance to communication agencies, and the collection and dissemination of research data and current information.

Rehabilitation and Extension of Communication Facilities

Radio, film and press all rest upon a complex technical basis. Their operation is dependent on the use of costly and elaborate equipment and a high degree of skill. Vast regions of the world have never been able to afford their benefits. On top of this, the destruction brought about by the late war has impoverished other large areas in basic equipment and technical skill. An urgent task of Unesco in the sphere of mass communication therefore is to help as far as possible in the work of physical development and rehabilitation—the restoration and extension of the means of communication. Today, for instance, the output of books and newspapers is strangled by the lack of printing facilities and the dearth of paper. The habit of radio listening cannot be restored or extended until new transmitters have been built and the masses of people provided with receivers. Films cannot be fully circulated and shown until production has been restored or commenced in many centres, thousands of new theatres built and projectors in schools, community centres, etc., multiplied.

At the head of Unesco's projects of work, therefore, we may place restoration of the means of mass communication in the areas devastated by fighting and military occupation. Next will come making good the deficiencies in other areas affected by war conditions; and thirdly, the extension of facilities into areas that have hitherto been inadequately served. Unesco will undertake surveys to determine where the chief deficiencies lie, and how they are to be met. Conferences should be held with the United Nations, its Specialised Agencies, Member Governments, manufacturing concerns, communication agencies and other interested parties, to work out co-operative approaches to deal with the problem.

The basic purpose underlying Unesco's programme of mass communication as a whole is to enable the peoples of the world to know each other better through their respective books, periodicals, films and radio broadcasts. It is, however, important that the

information on which we intend mutual understanding to be based, should flow freely between all countries, and not from a few to the many.

The high cost involved in producing films, mass periodicals and radio broadcasts gives a substantial advantage, in the use of these media, to the more highly industrialised and wealthier countries of the world. They can impress their personalities more easily upon world attention.

Countries with few or no facilities for production in these fields are deprived of powerful weapons in the fight to improve the educational, scientific and cultural life of their own peoples ; and the world as a whole is poorer for lack of the knowledge and understanding of these countries which it might obtain if they could produce films, broadcasts, books and periodicals about themselves.

A special responsibility rests upon the more favoured nations of the world to assist Unesco in helping other countries to acquire or recover the missing physical facilities for mass communication, and to support Unesco's efforts to ensure balance, accuracy and responsibility in the methods of presentation of the peoples of the world to one another. These activities of Unesco are closely related to its task of generally working to remove obstacles to the free flow of mass communications between all peoples.

Removal of Obstacles to the Free Flow of Communication

Beside the physical obstacles and deficiencies in equipment referred to above, Unesco must take account of other obstacles of a less tangible but equally potent character, that hinder or warp the beneficial employment of the new instruments of mass communication.

Individual freedom has been severely curtailed in many parts of the world. The human spirit is only now beginning to re-emerge from its political and psychological fetters. Basic human rights have to be recognised and reaffirmed.

Also, these media of mass communication, on account of their power, have come, in many instances, under the control or influence of factors that stunt their usefulness. Some of these factors, such as rate structures, customs duties and exchange regulations, are economic ; some, such as restrictive practices and operating habits of communication agencies, are commercial ; others, such as censorship and quotas, are political and ideological.

The constitution of Unesco imposes upon it a specific obligation to "recommend such international agreements as may be necessary to promote the free flow of ideas by word and image," in the interests of advancing mutual knowledge and understanding between peoples. As a preliminary step, the Preparatory Commission of Unesco instructed the Secretariat to begin a survey of the obstacles described above. Considerable data have already been assembled for submission to Member Governments. Research in this field, however, must be viewed as a continuing task, leading

up to the recommendation of steps to bring about the removal or adjustment of obstacles, in accordance with the direction in Unesco's constitution. Close liaison will, in this matter, be maintained with the Sub-Commission on Freedom of Information and other interested agencies. Improvement may be expected to be gradual, since many of the troubles are deepseated or of long standing. But attention can be focussed at an early date on certain of these obstacles, which demand quick action.

For example, many of the existing facilities and services of communication are badly in need of immediate improvement. Unesco should formulate and promote plans for improving the international telecommunication services available to press and radio, and for establishing priorities for the transmission of news material by telecommunication and by ordinary mail. This should be accompanied by a reduction in the cost of these services, as well as a reduction in international postage charges on books, magazines, newspapers, pamphlets, films, transcriptions and similar material.

A specific factor hampering the free flow and exchange of printed material and other material of mass communication between countries is the present incomplete and anomalous system of international copyright protection. Unesco should promote the calling of an international conference on copyright, with a view to securing general agreement on, and adherence to, a new international convention which would regularise and facilitate the transfer of copyrights in all materials published through the media of mass communication. With the aid of legal and other experts, Unesco should prepare a draft of such an agreement for recommendation to this international conference, which should be called during 1947.

A new international convention is also needed to facilitate the international exchange of films and other visual and auditory materials, of an educational, scientific and cultural character by freeing them from customs duties and other restrictions. The League of Nations Convention (1933) on this subject, although signed by most countries, was ratified by only a few and even between these it hardly operated because of the cumbersome machinery involved. Moreover, the scope of the convention was limited to films and related sound recordings. A draft for a new convention which has been prepared in consultation with experts is submitted to the first General Conference of Unesco as a supplementary report.

The above are some specific examples of the obstacles to the free flow of mass communication which Unesco, in co-operation with the United Nations and national agencies, both public and private, should set out to remove. Underlying these specific cases, however, there is a general principle which we believe to be basic—that the human individual, wherever he lives, has a right to enjoy the benefits which these media of mass communication can confer,

particularly in their power to draw him closer to his fellow man elsewhere on the earth. He has the right to be protected against the misuse of the media. Consequently, out of its experience in overcoming existing obstacles, Unesco, working with other interest agencies, should be able, in due course, to formulate a general code for the protection of freedom of communication, which can be recommended to all parties—governments, industry and associations—for their adoption. The observance of such a code would be a sign that the nations of the world had returned to a sense of mutual intellectual and moral respect.

Specific Projects to assist Agencies of Mass Communication

The field of mass communication is already being effectively tilled by numerous agencies. Some of these agencies are owned and operated by governments. Others are controlled or licensed by governments. Many more are operated by private commercial agencies, while yet others are operated by private non-commercial bodies, including some with an educational or philanthropic purpose.

All these operating agencies together constitute the centre, but not the circumference, of the mass communication field. They are surrounded by a much larger number of associations, agencies and organisations which have some direct concern with mass communication, even though they do not regularly operate any of the facilities, or are concerned with the development of some important by-product of the radio, film and press media. They exert a powerful influence on the use of the media, for good or for ill.

Although planned for entertainment purposes, much of the output of these media has effects on the mind and conduct of those who receive it which can only be described as "educational"—if by this is understood bad as well as good education. Unesco is concerned, of course, with promoting and encouraging all activities in the field of mass communication which have a positive and healthy educational and cultural effect, especially those that tend to strengthen mutual understanding and goodwill between the peoples of the earth.

The first contribution Unesco can make to the forwarding of this purpose is to serve, and supplement the activities of, the countless agencies enumerated above, particularly by making it easier for them to develop their international contacts, and by filling in certain inevitable gaps that occur in their overall range.

Language presents one of the main barriers to mass communication between nations. Unesco's translation service will aid the mass communication agencies of the world in the accurate translation, not only of research data and current information about the communications field, but also of materials to be disseminated through mass media, such as radio scripts, film commentaries and captions.



With the assistance of linguistic experts, a start will be made in standardising technical terms in the field of mass communication. Similarly, handbooks may be prepared guiding operators in the field away from the use of words, phrases or allusions which may cause lack of comprehension or misunderstanding among foreign audiences.

The international development of the media of mass communication involves a great deal of travel on the part of journalists, radio commentators and executives, film producers, script and scenario writers and so forth. When working in foreign cities these professionals often lack elementary facilities for doing their best work. In co-operation with the Department of Public Information of the United Nations, its local offices, and various National Commissions, Unesco could assist in the establishment and maintenance of suitable centres in key cities of the world, equipped to facilitate the work of these professionals and to implement their international knowledge and understanding by making accessible current and background information of both a national and international character.

As part of its programme for interchange of personnel, Unesco should facilitate foreign tours by groups of journalists and practitioners in film and radio, with the object of enabling those belonging to different countries to know each other better and discuss their common problems.

This brings us to a consideration of the valuable contribution Unesco could make in assisting the agencies of mass communication to improve the quality of their personnel. Owing to the rapid extension of these media in recent years, the number of persons employed therein has enormously increased, without any corresponding crystallisation of professional standards of competence, provision of adequate training facilities, or provision of opportunities for self-improvement. As a result the media are in the hands, not only of many professionals of great ability and wide experience, but also of many neophytes recruited from other professions, who have had little chance to acquire the wider visions needed for the full discharge of their responsibilities.

Unesco could encourage the improvement of facilities for the professional training of such persons. Hitherto, with some exceptions, press, radio and film have not been sufficiently recognised by the institutions of higher education as fit subjects for specialised training. Unesco should encourage such institutions to provide courses of training, both elementary and advanced, in the study of the fundamentals of journalism, broadcasting, documentary film, etc. Unesco should also seek to establish facilities for travelling scholarships, and international exchange of personnel so as to give individual workers in the field of mass communication experience in countries other than their own. This would increase the number of such workers who are familiar with the international aspects of operating the media of mass communication.

For those who cannot take advantage of these facilities, more opportunities must be provided for gaining wider contacts and studying specific problems which are common to several nations. Unesco should arrange periodic conferences of professional groups of broadcasters, film producers, newspaper publishers, editors and journalists, news correspondents and book and magazine publishers. In some cases this may bring to light a need for creating or strengthening international associations of such professional personnel, e.g., among foreign correspondents of newspapers or in the field of radio. Any such associations should be aided by Unesco in all possible ways.

Whilst stimulating the holding of these professional gatherings, Unesco should not forget the similar need that exists for congresses and conferences of persons not professionally engaged in operating any of the media, but keenly interested, from the angle of the reader, the listener and the filmgoer, or from the angle of the community (local or national) in the quality of what they receive. Unesco should help to strengthen the democratic basis which alone can keep the media of mass communication functioning as ministers, rather than masters, of man's mind.

Research

Day in and day out uncounted masses of people are exposed to millions of words and images poured forth by the press, the radio and the cinema. In the near future other stimuli (such as television, facsimile and newer instruments of communication) will add to the stream.

In the more industrially developed parts of the globe, these agencies of mass communication enter the life of the average man perhaps to a greater extent and more continuously than any other factor. As a rule he reads a newspaper and listens to the radio every day, and goes to the cinema perhaps once or twice a week.

What is the content of this flow of stimuli? What audiences does it actually reach? What effects does it produce on them?

No systematic data on a world scale are yet available which could enable us to answer these and related questions. At the beginning of this chapter we sketched, in broad outline, some of the general consequences of the present-day revolution in communication. But we have yet no scientific data to support our rather sweeping generalisation. What may well be the most important cultural phenomenon of our age is going on all around us, yet, despite the remarkable advances made in techniques of social research, we know very little about its broader aspects. It must be one of Unesco's long-term tasks to undertake a comprehensive study of all aspects of this problem, in order to enable it to chart a course which will lead to the development of a new spirit of international community.

The task is so complex that we need co-operation from others. Unesco must collect and analyse the data which are currently compiled by many research agencies, public and private, throughout

the world. Gaps in their data should then be filled by special research projects undertaken or encouraged by Unesco itself.

The various facets of communications' research are suggested in the commonly accepted catch question—"*who communicates what to whom, and with what effect?*" Among the data to be collected would be material arising out of analysis of the flow of communications through different media into various areas of the world; surveys of the size and composition of audiences reached by that flow or parts of it; and research into the effects of these communications upon the individuals exposed to them.

Such data should be of great help to mass communication agencies in their attempts to assess objectively and evaluate their own performance in terms of both its good points and its deficiencies. This material would also serve as a guide to Unesco in concentrating its efforts where most needed, and in providing objective evidence of effectiveness.

Studies of Attributes, Potentialities, and Techniques

Each of the media of mass communication has its own attributes and characteristics. Each is an art, requiring high skill in its own particular techniques. There is room for a great deal of new research in the development of these techniques, especially in their application to formal and informal education, both for children and adults. For example, the potentialities of films and other visual media in both fundamental education and general classroom use are as yet only perceived in broad outline. Similarly, only during the late war was a beginning made in utilising the enormous possibilities, particularly for rapid training courses, of the animated diagram and cartoon. Again the art of broadcasting to schools is still in its infancy. Beyond this, much work has to be done in developing fresh ways of using radio, film and other visual and auditory devices for conveying information to uneducated peoples and groups. Even in the case of the printed word, wherever it is used to appeal to the less well educated type of reader, considerable improvement in techniques of presentation, e.g., in the newspaper article, is possible. At the opposite end of the scale, in new media such as television, entirely new techniques have to be built up.

Unesco has an important part to play in stimulating research and experiment in these fields, and widely diffusing information about their results.

Current Information

The field of film, radio and press (to mention the major media only) presents a bewildering maze of hundreds of competing or associated organisations of every kind and size, with different purposes and methods. Even to the professionals in one medium, or in any one country, operations in another medium or another country are apt to be unfamiliar. This leads to overlapping, waste of effort, misunderstanding and frequently to neglect of opportunities for good.

Both to assist operators, users or others interested in the field, and to facilitate its own work of stimulation and participation, Unesco will have to gather extensive data on a current basis about the agencies of communication and their day to day operations. This data will enable Unesco, first, to acquaint operators in the field with useful developments, experiments or achievements occurring anywhere in the world ; and secondly, to take advantage of opportunities for the furtherance of its broad aims wherever and whenever they appear.

This data will supply the basis on which Unesco can maintain an effective enquiry service, and a clearing house and information centre on the various media of mass communication. Such a service would include a reference library of published material, a select library of films, radio scripts and transcriptions, covering the field in which Unesco works, and facilities such as projection and listening rooms, for the study of this material.

Publications

UNESCO will naturally want to develop its own channels of regular contact with both professionals and non-professionals interested in the field of mass communication. This constituency may be a large one, justifying the issue of reports and special studies, and of a periodical newsheet, bulletin of information, or even a journal. Any such bulletin would describe schemes of international co-operation and national experiments and achievements, give information about agreements arrived at under Unesco's auspices, and generally provide a forum for discussion and appraisal of the work being done in the field of mass communication.

Stimulation of the Use of the Media of Mass Communication

From the foregoing it is evident that Unesco can render many important services to existing agencies in the field of films, radio and press. But few people would deny that greater and more effective service could be rendered through the media of mass communication to the purposes for which Unesco has been established. It is here that Unesco will be expected to give positive leadership, stimulating greater efforts and inspiring new experiments in the cultivation of amity between the peoples of the world.

This leadership will naturally find expression in the fields of information and education, where much has to be done to extend the use of the media and develop new techniques, arising out of the surveys and researches which Unesco will undertake. But Unesco's influence cannot be limited to the field of education ; it must impinge also on the field of entertainment, which is the prime function of the agencies that operate these media.

For instance, in the cinema, Unesco will be concerned, not merely with the encouragement of films produced for instructional and documentary purposes, and distributed to specialised audiences seeking for information and education. It will also seek to implant

and foster new ideas and new treatments in the entertainment film ; for example, it will seek to stimulate the production of more feature films of the kind made famous by the biographies of Pasteur and Madame Curie, which combine instruction with entertainment, for exhibition in public cinemas. In this matter Unesco has a selective interest. It will aim at popularising all types of worthwhile films that have currency beyond the bounds of national frontiers, and so may be influential in affecting the attitudes of one people towards other peoples.

In the radio field, Unesco's task will be rather different. Here again its influence will not be confined to instructional broadcasts, or to " talks " and discussions of an informational character. All the main elements of broadcast entertainment, especially music and drama, will be open to the ideas and material for programmes that Unesco can conceive. All fields that Unesco covers can provide material of this kind—music and the arts, natural and social sciences, education. Here it should not be overlooked that both radio and film are much more than mere disseminators of cultural material drawn from other sources. The use of these media demands new techniques of presentation, e.g., in drama, music and speech, in which already may be detected fresh embryonic art forms. The various agencies operating film and radio have now become very important patrons of art, music, dancing, writing, poetry, acting and other creative cultural activities. This patronage has created new artistic professions, such as those of the cine-cameraman, the radio dramatist, and the composer of music for film and radio shows. Unesco, taking cognisance of these art forms, will encourage their development and use them in the execution of its work.

It will often happen, we believe—indeed it has already happened—that radio networks and stations will give time on the air for programmes that conduce to the ends which Unesco serves, without giving direct publicity either to Unesco itself or to its formal objectives. Great elasticity of approach will be called for on the part of Unesco's staff, to take advantage of such offers in terms of the habits and requirements of the radio agency which makes them. For instance, research may be undertaken by Unesco in the field of national folk music, in order to produce material and performers of a special local type that will appeal to radio networks which are on the lookout for new music programmes.

Much of Unesco's radio work will be of this type—preparation of material capable of serving as a basis for locally composed broadcasts. Sometimes Unesco will itself prepare individual programmes or series of programmes, and offer them for incorporation in the schedule of existing broadcasting agencies. These programmes will take the form of announcements, bulletins, news items, talks, forums and interviews, dramatisations, musical programmes and other types. The programmes should be made available, at least in script form, in as many languages as possible ; and they should be supported by suitable publicity in print.

Unesco should also participate, with the United Nations and its Specialised Agencies, in the establishment and operation of any international network of radio stations, or single radio station, that may be found practicable.

Likewise, from time to time Unesco will find that it has educational, scientific or cultural material that can most effectively be conveyed through films. When this occurs, Unesco will arrange the necessary film production programme. As a rule efforts will be made to stimulate the production of such films by existing film producers, and to have them distributed and exhibited through existing channels. But if circumstances make it necessary, Unesco should itself finance production and make whatever arrangements may be required to ensure distribution.

Perhaps the most valuable single function that Unesco can perform is to stimulate the wider dissemination and exchange between nations of mass communication materials. To quote from a remark made by the British Prime Minister, Mr. Attlee, in welcoming the Conference that met during 1945 for the purpose of establishing Unesco: "How are we to know our neighbours? To understand their culture, if you will pardon my use of that much-abused word? Surely through their books, their newspapers, their radio and their films." All broadcasts, films, books, periodicals, and newspapers are to a greater or lesser degree expressions of the soul and personality of the people by whom they were produced. When these materials pass from one country to another they can carry with them some part of the tradition, way of life and aspirations of the country where they were made. The more, therefore, that these materials can be exchanged and internationally assimilated, the more rapid may be the development within countries of popular education and knowledge and the faster will all countries move towards the solution of ancient misunderstandings and the prevention of new misconceptions from arising between them.

Of course, such international exchanges may and do take place without Unesco, for motives of pleasure, gain, or curiosity. Unesco, however, working always in close co-operation with the existing agencies in the field, can make systematic and well-balanced what has hitherto been sporadic and sometimes one-sided.

In addition to general international exchanges, Unesco should encourage and aid bilateral agreements between countries for the exchange of film and radio material. It should also recognise in many situations, the equal and sometimes greater value of some of the less spectacular media of mass communication, such as film strips and slides, radio transcriptions and recordings, charts, diagrams and posters. To promote exchange between countries Unesco should encourage the establishment in individual countries of libraries of films, radio transcriptions and other visual and auditory materials drawn from all countries.

Besides stimulating production and facilitating the exchange of materials in mass communication of an improved character on a wider and more truly international scale, Unesco should encour-

age and assist the collection of films and radio recordings by individual countries for purposes of study by operators, technicians and students, and for preservation as documents of value to historians and students of the future.

In the case of all media, the building up and evaluation of the audiences, actual and potential, which receive mass communications, are of the utmost importance. International exchange of films, radio broadcasts, and printed material will become much more common if Unesco can find ways of audience-building in connection with them.

However, it must be remembered that the audience for radio broadcasts, films, and popular publications is not a single undifferentiated "mass" audience, but an aggregate of many different large audiences with specialised tastes and interests. By encouraging the production, diffusion and exchange of material specifically planned for these special audiences, Unesco will be helping to raise the general standard of radio, film, and press as instruments of popular entertainment and enlightenment.

The question of "standard" is of paramount importance. There are two steps which Unesco could take to stimulate the agencies of mass communication to develop their work along lines making for greater understanding between peoples. First, it has long been the practice in journalism, broadcasting and the cinema, as in the arts, literature and science, to encourage initiative and recognise high quality of achievement by the conferring of Awards of Merit, which are valued not for any material gain, but for the prestige they bring. This principle has sometimes been applied internationally (e.g., the Nobel Prize) with success. It could be further developed in our field of mass communication. This is all the more important inasmuch as the products of these media, though costly and far reaching, are remarkably ephemeral. High achievements, therefore, easily pass unnoticed by those who happen to miss them at the moment of diffusion.

Unesco should establish a system of Awards of Merit for outstanding contributions to the development of international understanding through any or all of the media of mass communication. These awards should be used to encourage accuracy and responsibility, as well as initiative and brilliance, on the part of agencies and individuals in this field.

We have referred, in an earlier section of this report, to the aura of authority which surrounds material reaching the public through the channels of broadcasting, film and press. To protect the public from being misled by this authority, Unesco should promote an international agreement whereby the source and sponsorship of all broadcasts, films, transcriptions, publications, etc., are clearly indicated. This measure is a corollary to the system of Awards of Merit, whereby Unesco recognises outstanding examples of responsible exercise of authority.

Mass Communication and Popular Education

In all types of educational activity, those with the greatest popular appeal are the least formal, i.e., where the line is least clearly drawn between entertainment and instruction. This gives films, radio broadcasts, and books and journals with a mass circulation special significance in adult education.

This is also true of the influence which these media exercise upon the minds of the rising generation. In adult education we lay stress on the speed with which they operate, and the wide range they cover. In the case of youth, we may stress the intensity of their appeal. Radio, film and press, therefore, have a special responsibility for influencing the development of youth, particularly during the present difficult period of post-war transition.

We are awake to the urgency of educating the contemporary generation of adults to new ways of thinking about relations between the nations. But the near future rests also with those now in childhood. Must they grow up inheriting the burden of prejudice and animosity that has brought low their parents and (in some cases, alas) their teachers? Windows onto life—the life of all peoples in the world—can be opened in the home and the classroom through the impersonal agency of film and radio and television. The youth of the world might thus be set free of the intellectual chains of the past.

Unesco will pay close attention to the international aspects of the media, firstly in formal education (e.g., school broadcasting and classroom films), and secondly in cultural and recreational training, and the use of leisure for wholesome sport and amusement.

Many important examples suggest themselves of the contribution Unesco can make in these fields. One is the giving of stimulus to the publication of Children's newspapers and youth magazines in more countries, and the wholesome development of children's features in existing newspapers. Another is the provision of more and better special programmes for children in moving picture theatres. A third is the extension and improvement of broadcast facilities (both for entertainment and instruction) for children. In all these cases Unesco can do much to provide material which will make the younger generation more "one-world conscious." Material for children (stories, articles, songs and dances on records, and films) lends itself to international exchange. One group of the proposed Unesco awards might well be reserved for giving stimulus in this important field.

Conclusion

The foregoing gives a picture of the wide horizons opening before Unesco in the discharge of its task of giving the media of mass communication their rightful place in the promotion of international goodwill and understanding.

Appropriate stress has been laid upon the need for widespread research, surveys and the collection of data as a preliminary to the development of new and fruitful approaches to the problem of the better use of these media in popular education and culture. The value of Unesco's work in the mass communication field will be judged by the effectiveness of its influence, direct and indirect, upon the flow and content of actual broadcasts, films, transcriptions and popular publications.

The importance of the media of mass communication as instruments building goodwill and understanding among the nations rests largely on the speed with which they work. Living in an age revolutionised by recent atomic discoveries, we know how urgent it is to modify many of the traditional attitudes and ways of thought of mankind that stand in the way of realising the world unity we need. Radio, film and the popular press are instruments by which, if wisely used, we can achieve these necessary modifications in time. Our faith in reason as a solvent of disputes and misunderstandings between peoples will then be reinforced by the power that the world will possess of enlisting the feelings and emotions of mankind in the service of causes that hitherto commanded their heads rather than their hearts. Our age demands a new idealism, a new faith that science can cure the ills that come through the perversion of its achievements. The media of mass communication can, under the leadership of Unesco, contribute much to create the conditions that will justify their faith.

CHAPTER IV

LIBRARIES AND MUSEUMS

LIBRARIES AND MUSEUMS

During recent discussions, there have been many questions asked as to the part that Libraries, Archives, Publications and Museums will take in the coherent pattern of Unesco's work. These three activities are not put together in one miscellaneous bundle for the sake of convenience, but because they share certain characteristics discernable by the same essential tests. Some words of introduction concerning these characteristics will help to clarify the programmes and to explain the emphasis given to this part or that before entering into a more detailed description.

Libraries, Museums and Publications are all means of spreading the knowledge and enjoyment found in books and in the beautiful and delightful objects that can be shown in exhibitions. In this programme emphasis will at one time be placed on the needs of the "common man"—on public libraries, popular galleries and exhibitions, books of fiction and poetry and other simple means of enjoyment—and at another on the needs of the expert and specialist, whose demands are for bibliographies and abstracts, research collections in museums and publications, etc., things which the common man seldom sees, and would not be likely to understand if he did.

But these two different needs are not in conflict, nor does their presence in a single report imply any dangerous duality. The works of scientists and philosophers cannot flourish in ignorant communities, and the ordinary citizen educated and stimulated to enjoy the world around him, will demand more and more from the scientists and other learned men in explanation of his environment and in confirmation of his power to control it.

A further reason for putting Libraries, Museums and Publications into one section is that the techniques which they employ, although different in detail, are all similar in so far as they depend on the organised collection and distribution of material.

A library which is nothing more than, as Dr. Johnson defined it in his dictionary, a "collection of books," kept behind locked doors for no man except perhaps some book miser to enjoy, is not Unesco's concern. Unesco must open the doors and distribute the stored-up knowledge and delights for the use and benefit of mankind.

Both collection and distribution are technical matters which will be dealt with later. There is more, however, in Unesco's task than explaining the techniques of distribution and collection, important as these are. We cannot hope to interest people who think that libraries and museums are dreary enough places by writing, however sensibly, only about their mechanism. It is not lack of technique that has made so many libraries and museums dead places; the vast mortuaries of objects which are called museums, the dishevelled menageries which so often serve as

zoological gardens, the labyrinths of dusty shelves and even the formless and unimaginative books on them, are not dull and unused simply because the people who organise these things lack knowledge of various techniques, but because they do not want to do any more than they have in fact done. It is not ability alone but intention which is at fault. There is lack of belief in the purpose and in the inherent creative value of museums and libraries and books, and since the people whom these places exist to serve themselves know little of what libraries, archives, publications and museums might be, no forceful demand is ever expressed. Thus right at the start of this programme must be an expression of the dynamic of these services and of Unesco's willingness to campaign for finer and more widespread, more popular as well as more learned and efficient libraries, archives, publications and museums for all sections of the world's communities.

Libraries, Museums and Publications may have nothing in them comparable to the "pure" aspects of science, philosophy or the creative arts, yet the services which they provide are essential to such work, if the work of scientists, philosophers, writers and artists is to be read or seen by the people of the world. They are furthermore inextricably bound up with education; a sign of man's hunger to learn and of his competence to teach.

LIBRARIES

Popular Libraries

This description of library work can best start with popular libraries; there can be no question that work to extend and improve popular library services is central to Unesco's purpose. Whether to help man to understand his neighbour or the atom bomb, elect his political leaders, till his soil and build machines; or whether as a means of giving him a book in his leisure hours or of giving pleasure to his children—Unesco must be interested, for all these things are Unesco's concern.

Every country should be urged to provide free reference and lending libraries for its citizens. As Unesco's education programme develops, and as there are victories in the battle against illiteracy, more and more people will want books to read, and will demand the services of libraries, not only for recreation or personal education, but also as a source of the technical books needed by workers in industry and agriculture. Unesco cannot itself establish popular libraries; that must be the task of each separate country, though it is possible that, in co-operation with the government of some country, an experimental "pilot" project could be developed under Unesco guidance—and special exhibitions could be prepared and travelling "book-trucks" could be sent on tour, both meeting and stimulating demand. Popular libraries must be well-rooted in the infinitely varied pattern of the local cultural soil. The exact form of popular library organisation will vary from place

to place, but the general principle can be stated with conviction that a library policy for the modern world must be positive and active. Libraries, as institutions, must in a literal sense be "attractive." They must not be inert, waiting to be used, but must seek their readers and attract them in, must use show windows and all the techniques and arts of persuasion to lead people to them freely. Popular libraries, more than any other kind, must shake off the burdensome dress of pompous and grandiose architecture, and Unesco must help by promoting studies of library architecture, paying attention to aesthetic as well as functional aspects of design.

Unesco must stimulate demand for libraries and be ready with actual services to help all countries to create them. Manuals on popular library systems and services can be prepared, conferences and exchanges can be organised, as well as training courses for librarians and for those having responsibility as government officials for library developments. These are activities to be developed in close co-operation with the organisations of professional librarians.

Unesco's specialists in education and other subjects can prepare popular guides to the literature of special subjects and lists of books recommended for popular libraries. The recommendation of books might, if badly done, lead dangerously near to the establishment of a "Unesco orthodoxy," but if well done it will contribute immeasurably to free thought and international understanding. A more direct service will be to give positive aid to popular libraries in acquiring books, by ensuring that enough copies of all essential books, translated into all necessary languages, are printed to meet world demand. Educational leaders have proposed that certain books such as world atlases and histories should be prepared on Unesco initiative. Distribution of such important works must be assured to popular libraries everywhere.

A supplementary memorandum has been prepared enlarging on the popular libraries programme with special reference to the practical ways in which Unesco's help can be given.

Freedom of Access

As mentioned above, the essential feature of all popular libraries is that they should be free and open to all. This is a pointer to one fundamental matter of library policy that Unesco should urge with the greatest possible emphasis. Freedom of access to sources of information is essential for the efficiency of all libraries, which cannot complete their collections if material is not freely available; and it is also essential for the efficiency of the studies and research which are dependent on libraries.

All nations should be recommended to remove restrictions on access which affect their own citizens, and to make all sources of information which are available to their own citizens as freely available to members of other countries.

Barriers to the Free Circulation of Publications

There are other barriers to the free interchange of information which call for attention on an international scale and can never be solved except internationally. Copyright, one of the biggest and toughest of these barriers, is a problem common to every Unesco section and will be considered elsewhere in this report. But even if there were a few or no restrictions on the use and circulation of documents for reasons of censorship or copyright, there would still remain currency restrictions, limiting or hindering payments across national frontiers. These difficulties hinder interchange so seriously as to cripple research, and act as a sullen barrier against international understanding. Perversely, the difficulties are often greatest when the bill is smallest and it is in fact simpler to pay a bill of \$100 across the Atlantic than it is to pay one of 20 cents. It has been suggested that microfilm services—largely a matter of small accounts—might be free; this suggestion at least deserves study. It has also been suggested by the Food and Agriculture Organisation of the United Nations that Unesco might establish a Publications Bank against which purchases by workers in any one country from any other could be charged without involving currency exchange. This also is a matter for study.

Surveys must be made of all other barriers, such as restrictive trading agreements, cartels, patents, etc., which hinder the free distribution of publications and of all the apparatus and equipment needed by modern libraries.

Documentary Reproduction

Until comparatively recently if a document existed in one copy only or was too fragile to circulate for normal library use it was in effect non-existent for numberless potential users. But in recent years vast strides have been made in the development of techniques of documentary reproduction which now—particularly in the form of 35 millimeter film—is among the most valuable of all the librarian's tools. There are many uses of microfilm—it saves space in libraries, for film occupies less than a hundredth part of the space of many paper documents; copies of documents can be made to send beyond the confines of the library so that a local collection can be truly open to the world; and fragile documents can be studied in film form to save damage to the originals. Also film and other methods of reproduction can be used as means of original publication, particularly for long papers, theses and the like, the circulation of which is too small to justify normal printing. These and many other realised and realisable uses demand that not only microfilm but all methods of documentary reproduction be studied by Unesco; developments must be kept under review and information on new developments widely distributed; research programmes must be extended and experimental units established so that new techniques may be tried out at an early stage, and, perhaps most important of all, equipment needed for the making and reading of photo-reproductions must be made widely and cheaply available.

Unesco will certainly need to establish its own documentary reproduction unit and might establish also an advisory committee of experts to direct research and development not only in documentary reproduction, but also in all apparatus of the kind called "mechanical aids to learning," which can be used to assist science and scholarship. Unesco might also support the publication of an international Journal of Documentary Reproduction reviving the important work fulfilled by the pre-war American journal of that name.

Two Executive Organisations

It is not the purpose of this chapter to describe details of organisation, so much as to enumerate and evaluate the problems which have been accepted by the Preparatory Commission. But in a large part of Unesco's library programme, the actual organisation proposed to deal with certain problems is of the first importance and must be described in some detail. This may not be a disadvantage because the highly intricate problems of bibliography, distribution of publications and exchange, with which we are now concerned, gain in clarity and reality if they are seen not merely as problems but as actual operations conducted by named organisations.

The first organisation is called the *International Clearing House for Publications*. It will continue the work of the Inter-Allied Book Centre and possibly in due course will take on the work now being done by the American Book Centre. Both these spirited pioneer organisations were created during the war to replace wartime losses in European libraries, but rehabilitation of libraries has scarcely begun and, in so far as losses can ever be made good, will not be completed for many years. The two centres have proved the need for the existence of a "clearing house" organisation as a continuing activity.

Second is the *World Bibliographical and Library Centre* which will promote the international loan of documents and the supply of reproductions, will co-ordinate national and regional library centres (promoting their establishment wherever they are needed), and will be the World Centre for research into bibliographical and documentation technique and the promoter or publisher of bibliographies and similar works.

The International Clearing House for Publications : Rehabilitation

Essentially the Clearing House is considered here as an institution serving the permanent and continuing needs of libraries, but it is desirable and in any case inevitable that it should develop out of the temporary work of rehabilitation, responsibility for which belongs to another part of Unesco. Whatever is proposed here will have to be worked out in the closest accord with relief and rehabilitation programmes.

It is almost impossible to define exactly the boundaries between the temporary and permanent aspects of the libraries

programme ; for instance, the books with which the Clearing House must deal, even if in one sense material of use in the rehabilitation of library services, are part of the existing cultural material of the world ; many of them are collected into libraries now, and the problem is not so much one of relief as a matter of the definition of the appropriate controlling authority.

We can cite two examples which clearly are matters for inclusion in Unesco's libraries programme, although also in a direct way they concern rehabilitation : the disposal of the two millions or more Jewish books found in Germany, and the re-establishment as working libraries of the Herziana Library and the Library of the ex-German Archaeological Institute, Rome.

Unesco Preparatory Commission received an offer from the Danish Government to establish a world Jewish Library in Copenhagen, under Unesco control, formed out of the existing collections in the Royal Library of Denmark, and unclaimed Jewish books found in Germany and Austria. This offer, and other proposals, recommending wider distribution, made by the Commission for European Jewish Cultural Rehabilitation, are to receive further consideration in a separate document to be presented at the November Conference.

The Danish Government's proposal does not involve any charge on Unesco funds, but certain other schemes would need direct subsidy. The newly-formed Union of Institutes of Archaeology, History and History of Art in Rome has proposed that Unesco should be directly and financially responsible for the re-establishment of two of the most important art and archaeological libraries in the world, the Herziana Library and the Library of the ex-German Archaeological Institute, Rome. Both these were taken from Italy during the war but now, returned to Rome by the Allies, are unable to open as working collections without financial help.

The libraries section—working closely in contact with the section concerned primarily with rehabilitation—should be prepared to consider any requests to take over the work of collection and allocation of books found in Germany and Austria by the Allied Control Commissions.

Unesco has already begun a detailed survey of losses and needs in all countries, and hopes to compile sufficient information to initiate a well-based programme of allocation of the actual stocks remaining from the Inter-Allied Book Centre or found in Germany, and of other stocks which the Clearing House may accumulate. Whether or not the Centre will be able to create new stocks by appealing to institutions and governments for surplus copies of useful publications depends on further study. This work, which could easily reach an alarmingly vast size, would have to start modestly ; at least the Clearing House could endeavour to maintain limited stocks of the most important government, research and reference works, which will probably not be reprinted, and which are likely to be unobtainable soon after publication. Discussions should be opened with a view to the inclusion of commercially

published works of this kind for temporary storage by Unesco and ultimate purchase by libraries which, for one reason or another, were unable to buy them on publication.

The Clearing House will not, however, be just an organisation to hand out spare copies of books and so on to applicant libraries, but should be the main promotions centre for all direct exchanges between institutions throughout the world. This will probably be its most important duty.

The World Bibliographical and Library Centre

Bibliographical services are at the very centre of efficient library work, and if Unesco could do little else in the library field but contribute to bibliographical studies it might yet be able to make a contribution to education, science and culture of inestimable worth. Unesco's bibliographical responsibilities have been studied on the Preparatory Commission's behalf by a small committee of experts. This committee has prepared a report which will be available as a separate document for the Conference. The following summary of the work of the centre is based on the Committee's discussions.

The Preparation of Bibliographies

At present no worker in any field of education, science or culture can say with confidence that he knows of all publications and periodical articles of importance in his own field of studies, and, even if he is able to say that he is well if not perfectly informed, it is still probable that many of the publications he may know of will be unobtainable. A first duty of the World Bibliographical Centre must be to deal with the first of these two problems, namely, the publication of bibliographies, so that the contents of all libraries and, in detail, the contents of books and periodicals of importance may be known through published lists or through the agency of bibliographical information services to everyone interested.

A recommendation has been made that every country should be urged to publish, as completely as possible, national lists of current publications covering not only books and pamphlets and periodicals, but all types of research reports, mimeographed documents, sound recordings, films and so on. This strikes at the root of the problem. Clearly no other authority than the government of each country could undertake a task of this size, and it cannot be expected that the whole of such a vast programme, which includes a preliminary stage of persuasive activity, could be completed in any brief period. None the less the need for complete national lists is clearly expressed and urgent.

Union Listing of Periodicals

An important task, which can best be undertaken centrally by Unesco, is the compilation of what are called "union lists" of all periodicals of recognised value in all subjects and of all dates.

These lists would record a limited number of holdings of each periodical in each country or region, so that research and technical workers would be able to learn without delay where copies of articles they need are available for reference or for the supply of photo-copies. The world union list would serve as a check list on which more detailed national union lists could be based. Associated with the publication of periodicals indexes will be the publication of lists of commonly used abbreviations of periodical titles ; lists which will serve not only as readers' aids, but which will lead to much needed standardisation of the form of abbreviations.

Various types of special bibliographies are equally necessary. Unesco must work with national governments to obtain lists of all war-time publications, including periodicals as well as books and pamphlets, and also including works published clandestinely and in exile. Some important bibliographies ceased publication during the war and must be continued by Unesco. Specialists in all subjects need improved services of select bibliographies, critical reviews or summaries, published annually or periodically, of the most important publications in each field. This also must be a Unesco responsibility in association with outside bodies.

Translations Index

Another task will be the development of a world index of translations. Before the war the International Institute of Intellectual Co-operation prepared a valuable list, *Index Translationum*, which should certainly be revived and greatly extended, possibly as a publication issued in several specialised parts. In the first stage it could be principally an index of books, but later should be extended to include periodical articles.

Special Problems of Documentation : Standardisation

Another group of special problems for the Bibliographical Centre is concerned with the standardisation of bibliographical and cataloguing methods and of book and periodical sizes and formats. Also there is the problem of the standardisation of terminology, which will largely be promoted by the publication of multi-lingual dictionaries.

Classification

Several standards of classification are currently in use, notably the Dewey, the Library of Congress, and the Universal Decimal Classifications. Unesco should maintain an active interest in classification and must encourage and assist work of revision and co-ordination and, on its own account but in collaboration with existing international bodies, study the possibilities of producing a universally agreed system.

Abstracting

A brief report, which is intended mainly to summarise the tasks before Unesco and to give some indication of the manner in which it may be hoped Unesco can contribute to their solution,

cannot include even an outline sketch of the complex problems of abstracting. In the field of the natural sciences, abstracting services have already been largely developed, but because scientific abstracting developed comparatively early, many of the faults of a pioneer activity still remain. There is great waste due to overlapping of services, whilst at the same time much of importance is never abstracted. Abstracts are seldom published promptly enough to satisfy the modern scientist's need for up-to-date information: he demands speed and also comprehensive cover of all literature in his field and, of course, high quality. It has been suggested that some at least of these objectives could be attained if the bodies responsible for original publication in each country or region, grouped according to subjects, maintained, or were intimately associated with, the abstracting agencies in each special field of work, to whom they would submit advance proofs of articles and papers for abstracting (and also classification and listing by subjects) prior to publication. The abstracting agencies in countries with fully developed scientific services would have an exact and defined obligation to deal with all literature published in those countries. The task of dealing with literature from countries unable to provide efficient abstracting services would be shared by agreement among the major abstracting agencies. Each national or regional agency would forward its abstracts to other national agencies for publication in their abstracts journals.

In contrast to this scheme for delegation of responsibility nationally is another widely favoured proposal for the complete international centralisation of abstracting in each subject. This would doubtless be economical and result in high quality work, but speed in publication might be more difficult to attain.

In other than scientific publication, Unesco's problem is not the rationalisation of an already complex and abundant field of abstracting, classification and indexing services, but the original promotion of this work. Outstandingly, education and social science, historical studies and the arts, lack adequate documentation services.

The problem is complex and contentious and a matter for detailed discussion between existing abstracting agencies, specialist bodies such as the international scientific unions and all specialised interests within Unesco.

International Lending

Another main task of the Bibliographical and Library Centre will be to deal with the circulation of publications or reproductions. It would be an act of almost malicious unreason to circulate lists of publications without at the same time organising ways in which they can be obtained.

In the years between the wars all countries with well-developed libraries organised schemes of inter-library lending. Frequently they grew as uncentralised services between separate institutions, but in some countries, for instance in the United Kingdom, a

national central library was created, which, besides being potentially the national bibliographical centre, was a co-ordinating and organising centre for national and international lending. Unesco's Bibliographical and Library Centre should be the world centre for the co-ordination and development of lending services. Definite efforts should be made to encourage every country to form its own national library centre, to work in close accord with the World Centre, and to organise all the subsidiary services of bibliography and documentary reproduction which have been described above, and on which an efficient distribution service must depend. If in the future Unesco establishes regional offices, part of this work may be concentrated regionally.

All the work of the Bibliographical and Library Centre must be designed in close relationship with the work being done, or yet to be done, by the bibliographical and library sections of other international agencies. The Food and Agriculture Organisation of the United Nations has already proposed detailed plans for library services, including the formation of a Food and Agriculture Bibliographical Centre.

Archives

There are three other fields of direct activity within the libraries programme. The first is that of archives. It would possibly be suitable for Unesco to become the executive authority for the organisation and maintenance of the archives of international agencies, conferences and commissions, not forgetting Unesco's own archives ; in any case within Unesco there must be expert staff competent to maintain an archives information centre to conduct research in all matters of archives technique or co-ordinate research elsewhere, to compile statistical and other guides to archives collections and publish manuals and digests of archives practice.

World Education Library

The second of these further responsibilities is the establishment of an education library. The nature of Unesco's education programme and the lack of a readily available working collection of education books and periodicals make it necessary to plan the development of the education section of Unesco's own library on a somewhat more ambitious scale than is likely to be required by Unesco's other sections. Thus at the start it is proposed to combine the purely internal service with that of an outward looking world service of documentation and information.

Education and Exchange of Librarians

Finally, as far as Unesco's work for libraries is concerned, Unesco is not likely to succeed unless its programmes represent the experience and needs of the actual workers in the field—the librarians and bibliographers. In all these matters that have been discussed Unesco must keep closely in touch with working librarians.

Through the agency of the international federations, or directly if necessary, Unesco will promote the education of librarians and documentation specialists, and will promote and assist exchanges and conferences so that the number and quality of workers may be constantly improved to match the increased responsibilities and tasks which these vast programmes imply.

PUBLICATIONS

“ Publications ” appears in the section’s title and claims a place in this chapter, although many aspects of such work, the publication of year books, of reference books and so on, are dealt with under common services. But “ publications ” are more than reference books : the whole field of book production as an art, of typography and the resources and distribution of printing and publishing activity, command attention. In one way particularly this field of activity is of fascinating interest, because although books are perhaps the most usual means of international communication, few of man’s tools show more subtly their national characteristics, not by language only—that is obvious—but by the style of typography and binding and format. National style and self consciousness in book-making must not be dulled by over-enthusiastic standardisation. Nevertheless there are details of presentation and production which are reasonably subject to standardisation and which deserve study with a view to improving the intelligibility of matter in books ; the setting of tabular-matter for instance, with respect to the physiological and psychological conditions which control readability.

Studies have been made, which need confirmation and continuation, on the qualities and durability of paper suitable for particular types of publication. Action can be taken by Unesco to assist in the provision of printing equipment and paper to countries inadequately supplied.

Unesco’s interest in publications in general involves consideration of copyright (which is dealt with in detail elsewhere in this report), of the republication of out of print books and the original publication on film or possibly by photo-offset methods of important works which cannot be published profitably enough to attract commercial houses. There are more complex problems of the rationalisation of periodical publication, in for instance the scientific field, as one means of eliminating a waste of resources in prodigal overlapping of publications which the scientists can ill afford.

It is not possible to enter into all the details of these questions here, but these notes suffice to show an important range of tasks for a small and expert staff in Unesco specially concerned with these matters and competent to work in close touch with specialist sections of Unesco and the international bodies of authors, publishers, typographers and the printing industry.

MUSEUMS

The word " museums " in the section's title scarcely represents the width and variety of the section's interests. What is implied is every type of organisation devoted to display and interpretation not only of the objects but of the ideas of education, science and culture : art galleries, scientific and technological museums, planetaria, zoological and botanical gardens, aquaria, nature reserves and parks, sociological demonstrations, folk museums—the list could almost be endless. There is nothing that man creates or finds or, as our command of new exhibition techniques improves, nothing even that he thinks, which it is beyond the capacity of the modern " museums man " to display so as to educate and entertain the ordinary men and women of the world or to assist the advanced studies of experts.

As was said in the introduction to this chapter, there need be no conflict in diversity of interest ; the needs of the scholar and the common man and the special claims of the four fundamental purposes of museums : to preserve, to provide material for research, to educate and to give delight, coincide more than has often been admitted by the exponents of one interest or another. The finest recent experience has shown convincingly that even the most " popular " exhibitions cannot be made intelligible or lively unless they are designed with all the penetrating intelligence of real scholarship and learning, not as a background only but as one of the main creative influences in design.

First and foremost " museums " and exhibitions of all sorts serve mankind through his eyes. They teach us to think and stimulate us to enjoy by teaching us to look at things and by looking to understand, to see a thing whole and in all its relationships, large and small.

The educational value of museums and exhibitions cannot be overrated : they provide teachers at every level of studies from the infant class to advanced adult education with means to escape from the tyranny of words, from the pages of text books and pictures on pages into a world of real things, real pictures in galleries, the actual tools used by men to make things of use and beauty, to escape to the open-air reality of a nature reserve, to be thrilled by the brilliant illusions of a planetarium.

Every school class cannot have easy access to great museums and galleries, but little museums can be made in every school, built up by the pupils and their teachers out of the resources at their school door. Unesco must concern itself with these intimate and unpretentious exhibitions by collecting and distributing the experience of many teachers who have realised the power of visual observation in education and have used exhibition techniques.

The capacity—more than capacity, power—in the hands of those who understand what museums and exhibitions can contribute to education is a pure creative influence. Museums and exhibitions can certainly be used to say the wrong things, or destroy and

disturb by saying the right things badly. There are art galleries full of beautiful pictures which destroy enjoyment of pictures, and zoological gardens which excite us only to give the dulled animals a bun. The remedy for this can be in Unesco's hands. One of the first of all Unesco's tasks must be to spread ideas of what museums and galleries might be. This is not to be achieved by writing high-minded memoranda, but by exact and patient studies of exhibition technique and of the extent and character of demand and of the resources available to meet it ; by using, far more than has yet been done in museums, all the help of scientific surveys of public opinion to collect accurate knowledge of the reactions of people to varying types of display, and to find when saturation point is reached in their capacity to appreciate and when boredom develops.

The Distribution of Museums and Exhibits.

In many countries which have well-developed museums services, and even within single cities, there is a most uneven distribution of museums and of their possessions. Much more is this so, if, in the Unesco way, a world view is taken of the distribution of museums. One of the tasks will be to study gaps in services and to give positive aid in filling them. Because they were first in the field of exploration and conquest, some countries have excessive wealth in the social and art objects of other lands : Western Europe has a surfeit of Greek vases, Central and South America have none ; and Western Europe is sadly deficient in collections that display with dynamic understanding the history, life and arts of many distant lands.

Some countries, now in the turmoil of development from primitive to modern communities lack realisation of the aid they can receive to educational work from well-planned exhibitions, or if they realise it, lack means to develop exhibitions. The change from one level of culture to another is effected often without any attempt being made to use museums to preserve the fine remains of the earlier period and the apparatus of its social life, and to stimulate among the people genuine pride in what their ancestors made and used. Without this the move forward is unnecessarily abrupt and worthy pride and national self-consciousness is lost in a featureless desert of modernity unrelieved by the light and shade of local tradition.

Exchange and Loan of Exhibits

This brief note on the distribution of museums and objects in museums suggests many difficult problems of exchange and loan of exhibits, and of re-distribution. These are matters for detailed study. The simple statement that exchanges between museums are desirable is almost valueless without the qualification that many objects cannot be moved safely, and that one of the most important uses of a museum, as a research centre, is destroyed if the student or scholar cannot be assured that the object he wishes to examine will

be in its place when he calls. The suggestion that surplus collections should be disposed of to other institutions or countries is simple and correct to make, but difficult to carry into effect because of legal barriers to the disposal even of unwanted possessions or, in some cases it must be admitted, because of an obstinate maintenance of the principle that "what we have we hold." Special loan collections have been established in many countries. This is highly desirable and Unesco can study the extension of such loans on a wider international basis and possibly itself form loan collections and design and distribute exhibitions on Unesco themes, so that all continents and peoples may have chances to study the ways of life, the arts and the sciences of others, and thus learn what Unesco's purpose is and what Unesco can do.

The Rehabilitation of War Damaged Collections

There is one group of problems of distribution of objects in museums which is immediate and important—namely the restoration of war-damaged collections. At present the Control Commissions in Germany and Austria are doing magnificent work collecting and caring for, and returning to their rightful owners, pictures and other art objects which were stolen by the Nazis or have been found out of place. Unesco should offer to co-operate in this work in association with the Fine Arts, Monuments and Archives sections of the Commissions and the other bodies concerned with scientific and technological museums. It has been agreed that at the earliest possible time a central Clearing House should be established to handle the distribution. Such a Clearing House would be equipped with all the staff, documentation and technical services necessary to assure rapid and efficient work, particularly in the restoration of works to their pre-war owners.

As with libraries, "war damage" is not confined to museums in the war areas. All museums, everywhere, had their development hindered, their communications broken and their research services injured. Efforts must be made to restore communications soon and make good the losses in experience and development. In so far as possible Unesco should endeavour to exercise its authority by requiring from all museums which benefit from rehabilitation services that they play their full part in co-operative international services by allowing free access to collections, and by giving efficient documentary and photographic services.

Access to Sites

One problem which concerns all types of museums, particularly, perhaps, archaeological museums, is that of access to sites. Political as well as economic and legal difficulties have prevented freedom of access in the past so that workers from certain countries have had no chances to study in fields which are of great importance to them. Arrangements might be made by Unesco for qualified workers to engage on field work outside their own countries, thus gaining not only experience in their special studies but also a sense

of partnership in scholarship and science with their colleagues of all nations. The question of exchange of personnel between nations is common to all sections of Unesco's work and is dealt with at length elsewhere ; this is just another example which, for museum workers, can be extended by reference also to the need for exchanges between museum officials to work in each other's institutions.

Documentation Services

Behind the exhibition screens of every competent museum are library and documentation services which urgently need assistance from such an international centre as Unesco can maintain. During the years between the wars, the International Museums Office served this need ; at the close of 1946 Unesco assumes responsibility for the continuance and development of the parts of the Museums Office work which are within its sphere of responsibility. These technical services can start in Unesco with a background of more than 20 years' useful work. Briefly, these tasks are the maintenance of a library for museography and all the associated documentation ; the collection of catalogues of all exhibitions, record of the location of objects particularly perhaps of works of art in that obscure period after they have been sold to private owners or while they are in the hands of dealers, and the formation of a collection of photographs of objects (or, at the start, of indexes showing where photographs can be obtained). In addition, Unesco might maintain a research laboratory and would at all events be an information and documentation centre for all research work on the preservation and care of objects in museums and would study and promote standardisation of classification and terminology in close collaboration with the specialist sections of Unesco concerned with each science, technology and art. Unesco should also publish museums abstracts, an international museums journal in continuation of " Mousseion," and an annual guide to museums establishments.

" Local Cultural Community Centres "

In planning detailed operations of a number of organisations, there is a danger that the essential links between them may be forgotten and that activities may be considered as separate which should more suitably be combined. Libraries and museums have already been considered separately, and other chapters in this book describe a great variety of other projects or organisations to serve, for instance, education and the fine arts. All these could be greatly stimulated and aided in a very definite and practical way by the creation of what might be called " cultural community centres," which would combine in one building or group of buildings all the means for local cultural activity, amateur and professional, and all the instruments and agencies by which cultural life may be stimulated and enjoyed.

Here it is necessary only to mention the obvious enlargement of the value of local library and museum services that could develop

from this close association with other cultural activities ; an association which can be achieved most positively if they actually share premises, so that local discussion, drama and music groups, local activity in painting and sculpture, interest in history and the local environment can stimulate the library and museum to serve these various demands and so that the demands themselves can be made keener by the wide picture provided in books and exhibitions. Unesco's task is not to separate but to unite the various sides of cultural activity, and these local centres can be made a practical expression of that idea.

CHAPTER V

NATURAL SCIENCES

NATURAL SCIENCES

INTRODUCTION

The United Nations Educational Scientific and Cultural Organisation is part of an international plan for the promotion and maintenance of world peace. In the domain of the Natural Sciences and Technology we have one of the most effective means of strengthening the ties which bind the peoples of the world together into one human community. The material and cultural well-being of the common man everywhere is an essential basis for lasting world peace, and can alone give meaning and content to the promise of the "Four Freedoms." But this material and cultural well-being can not be attained without the continued extension of scientific knowledge and its application to human needs throughout the world. In what follows, the tasks and functions of the section of Natural Sciences in this regard will be presented and developed.

Human community implies communication. Through human communication mutual understanding and the realisation of kinship are engendered. The original purpose of language itself was for communication between different human individuals, something to integrate their dividedness with as little loss of meaning as possible. It is evidently in the mathematics that we have the most perfect means of communication without loss which has been devised by men, for an Arabian, a Chinese, or a European mathematician, once apprised of the meaning of the conventional symbols used, could follow each other's train of reasoning with the minimum of misunderstanding. They would not even need to pronounce the symbols in the same way. For this reason it was that the ideographic characters, pronounced quite differently in different geographical regions but of fixed semantic significance, kept together for so long a period, and in a country of such difficult material communications, the magnificent civilisation of China. Hence the enthusiasm with which European mathematical philosophers such as Leibnitz welcomed the beginnings of the knowledge of Chinese language in Europe.

This characteristic of mathematical thought has in the course of time extended itself steadily through the exact and natural sciences to all fields of applied science and technology. To an engineer a blue-print is a complete description of a machine, which can be reproduced anywhere. The same precision of symbolic language without loss of meaning applies to graphical representation. It is, therefore, not an accidental circumstance that scientists have generally been world-minded. If a scientist travels widely, as he sometimes does, he is profoundly impressed with the spirit of fundamental human community which manifests itself wherever a group of scientific men, even of the most diverse national origins, gather together. They understand each other immediately in spite of all language difficulties. They all know the grandeurs and

miseries, the elations and disappointments of the life of scientific research ; they share experiences and exchange confidences and hopes. But they also know that Nature is not to be cheated, that one must accept nobody's word simply on trust, that one must admit ignorance and must experiment for oneself, one must strive for precision, subject hypotheses to the test of facts, and abhor grandiose vagueness.

To a varying degree, it is the same with the technologists. Trained in the severe school of the sciences, they have devoted themselves to putting into practice that dominion of man over the world of nature which the first of English natural philosophers, Francis Bacon, declared to be the principal result of scientific investigation. The thickness of a dam required to withstand a certain hydrostatic pressure, the correct grading of a road to withstand the monsoon floods, the proper angle of alignment of air and gas portholes in an open-hearth steel furnace, the degree of purity of the electrolyte required to produce metal of the desired purity—these and many other things require scientific knowledge and precision to a high degree, because of the economic responsibility involved. It takes not only time, but a lot of money to build a big dam. Whatever may be the social forces around them, whatever the winds of political and social doctrine, the engineers know that Nature cannot be deceived. Natural forces resist their subjection to the service of man, and whenever they have a chance to undo his work and thwart his will, they will have their revenge, and that often in a spectacular manner.

In the process of research, in the front line of science, one must, as has been said, trust nobody's word. But besides scepticism, science has a place for belief also. Belief in man's future because of the background of his long evolutionary ascent from the inorganic world ; belief, too, in the general world-picture of science, the result of the work of the thousandfold community of co-operating observers and experimenters. This constitutes an authoritative whole, but it allows for freedom too, since it is open to every newcomer to demonstrate that the great body of scientific knowledge needs revision, if he can. Occasionally a Pasteur, a Niels Bohr or an Einstein does so.

Moreover, the manifestation of human community in science and technology is derived from no narrow origin. Among the peoples of the earth there is none which has not contributed its share to the sum of natural knowledge. The profound modern dictum that "Freedom is the knowledge of Necessity," finds its echo in the two thousand year old saying of the Chinese philosopher, "The Sage follows after things, in order that he may control them." The Greek of today may justly be proud of the imperishable names of his scientific ancestors, Democritus and Anaxagoras and the incomparable Aristotle ; but we must not forget the ancient Taoist conviction of the unity of the Order of Nature, nor the origin of alchemy with Li Shao-Chün at the court of the great Han emperor, nor the description of the magnetic compass by Shen Kua

about the time of William the Conqueror. In ancient India, too, the sciences from anatomy to astronomy received important accessions of knowledge ; and who does not know of the watching of the stars by the Babylonians and Egyptians, and the domestication of maize and chocolate by the Mayas and Aztecs, whose botanic gardens were more advanced than those of Europe at the time of Cortes. Was not science also among the greatest glories of Arabian and Persian civilisation, as the names of Avicenna, Averroes, Geber, and Jalal-ud-din Rumi remind us ? It is as was said long ago : " Jews and Greeks, Parthians and Elamites, dwellers in Cappadocia and the parts of Libya about Cyrene, we have heard them tell in our tongues the wonderful works of God."

Concentrating our gaze for a while, however, upon that archipelagic or peninsular outcrop of Asia and Africa, namely Europe, it was there, in that continent of inland seas, high mountains stocked with ores, equable rainfall and rocky rivers, that *modern* science and technology took its origin. Springing from a feudal culture as much inhibitory to science, perhaps, as the great agrarian civilisations of Asia, we see the lights come up all over Europe, the lights of the " City-States," Athens and Corinth, Tyre and Petra, Rome and Carthage and Alexandria, Genoa and Venice, Antwerp, Paris, London and Lynn. " City air confers Freedom " went the saying, and it certainly provided a freedom of thought and funds for experimentation which the growth of natural science needed. And so it came about, as part of that great movement of thought which included the Renaissance and the Reformation, that Europe gave birth to modern science and technology, under the protection of princes only because by that time princes had found it advisable to ally themselves with the leaders at that time of European civilisation, the merchants of the cities. Thus over the Royal Society's house in London there floats a flag of historic significance ; there are the golden lions on the red ground, for the King of England conferred upon the Society its charter and himself participated in its discussions, but the most part of the flag is white, for the Society determined to pay no heed to Birth, Rank or Heraldic Fortune, but only respect to Truth. And in due course the Mayflower of science having crossed the Atlantic, men such as Benjamin Franklin, Ambassador to the Court of France, " he who stole the lightning from heaven and the sceptres from the hands of tyrants," appeared to presage that vast expansion of science and technology on the American continent which has led in our own days to such unimaginable results.

And now the tremendous increase in the use of scientific discoveries and technological inventions for destructive purposes, as clearly witnessed in World War II, has shocked the conscience of mankind and brought a realisation of the imperative necessity for stable peace and unity. The unequal development (geographically speaking) of science and technology in the exploitation of natural and human resources, has brought about a serious state of disparity in the standard of living of different peoples. This was not

always so ; for example, in Marco Polo's time life was better and easier in Hangchow than in Genoa. And this gap between the industrially advanced countries and the rest of mankind has been widened still further by the late war. The former are now coming to realise that in self-interest alone it is necessary through international co-operation to direct science and technology into constructive channels. Means must be found for extending at a greatly accelerated rate the applications of scientific knowledge to human welfare throughout the world. Over-population in certain world regions is largely a problem of low standard of life due to inadequate scientific and technical development. It is said that the modern American adult has in his machines and other devices the equivalent of fifty human slaves to wait on him. His total energy-consumption is the equivalent of 7000 kilowatt-hours per annum, contrasting with the 150 of the Chinese. To ensure a lasting peace (and what man does not cherish it ?) steps must be taken to smooth out as quickly as possible the quantitative differences in "scientific density" which now exist between different regions, and thus minimise, if not remove, the tensions which invariably lead to wars. If a man must work from dawn to dusk and yet cannot feed, clothe and house himself and his family properly he is basically frustrated.

The scientist himself is only too anxious to help extend the benefits of his work to all because he too fears his own frustration. He feels isolated by sectional interests, national boundaries, frontiers of language, and other adventitious barriers. Until recently scientists communicated with one another mainly as private individuals, and could not in their mutual interchange of scientific knowledge, or even in undertakings where team-work was essential, go beyond existing local social sanctions. Their contacts and co-operative work were therefore in most instances sporadic, haphazard, personal, and of short duration, particularly on account of financial difficulties.

Let us break all these bonds. Give the scientists full freedom to publish their work. Give them means and liberty to come and go freely between the different countries, consulting with their colleagues wherever they may be. Let scientific literature and apparatus flow freely back and forth across the frontiers. The vitality of science depends on these freedoms. Scientists have the spirit of universality, they have the sense of responsibility to man ; give them the opportunities to play their part in the building of the world commonwealth.

The scientific worker has long realised that if the science he has helped to develop is not to bring destruction to mankind, there must be a *scientifically enlightened public*. It took the explosion of the atomic bomb to awaken the general public to a fuller realisation of the powers of science. Fear, dismay and uncertainty now fill many minds. Indeed, in many quarters the very status of science is being challenged. Not only large sections of people but even some leaders of opinion in various countries, have been persuaded into a denial of science. Voices call for a scientific moratorium,

for a return to pure village economy, to the philosophies and theologies of earlier ages, etc., etc. Science is, of course, like fire, or any other tool, capable either of good or evil. The progressive and beneficial role of science in society can, of course, best be brought home to the public if statesmen ensure that science does play such a role and that all misuse of science is prevented. But the fact remains that there is still a wide hiatus between the progress of science and that of the social mind. The remedy is not to halt or inhibit the progress of science, which has conferred, and will continue to confer, untold benefits upon man, but so to educate the people that they demand the use of science only for beneficent purposes. It is therefore essential that the movement to educate the public on the social implications of science should be strengthened, widened, and organised. This educative aspect of science should receive high priority.

* * *

We may now turn to a detailed discussion of the concrete programme that it is proposed to undertake. The programme is worked out after careful planning based on an extensive survey of the field of international co-operation in science, and of the practical possibilities of bringing science and technology to those areas where they are most urgently required. Unesco has also been guided by the general principle not to undertake anything that is being done, or will be done, by other organisations of more specialised functions. The steps proposed may roughly be classified into three types of action, namely: (a) Facilitation and Correlation; (b) Surveys and Production of Public Information; (c) Concrete Projects which may serve as models.

A more convenient classification, however, describes the main tasks of the Section of Natural Sciences in Unesco. These are as follows:—

A. Temporary

- (I) Speed up the work of scientific rehabilitation.

B. Permanent

- (I) Organise and operate an International Science Service System.
- (II) Establish a network of Science Co-operation Stations round the world.
- (III) Support and extend the International Scientific Unions and their work.
- (IV) Co-operate in scientific matters with the work of UNO and its other specialised agencies.
- (V) Inform the people in all countries on international implications of scientific discoveries.
- (VI) Initiate or undertake new types of international scientific co-operative projects (for example, International Observatories and Laboratories).

Two major considerations, and one minor one, have been kept in mind in making the above proposals; namely, time, money, and the present temporary shortage of suitable personnel. If Unesco is to gain the confidence of the people of the world, it must show quick results (time factor) with the amount of money allocated to it (money factor). The balance between short-term and long-term projects has consequently been made with these factors in mind, long-term projects being initiated with the expectation of expansion and completion as increased general funds, or other funds for special purposes, are made available to Unesco.

(A—I) Speeding up the Work of Scientific Rehabilitation

This is the most urgent problem of the moment and perhaps for a number of years to come. Thousands of scientific workers in the various devastated countries are as good as immobilised for lack of even simple chemicals and apparatus, owing to lack of funds, exchange restrictions, export controls and transportation difficulties. Failing effective action by other agencies Unesco would like to be provided with substantial funds for purchase and shipment of apparatus urgently needed for scientific reconstruction. Much of this might be obtained from surplus war material if operations could be conducted quickly enough. In any case, some direct help to individual scientists and laboratories may have to be extended to enable research work of special international value to be carried on without further delay. It is bad enough to be able to render so little help, but it is worse if that help comes too late. For example, the work in the laboratory of a famous Central European biochemist has been completely stopped for lack of simple chemical glassware. Research workers requiring some inexpensive but highly specialised apparatus should be given direct help immediately.

The main task of scientific rehabilitation in schools, colleges, universities and research laboratories is rendered very difficult by the diversity of the problem: for example, what Poland may require may be different from what the Chinese need. Here is where the establishment of regional scientific field stations staffed with qualified scientific men, will serve to fill an immediate need. Surveys of national requirements, personal correspondence with individual scientific workers, etc., can be expeditiously carried on. It may not be generally realised by laymen that only scientists are competent to assess the needs of other scientists, and thus the task of scientific rehabilitation should be largely entrusted to the Natural Sciences section, if time and money are not to be wasted. *Special funds should immediately be appropriated for this rehabilitation work.*

Part of the scientific rehabilitation problem is to help students and research workers find opportunity to continue their studies in

suitable temporary locations. The Danish Government has generously offered through Unesco accommodation for up to 200 foreign post-graduates. It has been proposed, too, that the countries in the "bright zone" should each endow a certain number of bursaries to be administered by Unesco for graduate research workers. An American delegate, on behalf of the American Chemical Society, offered to endow ten such bursaries, and this has now been done.

(B—I) An International Science Service System

One of the most essential functions of Unesco is to act as a sort of "international service centre and clearing house." There are manifold special tasks the urgency of which has only recently been generally realised and which could not have been undertaken before the establishment of an international organisation like Unesco. Such tasks include, first, the collection and dissemination of scientific publications and data, including those issued by governments. The building of reprint stockpiles of scientific papers is a function which will be of the greatest service to scientific workers engaged in research. It has been the practice among research workers to exchange reprints of their papers, but the efficiency of such exchanges is at present rather low. Scientists know the value of such reprints and practical steps must be taken to increase the circulation to countries outside the main centres of scientific development. An analogous service will be the prompt supply upon individual request of copies of scientific papers in microfilm, photostat or photoprint form. Through the agency of the International Council of Scientific Unions, the related problems of rationalisation of scientific journals and of abstracting will be studied as soon as possible. Such work will prepare the way for a world conference representing all branches of science, the academies and societies, and the publishing trade; a conference which alone would be qualified to make decisions as to reform of scientific publication methods.

Another special task conducive to international goodwill is the facilitation of travel of scientists across national boundaries. It has been the experience of many scientists that travel is often made unnecessarily difficult, especially if they are carrying specimens, lantern slides, manuscripts, etc. It is intended to propose to governments and foreign offices some arrangement whereby a kind of letter of credence or "carte d'identité" issued by Unesco would be recognised by frontier officials as certifying the holder to be a well known and accredited scientist, moving on genuine scientific business.

In the field of international scientific co-operation, nothing can adequately take the place of personal contact between scientists themselves, and to this end Unesco will encourage by financial

help the attendance of scientists at international meetings and conferences. For example, a young scientist in Canada or India is needed to attend a symposium in Paris, but he cannot afford to pay the fare himself and cannot find any organisation to do so. Unesco plans to help such men to attend international conferences. Thinking is a habit ; thinking nationally is a social habit, and it is just as easy for a young scientist to learn to think internationally when he is given the opportunity to meet scientists of all nationalities.

With the coming of world co-operation among scientists on a large scale it is necessary to have compiled a " Who's Who " of all scientific and technological workers, their field of investigation, the institutions they work in, available facilities for research, etc. This survey of scientific manpower and scientific resources should form part of a comprehensive " Directory of Science and Learning." This will facilitate the selection of properly qualified men for international undertakings, exchange between countries, etc.

It is relatively easy for a scientist from China, Australia or Peru to go to the countries where science and industry are fully developed ; but the reverse movement of scientists going from the centre to the periphery is often beset with difficulties, especially in the matter of finance. Unesco plans to support this centrifugal process, encouraging scientists to visit the lands where science is still weak though the materials for research may be abundant.

Scientists and engineers actively engaged in research, teachers of science in schools and colleges, and others having to work with experimental apparatus, know the great difficulty of selecting the proper scientific equipment required. In many instances the choice of even simple apparatus entails considerable delays which prove discouraging to research men impatient to get on with their work. It is, therefore, planned to create a Scientific Apparatus Information Bureau, concerned with the standardisation of scientific equipment and dissemination of information and technical data relating to such equipment (particularly important in the work of scientific rehabilitation and in education). It is also envisaged that scientists working in isolated places away from the main stream of scientific research may be helped with prompt information on specialised research apparatus.

The Natural Sciences Section, in co-operation with the Education Section, hopes in certain cases to publish general science textbooks, or outlines, suitable for general use in schools, colleges and adult education courses. The purpose of these textbooks will be to show the continuity in the history of the earth and its inhabitants, the international character of the development of scientific knowledge, and its relation to social needs.

In the field of popular science some of the tasks overlap into the province of the Section of Mass Media, with which the Natural Sciences Section will closely co-operate. An example of this would be the world centre of scientific cinema films. This would not be

merely a collection, but a workshop for providing every good scientific film with sub-titles or sound-tracks in all the principal languages of the world, thus making it generally available.

(B—II) Science Co-operation Stations

Sound and strong though the central scientific secretariat must be, it will never be effective unless it is supplemented by groups of qualified men carrying out scientific liaison in the field. The central scientific secretariat in Paris should be like a heart connected by radiating blood-vessels to the capillaries in the various science co-operation stations. A network of science liaison offices should be thrown around the world, particularly in those areas at the lower levels of scientific and industrial development. We have already discussed (B—I) the manifold services that Unesco, as an international service centre, has to give; these science co-operation stations, acting as *branch clearing houses* will enormously facilitate the exchange of scientific information, literature, apparatus, personnel, etc. In this way, the help of Unesco will be brought to the scientific workers on the spot, where Unesco services will be most needed. Experience shows that the psychological effect on the morale of isolated scientists and technologists brought about by contact with Unesco scientific representatives in the field will be most inspiring.

For practical reasons, we shall organise, in the early stage, only the equivalent of "field stations," and, in the first year, not more than two or three. The scientific staff of these should operate in a tentative way, working out their methods as they go along, and moving from country to country within the region without setting up headquarters of too permanent a character. They should associate with themselves some well-chosen young scientists of the countries where they are working. The urgent task of scientific rehabilitation of the devastated countries, the need for expediting help, clearly demands the establishment of these peripheral stations. The experience of the Sino-British Science Co-operation Bureau in China revealed how large an amount of work can be done, and done quickly, in the way of supplying urgently needed scientific literature and information, microfilms and books, special apparatus and equipment, etc. Apart from mass rehabilitation, help on an individual scale will at least be possible. For example, some scientific workers in China may need a small dial gauge of high precision, or some special filters, or a prism cut to a certain angle, or some radio valves. They may not know where to get them without inquiries that take much time. Although they may cost very little, the difficulty of sending money out of the country may entail further delays. The science co-operation stations should be able to obtain these things quickly. The scientific officers attached to these offices, through their wide contacts, may know for example

that a piece of scientific apparatus badly needed in one place may be obtainable on loan or purchase from others within the country, or from another neighbouring country within the same region. Examples of aid and facilitation of this kind can be endlessly multiplied.

During the war there were scientific missions from certain countries to others ; the Stations may be envisaged as something similar but more international in character, permanently functioning through Unesco. The peripheral stations will give many opportunities of collaboration with bilateral scientific missions, scientific attachés from countries of other regions, scientific representatives of countries within the region ; with national cultural agencies, such as the British Council, the Bureau des Relations Culturelles à l'Exterieur and the Cultural Relations Division of the U.S. State Department, etc. The stations would ultimately be housed with other Unesco regional services, if and when set up ; and no doubt later with the regional offices of the other UN agencies, such as FAO, ILO, WHO, etc.

(B—III) The International Scientific Unions and Their Work

Many of the International Scientific Unions (for example, those of astronomy, biology, physics, etc.) have been perforce inactive during World War II, but even in normal times they were not able to function effectively on account of the lack of funds, secretarial help and accommodation. The International Council of Scientific Unions (ICSU), a federation of the international scientific unions, is desirous of co-operating with Unesco in every way and a draft agreement to this end has already been prepared for signature when the Permanent Organisation of Unesco comes into being. In the fields of engineering, agricultural and medical sciences there is nothing corresponding to ICSU, even when there are bodies corresponding to the Unions ; and it will therefore be necessary, for the present, to invite all the existing international organisations in each field to send a delegate to special Advisory Councils of Unesco in Engineering, Agricultural and Medical Sciences. We also expect to co-operate with e.g., the International Bureau of Weights and Measures, the International Standards Co-ordinating Association, the World Federation of Scientific Workers and the International Councils for the Exploration of the Sea. Where no appropriate international organisation exists at present, Unesco will help to promote it.

It will be mainly through such international scientific organisations that funds will be channelled for international undertakings of substantial nature, for Special Commissions on Nomenclature, Joint Commissions of the Unions and the like. Subventions to scientists and young research workers towards travelling expenses in attending certain international conferences, special grants for

certain research projects, surveys, etc., are also part of our programme. In considering grants for projects, Unesco's criterion must always be whether or not the work proposed enhances international scientific co-operation and propagates mutual understanding by surmounting national barriers.

(B—IV) Co-operating with the United Nations and their other Specialised Agencies

The Natural Science Section does not take a parochial attitude as regards its functions in the international field of scientific research, but will gladly avail itself of every opportunity of co-operating with other specialised agencies of the United Nations. In the dissemination of scientific information to the general public, close co-operation with the UN Information Service will be maintained; so also with WHO in research work on biology, biochemistry, nutrition and other sciences related to the health and well-being of mankind; with FAO on the research side of the agricultural sciences. Whenever any of the specialised agencies require authoritative scientific and technical advice, as they often must, Unesco will be in a position through its wide contacts with active scientific workers to set up *ad hoc* committees for this purpose.

Similar advisory duties with respect to the Social and Economic Council of the United Nations will also naturally devolve on the Natural Sciences Section of Unesco.

(B—V) Informing the People of all Countries on International Implications of Scientific Discoveries

It is obviously of profound importance to bring the social implications of science to the people of all countries by every means of public information. Now that the people everywhere are concerned with the problem of building a new and happier world, they have become *actively* interested in the tremendous potentiality of science for the social betterment of mankind. If a pound of U-235 is equivalent in energy units to about 10,000 tons of coal, people are naturally interested in the possible applications of nuclear energy to social needs. The Educational and Natural Sciences Sections will co-operate with United Nations Atomic Development Authority (if and when set up) in the dissemination of material which is released and which it is vital that the public should know. Unesco will also undertake to issue books and pamphlets, scripts for radio broadcasts, etc., on many other aspects of scientific advance. This educational function of Unesco in the field of science is one that deserves the highest priority, because a scientifically-enlightened public will be an important factor in determining the proper course of the development of science and technology.

(B—VI) New International Scientific Projects

Last, but not least, come the concrete projects of international co-operation in a somewhat new form. It has, for example, been agreed that Unesco should build up an International Centre of Applied Mathematics, equipped with some of those wonderful mechanical calculating machines that have been developed during the last few years. Probably this will be located in Asia. Unesco is likewise studying the setting up, in co-operation with FAO and WHO, of one or more International Nutritional Laboratories. The possibility of establishing new International Meteorological Stations in various parts of the world, an International Resources Office and an Equatorial Tropical Survey Institute, are being studied. For example, the Amazon Basin has for some years been studied by eight different countries working independently of one another, and it has been proposed that to begin with, Unesco take over the task of co-ordinating the work now in progress and correlating the diverse data collected thus far. Unesco will similarly be interested in Pan-African research studies.

The erection of an International Astronomical Observatory, perhaps in the Southern Hemisphere, called for by unanimous vote of the International Astronomical Union, is also being studied, though it is realised that the sums of money required will go far beyond Unesco's normal recurrent budget and will need special appropriations. Such international astronomical observatories are greatly needed because the cost of up to date equipment is so high as to place a strain even on the wealthiest countries. The interests of world knowledge, again, may require an observatory in some part of the world, such as Patagonia or Arabia, where it is out of the question that local resources could find funds or astronomers.

Proposals are also under consideration with a view to placing certain laboratories already of international character (for example, the Marine Biological Station at Naples and the High Altitude Research Station on the Jungfrauoch) under the aegis of Unesco by way of the relevant International Scientific Unions. There is also a proposal to establish on the ex-enemy island of Heligoland an international bird sanctuary under Unesco management and technical control by the appropriate international scientific bodies. Among other projects may be mentioned a Central Depot of New Materials (plastics, silicones, flexible glasses, transparent resins, forest products, etc.), and a Central Stockroom of Pure Chemical Substances not commercially obtainable.

The main aim of all these projects is to serve as models of international co-operation, organisation and management, and to provide scientists of all nationalities and cultures with opportunities to work together under conditions as ideal as possible.

CONCLUSION

For four thousand years great spiritual leaders have taught the essential brotherhood of man, and man's responsibility towards his fellow men. To reinforce this intuition of community came the knowledge of the common evolutionary origin of human beings, prefigured in ancient Greek and Chinese philosophy and culminating in the acceptance of Darwinism by the modern world.

We are now living in a world so closely knit by scientific means of communication and transport that what happens to a humble man in some obscure village may in the end affect all of us. Human misery, no less than world peace, is indivisible. It is the recognition of the fundamental unity of mankind that impels us to plan the building of the new world of peace and social well-being. Science and Technology alone cannot do this, but they are absolutely indispensable. With them we can bring about a manifold increase in the productivity of the soil (even to the possibility of making food direct from air and water); we can use as raw materials the commonest clay and sand, the universal wind and sea; we can efficiently prevent or cure man's mental and physical diseases; we can organise countless mechanical slaves to form the basis of a freer and better life than even Plato could conceive of. Scientific knowledge and its applications including psychology, can help to banish fear from man's consciousness, and to make unnecessary man's exploitation of man. By liberating him from exhausting drudgery, Science enables him to seek the complete fulfilment of his personality, and retain his most precious gift—his dignity as a human being.

Many people, condemning a new proposal, say, "It is too idealistic," meaning vaguely that it is impractical. The work which the section of Natural Sciences is undertaking is thoroughly practical, though none the less idealist for that. It represents the work of many minds brought together by their enthusiasm for international co-operation in science, and for the application of science to social welfare. It represents a distillate of suggestions and proposals from governments and their delegates, eminent scientists, and many others. This document does not cover the whole of the activities and functions which the Section of Natural Sciences will be capable of undertaking; it merely expounds a practical working programme which can be put into operation immediately with reasonable expectations of concrete results.

Unesco must be a dynamic, not a static organism, characterised, like all living things, by that autonomy necessary for its free functioning. It must not be conceived of as a central cerebrum isolated from the great world, but as a circulatory and nervous system with arterioles and nerve-endings among the people in the fields and at the benches, among the scientists in their laboratories, and among the students in schools and universities. The more efficient the system becomes the more activity on a reflex basis will be possible, the organism responding sensitively to the ever-

varying conditions at the periphery. While the programme of the Natural Sciences Section is quite definite, *methods of action* must retain a certain fluidity.

The practical realisation of our programme depends, in no small measure, on the support, both moral and financial, the co-operation, enthusiasm and goodwill, of all sorts of people, statesmen and leaders, scholars and students, educated laymen, farmers, mechanics, and workmen, everybody all over the world. The scientific worker, whether humble or eminent, can be counted on to play his part in making Unesco's programme a success.

CHAPTER VI

THE HUMAN SCIENCES

THE HUMAN SCIENCES

The disciplines combined under this heading are many and varied. Some have attained a degree of exactitude and objectivity which make them genuine sciences, others are directed rather towards scholarship, others again towards a criticism of knowledge rather than the acquisition of fresh knowledge. But however diverse their particular methods and purposes may seem, all of them have this in common: they contribute to the study of man, regarded from the various standpoints of his intellectual structure, his relations with his physical and social environment, the history of his institutions, his beliefs and his achievements, and his efforts to take cognisance of his state.

Although there is no denying that these divisions are somewhat arbitrary, we have made a distinction in this enormous field between three more limited groups, dealing respectively with the *social sciences*, *philosophy* and *humanistic studies*. The last term has been retained, for lack of a better, as being best suited to express the same facts in all languages.

PART I. THE SOCIAL SCIENCES

In the course of an address prepared the day before his death, President Roosevelt wrote: "To-day we are faced with the pre-eminent fact that, if civilisation is to survive, we must cultivate the *science of human relationships*—the ability of all peoples, of all kinds, to live together and work together at peace." In the fulfilment of this objective the social sciences have a major role to perform.

Scope.—The scope of the social sciences is variously defined in the different countries, but certain established disciplines are generally accepted as falling within this field. These include economics, political science, jurisprudence, social psychology, sociology, linguistics, social anthropology, human geography, history and comparative religion. Around these disciplines cluster a number of closer specialisations, giving the impression of an almost unmanageable variety. At the same time the field of human experience which these disciplines analyse—the moral and material need of human beings to live in communities—is itself an indivisible whole.

Methodology.—In methodology, the social sciences have become increasingly objective and systematic. But in this respect they inevitably fall short of the level attained by the natural sciences. This is principally due to the fact that they have to deal with human beings in their almost infinite diversity and complexity, and because they involve questions of value and judgment as well as of knowledge and fact. This inherent difficulty of the social sciences makes it so much the more imperative that increased effort should be devoted to their pursuit. One of the principal general functions of Unesco

will be to help improve the methodology of the social sciences, particularly by widening the field of research through comparative studies covering a number of countries.

The Social Sciences and Unesco. The social sciences occupy a central position in the programme of Unesco. On the one hand they interlock with the natural sciences in geography, psychology, anthropology and still other areas of research. At the same time the social scientist has common ground with the philosopher, as in the sphere of social ethics ; with the humanities, in the sphere of linguistics and history ; with education at very many points ; and likewise with the creative arts, since art itself is in part a social creation, while social organisation may well be considered as the greatest of all the arts. In a sense it is the social sciences that secure the essential unity of Unesco's task.

Programme.—In formulating a programme of work in the social sciences, Unesco should aim initially at the fulfilment of three principal objectives.

A. To promote the development of the social sciences in all countries, and thereby to help in cultivating a scientific approach to social questions.

B. To encourage the application of research findings in the social sciences to problems of social engineering.

C. To undertake studies and surveys of problems affecting international co-operation and international understanding.

In the following paragraphs, a number of specific activities are briefly outlined under these three heads.

A. Development of the Social Sciences

To promote the development of the social sciences in all countries, Unesco should aim at encouraging voluntary international organisations ; at serving the needs of students in the social sciences ; and at giving the general public some insight into the work being done in this field.

1. *International Organisations :* Compared with the natural sciences, international organisation in the social sciences is rudimentary. The League of Nations Handbook of International Organisations (1938 edition) lists some fifty international organisations in the various social disciplines. Certain of these have become war casualties. Others are of restricted importance only. For a number of important disciplines—including economics—no comprehensive international organisation exists. Unesco should co-operate with all those international organisations in the social sciences having an essentially scientific aim, should give such assistance as may be found appropriate, and should further the creation of new international organisations where required.

2. *Survey of Research Resources :* Unesco should collect all available information regarding teaching and research resources in the different departments of the social sciences. To do this for all countries will involve a considerable expenditure of time and effort, but the *inventory of research resources*, which it is hoped to

publish as a result, should be of great assistance to students throughout the world. Such an undertaking, moreover, would help Unesco in facilitating the interchange of research personnel, and should provide an invaluable means of linking Unesco with social scientists in all countries.

3. *Yearbook of the Social Sciences* : To enable students to keep in touch with significant work in the different disciplines, Unesco should publish a Yearbook of the Social Sciences consisting of appraisals by recognised experts of recent progress in their respective fields. Particular attention should be given to developments of international importance. By this means a step could be taken towards the integration of the social sciences around the central problem of world unity.

4. *Abstracting and Bibliographical Service* : The need for an abstracting and bibliographical service in a large number of the social sciences is everywhere admitted. This is a formidable task and one which requires careful preliminary survey. Clearly, however, it is a service which Unesco must eventually provide, working in co-operation with other agencies, national and international. Preparatory planning of this project needs to be put in hand at once.

5. *Special Publications* : There are a number of special publications in the social sciences which Unesco should undertake.

(a) Prominent among these are the proposed *glossaries of technical terms* in the different disciplines. At present, differences in terminology often constitute an almost insuperable obstacle to understanding, both between different schools of thought and between countries. While it would no doubt be impossible to arrive at standard terminologies which everyone throughout the world would accept, it should prove feasible, where differences in meaning exist, to explain what these differences are. Glossaries of this kind could do much to raise methodological standards in the social sciences.

(b) With the same general objective of making the results of research more generally available, Unesco will need to help in the *translation* of outstanding contributions in the social sciences. To this end Unesco, in consultation with experts in the different fields, will prepare lists of suitable works, and generally take measures to ensure that the obstacle of language shall not prevent the diffusion of knowledge.

(c) As a part of its task of making the work of the social sciences more widely known, Unesco should sponsor *popular publications on topics of world interest* coming within its competence. These publications would cover such questions as the psychological, social and economic consequences of new inventions and discoveries and, generally, all relevant topics bearing upon the "one world" concept. This series should be published in a number of languages and be designed to reach as wide a public as possible.

(d) Lastly, Unesco will need to consider what course might best be taken to give to the world a *Social and Economic History of*

the Second World War. This is obviously an undertaking of the first magnitude, and Unesco will have first to explore with the competent authorities what means are available for putting such a project into execution.

B. Practical Application of the Social Sciences

Attempts to apply the social sciences to practical affairs have produced bad as well as good results. In economics and political science, in psychology and a number of other fields, the discoveries made can be used to enlarge freedom and to enable human beings to live fuller and more creative lives, or they can be used as instruments of oppression and of tyranny. Unesco is consequently concerned not only with research in the social sciences, but still more with the use to which that research is put.

At this initial stage it is proposed that Unesco should undertake three main projects in applied social science.

1. *The International Centre for Home and Community Planning.*—The home, the family, and the community in which the family lives, are the basic factors in both education and culture. But in the modern industrial state, unless there is a modicum of scientific planning, the home and the community tend to be destroyed. An International Centre for Home and Community Planning would provide a world rallying point for the defence of the home and the community against the "mass" tendencies of industrialism and urbanisation, by making known in every land the many experiments in town and country planning, in the building of communities and in the making of homes, now in operation or prospect. At the present time when industrialisation on a large scale is extending to many countries, particularly in Latin America and in the East, and when new homes and new communities are arising from the wreckage of war, the work of the International Centre would be doubly valuable.

The principal function of such a Centre would be to act as an international clearing house, to co-ordinate and assist international organisation in the various fields related to home and community planning, to undertake special research and, where appropriate, to sponsor sample projects. In carrying out this task Unesco should work in close collaboration with the Food and Agriculture Organisation and the International Labour Organisation, the three Organisations between them thus covering the three basic needs of food, work and homes.

One of the special activities of the International Centre would be to promote the setting up of community centres to serve the cultural needs of small towns and industrial districts. Ideally such a cultural centre should include a library, a small repertory theatre, a lecture and concert hall, a local museum, possibilities for amateurs to paint and to exhibit their paintings, and similar means of stimulating the latent creative talents of people otherwise all too liable to lead stunted lives. Beauty of design needs also to be borne in mind in the planning of communities. In this matter the Social

Sciences section will work in close contact with the section of Creative Arts, particularly in regard to architecture.

2. *The Application of Modern Psychology to International Affairs.*—Unesco proposes to begin its study of this question with a searching analysis of *Nazi psycho-political technique*—the psychological means employed by the Nazis to achieve mastery over the minds of whole peoples. The results of this enquiry will be published in a number of languages, including German, one of its principal objects being the re-education of those subjected to psychological conditioning under the Nazi regime.

This study of the destructive misuse of psychological technique will be accompanied by an investigation into the positive and constructive application of modern psychology to international, political and social problems. The task of devising and securing the application of *constructive psycho-political techniques* is among the principal activities in which Unesco will need to engage. It embraces the whole question of the positive use of modern psychology to enable the men and women of the present age to employ wisely the immense powers that natural science has placed in their hands.

3. *Study Centre in International Relations.*—The study of the improvement of international relations through media of mass communication has already been dealt with. It concerns the Social Sciences Section, especially in three main ways: first, because it is in the social sciences that such study and research will be principally conducted; second, by reason of the great need at the present time to institute and encourage a world approach to certain of the social disciplines, especially economics and political science; third, because it is only by strengthening enormously the work done in the social sciences, especially psychology (in the fullest meaning of the word), that the peoples of the world may hope to bring about a development on the spiritual side comparable with the material progress already achieved. The Study Centre in International Relations is one of the chief means by which Unesco can apply directly the principles laid down in the Preamble to its Constitution.

C. International Co-operation and Understanding

1. *Psychological and Sociological Problems involved in International Co-operation.* Prominent among the specific tasks Unesco is called upon to undertake is the promotion of better understanding between the peoples of the world. As a first move in this direction it proposes to experiment with two types of approach. On the "people to people" level, it will attempt to devise practical methods of enabling individuals and groups wishing to learn about other countries to gain a better understanding of the "psychology" of foreign peoples, and so come to appreciate a mentality and culture different from their own. On the level of international co-operation of the "official" kind, Unesco proposes to set up a small study group of social scientists which will consider the whole

machinery of international co-operation, as it at present exists, and make constructive proposals.

2. *Nationalism and Internationalism.*—Of all the problems falling within the field of the social sciences, none is more critical for the peace and well-being of the world than the emergence of a living and creative internationalism. The values of nationalism, particularly in holding a people together and enabling it to attain a distinctive culture, are everywhere appreciated and cherished. But if these values are to survive in the world of the future, an effective and substantial international framework must be devised. What is needed is a constructive analysis of the methods and institutions by which the positive values of nationalism can be extended into the international sphere.

Such an analysis would need to be made by social scientists of the first rank, completely free to give their mature judgment on these matters. Unesco proposes to bring together such a group, or alternatively to entrust the enquiry to a body, such as the International Studies Conference, having the requisite competence and autonomy.

3. *Public Opinion Surveys.*—Unesco should make a special investigation of the technique of public opinion surveys with a view to its possible application on an international scale. Surveys such as the Gallup Poll are now made in a number of countries. They constitute an instrument of great scientific interest and of considerable political importance, but like many scientific inventions they are open to abuse. Unesco should make a factual report to the 1948 session of the General Conference on the various systems of public opinion survey in the different countries, their scientific value and the possibilities of their use as a means of testing world opinion. This project would be carried out jointly with the Mass Media section of Unesco.

4. *The Cultural Aspect of Population Problems.*—Population problems are likely to bulk large in both national and international policy over the coming years. Excessive population increase, population decline, discriminatory migration laws, differential rates of population increase as between different sections of a community are all largely due to the culture, customs, standards and values of the different peoples. It is highly desirable that Unesco should undertake a special study of the cultural aspect of population questions so that it should be in a position to make its full contribution to the work of the Demographic Commission set up by the Economic and Social Council.

5. *The Effects of Mechanisation upon Civilisation.*—The influence of the machine upon civilisation has been profound and many-sided. It has raised the standard of living enormously, but has in some respects adversely affected the standard of culture: notably by making work repetitive and monotonous, by crowding people together in slums, by mechanising and debasing entertainment, and by stressing unduly the material aspects of life. The spread of industrialisation to new areas, particularly in the Southern

Hemisphere and the crowded lands of the East, coupled with the fact that in many countries throughout the world the Government is taking increased responsibility for the control of industry, renders this question especially important at the present time. Before the war the International Institute of Intellectual Co-operation had embarked upon a study of the effects of mechanisation upon civilisation. It will be necessary to Unesco to consider whether and in what manner the study might be resumed.

Conclusion.—The foregoing projects are submitted as an initial programme of work by Unesco in the social sciences. Behind them is a single purpose: to set on foot such international action, falling within the competence of the Organisation, as may enable people, and peoples, to live together in security, freedom and creative activity. It is this singleness of purpose which gives an essential unity to the inevitable, and salutary, diversity of approach.

PART II. PHILOSOPHY

Whereas formerly philosophy comprised the sum of all the branches of human knowledge, now it is only one particular kind of intellectual activity. But at the same time it cannot be considered as one science among others. For it is an act of reflection bearing on all aspects of human life in their relation with reality and with the values which they seek to promote. It is or should be the human mind itself having arrived at the highest intellectual consciousness of itself. Within Unesco, therefore, philosophy cannot have a restricted domain; at the same time, it should not encroach upon the other disciplines, since the philosopher does not take up the same standpoint as specialists.

It may be thought paradoxical to group philosophy with the social sciences, but the method is justified when we consider that philosophy has a common object and common preoccupation with them, since it regards all things in their relation to man.

The social sciences, however, take man as a subject for *positive* study, whereas philosophy remains at all times critical: human manifestations are to philosophy not so much *facts* as *acts*. As for the values which reside today, explicitly or implicitly, in the minds of men, some of them authentic, some falsified, and which are active in the contemporary world, it is the task of philosophy to study these, to criticise them *as such* and, by making use of the materials that science offers it, to furnish a general conception of man and a synthesis of his destiny from the widest possible angle.

Unesco cannot be indifferent to this apex of achievement of the human mind, particularly as it proclaims in the Preamble to its Constitution the principles of the dignity of the human personality, the solidarity and equality of all men and the value of culture and truth. Therein lies a Philosophy, if we use the term not in its

strict meaning of a discipline for specialists, but in the wide meaning of a conception of the world and of human life, based upon values generally acknowledged by free peoples and upon the present state of our knowledge ; a conception, moreover, which is capable of continual deepening, enrichment and even renewal. This "Philosophy" needs to be defined by enlightened minds all the world over, impelled by Unesco. Not that we should employ powerful means of propaganda to impose upon mankind a new creed ; that would be not only chimerical, but also in flagrant conflict with our principle of liberty of conscience. But although it is true that the human mind is rightly capable at all times of forming its own convictions, and choosing its own values, the experience of recent years has furnished tragic proof of the seductive power exercised on the mind of nations by ideologies as superficial and deceptive as they were monstrous. Unesco has a duty to combat the combination of a totalitarian mysticism encouraged by a cynically used technique of persuasion. But how is this to be done, if we decline to use against Fascism the weapons that make it strong ? This cannot be done only by putting trust in the human mind ; but on condition that we enlighten it, that we give it the means to distinguish clearly between false doctrines and the truth, and to resist the spells of ideologies that appeal to a regrettable tendency to be governed by the emotions. It is the mission of men of enlightened intelligence to guide mankind, to mobilise their energies and devote their combined efforts to propose for men, and not impose upon them, a concrete, attainable and valid philosophy.

Accordingly, Unesco will have to bring together enlightened men of goodwill in open discussion so that, freed from preoccupation with immediate problems, they may study the major topics of modern civilisation. Unesco should publish the results of their discussions, and the principles upon which they agree. However profoundly philosophies may disagree, there is nothing in them to exclude agreement upon the general principles of human dignity. Those taking part in these discussions should include, besides professional philosophers, thinkers of all kinds, economists, sociologists, historians, jurists, psychologists and psychiatrists, educationalists, etc., as well as representatives of religion. Religion is too important a factor in the minds of men to be left out ; and, just as between schools of philosophy, so also between the different religions of the world, there are many points of contact and agreement, especially on moral questions.

Again, Unesco will have to protect schoolchildren all over the world against all such attempts at "barbarisation," as we have seen in totalitarian Germany and Japan.

Nevertheless, while Unesco is to work at clarifying the ideas underlying civilisation, for the benefit of all men, it must not neglect to promote philosophic studies proper, even though they are at a level beyond the reach of the great public. Human thought would be without life or value if it were entirely applied to spreading popular

conceptions without creating new ones. Philosophy is living thought, which develops and often marches ahead of the average mentality.

Many tasks confront Unesco in the organising of philosophic studies on an international plane. The war has severed contacts between the different countries ; the universities lived for years in a vacuum and students had few opportunities to work in common ; internationally philosophic publications, books and reviews almost ceased to circulate. Even today, the difficulties of transport and administrative and financial complications are obstacles to the resumption of exchanges.

It is true that philosophy is traditionally the product of solitary contemplation, that it employs inexpensive means and can dispense with large grants ; moreover, philosophers are rightly jealous of their independence. At the same time, for work in which personality finds so much expression, living contacts are more important than anywhere else ; moreover, organisation and the creation of liaisons between philosophers do not mean subjection. Encouraging philosophic studies on an international scale means for Unesco ensuring the circulation and movement of books and persons, the establishment of personal contacts and the creation of an atmosphere of closer understanding.

Accordingly, our philosophy programme will pursue two different objectives :

- (1) To encourage philosophic studies proper on an international plane ;
- (2) To enable philosophy, in its wider meaning, to play its part in the emancipation of the human mind.

This twofold action will contribute to a single result : the progress of the human mind, for philosophic studies are the crucible in which the inherited thoughts of mankind find renewal. Conversely, the concrete problems, which are part of what one may call "the restlessness (malaise) of civilisation," will bring to philosophers fresh sources of inspiration.

Section I : To Promote Philosophical Studies Properly so called on an International Scale

General Principle : Unesco will aid existing institutions (philosophic societies, universities, publishers of reviews, etc.) whilst avoiding any duplication of their work. It will have to :

- (a) Organise, through the National Commissions, a census of existing institutions and ascertain their needs and potentialities ;
- (b) Stimulate, co-ordinate and facilitate the efforts of active associations ;
- (c) Where necessary, make suggestions ;
- (d) Make good any gaps we may discover in existing institutions.

A. Personal Contacts between Philosophers

1. MEETINGS OF PHILOSOPHERS :

(a) Unesco will help in preparing *Philosophic Congresses* :

—Big international congresses held every four years, the next being due to take place at Amsterdam in 1948 ;

—Smaller congresses : annual conferences of the French-speaking philosophic societies, annual meeting of the International Institute of Philosophy, Annual Joint Session of British philosophic societies.

—Unesco will also facilitate the obtaining of passports, visas, foreign exchange, reduced travelling rates for participants, etc.

(b) Unesco will itself organise smaller meetings which would bring together a number of thinkers to discuss specially chosen concrete philosophic questions. Whilst taking advantage in this domain of the experience of the International Institute of Intellectual Co-operation, Unesco should bear in mind the possible repercussions of such meetings on public opinion. (See Section II.)

2. PROLONGED CONTACTS BETWEEN PHILOSOPHERS :

When Unesco can avail itself, first at its own headquarters and later in the world's great intellectual centres, of Homes of Philosophy, certain periods of the year can be devoted to meetings between philosophers which can last for some time. The preparation of certain Unesco publications might be helped by these meetings. (See below.)

B. Correspondence and Publications

1. CENTRALISATION OF PHILOSOPHIC CORRESPONDENCE :

Unesco will be able to provide a centre of correspondence between universities, philosophic societies and philosophers all over the world, and to put individuals into touch with one another when necessary. For the publication of communications will work in association with international philosophic reviews. These reviews will be willing to reserve for Unesco a few pages in each issue in exchange for a guaranteed number of subscriptions.

2. INTERNATIONAL PUBLICATIONS :

(a) *An International Bibliography of Philosophy* :

Unesco will help the International Institute of Philosophy in its work in this field.

(b) *A Card Index of References to Articles in the World's Philosophic Reviews* :

Here, too, Unesco will have to help the International Institute of Philosophy by acting as a clearing house for the centralisation of information, the despatch of micro-films, etc., and by providing the Institute with the material means of increasing its staff, so that each card may contain a short critical summary of articles.

(c) General Publications :

As far as it can, Unesco will help certain firms which before the war published pamphlets of undoubted interest for the whole world, to resume their activity. The resumption of such activity is still hampered by financial difficulties, lack of raw materials, lost contact between foreign correspondents and collaborators, and the impossibility of ensuring a circulation abroad. UNESCO will also assist philosophic reviews which possess, or which intend to acquire, an international character.

(d) Translations :

Each National Commission will be consulted every year ; it will list books on philosophy published in its own language which it thinks worthy of translation, and foreign philosophic works which it would like translated into its own language. A list will be made of all publishers of philosophy throughout the world, and a large-scale translation scheme will be undertaken on Unesco's initiative.

(e) International Philosophic Lexicon of Equivalent Terms :

A polyglot lexicon is needed, containing references to philosophic texts and to good translations. This work, which would entail many conversations and definitions, could be carried out during the sojourns of philosophers at the Unesco Home or Homes of Philosophy.

(f) International Logical Algorithm :

Such an Algorithm, worked out by a Congress of logicians, or during meetings at the Unesco Homes of Philosophy, if it were universally accepted, would facilitate the circulation of works of logic and logistics, and the understanding of these works.

(g) Publication of the Discussions and Conclusions at the Unesco "Discussions." (See Section II.)

Section II : To Enable Philosophy, in the Widest Sense of the Term, to Play a Part in the Emancipation of the Human Mind

General Principle : Unesco must beware of interfering in purely political or religious questions or of siding with any particular ideology or dogma ; it will be concerned more especially with the ethics involved in the problems of social life in a modern unified world. The agendas of "Discussions" will be drawn up with care, but no guidance will be imposed on the participants in the Unesco "Discussions" ; they will be unbiased and free, and the results of their labours will appeal to the public by their impartiality and elevated point of view. They will be circulated as widely as possible.

A. To Study the Present State of Civilisation, the Various Aspects of the Uncertainties of the Modern Conscience, and the Remedies to be Applied

This study should be carried out by men of precise and scrupulous habits of mind, men of understanding, able to keep their sense of values and not content with a stifling erudition. At

the end of each talk a rapporteur will draw up an account of the discussions and conclusions, with due regard for differing points of view.

The discussions could embrace various subjects, among which we might mention : the sociological causes of neuroses, the position of man in the state, modern sexuality, political liberty and meta-physical liberty, love of mankind, the value of sympathy, the philosophic interpretation of history, materialism, the social and political conclusions of psycho-analysis, the revolutionary spirit, individualism, etc.

The deep influence of modern means of instruction and amusement on the affective and intellectual psychology of man should be examined, in collaboration with the Mass Media Section, at a specially arranged meeting to discuss such subjects as press (technique of headlines, illustration, etc.), radio, talking films, visual and sound publicity.

Finally, a first " discussion " will be concerned with the following question of principle : how far can the different schools of philosophy and the different churches agree on general principles, based on the present state of human knowledge, on which a spiritually unified world might be founded ?

One subject for discussion should receive our special attention : that is, a clarification, in collaboration with the United Nations Commission on the Rights of Man, of the theoretical principles on which might be founded a declaration of the Rights of Modern Man. This discussion might inaugurate a whole series of studies, sponsored by Unesco, on the Philosophy of Law.

B. To Undertake and Circulate Publications on Particular Subjects with the Object of Instructing and Training the Public Conscience

The proceedings of these Unesco " meetings " will be published in several languages and widely circulated on a commercial basis. Pamphlets written by various thinkers, and dealing in an elevated and broadminded spirit with subjects of contemporary interest, may also be published and circulated.

Later, a handbook of Morality and Civics, for the use of teachers, might be published under the aegis of Unesco.

C. To Foster the Teaching and the Spirit of Peace throughout the World

Since elementary and secondary schools are the training ground of the future citizens of democratic countries, and since the harmful influence of totalitarian ideologists is most readily absorbed by schoolchildren, Unesco should do everything in its power, both by recommendations to Governments and by the publication of books and the circulation of ideas, to promote a basic philosophic education for teachers and for secondary pupils. Such an education would enable them to criticise superficial doctrines contrary to the spirit of peace and respect for the human personality,

and to resist their persuasions ; it would be limited to concrete and elementary principles, without turning them into technicians of philosophy.

Unesco could in this way facilitate the establishment of an international review written in several languages, in which the professors and thinkers of different countries would study the relationship between philosophy and education for peace. This review would then put forward suggestions for the teaching of Morality and Civics in schools and colleges, including such questions as : the Rights of Man, Freedom of Thought, the Spirit of Peace, etc. These suggestions could be recommended to the various governments, and possibly published in detail as a textbook. The Education Section would collaborate in this work.

PART III. THE HUMANISTIC STUDIES

The term " Humanistic Studies " long meant among western peoples, and in many countries still means, the study of classical antiquity through languages, institutions and history, literature and the arts. Thus, the disciplines included in these studies are essentially history and its ancillary studies (like archaeology and epigraphy), philology and linguistics, and the history of literature and art. But if humanistic studies long enjoyed exceptional prestige in the universities and among learned associations, and if much of this prestige still survives, that is not so much owing to the sum of knowledge they embody, or their contribution to learning, as to the value ascribed to them in the intellectual and moral education of man. These studies are not merely academic. Their purpose is not only to add to our knowledge of the past, but also to form taste and judgment, to exercise the spirit of analysis and the critical sense and to stimulate certain ethical aspirations. For many distinguished men these studies still remain what they have been for centuries : the foundation of culture and an introduction to the life of the mind. To devote oneself to humanistic studies is, in their opinion, to help in promoting and defending certain permanent values essential to intellectual and moral freedom.

For hundreds of years, the idea of humanistic studies was linked in the minds of western peoples with memories of Greek and Roman antiquity. Such a conception is now too narrow. We all know, for example, that the East has produced literary and artistic monuments as rich in beauty and meaning as those of Mediterranean antiquity. One of the projects expounded in this chapter is precisely to develop in western and eastern peoples a better mutual appreciation of their literary and artistic masterpieces. Just as the field of humanistic studies must be enlarged in space, so too it must be extended in time. Modern languages, literatures and art have been deemed no less worthy of interest than those of the ancients ; studied in the same spirit and by the same methods, their lessons are equally fruitful. One may legitimately speak of the " modern

humanities " and compare their educational value with that of the classics.

The field covered by humanistic studies is not, therefore limited to the civilisations of Greece and Rome, but extends to Eastern civilisations, especially those of China and India, to the Near East, from Iran to Egypt, and embraces the whole span of history. Thus conceived, humanistic studies can unite men of all origins and form a meeting ground for all civilisations.

Nevertheless, within this vast intellectual field, it is right to devote special attention to studies of classical antiquity ; not only on account of the place occupied by the thought, the literature and the art of Greece and Rome in the beginnings of western civilisation, but also, and above all, because of the examples and the fruitful principles with which they have furnished and still furnish the world. Through the vehicle of Hellenic and Roman civilisation, and later of humanism and Christianity, classical tradition has spread its influence far beyond the western world, deep into the heart of Africa and Asia. Modern archaeological and linguistic discoveries enable us to follow the course of Greek influence as far as Central and Eastern Asia ; much of the colonial architecture of North America is inspired by antique models ; Hellenic art is manifestly one of the roots of world civilisation.

The totalitarian creeds of Fascism and National Socialism have in recent times sought to exploit recollections of classical antiquity in order to justify their ambitions. We know, however, how far removed is ancient wisdom from these monstrous ideologies, how fitted it is to fortify the feeling for liberty and human dignity. It is good, therefore, that youth should be encouraged to study the examples of Greece and Rome in order to develop a love for Beauty and Reason.

It will perhaps be noticed that we have classified history and linguistics both among the social sciences and among the subjects grouped under the name of humanistic studies. This is because history, an instrument necessary to a knowledge of man and societies, but also of civilisations, literatures and arts, really belongs to both of these categories. In the same way, linguistics, the science of language, is an aid both to sociology, so far as it is indispensable to the study of the social structures, and to the humanistic studies, so far as it is a foundation to the knowledge of ancient and modern languages. Moreover, it would be foolish and dangerous to make too sharp a distinction within these fluid domains. The same disciplines contribute to different branches of knowledge according to the purposes for which they are cultivated ; there is a profound unity between the social sciences and humanistic studies and their respective frontiers are more arbitrary than real.

In order to encourage and promote throughout the world the various subjects that come under the heading of " Humanistic studies," Unesco should take measures of which the following are one of the main aspects.

I. International Encouragement of Humanistic Studies

Humanistic studies, which embrace history, criticism, philology and linguistics, need, like other studies—and perhaps more than many—to be encouraged and co-ordinated throughout the world. There is no international organisation covering these activities that can be compared with those created by the physicists, astronomers and biologists. *A fortiori*, there is no equivalent to the Council of Scientific Unions. The International Academic Union, which has done distinguished service, is more an association of learned societies than a means of bringing scholars together.

Moreover, learned men and research workers, being either shyer or less well organised in the field of humanistic studies than in the field of natural sciences, or even certain social sciences, have usually received less substantial support from Governments and private endowments.

Unesco should therefore :

1. Make a list of international groups or national organisations in touch with foreign countries at present in existence, as also of those which, having lapsed since 1939, could advantageously be revived. Where there is need for new international organisations, they should be promoted and encouraged. In this field, as in others, Unesco must avoid overlapping with organisations capable of functioning by themselves.

2. Co-ordinate the work of public and private organisations and, where necessary, secure their incorporation in a larger and more effective group.

3. Assist these organisations by helping them to hold Congresses and convene meetings of commissions and expert committees and to obtain the necessary facilities from Governments.

4. Help them to publish the results of research or discovery.

5. When necessary, and if there is no alternative, undertake certain publications itself.

As an instance, and without prejudice to other disciplines, we would mention the International Committee of Literary History and Comparative Literature, which before the war organised regular conferences dealing with the study of questions of interest to the literature of all countries. This Committee is considering summoning shortly a new Conference. Unesco cannot but be interested in this plan, which lies directly within its field.

In connection with these studies, Unesco could encourage and facilitate the revival of the *Review of Comparative Literature*, which used to give valuable information on all work concerning the history of literature published or undertaken in the world.

II. An Enquiry into the Position of the Classics in Education

It will be necessary, in conjunction with the Education Section, to investigate the position accorded to humanistic studies in the educational curricula of the different countries. In the West, this investigation would bear especially on Greek and Latin, in the Eastern and Far Eastern countries to the teaching of the national

classics. Comparative study would yield an exact knowledge of the problem, and Unesco could take what action it thought necessary.

III. Abstracts

In collaboration with the Libraries and Publications Section it will be necessary to ensure a service of abstracts dealing with philosophy, languages, archaeology, epigraphy and kindred disciplines, such as the history of literature and of art.

IV. Publication of Valuable Manuscripts and Rare Books

Certain unpublished manuscripts or rare books now out of print may exist in libraries where it is difficult to consult them. Unesco might encourage the republishing of books out of print and the publication of manuscripts, either by agreements with publishers willing to undertake the task or, if necessary, by direct action.

V. World Library of Great Books

As already pointed out, a knowledge of Great Books is the basis of culture and a necessary introduction to the life of the mind, whether we are speaking of students, teachers or, more generally, of the intellectual public. By appropriate action Unesco should encourage the publication under its auspices of a collection, in uniform size, of the world's great classics, following well-established principles in the compiling and translating of texts. These editions would include not only the original text, but also translations into one or more of the great cultural languages best known in the world; they would include Eastern and Far Eastern masterpieces as well as Western literature.

VI. Popular Collection of Great Books

In order that masterpieces may be available to as large a public as possible, Unesco should encourage the publication of a cheap collection, in the original and in translation, of masterpieces with a world appeal.

Note.—The projects outlined above are given only for guidance and as examples of what Unesco could undertake in the field of humanistic studies. Circumstances have prevented the preparation of a complete programme covering this field of activity. A special memorandum will be drawn up and submitted to the General Conference at its forthcoming session.

CHAPTER VII

THE CREATIVE ARTS

THE CREATIVE ARTS

Art, like science, belongs to all mankind. Every scientific discovery contributes to man's mastery over his physical resources. Every work of art adds to his understanding and enjoyment of the spiritual resources of mankind. Just as the riches of the earth should be accessible to all, so should the products of human inventiveness and genius be accessible to all peoples of all nations.

The term "creative art" is used here in its broadest sense, and includes creative literature and literary criticism, music, theatre, dance, painting, sculpture, the graphic arts, photography, motion pictures, architecture, decorative arts, industrial design, handicrafts, display lay-out and typography.

Creative art expresses and communicates felt experience and gives form to man's beliefs and personality. It is the medium that enables him to bridge the gap between reasoning and perception, and conveys those all-important values in his own make-up that elude measurement and analysis.

Art transcends documentation by interpretation, and helps to give men and nations that intimate knowledge of each other as human beings, living within different conditions, but bound together in one human experience, which is essential for the achievement of a peaceful world.

In a time of crises when rapid changes in social and economic conditions bring fear and violence into a world struggling for the mastery of a new situation, the arts, and particularly creative writing, gain a new importance. The work of art interprets events in terms of human experience and helps the world in its adjustment to new concepts and conditions.

Another phenomenon of our time that increases the need for the arts in society is the progress made by science and industrialisation during the last decades. The rapid spreading of scientific knowledge and technology to all parts of the earth, and the constant improvement of mass-production methods, lead inevitably to greater standardisation of material culture throughout the world.

Not only are aeroplanes, slide-rules, power plants and electric stoves nearly the same in every country, but they tend to produce similarity of working and living habits among the people who use them. This tendency towards standardisation is an essential part of the natural evolution of our scientific and industrial era. It is a by-product of all material progress and without it we could never hope to improve living conditions on a world-wide scale.

Achievements in science and technology reflect man's ability to understand and to manipulate laws of nature that, once discovered, are recognised as universally valid. The peoples of any given period strive to raise their various levels of knowledge and technique to the one level which is the highest attainable at the time. Art, on the other hand, deals with human values than can be shared by all mankind but must be expressed in distinctive and

individual form through the creative intervention of the particular artist and in relation to his particular environment, physical as well as spiritual.

In the general movement towards greater uniformity of material culture, the arts stand out as man's most effective weapon in his struggle for self-expression and self-confidence. They make it possible both for individuals and for groups to develop and manifest their personality, and to enrich the world with stimulating variety. If we are to build a world worth living in, we must strive for a community of nations in which every group and every artist within that group can contribute to the variety of the whole.

One task of Unesco in the field of art is to increase understanding between peoples and large cultural regions, such as the Far East, the Middle East, Europe and the New World.

In the human family, each country and region has its own characteristics and its own distinct values, and each makes its distinctive contribution to the common treasure of culture. Here neither size nor political and economic power mean much for contributions to civilisation are measured only in terms of aesthetic quality, originality and integrity. Countries whose technical civilisation is not highly developed are often among the most advanced in some branches of art.

Unesco has to deal not only with all forms of art and with the arts of all countries, but also with the arts of all ages. Although art history as such is not dealt with in this section, since it falls into the domain of the Humanities, we must remember that works of art have a life of their own, and sometimes exert a strong influence even long after the civilisations that have produced them have disappeared. The section of creative arts must, therefore, concern itself with the artistic heritage of mankind whenever it is a vital factor in the development of the arts of today.

The creative arts of any region can contribute to the enjoyment of all the peoples of the world, but such enjoyment of the arts of other peoples demands a preparation, which in turn can only be achieved by an appreciation of the arts of one's own country.

One of Unesco's tasks is to assist the people of all nations in this preparation. Another is to promote the flow of artistic exchange throughout the world. Great care must be taken that artistic exchanges do not take place only among restricted groups, but that they reach the masses.

In order to achieve these aims Unesco must give special attention to the place of the arts in general education. This is particularly important in highly industrialised communities, where a large supply of low-priced articles eliminates the need for making anything by hand, and deprives the people, not only of the enjoyment of craft work, but also of an opportunity for self-expression through creative activities. This threat to creative work is felt also in the fields of music, drama and creative writing. The trend in the organised entertainment industry, including radio, motion pictures and low-priced publications, is to make enjoyment of

entertainment as effortless as possible. The turning of a dial and a visit to the cinema are beginning, in many communities, to take the place of personal performance whether in music, amateur theatricals, or even some forms of children's games.

Since a wide-spread popular appreciation of and participation in art is essential for the full flowering of art, and since these must be inculcated in childhood, Unesco has given first priority to a study of the place of the arts in contemporary education, and to make available its findings to teachers and parents of all countries.

There are, finally, several general points that Unesco must keep in mind if it is to assist the arts to function freely in modern society, and to bring peoples of the world closer through a more intimate knowledge of each other's personality and background.

Unesco must always keep abreast of all events that affect the development of artistic creation. It must be aware of the factors that impede these developments in our time, and be prepared to face the resulting problems and to assist in their solution. There are, for example, frequent conflicts between the attitude of educators and research workers in art history and archaeology. Some scholars feel that many of the methods used in promoting popular interest in the arts are in fact cheapening real artistic values. Some educators, on the other hand, complain that the reluctance of scholars to collaborate with them in the preparation of material for wide diffusion deprives them of valuable guidance and is at least partly responsible for many inadequacies in the popular presentations of art.

Unesco must bridge this gap. There do exist, however, excellent examples of collaboration between scholars and educators, and Unesco must utilise them to demonstrate that popularisation does not necessarily mean cheapening of values or distortion of content.

Another problem is the ever-increasing specialisation which threatens to bring about the isolation of each specialist in his own realm, and to break the flow of stimulating currents that makes civilisations out of individual achievements. Unesco must assist the artist in making contacts outside his own field whenever he needs them, and enable him to participate more actively in social developments.

Last, but not least, Unesco must concern itself constantly with the maintenance of high standards of quality in all creative activities which it undertakes or sponsors. This applies to the lay-out of publications, as much as to art exhibitions. Whenever Unesco presents a work of art to the public it must insist on complete integrity, on good form and workmanship. In an organisation devoted to service on a world-wide scale such standards are admittedly often difficult to maintain, but Unesco realises that its leadership in the field, its prestige and usefulness will, in the long run, depend on the taste and knowledge it displays in its own activities.

VISUAL ARTS

The programme of Unesco in the Visual Arts can be conveniently divided into two parts: services rendered to the community and services rendered to the artist.

The first part deals with the function of art in general education and civic life, while the second part deals with the professional education of artists, with the facilitation of interchange and the improvement of training and working conditions for artists. To avoid duplication the division of visual arts will of course co-operate in all its endeavours with international and national organisations active in the same field.

The Visual Arts in General Education

The need for a programme of art appreciation and creative activities in general education was discussed in the preceding introduction. But there are also certain aspects of art in education which concern only the visual arts. Paintings and sculptures, for example, have a unique value as a means of interpreting historical facts. They permit us to see other civilisations through the eyes of artists who belong to them and give us a sympathetic understanding that can otherwise be gained only through close personal contact.

Unfortunately, only few institutions employ teachers qualified to select works of art for both their aesthetic and interpretative value. Moreover the quality of illustrations, particularly of those provided in textbooks, is often so poor that they give an inadequate or even misleading idea of the works reproduced.

There is also room for improvement in the use of pictorial teaching devices such as pictorial charts, illustrated maps, films, film strips, etc. These visual aids increase the student's understanding of the presented facts and help him to remember them more vividly. Here, too, much of the available material is inadequate because it is devised by people who are familiar with the subject matter, but not with the principles of pictorial representation. Many of the illustrated charts and picture panels used today are little more than a series of illustrations arranged as if they were reading material; they ignore that colour and design can be used to stress any specific aspect of a subject, thereby adding to the effectiveness of the image. Carefully planned visual presentation is often employed successfully in commercial advertising and display, and a more effective application of its principles to educational purposes is most desirable. Visual aids can and are being used on all levels of instruction; they are particularly important in literacy campaigns, and in the instruction of illiterate peoples.

The place of the visual arts in education calls for a careful survey of the entire field to be conducted by the section of art in collaboration with the section of education. Such a survey will serve as a basis for reports on the most successful experiments

conducted in this line, and may call for actual demonstrations in interested countries of the methods and techniques that give the best results.

The Visual Arts in the Service of Society

The growing desire of the public to participate in the enjoyment of works of art has increased the attendance of art exhibitions in many countries. This demand, together with the realisation that art is a key to the understanding of our own culture and that of our neighbours, are potent factors in the current movement to make the art treasures of the world accessible to the largest possible public.

Much can still be done to bring the public to galleries and museums. Many people who live in or visit the cities possessing permanent collections fail to see them because they are unaware of the pleasure that such experience brings. A more carefully devised information service on public and private art collections would, unquestionably, increase their already large attendance.

Another solution of the problem is the organisation of travelling exhibitions ; this method is occasionally used on an international scale by large museums and at such events as world fairs and international festivals, in which different countries are represented by exhibitions of art.

The great value of certain works of art, together with the fact that they are subject to wear, if not to damage, while in transit, makes it difficult to maintain a high standard in travelling exhibitions, and to procure their loan for extended periods. Many collectors and museum officials feel that by lending important pieces they are depriving themselves or their public of the enjoyment of their complete collections. To encourage the organisation of travelling exhibitions of masterpieces, a study should be made of the best methods of protecting works of art in transit, of decreasing transportation costs and of simplifying customs' procedure. It would also be useful to work out plans for the international exchange of exhibitions between institutions, so that each institution would be recompensed by loans from other countries for the temporary absence of some of its own possessions.

In the case of objects that are of less value or replaceable, such as prints, photographs, architectural models, etc., the problem is somewhat simpler. Here it should be possible to establish, in collaboration with institutions in various countries, an international system of travelling exhibitions with given itineraries, thus making it possible for all countries to obtain the loan of exhibits at a moderate cost. Special emphasis should be given to exhibitions of lithography and other techniques that enable artists to produce original works of art in multiple form.

Unesco proposes to establish a clearing house service for travelling exhibitions which would enable the various interested agencies to co-ordinate their activities, so as to avoid duplication

and to bring about a more adequate distribution of exhibitions. Once this service is organised Unesco will endeavour to supplement it with exhibitions carefully selected from special fields for which interest has been shown, but which are not yet covered in the existing programme.

Another problem that needs careful investigation is that of the reproduction of works of art. This subject is of paramount importance because reproductions together with original prints, such as lithographs and etchings, are for the majority of people the only means to enjoy works of art.

Unfortunately, the reproductions in colour of paintings available at present are of very uneven quality ; many of them are so inexact that they misrepresent the artists' intentions and accomplishments. It must be borne in mind that it is the subtle harmonies in colour, and the delicate balance between light and shade that, together with the composition, establish the value of a painting. Reproductions which distort these values do more harm than good.

In certain special techniques such as in coloured crayon drawings and certain types of paintings in oil and water colour, reproductions have been made that are so nearly indistinguishable from the originals that they give the beholder exactly the same aesthetic pleasure. To make available such reproductions in every art medium, and at reasonable prices Unesco proposes to undertake a survey of the technique and method of their manufacture, to be conducted in close collaboration with scientists and technicians.

An important aspect of the entire problem of reproductions is the protection of the artist against commercial exploitation of his work through international copyright which will be made the subject of a general enquiry by Unesco.

There are other fields of endeavour that touch closely on the functioning of art in society, such as the work of the art historian and archeologist, whose studies provide the basic material for the presentation of works of art to the public. Since assistance to scholarly work is included in the report of the division of museums, and that of humanities, no details are given here of such projects as the preparation of directories of scholars, art institutions and collections, surveys of the international practices governing the preservation of monuments and studies of the access to sites and the exportation of works of art from their country of origin.

Service to the Artist

Unesco recognises its responsibility to the creative artist, but realises that it cannot and should not intervene in his creative process. Unesco proposes, therefore, to limit its assistance to the artist to the improvement of opportunities for professional training, the establishment of better working conditions and free access to all the resources that may be useful in his work.

Professional Training

The staff in creative arts plans should, first of all, make a survey of the effectiveness of teaching methods used in professional art schools devoted to painting and sculpture, to architecture and to all the applied arts. Particular attention should be paid in this study to the contemporary trend towards specialization that results only too often in a narrow treatment of each subject. Some schools of fine art are almost exclusively concerned with the study of aesthetic factors such as colour and composition, and neglect the technical aspects of the arts. Schools devoted to the training of architects, industrial designers and commercial artists teach, in some cases, merely the routine of the trade. Specialisation of teaching methods in terms of techniques and art forms is obviously essential if the students are to acquire proficiency in their chosen profession, but an uncompromising division between schools of "art" and schools of "trade" deprives painters and sculptors of the technical mastery necessary for the full realisation of their concepts, and turns the designer of useful objects into a mere producer of merchandise.

The place of the artist in the modern world, and his opportunities for fruitful work as a contributor to the community are seriously affected by this attitude that is not confined to schools, but reflects a general trend of our time. Unesco proposes, therefore, to conduct a survey on an international scale of the working conditions of artists, and of their opportunities for fruitful and remunerative activities in all the branches of the visual arts.

Opportunities for Artists

In the field of painting, sculpture and the graphic arts such a survey must include studies of the permanent employment of artists, the commissions offered them by national, regional and city governments, and legislation already enacted in various countries to set aside a certain percentage of the construction cost of all public buildings for their decoration with original works of art.

The enquiry must concern itself with private patronage of the arts, with competitions and opportunities to exhibit, with the trade practices of art dealers, with current methods of promotion and distribution. It must investigate the nature, and the results, of the efforts made recently by artists to join in organisations devoted to the promotion of the sale of works of art. Finally, an analysis must be made of the earnings of artists and of the effect of all the above-mentioned factors on the quality and quantity of their production.

In the fields of architecture and industrial design considerations must be given to the basic changes in social life, and to the developments in technology that affect every aspect of these professions. City and country planning, with its emphasis on public health and social welfare and the progressive merging of the fields of architecture and engineering, present a series of problems that

should be appraised in terms of the architect as a creative artist and of the beauty of works produced.

No field that gives opportunity for creative work has been so strongly affected by the advent of the industrial age as the design of objects of utility. Before the development of mechanised industry, creative activity and technical production were fused in the work of the craftsman, and nearly every man-made produce bore the creative imprint of its maker. The craftsman was not only designer and producer, but was frequently also his own business manager and created forms based on his knowledge of materials, techniques and public demand.

One of the first results of industrialisation was that the control of manufacture as a whole was taken over by the business manager, who was frequently more concerned with the saleability of an article than with either its function or form. For the solution of production problems he had to rely on the services of technical experts, but he barely saw the need for consulting with the artist since he considered design merely as a means of giving an object greater sales appeal. This could be done most economically by "borrowing" the surface patterns from articles that had already proved themselves "best sellers." The artist, if he was called upon at all, was asked to add just a touch of "elegance" to the product.

To-day the danger of these practices is increasingly recognised by people in the worlds of both art and business. We begin to see the importance of industrial design as the factor that most influences the shape of things surrounding us in daily life, and that contributes, therefore, most to our pleasure and to the formation of public taste.

Industrial design is one of the most rapidly growing professions, and offers vast opportunities for creative talent. It is, however, also subject to greater pressure from commercial sources than any other art form, and has not yet adjusted itself to the deep and far-reaching changes in economics and technology brought about by the machine age.

Another of the established functions of the visual arts that need reviewing is that of illustration and documentation. In this field photography has displaced the graphic arts to a large extent, particularly in publications of an informative character.

Aside from the publication of a few expensive editions mainly for the aesthetic value of their reproductions, drawing and painting as a medium for illustrations is employed today on a large scale, mostly in the field of fiction, magazines and children's books.

The current preference for photographic representation in factual publications is based on the assumption that the portrayal of a subject by a mechanical device such as the camera must, of necessity, be more truthful than any man-made image.

This justification of the nearly exclusive use of photography for documentation has been challenged, in recent years, on the ground that the artist's ability to select and to stress the important elements of a subject and his sympathetic understanding of the

purpose of the illustration call for a far greater use of his services in the entire field of pictorial presentation of facts. The merits and the success of the work produced by the artist-reporters during the war is an excellent example of the growing recognition of the artists' contribution to documentation.

New Media and Materials

Another factor that affects the artist is the development of new media and materials that make possible an extension of his activities into new realms. Most of these media, such as photography and the motion picture, appear at first to be a menace to the established art forms, and to the artist. However, once they are mastered technically they reveal themselves frequently as sensitive instruments for creative activities, and may serve the ends of the artist instead of destroying them.

Certain types of photographs are already widely accepted as works of art and are, in fact, represented in many important art exhibitions and collections. The potentialities of the motion picture, however, as a medium of visual art, are still largely overshadowed by its entertainment and information value, and by its more obvious relationship to the theatre.

Only a few artists have so far taken advantage of the new opportunities offered to them by the cinema, such as the use of controlled movement in visual images and complete freedom from the limitations of the physical properties of material such as weight and bulk. Never before did artists possess an instrument that made it so nearly possible for them to give form to abstract concepts and dreams.

Among the new materials that offer the artist great opportunities the most important ones are plastics. Modern technology is just entering a new phase in which it is possible to produce raw materials to order that can be given almost any properties desired. Through treatment with plastics traditional materials can also be made to serve new purposes. Since most of these materials are manufactured for commercial purposes artists are hardly aware of the opportunities they offer for creative work. A survey of the entire field of new materials and efforts to make them available to artists for experimentation should be part of Unesco's programme.

Art in Non-Industrialised Countries

A survey of the opportunities for the creative artist in the contemporary world concerned with all countries must include a study of the conditions of the artist in non-industrialised societies to which more than half of the world's population belongs. These peoples are, in various degrees, exposed to contacts with industrially more advanced cultures, and most of them are eager to partake in their advantages. In their struggle to adapt themselves to modern living such peoples lose often their entire artistic heritage.

Their traditional beliefs collapse with the result that there is no more need or reason for the production of ritual objects which

were among the most important works of their traditional art. Further, the importation of cheap machine-made household articles largely eliminates the necessity for utilitarian crafts. Under these circumstances it is inevitable that the artists and the craftsmen are overcome by a sense of futility and inferiority. This feeling is too often accentuated by the scorn for their traditional culture shown by those representatives of industrial civilisation with whom they first come in contact. Only a few traders or administrators show any interest in local craft work, and then give encouragement only to production of curios and knick-knacks for tourist trade which debase the craftsman's culture.

The problem here is not to preserve any particular native style of art which happened to be in use before or at the time of the first contacts between the group and western thought and technology. Such endeavours would only fossilize living inspirations while standing in the way of material progress, and can only result in the production of meaningless imitations.

The craftsman must be helped to preserve his pride in his own traditions and the achievements of his group. At the same time he must be assisted to understand and to make intelligent use of his new opportunities. Only so can he be enabled to apply his own creative talent and the inherited feeling for form and colour of his people to the enrichment of the world and for his own satisfaction and economic benefit.

Several countries have already established agencies for this purpose, some of which have met with success. It is clearly within the province of Unesco to encourage such work and to make the experience gained by a few agencies available to all other countries faced with similar problems.

MUSIC AND THE DANCE

In accordance with Unesco's task of creating a better understanding among the Nations of the world the Division of Music must concern itself with the interchange of music between the various peoples from all the great cultural regions of the earth, such as Europe and the countries whose culture is of European origin, the Far East, The Middle East, Africa and Indo-America. In the case of peoples living within any one of these cultural regions this task is not too difficult. In the European countries the national music of each is easily enjoyed and appreciated in the others and the need here is mainly for assistance in the technical aspects of interchange.

Musical interchange between the great cultural regions, however, cannot become fruitful without considerable preparation of the listener. Chinese music is nearly meaningless to the average European audience and *vice-versa*. This lack of understanding can be overcome: the new interest shown in Europe and North America in Arabic and Negro music was stimulated by such intermediary forms as Flamenco songs, jazz and spirituals, which

combine elements of both European and non-European origin. The great popularity of these musical forms shows that the musical styles of any region in the world can contribute to its common treasure and that diffusion of knowledge on this matter constitutes a field for fruitful work by international organisations such as Unesco.

The Division of Music deals not only with instrumental and vocal music, but also with the various forms of musical drama and dance. The problems of the musical theatre as a whole will be dealt with by the International Institute of the theatre, described at the end of this chapter, but the main musical aspects of the stage, such as the training of musicians for opera, must remain the concern of the Division of Music. The theatrical aspects of the Dance will also be dealt with by the International Institute of the theatre. Other aspects of the Dance will be the subject of a survey ; the results of which will be used as a basis for Unesco's programme in this field.

Unesco's interests must not be limited to the work of the great masters but must include folk and popular music. These types of music often have great artistic merit and a direct emotional appeal, and, because of the simplicity of their structure, are an excellent means of creating a sympathetic understanding of the national character of the countries of their origin.

In all these fields the Division of Music and Dance will endeavour to collaborate with and to benefit from the experience of the various international organisations devoted to music and those national bodies that are engaged in work on an international scale. Among the organisations with whom the division hopes to establish close working relations are the International Society for Contemporary Music, the International Society of Musicology, the International Society of Musical Education, the International Society of Sacred Art, the Association of International Congresses on Sacred Music, the International Folk Dance Council, the International Commission of Popular Arts and Traditions, the International Archives of the Dance, and the International Federation of Organisations of Copyright.

Unesco's programme in the field of music falls into several classifications : activities concerned with Music in Education, Performance of Music, including Broadcasting and Recording, Services to the Music Provision, Professional Training, Music Publishing, Musical Instruments and Information Centre.

Music in General Education

Music gives children pleasure and develops their self-confidence, personality and understanding of other people on any level of age and knowledge. Hence, music must be taught and taught well in general education, giving the pupils a notion of music history, of contemporary music, and a guide that may lead them in future to make their own discoveries in this field. Nevertheless, as the listener's appreciation of music increases, not only with listening

but through performance, music-making of all kinds should be cultivated in the schools. The value of music in education, however, rests not only on its own appeal. Children of all ages and teachers find in choirs and school orchestras centres of co-operative activity that join them intimately together in a common constructive task, dedicated to the enrichment of the community. This is particularly true in institutions that use their choirs and orchestras to provide music for their own church services and for scholastic and social events.

Another aspect of particular interest to Unesco is the introduction of folk and popular music in the school, as a means of furthering the sympathetic appreciation of foreign cultures and peoples. Due to the direct emotional appeal of music, this can be done successfully even with small children.

Musical education in the schoolroom should be accompanied by programmes of adult education, conducted on various levels of interest to stimulate popular participation in musical events and the formation of amateur groups. It is particularly important that special provision should be made for youth, and that every programme of adult education should cater for those who have not had the opportunity of being educated in music at school, as well as for those who already have some proficiency.

The methods of teaching music in general education vary greatly from country to country. Unfortunately there are many schools and other educational institutions in which music is still regarded merely as an inessential pastime. Where this is the case it is generally taught by teachers without adequate musical qualifications. Unesco therefore proposes to conduct an international survey on the place of music in general education with particular emphasis on the aims and methods of instruction, the active participation of students in all forms of music-making, the training and supply of qualified teachers, the provision of children's concerts and the utilisation of modern teaching methods such as the film, phonograph and radio. It also proposes to encourage the exchange of scores and records of school performances and of groups of performers between countries.

The Performance of Music

Unlike the visual arts, music does not exist without performance and can be brought to life only through the active intervention of an executant whose technical skill and sensitivity become an intrinsic part of the composer's work as presented to the listener. Unesco must therefore be concerned not only with the choice of compositions offered to the public but also with the manner of their performance and the conditions that make performance possible.

Musical performances of music in the home, church or school are often informal occasions which nevertheless are of the utmost importance in the musical life of any community. Modern industrial civilisation with its variety of ready-made entertainment has shown signs of breaking up many an indigenous tradition of

amateur music-making, but today an encouraging revival seems to be taking place in some countries ; attributable probably to a desire to overcome the strain and stress of war, to improved methods of teaching music in the schools and, as a result of active encouragement by social and educational organisations. It is essential that Unesco should study these and other developments and encourage music-making both as a normal means of self-expression and as a distinct contribution to musical achievement. Here, too, international contacts and exchanges of programmes between groups constitute a most valuable stimulant and should be facilitated by Unesco wherever possible.

The professional performance of orchestral and choral music requires skilled and intricate organisation, since it deals not only with the arrangement and financing of public concerts, but with human beings and with artistic problems which cannot be resolved in purely economic terms. Unesco should make a survey of how each country supports its chamber music ensembles, its orchestras and opera companies, and with what results. Special attention should be paid to the recruitment of artists, the building of audiences, the selection of programmes, management and finance. Important attempts either to promote an international exchange of solo artists, orchestras or opera companies, or to provide first-class music outside the big cities of the world, and particularly in the rural areas which cannot afford or accommodate large-scale orchestras or opera companies, should be considered. The presentation of music to new and musically illiterate audiences also demands study. Besides making the necessary surveys and supplying information, Unesco should help to make it possible for those interested in these different fields to meet and discuss mutual problems, and even to work temporarily as students in other countries. Special attention should be given to the performance of sacred music in churches because it is heard by a vast number of people and provides in many communities the only opportunity to hear the works of great masters.

The performance of certain types of music requires special combinations of performers, and some works may require such lengthy preparation that they are rarely performed. When works of this kind are performed in one country every effort should be made to make the performance available to the world through the wireless and gramophone record, and serious students from many countries should be encouraged and, if necessary, enabled to attend. Just as it is important in the visual arts to bring together special collections of art, either as a collection of masterpieces, or to illustrate a theme or a school, so in music the festival is an essential part of musical organisation when the value of the whole exceeds the sum total of the pieces performed. Again, Unesco must be aware of what important festivals are being arranged and see that they are made accessible to the widest possible public. Unesco should encourage such festivals and assist in their organisation by helping to obtain scores and materials and by co-operation in the

selection of artists and programmes. Such festivals could also be made an occasion for the organisation of advanced short courses and international seminars on music.

Broadcasting and Recording

Although for some years it was feared that they would kill "live" performance and drive the professional musician out of existence, broadcasting and recording have done much to spread an appreciation of music and to encourage its performance by professionals and amateurs. The control of broadcasting and recording rests today in the hands of relatively few organisations, which consequently have a grave responsibility for the development of public taste; they control the selection of programmes and can further or hinder the success of individual composers and executive artists.

The Division of Music therefore proposes to conduct, in collaboration with the section of media of mass communication, a survey of the broadcasting and recording of music and its effect on public appreciation and on the artist. This survey will include a study of methods used in the selection of artists and programmes, conditions of employment and rates of pay for musicians, facilities for international interchange of programmes and records, and techniques of the reproduction and transmission of music. Special emphasis should be given in this survey to the existing difficulties in the interchange of records that hinder greatly the development of international knowledge and enjoyment of music.

Unesco hopes, also, to assist various radio and recording agencies to prepare programmes by bringing to their attention little-known but deserving compositions and artists and by suggesting and facilitating the preparation of programmes for certain specialised groups of listeners.

In the field of recordings Unesco finally proposes to continue the documentation of recorded folk songs initiated by the International Institute of Intellectual Co-operation and to assist in the making of such recordings wherever necessary.

Services to the Music Provision

Much of the great music of the world cannot be performed without the assistance of the professional musician who devotes a lifetime to his art. In chamber and orchestral music and in opera not only is personal accomplishment required of him, but ability to collaborate with other musicians. To achieve first-rate standards in ensemble the highest order of artistic leadership is needed, together with good conditions of work, including adequate time for rehearsal and rest. Many other branches of musical activity—the amateur choral and orchestral society, church and chapel music publishing—needs the assistance of the professional musician. Above all, the writing of music requires not only creative genius but a professional grasp of technique.

As in the case of the visual arts Unesco must first of all assemble data on the opportunities offered to performing musicians in the various countries and assert their specific needs in the various branches of music. It must also concern itself with the opportunities for the composer who stands in need of the greatest help. Not only has he to earn his living but he must get his work performed in order to reach his audience and, in turn, to learn from experience. Nearly everywhere disinterested agencies, governmental or private, are taking some responsibility for helping the composer to get his work performed and brought to the notice of concert promoters, orchestras, music publishers and gramophone and broadcasting companies. Unesco should make a survey of these attempts and also study the whole subject of the livelihood of the composer and his legal position in regard to copyright and performing rights.

Unesco should also work in close collaboration with the International Society for Contemporary Music, which has revived its activities this year by a festival in London; it should do all it can to get the contemporary music of each country played in others and should arrange for broadcasts of contemporary music. It could also do much by securing travel grants to help promising composers study in other countries and the music of other civilisations.

Unesco should also encourage musical scholarship in all its forms. It should make itself aware of the main musical research being conducted, including the collection and editing of folk music. It should study how musical scholarship can best be used to raise the standard of music played. Unesco should also aim to raise the prevailing standards of music criticism which can do so much to bridge the gap between the performer of music and the public, as well as to raise and maintain standards of performance.

It is only in recent years that music has come to be considered universally as an honoured profession but, despite this long overdue recognition, musicians have, for the most part, led a precarious existence, taking employment where and whenever they could find it. The ILO initiated a survey into the livelihood and living conditions of musicians, and Unesco should follow this up with a more comprehensive survey, paying special attention to the formation of musicians' trades unions and professional organisations.

Professional Training

Unesco must concern itself with the training of musicians. Instrumentalists, in particular, must begin intensive study at a very early age. Too often this leads to a neglect of the child's general education and to segregation of the young musician from other children, resulting in a narrowness of outlook which, at a later date, may prevent the executant's talent from reaching its full maturity. The cultivation of the infant prodigy and its commercial possibilities has encouraged this premature specialisation of the musician's education. It is essential that musicians should

have a broad cultural background and a sound knowledge of music and musical history as well as a perfected technique. He must also be made aware of his responsibilities both to audience and to composer. Unesco must make a survey of the training provided for all forms of musicianship, the technique of teaching employed, the organisation and support of music schools, and the connection maintained between these and institutions for general education. The contribution of the universities to the training of musicologists, teachers and performers should not be ignored.

Unesco proposes to make a large international survey on professional music training and make the results widely known. It should also help directly young composers, executants, and musicologists of great promise to study in other countries and to be present at outstanding musical performances and occasions, and to visit musical institutions of world significance.

Music Publishing

Making available to all users the great music of the world, whether it be folk-song, symphony, opera, etc., could be one of the music division's most important functions. This implies not only the compiling of bibliographies of music but the encouragement of musical scholarship and scholarly editing and of research into techniques of reproducing sheet music by photostatic and other means. Unesco should encourage the activities of music publishers and be prepared, when necessary, to publish the editions itself.

Musical Instruments

Unesco should interest itself in musical instruments, take into its purview their manufacture by craftsmen and through mass-produced processes and inform the musical profession of the situation. It will also undertake a survey on the instruments which are available in different countries and try to facilitate their repartition. It should finally interest itself in the development of new materials, such as plastics and new media of sound production, such as electronics, which may have unforeseen results on the development of new instruments and consequently on musical forms.

Information Centre and News Letter

One of the most important contributions Unesco can make to the development of music on an international scale is the establishment of an information centre equipped to answer enquiries and to diffuse information through news letters. Unesco's contacts with international, and national organisations active in the field and with prominent members of the musical profession from all countries will keep it up to date on all events such as festivals, important concerts, international travel of orchestras, new courses on music and musicology and on developments in research education and the technical aspects of music. It is hoped that the activities of such a

centre will do much to prevent unnecessary duplication of effort to encourage international co-operation between members of the music profession and to make accessible little known masterpieces throughout the musical world.

LITERATURE

Unesco's programme in literature must deal with all contemporary literature including poetry, drama, novels, essays and criticism. Literature not only awakens and gives direction and shape to human emotions, but it also influences our attitude to the problems of life.

Writers are not the product of organisations. But an organisation such as Unesco can do a great deal to help make literature a constructive factor in society by diffusing literary works and making them accessible to a world public.

This task seems especially necessary now when the world has changed more during one generation than in many past centuries. Modern communications, particularly the radio, have made the interchange of ideas between the different nations, and the dissemination of information more rapid than ever before. To take advantage of this bringing together of different peoples, there should be a closer spiritual contact amongst men.

The free exchange of the ideas and values contained in the world's books is hampered by language barriers. In this, literature suffers from a disadvantage not affecting the other arts. Translation is therefore a problem of paramount importance, if the cultural exchanges which it is Unesco's task to promote, are to be achieved.

Translation

Since the translation of foreign books is carried out haphazardly in many countries, where commercial reasons are an over-riding consideration in the publishing of books, great gaps exist in all countries in their pictures of world literature. Despite the disinterested activities of many learned societies and the cultural activities of several governments, the work of making available to readers in any one country the best books in the literature of other countries, is everywhere far from complete. At present many translations are of inferior quality or written in an idiom which has ceased to be contemporary. These problems have already been considered by a commission set up by the Conference of Allied Ministers of Education which produced a valuable report that must be taken into consideration in the realisation of the proposed projects.

It is Unesco's task to help translators in their work, so that many new translations of the world's best books will become available to the public all over the world. To achieve this end, it is necessary to make lists in each country of works suitable for translation into other languages.

Such lists will be based on opinions of experts of various countries, on the recommendations of literary organisations, and on enquiries made of individual writers. They will be presented to national commissions, and to publishing concerns with the recommendation to give certain works priority in translation. Special consideration should be given to literature for young people and children, since in many countries there exists a considerable number of children's books which are unknown elsewhere.

The making of these lists of books of literary value which have not become widely known is of special importance for the smaller countries whose literature is least familiar to the international reading public, as well as for the countries of the Near and Far East whose literature can be compared to a beautiful garden closed to strangers.

Consideration will also be given to the fact that certain writers, particularly poets, wish to translate some work which they have long admired, and for which they have not been able to find a publisher because it may have little commercial value. Unesco should give direct help to poets who wish to make translations in these conditions.

There should be awards given by Unesco for the best translations produced in the world each year. Such international awards would be an innovation and would encourage writers to undertake works of translation.

The establishment in a number of countries of scholarships for poets who wish to become translators of poetry should also be encouraged. This would be especially important for poets familiar with the less-known languages. It is easier to find French poets who know English and *vice versa* than it is to find English poets who know Slavic or Eastern languages. Poetry must and should be translated by poets; therefore, if we are to propagate little-known poetical masterpieces, it is essential that poets should be given the opportunity to learn more languages and to study foreign literatures. Unesco should also inquire into other means of enabling poets to translate, such as working on the basis of literal translations provided for them, and working in close collaboration with poets of another literature.

Besides encouraging the establishment of scholarships, Unesco should compile an *international list of recommended translators*, made in the same way as the list of books to be translated. This should give details of the translator's ability as a writer in his own language, his qualifications as a linguist and so on. It will be made available to those bodies who had previously received the list of works suitable for translation, thus helping them to realise their schemes. It will also be available for reference and inquiries by writers wishing to have their work translated into another language. To serve this end Unesco will promote the creation of an *International Translation Office*. It would also facilitate the setting up of a professional international association of translators.

Publications

After consideration of many suggestions regarding publication of an *International Review* in several languages, it is agreed that one of the most urgent tasks in the international exchange of Literature is the organisation of an *International Pool for Literary Reviews*. Through this service, selected reviews the world over would receive material for publication. Besides being a "pool" for creative writing, this would be a source for essays, criticism, and general information on literary trends and achievements.

Of new anthologies, the publication of which is to be facilitated by Unesco, first priority has been accorded to an *Anthology of Suffering and Resistance*. This anthology should consist of works written during the war in prisons, concentration camps and resistance movements.

There should also be encouraged a series of literary anthologies, aiming to give a true and representative picture of the literary achievements in every country. An anthology of poetry could be followed by anthologies of short stories, essays, and excerpts from dramas and novels. The whole series would thus amount to a *World Literary Anthology*. Unesco should soon, as an experiment, sponsor the first volume of an anthology of the world's poetry to be published in a popular edition.

Since Anthologies give only a fragmentary and incomplete picture of literature, publications of a different type should also be initiated and suggested to publishing concerns, e.g., a collection of world modern literature. A survey should be made of what has already been done in various countries along these lines. Unesco should determine where there are gaps and should co-operate with publishing enterprises in countries where such collections have not been made or are incomplete. Unesco with its widely spread international contacts would be helpful in selecting material as well as in suggesting suitable translators.

Assistance to Writers and Readers

Protection of the rights of writers, through international copyright, should be the subject of special inquiry of Unesco, in which specialists in literature should stress the rights of authors. Help could be given to writers by a foundation serving their interest. This might be a special Foundation for Writers only, or might more simply be set up as an extension of the work of one of the existing great Foundations.

In many countries there are non-commercial book clubs and societies which publish books and magazines for their members. A careful survey should be made to determine bases for selection of works published in the various countries and, in accord with results, assistance could be given leading toward the creation of an international federation of these book clubs and societies. Some of the valuable books published by these clubs gain great popularity

in their respective countries. With the help of such an international federation the problems of translation and of exchange of these books could be made much easier. This federation would also make it possible for the various separate national literary bodies to meet and exchange their observations and experiences.

In order to promote literary exchanges in countries where they are almost non-existent, Unesco should also encourage the setting up of book centres, to include library services, and popular book-shops, where books in the language of the country as well as in other languages would be sold. Another concrete step towards achieving the aims outlined above and which should be undertaken by Unesco is the reduction of postage on books.

Collaboration with other Sections of Unesco

The activities discussed here in relation to literature are closely related to those of other branches of Unesco. For example, specialists in literature and the social sciences are alike concerned with the preservation of oral tradition in literature. Many nations or ethnic groups preserve poems, tales and fables which are handed down by word of mouth and by song. This material should be written down and also recorded on gramophone records. A great work of documentation is already being carried out by various governments and other bodies. Unesco should acquaint itself with the work already undertaken and offer assistance in further work.

Another problem, which is not only the concern of literary experts, but also of the experts in education, is that of literature for children and adolescents. The creation of a yearly Unesco award for the best book for children and young people might make more writers interested in writing of this kind. Especially important for Unesco's purposes are historical novels for young people. It is desirable to eliminate chauvinism from the books which they read outside as well as inside school. Educators might well co-operate with creative writers in suggesting to them themes, local colour and atmosphere for such books. Regular international meetings between writers, historians and educationalists would be of great help in this respect.

THE THEATRE

The Theatre is an age-old manifestation of national art with deep roots in tradition: religious festivals, national poetic dramas, national dances, etc. It also fulfils an important role in promoting international understanding by giving verbal and visual pictures of the characteristics and customs of nations. The spoken word profoundly influences human feelings. Supported by a multitude of stage effects, it constitutes a great emotional power and should be more amply used for the awakening of universal, humanitarian feelings.

The theatre is not only linked to literature but to music and the visual arts as well. Stage sets, costume design, music and lighting, all actively sustain and interpret action and words. All are intrinsically part of the stage life of drama.

A complete study of all aspects of the art of the theatre will be initiated by Unesco. From this, it is expected, will develop an *International Theatre Institute*, whose principal aims will be : (a) collaboration with and help for various theatres in many countries (whether experimental, amateur or commercial) ; (b) assistance in the international exchange of theatrical companies ; (c) assistance to artists connected with theatre work in acquiring a knowledge of the theatre in other countries ; (d) concern with the problems of opera ; (e) raising the level of the visual arts in the theatre ; (f) dissemination of the best plays from every country and raising the standard of translation of plays ; (g) urging the study of the theatre in universities ; (h) special concern with those plays which contribute to the emotional transition from nationalism to internationalism.

The importance of drama as an art which forms and appeals to human emotions is recognised by Unesco and explains the theatre's rôle in the promoting of international understanding. Unesco may not be able to hasten the development of individual works of art, but it can stimulate the theatrical world and perhaps give it the necessary impetus to serve the ends of man *and* mankind.

APPENDIX



PROJECTS

It will be remembered that in Unesco/Prep.Com./51, Revise 1, as an Annexe to each chapter of the Programme, there was a list of priority projects divided into three sections. As work has progressed within the different sections of the Secretariat, it has become evident that the original classification no longer obtains, and the projects have accordingly been re-grouped, i.e.: projects already undertaken, projects to be undertaken in the course of 1947, and projects to be undertaken thereafter. It was further decided that, in order to present a document which could provide a general summary of easy access to Delegations, these projects would be printed separately from the Programme chapters to which they referred, and that underneath each of the three main headings should be grouped the projects to be undertaken by every one of the six Programme sections.

PROJECTS ALREADY UNDERTAKEN

EDUCATION

A. Publication of a volume on Fundamental Education, including a programme of action for Unesco in this field.

B. Publication of a survey of previous attempts to analyse and revise textbooks with a view to a long range programme of further action.

MASS COMMUNICATION

Obstacles to the Free Flow of Mass Communication

A. *Detailed Surveys* of obstacles, such as import and export regulations, currency restrictions and censorship practices which inhibit the free flow of press material, newspapers, periodicals, books, radio broadcasts, films, etc.

B. *Conferences on Copyright*—preparation of draft convention and facilitation of international conference on copyright to be held in Brussels.

C. *Film Convention*—securing the ratification of, and implementing the Convention to facilitate the international circulation of visual and auditory materials of an educational, scientific and cultural character.

LIBRARIES AND MUSEUMS

Libraries

A. *Unesco's Own Library and Information Service*—immediate development including initial development of World Education Library.

B. *International Clearing House for Publications*—initial work of organisation particularly in connection with rehabilitation. (Association with Technical Sub-Committee.)

1. Detailed survey and documentation of library needs and resources as background for development of world programme of allocation and exchange of publications.
2. Discussions with Inter-Allied Book Centre with view to continuation of its work.
3. Discussions with the American Book Centre with view to association in forwarding its programmes and possible continuation if the Centre closes.
4. Allocation of books collected in Germany and Austria by the Control Commissions—preparation of report with particular reference to Unesco's authority to participate in the work and with reference to legal question of ownership and right to distribute.
5. Subsidy or re-establishment of libraries, e.g., Herziana Library and Archaeological Institute, Rome.

C. *World Bibliographical and Library Centre*—convening of committee of experts to define bibliographical and documentation responsibilities of Unesco and to draft programme for the Centre.

D. *Copyright Conference*—investigation of copyright regulations in conjunction with other Unesco sections, particularly the Legal section, with special reference to the proposed Copyright Conference.

E. *Archives*—organisation and maintenance of Unesco's own archives.

F. *Co-operation with Other Organisations*—negotiations to insure close co-operation with international associations of librarians, documentalists, etc.

Museums

A. *International Museums Office*—discussions preliminary to taking over parts of the I.M.O. programme which fall within Unesco's sphere of responsibility.

B. *Rehabilitation of Museum Services*—(in collaboration with the Technical Sub-Committee) Preliminary studies with view to establishment of clearing house, etc.

C. *Co-operation With Other Organisations*—negotiations to assure close co-operation with international museums activities. Discussions with regard to establishment of an International Museums Council.

NATURAL SCIENCES

No projects being undertaken at present.

HUMAN SCIENCES

No projects being undertaken at present.

CREATIVE ARTS

The Visual Arts

A. Organisation of an information centre concerning current artistic activity in the different countries.

B. Survey of the condition of the visual arts in the different countries.

C. Survey of the condition of artists in the different countries.

D. Study on coloured reproductions of paintings.

Literature

A. Compilation of a list of books for translation, with the object of filling in gaps in the exchange of national literatures.

Such lists will be based on opinions of experts of various countries, on the recommendations of the various branches of the *PEN Club* and other literary organisations, and on enquiries made

of individual writers. They will be presented to national commissions, and to publishing concerns with the recommendation to give certain works priority in translation.

B. International list of recommended translators. Made in the same way as the list of books to be translated ; this will give details of the writer's ability as a writer in his own language, his qualifications as a linguist and so on.

C. Collecting material for the publication of an *Anthology of Suffering and Resistance* which will show the havoc wrought by organised nationalism.

D. Sponsoring of an *International Pool for Literary Reviews*, whose primary task will be to supply selected reviews with articles of international import. Besides being a "pool" for creative writing, this will be a source for essays, criticism, and general information on literary trends and achievements.

Music

A. Organisation of an information centre concerning current musical activity in the different countries.

B. Survey of the condition of musicians (composers and executants) in the different countries.

C. Preliminaries to a survey on musical education :

- (a) the place of musical training in general school education, first and second grades ;
- (b) place of musical training in higher education (teaching in universities, training of musicologists and critics) ;
- (c) adult musical training ;
- (d) professional musical training (composers and executants).

PROJECTS TO BE UNDERTAKEN IN 1947

EDUCATION

A. Establishment of a small committee of experts to make a general enquiry on the education provided in primary and secondary schools in various countries to foster international understanding.

B. Collaboration with schools, colleges and out-of-school agencies in sponsoring the establishment of clubs which would stress citizenship in the community, nation and world.

C. Encouraging voluntary organisations to establish reconstruction camps for youth in war-devastated countries.

D. A conference for leaders in adult education to exchange information about methods and techniques in their fields.

E. A conference to make a survey of existing arrangements for training in international relations in institutions of higher learning.

F. An international educational seminar in the summer of 1947.

G. A further study of the problem of an international university.

H. A conference on the teaching of national history in connection with a long range programme for the analysis and revision of textbooks.

I. Establishment, in collaboration with the World Health Organisation and the Food and Agriculture Organisation, of an expert committee on health education.

J. A study of the relations between vocational training and general education.

K. An international conference to be attended by representative administrators of school systems, educational psychologists, physicians, vocational guidance experts, and economists, on selection and guidance in secondary and higher education.

L. A study of the problems of handicapped children, special attention being given to the classification of handicapped children.

M. Establishment of a committee on educational statistics.

N. Publication of an international educational yearbook.

O. Publication of an international educational news-letter or review.

MASS COMMUNICATION

Rehabilitation

A. *Rehabilitation and Extension of Mass Communication Facilities*—initiation of projects to correct deficiencies in physical facilities, particularly in war-devastated areas.

1. Collection of data on deficiencies in Europe and the Far East.
2. Development and initial execution of plans for the correction of deficiencies.

B. *Conference on Reconstruction of Educational Broadcasting in Europe*—preparation for and convening of Conference.

Obstacles to the Free Flow of Mass Communication

C. *International Agreements*—recommendations regarding international agreements and other measures necessary to promote the free flow of ideas by word and image through the channels of mass communication.

Improvement of Services

D. *Formulation of Plans* for the improvement of telecommunication services available to press and radio, including the establishment of priorities for the transmission of news material, and the reduction of costs.

E. *Press Conference*—convening a conference of representatives of newspapers, press agencies, radio news services, and news-reel companies to consider measures requiring international action which would facilitate their work.

Research and Information

F. *Research Projects*—collection and analysis of available research data and encouragement or organisation of pilot research projects along the following lines: surveys of the flow of communications into various areas of the world, analysis of the size and composition of audiences, and studies of the effects of communications.

G. *Media Studies*—collection of available data and initiation of studies on the utilisation and comparative effectiveness of different media and techniques of mass communication.

H. *Fundamental Education*—research and experimental work in the use of the media of mass communication in fundamental education.

I. *Current Information*—organising, on a world-wide, co-operative basis, standard systems for collecting and compiling current information about the media of mass communication and their operations.

J. *Information Service and Reference Library*—setting up information service on media of mass communication and reference library of selected publications, films, radio transcriptions, etc.

K. *Dissemination of Information and Research Data*—publication of reports, special studies, and periodic newsheet or bulletin.

Stimulation and Production

L. *Stimulation of production and facilitation of dissemination and interchange of educational, scientific and cultural materials through radio, press and film agencies.*

M. *Servicing Requests*—meeting current requests for advice or information, and for materials from radio and film producers, and from publishers.

N. *Radio Transcriptions*—producing and distributing transcriptions of educational, scientific and cultural programmes.

O. *Films*—arranging for and financing the production and distribution of film footage, films and other visual materials of international application.

P. *German Educational Films*—completing the work begun by the Audio-Visual Aids Commission of C.A.M.E. in selecting and adapting German educational films for use by other countries.

Q. *Materials for Children*—preparation for international conference on press, radio, film and other mass communication materials designed for children and young people, the conference to be held in 1948.

LIBRARIES AND MUSEUMS

Libraries

A. *International Clearing House for Publications*—establishment and actual operation ; programme to include :

1. Action as clearing house for publications received from various sources including government, surpluses from institutional and other publishers and libraries, gifts from private owners, reservation of new books received from publishers, etc.
2. Promotion of direct exchanges of publications.
3. Allocation of books, including supervision of actual projects for utilisation of books found in enemy countries should requisite authorities be obtained.
4. *International Publications Bank*—establishment as subsidiary to the Clearing House.

B. *World Bibliographical and Library Centre*—establishment and operation based on report by committee of experts whose programme (subject to revision) includes :

1. Co-ordination of national library centres.
2. Promotion of national bibliographies.
3. Promotion or preparation of lists of periodicals which were suppressed or temporarily suspended during the war.
4. Promotion or preparation of check list of all periodical and serial publications.
5. Promotion or publication of select bibliographies of periodicals.
6. Promotion or publication of world lists of abbreviations of periodical titles.
7. Promotion or publication of bibliographical reference works.
8. Encouragement and assistance in work of revision and co-ordination of classification.
9. Convening of conference to prepare an international code of bibliographical technique.
10. Convening of conference to study standardisation of types of cataloguing codes suitable for different kinds of libraries.
11. Research on questions of technique in publication.
12. Study of standardisation of terminology.
13. Study of problems connected with indexing and abstracting services.
14. Publication of bibliographies of published translations.
15. Survey of methods of publication of scientific papers.

C. *Popular Libraries.*

1. Convening of conference—Unesco will convene, or assist the International Federation of Library Associations to convene, a conference to debate the nature and extent of the popular library needs of the world.
2. "Pilot" Project—Initial work in the development of library system in a region lacking facilities.
3. Travelling libraries or book trucks—Planning of Unesco financed travelling libraries, possibly as part of pilot project.
4. Establishment of experimental units—giving of grants in aid for establishment of experimental units concerned with new techniques.
5. Manual on library organisation—Appointment of editorial committee to prepare handbook for publication, after discussion of the project at the conference.

6. Promotion of studies of library architecture.
7. Supplying of reference books prepared on Unesco initiative and recommendation of books for public libraries.
8. Free access to sources of information—studies with view to removal of restrictions.

D. *Education and Exchange of Librarians*—promotion and encouragement.

E. *Barriers to Free Circulation of Publications*—Survey of all barriers to free circulation of publications, equipment and apparatus needed by libraries.

F. *Documentary Reproduction and Mechanical aids to Learning*.

1. Convening of expert committee to direct research and development.
2. Review of technical developments and distribution of information on new techniques.
3. Creation of Unesco's own documentary reproduction unit.

G. *Archives*.

1. General promotion of archives activity.
2. Survey of archives activity of other international agencies with a view to possible obligation to assume responsibility for their organisation and maintenance.
3. Maintenance of information centre on archives establishment and technique to conduct and co-ordinate research.

Museums

A. *Rehabilitation and Restoration* (in collaboration with T. Sub-Committee) Development of advisory (and possibly executive) functions in respect to allocation of objects found in Germany and Austria—negotiations with Allied Control Commissions.

B. *International Museums and Library Documentation Services*—Continuation and development of work of I.M.O.

C. *Publications* : Continuation of Mouseion and continuation and development of publications programme of the I.M.O.

D. *Access to Sites*—Studies with view to free access.

E. *Copyright*—Contribution to general Unesco studies of copyright.

F. *Technical Services*—Development of studies of museums technology.

G. *International Museums Council*—Assistance in convening first conference of the recently proposed International Museums Council and establishment of terms of co-operation.

NATURAL SCIENCES

A. *Scientific Rehabilitation :*

1. Scientific rehabilitation of schools, colleges, universities and research laboratories.
2. Direct help to individual scientific workers on a small scale.
3. Scholarships.

B. *International Science Service System :*

1. Collection and dissemination of scientific publications of all kinds.
2. Study of the problems of rationalisation of scientific journals and of abstracting (through ICSU).
3. Facilitation of the movement of scientific workers.
 - (a) " Carte d'identité " to be issued by Unesco.
 - (b) Subvention to scientists towards travelling expenses in attending certain international scientific conferences, symposia, etc., and also those on special missions.
4. In co-operation with section of Mass Media, collection of scientific films, with provision for making sub-titles or sound-tracks in all the principal languages.

C. *Science Co-operation Stations :*

1. Organisation of three " Field Stations " only (first stage).
2. Scientific rehabilitation and direct help to individual scientists on a small scale through field stations.
3. Collaboration with bilateral scientific missions to countries within each region, also with scientific attachés.

D. *International Scientific Unions :*

1. Support the work of all international unions.
2. International scientific conferences, symposia, missions, etc.

E. *Informing the People of all Countries on International Implications of Scientific Discoveries :*

1. Co-operate with all agencies to bring the social implications of sciences to all peoples.
2. Co-operate with the United Nations Atomic Development Authority (if and when set up) in the dissemination of scientific information pertaining particularly to the applications of nuclear energy for the social benefit of mankind.
3. Publication of books, journals and pamphlets, preparation of scripts for radio broadcasts, etc., on scientific subjects of interest to the general public.

F. *New International Scientific Projects :*

1. Plan the establishment of one or more international computing laboratories.
2. International Institute of the Amazon Basin.
3. Marine Biological Station at Naples and the High-Altitude Physiological Station on Jungfrajoeh.
4. Establishment of bird observatories on the island of Heligoland (proposed to be internationalised as UN territory).

HUMAN SCIENCES

Social Sciences

A. *International Organisations*—collaboration with and promotion of voluntary international organisations in the various social sciences.

B. *Survey of Research Resources*—publication of a world inventory of research resources in the social sciences.

C. *Yearbook of the Social Sciences*—appraisal of the year's work in the various social sciences, with special reference to their international aspect.

D. *Abstracts*—preparatory planning of an abstracting and bibliographical service covering those social sciences for which no such service at present exists.

E. *Social and Economic History of the Second World War*—tentative study of the means available for preparing such a history.

F. *Home and Community Planning*—the setting up of an international centre to serve as a clearing house for experiments in this field.

G. *Psycho-Political Techniques*—an analysis of Nazi psycho-political techniques leading up to proposals for the constructive application of modern psychology to international affairs.

H. *Study Centre in International Relations*—courses in the social sciences specially designed to fit selected students for international service.

I. *The Promotion of International Understanding*—a study-guide designed to help individuals and groups to understand and appreciate other peoples.

J. *International Organisation*—the setting up of a small group of experts to study and report on methods of international organisation.

K. *Nationalism and Internationalism*—a constructive analysis of the institutions and methods required if the values of nationalism are to be safeguarded by an effective internationalism.

L. *Public Opinion Surveys*—a factual survey of methods of testing public opinion and their possible use internationally.

M. *Cultural Aspects of Population Problems*—an analysis of the influence of cultural patterns upon population and of population upon cultural patterns.

N. *The Effects of the Machine upon Civilisation*—a constructive analysis of the growth of industrialism and the means of using it to advance cultural values.

Philosophy

A. *Correspondence*—to act as a centre for correspondence between universities, philosophic societies and philosophers.

B. *Bibliography*—to help the International Institute of Philosophy publish an international bibliography of philosophy.

C. *Clearing House*—to help the International Institute of Philosophy to establish a clearing house for information and a card index of references to articles in philosophic reviews.

D. *Translations*—after consultation with National Commissions, to encourage and promote translation of the most important books on philosophy.

E. *Publications*—to encourage and promote the publication of philosophic works or pamphlets of world interest.

F. *Contacts*—to promote prolonged contact between philosophers in one or more international centres.

G. *Discussions*—to organise discussions (*entretiens*) between philosophers, thinkers, etc., on topics of a kind to encourage the emancipation of the human mind, and to publish these discussions.

H. *Rights of Man*—in liaison with the United Nations Commission on the Rights of Man, to organise an international conference to clarify the principles on which a declaration of the rights of modern man could be based.

I. *Teaching for Peace*—initial measures with a view to improving the spirit of teaching, especially teaching for peace.

Humanistic Studies

A. *Resumption of Communication*—to promote the resumption or establishment of international communication between philologists, linguists, archaeologists, and literary and art historians.

B. *Abstracts*—in association with the Libraries and Publications section, to provide an abstracts service for linguistics, archaeology and the history of literature and art.

C. *Publication*—to encourage and promote the publication of international books and reviews of major importance to humanistic studies.

D. *Humanistic Studies and Education*—to conduct an enquiry into the position of humanistic studies in education.

CREATIVE ARTS

The Visual Arts

- A. Survey of the place, function, organisation and results of artistic education in general school education in the first and second grades.
- B. Survey of the place, function, organisation and results of artistic education in higher teaching.
- C. Study of adult artistic education through :
- museums ;
 - exhibitions ;
 - press ;
 - photography and films ;
 - broadcasting.
- D. Survey of cast reproductions of sculpture and works of art.
- E. Survey of professional art teaching in official schools and private institutions.
- F. Survey of the needs of artists in respect of raw materials and tools in the different countries.
- G. Survey of the existence, organisation and results of travelling exhibitions in the different countries.

Literature

- A. To conduct a survey on the methods employed by non-commercial book clubs in their selection of works for publication. As a result of such a survey, Unesco may assist in the creation of an International Federation of Literary Clubs.
- B. To encourage the establishment of an *International Foundation for Writers*. This would be especially helpful to authors working in countries which have suffered under enemy occupation.
- C. To conduct surveys leading to creation of an *International Theatre Institute* for promoting closer ties and spiritual understanding amongst nations through the medium of dramatic art. The importance of drama as an art which forms and appeals to human emotions is recognised by Unesco and explains the theatre's rôle in the promoting of international understanding. Unesco can stimulate the theatrical world and perhaps give it the necessary impetus to serve the ends of man and mankind.
- D. Annual Unesco award for the best book for children and young people to encourage authors to write for those particular age groups.

Music

A. Organisation, activity and success of concerts in the different countries and the problem of exchanges between executant artistes.

B. Co-operation between broadcasting stations in different countries (place, selection and execution of music in programmes), in collaboration with the Mass Media section.

C. Survey on the teaching of music, including publication of the index of recorded folksongs.

D. Survey of the function and choice of music in the cinema.

E. Survey of religious music.

F. Survey of the needs of musicians in respect of musical instruments, scores, musical materials, etc.

G. Survey on the state of musical publication in the different countries.



PROJECTS TO BE UNDERTAKEN SUBSEQUENT TO 1947

EDUCATION

No projects listed for undertaking subsequent to 1947.

MASS COMMUNICATION

Improvement of Services

A. *Postal Services*—steps toward establishing priorities for the transmission of news material by mail, and the reduction of international postage charges on books, periodicals, films, radio transcriptions and similar materials.

B. *Translation Services*—facilitating the provision of services for the translation of mass communication materials, including articles, radio scripts and film commentaries.

Additional Measures of Assistance

C. *Working Centres*—assistance in establishing working centres in key cities for foreign correspondents and visiting press, radio and film personnel.

D. *Foreign Tours*—encouragement of foreign tours by journalists and radio and film practitioners with a view toward promoting international understanding.

E. *Training and Interchange*—helping in the development and improvement of facilities for the professional training and interchange of mass communication personnel.

F. *Standard Terminology*—standardisation in various languages of technical terms used in the mass communication field.

G. *Handbooks*—preparation of handbooks to assist operators in the field of international communication to avoid words, phrases and associations likely to cause misunderstanding.

Identification of Source and Sponsorship

H. *International Agreement*—promotion of international agreement whereby the source and sponsorship of broadcasts, films, transcriptions, publications, etc., will be clearly indicated.

Stimulation and Production

I. *Film Conference*—convening of conference of film producing agencies to discuss ways in which the supply of films of international application can be increased and improved by individual agencies and by co-operative endeavours.

J. *Awards*—inaugurating a system of Unesco awards for constructive achievements in the field of mass communication.

K. *Film Archives*—co-operation with the International Federation of Film Archives in the achievement of its objectives.

LIBRARIES AND MUSEUMS

Libraries

A. *Original Publication*—Development of publications programme.

Museums

B. *Development of Exchange and Loan of Exhibits.*

C. *Development of Training and Exchange Programmes* for museum workers.

D. *Promotion of Collections* to fill gaps in museums distribution.

NATURAL SCIENCES

A. *International Science Service System* :

1. In co-operation with the Educational section, publication of general science textbooks, outlines, etc., to show the continuity of the earth and its inhabitants, the international character of the development of scientific knowledge and its relation to social needs.

B. *New International Scientific Projects*

1. International Nutritional Laboratories (with WHO and FAO).

2. International Meteorological Stations.

3. International Resources Office.

4. International Astronomical Observatories.

HUMAN SCIENCES

Social Sciences

A. *Abstracting and Bibliographical Service*—actual operation of the service for which plans will be made in 1947. (See Project B above).

B. *Glossaries of Technical Terms*—the preparation of international reference books setting out the different meanings of technical terms used in the various social sciences.

C. *Translations*—the selection of notable works in the social sciences for which special measures are required to secure necessary translation.

D. *Popular Publications*—designed to bring the social sciences more especially in their international aspect, to wider public attention.

Philosophy

A. *Philosophic Lexicon*—to make an international philosophic lexicon of equivalent terms.

B. *International Logical Algorithm*—to make and publish an international logical algorithm.

Humanistic Studies

A. *Publication of Rare Works*—to promote the republication of works that are out of stock and the publication of original manuscripts.

B. *World Library of Classics*—to publish a World Library of classical masterpieces.

C. *Cheap Edition of Classics*—to encourage and promote the publication of a cheap edition of classical masterpieces.

CREATIVE ARTS

The Visual Arts

1. Survey of the state of the arts and popular traditions in non-industrialised countries.

2. Organisation of a concrete demonstration of the best ways of displaying works of art.

3. Organisation of a centre of collaboration in the teaching of art.

4. Organisation of travelling exhibitions to supplement those arranged by other bodies.

Literature

1. Yearly Unesco award for the best translation.

2. Scholarships for poets desirous of becoming translators of poetry. If we are to propagate little-known poetical masterpieces, it is essential that poets should be given the opportunity to learn more languages and to study foreign literature.

3. *International Translation Office*, to consider all translated works before publication, thus maintaining a high standard of translation and to centralise all information dealing with translation.

4. World Literary Anthology sponsored by Unesco to make the best of each nation's literary heritage known in other countries.

5. Collection of World Modern Literature to keep countries informed of current literary production throughout the world.

6. Preservation (documentation) of oral tradition in literature to record the rôle of folksongs, folklore, tales of all times and places, etc., in the literary manifestations of all countries.

Music

Survey on documentary films dealing with music (filmed concerts, etc.).

