International Planning for Education

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FOREWORD

In calling attention in this booklet to the efforts being made to arouse interest in the educational problems in Occupied Countries, which will be presented at the end of the war to the United Nations, Dr. Robbins has done a signal service. It is hard for us to realize the position of the thousands of children in Occupied Countries, without proper food and clothing, homes broken up and schools destroyed, who wander in desolation through the streets of desolated cities.

While it may not be possible to get complete information, enough is known to make the appointment of some form of Educational Reconstruction Bureau to study the whole question, an urgent necessity.

A survey could be made in Canada, the United States, and Great Britain, of nationals of Occupied Countries living among us who could be and are willing to be trained as teachers and willing to return to their homes after the war to assist in educational reconstruction. Here is a clear case for intellectual co-operation of the most practical kind.

H. M. Tory,

Chairman, Canadian
Committee on International
Intellectual Co-operation.

April, 1944.

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INTERNATIONAL PLANNING FOR EDUCATION

A CONFERENCE of Allied Ministers of Education has been meeting in London bi-monthly since November, 1942, to consider the problems involved in reconstructing the educational systems of their countries after the war. This has led inevitably to the question of setting up a United Nations agency, corresponding to the Relief and Rehabilitation Agency (U.N.R.R.A.), to deal with education.

Important unofficial groups in both Britain and the United States have been studying the same problems, and considering as well how to bring about a re-orientation of the educational systems of the Axis countries so that in future the world can be assured they are educating for peace and not for war. These latter considerations lead inevitably to the question of establishing a permanent International Education Office as a part of the new structure evolved for the maintenance of world peace.

The main organizations studying these problems, and the reports they have published in 1943 are listed in Appendix I. We may proceed directly here to a review of their findings and recommendations.

Educational Reconstruction in Occupied Countries

Education and the United Nations, the most fully-documented of the reports yet to appear on the subject, shows that there has been considerable variation, as between countries, in the effect of German occupation on educational systems. It has varied not only with the extent to which the national territory has been a battleground, but with the attitude of the "master race" toward the conquered peoples, and special conditions existing in different countries.

Anything like effective education under famine conditions, such as have existed in Greece, is of course impossible whether or

not the conquerors have interfered directly with the schools. Even in the less unfortunate areas, where the situation is one of undernourishment rather than famine, the educational problem becomes a difficult one, as is shown by the following extract from *The Health of Children in Occupied Europe,* published by the International Labour Office in 1943:

> "Anaemic and undernourished children cannot attend properly in class. Their memory and powers of concentration fail; many of them faint in school from hunger, and in winter those who are able to go to school at all sit and shiver in cold classrooms. In bad weather they are often obliged to stay at home, because they have no warm clothes or footwear. . . .
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> "A disproportionate expenditure of energy is required merely to maintain life and satisfy the most elementary demands of food and cleanliness, with the almost inevitable result that in many cases habits of personal hygiene are relaxed and all interests beyond the mere struggle for existence are stifled. Children who have grown up in such circumstances, under which it is practically impossible to train them at an early age in the necessary discipline of personal hygiene, will no doubt have to be re-educated from the beginning. Hunger, physical misery, and poverty become a kind of obsession which distorts children's moral values and makes all standards of behavior meaningless to them."

Poland seems undoubtedly to be one of the countries that has suffered most from deliberate Nazi policy. To quote from *Education and the United Nations*:

> "In the territories incorporated in the Reich, Polish schools of every kind were closed, only German schools were allowed. . . . Polish education was for a time carried on secretly, but this was gradually stamped out by increasing terrorism. Teachers were deported, shot or sent to concentration camps. . . . In the so-called General Government a certain number of Polish elementary schools still exist. Their difficulties are immense. Reading books . . . have been confiscated. So, too, have all works in Polish or about Poland in the school libraries. . . . School buildings are constantly being commandeered by the Germans for other purposes. No school buildings

> are heated even in the coldest weather. . . . Polish secondary education no longer exists. . . . Universities and other institutions of higher education were closed at the moment of occupation and have not re-opened. . . . Polish libraries were wrecked. . . . Museums have met with the same lot. . . .
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> "The damage inflicted will make the restoration of Polish education an exceedingly difficult task. . . . It is estimated that as many as 50,000 persons in the educational services have been killed by the Germans and the difficulties of replacement will be great. . . . Then there will be the problems of providing education for the boys and girls, amounting to many thousands, who have been deprived of it during the war (which means five years at least, the greater part of the average child's schooling) . . . of rebuilding on a colossal scale . . . of a mass production of books. . . It is estimated that to provide only two copies of each book per form it will be necessary to produce 1,000,000 copies of books. Further it will be necessary to reprint books destroyed in libraries and private houses. . . . And, first of all, provision must be made for the feeding, health and physical education of the children and young people who have suffered the privations of these days, while special arrangements must be made for probably many thousands of school children whose parents have been killed."

In these excerpts we find some intimation of the nature of the problems to be faced, in greater or lesser degree, in all of the occupied countries. We might go on quoting at random from the same report regarding other areas:

> "Sixty per cent. of the elementary schools have been closed in Bohemia and Moravia. . . . In twenty-three districts of the Moscow area occupied by the Germans they completely destroyed 947 out of 1,220 existing schools. . . . In the territories occupied by the Bulgarians, they are trying deliberately to exterminate all Greek culture and Greek schools have been destroyed or are rapidly being ruined by use as barracks or stores. . . . Fourteen of China's institutions of higher learning were completely razed; fifteen seriously damaged through aerial bombardment. . . ."

The need for co-operative effort in re-establishment of these educational systems, and for special assistance from the more

fortunately-circumstanced countries is apparent. It accordingly seems appropriate to consider whether there are special ways in which the people of Canada could assist, corresponding, let us say, to their shipment of Canadian wheat to distressed areas of India and Greece.

One such suggestion presented to the Commission preparing *Education and the United Nations* was "that after the war some of the great establishments of the Commonwealth Air Training Plan in Canada might be used for the rapid training of teachers in really large numbers from all the United Nations where the number of teachers has to be rapidly expanded." If 50,000 teachers have been killed in Poland alone, the number of replacements urgently required in all of the allied countries together must total to several hundred thousands. Institutional provision in their own countries will be at a premium, and instructional equipment difficult or impossible to obtain.

With the latter problem in mind the Conference of Allied Ministers has expressed the hope that unoccupied countries, like Canada, may be relied upon to assist in meeting the need for books and other printed matter. Shortage of paper, and dislocation of the publishing business in Europe entail that it would be a year or more after the end of the war before the countries concerned could begin to cope with the need themselves. A beginning in Canada could be made in advance of the war's ending, with the advantages of publishing facilities in both English and French, and the raw materials, pulp and paper, (like wheat) among this country's major products.

Another suggestion appearing in *Education and the United Nations* is "that prefabricated buildings might be prepared". Still another, "that England and America and the other democratic countries that have escaped invasion should offer hospitality to large numbers of children and young people from the occupied countries who will be in urgent need of more peaceful conditions, rest and food for the restoration of their bodily and mental welfare". Also, "that for the training of new scientific workers and university and higher teaching personnel, a sufficient fund should be provided for the establishment of scholarships open to students in their own countries or, where necessary, abroad".

A United Nations Education Agency?

Action of this kind, however, would imply co-ordinated planning on a very considerable scale.—in short the establishment of a United Nations Education Agency. The Conference of Allied Ministers of Education falls somewhat short of this. Its membership has been limited to representatives of Britain and the Governments-in-Exile, with observers from the other major Allied Powers, including Canada. It has had no secretariat of its own, only facilities provided by the British Council.

All of the major groups reporting on the situation in 1943 recommend the establishment of such an agency. *Education and the United Nations* says: "A United Nations Bureau for Educational Reconstruction should be appointed now to prepare, and so far as possible put into operation, the necessary plans for meeting those needs which are too great for any one nation to bear alone; that the costs of educational reconstruction, over and above such reparation of damages inflicted as may be charged to enemy states, should be borne by the United Nations and that, in proportion to their size and wealth, the principal burden should be borne by those States that have suffered least material damage."

Education and the People's Peace proposes that "preliminary and unofficial efforts should result in the establishment of a United Nations Council on educational policy. . . . The role of the United States in the formation of a United Nations educational policy should be one of vigorous, democratic leadership".

Educational for International Security states that "the urgency of joint action . . . makes it desirable to establish without delay an International Commission for Education and Cultural Development rather than to hold up action until a permanent international organization can be formed".

The general view seems to be that the temporary agency should concern itself mainly, if not exclusively, with urgent problems within the Allied countries. The Conference of Allied Ministers has, however, paid some attention to policy in more long-range matters. It has studied the various Conventions, e.g. concerning broadcasting, international circulation of films, exchange of teachers and students, arranged under the auspices of the League

of Nations Organization for Intellectual Co-operation in the pre-war years, and has made recommendations regarding future practice in such matters.

Education and the People's Peace suggests: "One other function that might at least be considered by a United Nations educational policy council would be the education of Axis prisoners of war. . . . It has been reported, for example, that captured Japanese soldiers really believe that all people of Japanese descent are cruelly mistreated in this country. German and Italian soldiers have doubtless been fed systematically with gross falsehoods and misconceptions about the United States and other United Nations. . . . The possibility of returning to their homes a group of men who might have at least a little accurate information about their former enemies is worth serious consideration."

The Problem of Re-Educating the Axis Countries.

This suggestion points to the second major group of educational problems in the post-war world, viz. how to effect the complete re-orientation that is essential in the education of the peoples of the Axis countries, especially Germany and Japan.

The Associated Press despatch appearing in Canadian newspapers of December 20, 1943, concerning the Russian trial of war criminals at Kharkov quoted the following statement as coming from one of the accused, Hans Ritz, 24, a Storm Trooper: "I ask you to take into consideration my past life. When Hitler came to power I was only a child. Only 13. From this time on, I was systematically subjected to the planned attention of the Hitlerite system under the myth of the superiority of the German race, that only the German nation should rule the earth. I was taught that all other nations and races are lower and should be exterminated. This was impressed upon me by such teachers as Hitler, Rosenberg and Himmler who in the same way educated the whole German people. . . . Thus they taught us. . . . I am convinced that on the eastern front the German army does not have the slightest idea about any international conventions, laws or etiquette."

This statement reveals something of the nature of the educational problem to be faced within Germany by the powers

responsible for planning the peace. There is by now, fortunately, a widespread appreciation of the need for changing the basic attitudes of the German people toward their neighbours if the peace in Europe is to be permanent,—need for what in the literature of the Intellectual Co-operation Organization was termed "moral disarmament". But on the question of how to bring it about there is as yet no complete agreement.

Education and the United Nations proposes as follows: "For a period Germany is likely to be directly administered by occupying powers and they should exercise their control of education through a High Commissioner for Education, who should be chosen in advance and ready to start work at the moment the occupation begins. His purpose should be to eradicate the Nazi and militarist influences in education and to inspire, to facilitate and to supervise measures by the German people for their own re-education."

Commenting editorially on this recommendation *The Times Educational Supplement* offers a word of caution: "While re-education cannot be imposed from without, measures to eradicate Nazi and militarist influences will be essential. Text-books perverted by Anti-Semitism and historical fallacy must be banished from the schools and new ones provided. But it must be remembered that school books are unlikely to prove the decisive factor in the re-education of Germany. One great factor will be the bitter experience of the war itself, and another the reality of her determination to play an honest part in the post-war system. By personal contacts her people must be convinced that her willing partnership in the post-war system is earnestly desired."

The reports of American origin do not visualize any special United Nations official taking responsibility for education in Germany or the other Axis countries after their defeat, apart from the general military government that is anticipated. On the need for advance preparations they are, however, at one with the report from London. *Education for International Security* considers it desirable "that the people be informed about recent events, and about the United Nations' purposes and plans for achieving world security, through the schools and other established institutions, through radio and the press, and through printed matter, films

and recordings prepared in advance". All reports agree, too, on the desirability of putting responsibility for education at the earliest feasible time in the hands of nationals of the countries concerned who are known opponents of Nazism, Fascism and Militarism. And all agree on the necessity of maintaining a permanent interest in, if not supervision of, the instruction as it concerns the formation of attitudes and opinions towards other countries.

Necessity of an International Education Office

Herein lies the most urgent reason for the establishment of a permanent agency, within the framework of the new world organization, concerned with educational problems. As Mr. H. S. Wallace, Vice-President of the United States, said in an address about a year ago: "The all-important thing is to see that the cult of war and international deceit is no longer preached as a virtue in the schools." The attainment of such an assurance seems of necessity to imply a measure of international control over what is taught in national schools, though not such as would be objectionable to well-intentioned nations.

It is generally assumed that such control would be indirect, that an International Education Office would be expected to keep informed on the nature of teaching in matters affecting relations between countries, that where such teaching seemed inimical to other countries, it would be drawn to the attention of the national authorities, and if persisted in would be referred to the world political organization which would apply such "sanctions" or take such other action as seemed appropriate.

Theoretically such a procedure would involve difficulties for federated countries, like Canada and the United States, for in the world system the federal government would be held accountable for a matter exclusively within provincial or state jurisdiction. As *Education and the People's Peace* says, "It is is to be hoped, of course, that instances of war-aimed teaching would seldom, or never, arise,—that the certainty of exposure would act as a sufficient deterrent." But a measure of federal responsibility seems to be implicit even in assuring exposure: "Refusal of any nation to make its teaching materials available for study . . . should be promptly publicized by the international agency for education. . . .

As a permanent policy, the United Nations should not ask any of the defeated nations to submit to any educational appraisal which they are not prepared equally to undergo."

There are, of course, many positive functions, as well as this rather negative one of appraisal or supervision, which an international educational agency would be expected to perform. There is the whole potential field of collaboration between nations in educational and cultural endeavour which the League of Nations Organization for Intellectual Co-operation undertook to facilitate in the period between the wars. That Organization made substantial beginnings along numerous lines, as is shown by the brief summary of its activities in Appendix II, but was handicapped in many ways, not least by lack of funds.

Positive Functions of International Education Office

There is commendation for the work of the Intellectual Co-operation Organization in all of the surveys to which reference has been made in the preceding pages, and insistence that provision should be made for continuance of the kinds of work it began. The Joint Commission which prepared *Education and the United Nations* goes much farther in its recommendations, a matter of particular significance in that the Chairman of the Commission is Professor Gilbert Murray, who has been for many years Chairman of the International Committee on Intellectual Co-operation. And others on the Joint Commission were also actively engaged in the work of the Intellectual Co-operation Organization, some employed by it.

The Commission offers three basic arguments for an "International Organization of Education":

1. That the social objectives of the Atlantic Charter can be achieved only if there is a general raising of educational standards;
2. That such an educational advance must be a matter of international agreement and will require financial assistance for some of the poorer states;
3. That only in so far as the rising generation can be educated for world citizenship will it be possible to maintain the solidarity of the United Nations and to ensure peace.

It proposes that the Organization "should be able to draw upon the wisdom of Governments, education authorities, teachers, parents and student associations, each of which would be represented upon it, and thus be able to combine with the authority of the Governments the active participation of those upon whom will chiefly fall the task of carrying out its decisions". Among its foremost tasks the Organization would:

1. Prepare international agreements upon minimum educational standards;
2. Advise, inspect and report upon the carrying out of such agreements;
3. Make financial grants in aid of educational expansion to states requiring such assistance.

There is nothing quite corresponding to these recommendations in the reports of American origin, rather such more general terms as are used by the Commission of the United States Committee on Educational Reconstruction when it says the International Education Organization should "lay the basis for a just and lasting peace following the present war by promoting and implementing the democratic ideal of equality of opportunity through education". But this is understandable. It seems improbable that a country could undertake international financial aid to education, except perhaps on an emergency basis, before initiating federal aid to its constituent states for general education. The principle or purpose in either case would be the same, viz., to reduce inequality in educational opportunity as between different areas, and it would be difficult to pursue it abroad before practising it at home. With the greater part of school finance in Britain already coming from the national treasury, the situation is different. It is of interest to note, however, that a private Bill to provide $300,000,000 annually in federal aid to general education was debated in the United States Senate in October, 1943, with very considerable support.

All reports agree that the International Education Office should provide a centre of research and information on educational organization and methods, and that it should pay particular attention to studying methods whereby people can best be educated for international co-operation and world citizenship. In doing

this it would be carrying forward work of the kind done by the International Bureau of Education at Geneva, with the support of some fifteen national governments before the war. *Education and the United Nations* lists the following further functions as probably being desirable. The other reports endorse most of them, and add to their number.

1. The preparation by a group of eminent historians of a Great History — at least for Europe — from which writers of school text-books in all countries would willingly draw their material;
2. Extension of the teaching of the social sciences, including the elements of anthropology as a preventive of racial prejudice;
3. The promotion of holiday travel, exchange visits, periods of study abroad, etc., for teachers, pupils and students, and perhaps especially for students preparing to be teachers. And study tours for educational administrators;
4. The establishment of one or more international universities and international institutes of education for picked men and women preparing to occupy educational positions of special responsibility in their own countries, an international academy of international studies for entrants to the higher ranks of the diplomatic and international services, summer schools on international affairs, and more specialized courses for journalists and members of other professions;
5. The greater use of the radio and of the film, pictures, story books and similar visual aids in the promotion of international understanding;
6. The establishment of a world radio news service;
7. The granting of much greater assistance to youth movements by way of reduced rates of travel, arrangements for exchange visits, the provision of well-equipped international youth centers and camps, and the organization of a World Council of Youth Movements.

Plan of Organization

All of the surveys seem to visualize for education an instrument corresponding more closely to the International Labour Organization than any other at present in existence. *Education and the People's Peace* says so in the most direct terms.

> "Among all the international agencies, there is only one, the International Labour Office, that constitutes a roughly parallel attempt in social organization. . . . The International Labour Conferences were in the nature of legislative assemblies, passing draft conventions for ratification by member states and making recommendations for national action. . . . The tripartite representative system of the I.L.O.—government, labour, business—was a valuable innovation. The three different interest groups served to balance each other's loyalties in the formulation of policies which cut across both national and class cleavages. Such a representative policy is feasible for the proposed education agency. . . .
>
> "The Governing Board of the I.L.O. provided for the permanent representation of the eight leading industrial nations. This caused some competition for position among the members, and also tended to place the leadership in the hands of European powers. An international education organization will need to avoid the charge that it will tend to Europeanize or Americanize the world. The leadership in an educational agency, more perhaps than anywhere else, needs to be representative in order to be effective.
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> "It is suggested, therefore, that the education agency consist of equal representation from each nation that participates in the over-all international agency, regardless of population or area. Denmark might well furnish as useful and able representatives as the United States; Switzerland, as China; Greece, as Russia."

Education for International Security proposes that there should be National Commissions on Education and Cultural Development to collaborate with the international agency, as there have been within the structure of the League of Nations Organization for Intellectual Co-operation.

APPENDIX I.

Organizations Studying Post-War International Problems of Education

NOTE: This appendix is not intended to provide an exhaustive list of organizations in the field, but rather of those whose reports provide the basis of this pamphlet. Some of the other organizations are interesting themselves primarily in the problems of a particular group of institutions, e.g., the Association of University Professors and Lecturers of the Allied Countries in Great Britain, which was quite active through 1943 in the consideration of the place and problems of universities in the post-war world. The American Council of Education has a most active Committee on International Education and Cultural Relations.

A. In Britain

CONFERENCE OF ALLIED MINISTERS OF EDUCATION. First convened in November, 1942, on the initiative of the Board of Education for England and Wales and the British Council. Has since met bi-monthly under the chairmanship of the Right Honourable R. A. Butler, President of the Board of Education. The Ministers of Education of all the Governments-in-Exile are members of the Conference. The Foreign Office and the Scottish Education Department also provide members. The U.S.A., the Soviet Union, China, Canada and the other British Dominions, have all been represented by observers. Secretarial facilities are provided by the British Council.

The Conference has been concerned primarily with the problems involved in re-establishing the educational systems of the occupied countries after the war, and has specifically avoided consideration of the corresponding problems within Germany.

COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP. A Council of representatives appointed by each of the British associations of teachers and of local education authorities, including the National Union of Teachers, Workers' Educational Association, the Association of Directors and Secretaries for Education, County Councils' Association, Headmasters' Conference, etc. Together with the London International Assembly the Council was responsible for producing early in 1943 the document *Education and the United Nations.* (See below under London International As-

sembly.) The Chairman of the Council is Professor Gilbert Murray; Secretary, C. W. Judd.

London International Assembly. An unofficial assembly of people from all the United Nations. On the Joint Commission of the Council for Education in World Citizenship and the London International Assembly, which produced the document, *Education and the United Nations,* the Assembly appointed members who were senior officers of Ministries of Education, university professors, school teachers, and representatives of the arts and science. The Chairman of the assembly is the Right Honourable Viscount Cecil; Secretary, C. W. Judd.

An edition of *Education and the United Nations* was published on this continent by the American Council on Public Affairs, 2153 Florida Avenue, Washington, D.C. 112 pages. $1.00. Available in Canada from the League of Nations Society, 124 Wellington Street, Ottawa.

B. In the United States

Educational Policies Commission. Appointed by the National Education Association of the United States and the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. Published during the summer of 1943, *Education and the People's Peace.* 61 pages. 10 cents.

Liaison Committee for International Education. Formed in 1943 by approximately thirty educational associations with special interest in international education to study the educational needs of the post-war world and to aid in the co-ordination of their activities. An International Educational Assembly was convened by the Committee, to which an educator of each of the United Nations and neutral nations, resident in the United States, was invited. Representatives from twenty-six nations met at Harper's Ferry, West Virginia, September 14-17. President N. A. M. MacKenzie of the University of New Brunswick was the Canadian in attendance.

The conclusions of the Harper's Ferry meeting were published in December in a brochure of 32 pages, under the title *Education for International Security.* Copies in Canada may be obtained free from the Canadian Council of Education for Citizenship.

Dean Grayson N. Kefauver, Chairman of the Committee and of the Assembly, was appointed by the Department of State in Washington, toward the end of 1943, as consultant on problems of international education. He was succeeded as Chairman of the Committee by Wm. G. Carr of the National Education Association.

United States Committee on Educational Reconstruction. Studied various international educational problems during 1943, including the establishment of an International Education Office. Conducted in April, in collaboration with New York University and the Central and Eastern European Planning Board, an institute on educational reconstruction in Central and Eastern Europe. Maintains an office with the Institute of International Education at 2 West 45th Street, New York, from which various mimeographed releases on its activities are available. The Chairman of the Committee is Dr. Frank Aydelotte; the Director of Research is Dr. Reinhold Schairer.

APPENDIX II.

The Intellectual Co-operation Organization of the League of Nations

In the Covenant of the League of Nations there was no explicit reference to the establishment of an organization in the field of education or intellectual relations. Article 24, however, enabled the League to become a medium of information on all matters of international interest regulated by general conventions, but not otherwise controlled, and it was under this provision that the Organization for Intellectual Co-operation developed.

In 1922 "a Committee to examine international questions regarding intellectual co-operation and education" was established. Its earliest efforts were designed "to knit together again the bonds that had been sundered by the war and to do something to relieve the distress among the intellectual workers in Central and Eastern Europe".

The Chairman of the Committee was at first Henri Bergson, later Gilbert Murray. Its members were all eminent educators, scientists, or men of letters. It had a small secretariat at Geneva and a meagre budget. In 1924 the French Government offered

to facilitate its work by providing an Institute in Paris which would function as its Executive office. The offer was accepted and in due course sixteen other nations besides France were contributing to the support of the Paris Institute. In 1928 the Italian Government put at the disposal of the Committee a Cinematographic Institute to facilitate the production and international exchange of educational films.

In 1930 the Committee declared its purpose, in general terms, to be "to create an atmosphere favourable to the pacific solution of international problems". This implied a concern with all means or media of education and of the shaping of attitudes and opinions. In one country after another National Committees were set up to collaborate in the work, some by governmental decree, others voluntarily by individuals or national organizations. There were eventually more than forty such committees. A Canadian Committee was not established until the Spring of 1939, then a voluntary group under the chairmanship of Dr. H. M. Tory.

The annual meetings of the International Committee (nineteen members) in later years were attended by five invited representatives of National Committees. World conferences of the National Committees were held in 1929 and in 1937, and regional conferences were relatively frequent. The first of these in the Western hemisphere was in January, 1939, at Santiago, Chile. A second conference of American Committees was held at Habana, Cuba, in November, 1941, but the Canadian Committee was not represented.

Various world conferences of specialized groups were convened under the auspices of the Organization for Intellectual Cooperation in the ten or twelve years preceding the outbreak of war in 1939. Among the best-known of these was the annual International Studies Conference, for the promotion of the scientific study of international affairs. It was heavily subsidized by the Rockefeller Foundation and there was Canadian participation through the Canadian Institute of International Affairs.

Numerous international inquiries were undertaken by the Institute from Paris, on the direction of the International Committee, and there is a long list of published works, many in the French language only, dealing with the functions of press, films,

radio, libraries, museums, universities, schools, and on specialized problems such as copyright, and the revision of school text-books for the furtherance of understanding between countries. There were two monthly periodicals, and a number of annual compendia including an index of translations, a bibliography of the most important works on education, and a calendar of summer schools in Europe for visitors to the different countries. The office in Canada most frequently collaborating with the Institute in providing data for the various inquiries and periodical documents was the Education Branch of the Dominion Bureau of Statistics, which was designated by the Department of External Affairs as the National Centre of Educational Information for the purpose.

A beginning was made in the systematic translation into French of the best literary works of Latin America and Japan. Volumes of "conversations", and "open letters" on questions of popular interest, written by some of the world's most eminent scholars, were published by the Institute.

It is impossible to describe the full variety of the work in summary, ranging as it did over so wide a field of activity. Its publications concerned with art, archaeology, and ethnology alone were voluminous; and in the light of developments since it is of interest to note the calling of a diplomatic conference in 1939 to consider a draft Convention providing for the protection of historical and artistic treasures and buildings in time of war. The last Convention to come into operation, on the initiative of the Intellectual Co-operation Organization, prior to the outbreak of war, was one to facilitate the international exchange of educational films.

Activities at the Institute were carried on vigorously during the winter of 1939-40; a most useful monthly publication in English concerning all lines of endeavour was launched. But with the fall of France in the spring the staff was dispersed, the Director, M. Henri Bonnet escaping to the United States, and becoming, in 1943, Commissioner of Information with the French Committee of National Liberation, in Algiers.

With the International Committee no longer able to meet, and its executive office closed, the Organization inevitably lost its

world-wide character, though national committees in certain areas remained active. The second conference of American Committees, meeting late in 1941, offered the Paris Institute hospitality on the American continent in the way that the International Labour Office has been accommodated in Montreal. Such a development did not, however, prove feasible, and a Commission of seven members appointed by the American Committees has more recently proceeded with alternative plans for the establishment of a provisional International Centre of Intellectual Co-operation at Habana, Cuba. At a meeting of the Commission in October, 1943, a plan of organization was devised for submission "to the Governments of all the countries which in one manner or another are interested in preserving throughout the world the fundamental principles of intellectual co-operation."

APPENDIX III.

The International Bureau of Education, Geneva.

As an organization in the field of education supported co-operatively by a number of national governments, the International Bureau of Education in the pre-war years was second only to the Intellectual Co-operation Organization of the League of Nations. At the outbreak of war fifteen Ministries of Education or Governments were members of the Council of the Bureau, including five outside Europe, but no English-language countries.

The Bureau is concerned almost entirely with primary and secondary education. Its object is "to act as an information centre for all matters relating to education," and thereby "to promote international co-operation." It sponsored eight annual international conferences on education, the last in 1939. There are eighty titles in its latest cumulative list of publications (1943), including its annual reports, but not its quarterly *Bulletin*. The most recent is *Les précurseurs du Bureau international d'Education*, a timely account of earlier attempts at the establishment of international educational agencies.

In the last four years the Bureau has operated a special Service of Intellectual Assistance to Prisoners of War.