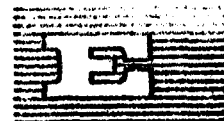


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REPORT OF THE UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION\*

In accordance with article VI of the Agreement between the United Nations and the United Nations Educational, Scientific and Cultural Organization, the Secretary-General has received, for submission to the Council at its eighteenth session, the annual report of the United Nations Educational, Scientific and Cultural Organization for 1953-1954.

The Report of UNESCO for 1952-1953 has been issued as document E/2589.

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\* In view of the limited number of copies of the Report available, members are requested to bring their copies with them to the meetings.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND  
CULTURAL ORGANIZATION

REPORT TO THE UNITED NATIONS 1953-54

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC  
AND CULTURAL ORGANIZATION

REPORT TO THE UNITED NATIONS 1953-54

INTRODUCTION

1. In presenting this sixth report of the United Nations Educational, Scientific and Cultural Organization to the Economic and Social Council, the Director-General has endeavoured to follow the new and simplified pattern laid down by the Council in its resolution 497 D (XVI). He has not found it possible to provide a break-down strictly in accordance with sub-paragraphs (a) to (e) of paragraph 1 of that resolution, but has drawn attention to each of those five aspects of UNESCO's co-operation with the United Nations under each topic dealt with. He has also paid due attention to the stipulations of Council resolution 451(XIV) on priorities, the terms of this resolution having now become the framework of UNESCO's plans for the future.
2. Given the less extensive requirements of the Council as set out in resolution 497 D (XVI) as compared with the demands made by resolution 126(VI), no attempt is made in the following pages to give an exhaustive account of UNESCO's activities in the past year. Such an account will be found in the Director-General's Report to UNESCO's General Conference for the year 1953, copies of which are available for the use of members of the Council.
3. The present report consists therefore of a brief analysis of the main developments in the programme of UNESCO with special reference to the manner and extent to which its activities are related to the over-all action of the United Nations and the Specialized Agencies in the economic and social fields. The report shows that a considerable degree of integration has been achieved and that the greater part of UNESCO's activities is now planned and carried out in collaboration with the other organizations of the United Nations system, while many of them originate in recommendations or suggestions of the Economic and Social Council. The General Conference and Executive Board attach great importance to

continuing this process of integration, even though certain activities, particularly in the cultural field, must continue to be conducted independently.

4. Another problem which is of concern both to the Economic and Social Council and to the governing organs of UNESCO is to achieve the highest possible degree of concentration of the latter's activities. This is an aim peculiarly difficult to achieve in the case of an organization which is given a very wide mandate by its Constitution, and this in fields which mirror all the rich diversity of man's intellectual and creative development, to say nothing of his cultural heritage. But a notable further step towards concentration will be reflected in the draft Programme and Budget for 1955/56, which is to be presented to the General Conference next November.

5. In the course of its seventh session (November/December 1952), the General Conference, which had given careful attention to Economic and Social Council resolution 451(XIV) and its annexes, established a Working Party on Future Programme and Development, whose task was to consider the establishment of priorities in UNESCO's programme and, more specifically, to "develop a comprehensive resolution or statement indicating which activities of UNESCO, in the light of contemporary and developing needs, and in contrast with other UNESCO activities, warrant special consideration and intensification of effort".

6. The Working Party held a number of meetings in the course of the session and formulated recommendations of a general nature, intended to guide the Executive Board and the Director-General in the preparation of the 1955/56 programme. It considered that the establishment of priorities within the programme and the selection of those parts of it which would deserve special emphasis in the future needed constant review, and that the necessary degree of flexibility should be maintained in order to enable the Executive Board to adapt the successive programmes to the changing needs of the world.

7. The Working Party went on to enumerate activities which it described as "established service activities", namely techniques and methods used in carrying out the particular purposes or the permanent programmes of UNESCO. Within these continuing services it did not consider it necessary to establish priorities, since they merely provide the tools and raw material - in the form of research,

documentation, informational activities, co-operation with other organizations, etc. - without which the Organization could not function, and since they are readily adaptable to the current needs of the programme as these arise.

8. With regard to programme activities strictly so-called, the Working Party first laid down certain criteria - based upon the stipulations of the Constitution of UNESCO, the appropriate articles of the Universal Declaration of Human Rights and other fundamental texts - and then a range of priorities based on the assumption:

- (a) of a continuation of the present (i.e. 1953/54) budgetary level;  
or, alternatively,
- (b) of a higher budgetary level for the future.

9. The recommendations of this Working Party, which were unanimously approved by the General Conference in plenary session, were by its desire transmitted to member States and National Commissions for consideration and comment. The replies of member States and National Commissions were placed before the Executive Board of UNESCO at its thirty-sixth (November/December 1953) and thirty-seventh (March/April 1954) sessions. They were made use of by the Board in its examination of the Draft Programme and Budget for 1955/56, and in the preparation of its recommendations to the Director-General for the revision of that document.

10. At its thirty-seventh session the Executive Board also had the benefit of various preliminary comments on the Draft Programme received from the Secretary-General of the United Nations and from several Directors-General of Specialized Agencies, to all of whom the document had been sent for the purpose some weeks earlier.

11. The outcome of the Board's examination of the situation was a unanimous conclusion that while some remodelling of the future programme of UNESCO had now become desirable, there were no grounds for departing from the Basic Programme adopted as a long-term formulation of the Organization's purposes and methods at the 1950 session of the General Conference (Report to the United Nations 1950/51, Annex IV). What was required was in essence a change in emphasis and presentation, allowing - within the same types of activities - more rapid and

effective handling of the needs of member States as they arose, with particular reference to the requirements of insufficiently developed regions. It followed that alongside the permanent core of continuing services already referred to, the Organization should gradually become equipped to carry out "action programmes", more closely geared to the demands made upon it than is possible under a system which requires the detailed allocation of resources to particular projects many months in advance. The analogy of this new method of operation with the techniques adopted by the Expanded Programme of Technical Assistance appealed to the Board, who were nevertheless conscious of the fundamental differences between the two systems. Under normal programming and budgeting procedures, especially now that the General Conference of UNESCO only meets every other year, it is inevitable that member States will wish to know clearly and in advance what the Organization is to do. Nevertheless, the Board felt confident that methods could be worked out which would enable it and the Secretariat to achieve and make full use of a greater degree of elasticity. The current programmes already permit the Organization to extend technical advice on request to its member States in a variety of fields, and the many educational missions sent to various countries in recent years show that this form of activity fulfils a real need. It can be developed by reserving a larger proportion of the total available resources to meet demands for technical aid, in such fields of UNESCO competence as the programme may specify.

12. On the other hand, certain major problems of particular concern to specified groups of countries - not necessarily contiguous - could be tackled in a more effective manner than hitherto if a small number of such problems were selected for special treatment leading to defined objectives within a stipulated period. Such treatment would consist of an amalgam of measures designed to encompass all aspects of the selected problem, with exact definitions of the part to be played by UNESCO, by any other agencies concerned, and by the States within whose frontiers, and for whose benefit the attempt was made.

13. Related to these new methods of attack, and drawing again from the experience gained under the Expanded Programme, the Executive Board was much concerned with the problem of continuity of action. Since it is impossible for an organization with limited resources to take up new special projects of this type each year while carrying on with old ones, it seemed to the Board that no major project should in future be undertaken without some form of guarantee from the member States concerned that at the close of the so-called "international" period of activity, they would themselves assume responsibility for following up the work with individual or group programmes of their own.

14. There is nothing revolutionary in this doctrine of concentration in time and in specificity, and the Executive Board do not believe that it can be brought into effect overnight, or even within one programme period. The adoption in 1950 of the continuing Basic Programme already represented a notable advance over the initial period, during which UNESCO was staking its claims throughout the fields designated in its Constitution. Four years later, it appears possible to go further in the process of selection of urgent obligations and of concentration upon them.

15. These developments are thought to be well in line with the recommendations adopted in recent years by organs of the United Nations, and to show that UNESCO has made a continuing effort to adapt its programme to the principal demands of member States, to the exclusion of secondary or less urgent projects. As in the past, not only the Director-General but the Executive Board and the General Conference of UNESCO will attach the greatest weight to the comments and advice which the Economic and Social Council may wish to give them in the exercise of its responsibilities under the United Nations Charter.

## EDUCATION

16. Three of the priorities laid down by the Economic and Social Council in resolution 451(XIV) - fundamental education, free and compulsory primary education, and education for international understanding - constitute the main lines of action of UNESCO's work in the field of education. They are dealt with below, but it will be appropriate first to describe the continuing services of an informational and documentary character upon which this work is based.

17. These continuing services are chiefly concentrated on providing the factual material required for the execution of current programme projects. But they are also responsible for liaison with certain educational organizations, for a number of publications, for conducting a copious exchange of information with Governments, international organizations and individuals, and for preparing special reports in answer to requests from organs of the United Nations.

18. The organizations with which UNESCO has the closest contact in the educational field are the International Bureau of Education, the International Association of Universities, and the major teachers' associations. In some cases the organization concerned carries out a particular piece of research for UNESCO under contract, being better equipped for the purpose than the Secretariat itself.

19. Publications include a number of periodicals of a specialized nature, and a growing number of studies prepared at the request of, or in conjunction with, other organizations, in particular the United Nations. Thus in 1953 a bibliography on education for community development was prepared jointly with the Department of Social Affairs of the United Nations, together with a "study kit" on the same subject for the use of field workers. Much work has gone into UNESCO's contributions to the Programme of Concerted Practical Action in the Social Field (E/CN.5/291) and its sequel, the Survey of National Measures of Social Improvement (resolution 434 A (XIV), para.8(a)). And a variety of special reports have directly served the purposes of United Nations organs, for example,



the Use of Vernacular Languages in Education, Women and Education, Report of the (Educational) Mission to Libya, Rebuilding Education in the Republic of Korea, etc.

Other special studies were furnished to the Committee on Information from Non-Self-Governing Territories, and in addition to the usual comments on the relevant chapters of the annual reports on the administration of Trust Territories, UNESCO supplied the Trusteeship Council in 1953 with a special commentary on the Italian Government's five-year plan for the development of education in Somaliland.

20. Mention should also be made of the World Survey of Education, the 1953 edition of which presents uniform data for 190 countries and territories.

#### FUNDAMENTAL EDUCATION

21. One of the three main sectors of UNESCO's work in the educational field is the campaign for developing fundamental education throughout the world in those areas and communities where normal schooling has not yet been introduced. A definition of fundamental education as conceived by UNESCO appears in the Annex to the fifteenth report of the Administrative Committee on Co-ordination (document E/2512) and some further details on administrative arrangements are in the body of that report. UNESCO greatly welcomes the fact that it proved possible during 1953 to define with precision and understanding the relation of fundamental education to other forms of community development, now that the United Nations and several Specialized Agencies are developing their action in this general field. It also welcomes the fact that by holding its June 1953 session in Cairo, the ACC Working Group on Fundamental Education was able to visit the second of UNESCO's regional training and production centres, the Centre for the Arab States at Sirs-el-Layyan, which began operating in January 1953.

22. Because the concept of fundamental education has from the beginning been regarded as embracing all basic knowledge and skills necessary for participating in the economic and social progress of the community, the campaign has always been conceived as one in which the United Nations, ILO, FAO and WHO had an important part to play. It is therefore highly satisfactory to report that all these agencies are or have been associated with the actual operation not only of the two training and production centres established by UNESCO at Patzcuaro (Mexico) and Sirs-el-Layyan (Egypt), but also with a number of projects undertaken by UNESCO under the Expanded Programme of Technical Assistance in various countries. Thus at Sirs-el-Layyan the United Nations has provided experts in community organization and rural building, FAO experts in agriculture and cattle breeding and in home economics and nutrition, WHO experts in health administration, while a specialist in rural handicrafts is awaited from ILO. Collective effort of this type is vital to the success of the fundamental education campaign, and also illustrates strikingly the degree of help the various agencies can render one another.

23. It will be recalled that the training centres are not schools but rather teacher-training colleges. The great bulk of the 63 students who completed their 19 months' training course at Patzcuaro at the end of November 1953, are now themselves training fundamental education workers in their 12 countries of origin. The same principle applies at Sirs-el-Layyan, where 50 students from 6 Arab States started work in January 1953, a second intake of 52 students from 8 countries (including Libya and Yemen) joining them in December.

24. Full details will be found in the Director-General's report to UNESCO's General Conference, but it would be ungracious not to acknowledge here the contributions of the Organization of American States and the Mexican Government in the case of the Patzcuaro Centre, and of the Government of Egypt at Sirs-el-Layyan.

25. An innovation during 1953 was the Advanced Training Scheme launched in the State of Mysore late in the year, with the active support of the Government of India. This is designed for persons having already acquired

experience in some relevant fields, but requiring actual practice in fundamental education field work before they can help to remedy the acute shortage of specialists able to work in international service against a background of mass illiteracy. Some twelve Europeans were selected who are now at work in India with six local students under an experienced leader and two Indian assistants.

26. A passing reference may be made here to the network of "associated projects" in fundamental education. No responsibility is assumed by UNESCO, but a copious exchange of information, experience and documentation is maintained with this network, which now includes 53 projects in 5 countries and 13 non-self-governing territories. The result has been to elicit a great deal of fresh information which is proving of value to fundamental education workers everywhere.

#### CHILDREN

27. There has been considerable action taken as a sequel to the European Regional Conference held on the subject of the mental health of children in December 1952. The proceedings and papers have been published, study groups convened by various non-governmental organizations have been at work, a European expert group on psychological services for schools is being formed (in consultation with WHO), a major study - also a joint UNESCO/WHO effort - entitled Mental Hygiene in the Nursery School has been published, etc.

28. Outside Europe, preparations are well in hand for the launching late in 1954 of a Research and Training Centre in Educational Psychology at Bangkok. This project is being realized with the active help of the Thai Government and of several learned institutions. The staff of six are completing their training at the University of Toronto under Professor W. Line, who is to direct this international institute of child study.

29. UNESCO keeps in close touch with other agencies interested in child welfare, in particular through the appropriate ACC Working Group on the Long-Range Needs of Children and on Physically-Handicapped Persons, and also the joint UN/WHO/UNESCO Committee on Mentally Deficient Children.

## COMPULSORY PRIMARY EDUCATION

30. The regional conference held in Bombay in December 1952 has been followed by the despatch of a number of missions to South-East Asian countries (including Burma, Indonesia, Laos and Thailand), chiefly under the Expanded Programme of Technical Assistance for Economic Development. A comprehensive survey of compulsory education in this area is about to be published, textbooks are being exchanged, fellowships have been awarded, and the National Commissions concerned have been invited to draw up detailed practical plans for the realization of universal primary schooling, in order that the magnitude of the problem these countries face can be assessed by the international bodies concerned and by any other States able to afford assistance.

31. Another regional conference on compulsory education, scheduled for 1954 in the Middle East, is to take place in Cairo under the auspices of the Egyptian Government, with the participation of other members of the Arab League and with technical assistance from UNESCO. In order that non-Arab States in this region should also give special attention to the question at this time, a number of fellowships have been made available to Iran, Israel and Turkey.

32. The Italian Government's five-year plan for the development, inter alia, of primary schooling in the Trust Territory of Somaliland has already been mentioned. It may be added here that this plan was drawn up and revised in consultation with a UNESCO expert sent to the Territory at the Government's request.

33. Many problems face countries contemplating the introduction or extension of free compulsory primary schooling. They range from the provision of suitable textbooks to school-building, health, nutrition and the protection of children compelled by economic necessity to undertake paid employment while still of school age. This complex of problems naturally calls for inter-agency consultation and it is a matter of great satisfaction to UNESCO that in addition to the exchanges of views which have taken place continuously in recent months (including participation by representatives

of UN, ILO, FAO, WHO and UNICEF at the Bombay Regional Conference), the whole issue of primary schooling is to be discussed at the next session of the ACC Working Party on the Long-Range Needs of Children, which is being held in Paris in May 1954, as the main item on its agenda. This will permit a collective survey of the various forms of action the various agencies - including, it is hoped, UNICEF - may be able to contribute in the fields of social service, health, nutrition, vocational guidance and labour legislation, national and international financing, etc. Reciprocally, the meeting will permit a fresh assessment of the function of the primary school in terms of child welfare, of community development, and of economic and social progress generally.

34. One acute problem to be faced is the shortage of trained primary schoolteachers in countries seeking to develop their educational services. A high proportion of the UNESCO experts sent to under-developed countries are engaged in helping to develop teacher-training schemes. Meanwhile, the XVth International Conference on Public Education, held in Geneva in July 1953, was devoted to the study of the training and status of primary school teachers; it produced two detailed recommendations to governments laying down the principles and minimum conditions which should be observed in these matters. An expert from the ILO took an active part in the work of this Conference and pointed to its close relation to the work of his own organization, which had also been concerned with conditions of employment in the teaching profession. Close co-operation with the ILO is being maintained by the UNESCO Secretariat.

35. This Conference also received reports on the action taken by Governments to implement the resolution adopted at its XIVth session (July 1951) on compulsory primary schooling. These showed that most States were actively pursuing the extension of primary education facilities to achieve universal compulsory education despite serious problems of finance, shortage of teachers and school-buildings, and general economic stress.

36. Finance is, indeed, at the heart of this problem, and it is greatly to be hoped that in every country the proportion of the public income earmarked for education will steadily increase. Similarly, should the proposed special

United Nations fund for grants-in-aid and low-interest long-term loans see the light of day, it would be highly satisfactory that schemes for the development of compulsory primary education should be permitted to find a place on the list of eligible activities. As a contribution to the study of the problem, the International Bureau of Education has now issued to Governments a detailed questionnaire on methods of financing primary education, which should elicit valuable information.

#### SECONDARY EDUCATION AND VOCATIONAL TRAINING

37. In all under-developed countries, and in those in the course of industrialization, schooling, as soon as the rudimentary needs of literacy have been met at the primary stage, assumes an occupational character; the secondary stage is accordingly often merged in the technical. This is particularly marked in certain of UNESCO's Technical Assistance projects, e.g. in Costa Rica, in Syria, or at the Indian Institute of Technology. Close contact is accordingly maintained with the ILO throughout this field, in order that the needs of general education and of professional training may be harmonized.

#### ADULT EDUCATION

38. The bulk of UNESCO's work in this field revolves round the International Centre of Workers' Education established at La Brévière, near Compiègne, in France. Here each summer for the last 3 years were held series of seminars, some organized by UNESCO itself, others by various federations of workers' associations. Among themes discussed during the 1953 series were problems of international understanding within the workers' international movements and the teaching of civics as part of workers' education. Observers from ILO, FAO and GATT attended several of these seminars, and Dr. Lokanathan, Executive Secretary of the Economic Commission for Asia and the Far East, lectured at one of them.

39. This campaign to develop workers' education is of importance not only to connexion with the promotion of international understanding, but in relation to social progress and economic development. Opportunities

are accordingly taken to assist any national or regional effort to promote this type of education, and during 1953 UNESCO was able to give assistance to a European seminar organized in Italy and to another held in the Dominican Republic.

40. The whole campaign is supervised by a Consultative Committee on Adult Education in which an ILO representative plays an important part, and which, at its 1953 session, recommended further decentralization of UNESCO's activities in this field.

41. In 1954 two experts, one of them seconded by the Organization of American States, are to visit selected countries in Latin America and South-East Asia respectively to advise Governments on the development of adult education. These missions are receiving the technical support of the Regional Economic Commissions concerned and that of ILO and FAO.

#### WOMEN'S EDUCATION

42. UNESCO has paid close attention to the relevant sections of Council Resolution 504 (XVI) and is intensifying its efforts to promote educational opportunities for women. In addition to the surveys and reports regularly supplied to the Commission on the Status of Women, a number of surveys were completed or pursued during 1953 in Chile, India, Japan, Pakistan and Yugoslavia. The results of some of these have now been published (Women and Education, Paris 1953). In the more recent surveys increased attention is given to the social conditions bearing upon the access of women to education, and sociologists participated as well as educationists.

43. The volume of material now collected makes it necessary to break down the general theme of women's education into its main components. In the report submitted this year to the Commission on the Status of Women in addition to the ordinary statistics, etc., particular emphasis is placed on illiteracy among women and upon primary school attendance of girls; in 1955 the report will deal more particularly with secondary schooling, and in 1956 with higher education and the training of teachers. This will enable both the Commission and UNESCO to concentrate on particular aspects of the problem at any given time.

44. UNESCO has continued to publish booklets on the education of women for citizenship; the latest, in Spanish, is being prepared by Mme. Ana Figueroa.

#### EMERGENCY ACTION

45. Arab Refugees from Palestine. Active collaboration between UNESCO and UNRWA has continued and the development of primary schools has been marked since the scheme was first launched in May 1949. With nearly 250 schools and well over 90,000 pupils to be cared for, the teacher problem has become acute and summer courses were organized in several Middle Eastern countries in 1953 to improve standards.

46. There are no full course secondary schools specifically for refugees as yet, but grants-in-aid have been made to three universities in the area for assistance to Palestinian students. Fundamental education programmes have been developed. It has now been possible to equip most of the refugee schools with a radio receiver.

47. Korea. The educational planning mission sent by UNESCO to Korea in 1952 completed its task early in 1953 and produced two reports, one a survey of the existing educational situation, and the other consisting of a long-term reconstruction plan which, with the approval of the Agent-General of UNKRA and the Government of the Republic, are now being published in one volume under the title Rebuilding Education in the Republic of Korea. The volume also includes comments by the Korean Minister of Education, who has expressed satisfaction at the work of the mission.

48. UNESCO is providing, at the Agent-General's request, a director for a fundamental education training centre, which is shortly to be opened in Korea.

#### EDUCATION FOR INTERNATIONAL UNDERSTANDING

49. In this, the third major UNESCO programme in the educational field, the organization not only fulfils its specialized role but also acts vis-à-vis its own public, particularly school-pupils and their teachers, as the mouthpiece of the United Nations and the family of specialized agencies.



Education for living in a world community, as the programme is now known, calls for continuous and attentive teaching about the United Nations system in such a manner that its purposes and its achievements become living realities in the minds of the young. This is not an easy task; and a variety of techniques, adapted to the different age-groups, categories and milieus has had to be worked out.

50. The programme is of sufficient importance to warrant special guidance to the Director-General, and in July 1953 an expert committee composed of senior leaders (directors of education, deans of universities, heads of foundations, etc.) from countries representing every part of the world, together with a United Nations participant, met to discuss principles and methods, basing themselves on six years' experience by UNESCO in this field. One passage from the full and thoughtful report of this committee may be quoted:

"While the United Nations Organization and the other Specialized Agencies are interested in tackling the problem at the political, economic and social levels, UNESCO has to try, patiently and persistently, and in a democratic spirit, to act on the minds and emotions of the peoples of the world and to organize long-range programmes that will contribute to the development of attitudes and techniques necessary for the maintenance of peace, inculcating a lively sense of membership in a world community and a realization of individual group and national responsibility for the common welfare of mankind. If, through education and other social agencies and the powerful mass media that help to form opinions and attitudes, this is not done, mankind may be doomed not merely in the moral and ethical sense but also perhaps in the physical sense".

51. The report as a whole constitutes a body of wise guidance which is being followed by UNESCO in the conduct of numerous and varied activities falling under this programme.

52. The series of seminars on education for international understanding has been continued. It will be recalled that the early seminars dealt with the teaching of history and the teaching of geography. In 1953 a seminar on the teaching of modern languages was held in Ceylon. It was attended by participants from 18 countries, including several member States in Europe and the Middle East. Considerable attention was given to the

particular language problems which arise in Asian countries, and the latest techniques used in the United States and in immigration countries such as Australia and Israel were examined.

53. In the field of teaching about the United Nations and Human Rights (Economic and Social Council Resolution 446 (XIV)), the special UNESCO fellowships which enable students to visit the headquarters of the United Nations and of the Geneva agencies as well as UNESCO itself, were again granted in 1953. Assistance was given to the World Federation of United Nations Associations in organizing two regional seminars at Monrovia and Mogadiscio. A number of publications intended for teachers were issued, including a booklet describing the work of the Universal Postal Union (Round the World with a postage stamp). Several Member States (e.g. Australia, Belgium and Switzerland) organized seminars or took other action as sequels to the 1952 seminar on teaching about Human Rights, held in the Netherlands. Finally, the Secretariat has made plans to help selected secondary schools in some 15 different countries to carry out special projects of education for living in a world community. Participating schools may adapt the experiments to their own requirements and conditions, but in each case part of the experiment will have uniform methods of control and evaluation applied to it, so that the whole project constitutes an organized network.

54. Co-operation continued throughout the year with some 25 international youth organizations which have been working with UNESCO for some years. Among topics discussed were problems of youth in new industrial areas, active methods of education applicable to young workers, and the contribution of cultural activities of young people to international understanding. A regional seminar for leaders of youth movements took place in Tokyo in October 1953, with participants from 14 countries. During the year 639 youth groups in 65 countries were supplied with study kits containing selected material on some of the activities of the United Nations and the specialized agencies. The UNESCO Youth Institute at Munich was installed in a new building provided for it by the German authorities, and has continued its work in close concert with the Social Sciences Institute and the Education Institute established by UNESCO at Cologne and Hamburg respectively.

## NATURAL SCIENCES

55. Scientific discoveries and their practical application today influence the living conditions of mankind to such an extent that it is difficult to conceive of any measure, national or international, in the economic and social fields to which science does not contribute.

56. UNESCO's work in connexion with the natural sciences falls under the following three heads:

- (1) development of international co-operation among scientists;
- (2) international organization of scientific research for the improvement of living conditions;
- (3) teaching and popularization of science.

57. This work has a counterpart, under the Expanded Programme of Technical Assistance, in the provision of help to Governments, covering the teaching of science, pure and applied research, and the organization of scientific and technical information centres.

58. The activities falling under the first and third heads, including assistance to scientific unions, the improvement of documentation and terminology, the exchange of information, the publication of inventories of apparatus and materials for science teaching, the work of the Science Co-operation Offices, the organization of travelling exhibitions, and science clubs, are now to a very large extent permanent services involving no substantial change from one year to another.

59. Their importance, however, cannot be overlooked. Science offers an ideal testing-ground for international co-operation, and the help extended in 1953 to the three major councils in which international scientific organizations are grouped (the International Council of Scientific Unions, the Council of International Organizations of Medical Sciences, and the Union of International Engineering Organizations) enabled these organizations to hold congresses, to publish their proceedings, to print works contributing to scientific research, etc.

60. The creation on a permanent basis of the Advisory Committee for Documentation in the Natural Sciences has brought about an expansion and re-ordering of UNESCO's action to promote the improvement of scientific documentation and terminology.

61. Finally, in the fields of teaching and popularization of science, sets of manuals mainly intended for use by science teachers in under-developed countries, together with drawings and texts for the construction of school workshops, have begun to appear. The travelling scientific exhibitions have continued to arouse widespread interest and have further proved their value as popular media for the dissemination of scientific knowledge.

62. Much of this activity was organized regionally through the Science Co-operation Offices in Latin America, South and South-East Asia and the Middle East. It has also been reflected nationally through the operation of UNESCO's technical assistance programme, in which natural science accounts for 30 missions in 14 member States. In Brazil, for example, UNESCO technical assistance is concentrated on the development of pure and applied science: help has been given to the National Institute of Technology, the Brazilian Centre for Physical Research, the Institute of Agricultural Chemistry, to research work in the Sao Francisco Valley, to geophysical research in two observatories and to the Institute of Biophysics. A growing contribution is also made to scientific progress and economic development by the documentation centres set up in India, Mexico, Turkey, Uruguay and Yugoslavia.

63. As the boundary line between science and applied science is often ill-defined, and as science itself is an important factor in economic and social development, these services are frequently provided in conjunction with similar services supplied by the United Nations and other specialized agencies, as in the case of assistance to the Council of International Organizations of Medical Sciences, established in 1949 under the joint auspices of the World Health Organization and UNESCO; or form part of a co-ordinated campaign for economic development, as in the case of the work undertaken by the Science Co-operation Offices at New Delhi and Djakarta, in collaboration with the Economic Commission for Asia and the Far East, and other specialized agencies, on joint projects such as the enquiry into housing and building materials.

64. On the other hand, the activities falling under the second head (international organization of research) are continually developing. Under the Economic and Social Council's Resolution 318 (XI) (14 August 1950) on the subject of United Nations Research Laboratories, which lays down the policy to be followed in a much wider field than the title of the resolution would suggest, and in fact covers the whole question of the promotion and co-ordination of research at the international level, projects are undertaken, developed and carried through, and a great variety of methods and means of action are employed in turn.

65. In accordance with the terms of that resolution, UNESCO intends to submit a detailed report on this subject to an early session of the Economic and Social Council. It is already possible, however, to take stock and give a synopsis of the action taken in response to the Council's recommendations.

66. It may be well to recall briefly that the Council had requested UNESCO to make;

- (1) an appraisal in an order of priority of outstanding problems of scientific research;
- (2) an evaluation of existing research centres in the fields selected for priority treatment;
- (3) a thorough analysis of the need for the establishment of regional or international laboratories;
- (4) an examination of the role of the other specialized agencies.

67. The order of priority mentioned in (1) was laid down by a Joint Committee which met on 1 and 2 December 1950 and consisted of members of the Executive Board of UNESCO and representatives of the United Nations, the other specialized agencies, and the international non-governmental organizations concerned. It covers the following fields:

First priority:

1. International Computation Centre
2. International Institute of Research on the Brain
3. International Institute of Social Sciences (see Social Sciences)

Second priority:

4. International Astronomical Laboratory
5. International Institute for the Chemistry of Living Matter
6. International Meteorological Institute
7. International Laboratory for Arid Zone Research

Third priority:

8. Fluid and Soil Mechanics Laboratory
9. Erosion Laboratory
10. Institute of the Humid Tropical Zone
11. Oceanographic and Fisheries Institutes
12. Research Laboratory on the Utilization of Solid Fuels
13. Research Laboratory on the Utilization of Solar Energy
14. Regional Laboratory for the Physics of High Energy Particles.

68. The action contemplated under paragraphs (b), (c) and (d) of resolution 318 (XI) was begun immediately and will continue for some considerable time to come. But it is not too soon to draw some conclusions and record some results.

69. In the first place, during the past three years UNESCO has concentrated on a limited number of the fields enumerated above<sup>1/</sup>, engaging upon them one after the other.

70. Moreover, circumstances, and the experience gained during the survey, made it clear that the order of priority fixed by the Committee could not always be observed. For instance, the Executive Board of UNESCO decided at its thirty-fifth session (July 1953), to abandon the scheme for the establishment of an international institute for research on the brain, even though it had been given first priority. The decision of the World Health Organization not to take part in the establishment of such an Institute, and the results of the survey undertaken on the subject, showed in fact that international action in this sphere was impracticable. On the other hand, the scheme for establishing a regional laboratory for

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<sup>1/</sup> Nos. 1, 2, 3, 4, 7, 10, 11, 13 and 14.

nuclear physics quickly aroused considerable interest, although it had been given only third priority, and although it entails very heavy expenditure and will take many years to carry out; in this particular case, circumstances proved conducive to joint action by the European countries.

71. Lastly, the selection of the type of international research organizations most appropriate to each of the various fields in question, and the part UNESCO should play, depend in each case on an extremely complex body of factors, and it is upon this choice that the success of the project ultimately depends.

72. The European Organization for Nuclear Research, for example, the members of which are States highly developed economically, will take the form of an inter-governmental organization wholly and directly financed by the Governments; UNESCO's function has been to furnish legal and administrative assistance throughout the preparatory period.

73. On the other hand, two special features have affected international activities for the promotion of arid zone research. This type of research involves many and varied branches of science and technology and is therefore difficult to conduct in a central laboratory; secondly, most of the countries interested in it are relatively under-developed, so that the establishment and direct supervision of an inter-governmental institute present administrative and financial problems which it would be difficult for them to solve. For this reason, inter-governmental activities have taken the form of promoting and co-ordinating research in different countries, under the auspices of an Advisory Committee of experts financed by UNESCO (which also provides its Secretariat), with technical help from the United Nations and the competent specialized agencies.

74. Naturally, all these UNESCO activities are conditioned by the needs of Member States. The examples below show that UNESCO is ready to act whenever a group of States expresses interest in a given project.

75. After these general observations, a brief account must be given of the progress and results of UNESCO's work in 1953.

76. The Convention establishing an International Computation Centre plans for which were submitted to the Economic and Social Council at its thirteenth session - Resolution 394 (XIII) - which was adopted by an Inter-governmental Conference in December 1951, has not yet entered into force. Of the 10 ratifications required, only 2 (Belgium, June 1952; Japan, July 1953) had been received by 31 December 1953. It may be mentioned, however, that Ceylon acceded to the Convention on 16 March 1954 and that the ratification of Italy, the country providing accommodation for the Centre, was expected in the near future at the time of preparing this report.<sup>1/</sup> These facts would seem to indicate that ratifications will soon be coming in more quickly.

77. In addition, certain specialized agencies, such as the International Telecommunication Union and the World Meteorological Organization, have expressed interest in the services that the Centre would be able to supply; the Executive Committee of WMO adopted a resolution (12 (EC-IV)) on this subject in October 1953.

78. The preparatory stage of the work for the establishment of the European Organization for Nuclear Research, on the other hand, proceeded remarkably quickly, in spite of the technical complications of the task with which UNESCO and the Governments concerned had to deal.

79. The Agreement establishing the European Council for Nuclear Research (CERN), which was to be responsible for drawing up the administrative and technical plans for the new organization and its laboratory, was signed in February 1952 and came into force 3 months later (May 1952). This Agreement has been ratified by 10 of the 11 signatory States (Belgium, Denmark, France, German Federal Republic, Greece, Netherlands, Norway, Sweden, Switzerland and Yugoslavia). Italy, which has not yet ratified, has nevertheless made both a technical and a financial contribution to the Council's work. The United Kingdom, which is not a signatory, has also taken part in its work and has contributed to its finances.

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<sup>1/</sup> Italy's ratification was duly received on 12 April 1954.



80. Within the 18 months specified in the Agreement, CERN, whose headquarters have been established in Geneva, completed, with UNESCO's help, all the work for which it was created. In particular, it drew up a Convention establishing, on a permanent basis, a European Organization for Nuclear Research, which is to have its headquarters

near Geneva. This Convention, which was unanimously adopted in July 1953, has been signed by the 12 States mentioned above. Two of these States, the United Kingdom and Switzerland, have already ratified it. It is estimated that the maintenance of the organization and the building of the laboratory will cost 120 million Swiss francs (about 30 million dollars), spread over seven years.

81. The Agreement establishing CERN has been extended for one year, pending the entry into force of the new Convention.

82. UNESCO is seeking to facilitate research on the problems of the arid zone by collecting and circulating information through general reports, research surveys and symposia, and by direct help for certain specific projects. It is assisted in carrying out this programme by an Advisory Committee of experts which was set up in 1951.

83. In accordance with Resolutions 324 (D)(XI) and 417 (XIV) of the Economic and Social Council, UNESCO's activities in this field have, from the outset, been closely co-ordinated with those of FAO, which is concerned with the technical application of the results of research to agriculture, the United Nations (in particular, the Economic Commission for Asia and the Far East), ILO, WHO and, at a later stage, WMO. These Organizations take an active part in the work of the Advisory Committee and therefore in the preparation and execution of the programme. As an instance of the way in which they co-operated with UNESCO in 1953, mention may be made of the joint organization, in September and October, of an exhibition illustrating the part played by the United Nations and the specialized agencies in improving living conditions in arid regions; this was part of the international exhibition "Conquest of the Desert", held in Jerusalem. These organizations have also collaborated in the preliminary studies for the preparation of a handbook to facilitate the collection of basic technical data on the arid zone.

84. The enquiries concerning the possibility of establishing oceanographic and fisheries institutes, which had been given third priority in the list drawn up by the Joint Committee in December 1950, made it clear in 1952 and 1953 that systematic organization of research in this field was necessary in the Indo-Pacific region and that this was a suitable matter for joint action by FAO and UNESCO.

85. The Indo-Pacific Fisheries Council (established by FAO), after a study conducted in co-operation with UNESCO, pointed out in October 1952 that UNESCO could help materially in the advancement of basic knowledge in the sphere of oceanography, while FAO could usefully apply such knowledge to the solution of fisheries problems in connexion with the economic development of the region. As a sequel to the studies carried out by the two Organizations in 1953, a Joint Committee of experts met at Manila in November and recommended the establishment of an Oceanographic Organization for the Indo-Pacific Region. The purpose of this organization would be to co-ordinate research in the region, to collect and supply documentation, to train specialized staff and, so far as its financial resources allowed, to engage in basic research on its own account. UNESCO and FAO, in consultation with the States concerned, are considering the status that the organizations should be given in order to enable it to carry out its functions, having regard to the special conditions and resources of the region.

86. Lastly, it may be mentioned that a study of projects relating to the humid tropical zone and to solar energy (Nos. 10 and 13 in the list above) was begun in 1953 and will be continued in 1954.

87. It is clear from the foregoing that, three years after the adoption of Resolution 318 (XI) by the Economic and Social Council, a number of results have been achieved as regards the international organization of research in the natural sciences. But the list of projects drawn up by the Joint Committee in December 1950 is by no means exhausted. This is a very long-term undertaking which can be carried out only gradually; it calls for constant attention to economy and to available resources, and for a thorough knowledge of the political, economic and scientific background in each particular case.

88. For this reason, UNESCO set up in 1953 an International Advisory Committee on Scientific Research, which will meet once a year to advise the Director-General on the preparation and implementation of UNESCO's programme for the promotion and co-ordination of research in the natural sciences.

#### SOCIAL SCIENCES

89. The social sciences, which fulfil an important stabilizing function in the world today, are an essential complement of international action on behalf of peace and economic and social welfare. The tasks that UNESCO has set out to accomplish in this field are:

1. To foster the international development of the social sciences, whose resources are still comparatively modest and very unevenly distributed over the world;
2. To direct some of the studies being carried out in connexion with the social sciences in such a way as to assist in the activities undertaken by the United Nations and the specialized agencies.

#### International Development of the Social Sciences

90. In its work for the international development of the social sciences, UNESCO is endeavouring:

- (a) to promote international co-operation among specialists;
- (b) to further the extension and improvement of social science teaching;
- (c) to facilitate the exchange of information between different cultural and linguistic regions.

91. In previous years, much of UNESCO's work in the sphere of the social sciences had been concentrated on the first of these tasks, that is to say, on helping existing international organizations and promoting the establishment of new organizations where this appeared to be necessary.

92. The implementation of Resolution 318 (XI) of the Economic and Social Council dealing with United Nations Research Laboratories has given considerable impetus to this work.

93. When considering, in December 1950, the implications of the Economic and Social Council's recommendations on UNESCO's activities in this field, the Joint Inter-Agency Committee mentioned in the previous chapter fully recognized the need for enquiries requested by the Council, but also took the view that future decisions regarding the establishment of international research centres should not be delayed until the survey on existing social science institutes was completed. At its sixth session (1951), the General Conference of UNESCO embarked on two-fold action along these lines, with the following results:

1. The survey of national social science institutes was completed in 1953; it will be rounded off in 1954 by the publication of an International Register of Current Team Research in the Social Sciences.
2. The studies relating to the establishment of international research centres showed that whereas in the past UNESCO had been concerned with building international links between specialists concerned with a particular branch of study, there was now a need for an inter-disciplinary body to co-ordinate and promote research. As a result, an International Social Science Council was established, provisionally, in December 1952 and on a permanent basis in December 1953, with the object of mobilizing the resources of all the social sciences for the joint study of the major social problems of the contemporary world.
3. These studies also showed that the time was not ripe for the establishment of a "monolithic" international research institute for the study of all social science problems, but that it would be better to proceed by stages and to begin by setting up a research institute to deal thoroughly with one particular question of special urgency, the study of which would make a useful contribution to international activities. In accordance with the instructions of the General Conference, UNESCO's efforts have

therefore been directed towards the formation of an international research centre for the study of the social implications of technological change, which, as will be seen below, is likely to make a direct contribution to the work of the United Nations and the specialized agencies in the economic and social sphere. A first step was taken in October 1953, when a Research Office was set up under the auspices of the International Social Science Council for the main purpose of collecting and keeping up to date information about various aspects of the problem, with special reference to those covering the under-developed countries, and to make preliminary arrangements for the proposed research centre.

94. UNESCO's second function as regards the international development of the social sciences is to further the extension and improvement of social science teaching.

95. In this field, UNESCO can act only by indirect means similar to those it has employed in assisting the extension of school education. The first stage of the work, devoted to a survey of the present status of social science teaching in universities, ended in 1952 with the formulation of a number of recommendations which will be discussed, and adapted to local conditions, at a series of seminars to be held in different regions. The results of the survey have also been described in pamphlets which are to be published during 1953 and 1954, dealing with the organization and aims of social science teaching in general, or of one particular branch of the social sciences in certain countries.

96. Lastly, since all cultures - especially, perhaps, those which have not so far figured prominently in the international interchange of ideas - can help towards a better understanding of the way in which society operates, UNESCO's third task in the development of the social sciences throughout the world has been to facilitate the exchange of information between different cultural and linguistic regions.

97. This task is carried out on a regional basis by the three social science specialists in the Middle East, South Asia and the Western Hemisphere, and is one of their principal functions. At the Organization's headquarters, it is performed by an Information Clearing House, established in 1952, and also through specialized periodicals and books of reference and, since 1953, through work on questions of terminology.

#### Application of the Social Sciences to the Study of International Problems

98. The second part of the Organization's programme in the social sciences consists in promoting the use of the appropriate scientific methods in support of the activities undertaken by UNESCO and by the United Nations and other specialized agencies in order to achieve their fundamental purposes. UNESCO's efforts here are directed to the attainment of three major aims:

1. peace and international co-operation;
2. economic and social development;
3. respect for human rights.

99. Since 1953, the Organization has also been studying evaluation techniques applicable to the programmes undertaken by the United Nations and the specialized agencies.

100. As a contribution to the work that the organizations associated with the United Nations are doing on behalf of peace and international co-operation, UNESCO started, as early as 1947, to use social science techniques for studying the causes of tensions and conflicts, the methods of resolving such strains, and the factors militating against, or conducive to, international co-operation.

101. Some of the work that has been done since that time bore its first fruits in 1953. At the Second World Congress on Sociology it was possible to take stock of the research carried out to date on social conflicts. The series of studies on the national characteristics of some fifteen countries has begun to appear in the form of pamphlets, the first of which deal with Australia, Canada, Switzerland, and the Union of South Africa. The information collected on ways of life in Austria, France, Greece, Italy and Sweden will be used, in particular, by the Australian immigration authorities.

102. Studies of the social structure of urban and rural communities in Australia and France have also been published as part of a survey being carried out in a number of countries. A synthesis of these is being prepared for publication. These studies deal mainly with inter-group tensions and attitudes towards foreigners. It is proposed that the scope of these studies should be extended in 1955 and 1956 in order to make a contribution to the priority work for the economic and social development of communities undertaken by the United Nations and the specialized agencies under the auspices of the Economic and Social Council (Resolution XVI).

103. Two volumes on the formation of social attitudes, entitled The Modification of International Attitudes: A New Zealand Study, by E. Beaglehole and J.R. McCreary, and The Teacher was Black, by H.E.O. James, were also published in 1953.

104. The past year also saw the publication of the first results of the missions that UNESCO has sent out since 1951 in order to help certain Member States, with the co-operation of local specialists, in organizing studies designed to reduce internal tensions. A survey of the studies conducted in India has been published in New York under the title In the Minds of Men, and the results of the research work carried out in Japan into the attitudes of the young have been described in a book which will be published in 1954. Research has been begun in Israel and will be continued in 1954. In these three cases, the work of the UNESCO specialists has led to new activities being undertaken by the countries themselves.

105. The assimilation of immigrants raises an important problem, which is bound up with that of the relaxation of internal tensions. The study of this question is UNESCO's contribution to the co-ordinated programme of the United Nations and the specialized agencies on problems of migration. A round-up of all the information collected during an enquiry carried out since 1951 in this field was made in 1953, and the result will be published in 1954. The publication, in 1954 and 1955, of the results of studies undertaken in 1953 on other aspects of the question, such as the research

done in Brazil on measures for facilitating the assimilation of immigrants, and the enquiries regarding the practical contribution of immigrants to social, cultural and scientific life in the receiving countries, will close a stage in UNESCO's work in this domain, and the Organization will then be in a position to provide advice to the Governments concerned.

106. As part of the concerted preparatory work being done by the United Nations and the specialized agencies with a view to their participating in the World Population Conference in 1954, a number of studies have been carried out on UNESCO's behalf, as a contribution to an examination of the social aspects of population changes and, in particular, of problems concerning the structure of the family and changes in fertility rates due to cultural and social factors.

107. Generally speaking, it is felt that some of the activities described above should be considered as ended, so far as UNESCO is concerned, towards the close of 1954. It is proposed that certain studies, such as those on internal tensions, should be continued in 1955 and 1956; others, as in the case of the community studies, will be transferred to the economic and social field.

Consideration is also being given to the development of methods for ensuring that public opinion surveys are internationally comparable, so that comparative studies can be undertaken on public opinion and international co-operation in different countries.

108. Lastly, as a means of promoting the implementation, at the national level, of decisions taken by the governing bodies of the United Nations and the specialized agencies, UNESCO has embarked on a study of the factors militating against, or conducive to, international co-operation.

109. For this purpose, research was begun in 1953 on the way in which States, in practice, conceive their responsibilities towards the international community. At the same time, the studies on the part taken by States, particularly those which have recently achieved their independence, in the working of international organizations, have been continued, and the experience gained in this field has made it possible to furnish the Governments of Indonesia, Laos and the Philippines with expert advice. This work will be continued in 1954, and the results will be published over the succeeding years.



110. If technological change is not to give rise to social disturbances, and the implementation of economic development schemes is not to be accompanied by wastage of resources and energies - in short, if economic and social progress is to be properly balanced - it is essential to obtain a thorough understanding of all the factors involved in each country concerned. Social scientists therefore have an important part to play in the preparation of economic and social development plans and in their implementation in a given social and cultural environment. UNESCO has sought to mobilize the resources of social science in order to place at the disposal of the United Nations and the specialized agencies facilities designed to assist them in their task.

111. Hence, apart from the publication of three general works on the relations between technical progress and social and cultural conditions in various countries<sup>1/</sup>, UNESCO's activities in this field during 1953 were directly connected with the execution of the programmes on which these organizations have embarked, or with the study of particular situations, at the request of the Member States concerned.

112. The services of the International Research Office on the Social Implications of Technological Change, mentioned above, were accordingly placed at the disposal of the United Nations and the specialized agencies; a conference of experts and officials of the various organizations concerned with the study of the social problems arising out of the implementation of technical assistance programmes was organized in New York (30 March - 3 April), jointly with the United Nations, and the services of an expert were supplied for the meeting convened by the United Nations (New York, June 1953) on methods of measuring standards of living.

113. In addition, studies on the social implications of industrialization and urbanization have been conducted under UNESCO's auspices in various countries of Africa, South Asia and the Near East now in course of industrialization. The research being carried out in South Asia is part of a co-ordinated programme arranged by the Regional Commission for Asia and the Far East and the specialized agencies concerned (particularly the International Labour Organisation).

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1/ Education in a Technological Society, by A. Wahler, The Community Factor in Modern Technology, by Jerome Scott and P. Lynton, Cultural Patterns and Technical Change, by Margaret Mead.

114. It is proposed that, in the coming years, increasing attention should be devoted to this section of the social science programme, the practical value of which is undeniable, and particularly that, in consultation with the competent international organizations, the social sciences should be used for the study of sociological and cultural factors affecting productivity and, as mentioned above, for the study of problems relating to general community development.

115. Moreover, UNESCO has been seeking, since 1953, as part of the co-ordinated programme for land reform, to assist in the work of the organizations principally concerned, such as FAO, the United Nations and ILO, especially by carrying out community studies of the sociological repercussions of land reform on the people of the regions affected thereby.

116. The third purpose for which UNESCO is trying to use the resources of the social sciences is the implementation of human rights. So far, the organization has devoted its efforts in this field to co-operating with the Economic and Social Council in its fight against discrimination on grounds of race and sex. As was shown in the special report submitted to the Economic and Social Council at its sixteenth session (document E/2473), the organization has devoted much attention to the educational campaign against race discrimination which it undertook in 1949 in response to the Council's resolution 116(XI). That part of its work which consisted in the collection and publication of scientific data on race questions may now be considered at an end. On the other hand, the preparation of volumes in the series The Race Question and Modern Thought, which was launched in 1953 with the publication of pamphlets on the attitude of the Catholic Church, of Jewish thinkers and of the Oecumenical movement towards this question, will continue in 1954 and 1955, as will the preparation and publication of handbooks for primary and secondary school teachers.

117. Again, surveys have been in progress since 1951 on practical contributions to the prevention of racial discrimination. The first results of the studies undertaken in Brazil on factors calculated to favour good relations between races were published in 1953 in two volumes one entitled Race and Class in Rural Brazil, by Charles Wagley, and the other Les élites de couleur dans une ville brésilienne, by Thales de Azevedo. The survey of measures taken in

six countries (Brazil, French West Indies, German Federal Republic, Mexico, United States of America and Yugoslavia) to facilitate the integration of ethnic minorities was completed in 1953, and the findings will be published next year. A survey has been begun of the progress achieved, as a result of education by members of ethnic groups in the process of integration into modern society.

118. It is therefore to be expected that by 1955 UNESCO will have collected and published all the data needed for its contribution to the prevention of racial discrimination. The first stage of its work will thus be completed. The organization proposes to continue, on the basis of the documentation assembled, its campaign of education and information against racial prejudice, and is considering setting up an international office for the co-ordination of research on race relations.

119. UNESCO's programme in this sphere has always been carried out in close co-operation with the Sub-Commission on Prevention of Discrimination and Protection of Minorities. Moreover, in response to the Economic and Social Council's request (Resolution 502 H (XVI)), the Executive Board of UNESCO, at its thirty-seventh session (March-April 1954), authorized the Director-General to provide the United Nations Special Rapporteur, commissioned to carry out the study of discrimination in education, with all the material in the Secretariat's possession and with any additional information on the question that it may subsequently collect, and also with financial help.

120. Lastly, it may be mentioned that UNESCO has communicated to the United Nations Commission on the racial situation in the Union of South Africa, at its request, all the information and documentation in its possession likely to assist the Commission in its work.

121. As part of its contribution to the work of the Commission on the Status of Women, UNESCO in 1953 and early 1954 carried out a study of the various social factors promoting or hampering educational opportunities for girls, on a basis of complete equality with boys of the same age, in Japan, Pakistan, and Mexico. It also continued a survey, begun in 1952, of the part played by women in political life.

122. In conclusion reference must be made to a new activity, begun in 1953, which may be applied in the three fields to which UNESCO has been trying to direct the resources of the social sciences. This is the study of evaluation techniques applicable to international co-operation programmes.

The purpose of this study is to facilitate the work of the organizations associated with the United Nations, which are according increasing importance to this problem.

#### CULTURAL ACTIVITIES

123. The maintenance, increase and diffusion of knowledge and the encouragement of co-operation among the nations in all branches of intellectual activity are among the major purposes set out in UNESCO's Constitution. Article 27 of the Universal Declaration of Human Rights further strengthens these purposes by affirming everyone's right "freely to participate in the cultural life of the community" and "to enjoy the arts".

124. The cultural programme of UNESCO has from the beginning sought to fulfil these purposes and aspirations by action along four distinct but related directions:

- (a) the promotion of international cultural co-operation;
- (b) the preservation and utilization of the cultural heritage of mankind;
- (c) The protection of writers, artists and scientists;
- (d) the promotion of the dissemination of culture.

125. Some examples of these four types of action follow. This, naturally, is an aspect of UNESCO's work where co-operation with other agencies is less in evidence, the realm of culture being peculiarly the Organization's own. Nevertheless this is far from being work performed "in vacuo": in its more highly specialized forms it affects and benefits many hundreds among intellectual élites, and its popular manifestations enrich and improve the cultural enjoyment of thousands. That the work merits continuing international attention and effort was recognized by the Economic and Social Council when

it included "accessibility of ... cultural life to all sections of the population" among the priorities adopted in July 1952 (resolution 451 (XIV) Annex, paragraph 10.E.(d)).

(a) Promotion of Cultural Co-operation

126. The chief instrument used by UNESCO to promote international co-operation among thinkers and creators is the network of non-governmental organizations specialized in the various intellectual disciplines concerned, of which the International Council for Philosophy and Humanistic Studies is an outstanding example. Its membership includes learned and professional organizations in such fields as the historical sciences, linguistics, folk arts and folklore, classical studies, anthropology and ethnology, art history, modern languages and literatures, orientalism, the history of religions, prehistoric and protohistoric sciences, and musicology. Seven of these bodies organized during 1953, with some help from UNESCO, their own congresses and conferences.

The Council itself convened a committee of experts to advise UNESCO on the selection of works to be translated in the series of representative literary masterpieces (ECOSOC resolution 53 (IV)), and its technical committees held business meetings to deal with the trilingual publication Diogenes, also now being issued in Italian and German, with current bibliographical work, etc. 127. The International Theatre Institute, the International Music Council, the International Council of Museums, and other organizations connected with the arts, have held their annual sessions and proceeded with their work, which includes the publication of periodicals and specialized reports enabling experts to keep abreast of current developments, the recording of rare or unknown musical works (including folk music), the compilation of catalogues, etc.

128. A new series of publications entitled Unity and Diversity of Cultures has been begun with a volume, Interrelations of Cultures, which gathers together a number of essays written in connexion with an enquiry into contemporary ideas concerning the characteristic cultures of the different peoples of the world and the relations between those cultures. A second volume entitled Humanism and Education in East and West, contains essays

and addresses contributed to the roundtable organized by the Government of India and UNESCO at Delhi in December 1951. This publication has aroused considerable interest, and the Secretariat is now undertaking a study designed to determine the content and basis of a comprehensive teaching of the humanities in which the contributions of Eastern and Western civilizations would be better combined than they are at present. The philosophical and cultural relations between East and West are also to be further discussed at the Indian Philosophical Congress which is to take place in Colombo late in 1954, with UNESCO's participation, under the general theme "Human Relations and International Obligations".

129. The next stage in this general survey of intercultural relations involves the old world and the new. In agreement with the Brazilian Government and the Organization of American States, the occasion of the fourth centenary of the founding of the City of Sao Paulo is being taken to hold a major conference, in July 1954, on "The European contribution to cultural life and humanism among the peoples of the Americas". The Council of Europe is sending a representative to the Conference, the general theme of which is to be further discussed by the next "Recontres internationales de Genève" (September 1954).

130. Still under the aegis of the ICPHS, UNESCO during 1953 arranged for a committee of experts to discuss "the concept of the rule of law in contemporary political and social philosophies as a fundamental factor in human co-operation in international affairs and in the activities of the United Nations". This enquiry continues, and a number of papers have been assembled.

(b) Preservation of the Cultural Heritage of Mankind

131. The major effort of UNESCO in this field in the past two years has been the preparation of a draft international convention for the protection of cultural property in the event of armed conflict. An inter-governmental conference to consider the text of this draft is being held at The Hague in April and May 1954. Comments received from Governments on the preparatory papers have been generally favourable, and it is hoped that the draft

convention may be adopted by the Conference. Meanwhile, a number of countries have already made unilateral declarations in the general spirit of the draft.

132. UNESCO is also endeavouring to carry on the work of the League of Nations in the field of the international regulation of archeological excavations.

The object here is to prepare a series of recommendations to Governments, and much preparatory work has been completed.

133. On the practical side of this work, UNESCO and the International Council of Museums issue a steady volume of information on the preservation of monuments, works of art and historical or scientific collections, while expert missions have been sent to Yugoslavia to carry out restoration work on the Church of Saint Sophia at Ochrida, to the Lebanon to report on the general condition of the monuments in the city of Tripoli, and to Syria to carry out a general survey of antiquities.

134. Consultations are now in progress with a view to the creation, on the foundation of an appropriate existing national institution, of an international study centre for the preservation and restoration of cultural property.

135. In all these activities, UNESCO benefits from the expert advice of the International Committee on Monuments, which has corresponding members in 48 countries.

(c). Protection of Writers, Artists and Scientists

136. The Universal Copyright Convention, adopted at an inter-governmental conference convened by the Swiss Government and UNESCO at Geneva in 1952, which seeks to harmonize the Berne Conventions and the copyright system in force in the American continents, shows good prospects of coming into force before many months. Although only five ratifications have so far been recorded, legislative action is in process in eight other countries with a view to ratification, and it is known that a number of further countries plan to take similar action later. Twelve ratifications (four of them by countries not members of the Berne Union) are required to bring the Convention into force. In the meantime, the Secretariat is at work on a compendium of national copyright laws as an essential instrument for the Convention's enforcement: the English edition is being prepared with the

co-operation of the competent United Kingdom and United States authorities, the French edition with the assistance of the Berne Bureau for the Protection of Literary and Artistic Works, and the Spanish edition in collaboration with the Organization of American States. UNESCO is also making preparations to provide the administrative services which will be required of it as custodian of the Convention when it comes into force.

137. Special copyright problems now under study include the rights of scientists who are at the moment not uniformly or adequately protected by copyright laws, patent laws and common law; the application of copyright laws to the exchange of broadcast and television programmes (in co-operation with the Council of Europe and the European Broadcasting Union); and the double taxation of writers and artists, in conjunction with a number of specialist organizations and after consultation with the United Nations Secretariat.

(d) Dissemination of Culture

138. This section of UNESCO's cultural work may be dealt with briefly, since the task of popularizing culture is somewhat removed from the immediate concern of the Economic and Social Council, although it is clearly written into the priorities adopted in July 1952.

139. The organization has continued to pursue one over-riding aim: to make it easier for men and women of every country, age and status to acquire knowledge of the works of art of all nations and periods, while respecting all cultural, local, national or regional differences of approach and outlook.

140. The International Conference of Artists held in Venice in 1952 has led to much consultation as to the desirability of creating a permanent Council of Arts and Letters. For the time being, however, the Director-General has decided to propose to the General Conference no more than the creation of a committee to ensure liaison between existing organizations. But financial and other assistance to these organizations has continued, travel grants for artists and writers have been provided, and the international circulation of the works of living artists and writers has been facilitated by means of translations, reproductions and recordings.



141. Conferences were held during 1953 on "Theatre and Youth" (The Hague), "The Role and Place of Music in the Education of Youth and Adults" (Brussels) and "The Professional Training of Musicians" (Salzburg). The second of these was of particular importance, since it brought together an unusually large number of participants (over 300) and provided the occasion for the first performance of a symphonic and choral work, the Canticle to Hope, composed by Paul Hindemith to words by Paul Claudel, which has attracted wide attention.

142. A second edition of the Catalogue of Colour Reproductions of Paintings prior to 1860 was published during 1953, and the second edition of the catalogue covering the period 1860-1954 will appear this year. Albums of colour reproductions of the frescoes at Ajanta (Hyderabad), of tomb paintings in the Valley of the Kings (Egypt) and of Australian Aboriginal Art will be issued shortly, in a collection which already includes albums of frescoes by Masaccio and Raphael.

143. There are now 89 UNESCO travelling exhibitions of colour reproductions. At the close of 1953 they had been shown in 51 different countries and in a number of dependencies, sometimes travelling from town to town in a single country for over a year. In addition to the standard sets of masterpieces of painting, there is a special exhibition of Leonardo da Vinci drawings, and sets of Japanese prints and of Chinese paintings will soon be put into circulation.

144. Ever since the Council adopted resolution 53 (IV) in 1947, UNESCO has been at work on the promotion of the translation of the world's masterpieces of literature. This is necessarily a long-term project, but results are now beginning to accumulate. In the Arabic series, which is supervised by an International Commission established at Beirut, works by Aristotle, Cervantes, Descartes, Montesquieu, Pascal, Leibnitz, Locke and Rousseau have been published or are in preparation, and three classics of Arabic literature are to appear in English or French. In the Latin-American series, three works have already been published in French (Enriquillo by Galvan, an Anthology of Mexican Poetry, and a selection of the works of José Martí); an agreement has now been made with the Organization of American States under which the latter

takes responsibility for publishing translations into English, while UNESCO continues to look after translations into French. This sharing of the task should increase the pace at which translations can be issued.

145. French translations of three Italian classics have been published, work is in hand on several Persian masterpieces, and a start has been made with the literature of China, India and Japan.

146. The annual bibliography Index Translationum continues to expand; the last issue included 16,122 entries of translations published in 47 countries.

147. In the libraries field, the public library pilot project at Delhi has continued to prosper and now has 20,000 registered readers. A second model library is about to open at Medellín (Colombia). A successful seminar on public library development was held at Ibadan (Nigeria) in August 1953. One of its results was the creation of a West African Library Association.

148. The UNESCO Clearing House for publications during 1953 sent out over 42,000 books and publications offered on an exchange basis to 650 public libraries in 47 different countries.

149. A permanent International Advisory Committee on Bibliography was set up in 1953 to assist the Secretariat in its many-sided work in the field of bibliography and documentation. The first three volumes in a new series of Bibliographical Handbooks were published.

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150. The above is a highly summarized and selective survey of UNESCO's current activities in the cultural field, but it is hoped that it will have made one factor clear: any one of these activities considered in isolation may be held to be not fully justified in the light of current budgetary restrictions and the urgent need for concentration of effort; taken together, they form a coherent and integrated pattern, every component of which finds full justification if UNESCO is to perform the task assigned to it "in all branches of intellectual activity" by its Constitution.

## MASS COMMUNICATION

151. In the field of mass communication we return to a situation in which the bulk of UNESCO's work is carried out in close concert with other agencies, and directly serves their own purposes. This is true both of the technical work designed to promote freedom of information, and of the publicity work aimed at securing wider understanding of, and support for, the activities of the whole family of international agencies.

152. The series of world surveys of press, film and radio facilities, published between 1947 and 1951, provides the groundwork for more specialized investigations into techniques of communication, obstacles to the free movement of information and measures taken to overcome those obstacles. Thus much material on the production, distribution and consumption of newsprint and printing paper has been collected and supplied to FAO, who are reporting to the Council on the subject this year, while a research organization in the United Kingdom prepared during 1953 a study of probable future trends in newsprint and printing paper consumption in coming years, which has just been published.

153. Television - A World Survey, a descriptive account of television services as they exist at present, was published in 1953, together with Transmitting World News, a study of telecommunications and the press; One Week's News (by Jacques Kayser), a comparative study of the way in which major newspapers in 17 countries reported the news during a one-week period, and other studies.

154. There has been close co-operation with the United Nations in the production of two major reports to the Council: The Report on contemporary problems and development in the field of Freedom of Information, by Mr. Salvador P. Lopez (E/2426) and the report on the Encouragement and Development of Independent Domestic Information Enterprises (E/2534).

155. Efforts to secure the removal of obstacles to the free flow of information continued throughout the year. At the close of December, 17 countries were applying the terms of the UNESCO agreement on the circulation of educational, scientific and cultural materials, and action was pending in several other countries with a view to ratification. Work was continued with a view to the

drafting of an international instrument or of a series of recommendations to Member States, for the removal of obstacles to the movement of persons travelling for educational, scientific or cultural purposes, and contact was established with the ILO which is concerned with the movement of workers for such purposes. The project for uniform administrative arrangements for the transit of delicate physical standards also made progress. Sixteen countries have now designated participating laboratories to operate the proposed arrangements. The scheme has the full support of the International Bureau of Weights and Measures.

156. The action taken by the 13th Congress of the Universal Postal Union in the sense of liberalizing regulations to permit Governments to facilitate postal transit of printed matter, were duly reported to the Member States of UNESCO, 21 of which had by the end of the year provided information on the action they were taking in the matter. The amendments in question were adopted by the Congress after consideration of suggestions put before it by a number of UPU Member States, the original initiative having been taken by UNESCO. Similarly, the adoption by the Buenos Aires Plenipotentiary Conference of the International Telecommunication Union of a recommendation urging Governments "to facilitate the unrestricted transmission of news by telecommunications services" was brought to the attention of all UNESCO Member States. Finally, the International Air Transport Association, which with its affiliates represents 95 per cent of the world's civil aviation networks, took action in 1953, at UNESCO's instigation, to reduce air freight rates for books to 50 per cent of normal cargo rates throughout the European zone, effective on 1 April 1954.

157. The year also saw a development of collaboration with the Council of Europe, which is studying measures to eliminate restrictions on the import and export of books.

158. The outstanding achievement of the year in the production field was the completion of the film World Without End, a 60-minute documentary dealing with WHO's work in epidemic control in Thailand and UNESCO's fundamental education experiment in Mexico, against the background of the general programme of the

United Nations and specialized agencies for economic and social betterment. The film was given an enthusiastic reception in the English-speaking world, and a French version produced subsequently has also been acclaimed. Prints are now available to all Member States of UNESCO and other language versions are in preparation.

159. A major exhibition entitled "Conquest of the Desert" was organized in the autumn of 1953 at Jerusalem to illustrate the work of the United Nations agencies in arid zones. In the same Eastern Mediterranean Area, a joint UNESCO/WHO/UNICEF reportage mission visited 5 countries and collected much recorded and written material, which is now being used in broadcasts and by the press. All the material collected by missions of this type, or by independent UNESCO experts, is placed at the disposal of any other specialized agency likely to make use of it, and with the United Nations Department of Public Information UNESCO now has complete pooling arrangements so that the maximum use is made of material in all media produced by both organizations.

160. The UNESCO Courier continued to appear in English, French and Spanish editions throughout the year, and although circulation (about 35,000) is still disappointing, there is much evidence that it is widely read and appreciated by teachers, local United Nations Associations, etc. A special issue on Human Rights, in November, achieved a total extra circulation of 125,000 copies, thanks to the efforts of national commissions in 26 countries.

161. UNESCO Features, a fortnightly collection of articles also issued in three languages, continued to be extensively used by newspapers, some 1,500 of which now use this material. Similarly the weekly World Review, of which there is now an Arabic edition, is used by broadcast stations in over 100 countries and territories. The monthly Newsletter now appears in Arabic, Dutch, English, German, Hindi and Urdu.

162. The contents of these periodicals are exceedingly varied, and although the work of the United Nations and specialized agencies takes pride of place, they include much of general scientific and cultural interest.

163. These are highlights in UNESCO's mass communication work in 1953; but a mass of routine activities also continued. One encouraging feature is that the newspaper and radio material put out is not only used directly by more and

more consumers but that receiving countries are now beginning to take action on their own to assist in its dissemination. Early in 1953, for example, the Swiss radio adapted into French, at its own expense, 3 major dramatic programmes which UNESCO and the United Nations had produced in English. Not only were these programmes used in Switzerland, but the French versions were given to UNESCO free of charge and distributed by it throughout the French-speaking world. There were many other examples during the year of such generous and effective co-operation.

#### VOLUNTARY INTERNATIONAL ASSISTANCE

164. The emergency aid "Gift Coupon Programme", based on the supply by UNESCO of rehabilitation supplies, some of them purchasable only in hard currency, paid for by voluntary gifts of money, often made in inconvertible currencies, has continued to develop. At the end of 1953, nine countries were collecting funds, and over 160 institutions in 37 countries and territories were obtaining urgently needed educational, scientific and cultural equipment. The system enables donors to select the particular deserving cause they wish to help, and small subscriptions account for the bulk of the income. The year's collections totalled the equivalent of \$104,260 (\$7,583 alone from a booth in United Nations Headquarters, earmarked for Korean relief) and more voluntary efforts are known to have been launched since then.

165. The "UNESCO Coupon Scheme" (for books, films and scientific material), launched in 1948, is also steadily expanding, and an average of \$100,000 a month of coupons is now being redeemed, this signifying that books, etc., to that value have reached soft-currency purchasers who might otherwise have been unable to procure them.

166. Other gifts from Norway, Sweden, the United States, the League of Red Cross Societies, etc., have been handled by UNESCO for the benefit of Greece, India, Pakistan, the refugee schools in the Middle East and various charitable organizations.

167. Preparations were continued throughout 1953 for the extension in 1954 of the coupon scheme to facilitate travel for educational, scientific and cultural purposes.

## EXCHANGE OF PERSONS

168. Like the United Nations and most of the other specialized agencies, UNESCO administers a fellowship programme in the fields of activity which are its particular concerns. In addition, however, the organization has special functions to fulfil in connexion with the exchange of persons if it is to accomplish two of the main tasks set it in its Constitution, namely to contribute to the increase and spread of knowledge and to the development of international understanding.

169. UNESCO's functions for the promotion of exchange of persons may therefore be listed as follows:

- (a) collection, co-ordination and circulation of information, study of the operation of exchange programmes, and provision of advice;
- (b) promotion of certain types of exchanges;
- (c) administration of fellowships likely to facilitate the execution of the organization's programme, either directly or on behalf of Member States or certain institutions.

170. All the activities connected with study and travel fellowships are conducted as part of the co-ordinated programme worked out by the Technical Working Group on Fellowships of the Administrative Committee on Co-ordination. The rest of the exchange of persons programme is also prepared and carried out in close consultation with the United Nations and the other specialized agencies interested. All problems relating to the exchange of workers, in particular, are dealt with under a joint programme in which ILO concentrates on the implications of such exchanges with regard to vocational training, and UNESCO on the educational side of the question. A joint meeting of experts was organized in January 1954 to consider the progress of current activities and to draw up the future programmes of the two organizations in this sphere.

171. As was mentioned above, UNESCO endeavours, first and foremost, to collect, co-ordinate and circulate information about all types of opportunities for study, training and travel for educational purposes in foreign countries. This work is done mainly by means of periodical publications, the most important of which is an annual handbook entitled Study Abroad, which gives particulars

of scholarships and fellowships and other grants for travel for study purposes offered by Governments and private institutions and by the United Nations, the specialized agencies and various international organizations. The number of scholarships, fellowships and grants listed has risen from 15,070 in Volume I, published in 1948, to 45,000 in Volume V, published in 1953. Volume VI published in January 1954 (covering 45,000 scholarships, fellowships and grants) also includes a chapter entitled "International Trainee Exchange Programmes", prepared by the International Labour Office, and a supplement dealing with the fellowships offered by Member States of the United Nations to students from Trust Territories, in accordance with resolution 557 (VI) of the General Assembly.<sup>1/</sup>

172. Other publications give information about opportunities for workers abroad, vacation study, customs formalities, facilities available for travel for educational purposes, and teaching posts abroad.

173. Since 1947, UNESCO has also embarked on a series of studies in the organization and administration of various types of international exchange of persons programmes, with a view to the establishment of generally accepted standards for the administration of international fellowships, as a means of increasing the effectiveness of such programmes. After consideration by a meeting of experts, held at Bangkok in December 1952, and by the ACC Technical Working Group on Fellowships at its meeting in September 1953, the conclusions of these studies were described in a report entitled The Operation of International Fellowship Programmes, which was published in Volume VI of "Study Abroad". This report is intended to provide guidance for Member States and international organizations.

174. Other surveys, such as that on the number of foreign students enrolled at universities, are regularly carried out and their results are published in the works mentioned above.

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<sup>1/</sup> Copies of this volume of the Handbook were distributed to the members of the Trusteeship Council at its thirteenth session.



175. Lastly, in the light of the experience it has gained, UNESCO provides advisory services for Member States, such as those furnished to the Brazilian Ministry of Education in 1953 with special reference to the recruitment of European university professors for service in Brazil.

176. Most of the above-mentioned activities in connexion with the provision of information and the conduct of studies may be classified as permanent UNESCO services, and it is therefore proposed that they be continued without great changes in the coming years.

177. A second branch of UNESCO's work is to organize exchange of persons projects and to give them a limited amount of financial aid in order to stimulate the interest of Governments and national and international voluntary organizations and to encourage them to take part in similar programmes on a larger scale.

178. For this purpose, UNESCO takes steps to facilitate educational travel for workers and young people (in groups or individually) and to encourage exchanges of teachers.

179. In view of the limited funds available to the organization, priority has been given among these activities (which may be classified as special projects) to programmes for the exchange of workers for educational purposes, organized in collaboration with ILO. In 1953, assistance was given to 48 groups comprising 900 manual and non-manual workers from twelve European countries. Grants were also given to members of four international organizations to enable them to take part in the work of the International Centre of Workers' Education at La Brévière (cf. para. 38). As the results so far obtained have been encouraging, it is proposed, if financial circumstances permit, to extend these activities to Latin America and South Asia in 1955 and 1956.

180. Thirdly, UNESCO, either directly or on behalf of its Member States, administers certain fellowships calculated to facilitate the execution of its programme.

181. Details about the distribution of these fellowships are given in the Report of the Director-General to the Member States of the organization.

It will therefore be sufficient to mention here that, for 1953, UNESCO allocated 71 fellowships to 46 Member States and Non-Self-Governing Territories under its ordinary programme, and 75 fellowships to 20 Member States under the expanded programme of technical assistance. In addition, the organization sponsored 25 fellowships offered by the French and Netherlands Governments and by various national and international private organizations. The total number of fellowships administered in various capacities during the same year was 400.

#### STATISTICS

182. Under article XV (paragraph 3) of the Agreement between the United Nations and UNESCO, the latter is recognized "as the appropriate agency for the collection, analysis, publication, standardization and improvement of statistics within its special sphere". Moreover, the Economic and Social Council, in its resolution 231 (IX), "urges the United Nations Educational, Scientific and Cultural Organization and the International Statistical Institute to take appropriate steps to further the improvement of education in statistics on an international scale".

183. UNESCO is therefore endeavouring, firstly, in close collaboration with the United Nations Statistical Office, to assemble the statistical data necessary for the implementation of its programme and, secondly, to improve and develop statistics as a social science.

184. The activities falling under the first heading represent a permanent service, involving a regular contribution by UNESCO to the United Nations Statistical Yearbook.

185. Since 1951 the organization has also undertaken work in connexion with the standardization of certain statistical concepts and methods, with a view to improving the international comparability of statistics in the fields with which it is concerned. A report on the results of its studies on the standardization of educational statistics was prepared for the United Nations Statistical Commission (Eighth Session, April 1954). It is proposed that these activities be regularly continued, as they make it considerably easier to analyse the data received by UNESCO from its Member States.

186. Lastly, in accordance with resolution 231 (IX) of the Economic and Social Council, UNESCO continued in 1953 to help the International Statistical Institute in developing education in statistics throughout the world.

187. An International Statistical Education Centre for South Asia and the Far East, which was established under UNESCO's auspices at Calcutta in 1950, received financial assistance from the organization up to 1952. In 1953, the Government of India took over responsibility for most of the expenditure of this Centre, which is operated by the International Statistical Institute. From the foundation of the Centre to the end of 1953, 163 students nominated by Governments in the region received specialized training there. A second Centre was established at Beirut in March 1953, under the joint auspices of UNESCO and the International Statistical Institute. This new Centre, which is similar to the previous one, is in addition receiving assistance from FAO. This programme will be continued in 1954 and the following years, so far as budgetary resources permit.

ANNEX I

CONFERENCES, EXPERT COMMITTEES AND SEMINARS CONVENED BY  
UNESCO IN 1953

29-31 January	Preparatory Commission for the International Conference on the rôle and the place of music in the education of young people and adults	UNESCO House
12-13 February	Thirteenth Meeting of the UNESCO/IBE Joint Committee	UNESCO House
23-28 February	Consultative meeting of representatives of International Youth Organizations	UNESCO House
26-27 February	Joint meeting between representatives of WHO and UNESCO to co-ordinate the bibliographical and library development programmes of the two organizations	UNESCO House
2-3 March	Selection Committee for Workers' Group Travel Grants	UNESCO House
19-20 March	Sixth Annual Conference of Organizers of International Voluntary Work Camps	UNESCO House
24 March	Fifth Meeting of Non-Governmental Organizations Committee	UNESCO House
30 March - 3 April	Joint United Nations/UNESCO meeting on problems of executing Technical Assistance Programme for Economic Development	New York
20-23 April	Advisory International Committee on Bibliography	UNESCO House
11-14 May	Fifth session of the Advisory Committee on Arid Zone Research	UNESCO House
15 May	Meeting of experts to prepare the travelling scientific exhibition "Man measures Nature".	UNESCO House
30 May - 29 August	International Centre of Workers' Education	La Brévière
15-17 June	Working Party of International Youth Organizations	Marly-le-Roi
30 June - 9 July	International Conference on the rôle and the place of music in education of young people and adults	Brussels

3 July	Sixth Meeting of the Committee set up by the Third Conference of International Non-Governmental Organizations approved for consultative arrangements with UNESCO	UNESCO House
3 July	Second Meeting of Experts for preparation of the travelling scientific exhibition "Man Measures Nature"	UNESCO House
6-7 July	Working Party to consider the setting up of an International Advisory Committee on Scientific Research	UNESCO House
July	Sixteenth International Conference on Public Education (UNESCO/International Bureau of Education)	Geneva
15-25 July	Expert Committee to study the principles and methods of education for living in a world community	UNESCO House
21 July - 21 August	International Seminar on the Development of Public Libraries in Africa	University college, Ibadah (Nigeria)
3-28 August	International Seminar on the Contribution of Teaching of Modern Languages towards Education for living in a World Community	Nuwara Eliya (Ceylon)
8-15 August	Consultative Committee on Adult Education	La Brévière
26 August - 27 September	Seminar on Visual Aids in Fundamental Education	Messina (Sicily)
21- 25 September	Meeting of the International Committee on Monuments	UNESCO House
26 and 28 September	Working Party of Preparatory Commission for the Study of the Cultural Relations between the Old World and the New	UNESCO House
1-2 October	Seventh Meeting of the Committee of International Non-Governmental Organizations approved for consultative arrangements with UNESCO	UNESCO House
6-27 October	Study and Information Seminar for Leaders of Youth Movements	Tokyo
12-13 October	Meeting of the Bureau of the International Advisory Committee on Bibliography	UNESCO House

31 October - 5 November	Meeting of representatives of Arab Governments, UNRWA and UNESCO to discuss the educational programme for Palestine Refugees	Jerusalem
3-6 November	Sixth session of the Advisory Committee on Arid Zone Research	Montpellier
4-6 November	Working Party of Experts on Colour Reproductions	UNESCO House
4-7 November	Working Party of Experts on Youth and International Education	UNESCO House
7-10 November	Symposium on Arid Zone Plant Ecology	Montpellier
9 November	Selection Committee on Workers' Group Travel Grants	UNESCO House
9-11 November	Committee of Experts for the creation of an Oceanographic Organization in the Indo-Pacific Region	Manila
16- 27 November	Orientation Seminars Group Training Scheme for Fundamental Education	UNESCO House
20 November	Third Meeting of Experts for preparation of the travelling scientific exhibition "Man measures Nature"	UNESCO House
27 November	Meeting of Representatives of Member States participating in the scheme of co-ordinated experimental activities in Education for living in a World Community	UNESCO House
7-10 December	Experts Committee on Scientists' Rights	UNESCO House

# ANNEX II

## TENTATIVE TIME-TABLE OF CONFERENCES, EXPERT COMMITTEES AND SEMINARS CONVENED BY UNESCO FOR THE FIRST HALF OF 1954

7-8 January	Eighth meeting of the Committee set up by the Third Conference of International Non-Governmental Organizations approved for consultative arrangements with UNESCO	UNESCO House
11-15 January	Consultative Committee on Adult Education	UNESCO House
28-30 January	Joint ILO/UNESCO Meeting on Workers' Exchange Problems	Geneva
1-4 February	Meeting of experts on the relation between fertility of different groups and development of intelligence in new generations	UNESCO House
8-11 February	Meeting of experts on studies of international conflicts and their mediation	UNESCO House
10-12 February	Expert meeting for the study of Social Sciences terminology	UNESCO House
15-17 February	Meeting of the Advisory Committee for documentation in the Natural Sciences	UNESCO House
15-20 February	Regional Seminar on the teaching of the Social Sciences in South Asia	New Delhi
22-24 February	Fourth Conference of International Non-Governmental Organizations approved for consultative arrangements with UNESCO	UNESCO House
5-6 April	Seventh Conference of organizers of International Voluntary Work Camps	UNESCO House
5-9 April	International Committee for Monuments	UNESCO House
21 April-12 May	Inter-governmental Conference on the protection of cultural property in the event of armed conflict	The Hague
26-29 April	Seventh session of the Advisory Committee on Arid Zone Research	UNESCO House
17-22 May	Provisional Advisory Committee for the interim administration of the Universal Copyright Convention	UNESCO House

24-28 May	Expert Committee to study the principles and methods of education for living in a world community	UNESCO House
31 May - 3 June	International Advisory Committee on Bibliography	UNESCO House
8-18 June	Inter-governmental Conference of experts on cultural relations and conventions	UNESCO House
17-18 June	Meeting of experts on techniques of evaluation of international action programme	Montreal
27 June - 17 July	Seminar on educational and cultural television programme production	London

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