

Geneva, August 1st, 1927.

LEAGUE OF NATIONS

**INTERNATIONAL COMMITTEE
ON INTELLECTUAL CO-OPERATION**

**Sub-Committee of Experts for the Instruction of Children
and Youth in the Existence and Aims of the League of Nations**

RECOMMENDATIONS OF THE SUB-COMMITTEE OF EXPERTS

adopted by the Committee

together with the

REPORT ON THE WORK OF THE SUB-COMMITTEE

submitted by M. Jules DESTRÉE.

1.

THE SUB-COMMITTEE OF EXPERTS AND ITS WORK.

The question of interesting the younger generation in the ideals and aims of the League of Nations and of promoting contact between youth of different nationalities was first brought before the Assembly of the League at its fourth ordinary session, in 1923, when the following resolutions were adopted :

“ I. The Assembly urges the Governments of the States Members to arrange that the children and youth in their respective countries where such teaching is not given be made aware of the existence and aims of the League of Nations and the terms of its Covenant.”

“ II. The Assembly, considering the importance of encouraging contact between the younger generations of different nationalities, invites the Governments of the States Members of the League of Nations to grant all possible facilities for travel by land or by water :

“ (a) To groups of students at higher or secondary educational institutions ;

“ (b) To groups of Boy Scouts and Girl Guides belonging to a registered national association of any State Member of the League,

when such groups are travelling from the territory of one State Member of the League either through or to the territory of another State Member.”

The 1924 Assembly followed up the work of the preceding Assembly by adopting the following resolutions :

“ I. The Assembly, noting with satisfaction that a considerable number of States have replied favourably to the recommendations adopted last year that students should be

provided with special travelling facilities, invites all the States : (a) to consider favourably applications from students' associations for measures to facilitate interchanges of students ; (b) to grant similar travelling facilities to duly qualified teachers and scholars going abroad in the interest of science ; (c) to found scholarships for the purposes indicated in paragraphs (a) and (b). ”

“ II. The Assembly :

“ Being convinced of the fundamental importance of familiarising young people throughout the world with the principles and work of the League of Nations, and of training the younger generation to regard international co-operation as the normal method of conducting world affairs ;

“ In view of the resolutions adopted by the Assembly at its fourth ordinary session regarding the encouragement of contact between young people of different nationalities and concerning the instruction of youth in the ideals of the League of Nations :

“ Is of opinion that further steps should be taken to promote these objects ;

“ And therefore instructs the Secretariat to investigate the means by which efforts to promote contact and to educate the youth of all countries in the ideals of world peace and solidarity may be further developed and co-ordinated, and to furnish a report to the sixth ordinary session of the Assembly. ”

In execution of the last paragraph of the resolution of 1924, two reports (documents A. 10. and A. 10 (a). 1925) were prepared and submitted to the sixth ordinary session of the Assembly, which adopted the following resolution :

“ The Assembly notes with satisfaction that most of the States Members of the League have acted on the resolutions adopted by the Assembly at its fifth ordinary session on the subject of the instruction of youth in the ideals of the League of Nations and the encouragement of contact between young people of different nationalities. It expresses its satisfaction with the report prepared by the Secretary-General on this subject and considers that the report should be regarded as a first stage.

“ It therefore invites the Council :

“ (a) To consider the possibility of requesting all States Members of the League of Nations and non-Member States to keep the Secretary-General informed of the progress made in their respective countries as regards the various points mentioned in the report, and to forward to the Secretary-General all publications on this subject as soon as they appear.

“ (b) To instruct the Secretary-General to collect the information mentioned above. This information should be communicated from time to time to States Members of the League and to other States interested in the question.

“ (c) To forward the Secretary-General's report, together with the proposals submitted by the Chilian, Haitian, Polish and Uruguayan delegations to the Committee on Intellectual Co-operation, and to request it to consider the possibility of summoning a sub-committee of experts to consider the best methods of co-ordinating all official and non-official efforts designed to familiarise young people throughout the world with the principles and work of the League of Nations and to train the younger generation to regard international co-operation as the normal method of conducting world affairs. ”

On September 26th, 1925, the Council adopted a resolution in conformity with the decision of the Assembly. Subsequently, in January 1926, the Committee on Intellectual Co-operation decided to proceed with the work and submitted to the Council proposals in regard to the constitution of a committee of experts. The members were to be chosen for their experience in educational work or as officials of important education authorities. The Council of the League subsequently decided to constitute the Sub-Committee and appointed the following members, in consultation with the Chairman of the Committee on Intellectual Co-operation :

Members of the Committee on Intellectual Co-operation.

1. Professor Gilbert MURRAY (British) ;
2. M. J. DESTREE (Belgian) ;
3. M. J. CASARES (Spanish).

Experts.

1. M. Luis A. BARALT (Cuban), Professor and author of works on pedagogy ;
2. S. N. CHATURVEDI, M.A. (Indian), “ Licentiate of Teaching ” at the University of Allahabad, Director of a Secondary School at Lucknow, sent to England by his Government to study Western systems of education ;



3. Madame DREYFUS-BARNEY (French), Vice-President of the Peace Section of the International Council of Women, Liaison Officer between the International Council of Women and the International Institute of Intellectual Co-operation ;
4. Professor Giuseppe GALLAVRESI (Italian), Professor of History at the University of Milan, author of historical works and assessor for education at Milan ;
5. Professor Bogdan GAVRILOVITCH (Serbian), former Rector of the University of Belgrade ;
6. Professor C. KIRITZESCO (Roumanian), Director of Secondary Education at the Ministry of Education ;
7. M. LAPIE (French), Rector of the University of Paris, former Director of Elementary Education¹ ;
8. Professor Peter MUNCH (Dane), author of several history manuals, former Minister, delegate of Denmark to the League of Nations ;
9. Professor Inazo NITOBÉ (Japanese), Professor at the Imperial University of Tokyo, former President of the First National College, Tokyo, Member of the Japanese Imperial Academy, Member of the House of Peers ;
10. M. Arturo PARDO CORREA (Chilian), Assistant Professor of Pedagogy at the University of Santiago de Chile ;
11. Professor Dr. SCHELLBERG (German), Counsellor at the Ministry of Education of Prussia.

Representing the International Labour Office.

M. EASTMAN, Chief of the Third Section of the Research Division.

Representing the International Institute of Intellectual Co-operation.

Professor A. ZIMMERN, Deputy Director.

The Sub-Committee of Experts met in Geneva on August 3rd to 6th, 1926. It decided to issue a series of recommendations and provisional suggestions which would be completed and finally adopted at a subsequent meeting. These recommendations and suggestions are contained in document A.26.1926, which has been widely distributed. It has been issued in four English and two French editions.

Document A.26.1926 was submitted to the Council and the Assembly of the League for its information in September 1926. The resolutions then adopted read as follows :

“ The Council instructs the Secretary-General to forward for information to the different Governments the recommendations and suggestions which the Sub-Committee of Experts on the Instruction of Youth has provisionally put forward. It is understood, however, that the final text of these recommendations will only be decided at a further meeting to be held in the summer of 1927, and that this text will then be forwarded in a report to the Committee on Intellectual Co-operation. ”

“ The Assembly, having considered in its Second Committee the report of the Sub-Committee of Experts on the instruction of children and youth in the aims and objects of the League of Nations, urges the Governments of the States Members of the League to give this report their sympathetic consideration and to take the measures necessary to give effect to all or any of its recommendations which may be found suitable for adoption in their respective countries. ”

The document was subsequently forwarded to the States Members of the League and several reports on action taken by different Governments have since been received and presented to the Sub-Committee.

At its meeting, the Sub-Committee further decided to ask some 25 international associations interested in the question to give their opinion and suggestions with regard to the recommendations of the experts and their practical application. It appointed a special Committee to study the replies received and to present a report. This special Committee, at its meeting held from March 23rd to 25th, 1927, in Paris, at the Institute of Intellectual Co-operation, had before it reports from some fifteen organisations. It decided to retain several of the suggestions made and has accordingly amended the original text.

At its second session, July 4th to 6th, 1927, the Sub-Committee of Experts discussed and approved these amendments. It decided, further, to group its final recommendations in a more rational manner.

¹ Note by the Secretariat. — After the death of M. Lapie, M. ROSSET, Director of Primary Education at the Ministry of Education of France, was appointed a member of the Sub-Committee.

RECOMMENDATIONS.

SECTION I. — HOW TO MAKE THE LEAGUE OF NATIONS KNOWN TO CHILDREN AND YOUNG PEOPLE.

Instruction concerning the League of Nations, its creation, aims and activities, including the International Labour Organisation and the Permanent Court of International Justice and other supplementary organisations, will, in the vast majority of cases, necessarily be of an abstract character and far removed from the experience of the ordinary child or young person. It is therefore especially desirable that the teachers in charge of this instruction should be provided with all possible concrete aids to teaching.

The following recommendations are only intended for general guidance: they will necessarily be adapted to suit the special conditions of time and place under which they are applied.

Schools.

1. All children and young people should, before completing their formal education, receive instruction suitable to their stage of intellectual development, in the aims and achievements of the League of Nations and, generally speaking, in the development of international co-operation. In view of the important part played by women in forming the character of the young, care should be taken in those countries where the education of boys and girls is different to see that this instruction is given to girls as well as boys.

2. This instruction should begin in the primary school and should be continued to as late a stage as possible in the general education of the pupil.

3. The exact place and time to be allotted to this instruction in the curriculum should be left to the decision of those normally responsible for such questions; but it should probably be correlated with the lessons in geography, history or civics or with moral instruction. The prominence given to various aspects of the work of the League and the International Labour Organisation will naturally vary according to the type of school.

4. Provision for this instruction should be made for those who leave the ordinary schools for special schools of all types — agricultural, technical, commercial, military or naval — so that it may be continued to as late a stage as possible.

5. As this instruction will be given by the regular teacher, special attention should be devoted to it in the training colleges, and questions on it should be set in training college examinations. Special courses should be organised for those teachers whose needs in this respect have not been met in the training colleges as well as for those who wish to study the subject further.

6. The teacher should, if possible, have at his disposal to help him in his work:

(a) Literature giving an account of the principles and history of the League of Nations and its work;

(b) Material for visual instruction (pictorial illustrations, *e.g.*, “Images type Epinal”, lantern slides, cinematograph films, etc.). The slides and films for purposes of instruction concerning the existence and aims of the League of Nations should be exempt from Customs duty. Governments might be asked to consider favourably the recommendations put forward by the International Cinematograph Congress of 1926;

(c) Reading matter for children of various ages.

7. The competent authorities might further encourage the study of this subject in schools of all types by the following methods, selecting those they considered suitable for their own circumstances:

(a) By providing facilities for teachers to attend courses of instruction at Geneva and elsewhere;

(b) By appointing every year a day or half-day on which, by suitable methods, definite ideas regarding the aims and achievements of the League would be impressed upon the minds of the pupils. This day might be made the occasion of a special celebration or even of a holiday, the reasons being explained by the teachers to the various classes ;

(c) By instituting a competition open to the pupils in a particular school, district or country for the best essay on a subject connected with the League of Nations ;

(d) By providing (1) in teachers' libraries literature giving information regarding the League, and (2) in school libraries and in the children's sections of the public libraries literature on the subject of the League suitable for the young ;

(e) By facilitating the work of private associations among young people out of school hours ;

(f) By arranging that, in examinations, questions on the League should be set whenever practicable ;

(g) By establishing a section dealing with the League of Nations in all public collections and exhibitions of teaching material ;

(h) By keeping in mind and utilising, as they develop, the educational possibilities of wireless telephony.

8. Educational institutions not under State Control should be urged to carry out a scheme of instruction on the lines suggested in this document.

Other Education.

9. In Universities and similar institutions, the subject of the League of Nations and of international relations in general would be dealt with on a higher plane ; in some cases the creation of special chairs might be anticipated.

It is in any case desirable : (1) that one or more special courses of at least six lectures, open to all students, should be organised in such institutions ; (2) that University authorities should encourage the selection, as subjects for theses, of problems connected with the League of Nations ; (3) that the study of public international law should be made compulsory for all law students.

10. " Universities for the people ", trades unions and co-operative societies, literary or debating societies, study circles, athletic and touring associations with an educational aim, Boy Scouts, Girl Guides and other youth associations should be asked to assist, where possible, in the instruction concerning the League of Nations.

11. Voluntary associations could help in giving this instruction by some or all of the following methods :

(a) By supplementing the activities of the competent educational authorities in the directions mentioned above ;

(b) By arranging, in schools which so desire, lectures calculated to arouse interest among the pupils ;

(c) By organising lectures and lessons on definite problems for members of youth organisations and junior branches of their own associations, or by organising discussions and debates in students' clubs or at vacation courses ;

(d) By utilising the presence of foreign personalities, teachers or students, to organise with their assistance lectures or discussions on questions relating to the League of Nations ;

(e) By organising competitions with the object of promoting the study of special subjects connected with the League ;

(f) By providing literature and visual aids (pictures, slides, films, etc.) ;

(g) By stimulating the interest of educational institutions which are not under State control, and providing them with the means of giving their pupils suitable instruction on the subject of the League ;

(h) By encouraging amongst members of Universities the study of problems connected with the League ;

(i) By stimulating the interest of the various organisations for adult education and helping them to study the work of the League ;

(j) By accustoming young people to co-operate in the steps taken : (1) to assist a nation stricken by disaster, (2) to improve the health conditions of a country.

Books.

12. A special reference book giving an account of the work of the League of Nations and the International Labour Organisation for the use of teachers should be prepared, which will probably assume a different form in various countries. The Secretary-General of the League of Nations should be asked to undertake, in co-operation with experts of his own choice, the preparation of that part of the reference book which deals with the organisation and aims of the League of Nations. In any case, all teachers who give this instruction should be provided with a copy of the Covenant and the " International Charter of Labour ", with short explanations and a concise bibliography.

The Secretary-General might also be asked to examine the possibility of issuing periodical summaries specially prepared for the teaching profession and of forwarding them regularly to the leading educational reviews and journals and to educational authorities.

13. Scientific and learned societies, as well as authors and publishers of school-books, might be asked to see, in so far as the matter is within their province, that the League of Nations is given its due place. The history and work of the League should be treated adequately in all relevant text-books. It might be possible in some cases to reward meritorious action by means of honorary distinctions or prizes.

Those in charge of educational institutions should be asked to use their influence to ensure that text-books in general should not be written in such a way as to conflict with the spirit of mutual conciliation and co-operation. In this respect, history text-books should be the subject of particular care. It is desirable that, in every country, incitements to hatred of the foreigner should be eliminated and every effort made to arrive at a better comprehension of what one nation owes to another. The Casares proposal, adopted by the Committee on Intellectual Co-operation, provides the best method of correcting definite misstatements¹.

14. In order that teachers, authors and publishers and the general public may have access to the literature they need, every library of any importance should take in the League's publications and should contain the principal works dealing with it.

¹ Note by the Secretariat. — The Casares proposal was adopted by the Committee on Intellectual Co-operation on July 29th, 1925. The resolution reads as follows :

" The Committee on Intellectual Co-operation, considering that one of the most effective methods of bringing about the intellectual *rapprochement* of peoples would be to delete or modify passages in school text-books of a nature to convey to the young wrong impressions leading to an essential misunderstanding of other countries ;

" Being convinced that it will be unable to postpone for long the consideration of this problem, which has been brought before it since its creation in the form of suggestions both from its own members and from outside, and realising at the same time the difficulties which would attend any attempt to undertake an enterprise of this kind on a large scale ;

" Requests the co-operation of the National Committees in trying, on a limited scale in the first instance, the following procedure, whose extreme elasticity seems of a nature to obviate any risk of wounding national susceptibilities :

" (a) When a National Committee thinks it desirable that a foreign text concerning its country and intended for use in schools should be amended for the reasons indicated in the present resolution, it shall make a request to this effect to the National Committee of the country where the text is in use, at the same time submitting, if necessary, a draft emendation on the desired lines, together with a brief statement of the reasons.

" (b) National Committees, on receiving a request of this kind, shall decide in the first instance whether the request should be accepted and shall then determine what representations of a friendly and private nature, if any, should be made to the authors or publishers with a view to the proposed emendation. If these representations are successful, the Committee shall notify the Committee making the application and the International Committee ; if not, it shall not be obliged to give any explanation either of the reasons for its failure or of its own refusal to take action.

" (c) Requests for emendation shall refer exclusively to questions of definitely established fact regarding the geography or civilisation of a country, its material conditions of life, natural resources, customs of the inhabitants, scientific, artistic and economic development, contribution to international culture and the welfare of humanity, etc.

" It is strictly prohibited to make or accept applications for emendation referring to personal views of a moral, political or religious order.

" (d) All the National Committees will at the same time be requested to specify the publications most suitable for giving foreigners a knowledge of the history, civilisation and present position of their country. "

SECTION II. — HOW TO DEVELOP THE SPIRIT OF INTERNATIONAL CO-OPERATION AMONG CHILDREN, YOUNG PEOPLE AND THEIR TEACHERS.

“To regard international co-operation as the normal method of conducting world affairs” implies far more than mere instruction in the history and work of the League of Nations. The form of words adopted by the Assembly at its sixth ordinary session accepts the principle that co-operation is normal and strife abnormal in the life of civilised mankind and that in the world of to-day co-operation must be ever more widely extended.

Civilisation in all its principal manifestations is a record of co-operative effort from the family, the village and the workshop to the vastly more complex institutions of to-day. To imbue the child with a deep and lasting affection for its family and country remains to-day, as in former times, the first principle of sound education. But a true patriotism understands the patriotism of others; and a recognition of the necessity and omnipresence of co-operation, both within and without the State, must be emphasised in any education that is to fit young persons for modern life.

Such instruction cannot be carried out merely as a subject or part of a subject in the school curriculum. It must permeate all the child's surroundings. The influence of the home and the Church is here of enormous importance; but this subject lies beyond the competence of this Committee. For other influences outside the school, one may rely with confidence on such important organisations as those grouped in the Liaison Committee of the major international associations which meets at the Institute of Intellectual Co-operation. Our chief appeal, however, is to the teacher and to those responsible for his training.

The following recommendations indicate merely some practical methods that might be employed to assist in familiarising both teachers and pupils with the idea of international co-operation and in encouraging such contact, direct and indirect, as will in turn promote mutual knowledge and appreciation.

15. The following methods of promoting indirect contact — mainly during school terms — should be employed where circumstances and the age of the young persons, children or students concerned render them suitable:

(a) Children's games, the exhibition of suitable pictures and films, lectures, displays of foreign handicrafts, visits to historical and artistic museums.

(b) Fêtes and pageants, performances of music; in fact, all appeals to the artistic sense that will encourage a mutual knowledge of different civilisations and peoples.

(c) Inter-school correspondence carried on between classes or other homogeneous groups, under the supervision of qualified teachers or leaders. This kind of correspondence might include the exchange of pictures, photographs, postage stamps, examples of work and, generally speaking, any objects suitable for the purpose.

(d) Association of this inter-school correspondence, where possible, with the work in school and the exhibition of material thus collected.

(e) Translation of suitable foreign masterpieces, including national folk-tales and their publication in juvenile periodicals.

(f) Juvenile periodicals. Valuable results might be obtained at a conference where editors of the more important of these periodicals could discuss the possibilities of encouraging these contacts.

(g) Studies of different civilisations and the scientific and comparative study of present-day events.

(h) Any other methods suitable for the various countries, by which solidarity between children and students of different nations may be outwardly manifested, *e.g.*, a badge or certificate of international co-operation.

16. The following methods of encouraging direct contacts between young people would be valuable:

(a) Interchange of individual children between families.

- (b) International camps for children and international holiday colonies.
- (c) Group excursions under competent leaders.
- (d) Congresses and other gatherings, as may be appropriate.
- (e) Interchange of pupils between schools of different countries. Some co-ordination of the standards of school-work in different countries might greatly facilitate these exchanges. Governments should be urged to examine this question without delay.
- (f) Vacation courses.

17. Governments and voluntary associations should apply themselves to the task of promoting direct contacts for the benefit of the student, young teacher and professor.

These contacts might take the form of travel abroad, of attendance at vacation courses, residence at foreign Universities or special institutions designed to provide training for international careers, or actual teaching work in other countries.

18. Governments should be approached with a view to obtaining all possible travelling facilities, passports, visas, reduced fares, and to ensuring that those concerned derive the utmost benefit from their visits to foreign countries. The different means of subsidising these visits and exchanges should be studied.

SECTION III. — ADMINISTRATIVE MACHINERY.

19. In order to adapt these general recommendations to the particular needs of each country and to ensure the harmonious co-operation between the administrative authorities, teachers and voluntary associations, a national conference should be called in each country by the Government, in consultation, as far as possible, with the National Committees on Intellectual Co-operation.

20. Reports of national conferences should be sent without delay to the Secretary-General of the League for communication to the States Members for their information.

21. An official centre should be established where information concerning the progress of the work covered by these recommendations would be available. (This office might have two sections, one established at Geneva, at the Secretariat of the International Committee on Intellectual Co-operation, the other in Paris, at the Institute of Intellectual Co-operation; the former would deal more especially with the action taken by Governments and official organisations, while the latter would keep in touch with the activities of private associations. In view of the existence of the University Relations Section, the Institute might be entrusted with the collecting of information on institutions and methods for conducting interchanges.)

22. The question of the establishment of a corps of international lecturers should be further considered.

In countries where geographical or other considerations render League instruction peculiarly difficult, special assistance may be necessary for the teachers both in schools and training colleges, etc., and for those who are engaged in adult education.

The Secretary-General should therefore be requested forthwith to consider the possibility of taking steps to provide this special assistance, *e.g.* :

- (a) By supplying travelling lecturers possessing knowledge of the special conditions of the country, of education and of the League of Nations;
- (b) And by establishing bureaux, centres or correspondents in connection with the competent sections of the League organisation.

23. The work of the Sub-Committee of Experts should be continued, so that progress may be reviewed and possibilities of further action considered.

24. National Committees on Intellectual Co-operation should consider the question of giving wider publicity to these recommendations by translating them, if necessary, into their own language and by adding to the text a commentary explaining their application to the special circumstances of the country in question.

3.

COMMENTARY OF THE RAPPORTEUR.

Document A.26.1926, in which the first resolutions of the Sub-Committee of Experts were embodied, has caused keen interest and been widely distributed.

It was only intended as a temporary document, the Sub-Committee having decided not to adopt a final text until they had received and examined replies from Governments and authorised opinions of the great international associations.

The special Committee of the Sub-Committee, at its meeting in Paris, was glad to note that its recommendations and suggestions had provoked no criticism. The reports received only contained suggestions for supplementing or extending the proposed recommendations and the Special Committee and, subsequently, the Sub-Committee of Experts, at its last session, made use of these suggestions to improve the original text. Most of these amendments need no commentary. The Committee, however, desires its Rapporteur to direct attention to the following points :

I. *Title.*

The work of the Sub-Committee was carried on under the title which heads this report. This title could, with advantage, be shortened. The words " of Children and Youth " seem redundant, since instruction is in almost every conceivable instance chiefly intended for children and youth. The words " the Existence and Aims " also seem superfluous, especially as they seem to exclude the words " organisation and activity " of the League of Nations, which should not be omitted.

Finally — and this is the most important point — this title, in spite of its length, is incomplete, and unfortunately obscures what is, perhaps, the most vital part of the mission entrusted to the Committee, namely, " how to train the younger generation to regard international co-operation as the normal method of conducting world affairs ". If the result of its work is to be published, the Sub-Committee would like it to appear under a more correct title, and I propose the following: " *How to make the League of Nations known and develop the spirit of international co-operation* ". On the other hand, if the Sub-Committee is to continue its work, it would be desirable to change its title, so as to express more adequately the task originally entrusted to it.

II. *Need for Concordance between School* Instruction and Home and Religious Instruction.*

Thus defined, the problem involves, in the first place, instruction in schools of every kind ; but there it does not end. Efforts must be made to combine, as far as possible, the ideas acquired at school with those which the child obtains in its home circle or religious environment. The impressions which the child derives from the constant companionship of its parents or from the fulfilment of its religious duties are so vivid and penetrate so deep that it would be almost a waste of time to rely solely on the teaching given at school.

The Sub-Committee realises that it is almost impossible, on these delicate points, to make any suggestions to Governments or to private associations ; but it felt that this aspect of the problem should not be passed over in silence.

III. *General Observation.*

The Sub-Committee confirmed its previous explicit statements in document A.26.1926. The recommendations formulated therein were as definite and detailed as it seemed possible to make them ; but they are not absolute. In considering not one particular country but the whole world, with its medley of nations each with its own laws, organisation, traditions and customs, we cannot expect to lay down rules ; we can only offer certain suggestions which may be modified and adapted, in their application, according to the place or circumstances in which it is sought to put them into effect.

In one place some suggestion or other may seem to be superfluous, in another impossible to apply, and in a third capable of further modification. The Sub-Committee feels that it should be left to the good will of those concerned to suit its recommendations to circumstances, with complete freedom to modify them where necessary.

A case in point in which modification would be absolutely necessary and quite feasible is that of lessons adapted to the intellectual level of the person or persons receiving them. It would, for instance, be necessary to present the League of Nations in a different manner to primary-school children, University students, a working-class or peasant audience, or an audience of politicians.

The fact that teachers must adapt their lessons to their audience is so obvious that the Sub-Committee has thought it unnecessary to insist on the point or refer to it more than once. It relies on the teaching profession to see that its recommendations are understood and applied in conformity with this general observation.

IV. *Vital Importance of Instruction in Primary Schools.*

The Sub-Committee, at its first meeting, unanimously decided that it was indispensable for instruction in the existence and aims of the League of Nations to begin, for girls and boys, in the primary school. The Special Committee confirmed this resolution at its meeting at Paris. It does not mean — for such a meaning would be too open to criticism — that this

subject should be taught along with reading, writing and arithmetic ; but it does hold that, as soon as a child possesses this elementary knowledge, it would be perfectly possible, when giving lessons in geography, history or civics, to speak to the child of the existence of the League and briefly suggest its ideals of peace and fraternity among nations.

Such action is necessary, not merely because the child is extremely impressionable at this early age, but because instruction in primary schools is the only kind which the great mass of children receive. If it is important to reach the cultivated classes, it is none the less important to create among the population as a whole a current of opinion favourable to the League. The League will never be really strong until it has the support not only of Governments, but of the people.

V. *After the Primary School.*

After the primary school, our thoughts turn naturally to instruction in secondary or higher grade schools. Many children, however, and especially those who have to earn their living at an early age, never enter secondary schools, or leave them prematurely under the pressure of economic needs. These children must not be neglected. Persons in charge of technical and trade schools and agricultural institutes (by whatever name they may be known in the various countries) should be asked to include in their curriculum, in the manner they deem most suitable, information about the League of Nations. Such schools or institutes would doubtless be specially interested in the International Labour Office and the services which this Office has rendered or may in future render to the world of workers.

VI. *The Principles of Such Teaching.*

It is hardly necessary to point out that a spirit of international co-operation is in no way opposed to patriotism. The Sub-Committee of Experts, however, in order to avoid all misunderstanding on the subject, has decided to signify its approval of the declaration made by the Liaison Committee on the major international organisations :

“ To imbue the child with a deep and lasting affection for its natural environment ; that is to say, for its family and country — such is to-day, as in former times, the first principle of sound education.

“ It is an ever-present necessity which is to-day even more pronounced after the great disaster which has shaken the whole of humanity, broken so many former links, and left behind it so much spiritual as well as material disorder.

“ The child as a future citizen should be brought up, for the sake of its own mental balance and for the general good, to appreciate its duty and learn that it must manfully fulfil all its obligations towards family, comrades, village, town and State. It should further be taught that this essential solidarity must not and cannot end at the frontiers of each State : between nations, as between members of a society, there exist common rights and duties ; at the same time countries are, in actual fact, becoming more and more interdependent.

“ The child must learn that civilisation has been, and still is, the common work of all peoples, even of those who, as history shows, have been brought most forcibly face to face ; that it is this common bond — and the desire to maintain it and to strengthen it in spite of inevitable differences of opinion — which has led to the creation of the League of Nations. ”

VII. *Methods of imparting this Knowledge.*

The efficacy of authoritative instruction intended to cultivate the memory cannot be disregarded, but it should be supplemented by instruction of which the object is to stimulate the pupil's power of initiative and to develop his imaginative and emotional faculties. Methods which make the child an active factor in society are preferable to those which merely assign to him a passive rôle.

Any means which would enable the child to see or to come into touch with realities might be used to supplement the words of the teacher and the text-books in order to stimulate his curiosity and intellectual activity. Liberal use should be made of pictures, lantern slides, films and games. A lecture by a qualified stranger would excite the imagination of the child ; in addition, the possibilities offered by wireless telephony should be utilised to the full.

The teacher, therefore, should have at his disposal all these adjuncts to education. Hence it is apparent that an international information centre, with exhibitions, libraries and films, is needed in order to provide all concerned with information on the most modern and effective methods of instruction.

In order to encourage the use of films in teaching, facilities as regards the exemption of educational films from Customs duties would be highly desirable.

VIII. *Instruction in Secondary Schools.*

A somewhat fuller programme might be adopted here. The League of Nations might be made the subject either of lessons or of home-work, or of occasional special instruction. Methods of organising and encouraging this instruction would depend on local circumstances. The recommendations set forth in document A.26.1926 need no commentary.

IX. *After-Instruction in Secondary Schools.*

Those who receive no further instruction than that given in secondary schools would, if their interest in the subject had been really roused, already be sufficiently informed to keep themselves up to date on everything connected with the League of Nations by reading or by attending lectures. Others who intend to follow the liberal professions will go to the University. Others, again, may enter special commercial, colonial, military or naval schools etc. Students at those special schools should not be overlooked, and persons in charge of such schools, whether State-owned or private, should work for the League of Nations in the same way as University teachers or professors.

X. *At the University.*

The possibilities which instruction in Universities offers are so varied that the Sub-Committee does not propose any hard-and-fast plan. This instruction should not aim merely at imparting knowledge with regard to the League of Nations; efforts should be made in a more general way to create and to develop a spirit of international co-operation. The study of various civilisations, the appreciation of the amount which each nation has contributed to the common wealth of humanity, knowledge of foreign languages and literature, music and other arts, travel, meetings or exchanges of students and professors — all these would serve the cause. The Sub-Committee desires to emphasise the importance of travel facilities granted to professors, students and young people's organisations¹.

But it is perhaps a realisation of the interdependence of economic phenomena that brings most forcefully home to the student the value of international co-operation. Since the solution of economic problems depends so largely on a well-informed public opinion, it would seem to be desirable to emphasise the great importance of this point.

XI. *Training of Teachers.*

The importance of training teachers and professors cannot be over-emphasised. It is perhaps in the colleges where most of the teachers for primary instruction are trained that the maximum effort should be made and maintained. If each of these student-teachers could be imbued at the training college with the conviction that international co-operation is the normal method of conducting world affairs, the fire of idealistic enthusiasm thus kindled would enlighten and inspire generations of children and thousands of citizens. The League of Nations cannot pay too much attention to these modest but indispensable helpers.

The important part played in this respect by international teachers' associations should be emphasised.

XII. *School Books.*

One of the most frequently expressed desires is that school books and manuals, and especially historical text-books, should be revised. The latter are often written in such a way as to exalt the writer's native country, which is most praiseworthy, but at the same time to inculcate hatred of foreigners, which is most regrettable.

This revision is obviously much to be desired, but is an extremely delicate question. Any interference by the League, even if it took the form of mere advice, in methods of writing national history might immediately provoke violent protestations from the country concerned and such a procedure could not for a moment be contemplated.

The initiative taken by M. Casares, of the International Committee on Intellectual Co-operation, received the Sub-Committee's full approval. His plan was to request the National Committee on Intellectual Co-operation courteously to inform the National Committee of the country concerned whenever an obviously unjust expression or inaccurate statement occurred in a history text-book; thus, in intellectual circles which are imbued with the same spirit, an understanding could be reached.

This procedure is slow and would require delicate handling and National Committees are not set up or working in every country. It seems as if this excellent plan could only begin to function in the future.

In the meantime, the Sub-Committee relies more on the salutary influence which persons or associations animated by a spirit of international co-operation can bring to bear in the matter of books used in the schoolrooms of their respective countries.

XIII. *Libraries.*

Libraries are a necessary adjunct to all teaching. It would appear, therefore, that teachers and students and, in general, any persons desirous of promoting the spirit of international co-operation should be afforded facilities for procuring documents from the university or popular library to which they ordinarily have recourse.

¹ *Note by the Rapporteur.* — Travel in groups may be of great utility when those in charge, desiring to develop the spirit of international co-operation, try to show not only the outward features of the country visited, but also its general character, customs and institutions — everything which throws a light on the life and spirit of its inhabitants.



To assist librarians in purchasing suitable books, a bibliography on the League of Nations should be prepared; the reader could then select the work which appeared to him to be of particular interest.

Librarians have complained of the obscurity of the classification of the League publications and the ensuing difficulties of choosing among them those of general interest. The Sub-Committee has decided to bring these criticisms to the notice of the competent services of the Secretariat.

Although Governments and associations can be expected to give their attention to this question of libraries, it must be pointed out that private initiative is particularly effective in this field. If the innumerable members of international associations were continually to ask their town libraries to supply League publications or works regarding the League, librarians would soon procure them.

XIV. *The International Spirit.*

In the second place, the Sub-Committee of Experts was asked for its opinion as to the best methods of training the younger generation to regard international co-operation as the normal method of conducting world affairs.

The very statement of the problem indicates how vast a field it covers. Volumes could be written on the subject and a detailed survey given of the work of the International Committee on Intellectual Co-operation and the Institute.

The Sub-Committee has made a modest attempt to sketch the outline of the question. It realises, however, that these recommendations will be almost useless if they are to be merely ephemeral and if there is not some organisation which has to see that they are carried into effect. It is mainly for this reason that a permanent centre of information seems essential.

XV. *The Teachers and Their Training.*

It is principally upon the teaching staff, from the elementary school teacher to the University professor, that we must rely to create in the minds of the young a sympathetic attitude towards international co-operation.

The teacher in the schools has therefore an important part to play and a heavy responsibility to bear in building up the world of to-morrow. For that reason, the choice of the teaching staff in training colleges is perhaps the most important point in any future plan. In the field in which we are working, the best method is to raise the intellectual level of the potential teachers and to arouse in them an enthusiasm for the settlement of the affairs of the world by free agreement among nations.

XVI. *Conclusions.*

The Sub-Committee expressed the hope that Governments and associations will, if they approve its work, be guided by its recommendations.

Before dispersing, the Sub-Committee of Experts feels bound to point out to the International Committee on Intellectual Co-operation and to the Council and the Assembly of the League that its work would be left incomplete if it were not followed up by practical executive arrangements.

The Sub-Committee therefore thinks it absolutely essential that an Educational Information Centre should be established in the League, to be responsible for the practical application of the recommendations and suggestions made by the Sub-Committee of Experts for the Instruction of Youth in the Existence and Aims of the League of Nations, and to accustom the public to look upon international co-operation as the normal method of conducting world affairs.

This office, which should be a small one, should be established at Geneva, in the Secretariat of the International Committee on Intellectual Co-operation and at the same time at Paris in the International Institute for Intellectual Co-operation.

The Sub-Committee consequently asks the International Committee on Intellectual Co-operation to be good enough to submit to the Council and Assembly the following proposals:

(a) To authorise the creation of a League of Nations Educational Information Centre;

(b) To authorise the Sub-Committee (or a similar organ of the International Committee on Intellectual Co-operation) to meet every two or three years to examine reports sent in by Governments, National Committees on Intellectual Co-operation and international associations, in order to take note of the practical results of its recommendations and possibly to supplement them in the light of experience;

(c) To authorise the International Committee on Intellectual Co-operation, in consultation with the Secretariat and in concert with the Governments concerned, to appoint yearly, and for each of the great world-languages, a permanent lecturer and adviser who should be well informed on everything connected with the League. This lecturer should remain, in countries where this seems most necessary, at the disposal of the teaching staff and, in general, any associations or groups desirous of promoting a spirit of international co-operation, and should encourage the practical application of the Sub-Committee's recommendations.
