

[Distributed to the Council,  
the Members of the League  
and the Delegates at the Assembly.]

**A. 26.** (I). 1926 XII.

Geneva, August 9th, 1926.

## 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.

### I.

### RECOMMENDATIONS

*which the Sub-Committee of Experts begs to submit, after examining the desires and opinions "concerning the instruction of children and young people in the existence and aims of the League of Nations", to be found in the replies received from the various Governments and from the international associations concerned.*

#### DIRECT OFFICIAL METHODS.

1. All children and young people should, before completing their formal education, receive instruction, suitable to their stage of intellectual development, in the achievements and aims of the League of Nations and, generally speaking, in the development of international co-operation.

2. This instruction should form part of the normal curriculum of schools. Special attention should be given to it in Training Colleges and questions on it should be set in the Training College examinations, as the Sub-Committee is of opinion that no voluntary association can wholly replace the teacher in giving this instruction.

3. Instruction in the work of the League should begin in the Primary School.

4. 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 — in view of the important part played by women in forming the character of the young.

5. In order to enable all teachers to give such instruction, the Sub-Committee considers that Governments should be requested to include the subject in their programmes of studies, where such are in force, and to ensure that the relevant text-books mention it.

With this end in view, the Secretary-General of the League of Nations should be asked to consider the possibility of preparing a reference book giving an account of the work of the League of Nations.

6. The competent authorities in each country should take steps to ensure that teachers should be provided with a copy of the Covenant and the "International Charter of Labour", with short explanations and a concise bibliography.

7. The Secretary-General should be asked to examine the possibility of issuing periodical *résumés* concerning those aspects of the work of the League of Nations which specially interest the teaching profession, and of forwarding them regularly to the principal educational reviews and journals.

8. It is important that provision should be made for those who leave the ordinary school for special types of instruction, *e.g.*, trade schools, continuation classes, evening classes, technical schools, technical institutes, agricultural institutes, etc. Those in charge should therefore be asked to introduce into their courses of instruction some account of the League of Nations and the International Labour Organisation in the form most suitable for their pupils.

9. The exact place which this instruction will occupy in the curriculum and the time to be allotted to it are questions which should be left for the national or local authorities to decide; nevertheless it would be preferable for this instruction to be correlated with the lessons in geography, history or civics.

10. This instruction should be continued to as late a stage as possible in the general education of the pupil.

11. It would be desirable that the teacher should have at his disposal:

(a) A reference book or books 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.);
- (c) Reading matter for children of various ages;
- (d) Special courses of instruction for teachers who had not received the necessary instruction at the training college.

12. In this connection the educational possibilities of wireless telephony should not be forgotten.

#### FURTHER METHODS RECOMMENDED TO EDUCATION AUTHORITIES.

*The competent authorities will naturally select from the following proposals those which are most suitable to the circumstances of their own country.*

13. The competent authorities could further encourage the study of this subject in schools of all types by the following methods:

- (a) By providing facilities for teachers to attend courses of instruction both at Geneva and elsewhere.
- (b) By appointing every year a special day or half-day on which, by suitable methods, definite ideas on 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 the upper classes of a particular school, district or country for the best essay on the League of Nations.
- (d) By providing (1) in teachers' libraries literature giving information regarding the League, and (2) in children's libraries, both in the schools 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 in out-of-school hours.
- (f) By arranging that, in examinations, questions on the League should be set whenever practicable.

14. Example is one of the most effective means of propaganda. It would be useful, therefore, if the International Committee on Intellectual Co-operation could consider from time to time both the results obtained and the supplementary action which might be taken in the different countries.

15. In the case of higher University education, the subject of the League of Nations would necessarily be dealt with on a higher plane, without excluding the possibility of the creation of special university chairs.

It is desirable, however, (1) that one or more special courses of at least six lectures should be organised in the Universities which all students might attend, (2) that in the selection of subjects for theses for higher degrees problems connected with the League of Nations should not be neglected.

#### NON-OFFICIAL METHODS.

16. The voluntary associations could help in giving instruction in the aims and activities of the League by 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;
- (d) By organising competitions with the object of promoting the study of special subjects connected with the League;
- (e) By providing literature and visual aids (pictures, slides, films, etc.);
- (f) By stimulating interest within 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;
- (g) By encouraging the detailed voluntary study of problems connected with the League amongst members of universities and similar institutions;
- (h) By stimulating interest within the various organisations for adult education and helping them to study the work of the League;
- (i) By accustoming young people to co-operate in measures that are taken: (1) to assist a nation stricken by a sudden calamity, (2) to improve the health conditions of a country.

17. "Universities for the people", tutorial classes, trades unions and co-operative societies, lecture clubs, study circles, athletic associations with an educational aim, Boy Scouts, Girl Guides and other youth associations, might contribute very materially towards instruction in the existence and aims of the League of Nations. Those in charge of these bodies might be asked to take steps in the matter.

18. As regards school-books and encyclopædias: Governments, scientific institutions and learned societies as well as authors and publishers of school-books might be asked to see that the

LIBRARY OF  
D  
AND NATION  
1910



League of Nations is given its due place. It might perhaps be possible in some cases to reward meritorious action by means of honorary distinctions or prizes.

19. In order that teachers, authors and publishers may have access to the documents without difficulty, it is desirable that every library of any importance should take in the League's publications and should contain the principal works dealing with it.

\* \* \*

1. The revision of history text-books with the object of ensuring that nations shall understand each other better and realise their mutual obligations, though obviously desirable, is a very difficult problem. It seems impossible at present to propose any international action beyond that suggested in the Casares proposal adopted by the Committee of Intellectual Co-operation. It is to be desired, however, that in each country all possible steps should be taken to ensure the elimination from text-books of all incitements to hatred of other nations.

2. Those in charge of educational institutions should take care to ensure that the text-books in use do not display any antagonism with the books that put forward the ideals of the League of Nations.

3. That, in order to adapt these general recommendations to the particular needs of each country, and to ensure the harmonious co-operation of the administrative authorities, teachers and voluntary associations, it is recommended that a National Conference be called in each country, by the different Governments in consultation, as far as possible, with the National Committees on Intellectual Co-operation. It is hoped that the Secretariat of the League of Nations would provide each Conference with all available information on the action already taken by other countries, together with a summary of the information that is suggested for incorporation in the teachers' book of reference.

---

## II.

### PREAMBLE

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. The session was so short that it could do no more than merely skim the surface of the problem. In this immense field it has indicated one or two of the main avenues, and made provisional suggestions, to be discussed at future meetings.

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.

In this matter the teacher in the schools has 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.

Among other means towards the same end may be mentioned schools of international studies or short courses where young people of different nationalities are brought into contact; institutions designed to provide training for international careers; the encouragement of travelling and exchange among teachers; and arrangements — such as are already made in England and the United States — for enabling professors of international subjects to divide their time between different universities and different countries.

National and international efforts of this type necessarily involve the co-operation of all those who, whether individually or collectively, are interested in the aim in view. The assistance of such important international associations as those grouped in the Liaison Committee of the major international organisations would appear to be very valuable in making widely known the suggestions that the Sub-Committee of Experts puts forward.

---

### SUGGESTIONS BY THE SUB-COMMITTEE OF EXPERTS.

It may be well to summarise here in the form of suggestions the opinions and recommendations expressed by various Governments and international organisations on the encouragement of direct or indirect contact between young people of different nationalities and the recommendations which the Sub-Committee of Experts has been able to extract from them.

I. Mutual knowledge and appreciation is the basic requirement of all co-operation and, in order that this knowledge may be increased, direct or indirect contact should be promoted between young people of different nationalities.

II. The following methods of promoting indirect contact, that is to say, mainly during school-terms, are deserving of notice:

- (a) Lectures of a kind to stimulate the minds of young people, the exhibition of suitable pictures and films, displays of foreign handicrafts, fêtes and pageants.
- (b) Inter-school correspondence carried on out of school hours between classes or other homogeneous groups, under the supervision of qualified teachers or leaders. This kind of correspondence will include the exchange of pictures, photographs, examples of work, etc.
- (c) Where possible, association of this inter-school correspondence with the work in school.
- (d) 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.

III. The following methods of encouraging direct contacts between young people would be valuable, especially if they were applied at an age when the participants are likely to receive lasting impressions:

- (a) Interchange of individual children between families;
- (b) International camps for children and international holiday colonies;
- (c) Group excursions under competent leaders;
- (d) Suitable forms of congresses and other gatherings;
- (e) Interchange of pupils between schools of different countries;
- (f) Vacation courses.

IV. It is the duty of voluntary associations to assist the Governments in arranging for these visits and exchanges by methods adapted to national conditions.

V. The different means of subsidising these visits and exchanges should be studied.

VI. 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.

VII. The question of a badge or diploma for international co-operation should be further studied and, later on, experiments made in this direction.

VIII. The foregoing recommendations for the interchange of pupils apply also to the interchange of young teachers and professors.

IX. The standardisation of the value of school-work done in different countries might facilitate these exchanges. Governments should be urged to examine this question without delay.

X. A small department might be created at the International Institute of Intellectual Co-operation to centralise proposals for interchange.

XI. The opinion was also expressed that use should be made of the materials contributed towards a mutual knowledge of different civilisations and peoples by æsthetic displays and especially artistic and historical museums.

XII. Lastly, the Secretary-General of the League of Nations might be requested to consider whether it would not be possible to provide lecturers who would devote themselves to the task of giving detailed and pertinent information, in the principal languages, to teachers in various countries with regard to the work of the League of Nations, and to encouraging the practical application of the suggestions adopted by the Assembly.

This recommendation would be of special value as regards countries where, for geographical or other reasons, the League of Nations is still insufficiently known.

---

## RESOLUTIONS

*adopted by the Council of the League of Nations at its Meeting of September 3rd, 1926, and by the Assembly on September 24th, 1926.*

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.

---