THE BOOK OF NEEDS II

UNESCO - PARIS

1949

Thousands of schools and universities, libraries and laboratories no longer exist in to-day's world. These are the tools of the education we have had, but which the new generations cannot have unless we help. They look to us...

THE BOOK OF NEEDS IN EDUCATION, SCIENCE AND CULTURE OF WAR-DEVASTATED COUNTRIES

II

UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION
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CONTENTS

PREFACE

THE BOOK OF NEEDS N° 2. is Unesco's second account of postwar educational losses and needs in countries which have suffered in the war. In the first *Book of Needs* (1947) an account was given of the situation in fifteen countries. In seven of these countries, all in Europe, Unesco surveys have been made. Accounts of educational losses and needs in the remaining eight countries were compiled from reports and correspondence received by the Reconstruction Department of Unesco.

In this second volume, special emphasis is laid upon the needs in education, science and culture of the countries of South-East Asia. In 1948 Unesco representatives carried out survey visits to Burma, Malaya and Singapore, Sarawak, North Borneo and the Philippines. A visit of six weeks was made to China; the brevity of such a visit to so large a country was a great extent compensated for by the amount of information brought back to Unesco. The report on China has not only been amplified by two special reports written for Unesco by experts, but has been written by a Chinese member of the Unesco secretariat, himself an educationist. Unesco also sent an Indian representative to India for a short visit, and survey visits were made to Malta and Hungary.

All the countries covered in this book have, therefore, been made the subject of special investigation during 1948. Although several of them were dealt with briefly in the *Book of Needs N°* 1, the following accounts will be found to be fuller and more detailed, as the result of personal visits and contacts.

The method of presentation this year is slightly different from that of 1947. A description of the educational system of the country is followed by an account of the main losses, the major postwar problems, and a summary of the priority needs. Wherever possible, authorized representatives of the various countries have examined the statements and have had an opportunity to make any necessary amendments.

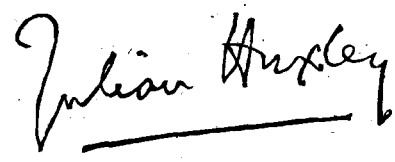
It is still not always possible to provide accurate, comparable, scientific statistics either of precise losses or of precise needs in any of the countries herein described, for in many cases the sources of such data do not yet exist. The present *Book of Needs* includes extracts from many printed reports given to Unesco field workers in the course of their visits, as well as informaton given verbally. Unesco cannot therefore take responsibility for the complete accuracy of these Reports, though every effort has been made to check figures and verify statements.

In many respects the needs of the countries in the East compare very closely with the needs of European countries. In addition to the need for more buildings and the replacement of school equipment, some major problems are the same the world over the urgent need for trained teachers, the equally pressing need for books (and in particular reference books), and the need for scientific apparatus.

Although Eastern countries have some assets for rebuilding which will be envied by their fellows in the West, they suffer greatly from isolation. Not only is it more difficult to secure replacements, owing to long distances and the heavy cost of transport, but also the fact of their isolation means that their needs have not hitherto been as well-known as those of European countries. The countries of South-East Asia have suffered very severely from a ruthless enemy, and their needs are as great and as urgent as any in the West. Some of the most primitive countries, who were just beginning to build up an educational system before the war, now find themselves in the position of having to start all over again, with all their previous work swept away.

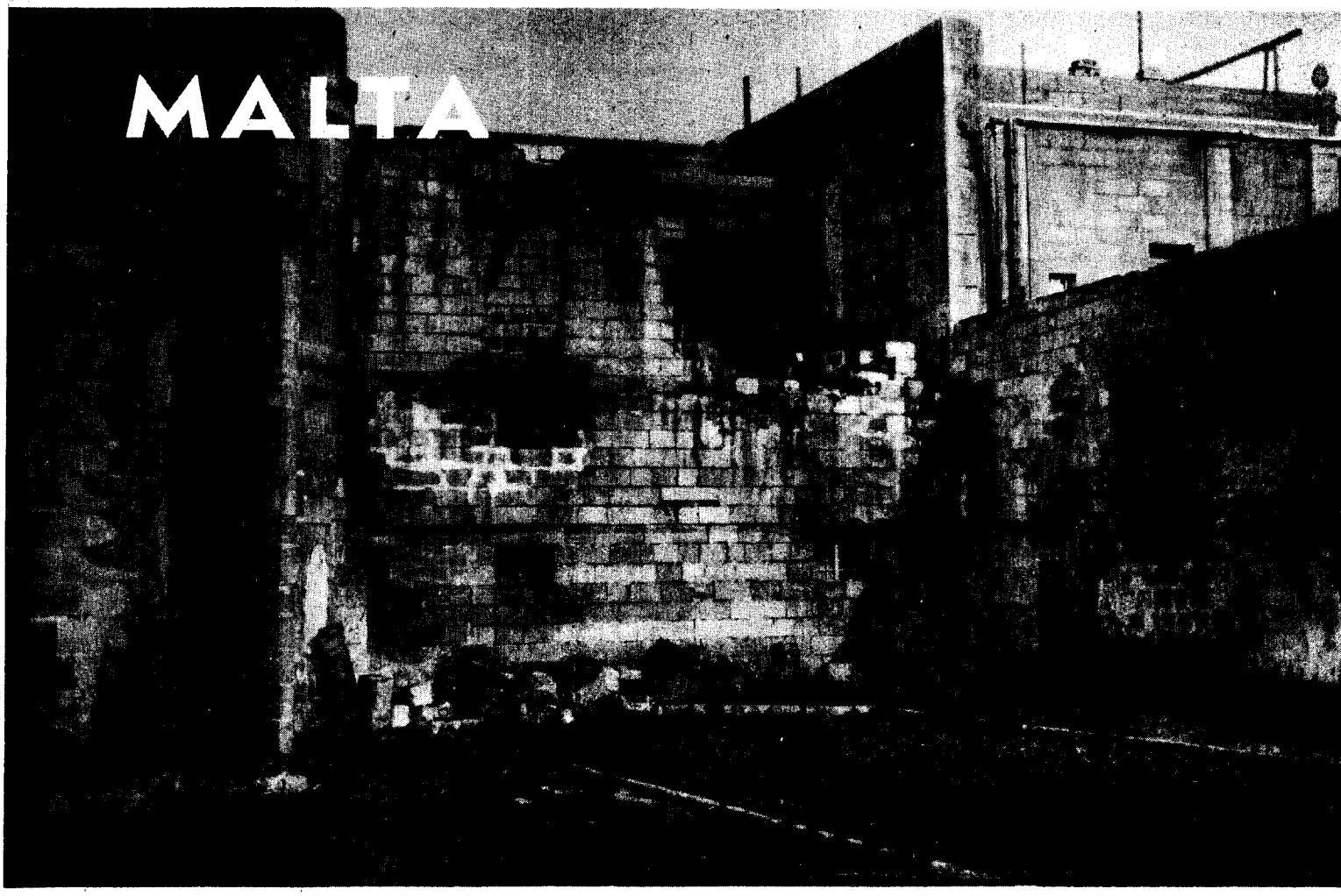
Unesco representatives received a very warm welcome in every country. They returned, not only with long lists of urgent needs, but also with glowing reports of the amount of reconstruction already accomplished in spite of great difficulties. An old Burmese proverb might well be taken as the motto of the gallant people struggling to rebuild their shattered schools all over the world :

As the bricks have fallen down, let us build again in stone.



Director-General.

MALTA



Malta's pre-war school equipment was adequate for the school population then attending. War damage, such as this wrecked school at Pieta, and the recent adoption of compulsory education measures have created alarming shortages.

INTRODUCTION

THE SUFFERINGS OF MALTA during the war and the courage of the people of the istand in their refusal to give way under the repeated onslaughts of the enemy form one of the greatest chapters in the history of heroism. Malta gave all in "blood, toil and tears", a worthy sentinel of the Mediterranean. The George Cross wass awarded to the island on April 15th, 1942.

"To honour her brave people...

To bear witness to a heroism and devotion that will long be famous in history."

A Unesco representative paid a visit to Malta in the summer of 1948 to investigate the losses to education, science and culture as a result of the terrible destruction wrought in the island. The following account will show not only how great were the losses sustained, but the gallant efforts already made towards reconstruction and rehabilitation.

The Maltese Archipelago consists of the islands of Malta, Gozo and Comino and two other small uninhabited islands. Malta, the main island, is about 17 miles long and 9 miles broad and has an area of 94,870 square miles. Gozo, which lies 4 miles to the north-west of Malta is about 9 miles long and 4 1/2 miles broad and has an area of 25,899 square miles. Comino, lying between

Malta and Gozo, has an area of 1,075 square miles.

The Maltese Islands, strategically placed in the centre of the Mediterranean, have always had a history closely associated with that of great and powerful nations.

The Phoenicians are the first known settlers of Malta (1450 - 216 B.C.). They were a maritime race, who were undoubtelly attracted to Malta by its splendid harbours from where they could dominate Mediterranean traffic. The Carthaginians, natural descendants of the Phoenicians, and also a great naval and commercial community, colonized the Islands up to 216 B.C. when they were defeated in battle by the Romans. It was then that Malta came for the first time into contact with Latin civilization.

Under Roman rule (216 B.C. - 870 A.D.) Malta enjoyed a period of comparative tranquilty and prosperity. On the disintegration of the Roman Empire, Malta fell into the hands of the Arabs (A.D.870 - 1090) who had crossed over from Sicily which they then partly dominated. The Arabs were in turn defeated by Count Roger of Normandy, who was succeeded by his son Roger, who was proclaimed King of Sicily. During his reign the union of Sicily and Malta took place. From this period up to A.D. 1530 Malta followed in the main the historical vicissitudes of Sicily.

In A.D. 1530, Malta began her connection with the Order of the Knights of St. John, which was to last up to the French invasion an 1798. Under the Knights, Malta developed a great overseas trade and became a clearing-house between East and West. Fine fortifications and buildings erected by the Order are still to be seen, though somewhat battered and, at times, completely destroyed by enemy action. The Islands fell to Napoleon on the 12th June 1798. The French occupation lasted for two years, when a revolt of the Maltese compelled the French to shut themselves up within the fortifications of Valleta. In 1800, the French capitulated to a combined English, Maltese and Neapolitan force.

After repeated and insistent petitions by the Maltese, the sovereignty of Great Britain over the Maltese Islands was confirmed by the Treaty of Paris in 1814. From this period onwards the Maltese Islands, ensured of law and order and without fear of outside aggression, gradually developed into a self-governing unit within the British Empire.

The latest estimate of the civilian population of the Islands as on the 6th January 1947 is given as 297,617. The population structure consisted of 36 per cent children between the ages of 0-15,56 per cent persons between the ages of 16 - 59, and 8 per cent of persons of 60 and above. Emigration, mainly directed to the United Kingdom, Australia, United States of America, Canada and North Africa, is a special feature of population movement in Malta. The outward and inward movements of population have, however, tended to neutralize each other; so that while emigration reduces the number of the 'settled' population, immigration of that part of the non-Maltese population consisting mainly of families of servicemen, replaces any loss suffered through emigration.

Under the 1921 Constitution, the Maltese people were given control of domestic affairs while reserving to the Imperial Government control of those matters arising out of Malta's position as a strategical centre.

THE EDUCATIONAL SCENE

Malta owes the beginnings of the educational system to the catholic Society of Jesus which was granted a licence in 1593 to build what was known as "The College of Jesus". The Jesuits, however, were expelled from Malta by the Grand Master Pinto in 1768. Their property was seized and served to endow a "Public University of General Studies" empowered to confer the degrees of "College of Jesus" which he housed in the University and placed under the Rector.

When Napoleon captured Malta in 1798, he suppressed the university and the college and ordered the richest Maltese families to send their sons of the age of 9 --14 to be educated in Paris but, when the French were driven out of Malta (1800), Sir Alexander Ball, the British Royal Commissioner, reopened the suppressed institutions.

The "College" was, subsequently, renamed the "Lyceum" which remained under the direction of the Rector of the University until 1913 when it was separated from other branches of education and, together with the Gozo and the Girls' Secondary Schools, was placed under its own Head Master, subsequently styled Director of Secondary Schools.

In 1819, a Normal School Society, which depended on private contributions and on a small government subsidy was formed. It started an elementary school in Valletta. In 1836 the Government decided to undertake elementary education, and, on the eve of the arrival of the Royal Commission, started a school in Gozo. The following year another was opened in the Three Cities.

The Commissioners recommended further action; the number of schools was gradually increased and the benefits of elementary education have now been extended to every town and nearly every village in the two islands.

Until 1924 however, there was no system of compulsory Education with the result that, when children reached the fourth standard, they were generally withdrawn and the number of pupils in the two highest standards was very small.

In 1924, an Act laid down that a parent, although free to decide whether his children should or should not go to school, had to leave them therein, once admitted, until they reached the age of 14, or, alternately, until they passed the final examination of the highest class in their school.

In 1933 elementary and secondary education were placed under on head.

Primary Schools.

The primary school population of Malta and Gozo is roughly 42,000. Government primary schools are free in the sense that no tuition fees are charged, but books, stationery and meals (with the exception of a glass of milk daily given free to 5,000 children) have to de provided by the parents.

The following tables show conditions prevailing in infant and primary schools in Malta:

INFANT SCHOOLS.

Government owned	*Privately owned*	*Remarks*
6	10	Most of these school buildings are converted private houses badly ventilated, overcrowded and unsatisfactory for teaching purposes. Only about seven out of the sixteen have playgounds and none of them have gymnasiums.

PRIMARY SCHOOLS.

37	73 approx.	Again most of these school buildings are temporarily housed in private homes; overcrowded, unhealthy; badly ventilated. No playgrounds and no gymnasiums. Many of the school buildings having been destroyed by enemy action.

Secondary Schools.

There are six secondary schools: the Lyceum with a branch in Gozo for boys housing 900 in all and four schools for girls bringing the total to 2,139. This is certainly a very meagre number and clearly indicates that expansion is essential. Five out of the six secondary schools are Government owned and the other one is privately owned. Due to the shortage of buildings damaged by the war, most of the classes are held in corridors and the accommodation is most unsatisfacotry. Again there is a lack of space for recreation facilities.

Accommodation in the Lyceum, especially in Valleta is bad and, the damage sustained through enemy action and the encroachment in the premises by the university have rendered accommodation difficult and unsuitable in the extreme.

Orphan Schools.

In Malta there is a crêche and two orphan schools run by different religious orders. The crêche is a model of cleanliness and happiness. Here the "unwanted" or homeless babies can find refuge and are kept till the age of approximately 6 or 7. The crêche is run entirely by Sisters who devote their time and energy to seeing to the happiness of some fifty to sixty babies. The problem of bridging the gap between the crêche and orphan asylum or other institution does not, however, appear to have been solved.

The boys and girls orphanages are already overcrowded and many children have unfortunately to be refused admittance. In the orphanages, the children are taught a trade so that when they leave they can find a position in Malta amongst more fortunate children. The boys are taught tailoring, cobbling, printing, etc. The girls have similar occupations. The buildings are most inadequate for the housing of all these children and the dormitories are seriously overcrowded. In the girls orphanage, the girls have to climb over each others beds before they can get to their own cot. The children wear uniforms and are kept spotlessly clean, as are the premises.

The Royal University of Malta.

The university is the sole institution empowered to matriculate students, to confer academic degrees, diplomas or certificates of university studies, and to conduct and direct the examinations laid down for that object. The Roman Catholic religion is the basis of instruction, and no teaching inconsistent with its principles is

permitted. Persons not professing the Catholic religion may attend any course and obtain any university degree, diploma or certificate other than such as relate to the Course of Theology.

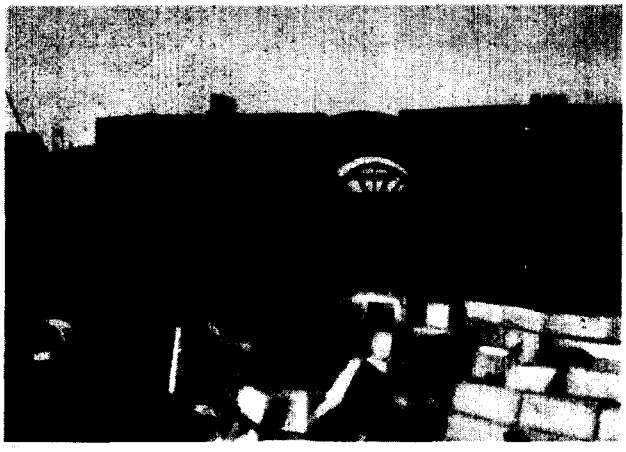
The University gives instruction in the following Faculties:

Theology
Law
Medicine and Surgery
Engineering and Architecture
Literature
Science.

In the Faculty of Theology, Latin is the medium of instruction in those subjects which by Ecclesiastical Dispositions are to be taught through Latin. In the course for admission to the Faculty of Theology, philosophy is taught in Latin. In all courses the teaching of any subject which is not a modern language is in English. In no course, other than in the academic course of literature, may the teaching of any modern language other than that of the English and of the Maltese languages form part of the curriculum of studies.

Admission to the courses of each faculty takes place every three years.

In 1946 there were 283 men and 17 women attending courses; of these 119 men and 10 women were regular students attending preparatory courses and 109 men and 1 women were regular students attending academic courses. The remainder (61) consisted of occasional students. The number of students receiving university education in 1946 represented 16 per cent of the total estimated population above 15 years of age.



Malta rebuilds again - in stone.

Training Colleges for Teachers.

There are two training colleges — one for men and one for women. Both these colleges are run by religious orders.

Again the most striking feature of these colleges is the lack of space. They urgently need to expand their premises, but are up against the problems of lack of vacant buildings, financial difficulties and equipment.

The training college for men, St. Michael's College, is run by the order known as the "De La Salle Brothers". There are only two classrooms in the building, and a reading room. They follow a very complete curriculum and have some very promising students. As well as their studies, the students are taught to take part in many outdoor activities, such as sports and gardening.

The women's training college, the Convent of the Sacred Heart, St. Julian's, has the added advantage of having on the premises an infant school, where the older girls, or future teachers, look after the children and teach them.

In both the men's and women's colleges, the students show talent in creative art — painting, needlework and so on.

The students are taught in English and of course learn Italian and French. Because of the immediate need for teachers, the course is rather limited, but most of the time is devoted to the advancement of the students' general educational standard and considerable attention is given to arts and crafts. Both these colleges are for day students only. Their most urgent need is to be made into residential colleges. This would help to raise the entire professionnal and cultural standard of all future teachers.

The Royal Malta Library.

The Royal Malta Library, one of the oldest in the British Empire, might be said to owe its origin to a General Chapter of the Order of St John of Jerusalem held on the 24th May, 1555, when the establishment of a library for the Conventual Chaplains was enacted. Its growth was slow at first, but it attained full development in 1750 when it became public.

In 1763 Bailiff Guerin de Tencin made a donation of 9,700 volumes to the Library of St. John of Jerusalem on the understanding that it should become a "Bibliotheca Publica" and therefore national property. It was also understood that a proper place should be built for the public library with accommodation for the library and that Canon Agius de Soldanis should be appointed Librarian. Bailiff de Tencin is therefore to be

regarded as the founder of the public library which was formally foundel in 1776, as "Bibliotheca Tanseana".

In the same year, the Venerable Sixteen decreed the immediate erection of the present building. It was then decided that all astronomical and mathematical instruments, medals, statues and objects of natural history inherited by the Order should be preserved therein.

The Library was further endowed with rich collections of members of the Order, numerous books "ex Typographia Regia", a privilege granted by Louis XV, the libraries of the Camerata, the Library of the Infirmary and the valuable library of the Antonines. In 1790, the number of volumes stated by Boisgelin to exist in the "Bibliotheca Publica" was 60,000.

In 1796, the Camera del Comun Tesoro decreed the transport of books to the new edifice which was built by Stefano Ittar, a Roman architect.

The upper storey was intended to house, besides the library, a museum of antiquities, and the librarian's lodgings, whilst the lower one was to contain a conservatory for the property of deceased knights, the Mint and the Government Printing Office.

The library contains rich collections of works of reference, a number of unpublished manuscripts on various subjects chiefly memoirs, narratives, etc., of local tradition and local ecclesiastical history, and that of the Order of St. John. Then an about 9,000 original records of the knights of St. John and the "Universita" or Municipalities of Malta which in 1283 was already known to exist: also rare Aldine, Dutch and Bodonian editions, Incunabula and a representative collection of artistic book-bindings and illuminated manuscripts of the 14th and 15th centuries and a good collection of periodicals, publications published in Malta, since 1798.

In 1936, His Majesty the King approved of the use of the prefix "Royal" in the title of the Malta Library, since when it has been called the Royal Malta Library.

The Library performs the dual role of a reference and a circulating library and is also an archive. The books are classified by subject according to the Dewey's decimal classification. There are two sets of catalogues, by subject and author. The "Staderini" patent covers have been adopted.

There are 19 District Circulating Libraries depending on the Library. The system now embraces the remotest villages of the Island.

WAR DAMAGE

School Losses and Needs.

The Director of Education informs us that the equipment in the schools of Malta was fairly adequate in 1938 or before the beginning of World War II. Up to that date education was not compulsory and the schools and equipment were practically sufficient for the school population then attending. Two events have since wildly upset the balance: the advent of the war and the introduction in Malta of compulsory education for all children between the ages of five and fourteen.

The war wrought havoc among the schools, and equipment suffered accordingly. Details of losses in equipment are given below. A considerable part of the losses and expenses for re-erecting school buildings is recoverable through the War Damage Commission.

STATEMENT SHOWING LOSSES IN EQUIPMENT OF MALTA SCHOOLS

Education Office

The Education Office was completely demolished by enemy action.

Primary Schools

Chapel articles
Equipment general

Orphanage

Chapel articles
School equipment

Housecraft School

Equipment general
(The Housecraft school was completely demolished together with the equipment. This school did excellent work in pre-war days and in Malta it is eminently desirable that the girls be properly trained in housecraft as they normally have to cater for the upbringing of large families.)

Lyceum

Laboratory
School equipment.

Preparatory Secondary School

Equipment general.

In addition to the re-erection of new buildings and general equipment, the primary schools are

in urgent need of gifts of suitable books for the circulating libraries. Many of the children have no books except the text-books they use in school. Gymnastic apparatus such as balls, skipping ropes and minor equipment would be most welcome in these schools. Playgrounds too are wanting — in most villages the recreational centre is the public street.

There is urgent need for the provision of adequate laboratories in physics and chemistry in the secondary schools. Physics is taught in the Lyceum, but so far it has been found impossible to replace the laboratory which was completely wrecked through enemy action Chemistry is, as yet, not on the school curriculum, but steps will have to be taken sooner or later for its introduction. The girls have no science course, but as more and more are aiming at a university it would be unfair not to provide them with a suitable laboratory.

Standard works of reference in English and other languages, especially Italian and French, would be a boon to the secondary schools. They also require current publications — newspapers, magazines, journals and pamphlets — of the serious type to keep the students in contact with the cultural stream on the continent.

Gymnastic apparatus and other equipment for recreational activies are lacking. The Lyceum and other secondary schools have no gymnasium apparatus whatsoever.

Teachers' Training Colleges.

The main needs of these colleges besides all visual aids materials are as follows:

Men's Training College

Encyclopaedia Britannica.

Catholic Encyclopaedia.

The Oxford Dictionary standard works on English literature.

Standard Works on educational psychology.

Equipment general.

Wireless.

Women's Training College.

Books (especially reference works).

Gramophone records and wireless.

Furniture — Especially for college rooms (local manufacture all unseasoned wood and customs duties and freight are abnormally high.)

In both colleges there are practically no reference books and no up-to-date dictionaries.

The Problem of Teachers.

As in most other countries, the monthly salaries of teachers are not sufficient to meet the increased cost of living, hence fewer men and women are interested in entering the teaching profession.

Most of the teachers in the schools visited were very young and often inexperienced. A great number of the men teachers were still in their 'teens' when war broke out and have now entered the teaching profession without any chance of developing their ideas by study abroad. The teachers also have to work under very hard conditions; too many pupils to teach in one period, overcrowded classrooms, teaching the children in shifts (therefore, longer hours of teaching).

An exchange of teachers would tend to broaden outlook and would hasten intellectual maturity. The main difficulty as far as exchange of teachers is concerned, is that teachers in Maltese schools must belong to the Catholic faith.

The Royal University of Malta.

The Royal University of Malta has, like most buildings on the islands, suffered great damage through the intensive bombing to which the island was submitted for such a long period during the war. The building is being gradually repaired, but it is a slow process as most of the work has to be carried out by human labour without the use of modern equipment. The present premises are in any case too small for the number of students and there is overcrowding. The equipment in the laboratories has not been unduly damaged, but is out-of-date and again insufficient for the number of students attending courses in science, medicine and surgery. There is also an astonishing lack of up-to-date literature both in the university library and in the Students' Hostel, which is close to the main university building.

CULTURAL LOSSES

Libraries.

A tour of the Royal Malta Library was made by the Unesco Field Worker and it was heartrending to see the extent of the damage to the beautiful collections in the showcases through neglect during the war years. It was found impossible during the war to give the necessary care to the gigantic stock of books in the many shelves. Some of the more precious volumes had to be stored away and therefore rot set into the buildings, which now need immediate attention if they are to be saved for posterity.

The main building escaped any extensive damage, but heavy damage by blast was caused to the wood-work and the canvas ceiling of the large main hall was blown off.

The losses and damages suffered by the collections, directly or indirectly traceable to enemy action, are:

1. Loss of two manuscripts;
2. Loss of 200 volumes;
3. Loss of 80, 18th century editions through blast and dampness;
4. Extensive damage to numerous volumes of the various collections including manuscripts, and the unique Archives of the Order of St. John of Jerusalem and of Malta;
5. Loss of over 1000 volumes through a direct hit on one of the district libraries and the partial destruction of another.

The most urgent requirements of the Library, as stated by the Acting Librarian, are:

(a) Restoration and effective means for preservation of the Library collections consisting of the Archives of the Order of St. John, rare and early editions, Incunabula, standard works of reference and other works of varying degrees of importance, which are in a very bad state of preservation; numerous volumes are doomed to total loss unless given immediate attention;

(b) Latest scientific books including medical, constructional and electrical engineering;

(c) Complete works (library edition) of English classics as they are not easily obtainable on the market;

(d) Popular technical, scientific and literary works for the District Libraries;

(e) Juvenile publications;

(f) Steel shelving in connection with the introduction of the open access system in the Royal Malta Library.

District Circulating Libraries.

The demand for Maltese literature is still great and persistent, especially in the remoter districts, where the majority of the older inhabitants are familiar with their mother tongue only.

Although the output of literary productions in Maltese is on the increase, still the demands of a great section of readers have remained unsatisfied, as the subjects covered by new publications are rather limited. Light literature, books on travel, popular science, biographies and general knowledge would be desirable additions to the circulating libraries, both as a means of education and recreation.

The Museum.

Malta is an island of history and full of art treasures of unknown wealth, but, like the Library, the Museum has suffered great losses through the war. The Museum building is not big enough to house all the wealth of the island and consequently many its treasures are decaying or are lost forever. The island is also full of archaeological wealth, and ancient monuments, and almost every day new tombs or temples are being discovered.

The Kordin megalithic remains at Pawla suffered extensive damage through blast from high explosive bombs which shattered the boundary wall and knocked down several of the orthostats. The Tarxien megalithic temples suffered no damage from enemy bombs, but the boundary wall was hit in two places. A direct hit on the remains of the Roman house at "ta Kacciatura", Birzebbugia, dislodged a number of stones from old walls, shattered the floor of one of the rooms, and knocked down the columns of the peristyle. Collections of prehistoric vases, from the Tarxien Temples, the Hypogeum and other prehistoric sites, which were removed from their respective show-cases and stored in the basement of the Museum in 1939, have suffered considerable damage through dampness and a large number of earthenware vessels have been reduced to a confused heap of shreds; only unrestored vases have not sustained any harm.

The following is a list of the losses sustained by the Museum Department of Malta:

VALLETA MUSEUM - ARCHAEOLOGICAL SECTION.

Equipment: 126 wall show cases; 6 desk showcases. The majority of the articles of furniture were either destroyed or damaged.

Specimens: About one hundred specimens, illustrating the period of the Knights of St. John of Jerusalem, were lost. These included seals, engraved copper plates, models, wood blocks, lithographs, engravings, water colours, weights and measures.
Three large models of Maltese prehistoric temples were destroyed.
Twenty prehistoric vases — destroyed.
Fifty prehistoric vases — severely damaged.

NATURAL HISTORY SECTION.

Equipment: 60 wall show cases, 20 desk show cases, 6 Kensington cases.
Furniture: 12 mahogany cases
Laboratory equipment — practically all destroyed.
1500 glass containers.

Specimens: The collections of Holothuroidea, Echinoides, Asteroidea, Ophiuroidea, Grinoidea, Crustacea, Myriapoda, Insecta, Arachnoidea, Pisces, Batrachia, Reptilea, Aves and Mamalia — all totally destroyed.

FINE ARTS SECTION.

Equipment: 9 Mahogany show cases — destroyed. Furniture mostly destroyed.

Works of Art: 269 oil paintings — damaged. 65 valuable frames — destroyed. 100 ivory, silver, bronze majolica — destroyed. 60 antique furniture — damaged.

DAMAGE SUSTAINED BY THE ARMOURY AT THE PALACE, VALLETTA.

13 large mahogany show cases damaged. Armour and Arms of the Knights of St. John of Jerusalem; 5000 pieces damaged.

ANCIENT MONUMENTS SEVERELY DAMAGED

Kordin Neolithic Temple severely damaged.
Tarxien Neolithic Temples damaged.
Roman House at "ta Kacciatura", Birzebbugia, severely damaged.

The urgent requirements of the Museum Department are:

1. Replacement of the destroyed equipment and specimens.

2. Restoration of the prehistoric and other ancient monuments.

3. Books of reference and other publications dealing especially with archaeology, natural history, numistatics, ceramics, armour, and fine arts of the Mediterranean Islands and the bordering countries.

POST-WAR PROBLEMS

Compulsory Education for Children.

As the Director of Education has said, "the war opened the eyes of Government and people to the plague of illiteracy". Immediate steps were taken in 1946-1947 to introduce compulsory education for all children between the ages of 5 and 14. This measure was courageously taken at a moment when difficulties of accomodation, equipment and staffing were at their worst. To surmount these difficulties, many of the children who had been attending voluntarily prior to the introduction of compulsory education were given 27 half or 24 full hours tuition a week, the rest were placed on an emergency time-table of 15 hours a week. While the system provides a varying amount of schooling for all, it is considered insufficient for the needs and Government is contemplating steps to eliminate the emergency system and substitue full time tuition for all. This change cannot, of course, be introduced without increasing the teaching staff, rebuilding the demolished or damaged premises, providing additional equipment and finding the necessary funds.

Adult Education.

Not only was compulsory education from the age of 5-14 introduced immediately after the war, but the importance of adult education has recently received considerable attention in Malta.

Malta has established adult, emigration and literary classes. Those people who wished to emigrate realized that it was important to be able to read and write before they could seek their fortune elsewhere. Classes are held in "Clubs", so that it may be less noticeable that they are attending classes and therefore are not so readily classed in the same category as the illiterate. Those classes are all extremely well run. As are for future emigrants only, the numbers attending are small.

Most of the people attending adult education classes only know Maltese and learn elementary

English, reading and writing. There are more women than men attending classes and the women seem to have more perseverance for continued studies. Most of the adult classes are well attended and the women are encouraged to bring their younger children to the classes. This leads to two results — the mothers attend more regularly, not having to worry about their children while they are at a class, and the children benefit in that they are encouraged to learn and may be able at least to write their name before they actually go to school.

Each student attending the adult classes has a text-book of "simplified English" and a copy book. The teachers are usually very young — students, primary school teachers or young men in Government positions.

The pupils are keen and eager to learn. They usually come straight from their work to attend these classes. The adult education classes are held either in secondary school buildings or, in some of the smaller towns or villages, in small rooms or outhouses.

The whole system of adult education is organized by an ex-Indian army captain. The main problem is the recruiting of suitable teachers. Too often, the only difference between the teacher and his adult pupils is literacy rather than education. The next problem is the choice of literature suitable for the illiterate as well as the just-literate adults. So much depends on the kind of material selected and the kind of information imparted in an adult education course. But Malta has only recently started this campaign against illiteracy and will doubtless need the help of specialists in adult education to overcome future problems.

Visual Education.

The following are extracts of a report submitted by Mr. Zarb Adami, of the Visual Education Branch, Education Department: "Visual education is everywhere becoming a growing part of the educative process, as it is recognized to be a most important contributory factor towards leading interest, authenticity and a greater opportunity for retention to the formal educational experience. In a small island like Malta where the children's range of direct contact with life is very limited, visual education is of far greater consequence; above all, it provides our children with a greater chance of understanding the background not only of their problems, but also of those of other people, so that when they grow up they will be readier to give and take in dealing with questions which affect them personally, as well as with those which affect Malta's future in the part is has to play in furthering the comity of nations.

"Unfortunately, we have only four strip projectors and one substandard sound projector; most of the films we use are really only suitable for adult audiences.

"A fair estimate of our requirements to put visual education on a working basis would be:

"Epidiascopes 5; substandard sound projectors 37; substandard cinema projectors 22; strip projectors 31.

"But if we could get the epidiascopes and some of the other projectors just mentioned we could at least reach those whose influence will later on be most felt.

"Lastly, I would point out that due to the climate and lack of artificial ventilation in our schools, projectors using the rear projection principle are preferable..."

In all schools and institutions and other buildings visited there was a most apparent lack of any kind of visual aid material, which is invaluable in an island such as Malta. The distances between towns and villages are so comparatively small that even a few materials would be most useful as these could be circulated from school to school or from area to area.

Scholarships.

It should be emphasized that Malta is an island with an excellent cultural tradition which, however, requires to be continually refreshed by contact with the main stream of culture in the United Kingdom and the continent. The majority of the people have to obtain their culture through print or the radio and not through personal intercourse. Even educated people, people in key educational positions, have few opportunities of mixing with their *confrères* abroad.

Scholarships for teachers, for students, for technical instructors would be a great assistance. Naturally such scholarships would be awarded on condition that the holder would have to take up a post in Malta for a certain number of years and thus pass on to others the benefit of foreign training.

Scholarships for cultural subjects such as music, painting, sculpture and handicraft would be very desirable. Teachers, properly trained in the last mentioned subject, would be of inestimable benefit in the schools. Maltese children are clever with their hands but natural aptitude has to be trained and developed.

Summary of Needs.

1. Repair and re-building of war damages.
2. Provision of physics laboratory for Lyceum.
3. Provision of chemistry laboratory for Lyceum.

4. Provision of Nos. 2 and 3 for secondary schools.
5. Provision of books, literary and scientific for secondary and primary schools (Maltese and English).
6. Epidiascopes and visual aids apparatus and films for schools in general.
7. Scholarships for teachers in United Kingdom and elsewhere.
8. Scholarships for students in United Kingdom and elsewhere.
9. Travel grants for parties of students and teachers.
10. Facilities for teachers and pupils to attend international meetings of cultural interest.
11. Scholarships to technical masters.
12. Scholarships to technical students.
13. Allocation of apprentices in trades abroad.
14. Teaching staff and school for defectives - infantile paralysis, deaf and dumb, etc...
15. Repair of old MSS. at the Royal Public Library.
16. Playgrounds.
17. Provision of gymnastic apparatus for schools in Malta.
18. Exchange of lecturers and teachers on subjects of cultural interest.
19. Arrangement for exchange of teachers and administrative officers between Malta and elsewhere.
20. Scholarships for music, painting, sculpture, iron-work, ceramics, etc.

CONCLUSION

A great deal of emphasis has been laid throughout this report on the need for scholarships and exchanges of teachers and specialists. This has been done intentionally, for Malta has, through its indomitable courage during the war years, proved that it can meet some of its immediate needs, but it must have outside help to develop its educational and health methods. Doctors, nurses medicines and hospital equipment are essential in their health campaign, without which educational campaigns will be of practically no value.

Secondly, it is important that help be given Malta in the matter of teachers. This is an urgent problem in most countries devastated by war, but Malta's educational work depends on trained teachers and at present these are not forthcoming. It is urgent either that the Maltese teachers be given a chance to study abroad and so develop their knowledge, or that European specialists be sent to help train the native teachers, otherwise little progress will be made in the educational sphere.

Help should indeeed be given to the people of this island, for Malta has made a great contribution to the preservation of Western culture and civilization, and has suffered grievous losses in the war.

requirement and a scheme to provide this is being prepared.

It will take time to build up a satisfactory system of primary vernacular day schools serving each separate community, in which English will be taught, leading up to inter-racial central boarding schools and thence to one or more high schools, where English will be the medium of instruction and education can be provided up to Matriculation standard. The native peoples will have to be persuaded to make a much bigger contribution towards the costs of education than they at present do. Meanwhile, though one or two of the mission schools hope to provide Matriculation classes once more, there is no central secondary or high school to which the most promising pupils from the existing primary schools can be sent. If the people of the country are to play their full part in its development and progress, it is essential to provide facilities for education beyond the elementary stage. To this end a scheme is being prepared to establish a central secondary school for 140 pupils as soon as possible. It is probable that as a temporary measure during the first two years of its life the school will have to be used to give intensive general education to boys of Standard IV and V. Special courses will be given in English in order to provide a supply of candidates with an adequate educational background and knowledge of English to staff the administrative, educational, agricultural and other departments of government and maintain them at a reasonable standard of efficiency.

Fundamental Education Projects.

It is of great importance that something be done to meet the special needs of the more primitive and illiterate up-river peoples of the interior, whose educational welfare has in the past been completely neglected. They are vigorous and intelligent and have an important part to play in the future progress of the country. A scheme has been devised to establish a "long-house" school or training centre, where some 30 selected young married Iban-speaking couples can undergo a two-year's course of training. At the end of this they will return to their own communities as welfare workers, able to read and write and with sufficient knowledge and ability to teach their own to make a better use of their resources and pursue better ways of living.

"If we rely in the school system alone to improve the habits and skills of the people, we shall have to wait a long time for results. In a country where illiteracy is widespread one cannot, in these urgent times, rely entirely on the school system to remove it. We must try to bring literacy to the whole community, not just to children".

So writes one of the Education Officers of the Education Department in Kuching. Fundamental education in Sarawak has hardly emerged from the stage of consideration and planning, but there are many conditions favourable to such a campaign.

The Sea Dyaks, one of the largest communities, are intelligent and industrious. The Japanese occupation, the liberation by Australian forces, and the change in government have made these people more aware of the outside world. Though in general suspicious of anything which threatens their traditional way of life, yet there is some stirring in them, and increased awareness, especially in the line of health and medicine, of what modern methods can do for them, and in some cases a vague dissatisfaction with their past deficiencies.

When the books in Dyak now being printed in England become available it is hoped to organize plans for experiments in adult literacy in two areas (a token figure to cover the cost of these experiments has been approved in the 1948 estimates of the Education Department). The books in question have been designed primarily for the use of school children and it remains to be seen whether or not the subject matter appeals to adults. The production of a news sheet in Sea Dyak is receiving consideration. A useful handbook on tuberculosis, with sections in English, Sea Dyak and Land Dyak, has recently been produced by the National Association for the Prevention of Tuberculosis. This has been obtained under the auspices of the S.P.G. Mission and is being distributed as widely as possible to people who may be expected to make valuable use of it in adult literacy and health improvement campaigns.

SUMMARY OF NEEDS

THE SCHOOLS. — All basic school supplies are needed and apparatus for handcrafts and workshops with which to start trade schools.

THE TEACHERS. — Trained teachers are desperately needed — assistance in training teachers is also urgent. A visiting trained teacher who would help in the training of the present students would be invaluable.

FUNDAMENTAL EDUCATION. — The outstanding need in Sarawak is for help of every kind in fundamental education projects. As well as books and other basic supplies, films, filmstrips, radios and gramophones would be welcomed.

SCIENTIFIC APPARATUS. — As soon as the first government secondary school starts this will be a primary need.

MEDICAL. — Medical supplies and equipment for hospitals and clinics are also extremely urgent. Pre-school care is still below standard owing to the lack of medicaments, clinics and staff.

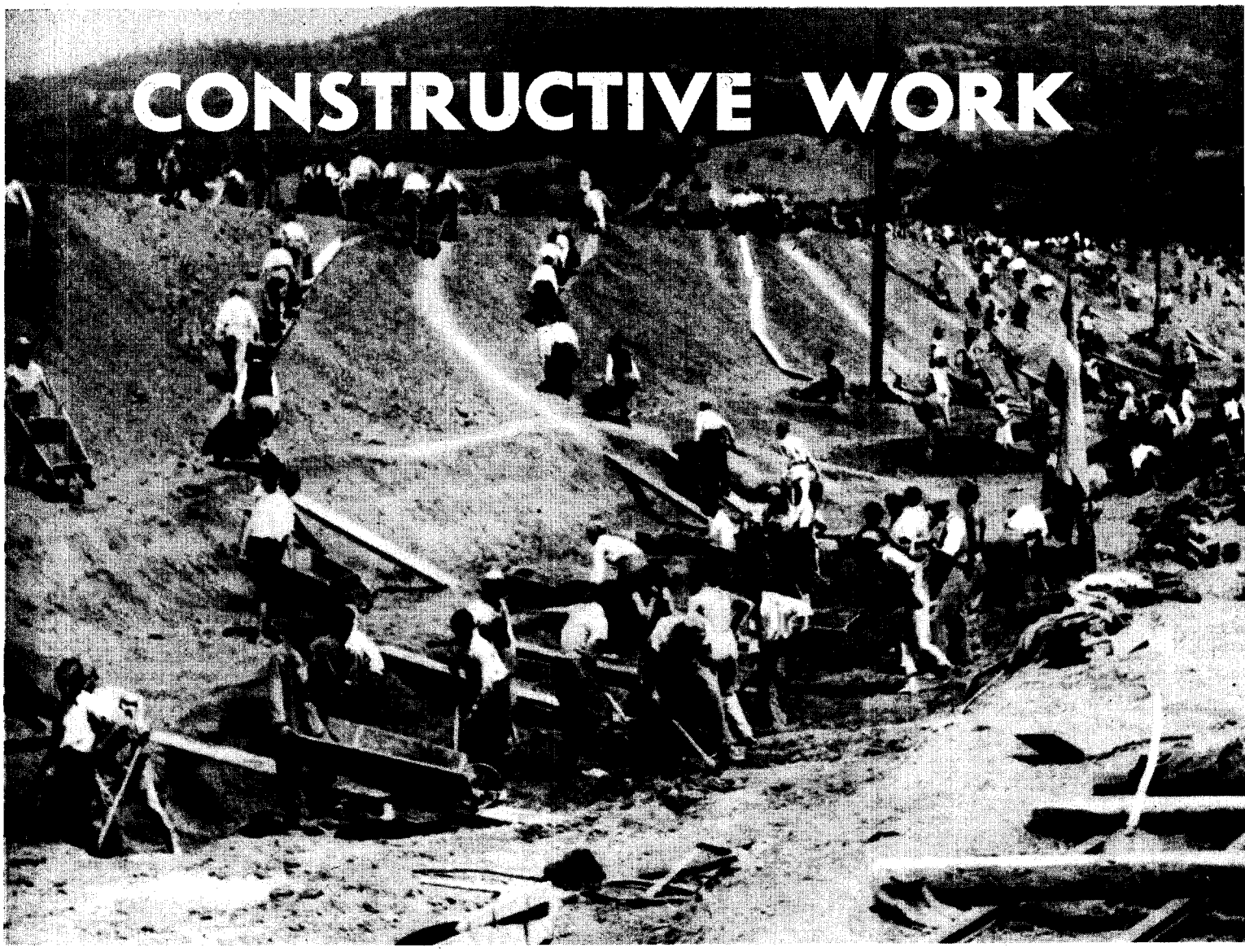
CONCLUSION

In comparison with countries like Malaya, Sarawak seems remote and isolated. Its small education staff is coping, however, with problems which are immense. There is a very great opportunity here to fulfill a very great need — the education of many primitive people who have never had any chance to learn.

Contacts with the outside world have been few, which means, not only that the needs of Sarawak are little known, but that the problems which the colony is facing are little understood. The British Government is doing everything possible to supply money and materials for education, but the need is vast and it is hard for those in charge of education to be so constantly hampered by lack of staff and lack of materials.

In the last years, since the liberation, visitors from outside have not been infrequent, but the results of their visits have not yet been seen. Sarawak needs to be brought closer to the great world of nations. Needs, not only interested visitors, but the psychological encouragement of practical help and close liason with others in other parts of the world who are dealing with the problems of post-war reconstruction.

CONSTRUCTIVE WORK



Peoples of the war-devastated countries do not sit idly by, awaiting foreign help! Here youth brigades rebuild Europe's shattered railways.

UNESCO'S DIRECT CONTRIBUTIONS

From this review of educational and cultural post-war problems of the countries recently visited by Unesco Field Workers, it is obvious that there still remains an immense amount of reconstruction to be done before anything like normality in education, science and culture can be restored. The people are not, however, sitting idle and waiting for foreign help; governments and national voluntary organizations are exerting every effort towards the reconstruction and rehabilitation of their own countries. For obvious reasons, such as currency restrictions, paper shortage, lack of supplies, lack of manufacturing equipment and of knowledge of recent research in various fields, many of the countries cannot do the entire job alone and are still in grave need of support from abroad.

Direct Grants from Unesco.

Although it was clearly indicated from the beginning that the primary responsability of Unesco lay in stimulating ánd co-ordinating the operations of other agencies in an intensified world-wide campaign for meeting the needs of war-devastated countries, an Emergency Fund was included in the Budgets for 1947 and 1948 to ensure that certain emergency needs could be met in exceptional cases. Direct contributions from Unesco itself were never envisaged as the most important aspect of the Reconstruction Programme, nor were they intended to make Unesco a relief agency in any sense of the word.

The immediate and most direct usefulness of the Emergency Fund is to provide direct help to meet most urgent needs. In its carlier operation it made possible the procurement of equipment, often from war-surpluses not otherwise immediately available, for meeting general and widespread needs in all war-devastated areas. For instance, fifty scientific workshops were provided to enable badly damaged schools and technical institutes to start at once the training of students in technical handcrafts and at the same time to provide means for the construction and improvisation of scientific equipment for teaching and research in schools of all levels. Similarly, other materials of great use were given widespread distribution through the Ministers of Education in war-devastated Member States, to institutions suffering greatest damage.

As the programme developed, however, it moved away from the general distribution of contributions to the allotment of equipment to meet definite and specific requests of especially needy institutions. Thus, for example, in 1947, the Academia Sinica in China and the Nencki Institute in Poland were selected as institutions in need of essential equipment for the re-establishment of their instructional and research programmes.

A further step in extending this principle was taken in the decision to administer the funds appropriated from the 1948 Budget in accordance with the provisions outlined in "Proposals for Unesco's 1948 Scientific Reconstruction Programme". This scheme is in short a system of allocating credits to scientific and cultural institutions in war-devastated countries, which are invited through the appropriate governmental authorities to select and order through Unesco the equipment which they feel they mos need, up to the limit of the funds allocated to them.

An Emergency Fund of $150,000 was set aside in the Budget for 1947, and was augmented by an additional grant of $220,000 from unexpended funds, made by the Executive Board at Mexico City. The original grant, together with $90,000 from the second grant, was devoted to the purchase of scientific and technical equipment. The remaining $130,000 was used to extend the programme to cover more effectively the needs in educational and cultural fields. General statements of the types and quantities of scientific supplies, together with their distribution by country are detailed in Table I. In addition to the materials show in this table, technical laboratory equipment to the amount of $8,404.90 was supplied to the Academia Sinica in China, and to the amount of $8,383.75 to the Nencki Institute of Poland.

Table II presents a similar statement of educational and cultural materials distributed as of 15 June 1948. It does not include visual education equipment presented to the Centre International d'Etudes Pédagogiques at Sèvres, France, nor the following items, for which expenditure has been approved in the amount indicated, but which have not been completely assembled for distribution: art and music literature, $1800; art reproductions, $9000; accessories for musical instruments, $900; music scores and parts, $1800; chemical products (for museums). $3600.

In keeping with the general principle of using the Emergency Fund for most specific and most urgent needs, it was determined that the expenditure of $275,000 appropriated in the Budget for 1948, together with a residuum of $35,000 unexpended from funds at hand, should be used for meeting the priority needs recommended by appropriate authorities in the war-devastated countries concerned.

In order to obviate difficulties experienced by Unesco in the selection, purchase and distribution of its contributions during the preceding year, "The Proposal for Unesco's 1948 Scientific Reconstruction Programme" was followed as far as possible for the allocation of the funds at its disposal.

In addition to the direct value of the Emergency Fund in furnishing needed equipment, it is designed to contribute indirectly toward guiding and stimulating the work of other agencies. The purchase and distribution of materials from these funds enable Unesco to draw the attention of other agencies to sound principles of procurement and distribution of their gifts. Guidance is provided to other organizations in using their resources effectively as a means of strengthening mutual understanding among the peoples of the world.

Fellowships allocated by Unesco.

At the Mexico City General Conference, it was decided to set aside Unesco funds for forty-eight "Reconstruction" fellowships to be offered in 1948 to six candidates each from China, Czechoslovakia, Denmark, Greece, the Netherlands, Norway, the

Philippines, Poland. Each fellowship is of six months duration with all expenses, including travel, paid by Unesco. They are in varying fields, such as film and radio, education, educational problems of war-affected children, librarianship, art and music education, and educational administration. Countries of study are selected according to needs. Recipients of these fellowships are on their way to countries of study as designated by Unesco.

Four further fellowships are awarded by Unesco to two Chinese and two Indian candidates to study mathematical computing machines in the United States and the United Kingdom. Each of these fellowships is for one year and also covers all expenses, including travel.

An additional seventy-two scholarships and study grants have been donated by Member States and international organizations, besides the fellowships offered by the Canadian Council for Reconstruction through Unesco and by the New Zealand Government. These scholarships include twenty offered by the French Ministry of Foreign Affairs, four by the Belgian Ministry of Education, five by the Netherlands Ministry of Education, four by the Norwegian Ministry of Church and Education ten by the British Film Producers' Association, five by British newspapers, two by the Shell Petroleum Company, three by the American Chemical Society, one by the Phi Delta Kappa of the United States, four by Mrs. Hugh T. Dobbins of Berkeley, California in co-operation with the World Student Relief Organization, and two by Rotary International.

These fellowships, sponsored or awarded by Unesco, will not only give scholars and scientists of war-devastated countries opportunities for seeing and studying the work done in other countries, but will also further the international exchange of persons as a means towards building understanding across national frontiers.

Grants-in-Aid.

Unesco's grant-in-aid to international non-governmental organizations in natural sciences are meant not to be direct aid to scientific research but to promote international co-operation in natural sciences.

The First Session of the General Conference appropriated $275,000 in the 1947 Budget for such grants-in-aid. During that year, the Executive Board approved the allocation of $256,130 for grants-in-aid to the International Council of Scientific Unions and its ten federated unions. These enabled 140 different projects to be realized, 500 eminent scientists to meet at about 60 important international scientific conferences, about 80 reports, bulletins, journals, etc., to be published, and the work of some 30 international scientific services laboratoires and stockrooms to be facilitated.

The Second Session of the General Conference appropriated $240,000 in the 1948 Budget for grants-in-aid to international non-governmental scientific organizations. Up to the present time, the Executive Board has allocated $236,574 for grants-in-aid to the International Council of Scientific Unions and its ten federated unions. These subventions are helping the realization of about 125 different projects, the meeting of about 450 eminent scientists at about 55 important international scientific conferences, the publication of some 45 reports, bulletins, journals, etc., the work of some 30 international scientific services, laboratories and stockrooms.

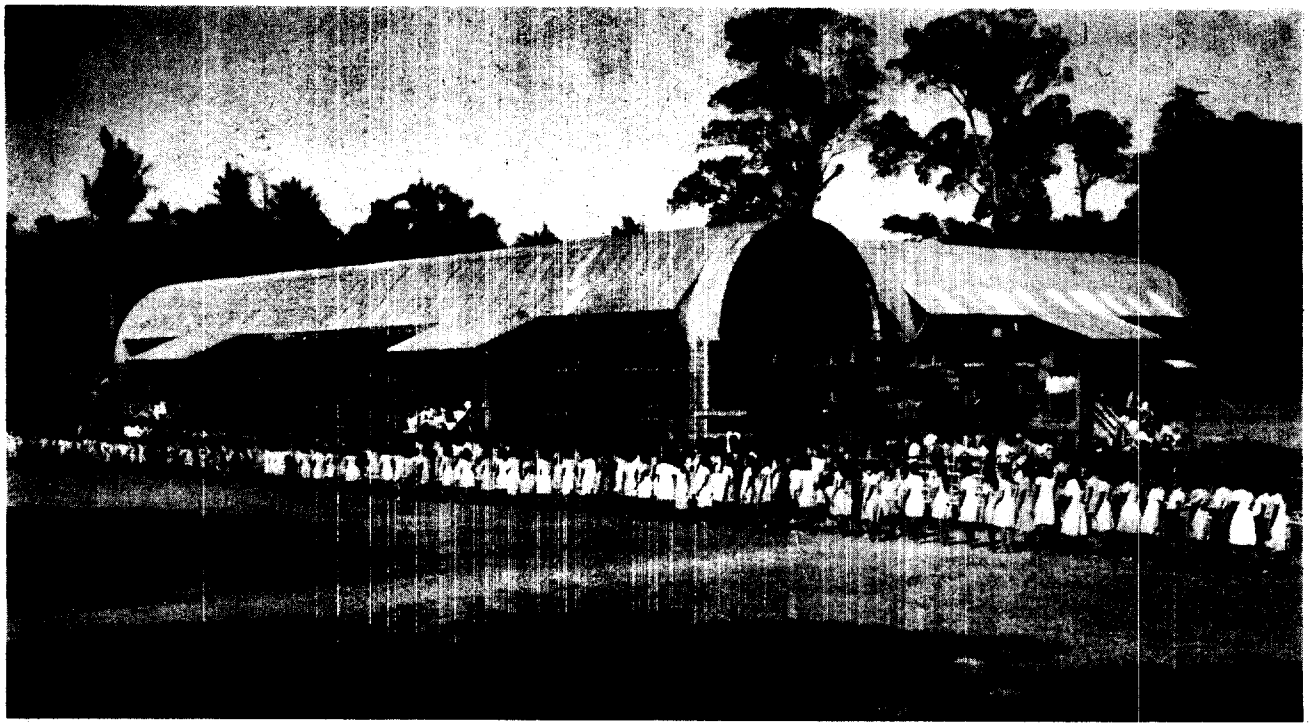
If the amount appropriated for grants-in-aid in 1949 is not less than it was for 1948, similar results will certainly be obtained through them, in promoting meetings of scientists at special symposia and general congresses, the publications of scientific reports and international scientific periodicals and the pooling and interchange of scientific knowledge.

Books and Periodicals allocated by Unesco.

As its main libraries reconstruction agency, Unesco has established an "International Clearing House for Publications", an intelligence centre where an extensive filing system records the publications which particular libraries want and the duplicates they have for disposal by gift, sale or exchange. Already, more than 6,000 libraries are co-operating and many thousands of exchanges have been effected through ICHP; advice has also been given on the disposal of book gifts. The ICHP works in close co-operation with all existing national exchange centres and takes an active part in the effort to establish such centres wherever they are needed. It undertook the distribution of books from the Inter-Allied Book Centre in London.

A Unesco *Bulletin For Libraries* is published monthly as a means of disseminating ICHP information throughout the world and enabling libraries to establish their own contacts and to keep informed of important new publications and activities in the libraries world. In addition, microfilm readers with credit for the purchase of microfilm strips have been distributed to a number of libraries by ICHP. Against this credit, each of the beneficiaries is able to buy a few thousand pages of publications in microfilm form from France, the United Kingdom and the U.S.A. In a few exceptional cases, complete microfilm laboratories, each of which costs $8,000, have been given.

Allocations of books, periodicals, and microfilm



Filipino children of the new republic... proud of their Quonset hut school.

equipment to war-devastated countries directly by ICHP up to September 1948 amounted to 2,308 sets of scientific periodicals (each set consisting of an average of 20 to 25 volumes), 54,982 miscellaneous publications, 300 sets of Encyclopaedia Britannica, 48 microfilm readers with $1,800 credit for purchase of microfilm strips, and 3 complete microfilm laboratories. These figures represent only a fraction of the exchanges and gifts effected as a result of ICHP Service, and in particular by the notes appearing in *Unesco Bulletin for Libraries.*

VOLUNTARY CONTRIBUTIONS TO RECONSTRUCTION

Ticer

In the *Book of Needs,* Volume I (1947), it was mentioned that a most generous and significant contribution towards the fulfilment of educational, scientific and cultural needs in the war-devastated areas had been and continued to be made by the international non-governmental organizations. Thirty-eight of these organizations met in February 1947 in Unesco House in Paris to consider ways and means of collaboration among themselves and with Unesco, in the hope that they might thus increase the effectiveness of their work. There have been two subsequent meetings and the Temporary International Council for Educational Reconstruction (TICER) has been established.

The TICER is composed of twenty-eight member organizations, each of which is a federation of national branches, the participants represent over 700 national organizations in more than 60 countries. While preserving their full autonomy and independence, the members of TICER have formally associated themselves with Unesco, and TICER'S secretariat is supplied by Unesco.

TICER, because of its size and of the varied nature of its membership, is concerned with every aspect of educational, scientific and cultural reconstruction at all levels. Its organizations give assistance to science and art education and help in the rehabilitation of such cultural institutions as libraries and museums. This assistance includes material aids in the form of books, class-

room supplies, musical scores and instruments, art supplies, laboratory equipment and audio-visual aids to teaching. Great emphasis is placed on the provision of funds and facilities for the training or refreshing of technical personnel in all categories, by means of scholarship, study and travel grants, student exchange schemes and vocational training institutions. There is considerable activity in promoting and organizing such aids to international reconstruction as the various types of International Voluntary Work Camps.

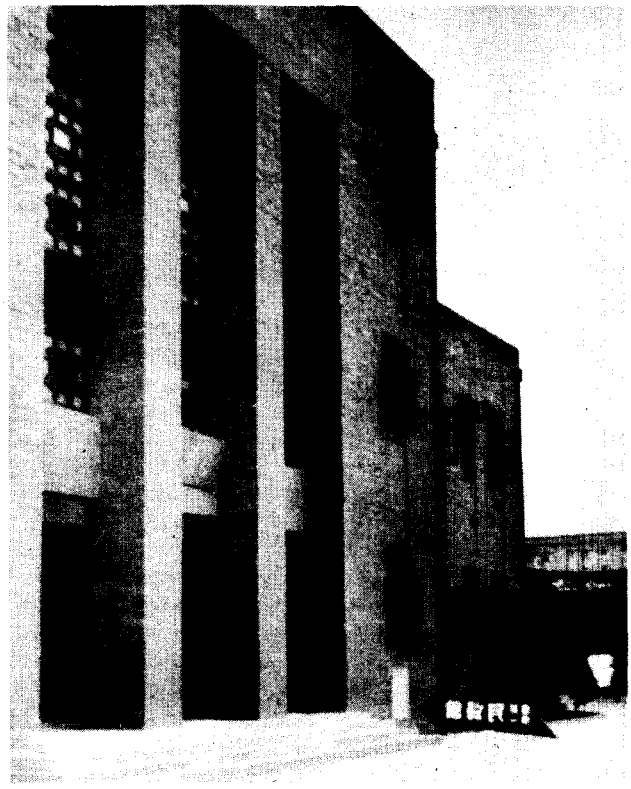
International Voluntary Work Camps.

A special Committee composed of organizers of International Voluntary Work Camps has been formed, which has advised Unesco on its programme in this field and assisted in the drawing up of the agenda for a Conference of organizations active in the Work Camps sphere, held in Unesco House on 22 and 23 April, 1948. Delegates from more than 20 world voluntary groups representing over 135 International Voluntary Work Camps in Europe met and mapped out a programme to co-ordinate and expand their camp activities and to co-operate further with Unesco. They discussed the technical problems of work camps as well as the best ways of using the camps as a medium for building international co-operation, and a means whereby Unesco can assist not only as a co-ordinating agency, but also in supplying educational guidance and materials.

Unesco provides the secretariat for this co-ordinating committee, advises on educational programmes and supplies multi-lingual libraries of 300 books and pamphlets on world affairs, on the United Nations, economic and social problems, atomic energy, history, geography, art, literature, music, architecture and instruction in languages for 28 leading camps in 12 war-devastated European countries this summer.

The first consideration in these camps is to complete a useful job of work and to learn to appreciate standards of good workmanship, in itself a valuable educational experience. The essential feature of the camps is that young people of different nationalities and different classes have an opportunity of living and working together; this all leads to education for international understanding.

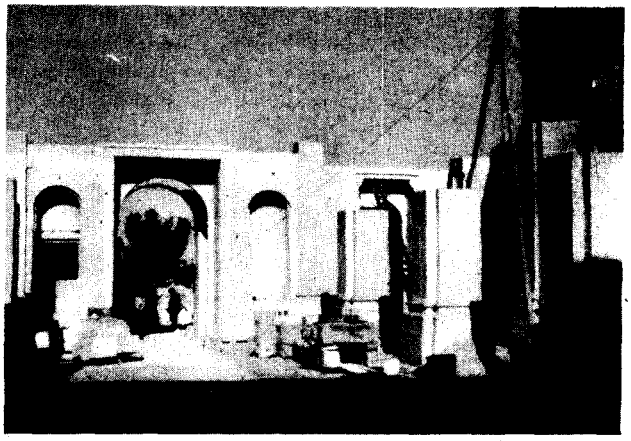
This imposing Mass Education Centre at Nanking forms part of a vast people's movement to bring literacy to the people of China.



Conférence of Directors of Children's Villages.

The Pestalozzidorf at Trogen, Switzerland is an international children's village for war orphans, and is one of the most successful experiments in the care of child victims of the war; it started in 1946 with the help of voluntary workers and is now supported by Don Suisse as well as by numerous donations from many countries. It proved to be the ideal site for the Conference, which was attended by 16 representatives from 12 different countries, 11 experts from 6 other countries including 2 expert Directors of Villages, 9 observors and 4 other persons, at the invitation of Unesco.

These participants in the Conference describe how, in the war-devastated countries there were numerous groups of children with no family, or who were still deprived of any normal education, who were forced by necessity to organize themselves in some way, either of their own accord or under the direction of active, public-spirited adults. Gradually there sprang up and developed new communities, which did not conform to the traditional rules of education or instruction, for they represented entirely novel experiments, concerned not only with assisting children who were deserted or in danger, but also with arousing a new, ardent and constructive spirit. Unlike so



The new Capuchin Church at Floriana, Malta, rises to attest the faith and spirit of the people of those much-bombed islands.

many young people who passively accept the difficulties of the world today, they had developed an initiative and a sense of co-operation which were important elements in the equipment for unbiassed international understanding. The discussions also showed that most of these Children's Communities had adopted a method of education on family lines, which had been found to be the best means of calming, reassuring and strengthening children from the countries most stricken by the war, and giving them hope and confidence.

There was unanimous agreement on the desirability of continuing and developing this new kind of education, of describing the efforts made and the results achieved, and encouraging the creation of such organizations so that all might benefit from the stimulus offered to young people by these examples of initiative and creative energy. At the same time, there was agreement on the necessity of remedying numerous imperfections and difficulties arising from the extempore or hasty character of certain experiments and from the isolation of their directors; there was insufficient staff, the technique was vague, means of information were scanty, equipment and financial support were inadequate. It was therefore decided to pool individual efforts by the formation of an International Federation of Children's Communities with a Co-ordinating Committee elected at the Conference, consisting of seven directors and two alternates. It was arranged that the Secretariat of the Federation should be near Trogen, Switzerland and the Pestalozzidorf Association made a gift af 10,000 Swiss francs for its expenses. Unesco was requested to assist the federation by organizing every year two meetings for directors and one conference for specialists and directors; by making available a technical service for information and psycho-pedagogical consultation; by publishing an annual report on the conference, on the progress made in the Communities and on all other relevant matters; ond by extending its reconstruction programme to include Children's Communities. As a first step in the collection of funds to assist these Communities. Unesco has asked permission of the Canadian Council for Reconstruction through Unesco to devote to the villages the $25,000 allocated to Unesco from the recent Canadian campaign. This request has been favourably received.

The Federation envisage the publication of a Quarterly Journal which will reflect the life and experiences of the different communities and the calling of an International Conference of Children, where, next year, the best boys and girls of the European organizations will meet in a summer camp at Moulin Vieux, France. Among other projects proposed, mention may be made of the following: a documentary film on the life of the various communities; an exchange of educational equipment made in the different communities and of products manufactured in the workshops for vocational training; an international competition for the song, badge and poster of the Federation; and an International Fair where the objects manufactured may be sold to build up a fund for international holiday exchanges. It is hoped that by combining all efforts and avoiding overlapping, an International Training College may be established, where all the staff would receive further training, and an Institute of International Research may be set up to study the practical methods of education developed in these communities. For the time being, this institue might well be merged with Unesco's services in this field. Finally, it would be desirable to organize, in conjunction with the Co-ordinating Committee for Voluntary Work Camps, a meeting centre for young workers for reconstruction. It would be useful to put the energies and faith of many of the children who have learnt a trade in these communities to the test by inducing them to work with international teams in the reconstruction of devastated areas, so that the spirit aroused in the Children's Communities would be maintained.

Co-ordinating effort of CIER.

Even before the formation of TICER the Commission for International Education Reconstruction, comprising over 300 national voluntary organizations (in the United States of America) worked tirelessly and energetically for Unesco's campaign for educational reconstruction.

As early as 1945 it became apparent to a considerable number of American educational leaders

that the pressing needs of the devastated countries were not being adequartely met by existing post-war relief programmes. The American Council on Education called a series of conferences early in 1946, in which participated officials of UNRRA, the Unesco Preparatory Commission, the Department of State, United States Office of Education, the National Education Association and some 20 other educational and relief organizations. A grant of $25,000 (later increased to $100,000) was secured from the Carnegie Endowment to initiate the Commission for International Educational Reconstruction.

American organizations have reported to the CIER contributions in cash and kind and in services, totalling over 62 millions for 1946, more than 89 millions in 1947, and an incomplete advance estimate of 72 millions for 1948.

The second edition of the CIER Handbook which describes the programmes and activities of the various organizations in the United States, made its appearance in the autumn of 1947, and the 1947 Supplement was published in April this year. Thirty-two devastated countries have received aid from the funds mentioned above in the form of books, and periodicals; cultural material and supplies; educational missions; educational work camp projects; fellowships, scholarships and study grants; recreational camp programmes; school affiliations, adoptions and scholarships.

Two typical CIER projects are cited by way of example since they were co-operative projects of several organizations. In April 1947, the CIER, with the special co-operation of the American Council on Education, the National Association of Secondary School Principals, the National Catholic Educational Association, and the National Council of independent Schools, appealed to the graduating classes of American schools and colleges to memorialize themselves by making a gift toward the reconstruction of education in the devastated countries. By the summer of 1948, approximately 200 schools had made contributions totalling about $20,000. Contributions were made either through established American agencies concerned with educational reconstruction, or in cash to Unesco through the CIER. Of the funds given to the Unesco Reconstruction Fund, $550 were used to cover the expenses of six teachers (Chinese, Dutch, Polish), participating in Unesco's first seminar on Education for International Understanding held in the summer of 1947 at Sèvres, France, and $6,000 for the purchase of 50 sets of urgently needed laboratory equipment, mainly balances and weights, sent to China, Czechoslovakia, Greece, the Philippines, and Poland.

The CIER also initiated, in collaboration with the National Education Association, the American Junior Red Cross, American Association of University Women, Association for Child Education, Delta Kappa Gamma, West Virginia Classroom Teachers Department, and the Institute of International Education, a project to bring to the United States during the spring of 1948, a group of educational leaders from the devastated countries. These persons participated in a programme of planned observation of the best practice in American education, each studying in the state or community from which the funds were provided. Participants then attended a joint seminar in July-August, at which problems of common concern such as teacher education, child development, guidance and educational methods and trends were discussed in an attempt to synthesize the best ways of thinking in these fields. They also attended the National Education Association Convention, educational conferences, institutes and summer sessions, before returning to their home countries. Delegations from 19 countries participated in this seminar.

Campaign of CCRU.

The Canadian Council for Reconstruction through Unesco, was formed in July 1947, when seventy-five national and provincial organizations (of Canada) were invited by the Canadian government to meet in Toronto. Early this year, the CCRU was about to start a campign throughout Canada, when Canada was requested by the General Assembly of the United Nations to help in raising the International Children's Emergency Fund, and a National Council for the United Nations' Appeal for Children in Canada was set up. The two Councils joined together in the campaign which was launched on the 9th February, and the funds raised were to be equitably divided between the CCRU and UNAC. CCRU decided at its annual meeting in Ottawa on May 28-29th the million Canadian dollars thus obtained would be distributed as follows:

	Canadian Dollar value	Percentage
1. Fellowships and missions	182,000	18.2
2. Elementary and secondary school supplies	300,000	30.0
3. Cultural groups and individuals	46,250	4.6
4. University supplies.	150,000	15.0
5. Book projects	66,750	6.7
6. Administration	60,000	6.0
7. Contingency	40,000	4.0
8. Unesco grant	25,000	2.5
9. Reserve	130,000	13.0
	1,000,000	100

Sixty-four "Canada-Unesco Fellowships" are being offered in the fields of science and technology, education, the humanities, mass media, social sciences, public administration, and the creative arts, by the CCRU to educators, technicians, and artists in fourteen devastated countries: Belgium, China, Czechoslovakia, Denmark, France, Greece, Italy, Luxembourg, the Netherlands, Norway, the Philippines, Poland, and the British colonial possessions of Malta and Malaya.

These fellowships cover the costs of round-trip travel of successful candidates as well as health and accident insurance, living expenses for an approximate period of six months (at the rate of $180 a month), and special provision for travel expenses in Canada for study or observation purposes. Preliminary screening of candidates, whose names are being submitted by governments, would be handled by Unesco.

About 20,000 school gift boxes containing notebooks, foolscap, crayons, ink, pencils, chalk, penholders, pen-points, rulers, erasers, paste and coloured construction paper have been packed and sent to young pupils in France, the Netherlands, Austria, Germany, Greece and Italy. Also included are booklets, maps and facts sheets on Canada, as well as the "Help us Go to School" posters used in Canadian classrooms during the recent campaign. Children in each school receiving boxes are being asked to write to the children of the Canadian school who contributed by filling in the original poster. It is hoped that correspondence will thus be started between the children of war-torn countries and those in Canadian schools. The project involves more than 600 tons of material shipped in 45 freight cars. One of the largest items is over a million and half notebooks with a specially designed cover and the words "From the Children of Canada".

Aid from Australia.

The Australian Government has allocated £90,000 for educational work in at least eight south-east Asiatic countries. These funds, earmarked for scholarships and the purchase of educational supplies, are in important contribution to the Unesco campaign for cultural reconstruction in war-devastated areas.

Sixty thousand pounds have been set aside for scholarships and thirty thousand pounds for expenditure on educational supplies. These funds

In Children's Villages a constructive spirit grows out of the love and understanding given to homeless child victims of war's aftermath.

are assigned to the following countries for educational and cultural rehabilitation: Burma, China, India, Indonesia, Malaya, Pakistan, and the Philippines.

An additional five thousand pounds have been allocated for assistance to other countries in the south-east Asia area, such as Siam. Details of how the funds are to be employed are now being worked out.

Contribution of the Union of South Africa.

In response to the Unesco appeal for school materials for war-devastated countries, a nation-wide campaign was launched in July 1947 by the Union of South Africa through the good offices of its Department of Education. The Cape and the Transvaal responded to the appeal, the response from the Cape being particularly good. Fifty-two cases of books and school materials were collected by the New Education Fellowship, Cape Town. Eleven cases of equipment were collected by the Librarian, University of the Witwatersand, Johannesburg, from the Transvaal. In addition a sum of £610.16.2 was collected in cash. This donation includes £107.5.0 from branches of the South African Women's Auxiliary Services in the Transvaal, and £483.11.2 collected by the New Education Fellowship, Cape Town. The sixty-three cases of books and equipment reached Unesco in August

National Councils can do much to mobilize volunteer effort. A shipment of school supplies goes to the children of Italy as a gift from Canada's more fortunate youngsters, the result of a campaign sponsored by the Canadian Council for Reconstruction through Unesco.

1948. Arrangements are being made for the books to be sorted and distributed to suitable libraries and other institutions. The cash endowment will be transferred to the Unesco account in a London bank, through the kindness of the High Commissioner for the Union of South Africa in London, and will be spent for assisting educational reconstruction work in war-devastated countries; amounts designated by the donors for special purposes will be so spent.

Allotment from the British UNAC Fund.

The campaign conducted in the United Kingdom under the auspices of the Lord Mayor of London as Great Britain's contribution to the world - wide drive sponsored by UNAC was a great success. Out of this fund £60,000 have been allotted to Unesco for the use of educational reconstruction.

After a meeting of the Sub-Committee for Educational Reconstruction of the National Co-operative Body for Education, including discussion with the Head of the Reconstruction Department of the Unesco Secretariat, it was recommended 50 per cent of the grant should be used for the purchase of educational equipment, 25 per cent: fellowships, missions and travel grants, 20 per cent : books and periodicals, and 5 per cent: transportation and covering charges.

The projected allotment of 25 per cent of the funds for fellowships, missions and travel grants is designed to meet the widespread need for informing specialists of the advance made in the United Kingdom during the war and afterwards in the fields of science, education and culture. The isolation of educators and teachers in war-devastated areas can be effectively overcome both by inviting selected persons for short stays in England, and by sending missions from the United Kingdom to these countries.

"Fellowships on nursery school and kindergarden teaching, elementary and secondary school teaching, foreign language teaching, school administration and inspection, school feeding, school physical education, school children leisure time activities, school psychology and child guidance, health education and school medical service, school architecture, and school broadcasts will be available in 1949."

A large part of the allotment of funds for books and periodicals will be spent on the procurement of dictionaries, the classics, text-books, etc. for universities and technical colleges, as well as professional journals and periodicals. The provision of current information on educational developments from the United Kingdom is one of the most valuable means of contributing to the rehabilitation of educational systems in war-devastated countries which have been so long out of touch with current developments. In this way the excellent work done by the Allied Book Centre during the war may be carried on.

Since all countries are not in a position to provide transportation and covering charges either through their Embassies or through commercial shipping, a modest amount set aside for such purposes will insure the prompt delivery of the contributions.

The Ministries of Education of the recipient countries are being informed of the credits being placed at their disposal for their cultural needs, and orders in the United Kingdom for books and equipment are to be placed as soon as their replies have been received.

Fellowship Scheme of New Zealand.

The New Zealand government has set aside a sum of £15,000 to finance a fellowship scheme which will provide study opportunities in New Zealand for scholars and specialists selected from various war-devastated countries. An initial group of five Far Eastern students, two from China and one each from the Philippines, Malaya and Burma, will be selected immediately. In announcing the scheme, the New Zealand Minister of Education declared that the needs of these Eastern countries "for the kinds of training and experience available in New Zealand are more urgent than those of the war-devastated countries of Europe". It was pointed out, however, that the programme will be extended to other Eastern countries and eventually to European nations. The governments of the countries to which fellowships are being offered are being advised and given information on the facilities which New Zealand can offer. Final selection of the candidates will be made by the Fellowship Committee set up by the New Zealand National Commission for Unesco. Fields of study for the first five candidates include: agriculture, rural life and education, Maori education, education of the Island Territories, social services, mining, engineering, teacher training and the technical aspects of broadcasting. The grants will be generally of six months' duration and will cost approximately £450 including travel expenses within New Zealand. At the conclusion of the fellowship, each student will be expected to return to his home country to put to use his training and experience in reconstruction work.

Conference of Producers of Scientific Equipment.

In a previous section, mention was made about "Proposals for Unesco's 1948 Scientific Reconstruction Programme". These were drafted by the

Unesco Secretariat and passed by the Conference of producers of scientific equipment which took place in Unesco House on 3 and 4 June 1948. It was attended by representatives of scientific industry from Australia, Belgium, France, Italy, the Netherlands, Sweden, Switzerland, the United Kingdom and the United States of America.

In spite of the fact that the scientific industry in a number of these countries had suffered greatly from the war, all of them expressed their willingness to do as much as possible for the work of scientific reconstruction in war-devastated areas. Each of them reported to the meeting the possibility of supplying scientific equipment in the near future. For instance, Belgium could supply 6 to 7 million Belgian francs' worth of optical instruments for immediate delivery, and exports would have reached 20 millions by 1949. Belgian industry could undertake almost any order for early delivery, others have even promised to manufacture specific instruments if ample time is given when order is placed. On the other hand, in a country like Australia which had not a high output in this field before the war, certain types of apparatus and certain chemical products are now being manufactured. All the participants agreed to send to Unesco catalogues with prices and delivery dates as soon as possible. A Scientific Apparatus Information Bureau (SAIB) has since been set up in Unesco to receive such catalogues and to supply information on scientific industry to those countries which are in need of scientific equipment. Other questions discussed at the conference include those about restrictions on export and import, duties on import to the recipient countries, difficulties in transportation, etc. The most knotty problem was that of currency. Most of the manufacturing countries would not accept soft currency. That was the reason why the "Proposals" mentioned above were unanimously supported by all participants of the conference, which envisaged a science credits scheme that would enable any devastated country to order scientific equipment needed by particular institutions of that country after having been notified the sum of money allocated by Unesco to that country and having consulted on the question where and how such equipment might be obtained. At regular intervals Unesco would pay against invoices, or bills of lading, in respect of goods delivered, up to the limit of the funds allocated to that country. It was recommended, however, to those Member States which would like to enjoy this privilege the urgent importance of arranging for: (1) duty-free entrance of contributed educational material; and (2) more adequate reporting to donors about the use of contributed materials.

TABLE I.

Purchase and Distribution of Emergency Scientific Equipment from Funds budgeted in 1947

DISTRIBUTION

ITEM	CHINA	POLAND	GREECE	CZECHO-SLOVA-KIA	PHILIP-PINES	ITALY	HUN-GARY	AUSTRIA	RESERVE	TOTAL
Scientific workshops.	16	11	7	8	5	1	1	1	0	50
Microscope with accessories	21	15	11	10	7	2	2	2	4	74
Sets of laboratory glassware	8	7	4	4	4	3	3	3	4	40
Sets of technical handbooks	6	5	3	4	2	1	1	1	—	23
Balances and weights	17	14	9	7	7	6	6	5	9	80
Epidiascopes	11	9	5	5	4	4	4	3	5	50
Test meters	22	18	10	10	8	8	8	6	10	100
Stills	11	9	5	5	4	4	4	3	5	50
Colorimeters	1	1	1	1	1	1	1	—	—	7
Microtome	—	—	—	—	—	—	—	1	—	1
Sterilisers	1	1	—	—	—	—	1	1	—	4
Bacteriological Incubators	8	8	5	5	4	4	3	3	—	40

TABLE II.

DISTRIBUTION

(as of 15 *June,* 1948*)*

ITEM	CHINA	POLAND	GREECE	CZECHO-SLOVA-KIA	PHILIP-PINES	ITALY	HUN-GARY	AUSTRIA	RESERVE	TOTAL
16 mm sound projectors	17	15	8	7	7	6	6	6	8	80
Radio receivers	83	71	40	35	35	31	31	28	40	394
Microfilm projectors.	10	8	5	5	4	3	4	3	—	42
Gramophones	56	48	27	25	25	22	22	20	23	268
Epidiascopes	8	8	4	4	4	3	3	3	3	40
Typewriters	8	8	4	4	4	3	3	3	—	37
Artists supplies	40	20	65	60	60	55	55	50	68	673
Education books 100 volumes	1	1	1	1	1	1	1	1	4	12

In addition, microfilm projectors were sent to the following countries : Belgium 2
France 2
Netherlands 1
Norway 1
6 Total number : 48

APPENDIX I.

REQUIREMENTS OF SOME EUROPEAN COUNTRIES

Austria, Czechoslovakia, Greece, Italy and Poland were visited by Unesco field workers last year and their problems were described in the *"Book of Needs"* volume I. During the year 1947-48, these countries made a great effort towards educational, scientific and cultural reconstruction. Governments, private initiative, voluntary international and national agencies, donating countries, and Unesco have all co-operated in this work.

Thanks to these joint contributions, cultural institutions have this year succeeded in broadening their work, but lack of manufactured supplies and scientific equipment, as well as shortage of paper and books, are still a serious hindrance.

The task remains difficult, the needs immense. This is illustrated by the many requests which have reacher Unesco during 1948. They vary in their nature and touch on all subjects; some of them describe the general requirements in certain fields of work and list the kinds of materials wanted; others refer to the needs of a specific institute, university or body. They come directly from the institutes or colleges concerned or are passed through official organizations such as various Ministries, Unesco National Commissions and Embassies.

The total value of requests received in 1948 from the above five countries only is estimated at $3,000,000. Some of these demands of a very specific nature and coming from science institutes, art schools, museums, libraries, universities, etc., were submitted in reply to Unesco offer of assistance from its emergency budget: these requests, scaled down as much as possible by Governments and given top priority are valued at $600,000.

It would, of course, be impossible to reproduce here the numerous demands which have reached us. A few typical requests have been selected in order to illustrate the wide range of materials concerned.

AUSTRIA

I. The Ministry of Public Instruction has recently informed us that:

47 educational institutions (primary schools, secondary schools and commercial schools) numbering in all 16,820 pupils, are in urgent need of:

pencils
pens
exercise books
erasers.

Ten to twenty per cent of the pupils lack:

compass sets
colours
coloured pencils
materials for designing and sewing
wool, etc.

These institutions also require:

Text-books in foreign languages and similar publications for young people which, if they could be distributed to the amount of 40 to 80 copies per school, would greatly facilitate the teaching of foreign languages.

Dictionaries, such as the Oxford Dictionary, Otham's Dictionary, Larousse, etc., which are no longer available in Austria.

Then, teaching is handicapped by the lack of:

projection apparatus
microscopes
magnifying glasses
16 mm. film projectors
apparatus for school experiments in physics and chemistry
boards and material for visual teaching.

II. The Professional Training School at Voitsberg, attended by 700 boys and girls, is particularly handicapped by the fact that it has insufficient means to provide important equipment for demonstration purposes. The School's most urgent needs are:

16 mm. film projector to show important educational films
epidiascope

III. More than 50 higher institutes coming under Vienna, Graz and Innsbruck Universities, have submitted requests for materials most urgently and especially needed (which do not, however, cover all their requirements). The following are given as examples:

(a) Institute for Forensic Medicine, University of Innsbruck.

modern epidiascope	1
Berkel balance for weights up to 5 kg.	1
diapositive plates (9×12).....	10 dozen
light plates (9×12) together with developing equipment.....	6 dozen
modern French-German, English-German, and Italian-German dictionaries	

(b) Institute of Meteorology and Geophysics, University of Graz

a large amount of 35 mm. film for the filming of the hourly observations at the ionospheric station	
simple dark-room equipment.....	1 set
microfilm projector	1
field intensity recorders.....	2

multiple point recorders 2
synchronous motors 2
vertical seismograph, with registering equipment 1
magnetic horizontal field measuring apparatus, with registering equipment 1

(c) GRAZ UNIVERSITY OBSERVATORY

Optical equipment

achromatic lenses (12-15 cm. aperture) 2
set of eye-pieces 1
Nicol prisms 4
neutral wedges 2
synchronous motors 2

IV. THE NATURAL HISTORY MUSEUM, VIENNA, requires:

1. electrically heated paraffin tank. 1
electric thermostat 1

2. *Laboratory glassware and porcelain*

e.g. dishes, crucibles, measuring cylinders, etc.

3. *Optical instruments*

binocular microscopes 2
microscope 1
cover glasses for microscopic preparations (18×8), strength C... 3,000
medium-sized sliding microtome... 1
luminescent spectroscope 1
spectroscope for comparative study of liquids 1
microphotographic apparatus 1
miniature camera with a long-range objective 1
mirror reflex camera..... 1
anastigmatic lens with a focal length of 35-40 cm. 1
16 mm. cine-camera 1
micro-diaprojector 1
epidiascope 1
microprojector 24×36 mm., objective with a focal length of 20 cm.
16 mm. film-strip projector with sound track, objective with a focal length of 10 cm., licet 5 watt 1
large spectrograph 1
luxmeter 1

4. *Surveying instruments*

theodolite 1
clinometer 1
optical square 1
mariner's compass 1

5. *Electrical instruments*

voltmeter 6 - 600 V. 1
ammeter 0,003 - 10 amp. 1
ohmmeter 0,1 - 200,000 ohm 1

6. *Workshop equipment*

screw taps and dies..... 1 set
back-saw frames and blades of varying thickness 2
hand-drilling machine and set of drills 1
cutting and grinding apparatus for preparing thin rock-sections, with electric motor 1
circular saw combined with a drilling machine (direct current)... 1
electric hand-drill 15 cm. 1
band saw 1
small sized plane for carpentry .. 1
micro blue-printing lamps (low voltage tungoten-arc lamp) 2
transformer with transfer from direct to alternating current, 1-2 kw. performance..... 1
220 V. direct current motor, 1/2 H.P. 800 rev. 1
microphone, with amplifier 1
amplifier, 20 watt performance... 1

7. *Laboratory chemicals*

e.g. acids, alkalies, reagents, solvents, etc.

V. THE LIBRARY OF THE SEMINARY OF CLASSICAL PHILOLOGY, Vienna University, asks for Liddell-Scott's *Greek-English lexicon*, (Oxford, Clarendon Press); *Antiquité Classique* (Brussels); *Revue de Philologie* (Paris); *L'Année Philologique* (Paris); *Etudes* Classiques (Namur); *American Journal of Philology* (Hopkins Press, Baltimore); *Philological Quarterly* (University of Iowa).

CZECHOSLOVAKIA

There is still a great need of:

scientific equipment
text-books, reference books, bibliographies, periodicals and reviews, covering all fields and particularly science and technology
fellowships and study grants.

16 libraries and cultural institutions have recently sent out an urgent appeal. Some of them which were completely destroyed during the German occupation, are nevertheless endeavouring to rebuild their stocks and to open their doors to students and scientists.

1. The following are the types of publications wanted by one of these institutions:

LIBRARY OF THE TECHNICAL UNIVERSITY, Brno: *Aero Digest, Air Transport, The American Architect, American Builder and Building Age, American Machinist, The Architectural Record, Bell system technical journal, Bibliography of scientific and industrial reports, Building America, and Civil Engineering.*

2. Furthermore, 8 museums have informed us that they lack:
optical apparatus
preservatives
glass show-cases and furniture for exhibiting the collections
books and specialized publications.
The following is a request from one of these museums:

binocular microscope	1
mineralogical polarisation microscopes	2
photographic apparatus for field work	1
ultra-violet arc lamp	1
spectroscope	1
X-ray apparatus	1
dark-room for field work	1
Canada balsam	5 kgs
heavy solutions for determining density of minerals	1 set

GREECE

I. Unesco's attention has been drawn by the Greek Royal Embassy in Paris to the following needs, which are the most urgent:

3,000 school buildings to be repaired requiring an expenditure of approximately	$3,700,000
700 new school buildings to be erected, costing	$12,905,000
180,000 benches to be supplied.	

The following articles are also urgently required :

collections of gymnastic accessories (1st-and 2nd-grade schools)	10,000
collections of equipment for sports and games (1st and 2nd grade schools)	10,000
geographical maps	10,000
educational films	2,000
projectors (for teaching of physics).	500
sets of drawing instruments	1,000
projection lanterns with educational slides	500
typewriters with ribbons	500
collections of objects for practical biological work (1st-and 2nd-grade teaching)	500
X-ray apparatus	500
collections of chemical equipment instruments)	500
collections of physics equipment instruments)	500
collections of equipment for chemical laboratories	500
school microscopes	500
elementary microbiological laboratories	46
anthropometric instruments	150
pianos	400

II. Trade, Technical and Commercial schools which are at present attended by 15,000 pupils could receive 60,000 if supplied with the following material:

complete workshops for carpentry.	21
complete turning-lathe workshops.	21
complete wood-carvers' workshops.	5
complete blacksmiths' shops	20
complete workshops for decorators	4
complete equipment for linotype and monotype printer's shops	2
complete sewing workshops, with : dolls, toys	1
complete sewing worskshops, with : (a) sewing machines	150
(b) embroidering machines	50
complete equipment for knitwear	120
complete workshop for millinery	2
complete equipment for spinning and weaving	300
complete workshop for pottery	3
complete workshop for perfume-making, with special distilling installations	1
complete workshops for book-binding	2
complete workshops for carpet-making	5
complete chests of tools for carpentry, joinery and cabinet-making	3,500 sets
sets of tools for :	
mechanics	3,500
blacksmiths	3,500
solderers	2,000
tinkers	1,000
coppersmiths	1,000
foundry	2,000
fitters	3,500
draughtsmen	3,500
moulders	1,000
wireless mechanics	1,000
road engineers	100
pottery workers	1,000
decorators	50
decoration work on leather	20
toy-makers	50
goldsmiths	500
shoemakers	500
tailors and embroiderers	3,500
machines for shoemaking	20
typewriters with Greek and Latin characters	100
chairs and stools	20,000
desks for instruction	250
drawing boards	100
electric stoves	300
electric irons	130

III. In so far as Universities are concerned, the Central Depertment of the University of Athens, its mineralogical, geographical and physical laboratories, the Faculty of Philosophy of the Salonika University, the Greek High School of Economic and Commercial Science, send an urgent appel for:

laboratory equipment
reference books and text-books
furniture
fellowships, particularly in the field of education and social sciences.

Also, requests have been received for:

ATHENS SCHOOL OF ECONOMICS AND COMMERCIAL SCIENCE

(a) *Chemical Laboratory*

Vacuum pump
Metal rectifier, input voltage 220 V., maximum output 50 amp.

Oven, electrically heated, with automatic temperature control
Lecture apparatus (chemistry)
Portable cinematograph projector, with series of films for educational purposes (especially for industry and recent electro-chemical metallurgy).

(b) *Department of Business, Economics, and Office Organization.*

adding and calculating machines
duplicators and adressograph equipment
typewriters
book-keeping machines (various models)
card files, vertical filing
loose-leaf binders
office steel furniture
office equipment, various.

UNIVERSITY OF ATHENS, BOTANICAL DEPARTMENT

microscopes
microscope coverglasses
microscope slides
microscope camera
epidiascope (for books, specimens, etc.)
microprojector (for use with the microscope)
film projector
films dealing with botanical and biological subjects
photographic plates
a collection of slides on plant anatomy and cytology.
glass jars of different sizes for museum collections
stains for cytology and histology
a collection of apparatus for plant physiology
flower models of different plant families
botanical models of fungi
botanical models of fruits
wall charts on plant anatomy
wall charts on physiology
wall charts on cytology
wall charts on taxonomy

ITALY

The following type of materials are urgently required for:

1. PRIMARY SCHOOLS

films projectors
wireless sets
mural geographical maps (in Italian)
mural anatomy and natural history maps (in Italian)
globes (in Italian)

2. ART SCHOOLS, MUSIC CONSERVATOIRES:

colours for use in oil, tempera and water-colour painting, and for pastels
books and collections of coloured reproductions on art in Europe and America, from Impressionism onwards
for the Central Restoration Institute, a tintometer similar to that at present used by the National Gallery, London
small cameras (Leica type) for cataloguing works of art in inaccessible, poor or damaged areas
photographic plates (and/or slides), films, paper for printing photographs
photographic copies of Italian works of art contained in foreign museums
orchestral instruments: wood (clarinet, oboe, bassoon) and brass (horn, trumpets, and trombones with both sliding and piston action)
music scores.

3. SCHOOLS AND INSTITUTES FOR TECHNICAL INSTRUCTION, listed by order of preference:

physics apparatus (mechanics, heat, light, sound electronics, radioactivity)
electrical instruments (voltmeters, ammeters, galvanometers, electrometers, resistance and capacity measuring bridges)
mensuration equipment (theodolites, levels, clinometers)
electrical apparatus (motors, dynamos, transformers, rectifiers - all small power)

4. 26 UNIVERSITIES, GROUPING ABOUT 190,000 STUDENTS, lack:

books and periodicals
equipment for the study of economics, commerce and science
fellowships and scholarships for study abroad, and facilities for the exchange of information

For example: (a) A request from the INSTITUTE DI PATOLOGIA SPECIALE MEDICA E METODOLOGIA CLINICA of the UNIVERSITY OF BOLOGNA states that all its collections of foreign periodicals were interrupted during the war years. It would be glad to have the 1939-1946 issues of the following:

Archives of Internal Medicine
Journal of Laboratory and Clinical Medicine
American Journal of Medical Science
American Heart Journal
Gastro-enterology
Archives des maladies du cœur
Archives des maladies de l'appareil digestif
Revue neurologique
Journal of the American Medical Association (vols. 114-133).

(b) THE INSTITUTE OF APPLIED AND GENERAL ANTHROPOLOGY asks for:

Instruction material:

Palestine skulls (Mount Carmel, Suhkul and Skubach)
Solo skull (Java)
Swascombe skull
Stehein skull
Pekin skull

Instruments:

calipers for anthropometry (6 with sliding arms, and 6 with curved arms) (Hermann, Zurich) 12
metric tape-measures (Hermann, Zurich) 6

5. Finally, the following is a request recently received from the President of the Philanthropic Society of Milan showing the situation of the

LIBRARY SCHOOL OF MILAN :

"The Library School of the Philanthropic Society was founded in 1886 by the Milan Printers' Association, and its work hal always been directed towards the development and improvement of the art of

printing. The workers are trained in temporary premises and are using old machinery and scrap material. As much of the equipment is out-of-date and inadequate, it is not possible to provide courses of the standard required for the modern printing industry, still less to re-introduce other courses."

The following is a part only of the minimum equipment required for the proper functioning of the courses at present being held:

Lithographic Section

master rotating lithographic machine 52×72, manufactured by Color metal, of Zurich	1
circular print-trimmer ("tournette") for plates 75×70	1
pneumatic printing press for plates 75×70	1
40-amp. Siciliani arc-lamp.....	1
unspecified sandstone basins, luminous indicator boards, and various other appliances.....	

Photographic section:

manifold sets 50×50, one suitable for transparent copying and both for the use of the prism; both complete with stands	2
camera 13×18, for preparing reproductions	1
apochromatic lenses	3
arc lamps	2 pairs
bromograph, cm. 50×70 approx. for bromide printing	1
grids (30, 48 and 60 lines).....	6
grid for offsets.....	2
small fine earthenware basins (sizes from 13×18 to 40×50).....	1
small sandstone (or rustless steel) basins, 40×50, for hyposulphate bath	1
complete developing, fixing, etc., outfit for treating the section's negatives and positives.	

Section for printing on metal (for clichés, photo-lithography, offsets)

centrifugal motor circular print-trimmer ("tournette"), 70 cm. diameter	1
pneumatic printing press 50×70 cm. approximately	1
two- or three- phase carbon lamp for white-light effect, for printing on metal	4
transparent table, 50×70 cm. approximately, for mounting negatives and positives.....	1
plate-bearing stands, suitable for various sizes of negatives.....	4

Photo-engraving section (photo-lithography and offset)

engraving machine 50×50 cm. "rainaction", complete with motor	1
small sandstone basins, various sizes, for engraving zinc.....	
Krause (or similar) printing press for cliché proofs.....	1
tables with reading-desks	6
working tables for photo-engraver with 2 seats each	6
printing press, offset type, for photo-lithographic zinc proofs.....	1
gas stove	1
stones of various shapes, for use on colour-boards	6
small earthenware basins, for acidizing negatives and positives (sizes 24×30, 30×40, 40×50) ..	3
small basin for the perchloride engraving of copper cylinders for offsets	1

Also:

paint brushes, small dishes for ink, squares, gelatine-rollers and wood rollers, and other necessary equipment of this type.

The request include also equipment for the:

cliché-mounting section
binding section
typographical section
typographical printing section.

POLAND

Scientific equipment is most urgently needed:

1. The WARSAW SCIENTIFIC SOCIETY, at present numbering 293 Polish and foreign members, is attempting to organize scientific research work in the following fields: (a) linguistics and history of literature; (b) historical, social and philosophical sciences, law and ecenomics; (c) mathematical and physical sciences); (d) biology, medicine, technical and agricultural sciences.

The second world war almost totally ruined the Society's laboratories and workshops, but, in spite of enormous material difficulties, it has been possible to re-equip, at least partially, a few scientific institutes, among them being :

The "Korbutianum" Institute of Philology.
The Institute of Mathematical Sciences.
The Institute of Anthropological Sciences.
The Mineralogy Laboratory.
The Central Library.
The Institute of Historical Sciences.
The Radiological Laboratory.

whose most urgent requirements are :

Scientific material :

electron microscope.
radiological laboratory equipment.
modern mathematical machines.
mathematical models.
monotype scientific printing works.
linotype scientific printing works.
anastatic apparatus and accessories.
photocopying equipment.
complete set of "réseaux métalliques".

Books and publications :

foreign publications in the fields of history and literary criticism.
classics.
scientific reviews and publications.
reviews of mathematical institutes.
microfilm libraries.
microfilm readers.

Office equipment :

typewriters	5
calculating machines	2
Adrema universal machine	1
Adrema automatic duplicating machine	1
metal bookcases for about	15,000 volumes
metal bookcases for about	50,000 volumes

2. The GEOLOGICAL MUSEUM "ZIEMI" needs urgently :

epidiascope and accessories	
micro-projector	
petrological microscope, with accessories for dark ground illumination	
binocular microscopes	2
"Maxicone" vertical camera	
electric lamp with condenser, resistance, etc. (different sizes)	
micrometers (different sizes)	
Swift-Ives camera Lucida	
self-contained vertical illuminator.	
attachable mechanical stage	
achromatic magnifiers (different sizes)	
chemicals	
Canada balsam	
cedar wood oil	
cedar wood oil for immersion lenses	
geological compasses	6

3. The BIBLIOTHEKA GTOVNA POLITECHNICKE GDANSKIEJ, Wrzeszcz-Gdansk, was severely damaged during the war. All its equipment was destroyed, together with 50,000 books. It needs recent technical publications on :

mechanics.
electricity.
mathematics.
engineering.
the construction of bridges and roads.
shipbuilding.
architecture.

APPENDIX II.

REQUIREMENTS OF NURSERY, PRIMARY, SECONDARY AND TECHNICAL SCHOOLS

Summary of the types of equipment most urgently needed in 1948:

NURSERY SCHOOLS

Tables, chairs, benches, blackboards
Pictures and colouring books
Paper, coloured pencils, coloured chalks
Equipment for Montessori method
Play materials
Toys
Pianos

PRIMARY SCHOOLS

1. *Books*

School text-books, especially in English and French
Child literature, illustrated books and periodicals
Reference books, dictionaries
Art illustrated books

2. *Basic scholastic equipment*

Paper, exercise books, blotting paper
Pens, pencil (lead and coloured), penholders
Metric rulers, scissors, erasers, compasses, brushes, bibs
Ink, water colours, paints

3. *Scientific equipment*

Simple apparatus for teaching physics, botany, zoology, geology, anatomy

4. *Maps and charts*

Atlases, globes, maps, charts

5. *Music teaching equipment*

Music blackboards and music paper
Musical instruments, various

6. *Technical teaching aids*

Epidiascopes
Projectors
Cameras and films

7. *Furniture*

Benches, desks, chairs, blackboards
Bookcases
Dormitory equipment

8. *Physical training equipment and toys*
Equipment for basket-ball, football, baseball and pingpong
Gymnasium apparatus

9. *Office equipment*
Typewriters, typing and printing paper

SECONDARY SCHOOLS

1. *Books*
Classics, all kinds - especially in English and French
Reference books, dictionaries
Illustrated art books
Printing materials: printing presses, paper, etc...

2. *Scientific equipment*
Microscopes
Spectroscopes
Epidiascopes
Balances
Chemicals
Laboratory glassware and porcelain
Apparatus for physics
Equipment for teaching biology, geology, geography and psychology

2a. *Medical equipment for school clinics*

3. *Technical aids*
Projectors, epidiascopes, educational films
Cameras, darkroom equipment, films

4. *Basic scholastic equipment*
Paper notebooks, pens, pencils (lead and coloured), penholders, nibs, brushes
Metric rulers, scissors, erasers, compasses, T-squares
Ink, paints, etc...

5. *Maps and charts*
Atlases, globes, maps, charts

6. *Music and art teaching equipment*
Radios
Gramophones and discs
Musical instruments, especially pianos
Scores of standard works
Reproductions of works of art
Pictures of sculpture, architecture, etc...
Plaster casts
Drawing equipment

7. *Furniture*
Benches, desks, chairs, blackboards
Book cases
Dormitory equipment

8. *Physical training equipment*
Badminton sets, basket balls, volley balls, footballs, pingpong sets
Gymnasium apparatus, etc...

9. *Office equipment*
Typewriters, typing paper, duplicating machines

TECHNICAL SCHOOLS

1. *Books*
Reference books
Text-books on techniques in all fields, especially books in English

2. *Equipment for schools of*
Domestic science
Showmaking
Engraving
Bookbinding
Carpentry
Woodwork
Metalwork
Commerce
Pottery
Industrial processes: glass, paper, textiles, etc...
Agricultural technology, etc...

3. *Furniture*
Benches, desks, chairs, tables, blackboards, drawing boards, etc...
Paper, pens, erasers, pencils, compasses, ink, rulers, scissors.

APPENDIX III.

REQUIREMENTS OF UNIVERSITIES AND HIGHER INSTITUTES

Summary of the types of equipment most urgently needed in 1948:

BOOKS

1. Bibliographies, reference books, dictionaries, encyclopaedia
2. Catalogues of modern American and British publications in all fields
3. Books and journals in every field of pure and applied science
4. Journals and other publications on: literature, philosophy, history, social sciences, geography, archaeology, music, etc...
5. Illustrated art books
6. Periodicals of various kinds, particularly those published since 1939.

SCIENTIFIC EQUIPMENT

1. Optical Instruments
microscopes,

spectroscopes,
telescopes,
polarimeters,
epidiascopes, etc...

2. Chemicals
3. Laboratory glassware and porcelain
4. Electrical instruments
5. Physical apparatus
6. General laboratory furnishings and fittings
7. Biological apparatus
8. Electronic equipment
9. Medical and surgical apparatus
10. Engineering equipment
11. Electrical engineering equipment
12. Surveying instruments
13. Metallurgical equipment
14. Radio equipment
15. Aeronautical, nautical, meteorological and geophysical instruments
16. Industrial testing equipment (all kinds)
17. Equipment for teaching geography
18. Complete set of antropometric instruments
19. Astronomical equipment

PHOTOGRAPHIC APPARATUS

Projectors, silent and sound, particularly 16 mm.
Epidiascopes
Cameras, films, plates, apparatus for developing and enlarging, darkroom equipment.

MUSIC AND ART TEACHING EQUIPMENT

Radios and accessories
Gramophones and discs
Musical instruments (various)
Music paper
Scores of standard works
Reproductions
Pictures of sculptures, and architecture
Plaster casts
Art tools - brushes, paints, sculptor's tools, etc...

MAPS AND CHARTS

Atlases
Geographical and historical maps
Globes
Wall diagrams and charts

FURNITURE

Benches, desks, chairs, blackboards, drawing tables with accessories

OFFICE EQUIPMENT AND STATIONERY

Typewriters, duplicating and calculating machines
Typing paper, carbon paper, stencils, paper, pencils, pens, ink, paints, brushes.
Pianos

Imp. GEORGES LANG - PARIS
Dépot légal B. 2168 - 2-49

PLEASE NOTE

More specific information of the detailed situation in any one country on particular universities, colleges and schools in the war-devastated areas may be obtained from :

The Secretariat of Unesco, 19 Avenue Kléber, Paris 16e
Temporary International Council for Educational Reconstruction, Unesco, 19 Avenue Kléber, Paris 16e
Commission for International Educational Reconstruction, 744 Jackson Place, Washington 6, D. C.
Commission for Educational Reconstruction through Unesco, 139 ½ Sparks Street, Ottawa, Ontario, Canada

MONETARY CONTRIBUTIONS may be sent direct to :

Unesco Reconstruction Fund, Chase National Bank, New York City
Unesco Reconstruction Fund, Société Générale, Paris
Unesco Reconstruction Fund, Midland Bank Trustees and Executors, London

Thousands the world over, like this welfare worker in a Chinese feeding station, are devoting all they have to serving the crying needs of war-devastated peoples. They give their lives to a task which is also ours - but they cannot win without our help.

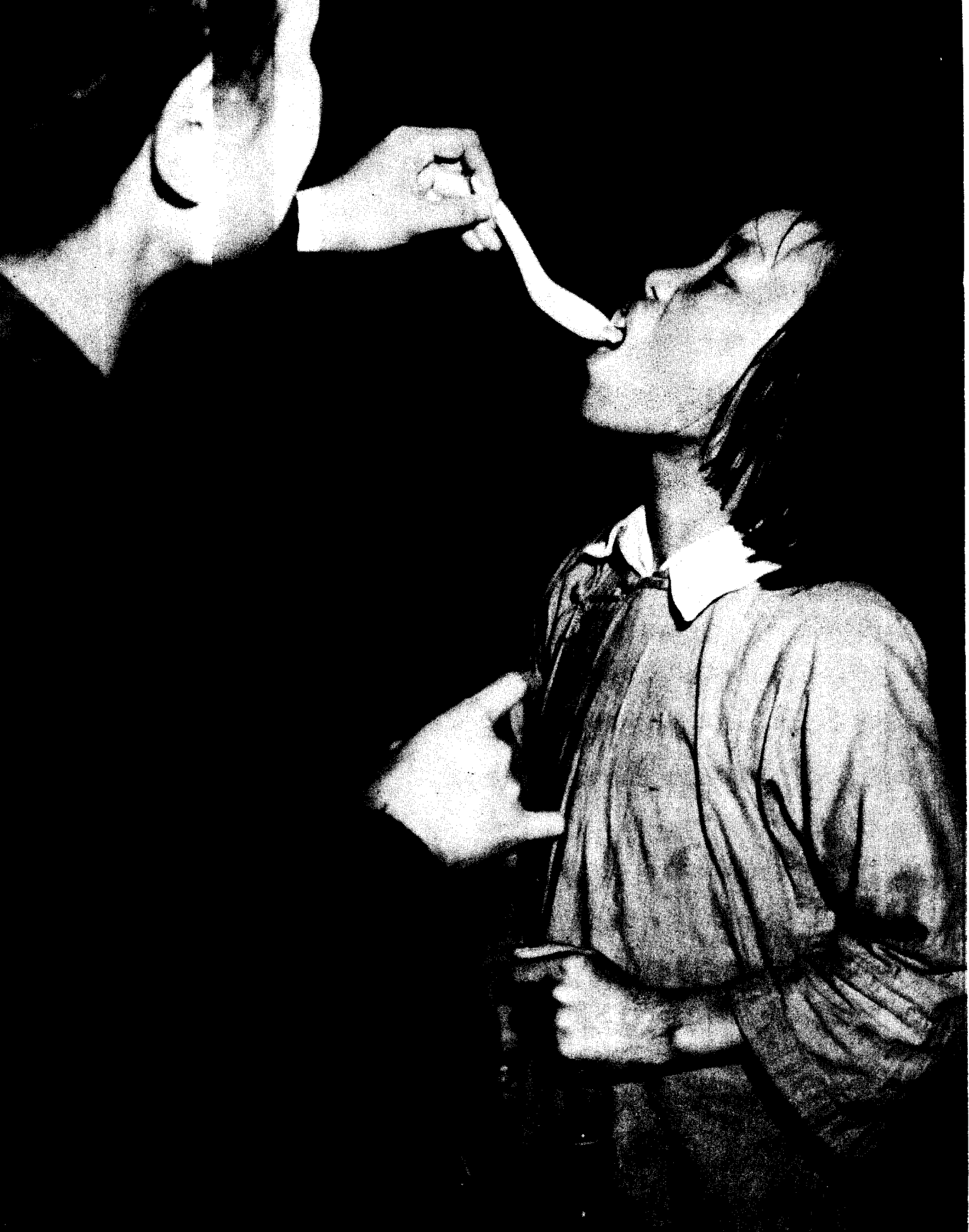
CORRIGENDA FOR *THE BOOK OF NEEDS II*

NOTE. — Due to the difficult conditions under which this publication was produced a great number of errors have occurred in the text. Readers are asked to refer to the following corrigenda for those errors which affect the sense. All typographical errors have not been listed.

P.8, col. 2, § 3, l.8 :	for "grand" read "grant"
P.9, col. 2, § 4, l.1 :	delete comma
P.10, col. 1, § 4, l.1 :	for "tale" read "table"
P.12, col. 2, § 5, l.14:	delete and substitute "already there have been substantial gifts to the"
P.13, col. 2, § 2, l.4 :	for "be" read "he"
P.14, col. 2, § 5, l.20:	for "members" read "numbers"
P.18, col. 1, § 1, l.4 :	for "it" read "in"
P.24, col. 1, § 2, l.7 :	for "three" read "there"
P.24, col. 1, § 3, l.5 :	after "junior" read "vocational schools. The two main problems in the expansion of vocational education are"
P.25, col. 1, picture caption, l.3 :	for "9" read "12"
P.25, col. 2, § 3, l.2 :	for "remore" read "remove"
P.26, col. 2, § 3, l.9 :	for "1,1000" read "1,100"
P.26, col. 2, § 4, l.7 :	for "thrifty" read "thirty"
P.30, col. 1, § 5, l.4 :	for "an" read "are"
P.32, col. 1, § 1, l.3 :	for "National Tsing Hus" read "National Tsing Hua"
P.32, col. 1, § 2, l.8 :	after "university" read "and the"
P.33, col. 2, § 3, l.3 :	for "rice of flour" read "rice or flour"
P.35, col. 1, § 2, l.1 :	read "As mentioned previously"
P.35, col. 2, § 2, l.9 :	delete from : "many" ..... to l. 11 "studies"
P.41, col. 2, § 4, l.4 :	for "garnison" read "garrison"
P.48, col. 2, § 3, l.1 :	read "There are in all nineteen"
P.50, col. 2, § 1, l.2 :	for "technicology" read "technology"
P.61, col. 1 Table :	No. of Commercial Schools, read "2" No. of Schools of Agriculture, read "1"
P.62, col. 2, § 5, l.5 :	for "5 per month" read "$ 5 per month"
P.68, col. 1, § 2, l.15:	delete
P.68, col. 2, § 1, l.2 :	for "Extra-Assistand Convervators" read "extra Assistant Conservators"
P.72, col. 2, § 4, l.7 :	delete "course for financial reasons and the"
P.75, col. 2, § 1, l.6 :	for "desources" read "resources"
P.75, col. 2, § 3, l.13:	after "pleasing" insert "aspects"
P.81, col. 1, § 6, l.8 :	after "degrees of" insert "Master, Bachelor and Licentiate. Pinto continued the work of the"

(continued)

P.82,	col. 1, § 4, l.2 :	for "under on head" read "under one head"
P.84,	col. 2, § 1, l.5 :	for "then an" read "There are"
P.85,	col. 2, § 1, l.10:	after "university" insert "education"
P.86,	col. 1, § 1, l.9 :	for "buildings" read "bindings"
P.87,	col. 2, § 5, l.3 :	for "numistatics" read "numismatics"
P.88,	col. 1, § 5, l.7 :	for "leading" read "reading"
P.93,	col. 2, § 5, l.5 :	after "early" insert "stage"
P.95,	col. 2, § 5, l.5 :	for "must" read "may"
P.96,	col. 2, § 6, l.1 :	after "system" insert "of Chinese public and private schools; to have"
P.106,	col. 2, § 5, l.1 :	after "budget" insert "of some P.100,000, the Division of Adult Education is nevertheless able to"
P.107,	col. 1, § 5, l.8 :	for "mine" read "nine"
P.107,	col. 2, § 6, l.3 :	delete
P.110,	col. 2, § 3, l.16:	for "university Witts" read "university. With"
P.113,	col. 1, after § 2:	insert heading "Primary Schools"
P.119,	col. 2, § 5, l.5 :	for "nations. Needs" read "nations - needs"
P.125,	col. 2, § 3, l.2 :	for "Commission for International Education Reconstruction" read "Commission for International Educational Reconstruction"
P.138,	col. 2, l.23:	for "showmaking" read "shoemaking"
P.140,	l.7 :	for "Commission for International Educational Reconstruction through Unesco" read "Canadian Council for Reconstruction through Unesco".



" ... A call for help for to-morrow's generations ..."