

choice, but even a fair sampling of the more common books will give some indication of national attitudes, and, it was pointed out, the danger of widespread distortion is greatest in just those countries that have set official texts. The Secretariat, with the assistance of National Commissions, will make a study of the books submitted, and will at the same time invite member States to study their own text-books from the point of view of their effect on international understanding. The Secretariat will, in consultation with qualified experts, draw up a set of principles or code of ethics by which each member State may, as it sees fit, analyse its own text-books. UNESCO will also draw up model agreements that will help countries to make bilateral and regional agreements concerning text-books, and will, on request, prepare materials on international affairs to be placed at the disposal of text-book writers. UNESCO will have no power to censor text-books or to compel countries to conform to any code laid down, but it will be the duty of the Secretariat to report to the General Conference, and through it to the United Nations and the world at large, any instances of the misuse of text-books that might be considered to constitute a danger to peace. It was felt that merely to let each country see what other countries say about it in their text-books will of itself be a salutary check on their misuse. In making their own surveys of their own text-books many countries will no doubt voluntarily eliminate much undesirable material.

As a more positive contribution to the problem, UNESCO will during 1947 begin a systematic study of education for international understanding in the schools and universities of the member States. Experts admitted that we do not as yet know very much about the techniques of education in this field, and a study by the Secretariat, in consultation with a panel of experts, and in close collaboration with member States, of methods used throughout the world should yield information that will be immediately useful to all countries. There are also plans for holding in Paris this year a "workshop" or seminar for representative teachers from member States on methods of educating for international understanding. This, it is hoped, will lead to regional seminars on the same lines.

Rather indirectly related to this group of projects is another for the drawing-up, in consultation with interested groups in member States, of a Teachers' Charter. So important is the part of the teacher in the programme of educating for peace, that it was felt that UNESCO should do all it can to help to improve the status of teachers throughout the world.

III. *Communications*

It is obvious that mutual understanding between peoples depends upon communications in the widest sense of the term. The basic faith of UNESCO is that if peoples know each other better they