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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

Distribution: general

UNESCO/CUA/56
PARIS, 18 December 1953
Original: English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

WORKING PARTY ON CATALOGUE OF COLOUR REPRODUCTIONS OF PAINTINGS
FROM 1860 TO 1954

RAPPORTEUR'S REPORT

Present: Mr. Sanchez Canton, Director, Museo del Prado, Madrid
Sir Philip Hendy, Director of the National Gallery, London
Mr. Jean Leymarie, Conservateur en Chef du Musée Municipal de Grenoble
Mr. W. Sandberg, Directeur der Gemeente Musea, Amsterdam
Professor Lionello Venturi, Professore di Storia dell'Arte Università di Roma.

Secretariat: Mr. Jean Thomas
Mr. M. Dard
Mr. Peter Bellew
Miss M. Probert

The Working Party met on 4, 5 and 6 November 1953 at Unesco House, Paris.

In answer to questions, Mr. Bellew said that two impressions of the Catalogue were now almost exhausted. Members pointed out that in many countries, however, the means of distribution still left much to be desired. The Director-General, who came to meet the Committee and took part for a time in one of the discussions, spoke of the distribution problems which existed for all Unesco publications, but it was agreed that means of distribution for the Catalogues varied greatly between the different countries and that Members of the Committee should do what they could to stimulate distribution in their countries.

Attention was also drawn to the task of the publishers of colour prints of important pictures in many countries. In Italy Professor L. Venturi said that the Government had now established a Commission to see that reproductions were made of good modern Italian paintings; a subsidy had been granted and he hoped that, with the goodwill of the Italian Government, a selection of some fifty prints would be submitted to the Committee at their next session.

In examining the reproductions submitted for the new edition of the Catalogue the Committee was pleased to note that publishers had used the previous editions to discover the gaps which existed in the representation of artists and had produced prints of pictures by a number who were previously represented insufficiently.

The number of prints submitted was 273. Of these 160 were accepted.

This increase made it possible to look more closely at the quality of those included in the last edition. Forty were excluded on the grounds that they did not meet the desired standards.

The Committee went on to discuss suggestions for further Unesco travelling exhibitions of reproductions. A variety of themes was discussed, including the following:

Landscape painting through the ages, Portrait painting and Figure composition in painting. The Committee suggested that exhibitions of these types could be organized in addition to exhibitions devoted to the art of particular countries, areas, periods and artists.

Philip Hendy,
Rapporteur.

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	WSL	II. A. 123

National Conference IV/3

File

CHECKLIST OF DOCUMENTATION

for the

FOURTH NATIONAL CONFERENCE
 U. S. NATIONAL COMMISSION FOR UNESCO
 University of Minnesota
 Minneapolis, Minnesota
 September 15 - 17, 1953

The theme of this Conference was "America's Stake in International Cooperation". Some 37 organizations or institutions shared in the program responsibility. The list that follows includes work papers and other documents used at the Conference scene and reproductions of the chief addresses and statements. A full report will be issued in about two months. The remaining supply of documents listed here is limited. Please address all inquiries to the UNESCO Relations Staff, Department of State, Washington 25, D. C.

A. GENERAL DOCUMENTS

1. Program Booklet. _____
2. Selected Checklist of UNESCO Books, Columbia University Press. _____
3. Adult Leadership, July-August, 1953, "Programming for World Affairs". _____
4. UNESCO And The U. S. National Interest, an address by Walter H. C. Laves in Minneapolis, June 9, 1953. _____
5. UNESCO and Economic Development, an address by Walter H. C. Laves in Minneapolis, June 10, 1953. _____
6. UNESCO, What It Is, What It Does, How It Works, a descriptive folder. _____
7. An Appraisal of the United Nations Educational, Scientific and Cultural Organization, by the Delegation of the United States to the Second Extraordinary Session of the General Conference of UNESCO, July 1-4, 1953, Department of State Publication 5209, October, 1953. _____
8. Human Relations in World Affairs, a list of suggested books compiled by Seymour Beardsley and Jean Sartorius (NC IV/1). _____

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

9. How To Find UNESCO Pamphlets, Films, Speakers and Information in Minnesota, compiled by the Minnesota World Affairs Center. _____
10. Questions and Answers About UNESCO, UNESCO Facts #5, August, 1953. _____
11. Human Nature at Home and Abroad, Edward T. Hall and George L. Trager, Foreign Service Institute, Department of State. _____

B. PRINCIPAL ADDRESSES AT THE CONFERENCE

12. Opening Remarks, Harry A. Bullis, Chairman of the Board, General Mills, Incorporated. _____
13. Messages of the President of the United States and the Secretary of State as delivered by Carl W. McCardle, Assistant Secretary of State for Public Affairs. _____
14. Message from Dag Hammarskjold, Secretary General of the United Nations. _____
15. America's Stake in International Cooperation, an address by Walter Bedell Smith, Under Secretary of State. _____
16. UNESCO in United States Foreign Policy, an address by Walter H. C. Laves, Chairman of the U. S. National Commission for UNESCO. _____
17. The New Philosophy of Peace, an address by Benjamin Cohen, Assistant Secretary General of the United Nations. _____
18. The American Heritage and UNESCO, addresses by Mrs. Werner J. Blanchard, George D. Stoddard, Mrs. Elizabeth Heffelfinger, Congressman Chester E. Merrow, Irving Salomon, and Walter H. C. Laves. _____
19. UNESCO Has Turned the Corner, an address by Luther H. Evans, Director General of UNESCO. _____
20. Summary of the Fourth National Conference, an address by George N. Schuster, Chairman, U. S. National Commission for UNESCO. _____
21. Summary Reports of Work Groups A-1 Through D-4, a tentative report prepared at the Conference scene. (Not available; will be superseded by the Final Conference Report.) _____

C. PAPERS ON EDUCATION

22. Summary of Presentation on Education and International Cooperation, by I. James Quillen (NC IV/SM.A/1). _____

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

23. International Cooperation for Translations, remarks by Mitoji Nishimoto, Professor of Education, International Christian University, Mitaka, Tokyo, Japan. _____
24. Problems and Opportunities in Fundamental Education, by Paul R. Hanna, Professor of Education, Stanford University. (NC IV/SM.A1/1). _____
25. The World Challenge to Elementary and Secondary Education, by William W. Brickman, Editor, School and Society, (NC IV/SM.A2/1). _____
26. Raising the Level of Elementary and Secondary Education All Over the World Through International Cooperation, by William W. Brickman, Editor, School and Society, (NC IV/SM.A2/2). _____
27. The Role of Higher Education in International Cooperation, by Clarence R. Decker, University of Kansas City, (NC IV/SM.A3/1). _____
28. The Opportunities for Scientists and Engineers to Contribute To Peace Through the United Nations System, a report of Division 9 at the Third National Conference (NC IV/SM.A4/1). _____
29. The Mobilization of Science and Technology to Improve the Living Conditions of Mankind, by Ralph L. Goetzenberger, Vice President, Minneapolis-Honeywell Regulator Company. _____
30. Does the Greater Understanding of Man and Nature Increase The Scientist's Social Responsibility?, by A. J. Carlson, University of Chicago. (Reprinted from Science, June 26, 1953, Vol. 117, No. 3052, pp. 701-3.)* _____
31. World Affairs and Higher Education in the United States, by Howard E. Wilson, Carnegie Endowment for International Peace (NC IV/2). _____
32. Report on the UNESCO La Breviere Seminar on Workers' Education, 1952, edited by G. D. H. Cole and Andre Philip, Educational Studies and Documents, No. 1, June 1953. _____
33. What is a Sound Domestic and International Program in Foreign Languages, by Howard Lee Nostrand, University of Washington (NC IV/WG.G2/1). _____
34. Language Study and the Humanities, by Albert H. Marckwardt, University of Michigan (NC IV/WG.G2/2). _____
35. Languages and Culture, by Henry Lee Smith, Jr., and Charles A. Ferguson, Foreign Service Institute, Dept. of State. _____

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

36. What is a Sound Domestic and International Program in Teacher Education, by Chris A. DeYoung, Illinois State Normal University (NC IV/WG.G3/1). _____

37. Social Studies and International Understanding (NC IV/WG.G4/1). _____

38. Organization of Community Education in World Affairs, by Alexander W. Allport, Foreign Policy Association (NC IV/WG.N/1). _____

D. PAPERS ON HUMAN RIGHTS

39. What is the Status of the World Search for Human Rights?, by Charles S. Johnson, President, Fisk University (NC IV/SM.B/1). _____

40. Catholic Association for International Peace and Human Rights (NC IV/B/2). _____

41. Contribution of Churches and Synagogues in Building Up International Cooperation in the Field of Human Rights, by Rabbi Albert C. Minda, Temple Israel, Minneapolis (NC IV/WG.E/2). _____

42. Teaching About Human Rights, a report of the UNESCO Conference in the Netherlands, August 3 - 30, 1952 (UNESCO/ED/124). _____

43. A New Human Rights Action Program, reprint from Department of State Bulletin, June 15, 1953. _____

44. Our Interest in the Freedom of Information and Communications, by Kenneth N. Stewart, Association for Education in Journalism (NC IV/SM.B1/1). _____

45. Status Report on Universal Copyright Convention, UNESCO Facts #4, September 1953. _____

46. Freedom for Inquiry and Creative Activity, by Richard R. Powell, Director of the Bicentennial, Columbia University, (NC IV/SM.B2/1). _____

47. Man's Right to Knowledge and the Free Use Thereof, by Mark Van Doren, Columbia University Press.* _____

48. Discussion on the Study of "The Right to Participate in Cultural Life", by John R. Everett, President, Hollins College, Virginia (NC IV/SM.B3/1). _____

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

49. Race Relations in World Perspective, by Clarence E. Glick,
University of Hawaii (NC IV/SM.B4/1).

E. PAPERS ON WORKING WITH OTHER PEOPLES

50. Why and How Do We Increase United States' Effectiveness
In Working With Other Peoples?, by Donald C. Stone,
President, Springfield College, Massachusetts
(NC IV/SM.C/1).
51. Human Relations - International, by Charles W. Hamilton,
Vice President, Gulf Oil Company.
52. The American Employer and Employee Abroad, by J. Terry Duce,
Vice President, Arabian American Oil Company
(NC IV/SM.C1/1).
53. American Business Abroad, by C. E. Schneider, Vice President,
Burroughs Adding Machine Company.
54. The Effectiveness of the Interchange of Persons, papers by
Charles P. Loomis, Franklin Scott, John W. Bennett,
Ronald Lippitt, and Jeanne Watson (NC IV/SM.C2/1).
55. Orientation to America for Foreign Exchangees, edited by
Robert B. Knapp, Staff Associate, Washington International
Center (Series I, Reports of Committees and Conferences -
No. 54, Vol. XVI, December 1952). Order from the
American Council on Education, 1785 Massachusetts Avenue, N.W.,
Washington, D. C. \$1.00 per copy. *
56. The Foreign Travel Aspect, an informal agenda (NC IV/SM.C3/3).
57. The United States and Europe in the Present World Conflict,
Orientation Report from the Council of Student Travel
(NC IV/SM.C3/1).
58. The American as Tourist, by Wallace J. Campbell, President,
American Travel Association (NC IV/SM.C3/2).
59. The American as Tourist, by Francis J. Colligan, Deputy
Director, International Educational Exchange Service,
Department of State (NC IV/SM.C3/4).
60. The American as Tourist and Host, by John C. Leslie,
Vice President, Pan American World Airways, Incorporated
(NC IV/SM.C3/5).
61. The Host to Foreign Visitors Aspect, an informal agenda
(NC IV/WG P/5).
62. International Travel in Canada, by D. Leo Dolan, Director,
Canadian Government Travel Bureau (NC IV/WG.P/1).

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

63. The American As Host, by Frank E. Orenstein, International Educational Exchange Service, Department of State (NC IV/WG.P/2). _____ 74.
64. The American as Host, by Harry A. Wann, Director, Washington International Center (NC IV/WG.P/3). _____ 75.
65. International Travel in the United States, by James L. Bossmeyer, Vice President, National Association of Travel Organizations (NC IV/WG.P/4). _____ 76.
66. United States Policy and the World Economy, by Staff Committee, The Committee for Economic Development (NC IV/SM.C4/1). _____ 77.
67. Human Problems in Technical Assistance: Guidance for American Understanding and Overseas Service, by John H. Provinse (NC IV/SM.H/1). _____ 78.

F. PAPERS RELATING TO THE UNITED NATIONS

68. The United Nations, Its Record and Prospects, by A. M. Rosenthal. Prepared for the Carnegie Endowment for International Peace and published by Manhattan Publishing Company. \$.35 per copy. * _____ 79.
69. United Nations General Assembly, a review of the Seventh Session in Background, Department of State Publication No. 5123, released September, 1953. _____ 80.
70. Where To Go For UN Information, Department of State Publication No. 5112, Revised July, 1953. _____ 81.
71. The Evolution of the United Nations and the Implications for Charter Revision, by Clark M. Eichelberger, Director of the American Association for the United Nations (NC IV/SM.D1/1). _____ 82.
72. Exchange of Technical Information in a Program of International Cooperation in Agriculture, by Noble Clark, Associate Director, Agricultural Experiment Station, University of Wisconsin (NC IV/SM.D2/1). _____ 83.
73. Economic and Political Policies (relating to "American Agriculture and International Cooperation"), by O. B. Jesness, Head, Department of Agricultural Economics, University of Minnesota (NC IV/SM.D2/2). _____ 84.

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G. PAPERS

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84. 1
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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

74. Cooperation in Agricultural Research Around the Globe, by K. S. Quisenberry, Assistant Chief, Bureau of Plant Industry, U. S. Department of Agriculture (NC IV/SM.D2/3). _____
75. International Order and the Treaty-Making Power, by Robert E. Mathews, College of Law, Ohio State University (NC IV/SM.D3/1). _____
76. Public Interest in World Affairs, an exploratory study in Albany, New York (Survey Research Center, University of Michigan, December, 1949)*
77. America's Role in World Affairs; patterns of citizen opinion, 1949-50 (A study based on a national survey by the Survey Research Center, University of Michigan)*
78. Report of the Ad Hoc Committee on Public Opinion, by Esther W. Hymer for "The Conference Group of U. S. National Organizations on the United Nations". (This and the following three documents are available from the Conference Group, 45 East 65th Street, New York 21, New York.)*
79. Annotated Bibliography on Publications by Organizations About the United Nations and the Specialized Agencies, by Mildred E. Graham, Research Assistant, Conference Group of U. S. Organizations on the United Nations. *
80. How and why 53 Leading Organizations Cooperate to Promote Further Understanding of the UN.*
81. Action by National Organizations for International Cooperation: A Statistical Survey, by Mildred E. Graham. *
82. The Value of UNESCO in the Foreign Policy of the United States, by the Minnesota UNESCO Committee, Charles J. Turck, Chairman (NC IV/WG.I-1/1). _____

G. PAPERS RELATING TO CULTURAL AFFAIRS

83. Religion and the Problems of International Cooperation, compiled by a group of religious leaders (NC IV/WG.E/1). _____
84. Opportunities for the Artist in International Cooperation, a summary and agenda on the Visual Arts and UNESCO (NC IV/WG.J/1). _____
85. Music and International Cooperation, the draft programme for 1954 of the International Music Council (NC IV/WG.K/1). _____

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

86. The National Music Council and UNESCO, by Edwin Hughes, Executive Secretary. (A reprint from March 1953 issue of "Pan Pipes" and available from the National Music Council, 338 West 89th Street, New York, New York.) *
87. Joint Report of the United States Participants in UNESCO's International Seminar on the Role of Museums in Education (MUSEUM (53)5-).
88. A Schoolman's View of Museum Functions, a paper from the Seminar on "The Role of Museums in Education". (NC IV/WG.L/1).
89. The Importance of Museums in Education, a one-page agenda (NC IV/WG.L/2).
90. The Basic Philosophy of Museum Education in the United States and What Makes Subjects Suitable for Museum Education, by Margaret M. Brayton, Curator, The Children's Museum, Detroit Public Schools (NC IV/WG.L/3).
91. The Theatre and International Cooperation, an agenda. (Supply of this paper is exhausted.) *
92. The Theatre and International Cooperation, a report to the Fourth National Conference by Miss Rosamond Gilder, Chairman, ANTA Committee for International Theatre Institute (NC IV/WG.M/1).
93. Television - A New Tool for International Understanding, brief papers by Ralph W. Hardy, Walter B. Emery, and Henry R. Cassirer (NC IV/WG.O/1).

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November 6, 1953

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A.123

GUL(53) 1
NC/CL(53)18

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DEPARTMENT OF STATE
The UNITED STATES NATIONAL
COMMISSION FOR UNESCO

Established by Act of Congress July 30, 1946

WASHINGTON 25, D. C.

October 16, 1953

To: Members of the National Commission (and alumni) particularly interested in the cultural activities program of UNESCO

From: Robert C. Angell, Chairman, Committee on the UNESCO Program

Subject: A Focus for Cultural Activities

As a follow up to the UNESCO program discussion in the recent National Commission meeting, I would greatly value the advice of interested members of the National Commission and alumni on whether or not the United States should follow up its suggestion (see enclosed comment on the Report of the Working Party on the Future Program and Development) that a major focus of activity be developed within the field of UNESCO's cultural activities.

The discussion of the National Commission was inconclusive as to the desirability of such a focus, and the Program Committee was authorized to make further suggestions to the Commission. If you believe a focus is desirable, would you kindly describe it and the activities which would make it significant. If possible we should like your comments by November 2.

To assist you the following materials are enclosed:

1. The current resolutions of UNESCO dealing with cultural activities.
2. The Report of the Working Party on Future Program (see particularly pages 6 and 7)
3. Comments of the United States on this report (see page 4)
4. A brief summary of the recent National Commission discussion on this point.
5. A proposal drafted by Mrs. Grace L. McCann Morley
6. Some other Suggestions

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CHL(53)3

EXCERPT from Programme for 1953 and 1954 (UNESCO)

CULTURAL ACTIVITIES

4.1 Development of International Cooperation

4.11 The Director-General is authorized:

4.111 To assist, by subventions and services, those international organizations which, within the field of cultural activities, are engaged in the development of cooperation between specialists, of documentation services and of the diffusion and exchange of information, and to associate them with the work of UNESCO;

4.112 To secure the cooperation of National Commissions, appropriate organizations and qualified experts to carry out a programme of international discussions, joint studies, and enquiries and publications, dealing with the cultural relation between peoples, with special reference to relations between the Old World and the New;

4.113 To make the necessary arrangements, by contract with the International Commission set up for the purpose, for the preparation of a Scientific and Cultural History of Mankind;

4.114 To pursue, with the assistance of the National Commissions, appropriate organizations and qualified persons, a programme, including studies and publications, of a philosophical, historical and cultural nature likely to promote the understanding and implementation of Human Rights in different regions of the world.

4.12 Member States are invited to devote special attention, in the periodic reports they communicate to the Director-General, to the right to take part in the cultural life of the community, and to include in such reports information on the action taken or planned in their respective countries for giving effect to that right, as set forth in Article 27, paragraph 1 of the Universal Declaration of Human Rights. The information should relate particularly to the following points: current legislative provisions in that field (including recent amendments); action taken to give effect to that right; participation in the work of international organizations; results achieved; obstacles to be overcome and international action likely to assist governments in overcoming such obstacles.

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-661(53)3

-2-

4.13 The Director-General is authorized:

4.131 To forward the report of the Committee of Experts on the Right to participate in Cultural Life to the Secretary-General of the United Nations Organization with a request that he brings to the notice of the competent organs of the United Nations those parts of the report relating more particularly to the implementation of the Covenant on the Social and Cultural Rights of Man;

4.132 To submit the report of the Committee of Experts to Member States and their National Commissions with a request for their comments and remarks;

4.133 To take the suggestions made to him by the Committee of Experts and the observations which may be formulated by Member States as a basis for proposals to be submitted to the Executive Board with a view to future draft programmes for the Organization.

4.14 The Director-General is authorized to communicate to Member States the international petition in favour of Esperanto, which has been submitted to the United Nations and forwarded by that Organization to Unesco, and to undertake, in the light of comments received, the necessary preparatory work to enable the General Conference to decide, at its Eighth Session, upon the action to be taken on this petition.

4.2 Preservation and Best Utilization of the Cultural Heritage of Mankind

4.21 The General Conference;

4.211 Having considered and discussed the draft International Convention for the Protection of Cultural Property in the Event of Armed Conflict and the draft Regulations for its Execution, drawn up by the Committee of Governmental Experts convened in accordance with resolution 4.241 adopted at its Sixth Session (7C/PGR/7);
Noting with satisfaction the substantial progress that has been made towards the early preparation of a final text to be submitted for the acceptance of the different States concerned;

Desirous of seeing the entry into force, within the shortest possible time, of an International Convention for the Protection of Cultural Property in the Event of Armed Conflict;

Considering, nevertheless, that certain governments have declared that they have not yet had sufficient time to give due consideration to the draft Convention submitted to them;

4.212 Authorizes

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL.(53) 3

-3-

- 4.212 Authorizes the Director-General to circulate as speedily as possible the text of the draft, as amended by the working party set up for its consideration, to all States which were invited to attend the meeting of the Committee of Governmental Experts convened in accordance with resolution 4.241 adopted at its Sixth Session (7C/PRG/38/ and Annex);
- 4.213 Invites the States to transmit to the Director-General as speedily as possible any observations and amendments they may wish to put forward in connexion with the said text;
- 4.214 Authorizes the Executive Board to convene, during 1953, an International Conference to which all the States will be invited and whose task will be to draw up and adopt the final text of the aforementioned Convention;
- 4.215 Instructs the Executive Board to fix the date and place of the conference, should it be convened, with due regard to any offers made by Member States concerning the special facilities they would be prepared to extend to Unesco to enable the conference to be held on their territory;
- 4.216 Instructs the Executive Board, if it is found impossible to convene such a conference, to include the adoption of the draft Convention on the Protection of Cultural Property in the event of Armed Conflict in the Provisional Agenda of the Eighth Session of the General Conference;
- 4.217 Invites it, in that event, to convene within a reasonable time prior to the opening of the Eighth Session of the General Conference, a meeting of governmental experts from all the States concerned, for the purpose of preparing the final text of the draft to be submitted to the General Conference.
- 4.22 Member States are invited to introduce technical or legal measures for the protection and preservation of works of arts, monuments and other cultural property, taking into account the experiments carried out in various countries.
- 4.23 The Director-General is authorized to encourage and help Member States to improve their methods and techniques of preserving museum collections and exhibits, monuments, and historic and archaeological sites.
- 4.240 Member States are invited to encourage museums to cooperate in the education of young people and adults.

4.241 The

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL .(53)3

-4-

- 4.241 The Director-General is authorized to help Member States to this end, by ensuring the exchange of information, organizing study groups and missions, and arranging for pilot projects.
- 4.3 Protection of Writers, Artists and Scientists
- 4.31 The Director-General is authorized:
- 4.311 To assist States concerned in the implementation of the Universal Copyright Convention, to carry out the tasks for which he becomes responsible as a result of this Convention and accompanying Protocols, and particularly, to provide the Secretariat for the Inter-Government Copyright Committee;
- 4.312 To seek, on the international level, a solution to certain practical problems connected with the protection of scientists' rights; with the exchange of broadcasting and television programmes; and with the double taxation of authors and artists, etc.
- 4.4 Dissemination of Culture
- 4.41 Promotion of the Practice, Knowledge and Appreciation of Art and Literature
- 4.411 Member States are invited to give effect to Article 27 of the Universal Declaration of Human Rights, which lays down that everyone has the right freely to participate in the cultural life of the community and enjoy the arts, by encouraging the creative work of artists, by developing and improving art education for young people and adults and by giving the general public opportunities to see works of art, whether in the original or as reproductions.
- 4.412 In order to assist Member States to this end, the Director-General is authorized:
- 4.4121 To encourage the creative work of artists and writers, by endeavouring to bring them into closer touch with the public and helping them to adapt themselves to present-day conditions;
- 4.4122 To undertake studies and enquiries, to provide for publications and to organize meetings designed to improve art teaching and the popularization of the arts among adults;
- 4.4123 To prepare and disseminate in Member States material that will enable the general public to develop its knowledge and appreciation of classical and contemporary masterpieces.

4.42 Translations

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL. (53)3

-5-

4.42 Translations

- 4.421 Member States are invited to transmit to the Director-General documentation on recently translated works and, if they so desire, on those which they consider should be translated.
- 4.422 The Director-General is authorized to encourage in Member States the translation of representative works of all countries, by circulating pertinent information and concluding arrangements for the translation of selected classical and contemporary works with such Member States as are directly interested, or in agreement with them, as well as with qualified organizations, institutions or publishers.

4.43 Availability of Books and Publications

- 4.431 In order to make books and publications required for educational, scientific and cultural purposes more readily available, Member States are invited to develop and improve their public library system, their bibliographical, documentation and archives services, and their centres for the international exchange, loan and distribution of publications.
- 4.432 In order to assist Member States to this end, the Director-General is authorized to circulate information, to undertake or to continue pilot projects, in collaboration with Member States concerned, and to organize meetings of specialists, with a view to encouraging the development of public libraries.

4.44 Development and Coordination of Bibliographical Services, Research Libraries and Archives

- 4.441 The Director-General is authorized, with the cooperation of Member States and the appropriate international organizations, and with the advice of the International Advisory Committee on Bibliography, to arrange for the circulation of information, and the organization of projects and meetings, calculated to promote the development and coordination of bibliographical services and research libraries, and the specialized training of librarians.

4.45 Centre for the Exchange of Publications and the Reproduction of Documents

- 4.451 The Director-General is authorized to continue providing information and exchange services and, with the collaboration of Member States and the appropriate international organizations, to organize studies and meetings calculated to improve the circulation, exchange, loan and donation of publications as between different countries, and to make the techniques of reproducing documents more widely known.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

U. N. E. S. C. O.

GENERAL CONFERENCE **CONFERENCIA GENERAL** **CONFÉRENCE GÉNÉRALE**
SEVENTH SESSION SÉPTIMA REUNIÓN SEPTIÈME SESSION
PROGRAMME COMMISSION COMISIÓN DEL PROGRAMA COMMISSION DU PROGRAMME

PRG

7C/PRG/39
PARIS, 10 December 1952
Original: English

REPORT OF THE WORKING PARTY ON THE
FUTURE PROGRAMME AND DEVELOPMENT OF UNESCO

1. The Working Party was established by the Programme Commission at its meeting on 20 November 1952 and was composed of one representative of each of the following countries:

Australia, Belgium, Canada, Colombia, Egypt, France, German Federal Republic, India, Italy, Japan, Liberia, Mexico, the Netherlands, Philippines, Sweden, Thailand, Turkey, United Kingdom, United States of America and Venezuela.

2. The Working Party held 7 meetings from 3 December to 9 December 1952 under the chairmanship of Dr. Bender (Netherlands). Mr. J.E. Hardy (Canada) acted as rapporteur.

3. The Working Party examined the following item on the revised agenda of the General Conference:

8.2.1 "Establishment of Priorities"
Item proposed by the United States of America

The Working Party based its discussion of this item on the proposal submitted by the Government of the United States of America on 20 September 1952 and reproduced in document 7C/8. It also took into consideration document PRG/25 (resolutions and recommendations of United Nations organs concerning Unesco). In a letter subsequently addressed to the Director-General, Mr. Howland Sargeant, Head of the United States delegation, suggested that the Working Party should:

- (i) "formulate, for the purpose of assisting in the preparation of Unesco's response to the invitations from ECOSOC to the Specialized Agencies, comments on the priorities suggested for action in the economic and social fields, and
- (ii) develop a comprehensive resolution or statement indicating which activities of Unesco in the light of contemporary and developing needs, and in contrast with other Unesco activities, warrant special consideration and intensification of effort."

While realizing the importance of its task, the Committee has been able only to consider the broad categories of Unesco's future programme in the course of the few meetings which it has been in a position to hold. The recommendations of the Committee are consequently of a very general nature and

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/PRG/39 - page 2

are intended mainly to guide the Executive Board and the Director-General in the preparation of the programme for 1955 and 1956. The Committee considered that the establishment of priorities within the programme and the selection of those parts of it which would deserve special emphasis in the future, needed constant review and that a necessary degree of flexibility should be maintained in order to enable the Executive Board to adapt the draft programme to the changing needs of the world.

Such continuous review and further examination of priorities should help overcome any tendency toward stabilization and stagnation of the programme, whereby any activities once commenced would continue indefinitely. Unesco's growth does not depend entirely on increasing the budget. A continuous review of existing activities should reveal some that should be terminated within a foreseeable period of time, thus setting free staff and resources for other tasks imaginatively conceived and arising out of developing needs.

The Working Party recommends to the Programme Commission that the present report be transmitted to Member States and National Commissions with the request that they transmit their comments to the Director-General and Executive Board for use as they prepare and discuss the programme for 1955-56.

I. Established Service Activities

The Working Party listed in this category activities which are in fact techniques and methods used in carrying out the permanent purposes or the particular programmes of Unesco. The Working Party did not concern itself with the question of priorities among these services. It assumed that the services best suited to carry out these permanent purposes and the programme activities would be given the appropriate allocation of resources. Depending on the requirements of the programme and the resources available to the Organization, it may be desirable to extend some of these services, as appropriate, to more regions and more languages.

II. Criteria and Priorities

1. The purpose of the criteria is to ensure that the activities of the programme come within the scope of the peculiar responsibility of Unesco (as distinct from those undertaken by Member States independently of Unesco, or by the United Nations, the other Specialized Agencies, or other inter-governmental organizations. These criteria spring directly from the basic purpose of the Organization to advance peace and human welfare through international action in education, science and culture.

2. As not all conceivable activities satisfying the criteria given in the following pages for each of the major fields of action in which Unesco is engaged, can possibly be carried out by the Organization, the Working Party felt that an order of priority in terms of the importance and urgency of the problems concerned had to be established.

3. These priorities have been determined in two stages:

- (a) Programme activities corresponding to the present budgetary level;

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/FRG/39 - page 5

(b) Priorities for a programme corresponding to a higher budgetary level.

Priorities under (b) are a selection of those activities listed under (a), to permit increased emphasis and development of the high priority fields of activity as the resources of the Organization increase.

EDUCATION

I. Established Service Activities

1. Assistance and services to international organizations.
2. Operation of documentation service and issuance of publications.
3. Collection and dissemination of information on and study of international exchange of persons programmes.
4. Promotion of exchange of persons, including special projects, and especially the promotion and administration of fellowships and travel grants.

II. Criteria

1. The progressive realization of the right of everyone to free access to education, as defined in the Preamble and Article 26 of the Universal Declaration of Human Rights.
2. The encouragement, through educational means, of training for living in a world community.

III. (a) Programme activities corresponding to the present budgetary level:

1. Work in fundamental education:
 - Maintenance of present international centres
 - Training of experts for international service
 - Assistance to Member States through the Associated Projects Scheme
 - Development of methods and techniques
2. Adult Education:
 - Continuing international liaison work, and special activity in one selected part of the field
3. Campaign for free and compulsory primary education with some special attention to the access of girls to education.
4. The extension of education, formal and informal, at levels other than that of the primary school.
5. Education for living in a world community, with reference to young children, children in school, young people in and out of school, and adults.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/PRG/39 - page 4

(b) Priorities for a programme corresponding to a higher budgetary level:

1. Work in fundamental education:
Training of experts, especially for international service
Establishment of at least one more international fundamental education centre
Direct service to associated projects in Member States.
2. Campaign for free and compulsory schooling:
Assistance to Member States through missions, with some special reference to education of girls and women
Practical measures for follow-up of regional conferences.
3. Education for living in a world community:
Increased activity linking youth work and adult education with this purpose.

In connexion with future development, the representative of the French delegation proposed that steps should be taken immediately to investigate the possibility of setting up a truly international school for the children of the Unesco staff. This would be in the nature of a pilot project and would have at its disposal the necessary material and personnel to ensure that it would become a universal example of the international spirit and of education for living in a world community.

NATURAL SCIENCES

- I. Established Service Activities
 1. Assistance and services to international scientific organizations.
 2. Assistance in development and improvement of scientific documentation, standardization of terminology, compilation of multilingual dictionaries and improvement of scientific translations.
 3. Assistance to regional and international research institutes in accordance with agreements between them and Unesco.
 4. Field Science Co-operation Offices.

II. Criteria

1. Promotion of international co-operation in basic research.
2. Utilization of science for improving the living conditions of mankind, especially in the under-developed regions of the world.
3. Increasing the knowledge and understanding of science in all countries with the object of strengthening awareness of belonging to a world community.

III. (a) Programme activities corresponding to the present budgetary level:

1. To carry out an enquiry on national and international conditions of scientific research, for a series of successive broad fields of science.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/PRG/39 - page 5

2. To suggest measures of an international or regional character designed to aid national and international institutions in their work.
 3. To establish and administer appropriate bodies for encouraging effective co-operation among these institutions.
 4. To assess the need for, and where necessary to assist the establishment of fresh research centres of an international or regional character.
 5. To help improve science teaching and the dissemination among the peoples of a knowledge of scientific method and the application of the sciences.
 6. To help create a better understanding among the public of the relation between science and society.
- (b) Priorities for a programme corresponding to a higher budgetary level:
1. Research on scientific problems such as the arid zone, the humid tropical zone and oceanography.
 2. The teaching and dissemination of science.

SOCIAL SCIENCES

I. Established Service Activities

1. Assistance and services to international science organizations.
2. Collection and dissemination of scientific information on social science problems included in Unesco's programme, with the assistance of the field officers.
3. Assistance for the improvement of scientific documentation.
4. Collection, analysis and publication of statistical data relevant to Unesco's programme.

II. Criteria

1. Promotion of the development of the social sciences, and the teaching of social science and civics in universities and schools.
2. Studies of specific and urgent problems of international importance which call for the immediate help of the social sciences.
3. Utilization of social science to assist human society to adjust itself to changes brought about by technological progress.

III (a) Programme activities corresponding to the present budgetary level:

1. Encouragement of social science teaching.
2. Studies of tensions and prevention of conflicts.
3. Assembly and dissemination of information to combat discrimination of race or sex.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

70/PRG/39 - page 6

4. Promotion of research on social impact of industrialization.
5. Studies relating to active participation in civic affairs, with special reference to changing economic and social conditions.
6. Selected studies of the social and cultural aspects of population and migration problems.
7. Evaluation of international co-operation programmes.
8. Improvement of the international comparability of statistics related to Unesco's programme.

III. (b) Priorities for a programme corresponding to a higher budgetary level:

1. Promotion of social science teaching throughout the world.
2. Studies on tensions, conflicts and their solution by peaceful means.
3. Assembly and dissemination of information to combat discrimination of race or sex.
4. Promotion of research on social impact of industrialization.
5. Studies relating to the active participation of the individual in local, national or international affairs.
6. Evaluation of international co-operation programmes.

CULTURAL ACTIVITIES

I. Established Service Activities

1. Assistance and services to international organizations in the cultural field.
2. International exchange of publications and co-ordination of bibliographical services.
3. Services necessary for the implementation of the Universal Copyright Convention.

II. Criteria

1. Promotion of international co-operation for the purpose of conserving and protecting the world's heritage of books, works of art and historical monuments.
2. To ensure better understanding and trust between peoples of different cultures and to increase respect for human rights.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/FRG/39 - page 7

3. Progressive realization of the right to participate freely in the cultural life of the community.

III (a) Programme activities corresponding to the present budgetary level:

1. Development of international co-operation in the cultural field - discussions, studies and publications concerning cultural relations between peoples, and likely to assist the understanding and implementation of human rights, such as the preparation of a Scientific and Cultural History of Mankind.
2. Conservation and use of the cultural heritage of mankind
 - improving methods and techniques for conserving art collections, museum exhibits and historical monuments.
 - developing the collaboration of museums in the education of young people and adults.
3. Dissemination of culture
 - encouraging the creative activities of artists and writers.
 - improving the teaching of the arts and preparing and disseminating material designed to educate young people and adults in the arts.
 - translation of representative literary masterpieces.
 - development and improvement of public reading libraries.

III (b) Priorities for a programme corresponding to a higher budgetary level

1. Discussions, studies and publications of a philosophical, historical and cultural nature likely to improve international relations and promote respect for human rights.
2. Improvement of public libraries and museums.
3. Dissemination of reproductions of works of art, and of translations of representative literary masterpieces.
4. Measures likely to promote creative work in literature and the arts.

The representative of the French delegation suggested that more pilot projects might be carried out by this Department, particularly in the dissemination of reproductions of works of art.

The representative of the German delegation asked that consideration should be given to a proposal from his delegation that the Cultural Activities Department should undertake comparative studies of religions, as a contribution towards mutual understanding among the peoples, international peace, and the promotion of human rights.

MASS COMMUNICATION

I. Established Service Activities

1. Maintenance of a clearing house for information on, and conducting or promoting research on questions relating to the improvement of means and techniques of communications.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/PRG/39 - page 8

2. Gift Coupon Programme, designed to enable individuals to contribute towards meeting the educational, scientific and cultural needs of other countries.
3. Unesco Coupon Schemes, designed to enable organizations and individuals in soft-currency countries to obtain educational, scientific and cultural material from hard-currency countries, and to facilitate travel for educational, scientific and cultural purposes.

II. Criteria

1. To promote freedom of information, the free flow of educational, scientific and cultural material, and the free movement of persons.
2. To encourage the use of all techniques of mass communication, including press, film, radio and television to serve the purposes and programme of the Organization.
3. To promote broad popular support for and participation in the activities of the Organization.

III. (a) Programme activities corresponding to the present budgetary level:

1. Assistance to Member States in the use of press, film, radio, television and allied media for educational, scientific and cultural purposes.
2. Practical measures to promote the free flow of information.
3. Use of the means of communication to create understanding of the aims and activities of the United Nations and the Specialized Agencies, particularly Unesco, and to promote broad popular support for them.
4. Standardization of Braille notations
5. Promotion of the two international agreements adopted by Unesco to facilitate the free flow of educational, scientific and cultural materials.

(b) Priorities for a programme corresponding to a higher budgetary level:

1. Assistance to Member States in the use of press, film, radio, television and allied media for educational, scientific and cultural purposes.
2. Practical measures to promote the free flow of information.
3. Use of the means of communication to create understanding of the aims and activities of the United Nations and the Specialized Agencies, particularly Unesco, and to promote broad popular support for them.

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

7C/FRG/39 - page 9

The representative of the French delegation said that the method of international competitions, on a large scale, might be used to help Unesco in mass information, particularly as regards human right. He suggested an international competition for a film scenario on human rights, and another for textbooks, at all educational levels, on the same subject.

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

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April 28, 1953

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No. 168

To the

Officer in Charge of the American Mission,
Paris.

The Officer in Charge is requested to acknowledge for the Secretary of State Circular Letter 711, dated December 30, 1952, from the Acting Director-General of the United Nations Educational, Scientific and Cultural Organization, transmitting the Report of the Working Party on Future Program and Development (Document 7C/PRG/39) and asking for the comments of the Government and the National Commission for UNESCO on this report by May 1, 1953.

The United States Government appreciates the opportunity this request provides to state again its support of the policy adopted by the Economic and Social Council on July 28, 1952, (E/2327), inviting the Specialized Agencies to establish priorities as among program activities in economic and social fields in order to achieve greater concentration of effort and resources directed toward major goals. It wishes also to commend the Working Party on Future Program and Development for advancing understanding among delegates at the Seventh Session of the General Conference of the desirability of establishing priorities and of providing a guide to the Executive Board and the Director-General in the preparation of the program for 1955-56.

The Report of the Working Party on Future Program and Development suggests certain program priorities within the present budgetary level and extension of certain of these within a higher budgetary level, and points out that UNESCO's development does not depend entirely on increasing the budget.

The United States Government and the United States National Commission for UNESCO believe that two areas of UNESCO's program

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

UNCLASSIFIED

CUL(53)4

-2-

warrant special consideration and intensification now and in the future. These are 1) assistance to the less economically developed countries in raising their educational levels through fundamental education and through extension of education, and 2) education for international cooperation. As certain projects are completed, and it becomes possible to make reallocation of funds, it is recommended that reallocations be made within the present budget level to make possible greater effort in these two areas of work. These two areas should also receive first consideration with a higher budget level.

Since a program of education for international cooperation embraces many activities under all chapter headings, the United States believes the purpose of this program should be kept constantly in mind in executing the present program and in planning the 1955-56 program.

Preliminary consideration also suggests the desirability of UNESCO's presenting in the proposed 1955-56 program a project in the cultural field of comparable importance with these two. This might be developed from that area of the present program directed toward dissemination and exchange of the cultural product of all countries in such a way as to increase among peoples the kind of understanding that grows out of mutual knowledge and respect.

The United States believes that the criteria set forth in the Report of the Working Party are not sufficiently definitive. Of those stated, however, the most useful to the Executive Board and the Secretariat in the formulation of the 1955-56 Program, in the view of the United States, are the following, because they would tend to strengthen UNESCO's activities in two priority areas:

"The progressive realization of the right of everyone to free access to education, as defined in the Preamble and Article 26 of the Universal Declaration of Human Rights."

"The encouragement, through educational means, of training for living in a world community."

"Utilization of science for improving the living conditions of mankind, especially in the under-developed regions of the world."

"Studies of specific and urgent problems of international importance which call for the immediate help of the social sciences."

"To ensure better understanding and trust between peoples of different cultures and to increase respect for human rights."

"To promote

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUE.(53)4

UNCLASSIFIED

-3-

"To promote freedom of information, the free flow of educational, scientific and cultural material, and the free movement of persons."

"To encourage the use of all techniques of mass communication, including press, film, radio and television to serve the purposes and program of the Organization."

It would seem desirable, also as a means of strengthening these priorities, that the Executive Board and the Secretariat, in developing resolutions and work plans for 1955-56, should give increased emphasis to the following program items set forth in 7C/PRG/39:

"Education

"III. (a) 1. Work in fundamental education:

Maintenance of present international centres.
Training of experts for international service.
Assistance to Member States through the
Associated Projects Scheme.
Development of methods and techniques.

3. Campaign for free and compulsory primary education with some special attention to the access of girls to education.
5. Education for living in a world community, with reference to young children, children in school, young people in and out of schools, and adults.

"Natural Sciences

(None of the statements listed in the Report under III(a) point up in a specific manner the promotion, the stimulation and the utilization of science for improving the living conditions of mankind, especially in the underdeveloped areas. Conceivably III(b)1., "Research on scientific problems such as the arid zone, the humid tropical zone and oceanography" would be directed toward this end, and hence resolutions and work plans under this item would merit high priority.)

"Social Sciences

UNCLASSIFIED

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CWL (53)4

UNCLASSIFIED

-4-

"Social Sciences

"III.(a) 2. Studies of tensions and prevention of conflicts.

4. Promotion of research on social impact of industrialization [specifically those situations likely to have international effects.]

7. Evaluation of international cooperation programs.

"Cultural Activities

"III. (a)1. ...Discussions, studies and publications concerning cultural relations between peoples, and likely to assist the understanding and implementation of human rights, such as the preparation of a Scientific and Cultural History of Mankind.

3. [Stimulating] Translation of representative literary masterpieces.
Development and improvement of public reading libraries [and museums as educational auxiliaries].

"Mass Communication

"III.(a) 2. Practical measures to promote the free flow of information.

3. Use of the means of communication to create understanding of the aims and activities of the United Nations and the Specialized Agencies, particularly UNESCO, and to promote broad popular support for them."

Obviously the United States attitude toward these program items will depend upon the resolutions and work plans designed to bring them to life.

Appended to this instruction are copies of a statement of program policy adopted by the U. S. National Commission for UNESCO on January 5, 1952; and a statement on "Concentration of Efforts and Resources in UNESCO" representing the position of the Government at the time of the Seventh Session of the General Conference. These policies have been reaffirmed recently by the Program Committee of the National Commission, which believes the Report of the Working Party on Future Program and Development advanced to a modest extent the concepts set forth in these documents. Pertinent also are the United States views on a

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL (53)4

UNCLASSIFIED

-5-

Concentrated International Program of Practical Action in the Social Field as called for by the General Assembly (Resolution 535, VI) and the Economic and Social Council (Resolution 434, XIV), which was transmitted to the Director-General of UNESCO, in November 1952.

None of the above statements is to be construed as commentary upon the category, "Established Service Activities," and the United States reserves an expression of its views on these for a later date in the belief that to make judgments in regard to what should be included under established service activities, as distinct from program activities, requires more information than is provided by the statements in the Report of the Working Party. Neither have specific comments been offered on items under "b) Priorities for a program corresponding to a higher budgetary level" (with one exception), because if greater resources become available, the selections made under category (a) would furnish useful guidelines.

The United States agrees with the statement in the Report of the Working Party that "continuous review and further examination of priorities should help overcome any tendency toward stabilization and stagnation of the programme, whereby any activities once commenced would continue indefinitely. UNESCO's growth does not depend entirely on increasing the budget. A continuous review of existing activities should reveal some that should be terminated within a foreseeable period of time, thus setting free staff and resources for other tasks imaginatively conceived and arising out of developing needs."

In addition to these comments upon the Report of the Working Party, the United States proposes to communicate within the next few months to the Director-General of UNESCO its views on specific program activities as they relate to the formulation of the 1955-1956 program for UNESCO.

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)5

Summary of the Discussion at the Twelfth Meeting
of the U.S. National Commission for UNESCO
relating to UNESCO's Program in Cultural Activities

During its Twelfth Meeting, the U.S. National Commission for UNESCO discussed whether or not the United States should follow up its suggestions to UNESCO that a priority program be developed in the field of cultural activities in order to provide a focus.

Some members of the Commission who support the general principle of concentration raised the question whether or not two areas of concentration -- fundamental education and education for international cooperation -- were not sufficient. Other members believed that there was no need to define a third area of concentration, since many of the activities in the cultural field contribute to education for international cooperation. These members believed that the problem was one of better integration of such activities around the goal expressed in the second priority program.

Other Commission members believed that UNESCO's present activities in the cultural field were important and that the problem was not necessarily to find a new focus, but to intensify the present activities.

One member believed that there should be increased emphasis on cultural relations, particularly on understanding as among countries of various cultures. Another Commission member believed that a focus might be secured by identifying a project in which emphasis was placed on man as a human being and as a creative personality. Some references were made to interchange of persons as an effective method of obtaining intercultural understanding.

Some Commission members were reluctant to approve the principle of a third focus without discussion of the specific focus proposed.

In conclusion, the Commission adopted a motion approving the report of the Program Committee with the understanding that the suggestion of a third area of concentration of activities would be explored and a report would be brought back to the Commission at a future time.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)2

Memorandum by Mrs. Grace L. McCann Morley, Director, San Francisco Museum of Art, San Francisco 2, California, on an outline for a "cultural" or "humanities" program - rough draft, for study and revision.

MAN IN THE WORLD TODAY

A program to examine the humanistic, cultural, creative, artistic characteristics of man, which account for "civilization" and "culture" in the broad sense; to understand the activities in this domain which he has carried on from prehistory into the present, their importance and value as a living tradition from the past, and their part in adding today to the continuity of that tradition which will be in turn transmitted as a heritage to the future; to emphasize the values of this part of human life for the improvement of the present, for the better solution of the cultural crises and conflicts of our mechanistic and rapidly changing society, and to make them contribute as broadly as possible to life everywhere, according to regional, national and individual patterns.

(Note: The following suggestions are tentative, offered as a possible point of departure for discussion, to indicate some needs, some possibilities and provoke alternative suggestions and better proposals. It was done hastily in order to provide something on which to get started at the request of URS. The writer reserves the right to complete revision and rejection of any part as suggested here, as more leisurely thinking and examination of all the parts indicate improvements and changes. GLMM)

Reasons for the proposal: It is generally recognized that there is something amiss in the contemporary world in that man has advanced rapidly and successfully in techniques and in his mastery of the world around him. But much that is characteristic of contemporary life appears evidence that he is no farther along in his knowledge and control of himself, in his moral values, in his mastery over his own talents and potentialities than he was in the Renaissance, if indeed he has not lost ground because he has lost his assurance and security in the confusions of the greater variety of knowledge available to him in the contemporary world. Leadership is therefore insecure and tentative to a great extent. On the other hand, there is a positive gain in the sense that while in the Renaissance only a small proportion of society was counted of importance and so benefitted economically, educationally, and culturally, now in a democratic society - our ideal and UNESCO's presumably - is to assure to the majority, (at least to all who wish it) education, cultural development and opportunity.

The problem is to find a positive response, - allowing development and providing an active role of leadership for the "humanities" and "cultural activities" in general in contemporary life, - to this frequent complaint of all concerned with these fields (university leaders, teachers, writers, artists, musicians, museums people, critics of arts and letters), and many thoughtful leaders and thinkers.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)2

- 2 -

A solution seems to lie in "planning and stimulating studies and projects to examine the role of creative and intellectual activities in human society, emphasizing especially conditions of today, with the intention of discovering how the cultural, humanistic and intellectual values, somewhat overshadowed by the rapid technological, mechanistic, and scientific developments of the period can be brought back into equilibrium, and make contributions and give that leadership in fields of art, ethics, philosophy and the humanistic disciplines in general, that are obviously to some extent lacking in contemporary civilization and certainly greatly needed.

"The aim is to focus the humanities so they at once carry on tradition into our own times, but also contribute directly to our period by taking their place of leadership and leavening in contemporary life. It should emphasize all aspects of the humanities, the arts, that fall under Cultural Activities of UNESCO in their living aspects, not as things to revere and conserve as relics, but values that are vital now, make their contribution now. In a very real sense, any truly great work of thought (a 'great book' or a 'great idea', in Adler's sense), any 'great work of art', are living realities now, have values for now, continue to contribute to life now for those who know and understand them, for they are so deeply rooted in human intellectual or creative experience that they have no time limitations, but are eternal."

It seems necessary to go still further and to find ways to bring out in contemporary societies (in which it is the general aim to raise, as has never been attempted, the whole mass of population to general intellectual and cultural enlightenment) the full value of all man's capacity for the humanities and for creative activity for the benefit of all. It seems desirable to find a way to bring this side of man's nature and contribution to civilization to a place of importance equal in contemporary thinking and planning, to that occupied by sciences and techniques; to place it beside mechanical and technical progress, which tend to overshadow this older and in present thinking, less dramatic aspect of human achievement. There is need of a way to emphasize the humanities and arts as the "human" quality of human beings, the balance and the content, the "values", that give meaning to life, now as in the past, even though the very scientific and technological progress, that should facilitate and enhance them, tend in much thinking and action today, to minimize and confuse them. Studies and programs of action to follow should define the problem and indicate some ways to meet it, according to environment and local conditions and needs.

(quoted and paraphrased from letter to Max McCullough, April 15, 1953)

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)2

- 3 -

Suggestions for a program: In general there are four principal situations in the contemporary world in which the "cultural" development of man deserves study. They are:

- 1) societies where cultural development has a long tradition, holds a place of recognized importance in official and popular thinking as well as among the educated and cultivated elite (example: France, Belgium, Italy);
- 2) new countries in which a transplanted cultural tradition is developing in a new environment to form a new indigenous culture (example: U.S.A., Canada, Australia, Uruguay, Brazil)
- 3) ancient lands where the cultural tradition is long and continuous, is not in the western tradition, and though it persists and is seeking continuation and new contemporary forms, as the old and the new come into contact, have not yet solved the problem (example: India, the far and near East in general)
- 4) ancient lands of non-western patterns of culture, and folk cultures unconnected with written language, sometimes called "primitive" or "native" in colonial countries (example: much of black Africa, the islands of the Pacific, outlying parts of the Orient)

Any or all of these would furnish enlightening subject of study, and would furnish useful comparisons and contrasts if carried on simultaneously and in continuous relation one with another.

Suggested methods: They would fall into theory and preparation, execution and concrete development, and continuation after UNESCO's five year demonstrations. Small international teams of specialists in each subject included should be brought together, under competent leadership, to carry on a pilot project in a typical place, representing each situation, or any selection of at least two situations. The teams work closely with the institutions of the place - with universities and schools, with museums and libraries where they exist, with religious leaders and philosophers, artists, writers, musicians and other scholars and creative workers. They would observe, consult, learn problems, welcome suggestions. It should operate on at least three levels: elite, middle group, under-privileged and least educated.

It should be thought of at least as a five year program to begin with:

First Year: the teams would work together to plot out roughly the field of investigation, the needs, the aims. They would meet at least once with a committee of experts in the principal subjects included in their scope, drawn from or under advice of the international non-governmental organizations with which UNESCO now works. They would draft a broad program within which they would work. Meanwhile, member

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)2

- 1 -

states would be asked to prepare questions, problems to be brought to their attention for study, and the countries to which they would be sent would be asked to prepare to receive them, give them aid and cooperate.

Second and third year: the teams would work in the local situation chosen in close cooperation with the local institutions and leaders. To them would be assigned as assistants and junior colleagues young men and women of promise from the country to serve almost as apprentices and to remain behind to carry on some of the immediate benefits.

Fourth year: the teams would split personnel in that approximately half the members would interchange in order to bring the experience and observations of one situation to bear on another, and so provide shared experience. The young people from the place would continue as assistants and apprentices. It should be determined whether they would benefit most by being changed yearly or should remain three years associated with the teams.

Fifth year: the teams would come together again for an intensive period of consultation, report on experiences, study and a final report on the whole to be published and widely distributed. A series of the meetings of the experts could again be a part of the work of this year, and an outline of the manner in which the work of the teams could be carried on nationally and efforts to have such continuing programs established, should be one result.

According to local conditions other programs of UNESCO should be associated with the work of the teams in the field. For example, in situations 3 and 4 fundamental education and scientific work affecting hygiene and the development of resources scientifically in agriculture or in other fields would be important. In situation 1 and 2, associated studies in the social sciences and university education might be the principal other aspects of UNESCO's program applicable. In all, different possibilities of the use of mass communication for diffusion of information and of education should be studied. To put it another way, the entire field of UNESCO's interests would be focused in different ways on the problem of what the humanities and arts mean in contemporary life and how their contribution may be made more effective. But the way, the emphasis, the exact proportion of this or that subject would be modified to meet the needs and possibilities for development of the given situation.

Suggestions for places in which teams could work profitably: A typical situation 1 should be chosen as a sort of control; possibly Italy would be the best place. The others are important in this order: Situation 4 is most urgently in need of having good information made available and remedies to problems suggested. Probably a project in Africa - the Gold Coast or Nigeria - would be most fruitful. Situation 3 is probably next in urgency, and India, Egypt, the Malay countries would be likely sites. Finally, the Situation 2, Australia, Canada, New Zealand, Chile or Uruguay would all provide comparable interest for the program.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)2

- 5 -

I believe a project in Africa or in India might be exceedingly fruitful and valuable - in both all the subjects and resources of UNESCO's specialties could be drawn in with focus on "cultural" values, their strengthening and increase in a society losing rapidly its own values in conflict with the new Western mechanized developments, with no keys as yet to the values of the foreign culture infringing on them. Such societies are among the greatest problems of our times, and all are spots of danger to peace and to orderly development, because of the explosive conflict of native peoples with an imposed culture that is inadequate.

Principal Problem: to avoid being too academic and theoretical, to assure the continuity of the project on a volunteer basis by the young people associated with it in each place, to stimulate supporting programs in the Member States fitting into the international program and feeding results and conclusions into it. The last is the easiest. Projects now going on, at least in this country designed to meet the recognized need of developing humanities and arts already exist and others are in preparation.

It is on the means of giving concrete form to the project that more suggestions, discussions and study is required. Each step in a typical situation needs to be spelled out completely. This can be done to some extent in writing, by contribution of every one interested. Eventually it should be done by consultation of a group, or of several groups of those competent in the field, studying the subject and making suggestions. Could this be done at, before or following the Fourth National Conference? How to secure the young associates in each place is a separate study. Should they hold UNESCO or other special scholarships. Should they be young professionals detached for a year from their own work to work with the teams.

10-15-53

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

CUL(53)6

Some Other Suggestions

"One possible focus is on the development of libraries and museums and on their use in connection with programs of education at all levels...the contribution UNESCO might make in this way to preservation of cultures and to cultural interchange could be significant."

"In thinking about this matter the thought came to me that a better subject would be "Participation in the Cultural Life of the Community" or "Development of Community Efforts in the Cultural Field." This language may not so much indicate a priority but suggest a concentration of efforts. In this sense it would be on the same level as our emphasis on 'fundamental education' and on 'education for living in a world community'. It would tend to mobilize most of the energies of the Cultural Department in a concerted effort in a field of considerable importance.

"In the past too much of the work of the Cultural Department was centered on furthering cooperation among artists, librarians, musicians, writers, etc., and on furthering their particular interests. This form of 'cultural cooperation' is a holdover from the days of the old Institute of Intellectual Cooperation. It has its undoubted merits but it does little for the grass roots.

"What I am suggesting is definitely a grass roots approach. As you know the Social Department of the UN and several of the specialized agencies, including UNESCO, have been devoting some of their energies to 'community development'. UNESCO's contribution in this connection has largely been confined to efforts in the straight educational field. What I am suggesting now is that UNESCO should explore ways and means to stimulate initiative within the local communities to develop cultural facilities and to encourage self-help in this respect. I am thinking of the creation of libraries, art centers, dance festivals, forums, and the promotion and preservation of local handicraft of artistic value. This kind of concentration on the community would, I believe, vitalize and give new meaning to the various cultural activities of UNESCO."

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

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DEPARTMENT OF STATE
The UNITED STATES NATIONAL
COMMISSION FOR UNESCO

Established by Act of Congress July 30, 1946

WASHINGTON 25, D. C

August 17, 1953

MEMORANDUM

TO: Certain Individuals Likely to be Interested

FROM: Richard H. Heindel, Deputy Director, Unesco
Relations Staff

SUBJECT: Circular on "Study of the Cultural Relations
between the Old World and the New"

I believe you may be interested in the informatory circular attached regarding the "Study of the Cultural Relations between the Old World and the New" (Unesco/ CUA/52, June 29, 1953) from Paris.

You will note on page 2, "In order to guide the preparatory work of the staff, the National Commissions of Unesco's Member States and the international organizations directly concerned are invited to send to Unesco their suggestions concerning the formulation of the problems for the conferences, the agenda, the questions that call for preliminary study, and the best way of organizing the discussions."

You will note on page 4, "The staff will profit by any suggestions and proposals which may reach it by way of reply to this circular, both concerning the agenda of the two conferences, and concerning the preliminary work which still needs to be done to make the discussion enlightening. It will also welcome any statements concerning the kind of results that should be aimed at or concerning any future development which should be given to this study."

Although no effort will be made at this time by the U. S. National Commission for Unesco to develop a formal reply or collation of replies, we have felt that you might care to respond to this circular and to send your response to Dr. Herbert W. Schneider, Head, International Cultural Cooperation Division, UNESCO, 19 Avenue Kleber, Paris, 16, France. If you are prompted to respond, it would be appreciated if a copy of your comments to Paris could be sent to the Executive Secretary,

U. S. National

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-2-

U. S. National Commission for Unesco, Department
of State, Washington 25, D. C. Such comments will
prove useful to the Commission.

If the Basic Paper mentioned on page 2 becomes
available to us, you might like to let us know if you
want a copy.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

UNESCO/CUA/52*
Paris, 29 June 1953

UNITED NATIONS, EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

STUDY OF THE CULTURAL RELATIONS BETWEEN THE OLD WORLD AND THE NEW

INFORMATORY CIRCULAR

As early as its Sixth Session in 1951, the General Conference of Unesco decided to put on its programme a study of the cultural relations and unity of purpose which bind together the Old World of Europe and the New World of the Americas.** Though the immediate occasion of this resolution was the 500th anniversary of the birth of Christopher Columbus and of Isabella of Castille, its aim was not to initiate merely historical enquiries, but to concentrate on the present and future bonds, cultural and moral, which unite the peoples of the Americas with those of Europe.

On the basis of preparations made during 1952, the General Conference at its Seventh Session, held in Paris during November and December 1952, adopted the following resolution as part of Unesco's programme for 1953 and 1954:

Resolution 4.112:

"The Director-General is authorized to secure the co-operation of National Commissions, appropriate organizations and qualified experts to carry out a programme of international discussions, joint studies, and enquiries and publications, dealing with the cultural relations between peoples, with special reference to relations between the Old World and the New".

1. The Place of this Study in Unesco's Programme

The present plan is part of a series of enquiries and conferences begun in 1949 for the sake of exploring the cultural relations among peoples in different regions of the world. This series is intended to promote international understanding by providing peoples with a more adequate appreciation of each other's ideas, cultural achievements, and modes of thinking, feeling and living. The removal of the ignorance and misunderstandings that separate men and peoples whose cultures differ is but a first step, and - if these efforts are to culminate in a truly world-wide community - must be followed by a search for positive means of developing an international sharing of ideas and an international cultural exchange, in which the originality of each people's culture gains respect.

During 1949 and 1950 this problem was tackled by a broad international enquiry into the relations among the chief world cultures.

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-2-

Then followed more specific enquiries. The first of these culminated in the New Delhi Conference held in December 1951 on the relations between East and West. The second, present, enquiry focuses on the cultural relations between the Old World and the New.

2. The Work Plan set up by the General Conference

Carrying out the decisions of the General Conference, the Unesco staff, with the help of the National Commissions concerned and of several international organizations, has been making preparations during 1953 for two conferences which are to be held in 1954. The first will be organized primarily by the Committee for the 400th Anniversary of the Founding of the City of Sao Paulo, Brazil, and will be held in that city. The organizing committee has tentatively fixed a date in July. The second will be held during September in Geneva, Switzerland, as part of the regular programme of conferences sponsored annually by the Comité des Rencontres internationales de Genève. Unesco will collaborate closely with these two committees in the preparation of their conferences; it will provide them with special topics for discussion as part of a general plan; it will suggest the names of competent participants, and will invite various national and international bodies which are directly concerned to submit papers on important questions. Cultural representatives (writers, philosophers, artists, educators, historians, sociologists, etc.) from various countries of Europe and the Americas will participate in these conferences and the results of their work will be published.

Major questions for extended study, as these may emerge from the present project, will be brought to the attention of those scholarly bodies which seem most competent to deal with them, in the hope that they may find it possible to examine them in the course of their programmes of work.

Lastly, these conferences will be followed by the publication of a History of the Scientific and Cultural Development of Mankind, and the International Commission, which is preparing this work for a wide public will be invited to embody in its work, as a further development of the studies carried on by these conferences, an analysis of the important contribution which the New World has made to the development of civilization.

** Resolution O.11: Fifth centenary of the births of Christopher Columbus and Isabella of Castille

The General Conference instructs the Executive Board to include in the next draft programme:

- O.111 A plan for a long-term investigation of the various educational, scientific and cultural aspects of the relations existing between the peoples of Western Europe and the American Continent,
- O.112 A series of discussions between a small number of distinguished philosophers, historians, sociologists and educationists, who should be asked to suggest the best ways of strengthening intellectual and moral ties between the Old and New Worlds.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-3-

3. The Purpose of the Present Communication.

To carry out this plan, the Unesco staff has been preparing during 1953 a Basic Paper which is to explain the importance of the study undertaken, outline the chief aspects of the problem, and suggest specific themes and agenda for the two proposed conferences. A draft of this basic paper, made in consultation with various experts, will be submitted in its tentative form to a Preparatory Commission composed of representatives of the principal organizations concerned, which will draw up the final basic paper during October 1953. (Correction added: November 1953)

In order to guide the preparatory work of the staff, the National Commissions of Unesco's Member States and the international organizations directly concerned are invited to send to Unesco their suggestions concerning the formulation of the problems for the conferences, the agenda, the questions that call for preliminary study, and the best way of organizing the discussions.

The present circular of information is intended to relate Unesco's project to the efforts that are being made today by various organizations and groups to establish a better basis for mutual understanding among the peoples of Europe and the Americas, and to suggest a few headings under which the themes which are chosen for each of the two conferences might be arranged. These suggestions do not constitute a work plan, but are intended merely to elicit the comments of the National Commissions and international bodies that are being consulted.

Such comments will be of help to the Preparatory Commission in working out its basic paper, which should be ready for distribution late in 1953, and which will contain a more substantial analysis of the problems to be treated. This basic paper will be sent not only to the National Commissions concerned and the committees that are organizing the conferences, but also to qualified international organizations and to certain individuals in order to permit them to bring their contribution to the study which Unesco has undertaken of the cultural relations between the Old World and the New.

4. Precursors

Unesco's project should be judged in the context of the whole body of studies which, for full twenty years, have concentrated on the cultural and moral relations between the Old World and the New.

As early as 1936, the Commission on Intellectual Co-operation of the League of Nations, following the initiative taken by the International Federation of Pen Clubs, organized at Buenos Aires an international conference - limited, to be sure, to the discussion of the relations between Europe and Latin America. This earlier conference is a rich source of information for Unesco's project. However, in 1936, the questions raised were not yet ripe for fruitful discussion. Fortunately, men of the

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-4-

Old and New Worlds are today much more conscious of their mutual interests and interrelations and better prepared to understand them objectively. We may therefore hope that these conferences of Unesco will not need to break virgin soil, but can proceed on the solid, fruitful basis of an appreciable degree of mutual understanding.

Relations between North and Latin America have been the theme of almost constant discussion in university circles, inter-American organizations, and political bodies. They now constitute the immediate concerns of the Organization of American States. Meanwhile, the cultural relations between Europe and Latin America have increasingly preoccupied the minds of many intellectual leaders in these two regions since the days of the Conference of Buenos Aires. The creation of the Latin Union bears witness to the increased consciousness of the distinctive heritage which unites the peoples of Mediterranean traditions. Lastly, the new economic and political ties which now bind Western Europe and the United States of America to each other have made it necessary for both parties to seek better forms of cultural reciprocity. Note, for example, the efforts being made by certain institutions in the United States of America to create a better general understanding of European culture and ways of life. Note also, in the Old World, the conferences organized by the Committee of Cultural Experts of the Council of Europe to give more definite content to "the European idea" and to promote a more intelligible dialogue between Europeans and Americans. Note, finally, the determined efforts made by the European Centre of Culture to overcome the misunderstandings that may exist between the intellectuals of Western Europe and those of the United States of America.

These are some of the many evidences of the fact that our time represents a peculiarly crucial turning point in the spiritual life of the West, and that the bonds which unite the various partners in Western civilization are raising problems about the very essence of this Western form of humanity, problems highly important for its future development.

Unesco, in its undertaking, must take into account the lessons learned in these various attempts; and it must place them in the context of our actual cultural conditions, which it has chosen as the focus of its interest and as the perspective for its general view. It must not ignore the influence of actual political and economic circumstances on cultural life; but its own orientation is on the level of the life of the mind, and this life it tries to pursue throughout the world. Hence this particular analysis of the cultural relations between the Old World and the New is inspired by an ambition to be of service in the development of a civilized community which shall give expression to the values and interests of all peoples.

5. The Two Conferences

It is proposed, by way of preliminary planning, to devote each of the two conferences to the whole complex of relations, but to give to each its own angle of approach; one, from the point of view of the American cultures, the other from the point of view

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-5-

of European culture. The following general theme titles may express this division of labour:

- (I) The Conference of Sao Paulo: The meeting **in** the Americas of the minds and interests of Europeans.
- (II) The Geneva Conference: The contributions made by the Americas to European civilization.

In each of the two conferences, the participants will include representatives from both the Americas and Europe; however, for practical reasons, at the Sao Paulo Conference the majority will be Americans, while at Geneva the majority will be Europeans. An effort will be made to give to the work of the two meetings a certain amount of continuity; the Geneva Conference in September should have the benefit of the results of the discussions held at Sao Paulo in July. Several of the Sao Paulo participants, for example, could be invited to speak at Geneva and introduce there some of the exchanges of views which would give continuity to the agenda of the conferences.

6. Some Suggestions of Themes for Discussion at Sao Paulo

The following topics are suggested merely by way of illustration. According to the information received to date by Unesco, they might serve to suggest the areas from which themes appropriate to the Sao Paulo agenda might be selected.

- (1) The bonds which are drawing together the various nations in each of the American continents and which are uniting the whole hemisphere; the lines of cultural exchange in which these common interests find expression; the consequences for American relations with Europe.
- (2) The interests which draw Americans to the cultures of other parts of the globe, and the efforts of these interests on American ties with Europe.
- (3) The importance assigned by certain American nations to the non-European elements in their cultures: especially the contributions of the indigenous population and of Africans.
- (4) The interest in a kind of Western humanism in which European culture would have a central rôle. What significance for the American mind emerges from the cultural life and values of Europeans?
- (5) The transformation of certain philosophical ideas or political doctrines originating in Europe when they take root in the American environment: distinctive forms of **socialism**, existentialism, symbolical expression, etc.

The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-6-

- (6) Ways and means of promoting a genuine meeting of minds across the Atlantic, and a unity of Western civilization. How can more intimate cultural relations be established between the peoples on both sides of the Atlantic to weld them into a genuine community? How can the American peoples realize the advantage of gaining a better understanding of European cultural life?

7. Some Suggestions of Themes for Discussion at Geneva

The meeting at Geneva could approach the discussion of analogous questions in order to clarify the chief cultural and moral relations which tie Europe to the Americas and to show what interests Europeans have in a closer contact with American cultures. The following general headings may help in choosing relevant subjects:

- (1) The idea Europeans entertain of the American nations and cultures and the European attitudes based on this idea.
- (2) Europe's self-consciousness today; its awareness of its difficulties, its future, the directions in which it can build its culture, the role which this culture plays in the world at large. The effects of the support which certain American institutions have given to certain European cultural activities.
- (3) To what extent has contemporary American culture inspired European countries, especially in the organization of educational programmes, in the dissemination of culture, etc.? What significance for the European mind emerges from the cultural life and value of Americans?
- (4) The cultural aspect of those bonds which are actually drawing together the various European peoples; the lines of cultural exchange within Europe; the relation between "the European mentality" and "the western mentality". Is the strengthening of the bonds among Europeans helping them in their exchanges of discussions with Americans?
- (5) The interests which draw Europeans to the cultures of other parts of the globe, and the effects of these interests on American-European community.
- (6) The transformation of certain ideas and other cultural patterns originating in America when they take root in the European environment.
- (7) Ways and means of promoting a genuine meeting of minds across the Atlantic. How can Europeans come to know better the present life and thought of American peoples? How can Europeans without

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The Museum of Modern Art Archives, NY	Collection:	Series.Folder:
	WSL	II. A. 123

-7-

losing the originality of their culture, profit by the experiences brought them through American cultural life?

The staff will profit by any suggestions and proposals which may reach it by way of reply to this circular, both concerning the agenda of the two conferences, and concerning the preliminary work which still needs to be done to make the discussions enlightening. It will also welcome any statements concerning the kind of results that should be aimed at or concerning any future development which should be given to this study.
Underlining added in Washington.)

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THE MUSEUM OF MODERN ART

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UNESCO RELATIONS STAFF June 9, 1953, Mr. Walter H. C. Layne, Chairman of DEPARTMENT OF STATE, U. S. National Commission for UNESCO, extended to you WASHINGTON 25, D.C. invitation to attend the Fourth National Conference at Minneapolis, September 15-17. Since the delegate body is strictly limited at this Conference, we need to know within two weeks if you plan to attend or to send a representative. RENE D'HARNOUCOURT UNABLE TO ATTEND FOURTH NATIONAL CONFERENCE. WILL BE IN WKKL AT THAT TIME. SOUTHAMERICA/XXXXXXXXXXXX. THANK YOU.

Date 22 July 1953

Re: July 18, 1953

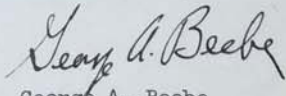
Dear Sir:

JOYCE MILLER, SECRETARY

However, should it not be possible for you to be present at this Conference, those places which have been allotted for your use will be made available for other participants. Therefore an early reply will be appreciated.

We look forward to your attendance at the Conference, and hope that you will give us a favorable reply.

Sincerely yours,



George A. Beebe
 Conference Director
 Fourth National Conference

* MEMBER OF EXECUTIVE COMMITTEE

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July 16, 1953

Dear Sir:

On June 5, 1953, Mr. Walter H. C. Laves, Chairman of the U. S. National Commission for UNESCO, extended to you an invitation to attend the Fourth National Conference at Minneapolis, September 15-17. Since the delegate body is so strictly limited at this Conference, we need to know within two weeks if you plan to attend or to send a representative.

Please fill out the reply card which was sent to you previously, and return it to us. In the event you no longer have the reply card, please indicate your decision below, and return this letter to the UNESCO Relations Staff, Department of State, Washington 25, D. C.

However, should it not be possible for you to be present at this Conference, those places which have been allotted for your use will be made available for other participants. Therefore an early reply will be appreciated.

We look forward to your attendance at the Conference, and hope that you will give us a favorable reply.

Sincerely yours,

George A. Beebe
George A. Beebe
Conference Director
Fourth National Conference

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Thomas

June 9, 1952

Dear Mr. Thomas:

Many thanks for your good letter of May 30, which reached me only today, since it did not come by airmail. Therefore this delay in my answer.

As you know, the subject of your book is of great interest to me and I would, of course, love to contribute to it. Unfortunately, I am now in the middle of our budget hearings, and I am leaving town right afterward, which will make it impossible for me to accept your invitation to contribute an article to the Handbook of Art Education.

I am awfully sorry, because I know that any refusal at this late date will make things more difficult for you, but I am afraid I have no choice in this matter.

Very best regards,

Faithfully yours,

Rene d'Harnoncourt

Mr. Trevor Thomas
UNESCO
19, Avenue Kléber
Paris 16e
France

Rene d'Harnoncourt, Esq.,
Director, Curatorial Department,
Museum of Modern Art,
11 West 54th Street,
New York 19, N.Y.

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE

19, Avenue Kléber, PARIS 16^e

In your reply, please refer to :
En répondant, veuillez rappeler :

N^o ALE/301560

May 30, 1952

Dear René d'Harnoncourt,

I am writing to ask if you would be able to help me in connection with the Handbook of Art Education which we are producing this year, and of which I enclose a draft outline scheme for your information. I have already been in communication with Victor d'Amico to make a contribution under Section Six on "Art Education and the Museum". It is in connection with Section One : The Nature of Creative Activity and Art Education, on topic No. 1 "General Culture and Creative Activity" that we would like to have your aid.

It is the editor, Ed. Ziegfeld of Teachers College, Columbia University, New York, who originally proposed that in this first section there should be a contribution from an anthropologist. My original intention in preparing the scheme was that we should open the Handbook by a few basic statements by eminent authorities : a general educator, an artist and, of course, an outstanding authority in the field of art education, Herbert Read. Ziegfeld then suggested as a suitable person to write from the general point of view Lyman Bryson, who was at Teachers College. Bryson, however, owing to many other commitments, has cabled within the last few days a refusal. I felt, at an earlier stage in discussing with Ziegfeld, that you would be a very right and proper person to ask for this topic, but as you undoubtedly realize we had to consider the fact that d'Amico was also a member of the staff of the Museum of Modern Art, and it was for this reason that I agreed that we should first approach Bryson.

I hope very much that you will be good enough to make this valuable contribution to the Handbook. I think you will know very well what it is that is required here, and will see that the first opening Chapter of the Handbook should be one in which the issues are stated broadly but definitely. I think we need to make it clear that we do not regard art education merely as a curriculum activity in the school, just another teaching subject, but that we feel it is important to place this mode of education within a much wider framework of reference as to the general pattern of culture (almost in the Ruth Benedict sense). I feel that I don't need to write to you of all people in any more specific way,

..../..

René d'Harnoncourt, Esq.,
Director, Curatorial Departments,
Museum of Modern Art,
11 West 53rd Street,
New York 19, N.Y.
U.S.A.

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- 2 -

since I am sure that you will see very clearly what it is that is needed.

Now there is this rather difficult question of time limit. We have been all along the line rather too hard pressed for time, as we are anxious to have the Handbook if it is possible for the meeting of the Unesco General Conference in November. I had planned to have all the manuscripts in by the end of this month of May, and I have received most of them, but there are still some outstanding. Consequently, if you agree to write, we could extend the time until the end of June. Of course if you could manage to do it before that it would help me very much, since everything has to be coordinated and translated.

If you agree to write, M. Jean Thomas will send you a formal letter of invitation together with a regular Unesco contract. We would offer you \$20 for the 1,000 words of this article. We should like to have some short confidential notes and, in order to facilitate the transfer of currency, would you let us know the name and address of your bank.

With all good wishes and best remembrances,

Yours very sincerely,

Encl.:
1 draft outline scheme.

T.T. Trevor Thomas
Programme Specialist
for Arts in Education

Frances Muzzo

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Distribution: limited

PARIS, 4 April 1952
Original: English

File

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Draft Outline Scheme

Department of Cultural Activities

Division of Arts and Letters

Project for: HANDBOOK OF ART EDUCATION

Number of Pages: Text - 150 Illustrations - 30 Appendices-20

Languages: French and English

Number of copies in each language: 3,000. Total: 6,000 copies.

Editor: Dr. Edwin Ziegfeld, Teachers' College, Columbia University,
New York.

Title of the Handbook:

CREATIVE TEACHING IN THE VISUAL ARTS:

A Handbook of Art Education

Projected lay-out of Text and Illustration :

Texts, Sections and Headings:	Pages:	Words:
Authors:	Illustrations ()	

	Frontispiece (1)	
Title page	1	
Publication details	1	
Acknowledgments	1	
Preface: Director-General Unesco	1	500
Table of Contents	2	200
The Bristol Seminar, 1951: C.D. Gaitskell	2	1,000
Introduction: Editor: Dr. Ziegfeld	4	2,000

Section One: The Nature of Creative Activity and Art Education

- | | | |
|--|---|-------|
| 1. General Culture and Creative Activity
(an anthropologist) | 2 | 1,000 |
| 2. General Education and the Arts
(an educator) Jean Piaget (Switzerland) | 2 | 1,000 |

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	WSL	II. A. 123

- 2 -

- | | | | |
|----|--|---|-------|
| 3. | The Nature of Creative Activity
(an artist) Jean Bazaire (France) | 2 | 1,000 |
| 4. | Education Through Art
(art education specialist) Herbert Read (U.K.)
Allow for illustrations (2) | 4 | 2,000 |

Section Two: The Growing Child and Creative Art Teaching

- | | | | |
|----|---|----|-------|
| 1. | Problems of Growth
(child psychologist) Dr. Wall (Unesco) | 3 | 1,500 |
| 2. | The Role of Art Experiences in Growth and
Development
(child art specialist) Dr. Viktor Loewenfeld (U.S.A.) | 3 | 1,500 |
| 3. | First Fine Rapture
(very young children, say about 3-6)
(infant school specialist) Amélie Hamaido (Belgium)
Allow for illustration, some colour (3) | 8 | 4,000 |
| 4. | Creative Communication
(young children, say about 6-10 years)
(junior school specialist) Pierre Duquet (France)
Allow for illustration, some colour (3) | 8 | 4,000 |
| 5. | Changing Experiences
(onset of puberty & adolescence, say about
10-16 years)
(elementary & secondary school specialists)
(1) Otto Burri (Switzerland)
(2) Arne Larsson (Sweden)
(3) Galliano Mazzon (Italy)
(4)
(5)
Allow for illustration, some colour (3) | 10 | 5,000 |

Section Three: Ways and Means

- | | | | |
|----|---|----------|---------------|
| 1. | Planned Art Experiences
(selection of activities and
relation to types of children)
(Siegfeld to advise on author) | 4 | 2,000 |
| 2. | Methods and Techniques
(individual approaches) | Total 12 | 6,000 |
| | (young children, private academy)
Arno Stern (France) | | (allow 1,500) |
| | (children and method)
Dan Hoffner (Israel) | | (allow 1,500) |

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	WSL	II. A. 123

- 3 -

	(collective paintings)			
	Vige Langevin (France)			(allow 1,500)
	(group work)	Sam Black (Scotland)		(allow 1,500)
	Allow for illustration		(2)	
3.	<u>Varieties of Materials</u>	Total	12	6,000
	(material and expression)		(allow 2,000)
	(experiments with materials)		(allow 2,000)
	(range of materials)			
	Doreen Blunhardt (New Zealand)			(allow 2,000)
	Allow for illustration		(2)	
<u>Section Four:</u>	<u>Administration for Art Education</u>	Total	12	6,000
1.	The Role of the Administrator			(allow 1,500)
	Mary Adoline McKibbin (U.S.A.)			
2.	Tradition and Reformation			(allow 1,500)
	Sayed Gharabli (Egypt)			
3.	Changing Patterns of Culture			(allow 1,500)
	K.G. Saiyidain (India)			
4.	Inspectors and Innovations			(allow 1,500)
	Possibly allow for illustration		(2)	
<u>Section Five:</u>	<u>The Training of Art Teachers</u>	Total	18	9,000
1.	Artist and Educator			(allow 1,500)
	(the basic problem in relation to modes of training available)			
	Edwin Ziegfeld (U.S.A.)			
2.	Training in the Art School			(allow 1,500)
	J.F. Jansen (Netherlands)			
3.	Training and Vocation			(allow 1,500)
	Henriette Noyer (France)			
4.	Art in the Training College			(allow 1,500)
	Barbara Eyre (South Africa)			

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- 4 -

5. Training for the General Classroom Teacher (allow 1,500)
Abul Kalam (India)

6. Preparing the Art Educator (allow 1,500)
Clifford Ellis (U.K.)

Allow for illustration (2)
(possibly more if none used in Section Four)

Section Six: Art Education and the Community Total 16 8,000

1. From School to Community (allow 2,000)
.....

2. Art for Youth (allow 1,500)
Ronald Horton (U.K.)

3. Art Education and the Museum (allow 1,500)
Victor D'Amico (U.S.A.)

4. Art and Adult Education (allow 1,500)
Piero Bargellini (Italy)

5. The Role of the Amateur (allow 1,500)
Rikard Sneum (Denmark)

Section Seven: Art Education and Indigenous Culture Total 12 6,000

1. Old Patterns and New Ideas (allow 1,000)
(basic thesis of integrating new techniques
of art education with indigenous culture)
Barclay Russell (U.K.)

2. Tradition and Form (allow 1,000)
Mahmoud El Bassiouny (Egypt)

3. Primitive and Modern (allow 1,000)
John A. Campbell (Australia)

4. Art and Ritual (allow 1,000)
De Witt Peters (Haiti)

5. East or West (allow 1,000)
Osamu Muro (Japan)

6. Cultural Missions (allow 1,000)
(Mexico)

Allow for illustration (2)

Section Eight: International Art Education Total 6 3,000

1. Art Education and Unesco (allow 1,000)
Trevor Thomas (Unesco)

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- 5 -

2. International Exchanges of Child Art (allow 1,000)
Tatsuo Morito (Japan)
3. Art Education and International Understanding (allow 1,000)
(the case for an International Association)
Edwin Ziegfeld (U.S.A.)
or possibly Thomas Munro (U.S.A.)

Appendices:

1. Selected Bibliography - List
(Edited Trevor Thomas (Unesco))
2. Visual Aids - List
(Edited by C.D. Gaitskell)
3. Plans for art rooms
4. Sample curricula
5. Sources of materials
6. International Association - Draft Aims and Constitution

Indices: Subject and Author.

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*file - no answer
Rothschild*

NATIONAL COUNCIL for U. S. ART in the U. N., Inc.

22 EAST 40th STREET

NEW YORK 16, N. Y.

LExington 2-6660

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CHARLES ZADOK

June 8, 1953

Rene D' Harnoncourt
Museum of Modern Art
11 W. 53rd. Street
New York, N.Y.

Dear Mr. D'Harnoncourt:

The enclosed pamphlet has been prepared for use as an instrument for enlisting support of the project originally proposed by Artists Equity Association. It is being distributed to members of the Sponsoring Committee and shown to a few representative people who may be interested in contributing funds, or can be instrumental in obtaining funds from corporations, communities or organizations. Their reactions can be used as a guide in mapping our campaign.

If you should have any such contacts, or any suggestions for this stage of development, we should be glad to hear of them, if possible before June 15. The Sponsoring Committee is meeting on Monday the 15th, after which the business of raising funds should begin in earnest. A meeting of the Technical Committee will be called thereafter to block out plans for the projected operations.

Very truly yours,

Lincoln Rothschild
Executive Secretary

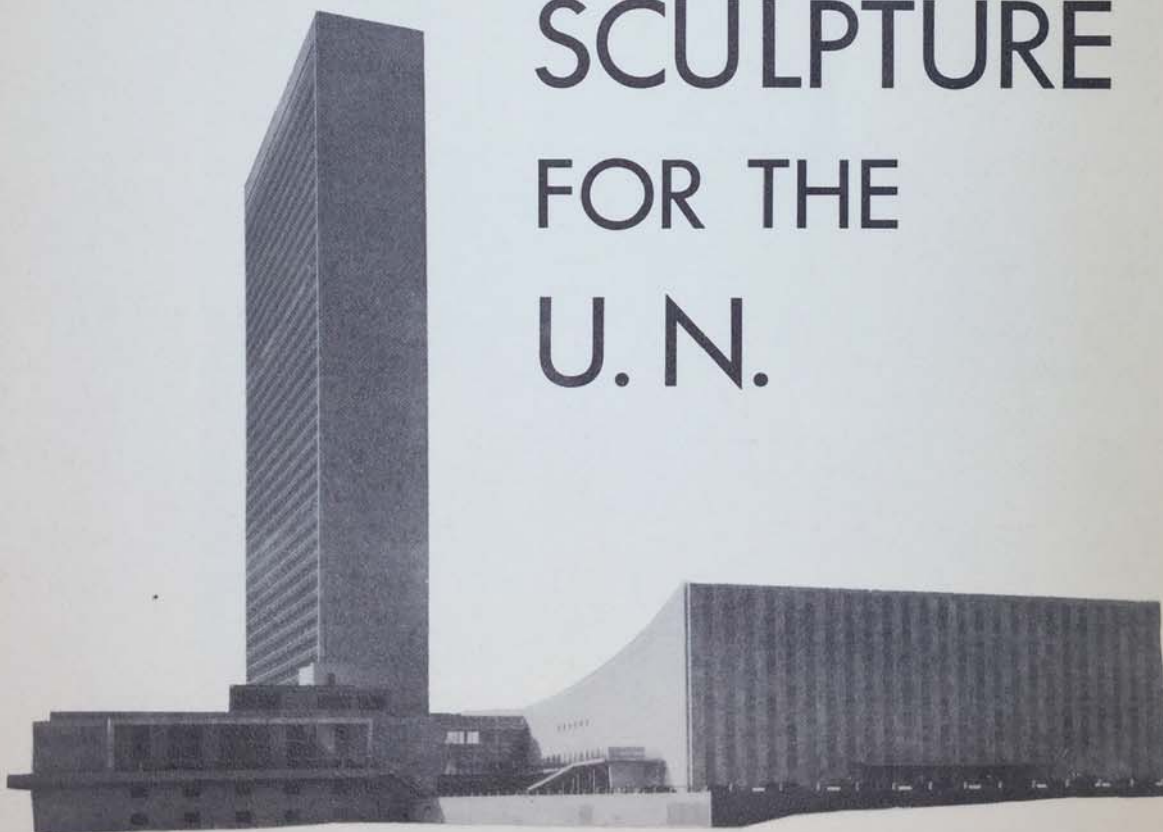
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U. S. PAINTINGS

&

SCULPTURE FOR THE U. N.



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THE NATIONAL COUNCIL *for* U. S. ART *in the* U. N.
has been invited to commission a number of U. S. PAINTERS and SCULPTORS
to execute new works for the U. N. BUILDINGS and GROUNDS



SPONSORING COMMITTEE OF THE COUNCIL

(as of June, 1953)



CO-CHAIRMEN

MRS. SAM A. LEWISOHN • MR. NATHANIEL SALTONSTALL



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	MR. ROLAND REDMOND	



*The U. N. Headquarters Planning Office has suggested for these new works
the locations shown in the following photographs.*

FOR

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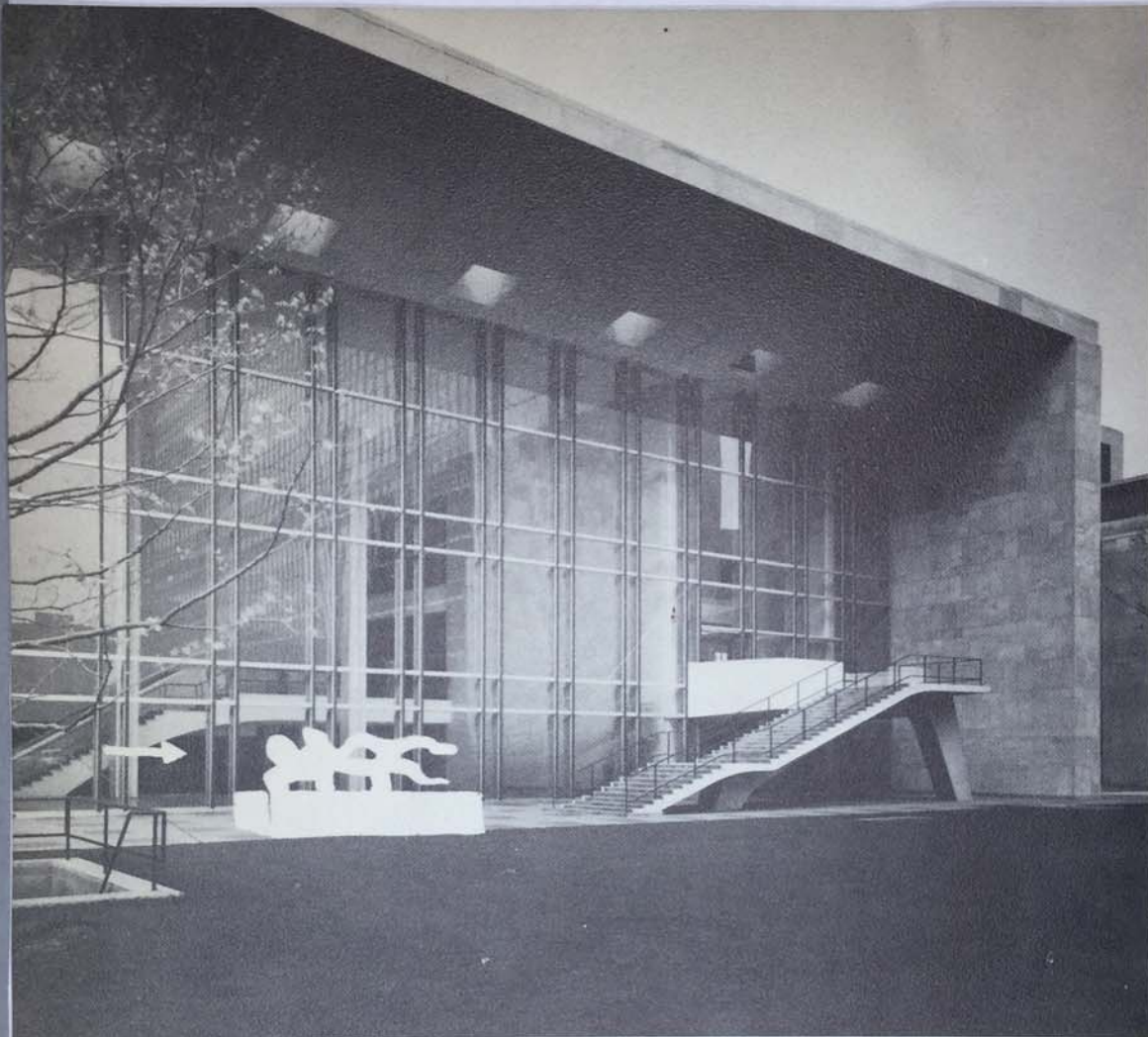
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FOR THE *West Ramp* of the General Assembly Building, a sculpture commission for a pierced stone or metal screen 15 to 25 feet high is proposed. A twin location on the East Ramp (see cover) could mount a similar piece.

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AT THE *South End* of the General Assembly Building, on a foundation outside the Delegates' Entrance Hall, a reclining figure is proposed. Two interior locations in the delegates' lounges have been suggested for pieces of sculpture. These pieces could be seen by the general public on conducted tours.

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THE *North Entrance Hall* of the General Assembly Building is the main public entry. On the west wall, seen here, and on the facing wall two vignetted plaques, 15' x 35', in metal, plastic or mosaic, are proposed as one painting commission.

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THE PROJECT IN OUTLINE

Mr. Wallace K. Harrison, Director of Planning of the United Nations Headquarters Planning Office, has stated that the U.N. Buildings in New York City were designed with a generous use of mural paintings and sculpture in mind. But no funds for this purpose were available in the original budget.

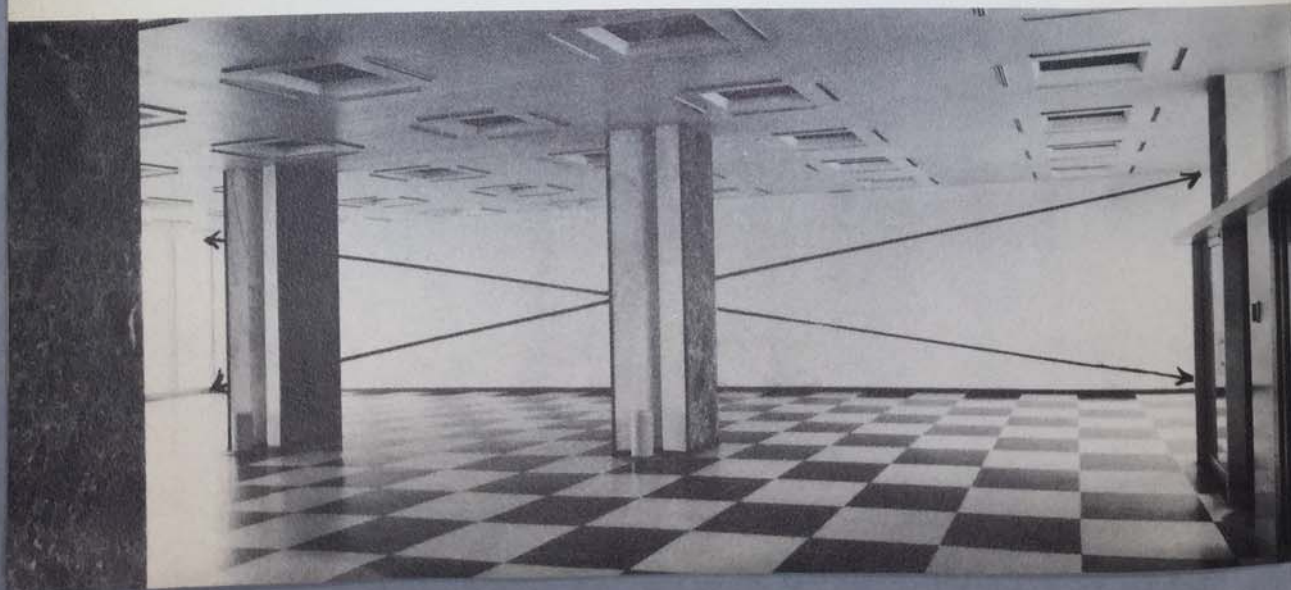
About two years ago Secretary General Trygve Lie asked member nations to make donations of works of art either as governmental or private gifts. So far such gifts have been received on behalf of more than 20 nations. All such gifts are subject to the approval of the Secretary General and his Board of Art Advisors.

The Planning Office has indicated spaces that would be available for U.S. contributions. These spaces lie on the main lines of the guided tour traffic that is now running at more than 2,000 persons a day, 7 days a week—a traffic that makes the U.N. "the No. 1 tourist attraction in New York."

The National Council for U.S. Art in the U.N. has been incorporated in New York State as a private non-profit organization to fill these spaces suggested for a U.S. contribution. On the basis of present estimates the Council plans to raise \$250,000 to finance a maximum of 12 commissions—the fund to be spent as follows: competitive sketches, \$25,000; administration for 2 years, \$50,000; final commissions, \$175,000.

Contributions will be sought widely to make this privately sponsored community gift to the artistic and spiritual side of the U.N. broadly representative of the U.S. The initial cost of securing contributions is being borne entirely by the sponsors. The names of all contributors but not the amounts of their contributions will be published in a guide to the completed works of art. When the entire project is completed, in an estimated 2 years, the Council will dissolve.

12' X 70' MURAL, SOUTH END OF ENTRANCE LEVEL, SECRETARIAT BUILDING



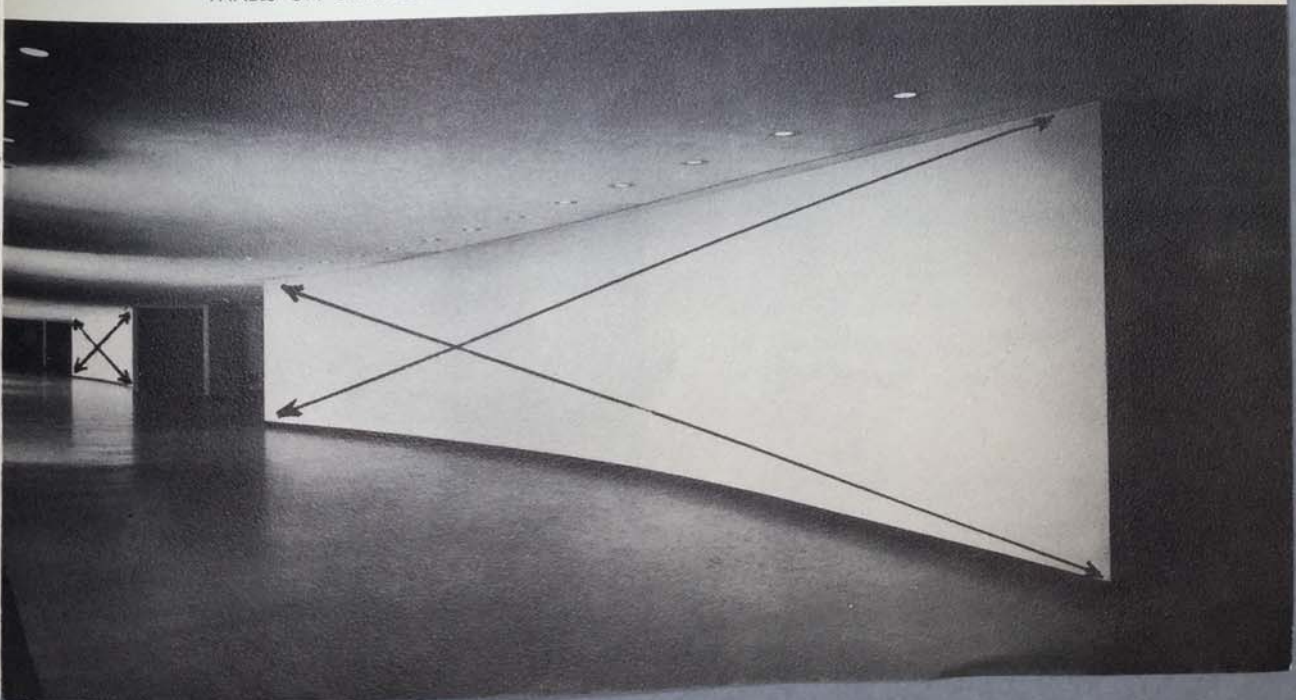
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14' X 40' MURAL SPACE IN CONFERENCE ROOM 3. SIMILAR SPACE IN THE SECURITY COUNCIL CHAMBER ALREADY HAS A MURAL BY A NORWEGIAN ARTIST.

TWO 10' X 60' MURAL SPACES IN CONFERENCE BUILDING CORRIDOR, ENTRANCE LEVEL. SIMILAR PANELS ON UPPER LEVELS HAVE BEEN TAKEN BY MEXICO AND THE DOMINICAN REPUBLIC.



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PROCEDURES

1. CONTRIBUTIONS . . . Contributions will be solicited by accredited representatives of the National Council for U. S. Art in the U.N. Contributions may be registered in the names of individuals, or corporations, or institutions or societies, or towns, counties, states or regions. All money received will be held intact by the Council until the full amount judged adequate by the Council for a minimum U.S. showing is secured. If such an amount should not be secured, contributions will be returned.

2. SUBJECT MATTER . . . An Editorial Committee has been constituted for consultation with the artists on the subject matter of their sketches. Committee members are Mr. Frederick Lewis Allen, Professor Lyman Bryson, Professor Irwin Edman, Mr. Eric Hodgins, Miss Agnes Rogers, and Mr. Richardson Wood.

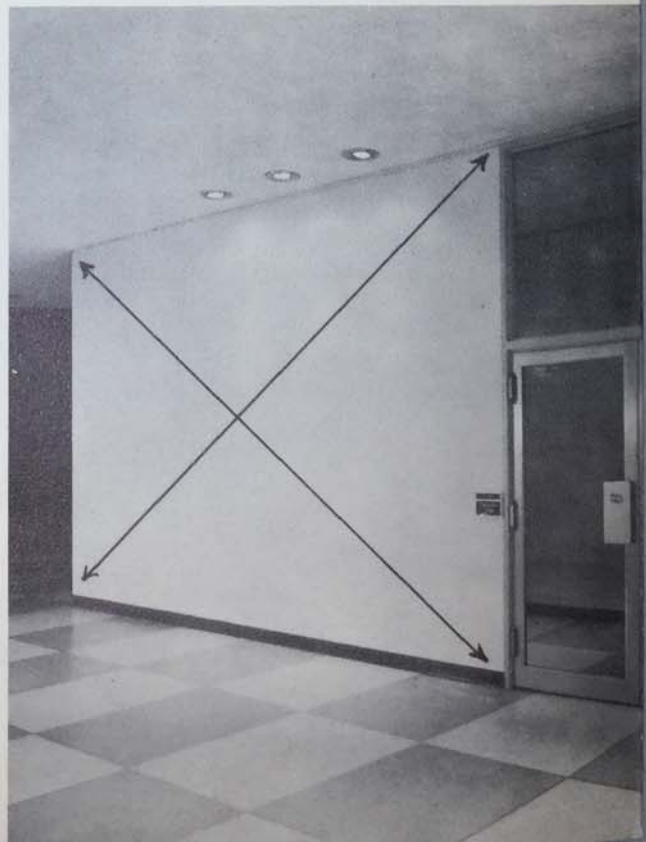
3. SELECTION OF ARTISTS . . . A Technical Committee has been constituted as follows: Mr. Rene D'Harnoncourt, Mr. Lloyd Goodrich, Mr. Robert Hale, Mr. Herman More, Dr. Grace Morley, Mr. Charles Nagel, Mr. Daniel Catton Rich, and Mr. James J. Sweeney. This committee will set up procedures for determining the materials for the works of art, for inviting the artists to submit sketches and models, and for selecting the juries to judge entries.

A small group of artists will be invited to submit sketches or models for each commission and will be paid for their sketches. The juries will select

one artist to execute each of the 12 commissions that the Council now contemplates as a maximum for the project.

4. ADMINISTRATION . . . The Council has office facilities at 22 East 40th Street, New York, N. Y. Mr. Henry Billings is presently serving as Director of Administration, Mr. Lincoln Rothschild as Executive Secretary, and Mr. Joshua Cahn as Legal Counsel. Representation from the U.N. will be invited.

MURAL SPACE OUTSIDE MEDIATION ROOM, 12' x 20'



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To René d'Harnoncourt
with kind regards & grateful
recollection of generous hospit-
ality at the Museum of Modern
Art, New York —

D. A. Allan

**UNESCO SEMINAR
BROOKLYN N.Y.
SEPTEMBER-OCTOBER 1952**

**THE ROLE OF MUSEUMS IN
EDUCATION**

D. A. ALLAN, D.Sc., Ph.D., F.M.A.

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Handwritten notes:
D.A.
Allan

THE REMAINDER OF THIS PUBLICATION HAS NOT BEEN SCANNED.