

Law (Gen) (1926) Department.

Dis SERIES.

G.O. No. 395

DATED 16-3-26

[Despatch Abstract.]

League of Nations.

Education of children in the aims and objects of-

Progress. Survey for 1920 to 1925

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
Aw 660 ante 29-4-25 Aw 1745-Dir 2E 15-12-25							

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
Aw 475 28-3-26							



No. 330-Edn.

Government of India.

Department of Education, Health and Lands.

Delhi, the 12th February 1926.

From

J.W. Bhore, Esq., C.I.E., C.B.E., I.C.S., Members of the

Secretary to the Government of India, purpose of making

To

The Secretary to the Government of Madras,

Law (Education) Department.

League of Nations.

Sir,

In continuation of this Department letter No. 683-Edn., dated the 24th March 1925, I am directed to forward 4 copies of each

1. The League of Nations "A Survey" (January 1920-June 1925).
 2. Report submitted by the Secretariat to the Sixth Assembly.
 3. Supplementary Report submitted by the Secretariat to the Sixth Assembly.
- of the marginally noted papers and to communicate the following resolution adopted by the Sixth Assembly of the League of Nations on the 26th September 1925:-

"The Council instructs the Secretary-General to request the States Members of the League of Nations, with reference to the various subjects mentioned in the report to the Assembly, to keep it informed of the progress made in each State in the matter of giving instruction to the younger generation in accordance with the sense and spirit of the resolution adopted by the Fifth Assembly. The Secretary-General shall also ask the States Members of the League to forward to him as soon as possible any new publications relating to this question.

"The Council invites the Secretary-General to collect all the information received and communicate it to the States Members of the League of Nations and to other States interested in the question.

"The Council instructs him to forward to the Committee on

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"The Council instructs the Secretary-General to collect all the information received and communicate it to the States Members of the League of Nations and to other States interested in the question.

"The Council instructs him to forward to the Committee on Intellectual Cooperation the report on these questions submitted to the Sixth Assembly, requesting it to consider the possibility of summoning a sub-committee of Experts. It would be the duty of this Sub-Committee to consider what would be the best methods of co-ordinating official action or action due to private initiative, both in the States Members of the League of Nations and in other States, for the purpose of making known the principles and work of the League of Nations and of training the younger generation to regard international cooperation as the normal method of conducting world affairs.

"The Secretary-General will also forward, for the information of the Committee on Intellectual Cooperation, the proposals submitted by the delegations of Chile, Haiti, Poland, and Uruguay".

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2. Report submitted by the Secretariat to the Sixth Assembly.

3. Supplementary Report submitted by the Secretariat to the Sixth Assembly.

The Council instructs the Secretary to the Government of India, Law (Education) Department.

Secretary to the Government of India, C.I.E., C.B.D., T.G.S.

Delhi, the 13th February 1926.

Department of Education, Health and Lands.

Government of India.

No. 330-144.

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"The Secretary-General will also forward, for the information of the Committee on Intellectual Cooperation, the proposals submitted by the delegations of Chile, Haiti, Poland, and Uruguay".

I have the honour to be,
 Sir,
 Your most obedient servant,
 for Secretary.

ORDER

DEPARTMENT OF SECRETARY TO GOVT. OF INDIA
 19 FEB 1926

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Law Dept. No. 502 C/26
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Yours most obedient servant

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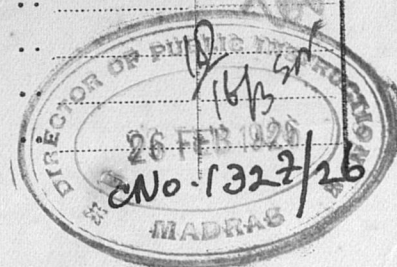
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READ AGAIN G.O. No. 640 DE, dated 29-4- 1925. (V)

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V. TK
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U.O. Reply No. 1327/26883-76

In December 1923 I brought to the notice of subordinate officers and managers of schools the resolution of the Fourth Assembly of the League of Nations passed in September 1923 to the effect that 'the Assembly urges the Governments of the States Members to arrange that the children and youth in their respective countries where such teaching is not given be made aware of the existence and aims of the League of Nations and the terms of its Covenant'.

In April 1924 I brought to the notice of officers of the Department and managers of schools the existence of two standard works on the League of Nations one of which contained a bibliography of books on the League of Nations.

I shall now bring 'the survey of the League of Nations' from January 1926 to June 1925 to the attention of officers of the Department and of educational institutions in this presidency. I shall also once more bring to their notice the desirability of making known the principles and work of the League of Nations and of training the younger generation to regard international cooperation as the normal method of conducting world affairs.

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Law (G.O.) Dept

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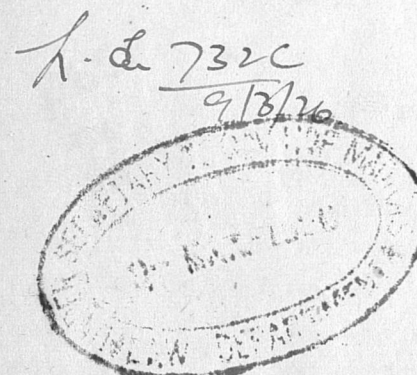
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[Distributed to the Council,
the Members of the League and
the Delegates at the Assembly.]

A. 10. 1925. XII.

Geneva, June 23rd, 1925.

LEAGUE OF NATIONS

INSTRUCTION OF CHILDREN AND YOUTH IN THE EXISTENCE
AND AIMS OF THE LEAGUE OF NATIONS

REPORT SUBMITTED BY THE SECRETARIAT TO THE SIXTH ASSEMBLY

SUMMARY OF CONTENTS.

I. HISTORICAL SUMMARY.	Page 2
II. INSTRUCTION OF YOUNG PEOPLE CONCERNING THE LEAGUE AND THE IDEALS OF INTERNATIONAL CO-OPERATION.	
A. Information supplied by Governments :	
1. Text-Books on the League and International Co-operation	3
2. Remodelling of History Books.	3
3. Lectures, Conferences and Special Classes.	3
Observations by the Secretariat.	4
B. Information supplied by Non-Official Organisations :	
1. Literature.	4
2. Exhibitions.	5
3. Diplomas and Badges.	5
Observations by the Secretariat.	5
III. PROMOTION OF CONTACT BETWEEN YOUNG PEOPLE OF DIFFERENT NATIONS.	
A. Information supplied by Governments :	
1. Travelling Facilities.	6
2. Collective Passports.	6
3. Exchange of Students.	6
Observations by the Secretariat.	7
B. Information supplied by Non-Official Organisations :	
1. Inter-scholar Correspondence.	7
2. Visits.	7
3. International Conferences and Gatherings.	8
Observations by the Secretariat.	8
IV. Annex:	
Part I. Instruction: Replies from Governments to Circular Letters . .	9
Part II. Promotion of Contact: Replies of Governments to Circular Letters on Travelling Facilities and Exchange of Professors and Students	26
Part III. Extracts from Replies from Non-Official Organisations	33

I. HISTORICAL SUMMARY.

The question of interesting youth in the ideals of the League of Nations and of promoting friendly contact between young people of different nationalities was the subject of the following resolutions adopted by the Assembly in 1923 :

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

II. "The Assembly, considering the importance of encouraging contact between the younger generations of different nationalities, invites the Governments of the States Members of the League of Nations to grant all possible facilities for travel by land or by water: (a) to groups of students at higher or secondary educational institutions; (b) to groups of Boy Scouts and Girl Guides belonging to a registered national association of any State Member of the League, when such groups are travelling from the territory of one State Member of the League either through or to the territory of another State Member."

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

I. "The Assembly, noting with satisfaction that a considerable number of States have replied favourably to the recommendation adopted last year that students should be provided with special travelling facilities, invites all the States: a) to consider favourably applications from students' associations for measures to facilitate interchanges of students; b) to grant similar travelling facilities to duly qualified teachers and scholars going abroad in the interest of science; c) to found scholarships for the purposes indicated in paragraphs (a) and (b)."

II. "The Assembly :

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

"In view of the resolutions adopted by the Fourth Assembly regarding the encouragement of contact between young people of different nationalities and concerning the instruction of youth in the ideals of the League of Nations :

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

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

It is in execution of the last paragraph of this resolution that the present report has been prepared by the Secretariat and is submitted to the Sixth Assembly.

* * *

It was felt that, in addition to collecting information supplied by the various Governments, it would be desirable, particularly as regards the promotion of contact, to consult the principal non-official international associations dealing with youth questions.

For this purpose, it was decided to approach the following organisations :

- The International Council of Women ;
- The Girl Guides' International Committee ;
- The Boy Scouts' International Bureau ;
- The Junior Red Cross ;
- The International Moral Education Committee ;
- The World's Committee of the Young Men's Christian Associations ;
- The World's Young Women's Christian Association ;
- The Jeunesse catholique ;
- The Jeunesse juive ;
- The International Federation of Secondary School Teachers ;
- The Musée pédagogique ;
- The Commission internationale des congrès d'éducation familiale ;
- The International Federation of the League of Nations Unions.

A memorandum has also been received from the American School Citizenship League.

The observations presented by Governments on the suggestions of the Fourth and Fifth Assemblies, already published in the *Official Journal*, are reproduced in Parts I and II of the Annex for the convenience of delegates to the Assembly.

Much of the information supplied by the non-official organisations consulted is also printed in the Annex (Part III).

It will be noticed that from the outset the Assembly has treated the general question under two headings: *instruction* and the *promotion of contact*. This division has been followed in the present report.

II. INSTRUCTION OF YOUNG PEOPLE CONCERNING THE LEAGUE AND THE IDEALS OF INTERNATIONAL CO-OPERATION.

A. INFORMATION SUPPLIED BY GOVERNMENTS.

The action taken by Governments in connection with the Fourth and Fifth Assembly Resolutions falls under three principal headings :

1. *The preparation of special text-books and pamphlets* concerning the League of Nations and international co-operation.

In *Austria*, special articles are published in the Pedagogic Section of the *Official Journal* of the Ministry of Education. In *Bolivia*, publications concerning the League will be distributed by the Ministry of Education to educational establishments throughout the Republic. In *Greece*, the Government has instructed Prof. Kouyéas, of the University of Athens, to prepare a manual on the League of Nations for use in primary and secondary schools. This manual will be distributed to the schools by the Ministry of Education. In *Japan*, Professor Tomoyeda's text-book is widely used, while in *India* pamphlets have been recommended for colleges and secondary schools. In *Scotland*, a pamphlet entitled *The League of Nations and the Schools* has been prepared by the General Secretary of the Educational Institute of Scotland, which embraces nearly all teachers in Scotland; special addresses have been given in schools and the pamphlet has been widely distributed. In *New Zealand*, articles on the League have been inserted in the *School Journal*, different articles being written for children of different ages. In *Uruguay*, a special descriptive memorandum concerning the League has been drawn up by the Ministry of Foreign Affairs for distribution to the educational authorities. Moreover, the Director of the Secondary and Primary Education Section of the University of Montevideo has requested headmasters to collect and send to him all brochures and lectures on the League written by professors who have specialised in the question.

2. *The remodelling of history-books* so as to make them conform to more recent ideas on international relations. — In *Austria*, the Ministry of Education has laid down that history text-books must contain suitable reference to the League of Nations and its ideals. In *China*, the subject has been introduced into history manuals. This is also the case in *Brazil*, *Czechoslovakia*, *Denmark*, *France*, *Japan*, *Latvia* and *Roumania*. In *Belgium*, the Councils for the Improvement of Education have urged that a chapter regarding the League of Nations should be inserted in all modern history manuals in use in Belgian schools. The *Netherlands Government* says that "professors will no doubt refer to the League of Nations in history classes".

3. *Lectures, Conferences and Special Classes*. — In *Austria*, *China*, *France*, *India*, *Poland*, *Roumania*, and *Spain*, special lectures are delivered to high-school, secondary-school and, in some cases, primary-school pupils. The *Japanese Government* remarks that it is necessary to supply teachers with appropriate material and syllabuses. In *Belgium*, special syllabuses have been drawn up (for primary and secondary schools) to guide masters in giving instruction concerning the League of Nations (see Annex, Part I). In *Denmark* the whole question raised by the Fifth Assembly Resolution has been referred to the National Committee on Intellectual Co-operation. In *Great Britain*, the education authorities "will instruct their inspectors to draw the attention of teachers to the matter of the instruction of pupils concerning the League of Nations when discussing syllabuses of instruction in history". In *Salvador*, a circular has been addressed to all educational authorities. In *Uruguay*, the Minister of Education has issued instructions that teaching concerning the League of Nations shall be given in all schools, and has referred the matter to the "National Council for Primary and Normal Education". The following countries state that "the necessary steps have been taken", *Albania*, *Australia*, *Bulgaria*, *Canada*, *Chile*, *Cuba*, *Denmark*, *Italy*, *Liberia*, *Panama* and *Persia*.

Some countries (e. g., *Poland*) have confined their attention to university curricula, whereas others have taken steps to embody such teaching in the curricula of their secondary and primary schools. The *Czechoslovak Law* No. 226 of July 13th, 1922, institutes a course of "Civic Instruction and Education" for children of the sixth to eighth school year in primary schools. The heading "Humanity" includes: "Mutual respect, fraternity, duties towards society, justice in human society, protection of women and children, equality of nations, militarism and national defence, universal peace, amity between nations, relations with foreign States". In the higher primary schools, the curriculum includes one year's course on "Mutual Relations between States (economic, political and intellectual) and International Peace".

Observations.

From the information supplied by Governments, it may be seen that positive instruction concerning the League of Nations and the ideals which support it is provided by the educational authorities of many, perhaps most, of the Members of the League. The methods of this instruction vary. In some cases, special text-books dealing with the achievements of the League are used; in others, the normal teaching of subjects such as history, civics or law has been widened to include instruction on various aspects of the League. As will appear below, there are certain respects in which the organs of the League might be of assistance to Governments in this domain of instruction by the educational authorities; but, while giving the most clear encouragement to Governments to continue this work, the Assembly will probably wish to avoid discriminating between the value of the different methods adopted for the common end, as the prescription of educational methods delegated in many countries to local authorities would seem *a fortiori* to be outside the province of the League. Moreover, it is felt that variety of method and conception in the presentation to the young of the significance of the League produces a better result than any agreed formula. For instance, it is natural that any special relationship which a State may have to the League, whether as a Member of the Council or as having obligations towards the League under a mandate or minorities treaty, or as having signally contributed to or benefited by some notable achievement of the League, should be emphasised in the course of instruction, with a consequent growth of interest, and, it may be hoped, of a spirit of emulation favourable in the main to the common interests of the family of nations. Lastly, the actual form of instruction on the League is probably less important than the way in which that instruction is linked up with the general scheme of education in any country.

Although, for the reasons given above, the time has perhaps not come when any formal co-ordination of League instruction would be desirable, the Assembly might wish certain action to be taken forthwith along the following lines:

States might be urged to continue in future to forward to the Secretariat all information relevant to instruction on League questions which they may have at their disposal. Such information might be published in the *Official Journal*. If copies of text-books on history or other subjects containing reference to the League, or to the ideals of international co-operation, used in schools or universities or in educational institutions not under Government control were forwarded with these communications, they might be placed in the library of the Secretariat.

Of the publications of the Secretariat which might be of direct use to teachers, the Secretary-General would mention the series of pamphlets which has been issued and which is designed to describe briefly and clearly the chief departments of the League's work. This year a single pamphlet¹, giving a summary of the League's activities, is being published which, revised from time to time, may be found by teachers to supply in a handy form the facts which in various ways they may wish to present to their pupils. Further, the results of certain efforts of the Secretariat to present information concerning the League in graphic form, by diagrams, maps, photographs and lantern slides², might be of help, while in certain countries cinema films describing the League's work might also be used.

For work of this kind, the Secretariat has at present very scanty funds available; in order that it may be done more effectively, the Assembly might consider it worth while to add a small sum to the budget of the Secretariat.

Whether it is advisable that the League should undertake to any extent the more ambitious task of having prepared under its authority text-books treating, from the international point of view, specific periods of history or specific branches of learning, is a question on which the Secretary-General does not venture to express an opinion. Nevertheless, as some of the unofficial organisations consulted have indicated that works of this kind would tend to counteract the danger arising from a purely nationalistic study of human culture, it is thought right to draw the attention of the Assembly to the problem. The International Committee on Intellectual Co-operation would doubtless be prepared to report on any enquiries submitted to it by the Assembly.

B. INFORMATION SUPPLIED BY NON-OFFICIAL ORGANISATIONS.

The replies of the organisations consulted deal with:

1. *Literature*. — The Boy Scouts International Bureau has, since 1920, published an international magazine, in English and French, called the *Jamboree*, in which ideals of international fraternity have been kept to the forefront. The Y. M. C. A. emphasises the necessity for literature "creating a spirit of international brotherhood... which should counteract the militant aggressive and selfish tendencies inculcated in the youth by certain sections of the Press and many text-books. We should hasten the coveted appearance of a manual of universal history prepared under the guidance of an international commission". This organisation publishes an international magazine: *The World's Youth*. In addition, it is engaged in preparing a series of books, in several languages, on the lines indicated above. The American School Citizenship League has been instrumental in publishing or popularising a number of

¹ *The League of Nations: A Survey, January 1920-June 1925*. Published by the Secretariat.

² These can be obtained, on payment, from the Secretariat.

works bearing on international friendship among the young, such as the *Course in Citizenship*, the last two chapters of which lead up to a discussion of the League of Nations¹. The *International Federation of League of Nations Societies*, through the Belgian League of Nations Union, emphasises the importance of the school and points out that teachers should be provided with suitable material². It thinks that encouragement should be given to the production of suitable works by prizes and other means. Different kinds of literature are required for pupils of different ages (see Annex, Part III).

The *Junior Red Cross Societies* publish magazines in a number of countries giving prominence to the ideals of international co-operation.

The Secretary of the *International Moral Education Congress* expresses a desire that "competent educational writers should prepare books for the world's youth, each volume describing in vivid words and pictures the finer phases of life, social manners and progress in various countries, thus assisting the mutual study of the peoples, such books to be translated into all possible languages"³.

2. *Exhibitions*. — The *International Federation of Secondary-School Teachers* draws attention to the desirability of encouraging exhibitions, the work of pupils of one country being exhibited in the schools of another country. Under the auspices of the *Junior Red Cross*, art work has been exchanged between art classes in different countries, as also other collections.

3. *Diplomas and Badges*. — This idea first took definite form in the following resolution voted by the Warsaw (1924) Congress of the *International Federation of Secondary-School Teachers*:

"Emphasising the desirability of a diploma granted by the League of Nations to pupils who have shown that they possess some knowledge of the history and ideals of this institution and who have effectively contributed (for instance, by means of inter-scholar correspondence) to strengthening the bonds between the youth of various countries, the Warsaw Congress enthusiastically adopts the principle of a reward of this kind and instructs its Secretary-General to study methods for putting this suggestion into effect and to submit a report to the Congress in 1925."

Following upon this resolution, the Secretary-General of the Federation has submitted definite proposals, which are set out in Part III of the Annex. The Executive Committee of the *International Federation of League of Nations Societies*, after referring the matter to its Education Commission, has sent a report on the subject, which will also be found in Part III of the Annex.

The suggestion has been made that the various *Boy Scout and Girl Guide Associations* throughout the world might care to include an "International Co-operation Badge" among their proficiency badges. The proposed tests were as follows: candidates must have: (a) obtained their Interpreter's Badge, (b) possess a knowledge of the flags of a certain number of foreign countries, (c) have conducted for some time correspondence with Scouts and Guides in other countries, (d) have a knowledge of a certain number of international institutions, (e) have spent at least three to four days in a foreign country. This suggestion was circulated by the Boy Scouts' International Committee to the national associations. The resolutions adopted by the *International Council of Women* on the above subjects at its quinquennial meeting at Washington in June 1925 are set out in Part III of the Annex.

Observations.

The information supplied by the non-official organisations consulted shows that they are alive to the opportunities which they have of encouraging in young people the growth of friendly feelings towards other nations. For the work which they and other organisations not especially mentioned in this report are doing, the Assembly will doubtless feel the highest gratitude and will recognise as a hopeful sign the spontaneous interest in the League shown by organisations of teachers. In universities, it is naturally more difficult to ensure general instruction on a given subject than in schools where teaching is to a greater extent unified and controlled, but voluntary societies have made attempts to interest university students in the League. Moreover, the very important work done by non-scholastic organisations deserves grateful recognition.

It should be remembered that the majority of young people do not remain at school after the ages of 14 or 15; they proceed from the primary school straight to offices and workshops as apprentices in various trades and industries. In the primary schools, therefore, it would seem to be essential that they should receive some groundwork in the ideas of international co-operation. By the age of 14 or 15, however, definite opinions have not been formed, and the character and thoughts of the young person are singularly amenable to outside influences. In the case of young people at work, what are these outside influences? What organisations

¹ The report adds: "The last chapter ('The World-Family') needs revision and probably will be revised so as to include more specific information about the League of Nations."

² This report quotes the efforts made by the Welsh National Committee, which has produced summaries of lessons and conferences ("A Scheme for a First Course in General History").

³ *Youth and the League of Nations*, March 1925, by Frederick J. Gould.

can step in to replace the influences which would otherwise be exerted in secondary and higher schools and in the university? It is certain that the great international associations referred to in this report do render valuable assistance at this critical time — from the point of view of formation of ideas — in the life of the working boy or girl.

It has been indicated in some of the replies that the efforts of voluntary organisations are not sufficiently co-ordinated. If this is really so, it would seem desirable that direct negotiations between the bodies concerned should take place in order to arrange for a greater measure of co-ordination.

The Secretariat will readily answer, so far as it can, requests for information from any non-official organisations occupied in promoting the growth of the ideals of the League among young people. Moreover, the Secretary-General has on several occasions found it possible to send a representative to give information concerning the League at important conferences organised by these associations, and, with the Assembly's approval, he will take such opportunities to do so as may present themselves in the future, though it may often happen that no member of the Secretariat can be spared at the time required.

III. PROMOTION OF CONTACT BETWEEN YOUNG PEOPLE OF DIFFERENT NATIONS.

A. INFORMATION SUPPLIED BY GOVERNMENTS.

Governments facilitate contact between young people of different nations by providing travelling facilities for groups, by granting collective passports, and by encouraging the exchange of students.

1. *Travelling Facilities.* — Various countries (in most of which the railways are State-owned) have stated that they grant to students, boy scouts and other young people travelling in groups reductions of from 20 to 50 per cent, subject to compliance with certain conditions. These are: *Albania, China, Czechoslovakia, Esthonia, France, Greece, Italy, Japan, Latvia, Netherlands, Panama, Siam, Switzerland.* Certain countries offer such facilities "subject to reciprocity": *Bulgaria* (50 per cent), *Hungary* (50 per cent), *Kingdom of the Serbs, Croats and Slovenes* (50 per cent). The *Bulgarian Government* points out that it will be necessary to define the nature of the documents on the presentation of which reductions might be accorded and to specify the authority which would issue such documents to groups of students, etc.

Other countries — *Canada* and *Great Britain*, in which the railways are not State-owned — express their sympathy and offer to do what lies in their power. In *Great Britain*, cheap bookings can be obtained from the railway companies, and the British Government states that "the resolutions of the Fifth Assembly are being borne in mind, and if it appears that at some future date the arrangements (regarding travelling facilities, exchange of students, etc.) can be usefully extended, any proposals to that end will receive sympathetic consideration".

The *Latvian Government* states that it would be willing to co-operate with other States. The representative of the *German Reich* has enquired whether it is intended to promote international conventions or agreements on this subject, and *Hungary, Italy, Latvia* and *Spain* have suggested that such action should be taken.

Italy further states that the shipping companies managing State-aided services will be prepared to consider the granting of reductions to groups of students, etc., on all lines — apart from the express line to *Egypt* — provided other countries grant similar treatment to Italian students, etc. The *French Ministry of Merchant Marine* states that the Committee of Shipowners will favourably consider the question of granting facilities by sea.

2. *Collective Passports* are granted by *Austria, Great Britain* and the *Netherlands*.

3. *Exchange of Students.* — In *Belgium*, there are numerous travel scholarships. The "Foundation Universitaire" arranged exchanges with the United States of America, France and Czechoslovakia. The *Chinese Government* is "ready to consider favourably applications from students' associations for measures to facilitate interchange of students". There are scholarships for the purpose. The *French Government* refers to the "Fédération internationale universitaire", which arranges courses, lectures and visits to Geneva for students and young people of all nations. In *Great Britain*, many endowments exist enabling students to travel abroad. Arrangements made by school authorities for the interchange of students have met with considerable success. In the British Parliament, in reply to a question, the Duchess of Atholl (Under-Secretary for Education) stated: "As regards secondary schools, there are a number of unofficial schemes at present in operation for the exchange of both teachers and pupils with France; under a convention between the Board of Education and the French Ministry for Public Instruction, a number of young teachers and intending teachers of modern languages are appointed each year to the secondary schools and training colleges of each country".

Latvia is "prepared to join with States which wish to make arrangements for the international exchange of students in so far as its finances will allow". The *Natal* (South Africa) Government states that the question of the exchange of students "could receive further

consideration if some well-defined scheme should be drawn up by some central body". The *Kingdom of the Serbs, Croats and Slovenes* will grant a special reduction on the State Railways (75 per cent) to foreign students coming to the Kingdom in exchange for Serb-Croat Slovene students. This is subject to reciprocity. *Siam* is considering the question of facilitating the exchange of professors and students and is founding scholarships for the purpose. *Spain* is in favour of the development of exchanges on the basis of reciprocity.

Observations.

The information given above, especially under Heading 3, is probably not complete as a description of the facilities which exist for promoting contact between young people of different nations. The Assembly might consider it desirable to invite States at some future date to communicate to the Secretariat any further information which they possess concerning these facilities. This information could be collected by the Secretariat and distributed to the Members of the League. Moreover, it is thought that information concerning arrangements which exist for the interchange of teachers (a matter in which the Assembly has already shown its interest — see Document A. 103. 1924. XII) might also be usefully included in such a report.

Enquiries have occasionally been made concerning the possibility of making gifts or bequests to the League. As is known, the Council has sometimes accepted such gifts for specific League activities, particularly of a humanitarian kind. When such gifts are offered, the Assembly would perhaps consider the foundation of scholarships for the international interchange of students as a most valuable method of promoting the ideals of the League. There already exist organisations which could effectively administer such bequests.

B. INFORMATION SUPPLIED BY NON-OFFICIAL ORGANISATIONS.

1. *Inter-Scholar Correspondence.* — The *Musée Pédagogique* in Paris has long been engaged in promoting such correspondence and has obtained good results (see Annex, Part III). M. Garnier, Inspector-General of Education (France) writes: "The progress of this movement, which began five years ago and which has rapidly spread to an increasing number of countries, shows that our aims, which are those of the League of Nations, meet a desire that is being felt to an ever-growing extent in all the great countries of the world". The director of the *Boy Scouts' International Bureau* says that "many thousands of Scouts are now in regular correspondence with individual brother Scouts in other countries and are thereby forming definite friendships. Fresh applicants for correspondents are linked up by this bureau daily. We find that in many cases this interchange of correspondence leads to an interchange of visits". The *World Alliance of Young Men's Christian Associations* says that "an 'around the-world-letter' plan is in operation by which clubs of boys in each of the five continents write in a circulating letter. This plan is capable of infinite expansion". The *American School Citizenship League* conducts "international correspondence between the children of the United States and other countries". It has found that "quite a little is written on the League of Nations" and it adds: "this international correspondence develops in the pupils ideas which are basic principles of the League of Nations". The *International Federation of Secondary-School Teachers* and the *Girl Guides* are also in favour of the system. The *League of Red Cross Societies (Junior Movement)* states that the "principal work of its Bureau of International Exchange consists in facilitating the passing of group letters or portfolios between schools in different countries". The remarkable growth of this movement is shown in a chart (Annex, Part III).

The *International Council of Women* favours the encouragement of the widest possible interchange of students and teachers between different countries. It believes that a first-hand knowledge of, and an insight into, the life and outlook of other nations is of vital importance in the interests of the peace of the world.

The *Jewish Youth* states that international correspondence is one of the best means of promoting international friendship. "Every member of a youth organisation and all pupils in schools should have one or more correspondents abroad, and for this purpose a central bureau should be set up in Geneva for the purpose of putting young people, if they so request, into touch with other young people for the purpose of correspondence (see Annex, Part III).

The value of inter-school correspondence as a means for promoting international understanding in the future was recognised by the World Conference on Education held in San Francisco in July 1923.

2. *Visits.* — The *Boy Scouts' International Bureau* reports that "the interchange of visits . . . between parties of Scouts of different nations is growing rapidly and has been materially assisted by the reduced fares now obtainable as a result of the efforts of the League of Nations. The Scouts have acquired a large chalet at Kandersteg, Switzerland, as an international club and hostel for the Scouts of the world. Large numbers of Scouts from different nations visit the chalet each year and spend their holidays together there". In 1923-24 groups from Great Britain, Chile, Japan and China visited the Secretariat of the League.

The *Girl Guides' Association* has also been successful in organising visits, which are becoming more frequent. In addition to the "World Camp" — referred to later — a "certain number of English guides have camped in Belgium, France and Holland . . . and guides in countries other than England are beginning to exchange visits and to camp in neighbouring countries".

Under the auspices of the Y. M. C. A., exchanges of boys have taken place between Czechoslovakia and Poland, France and Austria (to quote two instances). Arrangements are made for educational tours, and "last year boys under the American National Committee visited Britain, France, Belgium, Holland, Denmark, Norway, Sweden, etc. Similar educational tours continue this year. Excellent results are already observable".

The Junior Red Cross states that "the exchange of visits between children of different countries has also been organised to some extent. In the spring of 1923 the children of the Bakule School of Prague visited the United States under the auspices of the Junior Red Cross. While the provision of facilities for educational travelling on this basis has yielded good results, financial considerations hinder its wide extension".

3. *International Conferences.* — Closely connected with the question of visits is that of the holding of *International Conferences* and gatherings. These fall naturally under two headings: conferences for adult men and women leaders; gatherings in which the boys and girls themselves participate.

The World's Alliance of the Y. M. C. A. has held a "World Conference" every four years since 1855. "At the next conference, at Helsingfors in 1926 — at which 1,500 delegates are expected — the innovation is being adopted of ensuring the attendance of a large number of delegates under twenty years of age". It also holds a "World Conference of Association Workers with Boys". The second of these conference took place at Portschach, Austria, in 1923 and was attended by 800 delegates from 50 countries.

Many national conferences are also held, which are attended by boys' workers from other countries. The association makes a special feature of "International Older Boys' Camp conferences", the next to be held in Neuchâtel, Switzerland, and to be attended by boys from twelve or more nations.

The World's Young Women's Christian Association organises similar gatherings (e.g., World's Committee: Champéry, Switzerland 1920, Washington 1924).

The Jewish Youth considers that the exchange of young people between different countries is also an excellent means of promoting friendship. "Every year during the summer holidays each family should send its children for one or two months to a family in a foreign country and should receive in exchange during this time that family's children. The advantages of such exchanges organised regularly every year would be inestimable... A special bureau at Geneva is indispensable if this work is to be brought to a satisfactory conclusion".

The Boy Scouts' International Organisation possesses an International Committee which holds a conference every two years, attended by Scout Officers (34 countries represented in 1924), and a Jamboree every four years attended by the boys themselves. The first Jamboree took place in London in 1920, and the second was held in 1924 in Denmark, when Scouts from 33 different nations were present.

The Girl Guides Association has an International Council which holds a conference every two years. In 1924 the Association organised a "World Camp" at which some twenty to thirty countries were represented, as well as the British Dominions. After a week's camp, a number of foreign Guides stayed in English families. It is stated that, with adequate funds, this side of guiding could be developed very considerably.

In 1924, under the auspices of the Junior Red Cross, young delegates from Roumania, the Kingdom of the Serbs, Croats and Slovenes and Bulgaria attended the Czechoslovak Children's Congress.

The Catholic Youth, the International Secretariat of which was founded in 1921, has held three international congresses.

Observations.

The Assembly will observe with interest the many ways in which non-official organisations are promoting friendly contact between young people of different nations. There is a marked tendency for groups of young people to visit Geneva, and, needless to say, the Secretariat is happy to satisfy any wish such groups may have of acquiring knowledge of the League.

ANNEX

PART I

INSTRUCTION : REPLIES OF GOVERNMENTS TO CIRCULAR LETTERS OF THE SECRETARIAT EMBODYING THE RESOLUTIONS OF THE FOURTH AND FIFTH ASSEMBLIES¹.

ALBANIA (March 8th, 1924).

I have duly referred the matter to the Department of Public Education, which immediately accepted the resolution (of September 27th, 1923) and took the necessary steps to acquaint Albanian youth with the mission of the League of Nations.

(Signed) Minister of Foreign Affairs.

ARGENTINE (March 25th, 1925).

Acknowledges receipt of the circular letter.

AUSTRALIA (October 17th, 1924).

I am directed by the Prime Minister to inform you that the resolution has been brought to the notice of the Government of the several States under whose authority and direction public instruction in the Commonwealth is carried out. Communications have now been received from all States notifying that the necessary steps have been taken to carry out the resolution.

(Signed) P. E. DEANE,
Secretary.

AUSTRIA (January 20th, 1924).

1. It has been decided to publish in the pedagogic section of the *Official Journal* of the Ministry of Education articles illustrating the aims which the League of Nations pursues and the terms of the Covenant, for the information of all persons of every grade engaged in teaching in the State schools.

2. With reference to the articles mentioned in paragraph 1, officials teaching in the higher classes of the primary schools (Volks-Schulen) and in the higher primary and secondary schools (Bürger- und Mittelschulen) are required to devote part of their lessons on history, constitutional law and, when occasion offers, geography, to the importance and working of the League of Nations.

3. No books, etc., intended to be employed for the above lessons will be authorised for use in public educational institutions unless they contain satisfactory reference to the League of Nations.

(Signed) PFLÜGL,
Permanent Austrian Representative to the League of Nations.

BELGIUM (April 30th, 1925).

I have the honour to inform you that, in pursuance of the recommendation passed by the Assembly of the League of Nations, the Belgian Government has instructed the school authorities and members of the teaching staff of elementary and secondary schools and training colleges to make their pupils aware of the existence and aims of the League of Nations. The attached note, setting out the essential passages of the instructions given on this subject, defines the manner in which such teaching will be developed.

Moreover, the "Conseils de Perfectionnement de l'Enseignement moyen et de l'Enseignement normal primaire" have expressed the opinion that it would be desirable to introduce into modern history text-books a chapter on the League of Nations, which should be in keeping with the instructions mentioned above.

(Signed) HYMANS.

NOTE.

At its meeting on September 27th, 1923, the Fourth Assembly adopted the following resolution :

"The Assembly urges the Governments of the States Members to arrange that the children and youth in their respective countries be made aware of the existence and aims of the League of Nations and the terms of its Covenant."

¹ See page 2.

On September 23rd, the Fifth Assembly, with reference to the above resolution, expressed a hope that contact would be established between the youth of various countries.

The Belgian Government, which loyally adheres to the peaceful traditions of our people, has decided to respond to this appeal.

Belgium, more than any other country, is interested in the spread of the noble ideals which actuate the work of the League, for the development of those ideals will make it possible to avert another world-war.

Belgium has always found herself involved in the great international conflicts and has therefore every incentive to cooperate with all her might in ensuring the moral triumph of the League.

Our teaching staff will certainly be anxious to share in this work. Lessons concerning the Great War, in accordance with the history syllabus, would be incomplete if the League's mission of pacification were not given due prominence. The teaching staff should hold up the League as being, in particular, the logical and natural goal of all civilisation.

They will be free to vary their theme according to their discretion and to adapt it to the mental capacity of each class, arousing greater interest and increasing its beneficial effect by reading appropriate passages from the works of great thinkers and moralists and by quoting from the records of the Geneva Assembly.

No teacher, whatever his special branch, should let slip any opportunity of referring to the existence, aims and work of the League in order to bring this ideal home to his pupils, to create in their minds a sense of living reality and lay before them a noble and deep conception of life.

The attached syllabus contains sufficient information and suggestions to enable all teachers to comply with the special requirements of their classes. The publications of the League of Nations may also be utilised — in particular, the handbook entitled "The Constitution and Organisation of the League of Nations".

On certain memorable dates, such as August 4th — the anniversary of the violation of our territory — and November 11th — the anniversary of the conclusion of the Armistice — masters should talk to their pupils about the benefits of a lasting peace and the efforts of the League to establish a good understanding among the peoples. They should point out, however, that, until this ideal has been realised, the first duty of a Belgian citizen will be to keep watch over the safety of his country; all-too-recent events have proved that our independence can never be so successfully guarded as by our own right arms.

DRAFT SYLLABUS FOR A LESSON ON THE LEAGUE OF NATIONS.

Elementary Schools.

Why was the League of Nations founded? — After the 1914-1918 war, which cost the lives of millions of men, an attempt was made to establish an enduring peace. What was the most practical method of attaining this result? It was that States should enter into engagements which would diminish the likelihood of war. The Allied States and most of the neutral States entered into such an undertaking by forming themselves into a League of Nations.

How was the League founded? — The League of Nations was established by a Covenant which constitutes the first part of the Treaty of Versailles and the other treaties which put an end to the Great War. It is, as its name indicates, a League of which the members are not persons but States. The Allied States became Members of the League of Nations by signing the Treaties of Peace. The neutral States were invited to become Members. Certain States, former enemies of the Entente, were admitted, at their own request, after giving assurances that they would keep their international engagements.

What is the League of Nations? — The League of Nations is a group of self-governing States united in an effort to safeguard the peace and to co-operate for certain objects of general benefit to mankind.

The States Members of the League of Nations at present number fifty-four. Apart from the United States, which still hesitates to join the League, and Germany, Russia, Turkey and Mexico, which have remained outside the League for various reasons, it may be said that almost all the sovereign States of the world have enrolled themselves in the League of Nations.

How does the League work? — In order to carry out its work, the League of Nations possesses three institutions :

1. The Assembly, which meets every year in September and at which all the States Members are represented.
2. The Council, which meets four times a year and consists of ten members : four Great Powers (Great Britain, France, Italy and Japan), which are permanent Members, and six other countries, chosen by election for one year.
3. The Secretariat, the seat of which is at Geneva, and which is a sort of permanent organ of the Council and the Assembly.

With what may this Organisation be compared? — Although the analogy is not complete, the organisation of the League may be compared with: (1) a nation, the Assembly being regarded as a Parliament, the Council as a Government, and the Secretariat as the public

departments of State ; or, (2) an industrial company, the Assembly being regarded as the General Meeting of Shareholders, the Council as the Board of Directors and the Secretariat as the factory run by the Company.

The Permanent Court of International Justice. — In addition to the above institutions, the League of Nations has set up a Court known as the Permanent Court of International Justice. This Court may, in certain circumstances, be called upon, when a dispute arises between two nations, to declare which of the two nations concerned is in the right.

How is it hoped to guarantee Peace? — For the purpose of guaranteeing peace, the work of the League falls under two main headings :

1. It endeavours to settle by friendly agreement any dispute likely to lead to war ;
2. It endeavours to encourage throughout the world a spirit of co-operation and solidarity.

The Settlement of Disputes. — The founders of the League of Nations thought that, if a serious dispute arose between two nations, there was always a hope of settling such a dispute without resorting to war. But in order to attain this result, the statesmen of the two countries must meet and explain their views. It is sometimes desirable for third parties to take part in these negotiations and act as mediators. It may also be necessary, in a last resort, for a Court to give a decision.

That is why an elaborate procedure has been laid down so that wars between States Members of the League are practically impossible provided that each State respects the undertakings which it gave on becoming a Member of the League. Moreover, all the Members of the League are bound to take steps against any Member declaring war in violation of the Covenant.

The Development of International Co-operation. — There are many problems which concern the people of all countries.

For instance, when an infectious disease breaks out in one of the countries near Belgium, there is danger of the disease crossing the Belgian frontier. It is therefore to our interest that an infectious disease should be combated even in another country.

Again, certain scientific discoveries have been of considerable benefit to all men, and it may be said of certain scientists that they have been an honour to their own country, while rendering service to all mankind. It is, therefore, of advantage to all humanity that these scientists should be encouraged in all countries and that they should be assisted in their work regardless of their nationality.

Many other examples may be quoted to prove how desirable it is for nations to co-operate and display a sense of solidarity.

The Committees of the League of Nations. — In order to encourage international co-operation, the League of Nations has set up various committees or organisations. In each of these, duly qualified persons from different countries meet together to discuss questions of international interest.

We can only mention a few of these organisations, the names of which suffice to show the work on which they are engaged :

- The Economic and Financial Organisation ;
- The Organisation for Communications and Transit ;
- The Health Organisation ;
- The two Commissions for the Reduction of Armaments ;
- The Committee on Intellectual Co-operation.

Other Work done by the League of Nations. — Under the various treaties, the League of Nations is also entrusted with other duties, viz., the administration of the Saar Territory and the maintenance of amicable relations between Poland and the Free City of Danzig. In certain countries it must see that racial, linguistic and religious minorities receive fair treatment.

It also supervises the administration of the Colonial territories known as "mandated territories". The latter are certain districts which once formed part of the Turkish Empire or were German colonies. After being conquered by the Allies, these territories were not handed back to Turkey or Germany. They were placed under the tutelage of the League, until the people inhabiting them are able to govern themselves. The League has given a "mandate" to certain countries to administer these territories under its supervision. Belgium, for instance, has been entrusted with the administration of the territories of Ruanda and Urundi, situated on the boundary of the Belgian Congo.

Belgium's Place in the League of Nations. — Belgium can be proud of having played an important part in the League of Nations.

The First Assembly (in 1920) was presided over by a Belgian (M. Paul Hymans). The election of M. Hymans to the Presidency may be regarded as a tribute paid by the whole world to our country for her attitude during the war.

Belgium was elected as a Member of the Council when the League of Nations was created, and since then she has been re-elected every year.

Finally, distinguished Belgians serve on nearly all the Committees, and, on the whole, it may be said that they take a very important part in the League's work. Moreover, on several occasions the League of Nations has invited eminent Belgians to carry out special missions.

SYLLABUS TO BE USED AS A BASIS FOR ORGANISING COURSES ON THE LEAGUE OF NATIONS
IN SECONDARY SCHOOLS AND TRAINING COLLEGES.

During the 1914-1918 war, while the victims were falling by tens, nay, hundreds of thousands, an idea was born and steadily strengthened its hold on the minds of men, at any rate among the Allies. This idea was that any repetition of such a disaster in which millions of young men lost their lives must be avoided at all costs.

While hostilities were still in progress, men of good-will were devising practical means for averting wars or diminishing their frequency. In order to maintain the *moral* of the Entente troops, the hope was held out to them that this war, in which such demands were made upon their devotion and heroism, would be the last. "We must fight to the end", they were told, "in order that your children may never experience such a calamity".

It was in order to fulfil these promises that the League of Nations was founded. Men of various nations may claim the honour of having helped to found this organisation, but Woodrow Wilson, President of the United States, is to be regarded as the principal artisan of this great achievement.

The League of Nations was founded in virtue of the "Covenant", which constitutes the first part of the Treaty of Versailles and the other treaties which put an end to the Great War. By placing this Covenant, consisting of twenty-six articles, in the forefront of all the treaties to which the vanquished were forced to subscribe, the victorious nations, including Belgium, wished to show that their aim had been to establish this ideal of a lasting peace founded on justice and the recognition of law. The League of Nations is an institution intended to guarantee the reign of law in international politics and thus to stabilise the peace which the soldiers of 1914 bought so dearly.

The League came into being on January 10th, 1920, the day on which the Treaty of Versailles was ratified by Germany and the Covenant came into force.

The League is a permanent association of self-governing States united in an effort to diminish the probability of war and to strengthen the guarantees of peace. The States Members at present number fifty-four. The United States still hesitates to become a Member. Germany, Russia, Turkey and Mexico are not yet Members for various reasons. With these exceptions, it may be said that almost all civilised countries have joined the League.

* * *

Like all civil or commercial bodies, the League of Nations possesses a statute or charter. This statute or charter is contained in the Covenant. In order to carry out its work successfully, the League, under this statute, possess three great institutions; the Assembly, the Council and the Secretariat.

1. *The Assembly.* — The Assembly is a general meeting of all the States Members of the League. It meets every year in September. All States are represented by three delegates, but each State has only one vote. Under the terms of the Covenant, the Assembly may discuss any matter affecting the peace of the world.

The Assembly held its first session in 1920. This session was presided over by a Belgian, M. Paul Hymans. The election of the latter to the Presidency may be regarded as a well-merited tribute offered by the world to our country for her attitude during the war.

2. *The Council.* — The Council of the League is a small committee which sits four times a year, generally at Geneva. It consists of ten Members. Of these ten Members four are permanent, *viz.* the representatives of the Great Powers (France, Great Britain, Italy and Japan). The six others are freely elected by the Assembly and are at present: Belgium, Spain, Sweden, Czechoslovakia, Brazil and Uruguay. It should be noted that ever since 1920 Belgium has been re-elected every year as a Member of the Council. Each Member of the Council has only one vote. Any Member of the League not represented on the Council is invited to send a representative whenever matters specially affecting its interest are under discussion.

The Council deals with all the current affairs of the League. Like the Assembly, it may discuss any question coming within the sphere of action of the League or affecting the peace of the world.

3. *The Secretariat.* — The Secretariat, the permanent seat of which is at Geneva, acts as the office to the Council and the Assembly. It prepares the work of the sessions of the Assembly, the Council and the Committees, and takes steps to carry out the decisions taken. Under the Covenant, the Secretariat has to register all treaties, agreements or conventions concluded between States Members of the League. Members of the League must communicate such treaties to the Secretariat. In order to avert the causes of war due to secret diplomacy, the Covenant of the League lays down that no treaty or international engagement concluded between States is binding until it has been registered with the Secretariat, which must immediately publish the text.

* * *

Side by side with these institutions, the League of Nations has, in conformity with the Covenant, established a Court called the Permanent Court of International Justice. This Court sits at The Hague. It consists of fifteen members, eleven of whom are permanent

judges and four deputy judges. These constitute a body of independent magistrates elected from among persons of high moral standing and known competence in matters of international law. The Court is competent to deal with all questions which parties may submit to it and with all cases specially provided for in international treaties or conventions.

Certain States have accepted the compulsory jurisdiction of the Court, that is to say, they have undertaken to submit to the Hague Court any disputes which may arise between themselves and other States which have also recognised the competence of the Court. Other States (including Belgium) can only be summoned before the Court if they have expressly agreed to its jurisdiction. Later, perhaps, when the League of Nations has become universal, as its makers intended, that is to say, when it includes all the peoples of the world, the jurisdiction of the Court may become compulsory for all alike.

The work of the League of Nations falls under two main headings:

1. The friendly settlement of disputes likely to lead to war,
2. The development throughout the world of a spirit of co-operation and solidarity.

1. *Settlement of Disputes.* — Under the Covenant, the States Members of the League have undertaken to submit to arbitration or to consideration by the Council any dispute between them likely to lead to a rupture, if such dispute cannot be satisfactorily settled by diplomacy or other means.

This is a great guarantee of peace.

It is possible, however, to conceive of a dispute which can be settled neither by diplomacy nor arbitration nor through the mediation of the Council. In this case, the Council draws up a report containing a statement of the facts of the dispute and the solutions which it considers to be most just and proper.

If the report of the Council is unanimously accepted, the Members of the League agree that they will not go to war with any party to the dispute which complies with the recommendations of the report.

If the Council's report is not accepted unanimously, the Members of the League reserve to themselves the right to take such action as they may consider necessary for the maintenance of right and justice.

But it may happen that, notwithstanding the undertakings entered into by the States, signatories of the Convention to submit all disputes to arbitration or to Council procedure, a Member of the League resorts to war. The League then considers that such a State has *ipso facto* committed an act of war against all the States Members of the League. The Council is entitled to decree an economic and financial blockade of the country in question — that is to say, it will enjoin all Members of the League to break off all commercial and financial relations with the country. It may even go further and, if it is necessary to resort to force in order to uphold the Covenants of the League, it is the duty of the Council to recommend to the several Governments concerned what effective military, naval and air forces the Members of the League shall contribute for this purpose.

Finally, when disputes arise between two States of which only one is a Member of the League, or between States neither of which are Members, a procedure is set up which makes it possible, for the settlement of such dispute, to apply methods similar to those adopted for the solution of disputes between Members of the League.

2. *Development of International Co-operation.* — In order to develop international co-operation and solidarity, the League of Nations has created a number of Committees, on which experts belonging to the different countries meet to discuss certain technical problems with a view to discovering a solution in common accord. There have thus been established:

- (a) *The Economic and Financial Organisation*, the nature of whose work is sufficiently indicated by its name. This organisation, with the assistance of the Council, has brought about the financial reconstruction of Austria;
- (b) *The Organisation for Communications and Transit*, which studies and proposes measures for assuring throughout the world freedom of transport on waterways, railways and in the air;
- (c) *The Health Organisation*;
- (d) *The two Commissions for the Reduction of Armaments*;
- (e) *The Committee for the Traffic in Opium and Narcotic Drugs* in order to combat abuses;
- (f) *The Committee for the Suppression of the Traffic in Women and Children*;
- (g) *The Committee on Intellectual Co-operation*.

Through these organisations, not only the peoples of Europe but also those of America, Asia and Africa learn to combine their efforts and to co-operate.

Finally, in the various Treaties of Peace the League of Nations has also been entrusted with four great political duties.

1. *Mandates.* — The Treaties of Peace have placed under the tutelage of certain Allied Powers the former German colonies and certain territories which used to belong to the Turkish Empire. These Powers act as mandatories in the name and on behalf of the League. For instance, Belgium administers the territories of Ruanda and Urundi, on the border of the Belgian Congo. The nature of the mandate varies according to the degree of development of the people concerned, the geographical situation of the territory, its economic position and other similar circumstances. The mandatory Powers must send to the Council every year a report on the territories committed to their charge.

2. *Saar Basin.* — A Governing Commission, consisting of five members, one of whom is a Frenchman and another a native of the Saar, is appointed by the Council of the League and entrusted, under the Treaty of Versailles, with the government of the Territory for fifteen years until the plebiscite in 1933 finally decides the fate of this district. This Commission must regularly submit a report to the Council.

3. *High Commissioner for the Free City of Danzig.* — As Danzig, under the Treaty of Versailles, became a Free City, a High Commissioner, nominated by the League, has been appointed to settle all disputes which may arise between Poland and the Free City of Danzig.

4. *Protection of Minorities.* — Under the Treaties of Peace signed in 1919, several European States have agreed to grant certain guarantees to linguistic, racial and religious minorities established within their territories. It is the duty of the League to see that these engagements are carried out.

BOLIVIA (May 11th, 1925.)

I have the honour to send you a communication received by the Bolivian Ministry for Foreign Affairs from the Minister of Education.

"I have the honour to reply to your letter No. 1249 of the 14th instant, sending me the note received from the League of Nations and asking for my opinion. The note from the League of Nations 'urges the Government and the States Members to arrange that the children and youth in their respective countries where such teaching is not given be made aware of the existence and aims of the League of Nations and the terms of its Covenant, and to educate the youth of all countries in the ideals of world-peace and solidarity and to furnish a report to the Sixth Assembly'. As the Republic of Bolivia is a Member of the League of Nations, and with a view to meeting the wishes of your Ministry, which will certainly desire to spread and encourage among the youth the teaching of the fundamental aims of the League of Nations, I would request you to send me all the publications which have appeared concerning the League, in sufficient quantity for me to distribute them to the directors of the principal educational institutions throughout the Republic. — (Signed) C. PAZ, Minister of Education."

With a view to meeting the wishes of the Ministry of Education and for the purposes defined in the resolution, I would be glad if you would send me the publications referred to in the above letter.

(Signed) DIEZ DE MEDINA,
Minister of Foreign Affairs.

BRAZIL (October 21st, 1924.)

I have the honour to inform you that, in a circular letter dated February 16th, 1924, the Brazilian Government requested the Governments of the States of the Republic and the Prefect to the Federal District to instruct all teachers in all the primary schools of the country to include in their syllabuses lectures not only on the existence of the League of Nations but also on the nature of its work, its mission and the great services which it has already rendered to civilisation. The Brazilian Government has desired in this manner to carry out the Assembly resolution of 1923 concerning the dissemination of knowledge regarding the work and aims of the League of Nations.

(Signed) AFRANIO DE MELLO FRANCO.

BULGARIA (April 28th, 1925.)

I have the honour to inform you that the Royal Ministry for Education has taken the necessary measures in order that instruction should be given to the youth of the country on the ideals of the League of Nations and that the idea of international co-operation should be inculcated in the rising generation as the normal method of conducting international affairs.

(Signed) MIKOFF,
Chargé d'Affaires.

CANADA (November 23rd, 1923.)

I have the honour to state that a communication has been received from the Provincial Government of British Columbia enquiring as to the price at which copies of the Covenant of the League of Nations can be obtained, the same to be distributed among the teachers of the province.

(Signed) JOSEPH PYRE,
Under-Secretary of State for External Affairs.

CHILE (April 25th, 1925.)

Your letter has been transmitted to the Ministry of Education with the request that the latter will indicate the steps which it considers the most appropriate for attaining the object in question.

As soon as we have received a reply we shall communicate it to you for such action as you may think fit.

(Signed) ALBERTO CRUCHAGE,
Ministry of Foreign Affairs.

CHINA (May 22nd, 1924.)

The Chinese Government has taken the necessary steps to acquaint young people with the existence, aims and work of the League. This teaching is given in all official institutions of secondary and higher education, by means of supplementary lessons and lectures and by inclusion in the libraries of these institutions of the books and publications of the League of Nations.

(Signed) T. F. TANG.

CUBA (May 28th, 1925.)

I beg to inform you that the Department of State has referred the matter to the Department of Education. The Board of Inspectors in the latter Department has requested this Department to supply the information required to give effect to the Assembly Resolution.

(Signed) CAMPA,
Under Secretary of State.

CZECHOSLOVAKIA (April 4th, 1925.)

By the Law of July 13th, 1922 (No. 226 of the series), a subject entitled "Civic Instruction and Education" was introduced into the primary schools and higher primary schools. The syllabus of this teaching, which was promulgated by the executory decree of the Ministry of Education dated April 11th, 1923, included, among other subjects, lessons concerning international efforts made with a view to bringing the nations together and attaining world peace. Particularly under the heading "Humanity" are to be found the items on which teaching concerning the League of Nations is specially to be based. We may quote the following items: Mutual Respect, Fraternity, Duties towards Society, Justice and Human Society, Charitable Institutions, Protection of Women and Children, Equality of Nations, War, Militarism and National Defence, Universal Peace, Amity between Nations, Relations with Foreign States.

This teaching is intended for children of the sixth to the eighth school-year in primary schools, and for children of all school-years in the special courses given in the higher primary schools during a year in which the foundation and work of the League of Nations is taught under the headings "Mutual Relations between States (economic, political and intellectual)" and "International Peace".

(Signed) DR. GIRSA,
Chargé d'Affaires at Berne.

DENMARK (January 4th, 1924.)

The Royal Government, having taken cognisance of the resolution adopted by the Fourth Assembly on September 27th, 1923, has invited the competent authorities to inform the directors of higher schools that it would be desirable for their pupils, when receiving instruction in modern history, to be informed of the existence and aims of the League of Nations and the terms of its Covenant.

(Signed) A. OLDENBURG,
Danish Minister at Berne.

(April 8th, 1925.)

The Legation has the honour, by order of its Government, to inform the Secretariat that the competent Danish authorities state that they have nothing to add to the information contained in the Legation's note dated January 4th of last year.

The Danish Legation would add that the Royal Government has submitted this matter for consideration to the National Committee on Intellectual Co-operation.

FRANCE (August 20th, 1924.)

France, from the very constitution of the League, having always taken so active a part in the work of international peace and justice, of which the foundations were thus laid, has naturally availed herself of every opportunity to enlighten public opinion concerning the benefits which the League of Nations would be in a position to confer.

In particular, my predecessors at the Ministry of Education took care to emphasise the fact that in their eyes the younger generation, whose life flows on uninterruptedly towards the future, is best qualified to set its faith in an undertaking which can only reach the full measure of its worth in the future.

Therefore, although France is not included in the group of States referred to in Resolution 8, I am happy to give you a general summary of the efforts which have been made by my country in the universities during the last four years. These efforts exactly correspond to the wishes expressed in the Assembly resolution last year.

As far back as August 18th, 1921, M. Léon Bérard had the League of Nations included in the syllabuses of civic instruction for the higher primary schools (second year) and history courses (third year) and in the programmes of the normal schools (second year, political sociology, and, third year, history). On December 3rd, 1923, the new programmes of secondary education were published, in which, for the philosophy classes (philosophy and history syllabuses), were included references to the League of Nations and international relations.

At the same time, the attention of the members of the Université Française was on several solemn occasions directed towards the organisation and activities of the League of Nations.

In a first circular dated November 4th, 1922, the heads of universities were invited to see that the pupils were taught "the results accomplished by the League of Nations during the last four years, particularly on the initiative of the French representatives".

On November 1st, 1923, M. Léon Bérard, on the eve of the fifth anniversary of the Armistice, sent to the professors of our secondary and primary schools a moving appeal. He asked them particularly to emphasise, when speaking of the great example given by our dead, the importance of re-establishing world equilibrium and the effort accomplished by France in helping in the work of peace.

As the importance of the League and the number of its positive results increased, it became obvious that an appeal on purely moral grounds would not be sufficient to furnish the professors of our universities with the outline of that documentation which they themselves stated that they required. After six years of existence, and in spite of many obstacles, the League of Nations was asserting itself as an historical fact which had to be acknowledged before it could be judged. In order to comment upon it, it would henceforth be necessary to have definite acquaintance with its discussions, its successes and even its temporary weaknesses.

This M. de Jouvenel strongly emphasised in a new circular to heads of universities dated April 12th, 1924, in which, following on instructions given by his predecessor, he advocated that each year, when commemorating the soldiers who died for France on the anniversary of the Armistice, a lesson should be given to all pupils concerning the League of Nations. Finally, I also decided to make a forward step along the path traced by my predecessors. In order to ensure the documentation of which M. de Jouvenel had pointed out the need and importance, I applied direct to the Secretary-General of the League, and, in regular co-operation with the Secretariat, I am at present studying the most practical measures for including amongst our prize-books given to the school-children and including in our university libraries the publications and works which have been issued by the League, and even certain new books specially written to meet the requirements of our pupils. Finally, I recently informed the International University Federation that I would be willing to assist it in its efforts by requesting heads of universities to receive with cordiality any suggestions made by this very efficient and active society. The International University Federation organises courses, lectures and stays in Geneva of several weeks, which are open to students and young people throughout the world. I think I may assure you that I have taken great care to forward this invitation to even the most remote lycées in France.

These are the results which have been obtained. I think that they are very encouraging and I judge them by the most favourable response both on the part of professors and pupils. I am sure that this beneficent propaganda can be continued and hope that in this work of such high humanitarian importance I may count on the support of the whole League of Nations and particularly its Secretariat.

(Signed) François ALBERT.

GREAT BRITAIN (January 16th, 1924).

I am directed by the Secretary of State for Foreign Affairs to state that the decision as to what subjects shall be taught in schools in England and Wales has been left to the local education authorities and governing bodies of the schools, subject only to the observance of certain quite general requirements stated in Government regulations. In accordance with this practice, the central authorities have abstained from taking any official action in the matter of instruction in schools in England and Wales respecting the existence and aims of the League of Nations. The teaching profession, however, has shown a very great interest in the principles underlying the League, and constant references to the League and its aims are made in the schools in the history lessons. Moreover, the League of Nations Union has been allowed by many local education authorities to send lecturers to address the school-children on the subject.

2. In Scotland it is the rule of the Central Education Department to refrain from too rigid a prescription of the subjects which should find a place in the curricula of schools. Their experience has convinced them that better results are likely to be obtained if all reasonable latitude is left to education authorities and to the managers of schools. This applies with special force to the very important subject of the League of Nations and its principles, and the department have consequently limited their activities to sympathetic watchfulness. They are glad to find that much interest and keenness regarding the matter prevail throughout the teaching profession generally. The Council of the Educational Institute of Scotland, for instance — an organisation which includes, practically speaking, all the teachers in Scotland, and which has branches in every education area — has a League of Nations Committee, whose special business is to keep in touch with all the branches and to endeavour to secure that the constitution of the League and its possibilities are systematically brought to the notice of the children of Scotland from one end of the country to the other.

(Signed) Alexander CADOGAN,

(January 28th, 1924).

With reference to the letter from this office of the 16th instant, I am directed by the Secretary of State for Foreign Affairs to inform you that the late President of the Board of Education stated in the House of Commons on the 17th instant, in answer to a question, that the resolution of the Fourth Assembly recommending that children and young persons should

receive instruction in regard to the League of Nations had the full sympathy of His Majesty's Government. He further stated that he was glad to take that opportunity of recommending the resolution to the favourable consideration of the authorities of the schools. Copies of the question and answer are being circulated to the local education authorities and governing bodies of schools aided by the Board of Education.

(Signed) Alexander CADOGAN.

(April 30th, 1925.)

I am directed by Mr. Secretary Chamberlain to inform you that, as stated in my letter of January 16th, 1924, the decision as to what subjects shall be taught in schools in England and Wales is left to the local education authorities and governing bodies, subject only to the observance of certain general requirements. The central authorities do not prescribe the subjects or methods of instruction. They are prepared, however, at the next revision of their Suggestions to Teachers on the Teaching of History, to note the desirability of bringing the facts of the existence and work of the League of Nations to the knowledge of pupils in the schools and they will instruct their inspectors to draw the attention of teachers to this matter when discussing syllabuses of instruction in history. It has also been suggested to the managers of reformatories and industrial schools that instruction in the work and objects of the League of Nations should be included in the curriculum and arrangements have been made for any assistance which may be required to be given by the League of Nations Union in this country.

2. In Scotland the central education department make it their rule to avoid prescribing too rigidly the subjects to be included in the curricula of their schools and the manner in which these subjects are to be treated. It is felt that the aims and objects of the League of Nations may be more successfully promoted if it is left to individual teachers and schools to provide, of their own accord, the appropriate instruction. The authorities observe with sympathetic interest the increasing attention accorded to the League and its ideals in the lessons on citizenship and on history which are given in Scottish schools. A copy is enclosed of a pamphlet entitled "The League of Nations and the Schools", written by the General Secretary of the Educational Institute of Scotland¹. This organisation embraces nearly all the teachers in Scotland and has branches in every area. A committee is engaged in an endeavour to instruct these branches in the work of the League, and, in co-operation with the League of Nations Union in Scotland, much has been done to explain and advocate its principles. Special addresses have been given in a large number of schools, and the pamphlet has been widely distributed.

3. As regards the last paragraph of the resolution of the Fifth Assembly, I am to transmit herewith a copy of a parliamentary question and answer on the subject of the encouragement by His Majesty's Government of contact between young people of this country and those of other nationalities.

(Signed) Alexander CADOGAN.

QUESTIONS AND ANSWERS.

House of Commons, Thursday, February 26th, 1925.

Sir WILFRED SUGDEN : To ask the President of the Board of Education if he is prepared to consider schemes dealing with the intervisitation of suitable children in the higher classes of elementary schools and secondary schools in this country with children in schools in France, Belgium, Germany and Italy ; and if he will adjust the expenditure in some of the sections of his Department to enable savings resulting thereafter to be expended on this practical form of education.

The DUCHESS OF ATHOLL : As regards secondary schools, there are a number of unofficial schemes at present in operation for the exchange of both teachers and pupils with France ; and, under a convention between the Board of Education and the French Ministry of Public Instruction, a number of young teachers and intending teachers of modern languages are appointed each year to the secondary schools and training colleges of each country. There are, of course, considerable difficulties in the way of the extension of such arrangements in the manner suggested by the hon. member, but, if a local authority were to submit proposals for the purpose, my right hon. friend would be prepared to consider them sympathetically and to recognise for grant any reasonable expenditure involved, provided that he were satisfied that the proposals were in themselves educationally desirable and that the financial and other arrangements contemplated were suitable.

¹ Note by the Secretariat : This document is retained in the archives of the Secretariat.

GREECE (May 18th, 1925).

I have the honour to inform you that Dr. Séfériadès, Professor of International Law at the University of Athens, devotes special courses to the work of the League of Nations, and the result of these has been the formation of the Greek League of Nations University Section.

In regard to secondary and primary school education, the Greek League of Nations Association has instructed Professor Kouyéas, of Athens University, to prepare a manual on the League of Nations. This manual is now in the press and it will be distributed to the schools through the Ministry of Education.

(Signed) D. BIKELAS,
For the *Chargé d'Affaires*.

GUATEMALA (February 2nd, 1924).

Acknowledges receipt of the circular.

HAITI (May 6th, 1925).

I have duly forwarded this important communication to the competent Department. The latter has paid to it the great attention which it merits and I am happy to inform you that the necessary steps have been taken to teach in our higher and secondary schools the principles which govern the League of Nations.

I have the honour to send you a copy of the letter sent on this subject by the Secretary of State for Education.

(Signed) *Minister of Foreign Affairs*.

Enclosure.

I acknowledge receipt of your letter No. A. 70 of March 19th last, sending me copy of letter which you have sent to the Secretariat of the League of Nations.

I have given this document my most careful attention and inform you that, with a view to teaching the principles which govern the League of Nations and training the younger generation to regard international co-operation as the normal method of conducting world affairs, I have taken the necessary steps to have introduced in the secondary schools and schools of law of the Republic, by professors of civic instruction, international law and constitutional law, a course which will include instruction regarding the development of the basic ideas which led to the creation of the League.

The Department will shortly add to the programme of civic instruction special chapters devoted to the League of Nations. — (Signed) Hermann HERAUX, *Minister of Education*.

INDIA (July 25th, 1924.)

I am directed by the Secretary of State for India to transmit a copy of the letter which was received from the Government of India on this subject.

2. Copies of the pamphlets issued by the Information Section of the Secretariat are already being supplied to the Government of India. It is possible that these pamphlets may meet their requirements, but the Secretary of State would be glad to learn whether there is any other information of an explanatory character of the nature indicated which could be sent to this office for transmission to the Government of India.

(Signed) J. C. WALTON,
India Office.

Enclosure: Letter from the Government of India.

The resolution was circulated to local governments and administrations, and the Government of Bombay has made the following suggestions to carry it out :

(a) *For colleges (arts, professional and technical).* — Distribution of a short pamphlet for the information of students. A lecture by a member of the staff or by some person specially selected who should be supplied with information necessary for a lecture.

(b) *For secondary schools.* — The same as for colleges, but the pamphlet should be of a simpler character. It should be distributed to boys of the sixth and seventh standards only. Lectures should, as a rule, be given to students of standards five to seven only.

The pamphlets and lectures both for colleges and for secondary schools might suitably be in English.

(c) *For vernacular training institutions (for the training of primary-school teachers) and for primary-school teachers.* — The pamphlet for the colleges might be translated into the vernaculars and adapted for the use of teachers in vernacular schools and of teachers under training. Lectures in the vernacular might also be given in the vernacular training institutions.

(d) The pamphlets referred to above might also be distributed to registered libraries.

(e) These suggestions need not be adopted in the case of primary schools.

2. These suggestions have the general approval of the Government of India. It seems, however, desirable that information should be supplied by the League itself suitable for distribution to the educational institutions. The Government of India are unaware of the nature of the extent of the publicity agency possessed by the League, but it is understood that it

has an active agency and that it is anxious to give wide publicity to itself and its aims. I am accordingly to request that if these views commend themselves to the Secretary of State, he may be moved to suggest to the League to send suitable literature explanatory of its aims and objects to enable these to be fairly set forth.

Enclosure (not published) : Pamphlet entitled "The League of Nations", by JITENDRA MOHAN SEN.

ITALY (November 4th, 1923.)

Expressing my approval of the suggestion, I wish to assure you that I shall duly make all necessary arrangements with the competent Ministers to ensure that effect shall be given to the resolution in Italy in so far as steps have still to be taken in this direction.

(Signed) MUSSOLINI.

JAPAN (June 16th, 1925).

Although I have not yet received the formal reply of my Government to this letter, I am happy to be able to communicate to you forthwith the attached document, which contains a summary of the steps taken in Japan to acquaint youth with the aims and ideals of the League of Nations.

I shall be much obliged if you will kindly give this document the publicity which you have decided to grant to the replies hitherto received from other Governments.

(Signed) MATSUDA,

Minister Plenipotentiary, Chief of the Japanese Bureau for the League of Nations.

SUMMARY OF THE TEACHING GIVEN IN JAPAN TO YOUNG PEOPLE AND CHILDREN CONCERNING THE EXISTENCE AND AIMS OF THE LEAGUE OF NATIONS.

I. Primary Schools.

1. School Text-Books.

(a) *Chapter 4, Volume 6, of the Text-Book on Morals : "International Relations".* — A chapter introduced into Volume 6 of the text-book on morals for the use of children about eleven years of age in primary schools, entitled "International Relations", deals with the existence of the League of Nations and its primordial importance to the peace of the world. It explains that it is the bounden duty of every nation to help to attain this goal. Further on the chapter explains both the text and the meaning of the Imperial Edict of January 10th, 1920, ordering the nation to contribute effectively, according to the dictates of world-wide common sense, to the eventual triumph of the cause of world peace. In the School-Teacher's Code the latter are instructed, when giving lessons on the above chapter, to explain to the children in sufficient detail the history and aims of the League of Nations and the services which it has been able to render during the first years of its existence. It further instructs them to refer to the Imperial Edict, of which it gives the entire text. Moreover, school-masters must also ask the following question : "How is the League of Nations constituted ?"

(b) *History Text-Book, Volume of the latest History Text-Book for Primary-School Children.* — In the last volume of the history text-book reference is made to the existence of the League of Nations, and it is stated that world peace will be established as a result of the Covenant of the League of Nations and that the Japanese nation must offer some positive contribution to the cause of world peace.

2. *General Survey of the Teaching given in Primary Schools concerning the League of Nations.* — Apart from the school text-book, teaching concerning the League of Nations has not been given on any large scale. This is due, on the one hand, to the novelty of the institution, to which the Ministry of Education is devoting its attention, and, on the other hand, to the insufficient knowledge — which is quite excusable at this early stage — possessed by school-masters regarding the existence and aims of the League of Nations. As a matter of fact there are at present few school-masters who can give lessons to children on this subject in a way calculated to interest the pupils and give them a satisfactory idea regarding the League of Nations, basing the lesson on certain passages of the school text-book which refers to the League. However, as the activity of the Japanese League of Nations Union increases, more school-masters and head-masters interested in the ideals of the League of Nations join the Union. Many of these even become fervent propagandists and often organise courses and lectures in support of the League, either for their pupils or for the parents of the latter. Moreover, on Armistice Day and at other festivals, encouraged by the Japanese League of Nations Union and other peace organisations, they undertake to give to their pupils more detailed explanations concerning the existence and aims of the League. It is quite natural and comprehensible that many passages in school text-books have not been entirely purged of the old chauvinistic spirit. However, it should be observed that there exist in all social classes very fervent partisans of the ideals of the League of Nations, who wish these passages to be modified and chapters on international morals, tolerance, justice, neighbourly love, etc. to be added. Among those who have been instructed by the Ministry of Education to draw up these text-books is Professor Hozumi, a very influential worker for the League of Nations. Consequently it is to be hoped that these passages will be omitted in the near future and replaced by passages dealing with international co-operation and ideals of the League of Nations.

II. Secondary Schools.

The secondary schools are attended by children of both sexes of from 13 to 17 years of age.

1. School Text-Books.

(a) *Morals.* — Unlike the primary schools, in the secondary schools it is the professor who has to select from a certain number of books authorised by the Ministry of Education the school text-books which he will use. Consequently, the results of teaching regarding the League of Nations vary according to the tendency of the authors whose books are chosen, but it may be said, as a general rule, that these school text-books on morals refer in more than one place to the spirit of international solidarity and in particular to the institutions of the League of Nations. Among the text-books on morals which support the League of Nations may be mentioned particularly the famous text-book of Professor Tomoyeda — a book which is used in a large number of secondary schools for boys and girls — in the fifth volume of which a chapter is devoted to the League of Nations. Being convinced of the absolute necessity of the League of Nations for the peace of the world, the author explains in this chapter in a very clear way the history, aims and general organisation of the League and the terms of its Covenant. We may judge of Professor Tomoyeda's faith in the League of Nations by the fact that he has placed at the beginning of his book on morals the Preamble of the Covenant of the League of Nations and the Imperial Edict concerning the promulgation of the Treaty of Peace. Professor Tomoyeda's text-books on morals include, moreover, chapters concerning the ideals of civilisation, social justice, neighbourly love, the maintenance of peace in the world, internationalism, the State and diplomacy, fraternity, international ethics and other questions. In his text-book on morals for secondary schoolboys, Professor Sawayanagi, a well-known educationalist, devotes a chapter (Chapter 22 of Volume 5) to the League of Nations and internationalism. The author draws the attention of pupils to the need and importance of international solidarity. Professor Yoshida — one of the distinguished authors of text-books for secondary schools — writes with a conviction and comprehension equal to that of Professor Tomoyeda concerning the League of Nations, which forms the title of a chapter in Volume 4 of his text-book. As regards the text-books written by Professors Nishida and Yamamoto, although the authors devote a whole chapter to the League of Nations, they write in rather a different spirit. They look on the success or failure of the League of Nations from the point of view of the possibility or impossibility of a federation of the nations of the world. They nevertheless draw the conclusion that the spirit of justice and fraternity may in the future lead to the realisation of this ideal, although, according to them, there are at present many clouds of doubt on the horizon.

(b) *History.* — Naturally, history and geography text-books refer to the League of Nations. It appears, however, that the references in history text-books to the League of Nations are not in keeping with the importance and status of the League. Authors generally only devote a few lines to the League of Nations, whereas they readily devote one or several chapters to a summary of the Great War, and what is written about the League of Nations is often written from a nationalist point of view. For instance, Professor Yashiro observes that Japan has been classed among leading nations as a result of the institution of the League of Nations, and that consequently the Japanese should endeavour to render their country richer and stronger. Professor Murakawa, in his well-known history text-book, merely states that the League of Nations is ineffective owing to the non-participation of the United States of America. Professors Mizukuri and Orui express the opinion that since the Japanese nation has become more important in international affairs, this fact should be taken into consideration. A better view is expressed by Professor Miura in his Manual of Japanese History for Girls; regarding the League of Nations, he states that Japan should work for national prosperity but also for peace and human progress.

2. Teaching given apart from School Text-Books.

(a) *Lectures.* — Teaching in favour of the League of Nations in this branch — that is to say, among secondary-school children — is more frequently given than is the case in primary schools. Professors or directors of secondary schools often spontaneously organise lectures on the League of Nations. Sometimes the Japanese League of Nations Union promotes these meetings in conjunction with other Peace associations. Pupils of secondary schools for boys and girls have frequently been present at these lectures, and on these occasions pamphlets and other publications on the League of Nations, issued either by the Union or the Secretariat, have been distributed.

(b) *Competitions.* — The number of entries of school children for the competitions which the Japanese League of Nations Unions organise almost every year is fairly satisfactory. The pupils are often encouraged by masters who support the League of Nations, the masters themselves providing the pupils with the necessary documents.

III. Colleges and Universities.

1. General Remarks.

(a) It is impossible to draw any distinction between colleges and universities as regards teaching concerning the League of Nations.

(b) The essential point to be considered in this respect is the following: How and to what extent are questions connected with the League of Nations dealt with in these institutions, rather than the steps taken by the Government to ensure teaching regarding the League of Nations?

(c) It is consequently almost impossible to refer to measures taken by the Government — that is to say by the Ministry of Education — to acquaint young people with the aims and existence of the League of Nations. The State makes no effort in this sphere, in which the Government has thought it wiser to leave all initiative to professors, students and private peace associations.

(d) It is, however, a remarkable fact that, in the imperial and private universities and colleges, detailed teaching concerning the League of Nations has developed considerably, and the interest displayed in this question is constantly increasing.

2. Regular University Courses.

The professors, in their courses, give, either directly or indirectly, very detailed information on the work of the League of Nations in connection with their branch of teaching: law, commerce, history, philosophy, geography, medicine, etc.

3. Optional Courses.

It is the custom in the universities from time to time to invite officials of the Ministry of Foreign Affairs who have made a special study of League questions to deliver a series of optional lectures lasting over one or two weeks.

4. Debates.

The universities very often organise meetings, in which all classes of the population are invited to take part, at which the League of Nations is discussed. These meetings are organised by the students' debating clubs and are generally patronised by the heads of the university and by distinguished professors, which invests them with considerable importance.

5. Students' Associations for the League of Nations.

There are at present, in all the imperial and private universities and in several colleges and other higher scholastic institutions, about twenty students' associations for the League of Nations. These associations, which have been founded by learned university men, strong supporters of the League, display an activity worthy of the cause.

6. Courses given by the Union.

The Japanese League of Nations Union organises every year holiday courses at various periods, in order the more fully to acquaint the Japanese public with the League of Nations. These courses, which have the support of the university and administrative authorities of the country, are very well attended, not only by students but also by all classes of the population. Noting the increasing interest displayed by the public in these courses, the Union intends to give them more frequently and with greater continuity in order that there may be established in the near future a sort of institute for the study of international questions, at which all students may follow not only courses dealing directly or indirectly with the League of Nations but may also find the information they desire and consult professors who have specialised in these questions.

LATVIA (March 7th, 1925).

I have the honour to inform you that the Ministry of Public Instruction, in order to give effect to the resolutions adopted by the Fourth and Fifth Assemblies, has addressed to heads of primary and secondary schools the following circular:

"In view of the importance of the League of Nations as a factor in international life, the Administration of Schools, in order to popularise the League ideal and to give an idea of its work, recommends that instruction regarding the meaning and the importance of the League of Nations should be introduced into history courses at all secondary and commercial schools and in the upper classes of primary schools.

"It would also be desirable to arrange lectures on this subject as far as this is possible.

(Signed) G. ALBAT,
Secretary-General."

LIBERIA (November 20th, 1924.)

I have communicated your letter to the Liberian Department of Education, which has adopted the suggestion.

(Signed) Edwin BARCLAY,
Secretary of State.

LUXEMBURG (April 15th, 1925).

I have the honour to inform you that on December 6th, 1923, the Department of Education issued orders to teachers conducting continuation courses in the Grand-Duchy that during lessons on civics — which might be relevant to the matter — they should inform their pupils of the existence and aims of the League of Nations, in so far as such instruction is not beyond the standard of the pupils concerned and is capable of enriching their ideas.

An Instruction dated January 15th, 1924, issued by the same Department, enjoined upon heads of schools, including industrial and commercial schools, to introduce into the modern history course lessons explaining the aims and organisation of the League of Nations. This Ministerial Instruction is reproduced in No. 20 of the Bulletin on the Administration of Middle Grade and Higher Education for the year 1924, a copy of which is attached to this letter¹.

(Signed) PRUM,

Minister of State, President of the Government.

NETHERLANDS (February 24th, 1925).

The desire expressed by the League of Nations concerning the instruction of children and young people in the aims and ideals of the League of Nations does not call for any special measures on the part of the Netherlands Government. In teaching history, teachers will no doubt acquaint children with the existence and aims of the League of Nations. Moreover, it seems preferable to leave propaganda work like that referred to in the League of Nations resolution to private organisations established to impart knowledge concerning the League.

(Signed) TROOSTWIJK,

Netherlands Minister at Berne.

NEW ZEALAND (May 15th, 1919).

My Government has acted in accordance with the spirit of the resolutions of the Fifth Assembly, and, as opportunity offers, further action will be taken in the same direction. In particular, I desire to draw attention to the articles on the League published in the enclosed copies of the *School Journal*¹, a publication issued by the Education Department and provided gratis to every child in the State schools (which account for some ninety-five per cent of the children of school age in New Zealand) and also to a substantial proportion of the children in attendance at private schools. It is fully recognised that, here as elsewhere in education, most valuable instruction can best be imparted indirectly and by infusing the proper spirit into the teaching of history and other social subjects. In this connection, reference might be made to a special report on the teaching of history (copy enclosed¹) which has just been issued by the Education Department and which embodies the report of a Committee set up to pave the way to a better treatment of this subject than has hitherto been accorded it. It will be seen, particularly from pages 12 and 13 and page 40 of this pamphlet, that some endeavour is being made to direct the teaching of history along lines consonant with the principles and ideals of the League of Nations.

For the Prime Minister:

(Signed) C. J. PARR.

Enclosure: Extract from Report on the Teaching of History.

ARMED PEACE AND INTERNATIONAL ARBITRATION

(this involves a reference to civics).

A. Armed Peace :

- (i) Reason for competition of armaments.
- (ii) The two rival State groups.
- (iii) The Triple Alliance : aims of Germany, Austria, Italy.
- (iv) The Triple Entente : aims of England, France, Russia.

B. The Movement towards International Co-operation :

- (i) The Concert of Europe : objects and functions ; examples of successful operation.
- (ii) International arbitration : chief international disputes submitted to arbitration in the nineteenth century ; the Geneva Conventions ; the Hague Conferences (objects) ; the Hague Tribunal (functions and competence, important decisions).
- (iii) The League of Nations :
 - (1) How different from previous attempts to solve the problem.
 - (2) Chief provisions of the Covenant respecting : (a) arbitration in international questions ; (b) compulsion of recalcitrant States, economic and political ; (c) treaties.
 - (3) Limits of its competence.

¹ Note by the Secretariat: These documents are retained in the archives of the Secretariat.

PANAMA (March 27th, 1925).

The Department for Foreign Affairs will refer this matter to the Head of the Section for Education in order that our students shall be acquainted with the advantages and benefits of the League of Nations.

(Signed) Alvarez ALVARADOS,

Ministry of Foreign Affairs.

PERSIA (January 28th, 1924).

I have the honour to inform you that I have duly issued instructions to the effect that Persian youth in our higher and secondary schools shall receive instruction concerning the existence and aims of the League of Nations and its Covenant.

(Signed) ZOKA-AL-MOLK,

Minister of Foreign Affairs.

PERU (December 28th, 1923).

I have the honour to acknowledge receipt of your circular letter, which I have duly communicated to the Ministry of Education.

(Signed) A. SALOMON,

Minister of Foreign Affairs.

POLAND (December 17th, 1924).

I have the honour to inform you that, being desirous of giving further effect to the resolution adopted by the Fourth Assembly of September 27th, 1923, the Ministry of Education and Public Worship, in a Decree dated August 9th last, recommended the institutions of higher teaching in Poland to introduce courses intended to acquaint Polish youth of the aims of the League of Nations, its work, and the terms and scope of the provisions of the Covenant.

In conformity with this recommendation, several institutions of higher teaching in Poland, at the beginning of the new scholastic year, introduced courses concerning the League of Nations, which form part of the syllabus in the Faculties of Law of the Polish universities.

(Signed) ARCISZEWSKI.

ROUMANIA (June 4th, 1924).

The Roumanian Ministry of Education, being desirous of acquainting the younger generation in Roumania with the Covenant of the League of Nations and the organisation and ideals of the League, and being sincerely convinced of the desirability of this association of nearly all the nations for the maintenance of the peace and order of the world, has the honour to inform you that it is entirely favourable to the recommendation of the Fourth Assembly concerning instruction to be given in schools regarding the League of Nations.

We are therefore taking the necessary steps to inform the Roumanian universities that all professors delivering lectures connected either directly or indirectly with the League of Nations may request the Secretariat of the League of Nations at Geneva direct, or through the Roumanian League of Nations Union, to supply all information which they may require.

Moreover, as regards secondary and normal teaching, we are also taking necessary steps to ensure that authors of modern history text-books shall introduce into class-books a chapter on the League of Nations, the part it plays and the benefits which essentially peace-loving nations like our own may obtain from this institution. Naturally, this modification in the syllabus will be in conformity with the provisions of existing legislation.

We are also taking steps to ensure that once a year a short lesson shall be given in the primary schools on the same subject.

(Signed) S. ANGELESCU,

Minister of Education.

SALVADOR (May 5th, 1925).

I have the honour to communicate to you the observations made to me on this subject by the Under Secretary for Education in his note No. 1482 of yesterday.

(Signed) Arrieta Rossi,

Ministry of Foreign Affairs.

"There can be no more noble work than that of endeavouring to ensure that all men shall attain to a full conception of international justice and of the great benefits which will accrue to mankind when war is no longer resorted to as a last argument of nations. This idea of universal fraternity — the idea that every man should devote his energy to the service of his brothers — is taught in our educational institutions in the classes on morals and civic instruction. It would be desirable to give a series of lectures in our centres of national culture, and in due course we shall organise teaching in the Press, by books and in lectures to develop the generous ideals which animate our nation — a member of the association of peoples who propose to work together for the advancement of world civilisation. This is my reply to your note of April 28th, in which you send me the resolution adopted by the Fourth Assembly of the League of Nations on September 27th, 1923. — (Signed) S. Rivas VIDES, Minister of Education."

SIAM (April 8th, 1924).

I have duly referred the contents of your letter to the Ministry of Education and I have received a reply from them to the effect that the question of making children and youth aware of the existence and aims of the League of Nations and the terms of its Covenant, as recommended in the above resolution of the Fourth Assembly, is one pertaining to general knowledge to which attention is already being given in the educational policy of this country.

(Signed) TRAILOS,
Minister of Foreign Affairs.

SPAIN (April 6th 1925).

The Resolution was forwarded to the Ministry of Education and Fine Arts, which published in the *Official Bulletin* a Royal Order to the effect that in all the teaching institutions under the said Ministry a teacher should be instructed to undertake to give a lecture every year to his pupils on the organisation and aims of the League and on the principal Articles of the Covenant. The teaching institutions under the said Ministry have lately been reminded of this Royal Order, and measures have been taken to enforce it.

(Signed) QUIÑONES DE LEÓN,
Spanish Ambassador in Paris.

URUGUAY (March 5th, 1924).

I am happy to inform you that this Ministry has taken the necessary steps to put into effect the desire expressed by the Assembly of the League of Nations. As soon as the competent authorities begin to execute these resolutions, I shall inform you of all details.

(Signed) JOSÉ CERRUTI,
Minister of Education.

(May 12th, 1924.)

I have the honour to inform you that the Congress of Professors of Secondary and Primary Education of Uruguay, in conference at Piriapolis at the beginning of this month, unanimously adopted a resolution asking for the inclusion of the study of the constitution, aims and work of the League of Nations in the programme of civil instruction, which is obligatory in the fourth year of secondary education.

(Signed) JOSÉ CERRUTI,
Minister of Education.

(March 26th, 1925.)

I have much pleasure in confirming the following telegram:

"Montevideo March 10th, 1925.

"Have officially recommended Minister of Education to introduce instruction and propaganda regarding the League of Nations in schools. — J. C. BLANCO, *Minister Foreign Affairs, Uruguay.*"

As stated in the above telegram, this Ministry addressed the following letter to the Ministry of Education:

"Montevideo, March 5th, 1925.

"The League of Nations, being convinced that the success and development of its work depends in a large measure on the diffusion of its ideals and on making the results of its activities widely known, desires to gain the genuine support of public opinion so as not to have to rely solely on the stipulations of international treaties; it has therefore taken various steps to create in the rising generation a popular movement in favour of the work which it is doing to improve social conditions in every branch of life.

"With this end in view, the Fourth Assembly of the League, held at Geneva in 1923, adopted the following resolution:

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

"When this resolution was adopted, its scope was made quite clear. Its sole purpose was to draw the attention of the Governments to the question, and it made no attempt to indicate or define any particular method of attaining the desired end. The important thing is for all the Members of the League to realise that an influence must be exercised on the mind of the younger generations and that they must be taught that, side by side with the spirit of patriotism, must stand the spirit of international solidarity; they must be made to realise that the League of Nations is the sole international organisation capable of giving effect to the ideals of peace and human brotherhood; the clauses of the Covenant of Versailles, the organisation of the League and the purposes for which it was constituted must be explained to them; and, lastly, they must be given clear and accurate information regarding the League's achievements. In this way they will be inspired with confidence in the efficiency of its organs, such as the Permanent Court of International Justice, the International Labour Office, and the technical committees which study the problems of disarmament and of communications and transit, health questions, the

suppression of the traffic in opium and other dangerous drugs, the relief of Russian, Armenian and other refugees, the suppression of slavery, the protection of women and children, the protection of intellectual work, and so many other questions which engage the attention of hundreds of officials at Geneva, and regarding which relations are kept up with the most distant parts of the world.

"It will be noticed that the resolution adopted by the Fourth Assembly says that these measures should be taken in countries where such teaching is not given, the reason being that some countries have already taken steps in this direction. The Secretariat at Geneva has already received replies from more than twenty countries informing it of the manner in which this instruction is being given. In France, for example, the study of the League of Nations forms part of the general knowledge curriculum of the elementary and higher schools and of the philosophy and history curriculum of the secondary schools. Apart from this, a large number of ministerial circulars have taken occasion to request the teachers to instruct their pupils in the work done by the League. In addition, according to the information received by the Secretariat, the French Minister of Education is at present considering the best method of giving the younger generation access to literature regarding the League of Nations by placing it at their disposal in all the university libraries.

"Uruguay, more than any other country, is under the obligation of introducing this teaching into her schools, since her delegation at last year's Assembly supplemented the resolution adopted in 1923 with another, more concrete and practical, which was passed on September 29th, 1924. It reads as follows:

"The Assembly decides to place on its agenda and to refer to the Sixth Assembly the proposal of the Uruguayan delegation that the Council should be requested to instruct the Committee on Intellectual Co-operation to invite all teachers and professors to collaborate in the work of the League by preparing and distributing to all scholastic institutions literature instructing the young in the aims of the League."

"This Ministry feels it to be its duty to bring these facts to the knowledge of Your Excellency in case you should wish to take any action to give effect to the recommendations of the Assembly of the League. Should you do so, this Ministry would be much obliged if you would inform it of your decision in order that it may be communicated to the Secretariat of the League. — (Signed) J. C. BLANCO."

The reply to the above letter was as follows:

"Ministry of Education, Montevideo, March 12th, 1925.

"In reply to your note of the 5th instant, with reference to the League's recommendation that instruction should be given in our educational establishments regarding the work done by the League of Nations, I have the honour to inform you that the National Board of Administration has decided, at its sitting of to-day's date, to communicate your note to the National University and Board of Elementary Education and Teachers' Training for their information and necessary action and to urge on them the importance of assisting the work done by the League of Nations. — (Signed) JOSÉ CERRUTI, *Minister of Education.*"

(Signed) For the Minister:

ALVARO SURALEGUI,
Under-Secretary.

(April 29th, 1925.)

I have the honour to communicate to you a note issued by the Director of the Secondary and Primary Education Section of the University of Montevideo:

"Montevideo, March 28th, 1925.

"As the aims set out (in the Fifth Assembly Resolution) are altruistic in the highest degree and of universal importance, I will instruct all teachers of world history and civic instruction to give as many lessons as may be required to acquaint their pupils with the importance and work of the League of Nations, the questions raised in the Treaty of Versailles, and the scope and consequences of the latter. For this purpose I have referred the matter to the Board of Secondary and Primary Education, which has accepted this suggestion and has instructed me to obtain from the competent authorities all necessary data and information as well as works published by professors who have specialised in these important questions and can present them in a form suitable for students. I would therefore invite you to be good enough to collect such publications and data and forward them to the Section. — (Signed) Augustin A. MUSSO, *Director*; Felix BOIX, *Secretary.*"

The Ministry of Foreign Affairs, assisting in this work, has placed at the disposal of the university authorities a descriptive memorandum on this subject and has forwarded to them such publications as are at present in its possession concerning the origin, development and achievements of the League of Nations. It would be helpful if the competent section of the Secretariat could send the publications issued by the Information Section concerning the work of the League of Nations.

(Signed) For the Minister:

ALVARO SURALEGUI,
Under-Secretary.

PART II.

PROMOTION OF CONTACT: REPLIES OF GOVERNMENTS TO THE CIRCULAR LETTERS OF THE SECRETARIAT EMBODYING THE RESOLUTIONS OF THE FOURTH AND FIFTH ASSEMBLIES ON TRAVELLING FACILITIES AND EXCHANGE OF PROFESSORS AND STUDENTS¹.

The following is a complete collection of the replies received from Governments up to date.

ALBANIA (November 22nd, 1923).

The Albanian Government states that it has noted the resolution of the Fourth Assembly and will certainly carry it out as far as the present state of her means of communication admits.

AUSTRIA (January 4th, 1925).

I am instructed to inform you that the Federal Minister of Foreign Affairs has entered into communication with the Federal Minister of Education regarding the effect to be given to the resolution taken by the Fifth Assembly at the meeting of September 23rd, 1924, which invited the States to consider favourably applications from students' associations for measures to facilitate interchanges of students, to found scholarships for this purpose, and to grant travelling facilities to duly qualified teachers and scholars going abroad in the interest of science. For this last purpose, the Federal Minister of Foreign Affairs will continue, as in the past, to grant to all teachers, scholars and students who ask for them all travelling facilities in his power, such as reductions in the cost of visas, etc.

(Signed) E. PFLÜGL,
Permanent Austrian Representative to the League of Nations.

BELGIUM (December 5th, 1923).

The Minister for Railways, Marine, Posts and Telegraphs considers that the best reply he can give is to forward an extract from the Belgian Regulations concerning:

1. Travelling facilities for clubs, etc.
2. Travelling facilities for groups of school-children travelling under school auspices, Boy Scouts travelling in groups being placed on the same footing as the latter.

It will be seen from the rules contained in these extracts that, subject to certain conditions and formalities, the groups referred to in the League of Nations resolution may obtain in Belgium a reduction of 25 per cent on the ordinary State railway fares.

For the Minister:
(Signed) RAMAIX,
Director-General.

Enclosure (not published): Belgian Railways (Extract from the Rules for the Transport of Clubs, etc., August 1922).
(January 6th, 1925.)

I have the honour to inform you that even before the war there were in existence travelling scholarships granted by competitive examination to young graduates in law and science of the Belgian universities. Since the war, this system has been supplemented by numerous grants made by the University Foundation to young research students. The University Foundation arranges regular exchanges of students between Belgium and the United States of America, while "intellectual agreements" concluded with France and Czechoslovakia enable Belgian students to be sent to Paris and Prague.

As regards travelling facilities for teachers, mention may be made of the grants which have always been made by the Department of Science and Arts to university teachers travelling abroad in the interest of their profession. Since the war, the University Foundation and the Belgian university endowments supplement the work of the Government in this field. The University Foundation arranges also for visits of foreign teachers to Belgium. Finally, the Franco-Belgian Intellectual Agreement provides for the regular interchange between Belgium and France of teachers from universities and technical and secondary schools.

For the Minister:
(Signed) RAMAIX,
Director-General.

BULGARIA (April 2nd, 1924).

The Bulgarian Government has decided, subject to reciprocity for similar groups of Bulgarians, to grant to groups of students at higher and secondary schools and to groups of Boy Scouts and Girl Guides belonging to a recognised association of any Member of the League, when these groups are proceeding to Bulgaria or crossing Bulgarian territory, a reduction of 50 per

¹ See page 2.

cent on the Bulgarian railways similar to that accorded to groups of Bulgarian students travelling in Bulgaria. The Bulgarian railway administration points out that it would be necessary to define the nature of the document on the presentation of which such reduction might be accorded and to specify the authority which will issue such documents to groups of students, etc. referred to above.

(Signed) MIKOFF,
Chargé d'affaires.

CANADA (December 18th, 1923).

While viewing the Assembly's recommendations sympathetically, the Department of Emigration and Colonisation is, to its great regret, unable to offer travelling facilities in the way of reduced fares to students, Boy Scouts and Girl Guides.

(Signed) W. W. O'COLL,
Deputy Minister.

CHINA (March 28th, 1924).

The Chinese State Railways will grant to groups of students, Boy Scouts and Girl Guides travelling in groups of more than ten a reduction of 25 per cent on the general rates in force for single tickets and 50 per cent on return tickets. If these young people are under twelve years of age, they will obtain a further reduction of 50 per cent. As regards travel by sea, the Chinese Shanghai Shipping Co. states that it is prepared to grant a 10 per cent reduction on single tickets and a 15 per cent reduction on return tickets.

(Signed) T. F. TANG.

(April 29th, 1925.)

The Chinese Ministry of Communications has decided to extend the regulations for reduction in railway fares for students to foreigners. I have the honour to enclose herewith an English translation of these regulations.

(Signed) T. F. TANG.

Enclosure: Regulations for Personal Trains belonging to the Chinese Government Railways.

Article 64. — Reduction in fares for students.

A. Students of all regular schools, including universities, middle schools and elementary schools, travelling in groups of not less than ten persons, for vacation or special study, are allowed 25 per cent reduction in fares for a single journey and 50 per cent in case of return.

This reduction is also applied to teachers accompanying them.

B. For applying this reduction, the principal of the school shall, one week in advance, inform the Director of the Managing Office the number of persons, class, destination, date, etc. This information must be in writing and signed by the principal of the school with his official seal.

C. In case of doubt, the Director of the Managing Office, at his discretion, may refuse to grant reduction.

D. If the information has been approved, the Director of the Managing Office will give a reduction certificate, which must be remitted to the booking office by the carrier.

E. For pupils under twelve years of age, besides the reduction mentioned in paragraph A, another 50 per cent will be granted.

(April 30th, 1925.)

I have the honour to inform you that the Chinese Government is ready to consider favourably applications from students' associations for measures to facilitate interchange of students, and at present there are already scholarships for this purpose.

(Signed) T. F. TANG.

CZECHOSLOVAKIA (February 26th, 1924.)

The Czechoslovak Government has hitherto always complied with all requests received from groups of students at higher or secondary educational institutions or from groups of Boy Scouts and Girl Guides, and has accorded them the same reduced rates granted to Czechoslovak groups of students and Boy Scouts — that is to say: 50 per cent of the normal rates.

(September 22nd, 1924).

I have the honour to inform you that the reduction of rates on the Czechoslovak Railways granted to groups of students, Boy Scouts and Girl Guides — i.e., 50 per cent of the normal price — can only be granted if these groups are coming to Czechoslovakia or if, in passing through the country, they stay there for at least one day. If the organisations in question are merely traversing Czechoslovak territory they can only be granted a reduction of 33 per cent.

(May 16th, 1925).

I have the honour to inform you that the Czechoslovak Minister for Communications is prepared to grant to professors and scientists the same reductions in rates granted to groups of Boy Scouts and Girl Guides referred to in my preceding notes No. 26848 of February 26th, 1924, and No. 154279 of September 22nd, 1924 — i.e., a reduction of 50 per cent on the normal rates will be granted to professors and scientists travelling to Czechoslovakia or staying in the country for at least one day, and 33 per cent if the same persons are merely passing through the country in transit. In order to obtain this reduction, applicants must

present at the booking office a certificate issued by the Director of Railways (Prague South) after receiving a written request in which the scientific object of the journey will be certified by the League of Nations Committee on Intellectual Co-operation, indicating at the same time the route to be followed and the class desired.

I venture to draw your attention to the following suggestion. If the National Committees on Intellectual Co-operation established in the various countries confirm the scientific nature of the journey, they should, at the same time, address to the National Committee on Intellectual Co-operation of the country of destination or transit a request that it should serve as intermediary between its own offices and the persons travelling, in order that the latter may be, if necessary, provided with all possible facilities if its international co-operation would assume a definite form.

(Signed) GIRSA,
For the Minister of Foreign Affairs.

ESTHONIA (March 3rd, 1925).

The present railway regulations in Esthonia allow a reduction of 50 per cent on the ordinary price of third-class tickets in the case of foreign students travelling in Esthonia, provided that they travel in groups of not less than ten and that they are in possession of a certificate issued by an Esthonian Legation or Consulate in their own country.

(Signed) PUSTA,
Minister of Foreign Affairs.

FRANCE (February 19th, 1924).

The Under-Secretary of State for the Merchant Marine states that the members of the Committee of Shipowners will give favourable consideration to the question of granting special reduced fares to all groups of students and persons on a similar footing applying to them for combined travelling facilities.

(Signed) CLAUZEL,
Ministry of Foreign Affairs.

GERMANY (May 19th, 1924).

The League of Nations recently suggested that the various States should conclude agreements for granting travelling facilities on State railways to groups of school-children and students. The German Government would be very glad to hear what States have concluded agreements of this kind and what are the provisions of each separate agreement.

(Signed) ASCHMANN,
Consul-General at Geneva.

GREAT BRITAIN (January 11th, 1924).

I am directed by the Secretary of State for Foreign Affairs to inform you that it is the practice of the British authorities to issue to approved parties of persons falling within these categories a collective certificate in place of separate passports at a small comprehensive charge. These certificates are generally accepted by the authorities of the countries visited.

2. Similarly, approved parties of foreign students, Scouts and Guides, coming to the United Kingdom under the auspices of recognised official organisations, are allowed to land here on a collective certificate, and, where any visa is required, a collective visa is granted at a single visa charge.

3. It should be clearly understood that these collective certificates and visas do no more than bring the parties to the port of entry into the United Kingdom, where precautions have to be taken to see that the laws of this country respecting immigration are complied with and that individuals do not obtain admission under the cloak of such parties, who intend or are likely to try to establish themselves here in employment. In the case, however, of properly organised and supervised groups, little difficulty need be anticipated.

(Signed) George MOUNSEY.

(January 8th, 1925.)

I am directed by Mr. Secretary Chamberlain to transmit to you herewith a copy of a memorandum respecting cheap bookings which certain British railway companies accord to parties travelling to and from the Continent.

(Signed) George MOUNSEY.

Enclosure: Cheap Booking for Parties travelling to and from the Continent.

General Arrangements.

Passengers travelling individually from the provinces to London and agreed ports to join an organised party to the Continent are allowed tickets, available for 33 days, at a single fare and one-third for the double journey, fractions of 3d. reckoned as 3d., subject to not less than 25 passengers travelling to the port. The tickets are issued by ordinary trains upon surrender of authorised voucher through recognised agents or by prior arrangement with the railway company concerned to London, Grangemouth, Grimsby, Harwich, Hull, Immingham, Leith, Newcastle-upon-Tyne, Plymouth, Southampton, and Tilbury. The arrangement applies only in connection with parties originating in Great Britain or Ireland and not to parties originating in America. The cheap tickets are not issued from Irish interior stations.

In addition, the Southern and the London and North-Eastern Railways have special arrangements as under :

Southern Railway (from London).

Boy Scouts and Girl Guides in uniform. — Special fares are in force to a number of Continental destinations. These fares are based approximately on half the single fare for the return journey for the Southern Railway section and the single fare for the return journey for the boat section. Minimum 12.

Scholars and Students. — For parties of scholars under 18 years of age, minimum 20. Special fares are in force to certain Continental stations. The fares are based approximately on the single fare, railway and boat, for the double journey.

It is understood that through fares can be made up on the basis of the reductions mentioned above to any Continental town to which ordinary bookings exist.

It may be mentioned that occasional parties of this kind travel from the Continent to England, in which case the same conditions are applied upon prior application being made through the Southern Railway Company's Paris or Brussels agents.

London and North-Eastern Railway.

The following reductions are made for parties travelling to and from the Continent :

1. Between London and stations in Holland, 12 to 19 passengers, 25 per cent less than ordinary fares. Twenty passengers and over, 30 per cent less than ordinary.

2. Between London and Antwerp and Zeebrugge, 12 to 19 passengers, 25 per cent less than ordinary fares. Twenty passengers and over, single fare and one-third for return journey.

Girl Guides and Boy Scouts travelling between London and Antwerp or Zeebrugge can take advantage of these ordinary party rates.

Parties of Boy Scouts in uniform — minimum 12 — are conveyed between London and Hook of Holland at 46 per cent less than the ordinary adult second-class fares.

(February 17th, 1925).

I am directed by Mr. Secretary Chamberlain to state that the resolutions respecting facilities for the interchange of students, etc., adopted by the Fifth Assembly at its meeting of September 23rd last have been brought to the notice of the competent departments of His Majesty's Government.

2. Attention is invited to the series of notes from this department ending with T. 12995/185/378 of the 8th ultimo, setting forth the various travelling facilities which are accorded by His Majesty's Government to bona-fide students and teachers visiting this country. It may be added that, when aliens who have entered the United Kingdom as students apply at some subsequent date for permission to enter into employment for the purpose of extending their education and obtaining experience, each case is afforded sympathetic consideration and dealt with on its merits.

3. Considerable provision is made by various benefactions to enable British students to study in foreign countries, and the arrangements made by certain school authorities for the interchange of students have met with considerable success.

4. There are also in existence State-controlled arrangements to enable British teachers to serve in foreign schools.

5. The resolutions of the Fifth Assembly are being borne in mind and, if it appears that at some future date the arrangements outlined above can be usefully extended, any proposals to that end will receive the sympathetic consideration of His Majesty's Government.

(Signed) Alexander CADOGAN,

GREECE (March 8th, 1924)

Groups of students, Boy Scouts and Girl Guides have been able to take advantage of the regular reduction granted on the State railways to persons travelling in groups, namely :

From	5 to 20 persons,	20 per cent reduction.
»	21 » 30	» 25
»	31 » 40	» 30
»	Over 40	» 35

(Signed) V. COLOCOTRONIS,
Chargé d'affaires.

GUATEMALA (March 24th, 1924).

Acknowledges receipt of circular.

HAITI (December 17th, 1924).

Acknowledges receipt of circular.

HUNGARY (March 31st, 1924).

The Royal Hungarian Government, in view of the importance of travel, both in general and for purposes of study, and as regards acquiring useful knowledge, moral education and the development of the feelings of fraternity between the nations, has decided, subject to reciprocity, to grant to groups of students consisting of at least ten individuals or to pupils of a higher or secondary State institution or school and also to groups of Boy Scouts and Girl Guides, when travelling for the purpose of study or otherwise in or through Hungary, a reduction of 50 per cent (second or third class) on trains — except expresses and quick trains — and on Hungarian State Railways, including the lines administered by the State.

Groups of students should submit a request from their scholastic authority and should be accompanied by their professors. Groups of Boy Scouts and Girl Guides must submit a similar request from a Scout association and be accompanied by their officers. Such requests should be addressed to the Director of the Hungarian State Railways, VI Andrássy ut 73, Budapest.

(Signed) BARANYAI,

Director of the Permanent Hungarian Secretariat accredited to the League of Nations.

(March 19th, 1925.)

As stated in my preceding letter, the facilities in question were only granted by the Hungarian Minister of Commerce subject to reciprocity. As the Director of the Hungarian State Railways has not, up to the present, received notice of similar preferential treatment granted by the Roumanian and Serb-Croat-Slovene Governments in favour of the Hungarian students and Boy Scouts, it is understood that the provisions in favour of the nationals of these States (students and Boy Scouts) will only come into force when the Director of Hungarian State Railways has received notice of similar decisions on the part of the Governments of the two States in question.

(Signed) BARANYAI.

ITALY (March 7th, 1924.)

The Commissioner for the Merchant Marine, whom I have consulted, replies as follows :

"The shipping companies managing the present State-aided services have considered the request contained in the Fourth Assembly resolution and have stated that they are prepared to grant on their lines, with the exception of the express service to Egypt, to groups of students and scouts referred to in the resolution a reduction of 30 per cent on ordinary passenger rates — food not included — provided foreign companies undertake reciprocally to grant the same treatment to Italian students and Scouts travelling in the vessels of other States."

I should be glad if you would enquire of other Governments whether the shipping companies would be disposed to grant, by way of reciprocity, the same treatment to groups of Italian students and Scouts as defined in the Fourth Assembly resolution.

(Signed) MUSSOLINI.

(March 19th, 1924.)

With reference to the preceding correspondence concerning travelling facilities for groups of students and Boy Scouts, I beg to send you three copies of an extract from the *Commercial Bulletin*, setting out the regulations which are in force for the granting of reduced prices to persons travelling in groups over the railway system of Italian State Railways.

(Signed) MUSSOLINI.

(Enclosure (not published) : Extract from the *Commercial Bulletin* of April 3rd, 1923.)

(May 29th, 1925.)

As regards travelling in Italy on the State Railway lines of groups (minimum 10) of foreign professors and students from State schools or schools recognised by the State, the Minister of Communications is willing to extend to foreign professors and students the reductions and facilities granted to groups of Italian students in "Special Concession" XIII (which includes a reduction on the general rates varying, according to distance, of from 40 to 60 per cent). The Ministry of Communications adds that it will apply in a liberal spirit the above regulations to groups of foreign students. We shall continue to grant these facilities in the future. In order to obtain them, foreign institutions must address a request in good time to the above Department, through diplomatic or consular channels, indicating the exact itinerary to be followed, the date and the number of persons in the group. The collective ticket at reduced rate will be issued from the station at which the journey begins on presentation of a list of the names of all the members of the group, in duplicate, and bearing the stamp of the school to which the group belongs. One copy of this list will be retained by the ticket clerk, while the other, after being visaed, will be handed back with the ticket, to be kept throughout the voyage as a document of personal identity.

In conformity with the above, members of student associations may, through their institutions, request reduced rates. On the other hand, no facility or reduction will be granted

in the case of single journeys (nor are these granted by other States), because, in addition to the fact that such reductions might easily be applied for by other categories of persons on other plausible grounds, they will be used in most cases for private travel or for travel unconnected with education, and this would be quite contrary to the object for which the reductions are granted. As regards the exchange of students, the Ministry of Education informs me that it has taken action and will do so in the future in every possible way to assist groups of foreign students to come to Italy for purposes of study. In this respect, however, arrangements are made in each particular case, as no general regulations exist. As regards the question of granting scholarships to assist students to proceed from one country to another for the purpose of study, I beg to inform you that, by Royal Decree of March 11th, 1923, No. 563, the Ministry of Education has been authorised to make grants to Italian and foreign students studying at the universities, higher institutions and institutions of fine arts abroad, and in Italy.

(Signed) MUSSOLINI.

LATVIA (January 27th, 1925).

The Latvian Government recognises the importance of the question dealt with in the resolution referred to and is prepared to join with States which wish to make arrangements for the international exchange of students, in so far as its finances will allow. Accordingly, the University of Latvia has undertaken to find the necessary means for putting this scheme into effect. As regards travelling facilities, the Government does not anticipate any difficulties, for, in virtue of existing regulations, the Minister of Ways and Communications is authorised to grant reduced rates in the case of persons travelling in the interests of science.

(Signed) G. ALBAT,

Minister of Foreign Affairs.

NETHERLANDS (May 6th, 1924).

(a) *With regard to passports and visas*, foreigners desiring to travel in groups to the Netherlands will be exempt from the necessity of obtaining individual passports, provided application is made in time. In this case, i.e., if a collective passport or any other collective certificate is granted, a single collective visa will be considered adequate. Under Dutch Law, Dutch subjects are not required to obtain a passport for leaving the Netherlands. In the case, however, of another country requiring a passport for persons entering it, the general rule adopted in the Netherlands — namely, that collective passports are only granted to members of the same family — must be complied with. The Government of the Netherlands cannot make any exception to this rule.

(b) *With regard to railway travel in the Netherlands*, the Dutch railways are entirely in the hands of private companies. The Government cannot, accordingly, grant facilities in this matter. The groups referred to are, however, entitled to make use of inclusive tickets (*Gezelschapbiljetten*), and, in the case of young persons under 18 years of age, children's excursion tickets (*Uitstapjesbiljetten voor Kinderen*). These two classes of tickets are very considerably cheaper than the ordinary fares.

(Signed) TROOSTWIJK,

Netherlands Minister at Berne.

PANAMA (December 19th, 1923).

The Government of Panama has noted the Fourth Assembly resolution and will take steps to facilitate groups of students, Boy Scouts and Girl Guides travelling through its territory.

(Signed) Narciso GARAY,

Minister of Foreign Affairs.

PERU (December 31st, 1923).

Acknowledges receipt of the circular.

SALVADOR (December 12th, 1924).

Acknowledges receipt of the circular.

KINGDOM OF THE SERBS, CROATS AND SLOVENES (May 28th, 1924).

With reference to the Fourth Assembly resolution, the Royal Ministry for Foreign Affairs has the honour to state that the Royal Ministry for Communications, with a view to meeting the desires of the League of Nations and approving as it does the aims of the Assembly resolution, has granted in principle a reduction of State railway rates of 50 per cent in favour of groups of students, Boy Scouts and Girl Guides referred to in the resolution, provided:

1. That the railway administrations of other Members of the League of Nations accord the same facilities to similar groups belonging to national associations having their headquarters in the Kingdom of the Serbs, Croats and Slovenes ;
2. That the groups of students, Boy Scouts and Girl Guides in question consist of at least ten members ;
3. That these groups apply in good time to the diplomatic or consular representatives of the Kingdom of the Serbs, Croats and Slovenes with a view to obtaining the necessary permits from the Royal Ministry of Communications.

(Signed) *Ministry of Foreign Affairs.*

(December 13th, 1924.)

The Royal Ministry of Foreign Affairs has the honour to state that the competent department for the question of communications and transit will be prepared to grant travelling facilities in the following manner :

1. A reduction of 75 per cent on State railway rates (3rd and 2nd class) will be granted to professors and scientists coming to the Kingdom for the purposes of scientific study ;

2. A reduction of 75 per cent on the State railway rates (3rd class) will be granted to students coming to the Kingdom in exchange for Serb-Croat-Slovene students.

The above reduction, however, will only be granted to professors, scientists and students of any nationality subject to reciprocity.

SIAM (February 27th, 1925).

The Siamese Government is in agreement with the proposals to grant travelling facilities to duly qualified teachers and scholars going abroad in the interests of science. The proposal to consider favourably applications from students' associations and other measures to facilitate interchanges of students and for founding scholarships for the above purposes are also being considered with a view to action in regard to them being taken whenever circumstances permit.

(Signed) Ministry of Foreign Affairs.

SOUTH AFRICA (Natal) (February 13th, 1925).

I am directed by the Superintendent of Education to express his regret that it would be impossible for this province to adopt the proposals of the League under present circumstances. The matter could, however, receive further consideration if some well-defined scheme should be drawn up by some central body, such, e.g., as the British Board of Education or the Union Department of Education in South Africa. I may say that, as a matter of fact, we have heard nothing up to the present of any scheme for the interchange of *students*. Our activities have been confined to the interchange of *teachers*.

(Signed) D. DAVIES,

Secretary, Education Department.

SPAIN (April 7th, 1925).

The Ministry of Education and Fine Arts states that it views with sympathy and interest any movement the effect of which is to favour upon a basis of reciprocity the development of culture by international relations established with these ends in view.

(Signed) QUIÑONES DE LEÓN.

Spanish Ambassador in Paris.

SWITZERLAND (August 15th, 1924).

The Federal Railways have decided to make a reduction of 50 per cent on the ordinary tariffs for groups of Boy Scouts provided that these groups comply with the required conditions. When such groups include less than twelve persons the reduction will be at the rate of 30 per cent.

(Signed) Federal Political Department.

(November 11th, 1924).

We have the honour to inform you that the Fifth Assembly resolution has received our close attention and that we are prepared to consider favourably the question of the effect that Switzerland may be able to give to it. It would, however, greatly facilitate our preliminary study of this question if you would communicate to us the replies from other Governments as you receive them.

(Signed) MOTTA.

(January 13th, 1925.)

We have the honour to send you copies of an extract from the Swiss rates for school-children. Groups of Boy Scouts and Girl Guides are not specially mentioned in this extract, but as they are members of the Swiss Boy Scouts' Federation and Swiss Girl Guides' Federation they also enjoy the rates granted to school-children of the first and second age category, when travelling to take part in recognised exercises in the country and when proceeding to or returning from camps. These facilities are granted provided the journey is carried out with the equipment laid down in the statutes of the organisation and that the groups consist of at least eight Scouts or Guides travelling under the orders of a regular officer, who have proved their identity by means of an official card with photograph. The same rates may also be granted under the same conditions to groups of Scouts and Girl Guides coming from abroad, but such concession must be made separately in each individual case, and the persons concerned must on each occasion make the necessary request.

(Signed) RIFFEL,

Swiss Federal Railways.

Enclosure (not published) : Extract from the Swiss rates for the transport of school-children.

UNITED STATES OF AMERICA (January 14th, 1925).

Acknowledges receipt of circular of November 7th, 1924.

URUGUAY (January 22nd, 1925).

Acknowledges receipt of circular of November 7th, 1924.

PART III.

EXTRACTS FROM REPLIES FROM NON-OFFICIAL ORGANISATIONS

MEMORANDUM FROM THE AMERICAN SCHOOL CITIZENSHIP LEAGUE.

(March 24th 1925.)

Since the United States is not a member of the League of Nations, the problem of instructing school-children in the principles and work of the League is difficult. A great deal of our efforts, therefore, have been in the nature of indirect teaching, while in our "United States History Course" and our "World Essay Contest-Writing", we have included direct teaching on the League of Nations.

Since 1908 — the date of organising the American School Peace League, called since 1919 the American School Citizenship League — the teachers of the United States have been asked to teach the broad principles of international justice and good will.

The American School Citizenship League began a peace prize essay contest in 1909, which has continued without a break down to the present year. From 1919, the essay contest subjects have either mentioned the League of Nations or have been subjects which have necessitated the discussion of the League of Nations. Several foreign students have won prizes, both before and since the war. Next year we shall offer, in addition to the regular essay contest, another prize on either one of the following subjects :

1. How far does the League of Nations realise the ideals of world friendship and world solidarity ?

2. How far is the object of the League of Nations realised as stated in the Preamble of the Covenant: "to promote international co-operation and to achieve international peace and security" ?

The American School Citizenship League acts as a sort of clearing-house for activities in schools and colleges in the nature of debates, orations, etc., on international peace or international organisation. The League is constantly appealed to by the extension departments of colleges and the State debating clubs for assistance in preparing essays, debates and orations.

In 1914 we issued a "Course in Citizenship", which was revised in 1918 under the title "Course in Citizenship and Patriotism". This course develops from the first year in school the spirit of good will and co-operation through the widening relationships of the child, acting as a member of the home, school, town or city, state, nation, and finally as a member of the world family. The last two chapters in the book, entitled "The United States and the World" and "The World Family", lead up to a discussion of the League of Nations. No boy or girl who has been taught according to the lessons of this book and no teacher who has used it can fail to be an ardent advocate of the League of Nations. This book has had what we call State adoption in practically all the States where this method of selecting text-books is in use, and it is found in thousands of schools throughout the entire United States. The last chapter needs revision and probably will be revised so as to include more specific information about the League of Nations.

Another line of activity which the American School Citizenship League is conducting is the *international correspondence* between the children of the United States and other countries. Although there is no specific suggestion as to what the nature of the correspondence shall be, we have found that quite a little is written on the League of Nations. This international correspondence develops in the pupils ideas which are basic principles of the League of Nations.

The American School Citizenship League has encouraged the observance of the *Eighteenth of May*, or, as the World Conference on Education has called it, *World Good-Will Day*, since 1908.

I have issued an annual letter addressed to the teachers of the United States on the observance of the Eighteenth of May. This year's letter will recommend specific material on the League of Nations.

The officers of the American School Citizenship League include the United States Commissioner of Education and the principal school men and women of the United States.

In furthering the efforts to instruct children in primary and secondary schools of all countries about the principles and work of the League of Nations, my recommendation would be that a league similar to the American School Citizenship League be formed in every country of the world. These leagues should have the same purposes as the American School Citizenship League, while obviously methods and content would vary. The leagues in the various countries might be formed into a World School Citizenship League. This would ensure definite and universal teaching of the ideas and principles underlying the League of Nations, as well as its activities representing the practical application of these principles.

(Signed) Fannie Fern ANDREWS,
Secretary.

BOY SCOUTS INTERNATIONAL BUREAU.

As regards the Boy Scout movement throughout the world, I would venture to remind you that these principles are already a fundamental part of the system of training, as indicated in the terms of the fourth Scout Law which runs: "A Scout is a friend to all and a brother to every other Scout". All Scouts in every nation, on enrolment, take a promise to do their best to obey the Scout Law.

On the question of the practical means of putting this into effect, I would add that every encouragement and assistance is given to Scouts of all nationalities: (1) to exchange regular correspondence with a Scout or Scouts of another nation, and (2) to visit other countries and to arrange combined camps and "hikes". As regards (1), many thousands of Scouts throughout the world are now in regular correspondence with individual brother Scouts in other countries and are thereby forming definite friendships. Fresh applicants for correspondents are linked up by this Bureau daily. We find that in many cases this interchange of correspondence leads to an interchange of visits — the Scouts concerned spending their holidays with each other, and thus getting to know each other and to appreciate each other's points of view. As regards (2), the interchange of visits for camping and hiking together between parties of Scouts of different nations is growing rapidly, and has been materially assisted by the reduced fares now obtainable as a result of the efforts of the League of Nations. Taking Great Britain as an example, I would mention that in 1923 over 3,000 British Scouts visited their brother Scouts in other countries. These visits were to Norway, Sweden, Denmark, Holland, Germany, Belgium, France, Switzerland, Italy, Austria, Spain and Finland. In 1924, an approximately similar number of British Scouts visited the same countries, with the addition of Poland. Conversely, parties of Scouts from most of the countries above named visited Great Britain. In the case of all these visits, arrangements are made through this Bureau for the Scouts concerned to mix with the Scouts of the countries visited.

In August 1924, the second International Jamboree was held in Denmark, at which parties of Scouts from 33 different nations were present. The League of Nations was also represented. A week was spent together in camp at Ermelunden and a second week in joint excursions in Denmark. The greatest harmony and good-fellowship prevailed throughout, and some thousands of friendships were made which are now being maintained by correspondence. The next International Jamboree will be held in 1928.

Every two years an International Conference of leaders of the Scout movement is held, to which each country sends six delegates. The first was held in London in 1920 (at the time of the first International Jamboree), when 26 countries sent delegates, the second in Paris in 1922 (30 countries represented), the third at Copenhagen in 1924 (34 countries represented), and the next will be held in Switzerland in 1926.

In addition to these efforts, we have acquired a large chalet at Kandersteg, Switzerland, as an international club and hostel for the Scouts of the world. Large numbers of Scouts from different nations visit the chalet each year and spend their holidays together there.

I shall be most happy to receive from you any suggestions as to any other ways in which we can further the principles of international good-will amongst Scouts, which will always receive our most sympathetic consideration.

(Signed) Hubert MARTIN,
Director.

INTERNATIONAL COUNCIL OF THE GIRL GUIDES ASSOCIATION.

We have endeavoured to promote contact between the youth of all countries by means of conferences, camps and exchange of visits. Since the International Council was founded in 1919, we have held three International Conferences — at Oxford in 1920, at Cambridge in 1922 and at Fox Lease, Lyndhurst, in 1924. This last was held in connection with the World Camp, to which we invited Guides from all over the world. Between twenty and thirty foreign countries were represented, as well as all the British Dominions, bringing together about 1,100 in all. The Camp was divided into thirty-four smaller camps, in each of which we placed a certain number of the overseas Guides, in order that they should all mix properly. The fact that, in "guiding", the Guides of all countries have a common basis of ideals and work enables them to make friends much more quickly than they would otherwise do, as it gives them something to start on. When the week's camping was over we arranged for the Guides and Guiders who were able to stay on to be visitors in English country houses. Of course, the World Camp involved us in a good deal of expense, and we can only do it once in a while, but if we had more funds we could develop this side of Guiding very considerably. One difficulty is the cost of travelling, especially in a country where the exchange is unfavourable, but we feel strongly that the more International Camps there can be the better it will be for the youth of all countries, and, once the cost of the travelling expenses is overcome, camping is undoubtedly a very cheap method of taking a holiday. In some countries, Guides in uniform can obtain reduced railway fares, and it would be useful if all countries would grant Guides this concession.

A certain number of English Guide companies have camped in Belgium, France and Holland and have been entertained by the Guides there, and Guides in countries other than England are beginning to exchange visits and to camp in the countries adjoining them.

I think it might be very helpful if the League of Nations could arrange to provide a speaker at these camps who would talk to the Guides about the ideals of the League.

I am venturing to send you our *World Camp* book, as it will give you an idea of the spirit of the undertaking. If the League of Nations could organise camps on similar lines, I think it might find them helpful.

(Signed) SHEELAH READE,
Chairman of the Girl Guides International Council.

INTERNATIONAL COUNCIL OF WOMEN.

INTERCHANGE OF TEACHERS AND STUDENTS.

The International Council of Women favours the encouragement of the widest possible interchange of students and teachers between different countries. It believes that a first-hand knowledge of, and an insight into, the life and outlook of other nations is of vital importance in the interests of the peace of the world.

INSTRUCTION REGARDING THE LEAGUE OF NATIONS.

Considering the importance of the resolution of the Fourth Assembly of the League of Nations, which urges the Governments of the States Members to arrange that the children and youth in their respective countries, where such teaching is not given, be made aware of the existence and aims of the League of Nations and the terms of its Covenant, the International Council of Women urges the different National Councils to bring pressure to bear on the authorities of their respective countries to ensure that such teaching is included in the code.

INTERNATIONAL FEDERATION OF LEAGUE OF NATIONS UNIONS.

(Provisional Report)

I. The first thought which occurs to us when we come to consider methods for establishing contact with youth and enlisting its further interest is the school.

A. In schools, we must appeal not only to the pupils themselves but also, perhaps before all else, to those who have the responsibility of forming the pupils' character — the teachers.

It is of the first importance to draw the closest attention of persons interested in children and anxious to influence them to the essential part played in pupils' lives by teachers, and to the responsible position occupied by teachers in the community. Their role and responsibility should also entitle teachers to receive corresponding moral and economic consideration.

In order that school-children may be approached through their teachers, both in secondary and primary schools, it is important that teachers should be in a position to explain the problems of the League of Nations with facility and clearness.

The best way of assisting them, in so far as they themselves desire assistance, is to provide them with syllabuses on League of Nations questions. These syllabuses must not, of course, restrict their teaching; they must merely supply a basis for it, and contain the first and most essential elements.

We should forthwith refer to the effort made in this direction by the Welsh National Council of the British League of Nations Union, which has published in every language, and is ready to supply to anyone interested, syllabuses of classes or lectures which appear to be above criticism.

It is not enough merely to provide primary and secondary school teachers with these elements, which are not of any direct personal interest to them. We must also engage and hold their attention by assisting them in their task, by putting them into touch with other people of perhaps different mental outlook, who are doing the same work in other lands by placing at their disposal books, etc. on international questions and League of Nations problems, and, finally — a crowning recompense — by aiding and assisting them in publishing books which they may themselves desire to publish on these same questions and problems.

This last measure would, after all, constitute a reward for any efforts they have made. The work thus rewarded might be either a purely scientific and social production or it might be of a pedagogic nature. In the latter case it should obviously be suited to the varying ages of primary and secondary-school pupils.

B. Having thus enlisted the interest of the teachers in international problems, and having encouraged them to impart these matters to their pupils, we must make sure that the pupils themselves are approached in a manner likely to meet with success.

It is clear that the teaching to be given to children in schools must be adapted as far as possible, both in matter and terminology, to the age of the children concerned. This instruction can perhaps best be included in history and geography lessons and lessons on morals.

It is not enough merely to draw the attention of pupils to international questions and League of Nations problems; they must also be rewarded for their study of these questions.

The only possible way of achieving this purpose would seem to be the holding of competitions, organised in every country and graded to suit the age of the children taking part.

The League of Nations might suggest a list of subjects for competition and submit it to the Ministries of Education in the countries interested in the question. In order to promote interest in these competitions, consideration might be given to the advisability of holding additional competitions between prize-winners in different countries.

The competition alone is not enough. Arrangements must also be made for awards of merit and probably prizes, to be granted by committees appointed to judge the work submitted.

As regards the certificates or diplomas to be issued, the British and French League of Nations Unions have objected that it does not seem possible to compel children to study League of Nations questions or to include these studies in the official curriculum.

This objection is a valid one, and therefore the diplomas or certificates which we have in view would not be official, but unofficial; they would be given in respect of a voluntary subject not contained in the school curriculum. The competition, moreover, would involve an amount of work by the pupil greater than that which could be included in the official curriculum.

It is also important to settle by whom these diplomas should be issued. This could be decided by the League of Nations Unions in the different countries, and the diploma might bear the seal or signature of a member of the Bureau of the International Federation of League of Nations Unions.

Furthermore, prizes should be given to the winners of these competitions. In the first year, the winner would receive the first volumes of a work, and this would be an inducement to him to endeavour to obtain later volumes. The small library which he would thus form might be called "My League of Nations Library".

Other prizes might be considered, for example, books containing summaries of the work of the League of Nations for the past year, the reproduction of essential passages from speeches at Council or Assembly meetings, or certain important documents referring to League of Nations work, catalogues or lists of international organisations co-operating with the League of Nations, and illustrated works containing photographs and biographies of people who have played an important part in the work of the League.

Lastly, the question of subscriptions to certain League of Nations publications (*e.g.*, the *Monthly Summary*) might be considered. This would increase the winner's enthusiasm for the League and would extend his knowledge of the subject.

Not only would such propaganda influence youth, but many children would undoubtedly succeed in arousing the interest of their parents in League of Nations questions, and so the propaganda would spread.

Provision might perhaps be made for collective competitions — that is to say, a comparison of the work performed by several children and dealing either with one single question or a number of questions forming a single whole.

Provision will have to be made for the expenditure involved in organising these competitions and in distributing the prizes. We can already count upon the assistance of municipal administrations, provinces, Governments and certain humanitarian or international associations.

This work would seem to be assured of the wholehearted and energetic support of the International Federation of Secondary School Teachers, which in regard to these questions is in touch with the World Federation of Education Associations, the League of Red Cross Societies, the Carnegie Endowment and the American University Union.

II. This concludes the preliminary examination of the question of school propaganda. We must next consider propaganda in universities.

In this we can already count upon the zealous work of the International University Federation for the League of Nations.

In this matter, propaganda and work must be planned on a different scale and the subjects dealt with must attain a higher scientific standard.

Methods of work would in this case include the establishment of diplomas, perhaps of different degrees, to be granted to those studying international questions. The establishment or consolidation of relations between students in the different countries is tending to become more and more general.

III. In the third place, we must reach the Associations of Boy Scouts and perhaps suggest to them that they should adopt a League of Nations badge and adhere to the proposal made by the Greek Scouts Association for an annual Scout camp at Geneva.

IV. The Secretary-General of the International Federation of Secondary School Teachers has also mentioned to us the desirability of enlisting the interest of all athletic associations, whose competitions certainly furnish an excellent opportunity for young people to meet and come to know, understand and appreciate each other.

V. Finally, it is important to utilise artistic, literary and musical gatherings of students, and to get into touch with international associations of young men and women, of which the Y.M.C.A. is a prominent example. Neither should we disregard propaganda by wireless, theatres and cinemas.

As we said at the beginning, this report should be supplemented and certain questions discussed in further detail. We have submitted it to you for your information, and we shall be glad to receive any remarks or particulars on the subject which it may be possible to give us.

(Signed) E. JANSON.

INTERNATIONAL FEDERATION OF SECONDARY SCHOOL TEACHERS.

You ask me for the views of the International Federation of Secondary School Teachers on this question.

This body is entirely in favour of the aims of the League of Nations, and has itself already worked on a modest scale, but with good success, to prepare the ground among the teaching staff of universities and secondary schools in the following countries represented in the Federation :

Affiliated countries : Belgium, France, Great Britain, Holland, Italy, Kingdom of the Serbs, Croats and Slovenes, Luxemburg, Norway, Poland, Roumania, Spain.

Countries represented at the Warsaw Conference (other than affiliated countries) : Brazil, Bulgaria, Hungary, Japan, Latvia, Sweden, Turkey.

Article 2 of the Statutes contains the following : "3. It shall be the aim of the Federation to devise means of enabling young people living abroad to pursue their studies in the foreign country without loss of valuable time".

The first aim which you mentioned to me as having been embodied by the Fifth Assembly of the League of Nations in its resolution of September 23rd, 1924, namely : "The encouragement of contact between young people of different nationalities", is thus exactly the aim that we have set ourselves.

We have therefore sought to assist in developing existing organisations which arrange for the exchange of school-children of different nationalities. Our work in this direction has been unremitting and as a result of our congresses — at Ghent in 1913, at Strasburg in 1920, at Paris in 1921, at Luxemburg in 1922, at Prague in 1923 and at Warsaw in 1924 (in 1925 the July Congress at Edinburgh and the September Congress at Belgrade will deal with the same questions) — progress has been made in the following directions :

1. *Growth of international inter-scholar correspondence, both individual and collective (exchange of albums ; exhibitions of books and drawings) ;*
2. *Exchange of pupils between families and schools ; holiday courses for foreign children ;*
3. *By official Government bodies : exchanges of university professors and secondary school teachers, courses of public lectures by foreign professors, establishment of foreign institutes (Institute of Slav Studies in Paris, etc.) ;*
4. *By the very important system — of which the International Federation is one of the most energetic advocates — of standardising university degrees, thus allowing students to continue their work at a foreign university without any delay in their active career.*

At the last Congress, at Warsaw, valuable reports were approved dealing with international correspondence, with methods of co-operation between nations in the interests of fraternal solidarity, and with history text-books.

The Congress voted the following resolution :

"... [The Congress] commends the Secretariat for having entered into negotiations with the League of Red Cross Societies ... and invites the Secretariat to co-operate with the Junior Red Cross in encouraging correspondence between pupils of different nations."

In execution of this mandate, the Secretary-General has sought to get into closer touch with the Musée Pédagogique in Paris, with the different Red Cross Societies and the national bureaux. Individual correspondence, which has become more expensive owing to the new postal rates, has been reinforced by the exchange of collective albums between one school and another.

Experiments are being made with another form of exchange which promises good results, namely, an exchange of drawings between different schools.

I now come to the second point referred to in your letter : "To investigate the means by which efforts to ... educate the youth of all countries in the ideals of world peace and solidarity may be further developed and co-ordinated".

The Congress of Warsaw voted the following resolution, on the proposal of M. Clavière :

"Emphasising the desirability of a diploma granted by the League of Nations to pupils who have shown that they have some knowledge of the history and ideals of this institution, and who have effectively contributed (for instance, by means of inter-scholar correspondence) to strengthening the bonds between the youth of various countries ;

"Enthusiastically adopts the principle of a reward of this kind ; and

"Instructs its Secretary-General to study methods for putting this suggestion into effect and to submit a report to the Congress in 1925."

Before dealing with the question of reward, I would direct your notice to the following resolution.

"In connection with the relations with the League of Nations Committee on Intellectual Co-operation, the Directing Committee of the International Bureau unanimously recommends :

"That questions relating to secondary education in the different countries should be placed on the agenda of this Committee on Intellectual Co-operation ;
"Respectfully expresses the desire to co-operate with that Committee ; and
"Instructs its Secretary-General to study the means whereby this co-operation may be made as close and as effective as possible."

I must tell you that the Congress had expressed a fear that the League of Nations might concern itself exclusively with relations between universities, and might neglect the secondary or middle schools — unwisely, because these schools represent the masses and a generation which will only obtain the benefits of secondary education and not of a higher education, and because the secondary school is the place where men and women of the best type are formed. An exchange of ideas on this question, the importance of which you will realise, led to the resolution to which I venture to draw your close attention. In my humble opinion, the League of Nations can at the same time and by parallel steps give its support to both categories of education, since secondary education necessarily paves the way to higher education.

With regard to the question of "awards of merit", I should like to give you the main outlines of the report which I have prepared for the Congress at Belgrade.

The different organisations or Governments which, through their official instructions, can arrange for the teaching of the history and aims of the League of Nations, as the French Government has now done, will be invited by the League of Nations to grant awards of merit.

These awards would be either diplomas (individual or collective) or books (history of the League of Nations or publications issued by it or under its patronage) or scholarships, which might also be travelling or research scholarships.

A. — Professors and Groups of Professors :

Worker's Diploma and Diploma of Honour.

Awards for work (competitive) on subjects set and adjudged by the League of Nations.
Grants for collective works (periodicals, congresses, libraries, etc.).

B. Pupils and Groups of Pupils :

(a) Groups of pupils : Diplomas or books for helping in the preparation of albums to be shown at exhibitions of school work (drawings, handicraft) ; encouragement in the form of money prizes or medals to athletic associations, Scout troops, field-clubs, etc.

(b) Individual pupils : Diplomas for perseverance in international correspondence by individual students — a book or a medal ; a prize for a competition to be held on questions proposed by the League of Nations.

The machinery for these competitions might be modelled on the tests of the general school examinations (tests held collectively, same subject, same conditions of work, a jury of professors belonging to international organisations, or officially appointed).

I think that a competition of this sort might easily be instituted after a lecture on the League of Nations. The lecture would be summarised as a whole or in parts, and, to permit of classification, the candidate might be called upon to deal with some special feature of the lecture in a way which would test his personal qualities.

This lecture would have the advantage of furnishing valuable opportunity for propaganda, and, owing to its periodicity, would make the work of the League of Nations known not only to the candidates but to a wider public and, especially, the families of candidates.

These competitions would be open to pupils at primary schools, secondary schools (both State and private), higher primary schools, commercial schools, technical schools, etc., male and female teachers, training colleges, students of faculties and universities. The National University Group for the League of Nations, including many professors of faculties, would be appointed locally to organise these lectures and competitions.

The awards would be officially distributed on a League of Nations Day (on a date to be fixed), and, in the case of educational establishments, the ceremony might form part of the official annual prize-giving.

In the interests of "Continuation Students", Old Boys' Clubs, etc., Teachers' Associations and "Amis de l'Ecole" might be requested to co-operate in organising these competitions.

These are the main outlines of an organisation which my long experience leads me to believe would be practicable and useful. The experimental period would, of course, be somewhat long, but if the work enjoys the support of its determined adherents — and their number will grow — it will develop through the warm-hearted endeavours of individuals.

(Signed) For M. CLAVIÈRE and myself :

A. BELTETTE,
Secretary-General.

INTERNATIONAL MORAL EDUCATION CONGRESS.

For education in the ideals of world peace and solidarity the general method will be threefold :

1. Portrayal of mankind as a kindred worthy of respect in all its varied races and colours ;
2. Portrayal of the values of nations in their domestic existence and in their external relations ;
3. Portrayal of the history, labours, and prospects of the League of Nations.

These themes should be treated on a positive basis, displaying the nobler aspects of human nature and history, rather than treated by means of the negative method of condemnation of the horrors of war, or descriptions of devastated districts, or calculations of financial losses ; though this remark is not intended to suggest complete omission of references to these evils.

In promoting these aims the League Secretariat might, in some cases, act on public opinion by direct appeal ; or it might act indirectly by encouraging the social workers and organisations who, in varying degrees, serve the good end. Among such methods will be included : information and suggestions supplied to teachers' training colleges and similar institutions throughout the civilised world ; circulation of descriptive pamphlets, photographs, picture-blocks, and the like to journalists and others all over the globe ; organisation for convenient interchange among teachers and others of new ideas in educational method. It might be worth while to consider the possibility of employing travelling speakers (with adequate capacity for talking to youth) who, as friendly foreigners, would visit schools — especially primary schools — and tell of the social life in their own countries and of the benefits of international amity — e.g., a Japanese visitor might tour European schools.

I now proceed to a concise list of forms of instruction :

1. Special introductory addresses on the League of Nations, embracing stories illustrative of national and racial values and furnishing the salient points in the League's history and work (Assembly, Council, Covenant, International Labour Office). As time passes, such addresses should be rendered unnecessary by the absorption of the League idea into the general historical and civic instruction.

2. General history teaching ; world history with national histories included ; the instruction extending from the simple kindergarten and primary stages (stories, poems, dramatic action, folk-songs, drawing, modelling, visits to historic places, etc.) to studies in the years of adolescence ; the chief objective being the disclosure of universal resemblances in human psychology, not excluding the so-called backward races.

3. Educationists should be encouraged to prepare, in the spirit above sketched, syllabuses of the histories of their own countries. I have myself issued a Syllabus of the History of *Britain and Her Commonwealth*, which is full of imperfections, but which, I believe, deals with topics in a rational scheme of values, thus : agriculture, manufacture, industrial invention, trade, over-sea exploration and commerce, social conditions (especially of the masses), politics, law, art, science, literature, religion, education, colonial and Dominion affairs, and, lastly, wars. Such a method should create a stimulus to the whole teaching profession, to discover new interests in social progress and the related biographies.

A vast field awaits research in the lives of workers for amelioration of law ; sanitation ; prison reform ; housing reform ; art ; science ; education ; etc. Popular history manuals have been notably defective in this sphere.

4. Writers and teachers should systematically inculcate respect for all who serve humanity by self-denial and self-sacrifice, even though the ideals aimed at may appear mistaken, and even though the virtue is displayed in fields of social or international conflict. The heroisms of war should be valued, while war should be deplored and condemned. These heroisms should be redirected (as William James indicated in his essay on *The Moral Equivalent of War*) towards nature conquest and the fight with social evils.

5. Illustrations of international aid should be frequently presented — e.g., United States assistance to Messina after the earthquake of 1908.

6. The stream of international amity and co-operation should be traced through the ages, from the simple beginnings in agreements, treaties, leagues, etc., in early times to the Hague Conference of 1899, and the many pre-1919 cases of arbitration — e.g., the settlement of the *Alabama* dispute between the United States of America and Great Britain in 1872.

7. The League's friends in each country should encourage the circulation of periodicals giving juvenile readers the current news of the League's meetings and work, with suitable literature on the same basis for teachers.

8. Finally, and rather by way of proposal for a somewhat uncertain future date than in the hope of a speedy realisation, I repeat the desire (first expressed in 1919) that competent educational writers should prepare books for the World's Youth ; each volume describing, in vivid words and pictures, the finer phases of life, social manners, and progress in the various countries, thus assisting the mutual study of the peoples ; such books to be translated into all possible languages.

(Signed) Frederick J. GOULD,
Secretary.

INTERNATIONAL SECRETARIAT OF THE CATHOLIC YOUTH.

Our Secretariat, which in the four years of its existence has held three International Congresses and five meetings of the Committee, has carried on in the field of the development of international co-operation a silent but effective campaign. It now includes the large organisations of the Catholic Youth in 32 countries, with a total of 4½ million young people. The International Secretariat would, naturally, be in a position to furnish interesting data, but it would wish, like other similar organisations, to receive questionnaires on the points which more particularly interest the League of Nations.

I shall be happy to be of assistance to the League of Nations in any way I can.

(Signed) Constantino PARISI,
Secretary-General.

UNIVERSAL UNION OF JEWISH YOUTH.

To educate young people in international ideas, to accustom them to think internationally and to lead them to regard nationality as an element in international life, which, in combination with other similar elements, constitutes humanity — these form a noble and urgent duty to be performed by the League of Nations.

The youth of all nations can only be thankful to the distinguished men who have applied themselves to this task and should be flattered that they have thought fit to ask its opinion on the question. It would seem that we cannot better show our gratitude than by doing our best to study the question carefully and by addressing to the League of Nations a short but duly considered reply.

* * *

The Jewish Youth, as an international institution which aims at forming ties of moral and material solidarity between young Jews in different countries, is of the opinion that, from the practical point of view, the best suggestions it can make as to the "means by which efforts to promote this contact may be further developed and co-ordinated" should be based upon its own work and experience.

Accordingly, we give below a summary of the methods which we think the best.

* * *

1. *Exchange of Correspondence.* — One of the best methods is that of individual relations between young people in different countries through an exchange of correspondence.

Every member of a youth organisation and all the pupils in the schools should have one or more correspondents abroad, and a Central Bureau should be set up in Geneva to put young people, if they so request, into touch with other young people for the purpose of correspondence.

2. *Exchange of Young Persons between Different Countries.* — A second excellent method is the exchange of young persons between different countries. Every year during the summer holidays each family should send its children for one or two months to a family in a foreign country, and should receive in exchange during this time that family's children. The cost of such journeys would be very small. The League of Nations might apply to the railway companies in each country for the issue of tickets at reduced prices, such as exist, for example, in France for the use of large families. The League of Nations might also apply to Governments for the suspension of passport formalities.

The advantages of such exchanges organised regularly every year would be inestimable.

These yearly visits, which would cost the parents practically nothing, would serve to strengthen the races both physically and morally.

A special bureau at Geneva is indispensable if this work is to be brought to a satisfactory conclusion.

3. *Exchange of Students.* — It has been found in every country that chauvinism and insularity flourish most amongst students and it is precisely from among students that members of governments are later recruited.

In connection with paragraph 2, we think that the exchange of students between different countries and visits to foreign countries by groups of students, such as the visits to French colonies organised in France by the Maritime and Colonial League, are indispensable.

These group visits should be organised at State expense.

4. *Esperanto.* — The adoption by the League of Nations of an international language like Esperanto, the establishment of newspapers in this language by all the Governments and the compulsory teaching of Esperanto in all schools.

While preserving their native tongue, young people should speak Esperanto and no international co-operation will be possible until men speak the same language. This will also be of practical value to everybody, since the young persons concerned will be able to make themselves understood in any country which they visit and in whatever family they are received (point 2).

In schools, Esperanto should take the place of one of the two modern languages customarily taught.

5. *League of Nations Day.* — One day in the year should be set aside by all countries as a League of Nations Day.

On this day lectures on the aims of the League of Nations should be given to children in the schools.

Popular League of Nations meetings should also be organised in all countries and thousands of pamphlets distributed for this purpose throughout the world.

This day should have the same importance as national or church festivals, and should be known as the *Festival of the Peace of Peoples through the League of Nations*.

6. *League of Nations Course.* — A special course to popularise the aims of the League of Nations should be instituted in all secondary schools. The aims of international co-operation should be inculcated in children at the same early age as ideas of patriotism are at present taught.

7. *Teaching of Modern Languages.* — Modern language teaching in schools must be regulated on international lines and must be extended in order that, side by side with Esperanto, children may learn as many languages as possible.

(Signed) Secretary-General.

JUNIOR RED CROSS.

The Red Cross Societies of 52 countries at present belong to the League of Red Cross Societies constituted in 1919. This League exists to facilitate the conduct and extension of the peace-time activities of the Red Cross. Among the activities undertaken by Red Cross Societies in time of peace is the organisation of a junior membership in the Red Cross for the purpose of interesting children in the improvement of health, training them to participate in humanitarian service and utilising their natural friendly impulses for the betterment of international understanding. Over eight million children are now known to have come directly under the influence of the Junior Red Cross, reports having been received from 27 out of the 34 countries in which the movement is organised.

Beginning with the undertaking of useful tasks in the home and class-room (which is the normal working unit), the Junior Red Cross aims at leading its members to recognise and engage in co-operative action beneficial to the community in which they live, then to the nation and finally to other nations.

As *service to the country*, the junior members of some Red Cross Societies plant trees (Czechoslovakia), cultivate gardens (Austria, Poland, etc.), or do their share in "National Work Week" (Bulgaria). In others they co-operate in the Red Cross health programme, financing cures for cripples, or summer camps for debilitated children (Bulgaria, Czechoslovakia, Estonia, Greece, Hungary, Italy, Latvia, Lithuania, Poland, Roumania, Sweden, United States of America, Kingdom of the Serbs, Croats and Slovenes). In others they assist in promoting or reviving national culture by studying and reproducing the folk art of their country (Hungary).

Under *international activities* come such offerings of material relief as are made by children to the child sufferers in time of great calamities, such as the world war and the Japanese earthquake.

The Cultivation of International Friendliness. — In addition to international activities of this character, the Junior Red Cross movement fosters the exchange between schools in different countries of group letters, gifts, magazines, school work and other objects.

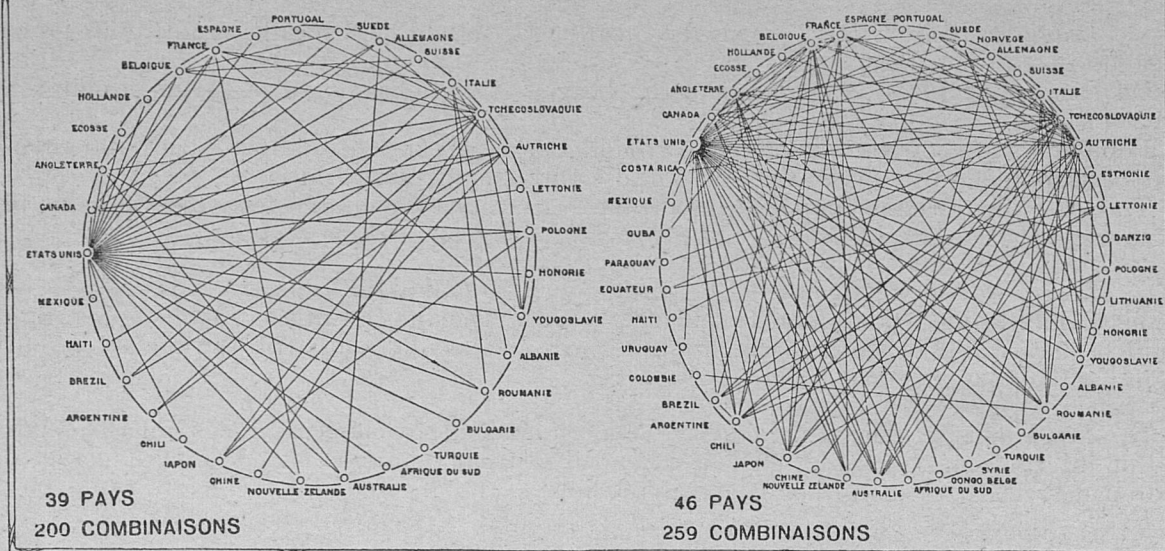
But the principal task of the Bureau of International Exchange of the Secretariat of the League of Red Cross Societies consists in facilitating the passing of group letters or portfolios between schools in different countries. This work has grown with astonishing rapidity. In 1919, international school correspondence had been initiated under Red Cross auspices only between juniors in America and a certain number of schools in France. The attached chart shows the position on January 1st, 1924, when schools in 39 countries were inter-corresponding in 200 different combinations. The second half of the chart shows the position a year later: 46 countries affected in 259 different contacts. As each contact stands for a country in which many schools may have undertaken correspondence and as each piece of correspondence represents the work of a whole class or even a school, it will be seen that the number of individuals who participate runs into many thousands.

LIGUE DES SOCIÉTÉS DE LA CROIX-ROUGE

SECTION DE LA CROIX ROUGE DE LA JEUNESSE
Echange de Correspondance Interscholaire

-1^{er} JANVIER 1924-

- 1^{er} JANVIER 1925 -



The exchange of visits between children of different countries has also been organised to some extent by the Junior Red Cross. In the spring of 1923, the children of the Bakule School of Prague visited the United States under the auspices of the Junior Red Cross. In 1924, child delegates from Roumania, the Kingdom of the Serbs, Croats and Slovenes and Bulgaria attended the Czechoslovakian Children's Congress. While the provision of facilities for educational travelling on this basis has been found to yield good results, financial considerations hinder its wide extension.

Junior Red Cross Magazines. — Wherever it is financially possible, the Central Junior Committee of each Red Cross Society publishes a magazine for its young members.

Organisation. — As has been indicated in the foregoing statement, the Junior Red Cross Central Committee is an integral part of each National Red Cross Society. Equally, each local junior group is an integral part of the local section of the Red Cross, when such exists. The organisation unit is the class-room, with the teacher as leader and guide.

That teachers, once thoroughly acquainted with the possibilities of this movement, are its enthusiastic supporters, is evidenced both in the documentation submitted herewith and by the fact that discussion of the Junior Red Cross is occupying an increasingly important place in educational conferences. The child is not expected merely to have vague sentiments about service and internationalism. He is called upon to give personal service and to cultivate international contacts so as to form socially constructive habits, both of thought and action.

It has sometimes been asked why the Red Cross, originally founded to aid the wounded in time of war, should have embarked upon this systematic attempt to promote better international relationships. Such a development of activity is, however, seen on slight analysis to be implicit in the ideal of the Red Cross. No organisation can address itself sincerely to the alleviation of human suffering and remain content merely to *dress* wounds which might have been *prevented*.

(Signed) Claude A. HILL.
Director-General

INTERNATIONAL INTER-SCHOLAR CORRESPONDENCE — MUSÉE
PÉDAGOGIQUE.

Our Association is fully aware of the vital importance to all countries of starting to teach intellectual co-operation as soon as children reach school age. The progress of the movement, which began five years ago and which has rapidly spread to an increasing number of countries and pupils, shows that our aims, which are those of the League of Nations, meet a desire that is being felt to an evergrowing extent in all the great countries of the world.

At the end of every year we receive, attached to teachers, reports, a number of the letters exchanged, these being forwarded with a view to the distribution of awards. These letters, which are spontaneous and, coming as they do from young persons, very touching, sometimes afford striking proof of the feelings of youth towards the question of international understanding, which is the essence of the League of Nations.

We are not at present able to distribute more than about sixty volumes. If among the League publications you can find some which are suitable for young persons between 15 and 20 years of age, it would be very useful if you would forward them to this office, since we should then be able to encourage inter-scholar correspondence between a larger number of establishments.

(Signed) Ch. GARNIER,
Inspector-General of Education, Director of the
International Inter-Scholar Correspondence.

INTERNATIONAL INTER-SCHOLAR CORRESPONDENCE.

Musée Pédagogique

TABLE A.

	1919-20	1921	1922	1923	1924
United States ¹	37,728 ¹	16,552	9,303	7,497	10,778
Great Britain.....	—	21	534	5,231	11,528
Ireland.....	—	—	20	140	227
Canada.....	—	40	597	917	933
Australia.....	—	—	691	805	372
New Zealand.....	—	—	—	34	19
South Africa.....	—	—	—	1	125
Egypt.....	—	—	—	44	—
India.....	—	—	—	45	61
Luxemburg.....	—	50	310	178	111
Germany.....	—	—	—	—	1,518
Spain and South America.....	—	—	55	573	1,173
Italy and Ticino.....	—	110	330	296	393
Poland.....	—	—	—	799	676
Roumania.....	—	—	—	657	465
Czechoslovakia	—	—	—	—	162
Scandinavia.....	—	—	—	—	3
University Series.....	—	—	—	66	—
Japan.....	—	—	—	7	—
Total.....	37,728	16,773	11,840	17,290	28,544

WORLD'S ALLIANCE OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS.

A brief description of the activities of the Y.M.C.A., tending to promote the objects which you have outlined, will perhaps be the most practical way of acceding to the request you have made.

1. The World's Alliance of Y.M.C.A., founded in 1855, with its World's Committee in Geneva since 1878, is represented in some fifty countries by more than 9,000 branches and nearly two million members. Over 7,000 salaried secretaries are engaged in this work.

2. *World Conferences* of the movement have been held, generally every four years, from 1855 up to 1913. At the next of such Conferences, at Helsingfors in 1926 — at which 1,500 delegates are expected — the innovation is being adopted of ensuring the attendance of a large number of delegates under 20 years of age. A generous proportion of the whole delegation will be composed of actual leaders of youth.

3. *World Conferences of Association Workers with Boys.* — The second of these Conferences was held at Pörschach, Austria, in 1923, and was attended by some 800 delegates from 50 different countries. This Conference was organised by the Boys' Committee. A full report and the findings of this Conference, under the title *The Place of Boyhood in the Nations of the World*, is to be found in the League of Nations Library.

4. *National Conferences at which are present Boys' Workers from other Nations.* — It is becoming increasingly a feature of national Conferences to have present fraternal representatives from other National Alliances. At a Conference of Boys' Workers in the United States at Blue Ridge, 1920, representatives from some thirty nations were present and much attention was given to the possibilities of creating a spirit of good-will between the youth of different countries. The same principle has been adopted in national Conferences on the Continent of Europe.

¹ After deducting 10,000 requests which could not be complied with until 1921.

5. *International Older Boys' Camp Conference* will be held next August in Neuchâtel, under the auspices of the World's Committee. Boys from twelve or more nations are expected to participate.

6. *The Local Associations in many Cities* provide opportunities for the contact of youth of different races in physical, social, educational and religious work. Exhibits can be furnished showing members from more than twenty nations in single local associations. The American National Committee maintains a department for "cultivating friendly relations between foreign students". The Boys' Camps conducted in various countries furnish similar opportunities. Exhibits can be furnished showing fifteen or more nations represented by boys in one camp. In Constantinople, for instance, the Turkish, Armenian and Greek boys are on the best terms of fellowship. In India, boys of various races and religions are similarly mixing. Exchanges of boys between Y.M.C.A. camps in Czechoslovakia and Poland, France and Austria are also a feature of these camps.

7. *Educational Tours for Boys.* — Last year such a party of boys, under the American National Committee, visited Britain, France, Belgium, Holland, Denmark, Norway, Sweden, etc. Similar educational tours continue this year. Excellent results are already observable.

8. *Literary and Editorial Department* of the World's Committee, and of several national committees, create books, pamphlets, Bible study courses, periodicals, etc., for the purpose of what we call "creating the spirit of world brotherhood". The organ of the Boys' Work Committee, *The World's Youth*, has just been launched and will be printed in four or more languages. Seven thousand copies of the English edition have been sent throughout the world and subscriptions from 23 different countries were included in the first thousand replies.

9. *Discussion Outlines and Studies.* — Numerous exhibits can be furnished showing how the problem of race relationship and the cultivation of international good-will are being seriously studied.

10. *Cultivating correspondence* between boys of five continents. An "Around the World Letter" plan is in operation by which clubs of boys in each of the five continents unite in a circulating letter. The plan is capable of infinite expansion.

I take pleasure in enclosing a copy of one of the findings of the Pörschach Boys' Work Assembly already referred to¹, and wish to assure you that our organisation will welcome any opportunity to co-operate for the benefit of boyhood and youth throughout the world.

(Signed) O. H. McCOWEN,
Acting General Secretary.

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

A. 10 (a). 1925. XII.

Geneva, August 25th, 1925.

LEAGUE OF NATIONS

INSTRUCTION OF CHILDREN AND YOUTH IN THE EXISTENCE AND AIMS OF THE LEAGUE OF NATIONS.

Supplementary Report submitted by the Secretariat to the Sixth Assembly.

SUMMARY OF CONTENTS.

	Pages
I. INSTRUCTION OF YOUNG PEOPLE CONCERNING THE LEAGUE AND THE IDEALS OF INTERNATIONAL CO-OPERATION.	
A. Information supplied by Governments :	
1. Text-Books on the League and International Co-operation	2
2. Remodelling of History Books	2
3. Lectures, Conferences and Special Classes	2
B. Information supplied by Non-Official Organisations :	
Literature	2
II. PROMOTION OF CONTACT BETWEEN YOUNG PEOPLE OF DIFFERENT NATIONS.	
A. Information supplied by Governments :	
1. Travelling Facilities.	3
2. Exchange of Students.	3
B. Information supplied by Non-Official Organisations :	
1. Visits	3
2. International Conferences and Gatherings	3
III. ANNEX.	
Part I. Instruction : Replies from Governments to Circular Letters.	4
Part II. Promotion of Contact : Replies of Governments to Circular Letters on Travelling Facilities and Exchange of Professors and Students.	8
Part III. Extracts from Replies from Non-Official Organisations	10

¹ Note by the Secretariat : This document is retained in the archives of the Secretariat.

SUPPLEMENTARY REPORT.

Since the publication of the report on the above subject submitted by the Secretariat to the Sixth Assembly, further information has been received from Governments and international organisations, which is summarised below under the headings used in the main report. The annexes contain certain resolutions on this subject adopted by the Congress of the International Federation of League of Nations Societies, which took place at Warsaw on July 5th, 1925, and by the World Federation of Education Associations held at Edinburgh on July 20th, 1925.

I. INSTRUCTION OF YOUNG PEOPLE CONCERNING THE LEAGUE AND THE IDEALS OF INTERNATIONAL CO-OPERATION.

A. Information supplied by Governments.

1. Text-books on the League and International Co-operation.

In *Denmark*, the League of Nations is dealt with in history text-books in the preparatory schools. History instruction in the *lycées* includes the teaching of the ideals and work of the League of Nations. The Danish Ministry of Education has issued a special pamphlet on the League of Nations for use in schools¹.

In *India*, a pamphlet containing an account of the organisation and activities of the League of Nations has been circulated to all English schools in the United Provinces.

In *Norway*, M. Castberg, legal adviser to the Ministry of Foreign Affairs, has published a handbook for the use of school teachers which has been approved by the competent authorities.

In *Sweden*, it was proposed in the Riksdag that a credit should be voted for the publication of a book on the League of Nations for use in schools. The Riksdag, however, did not consider it necessary to adopt this suggestion, as the summaries of history used in Sweden for primary and secondary education already contain extensive references to the League and its work.

2. Remodelling of History Books.

The Committee on Intellectual Co-operation, at its July session, adopted a proposal by M. Casares concerning the modification of passages in school text-books likely to lead young people to misunderstand other countries.

In *South Africa*, pupils are as a rule being made aware of the existence and aims of the League. In some schools the subject is included in the history syllabus. The attention of primary and secondary schools has also been drawn to the desirability of establishing Junior Branches of the League of Nations Union.

3. Lectures, Conferences and Special Classes.

In *Denmark*, an "Office for Information concerning the League of Nations" has been set up by the Union of Danish Students for the League of Nations. A special library is being formed. After each Assembly of the League, the Union organises a lecture on the work of that Assembly and arranges lectures on the League and international questions. In addition, the Ministry of Education has instructed school teachers to explain the work of the League to their pupils on the date of the meeting of the Assembly in Geneva each year.

In *Greece*, the Higher Council of Public Instruction has decided to introduce into the programme of normal schools for teachers special obligatory instruction concerning the League for so many hours a week.

In *India*, the headmasters in the United Provinces have been asked to use the pamphlet referred to in (1) as material for informal lessons on the League of Nations and its aims.

In *Norway*, the Ministry of Education has requested the school authorities to include in their programmes instruction regarding the League of Nations.

In *Switzerland*, the Conference of Cantonal Directors of Education has appointed a Committee to report on the instruction of youth in League ideals. Such instruction is already being given in certain cantons.

B. Information supplied by Non-Official Organisations.

Literature.

The Publication Committee of the World's Executive Committee of the Young Women's Christian Association supplies to the National Y.W.C.A. magazines in every country concerning international co-operation.

¹ L. TH. ARNSKOV: "The League of Nations. An Outline of its Origin and Aims." This document is retained in the archives of the Secretariat.

The *Catholic Youth* suggests that the League of Nations should keep the large international youth organisations informed of its work by issuing periodical summaries, which would make it possible for these organisations to disseminate the idea of international co-operation as the normal method of conducting world affairs.

The *International Council of Women* makes various suggestions regarding literature. (See Annex, Part III.)

The *International Federation of League of Nations Societies* calls for the preparation of a leaflet to assist teachers, a pamphlet, an international appeal, a paper for boys and girls, lantern lectures, a film for schools, and a bibliography of books on the League of Nations suitable for children and young people.

II. PROMOTION OF CONTACT BETWEEN YOUNG PEOPLE OF DIFFERENT NATIONS.

A. Information supplied by Governments.

1. Travelling facilities.

Italy informs the Secretariat that the "Transatlantica Italiana" Steamship Company grants a reduction of 75 per cent. (exclusive of food) to professors and students coming to Italy for the purpose of study, including students from Peru and the neighbouring countries proceeding to educational institutions in Italy. A similar concession of 75 per cent. is made for one annual voyage (with return) from Italian colonies and foreign countries, to be granted on the subsidised lines to students.

In *Switzerland*, most of the Universities possess scholarships for the purpose of enabling Swiss Students to study abroad.

2. Exchange of students.

The *Swedish* Government forwards copies of the year-book *Norden* containing a description of the steps taken to promote contact between young people in the Scandinavian countries. It also refers to the study courses for young Swedes in the Lycée of Grenoble, which receives a grant from the State. Holiday courses have been privately organised for young Swedes in England and France. School children have also exchanged visits in the Scandinavian countries and have in some cases gone to Germany.

B. Information supplied by Non-Official Organisations.

1. Visits.

The *Boy Scouts International Bureau* reports that next year there will be exchanges between Hungarian and Japanese scouts and Chinese and Japanese scouts. It also sends a report on the relations between scouts of different races. An international pilgrimage of Catholic scouts will take place at Rome at the beginning of September.

This year further groups of British, French and Italian Boy Scouts have visited the Secretariat of the League.

2. International Conferences and Gatherings.

The *International Council of Women* suggests that it might be well to arrange a conference of international societies interested in Youth Questions, so as to co-ordinate their efforts.

The *International Federation of League of Nations Societies* urges the National Societies to organise summer schools on the League in their own countries, and to co-operate with the Federation in organising at Geneva an International Summer School for young persons supplementary to that organised by the Geneva Institute of International Relations for English-speaking Peoples.

The Y.W.C.A. has also organised international conferences attended by girls from 23 countries, and a number of visits between Great Britain, Sweden, Denmark, Belgium, France, Norway, Switzerland, Japan, China and other countries.

PROPOSALS FOR THE ESTABLISHMENT OF A LEAGUE EDUCATIONAL DEPARTMENT.

The *American School Citizenship League* makes the following suggestion:

"That the Committee on Intellectual Co-operation should establish a department to be devoted to elementary and secondary school education."

The Plenary Congress of the *International Federation of League of Nations Societies* "respectfully requests the League of Nations to form an Advisory Committee on Education, together with a special Education Section of the Secretariat, to encourage the development of the spirit of international co-operation and the sentiment of international reconciliation and friendliness in the schools of all States Members of the League."

* * *

The fixing of a "League of Nations Day" (May 18th is at present celebrated in America as a "World Goodwill Day") is advocated by *American School Citizenship League*, the *Jewish Youth* and the *International Federation of Secondary School Teachers*. Such a Day has already been instituted in Denmark—on the day when the Assembly meets.

ANNEX.

RESOLUTION ADOPTED BY THE COMMITTEE ON INTELLECTUAL
CO-OPERATION ON JULY 29th, 1925.

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

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

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

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

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

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

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

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

PART I.

INSTRUCTION: REPLIES OF GOVERNMENTS TO CIRCULAR LETTERS OF THE
SECRETARIAT EMBODYING THE RESOLUTIONS OF THE FOURTH
AND FIFTH ASSEMBLIES¹.

Brazil. (August 11th, 1925.)

Telegram.

To-day I had the pleasure of receiving officially at Itamaraty Palace in the presence of the diplomatic corps and the high State officials, delegations of students from all the higher schools of the Republic, who brought messages of enthusiastic support of the ideals of the League of Nations and expressed complete agreement with the recommendations of the Fifth Assembly and the communications received from the Secretariat. Several speakers expressed enthusiastic admiration for the work of the League of Nations. Messages have been sent to Your Excellency's address by post. In a long speech, I conveyed my warm thanks for the interest displayed by the youth of the country in the work of co-operation carried on by the League of Nations. I emphasised the services already rendered by this institution, in which humanity places so much hope. I availed myself of this opportunity to inaugurate a special League of Nations Section in this Ministry.

FELIX PACHECO, *Brazilian Minister of Foreign Affairs.*

¹ See Document A. 10. 1925. XII, page 2.

Extract from a Letter addressed to the President of the Brazilian International Law Society.

[Translation.]

The Fourth and Fifth Assemblies adopted resolutions advocating that the younger generation should be taught what the League of Nations really is, what it has accomplished and what it hopes to accomplish in the future in the interests of peace and on the basis of international co-operation.

In order to comply with this request, I have sent a letter to all directors of educational establishments. I send a copy of this letter for the information of the Brazilian International Law Society, whose valuable assistance will be so powerful an asset in our efforts to attain this noble ideal.

The Ministry which I direct is actively engaged in organising a special library and archives in which may be found, collected and classified, all documents concerning the organisation at Geneva and the really remarkable reports which our permanent delegation sends us with exemplary regularity. It will thus be my privilege to provide the members of the Brazilian International Law Society with all the information they may desire regarding the work of the League of Nations, which has already produced such excellent results.

(Signed) FÉLIX PACHECO.

(Extract from a Letter sent to the Directors of all Educational Establishments in Brazil.)

In a recent letter, His Excellency Afranio de Mello Franco, Brazilian Ambassador accredited to the League of Nations and Deputy to the National Congress, points out the necessity of instructing the younger generation in regard to the useful work accomplished by the great international organisation, so that young people may become interested in the high ideals on which the League is based, and may be drawn to co-operate, with all their healthy enthusiasm, in the realisation of its programme.

The League, of which more than 50 nations are members, is to-day the leading centre of international relations. The admirable work which it accomplishes is not exclusively political or diplomatic, nor is it merely working with the laudable object of establishing a greater degree of harmony than at present exists among the various countries which have signed the Covenant or adhered thereto, and which are pressing onwards with indefatigable and praiseworthy zeal, along a path strewn with innumerable difficulties, to discover a final solution of the problems of international pacification by the establishment of new legal procedure calculated to hasten the abolition of warfare, or at least to render all acts of aggression difficult, if not impossible. The activities of the League of Nations, expanding every day and in all directions, contain in themselves valuable evidence, and indeed proof, of the fact that the moral life of our planet has entered upon a phase of tranquil and orderly construction.

The sentiment of co-operation, which undoubtedly constitutes a great civilising force, was, till a short while ago, hardly taken into consideration as one of the factors which govern the effective progress of the various countries in the domain of national culture. Fortunately, this period has now come to an end.

The League of Nations is the highest authoritative expression of this earnest and universal desire for a better utilisation of man's energies. There exists indeed an urgent, worldwide and manifest desire for peaceful progress. From the ruins and suffering of the great war there has grown up and spread throughout the world a new mentality, very different from the pre-war mentality which had been unable to avoid or even to foresee the appalling catastrophe.

The coming together of all continents, all nations, all creeds, under one common banner, is perhaps the most reassuring feature of modern times.

America, though young, was many years ahead of this noble movement of which we now feel the influence. By the solidarity of all her republics, the New World has proclaimed a doctrine of collective life which has done her honour and has even served as an example for the bringing about, on a far larger scale, of a similar evolution among other nations of the world.

We cannot, therefore, remain deaf to any appeal on behalf of those efforts which humanity regards as the expression of its highest hopes.

Of all these efforts none have a greater title to the consideration of mankind than those undertaken by the League of Nations.

No man, unless he is entirely devoid of feelings, can be indifferent to these endeavours; that is, indeed, the reason for the increasing influence of the League of Nations.

The youth of the world cannot hold aloof from this admirable work, which appears to us as a worldwide regeneration, which is at work in every branch of contemporary intellectual life. The ideal — the constructive ideal — forming the real background of the vast enterprise which the League is developing day by day, must surely arouse the warmest sympathies of the younger generations, for it is they who are best able to understand the fundamental causes of the new faith whose great principles are being spread by the great Geneva organisation.

Therefore — and most wisely — the League of Nations is striving to gain the support and active assistance, throughout the world, of those inestimable forces which to-day, in every nation, represent the future.

I am convinced that in Brazil this support and assistance will be forthcoming. I know the young people of my country, and I know their strong and generous attachment to the ideals which honour and uplift the human soul. Our schools and universities have always been centres of culture, pulsating with light and life. The youth of Brazil will come forward eagerly to respond to the appeal which the League of Nations has addressed to it. Our Ambassador, M. de Mello-Franco, has sent me this appeal from the League of Nations, in order that the Ministry which I direct may communicate it to our people and in order that the whole youth of Brazil may have its interest aroused in the work of the League, the noble ideals which it is seeking to realise, and the principles on which both the League and its great work are founded.

I am therefore turning to you, to whom the cause of national education owes so much, in the hope that you will exert your great influence in communicating this appeal to the professors and students of the establishment which you direct, and to any organisations which they have formed.

I shall be extremely happy to forward to the Secretary-General of the League of Nations any information which you may send me concerning the manner in which the eminent professors and the pupils of your establishment have received this appeal, for I am convinced that this information will be such as to render its publication desirable in the report which Sir Eric Drummond is to submit to the Sixth Assembly meeting at Geneva on September 7th.

(Signed) FELIX PACHECO,
Minister of Foreign Affairs.

Denmark. (August 6th, 1925.)

I am instructed by my Government to furnish you with the following information regarding the instruction of youth in Denmark on the League of Nations and the terms of the Covenant.

(1) *University Students.* The main aim of the Union of Danish Students for the League of Nations is to acquaint Danish students with the principles and work of the League. An "Office for Information regarding the League of Nations" has been established for this purpose by the Union, which has its headquarters in Copenhagen University itself. A library containing all publications concerning the League of Nations is in process of formation. The Union participates in the work of the "Federation for the League of Nations" and encourages Danish students to attend the courses given in Geneva by the "International University Federation for the League of Nations". After each Assembly of the League, the Union organises a lecture at the University on the work accomplished and the results obtained by the Assembly: all the Danish delegates to the League of Nations are invited to this lecture. In the course of the year, the Union also organises a series of lectures by foreign celebrities on the organisation at Geneva. During the last year the following lectures were delivered: Mr. MACDONALD (Foreign Policy Association, U.S.A.): "America and the League of Nations"; Mr. A. ZIMMERN (Honorary President of the International University Federation for the League of Nations): "The British Empire and the League of Nations" and "The Geneva Protocol and the Disarmament Problem". Dr. FRIDTJOF NANSEN: "The League of Nations and Peace". Mr. G. N. BARNES: "The League of Nations and the International Labour Office". In addition, the Union proposes to issue a publication on the League of Nations.

(2) *Young People of School Age.* The League of Nations is dealt with briefly in the history text-books used in the preparatory schools. In the lycées history instruction includes teaching concerning the ideals and work of the League.

(Signed) A. OLDENBURG,
Danish Minister at Berne.

(August 11th, 1925.)

I am instructed by the Danish Government to send you two copies of a circular sent by the Ministry of Education to the Directors of Danish Schools inviting them to explain to their pupils each year on the date of the meeting at Geneva of the Assembly of the League of Nations, the efforts which have been made to bring about world peace and which led, after the war, to the creation of the League of Nations.

The Ministry of Education has had a handbook on the League of Nations, its origin and aims prepared for the use of school teachers. A number of copies of this pamphlet (two copies being enclosed in this letter)¹ have been sent to all schools throughout the country.

(Signed) A. OLDENBURG,
Danish Minister at Berne.

Enclosure: Circular to all School Directors. July 31st, 1925.

The Ministry of Education has received from the League of Nations at Geneva an appeal to schools to make the youth of the country familiar with the League's existence and aims. Inspectors of higher schools have already been directed to have instruction on the League given to the pupils as part of the modern history syllabus.

¹ This document is retained in the archives of the Secretariat.

The Ministry of Education desires, however, to follow the example of certain other countries and increase the number of pupils receiving instruction on the existence and aims of the League; in addition to the teaching which forms part of the history syllabus, the Ministry would like a special day every year to be set aside both in the primary and higher schools for a talk on the League of Nations.

The Ministry therefore requests school directors and school boards to invite the teaching staffs of primary schools to arrange that every year, on the day that the delegates of all the members of the League meet at Geneva — the first Monday in September or, if this is impossible, the following day — the older children should be given a talk on the efforts made after the war to secure general peace, efforts which led to the founding of the League of Nations.

According to the Preamble of the Covenant, the objects of the League are to promote international co-operation and to achieve international peace and security, the acceptance by the States of obligations not to resort to war, the prescription of open, just and honourable relations between nations, the firm establishment of the understandings of international law as the actual rule of conduct among Governments, the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another.

The necessary number of copies (one for each school) of the present circular are enclosed herewith and a brief account of the League of Nations origin and aims will follow. School teachers are informed that the Ministry of Education has written to the State Library authorities asking them to provide literature on the League at public libraries.

(Signed) NINA BANG,
Ministry of Education.

Greece. (June 27th, 1925.)

The Higher Council of Public Instruction in Greece decided at its meeting of March 16th to introduce into the programme of the normal schools for teachers special instruction concerning the League of Nations, so many hours a week being assigned to this subject, instruction in which was made obligatory.

(Signed) A. DENDRAMIS,
Chargé d'Affaires.

India. (June 25th, 1925.)

From the Secretary to the Government of India to the Under-Secretary of State for India.

I am directed to forward, for the information of the Secretary of State for India, three copies of a pamphlet¹ containing an account of the organisation and activities of the League of Nations drawn up by Mr. A. H. Mackenzie, M.A., B.Sc., Director of Public Instruction, United Provinces.

2. I am to add that the pamphlet is being circulated to all English schools in the United Provinces and the headmasters are being asked to use the pamphlet as material for informal lessons on the League of Nations and its aims.

Norway. (August 29th, 1925.)

In a recent circular letter the Ministry of Education and Public Worship has drawn the attention of school authorities to the resolution of the Fourth Assembly requesting them, as far as possible, to acquaint their pupils with the existence and work of the League of Nations. In order to assist teachers in this respect, a small text-book has been published by M. Castberg, legal adviser to the Ministry of Foreign Affairs — a text-book which has been approved by the competent authorities.

(Signed) AUG. ESMARCH,
For the Minister.

South Africa. (July 24th, 1925.)

I have the honour to inform you that, although the four Provincial Administrations of the Union of South Africa under which primary and secondary education in the Union fall have not all taken a definite attitude in including the subject specially in the curricula of their schools, pupils are as a rule being made aware of the existence and aims of the League.

In some schools the subject is included in the history syllabus; in others it receives attention in that part of the general scheme of instruction which relates to civics and international relationships.

The attention of primary and secondary schools has also been drawn to the desirability of establishing Junior Branches of the League of Nations Union, the object of which is to educate the youth of the country in the ideals of the League and secure the enthusiastic support of all teachers and others interested. This movement, it is hoped, will greatly contribute towards impressing upon the minds of the rising generation of this country the ideals for which the League of Nations stands.

(Signed) B. M. HERTZOG,
Prime Minister

¹ This document is retained in the archives of the Secretariat.

PART II.

PROMOTION OF CONTACT: REPLIES OF GOVERNMENTS TO THE CIRCULAR LETTERS OF THE SECRETARIAT EMBODYING THE RESOLUTIONS OF THE FOURTH AND FIFTH ASSEMBLIES ON TRAVELLING FACILITIES AND EXCHANGE OF PROFESSORS AND STUDENTS¹.

Italy. (July 2nd, 1925).

In addition to the travelling facilities for professors, scientists and students mentioned in my previous note, the Steamship Company "Transatlantica Italiana" grants a reduction of 75 per cent (not including the cost of food) on the fare for professors and scientists travelling to Italy for the purpose of study. These facilities are granted to students from Peru or the neighbouring States going to Italy to reside in university establishments.

Further, the fares charged by State-aided lines are reduced by 75 per cent for an annual return journey from the colonies or from Italy for young Italians or foreigners residing abroad coming to Italy for the purpose of study at the universities or institutions of higher education or art.

I will inform you in due course of the result of the request made to the "Navigazione Generale Italiana" Company to grant similar facilities to students, professors and scientists.

(Signed) PAULUCCI DE' CALBOLI BARONE.

Sweden. (July 27th, 1925).

A proposal was made to the Riksdag at its last session to vote a credit for the publication of a book on the League of Nations for use in schools. The Riksdag, however, did not consider it necessary to proceed with this proposal as the history manuals used in Sweden in primary and secondary schools already contained fairly detailed information concerning the League of Nations and its aims.

As to the methods best calculated to encourage contact between the young people of different nations, I venture to draw your attention to the Year-book of the "Norden" Society for the years 1920-24 (copies enclosed)² containing an account of the steps taken by this Society to bring together young people of the Scandinavian countries.

I also think that, in this connection, mention should be made of the reports (also enclosed)² of the study courses for young Swedes at the Lycée of Grenoble organised by the "Amitié franco-suédoise" Association, which receive a State grant. In addition, I may direct your attention to the holiday courses for young Swedes which, for the last few years, have been organised by private initiative, in England and in France.

Finally, reference should be made to the numerous tours for school-children which have been organised between the various Northern countries, and in some cases extend to Germany.

(Signed) ERIK SJÖBORG,
For the Minister.

Extract from report of the Society "Norden" for 1923.

The exchange of secondary school pupils was continued during the year and took place between 16 South Swedish and Danish schools. Some pupils from a girls' school in Christiania visited a school in Gothenburg and five boys from a Copenhagen school were received in Christiania.

In 1923 there was only one exchange of teachers, which took place between a Swedish and a Danish school.

The Society has shown considerable activity in facilitating journeys of school-children to the other Northern countries. The projected School Journey Bureau at Copenhagen was established during the year with the object of assisting Norwegian and Swedish schools to arrange journeys to Denmark and to assist Danish schools to send their children to Norway and Sweden. During the year the Bureau was principally occupied in providing accommodation for the pupils of numerous South Swedish schools visiting Copenhagen. It established a home for the visitors, one of the Copenhagen schools being placed at its disposal for the purpose. In this way sleeping accommodation was provided for 80 pupils. It will be seen to what extent the home was appreciated by the fact that it was used by 800 children representing 40 schools. It is proposed to establish further homes of this kind in other parts of Denmark

¹ See document A. 10. 1925. XII, page 2.

² These documents are retained in the archives of the Secretariat.

and to bring them into contact with similar institutions which already exist in Sweden and Norway. In connection with this movement, efforts have been made to obtain reductions in fares on railways and steamers for the journeys of school-children between the three countries. Considerable success has been achieved in this respect in Denmark and Norway but in Sweden only occasional reductions have been made.

An outstanding event in 1923 was the great Northern School Conference which was held at Copenhagen from May 10th to 13th. Invitations were sent out to 200 Norwegian and 200 Swedish children attending elementary and intermediate schools. These were equally divided between boys and girls of from 14 to 16 years of age. The object of the Conference was to bring the children into close touch with Danish children of the same age, and for this reason it was considered advisable that the children should live in Danish homes during their visit. About 600 Danish homes, including all classes of society, expressed their willingness to receive Norwegian or Swedish children as guests. Numerous Danish institutions offered their assistance in entertaining the children and invitations were received from the Zoological Gardens, the Tivoli and the Royal Theatre. The town of Copenhagen placed the town hall at the disposal of the Society for an imposing festival. Other facilities were received from the museums, the State Railways and the tramways. The Conference closed with a performance at the Stadium at which 2,000 Danish boys took part.

During the year the lectures for school-children in Copenhagen were continued. Altogether 12 lectures were given which were attended by a total of 20,000 children.

Switzerland. (August 22nd, 1925.)

In Switzerland education questions are within the competence of the cantons. The Federal Department of the Interior has therefore directed the attention of the Conference of Cantonal Directors of Education to the resolutions of the Fourth and Fifth Assemblies. At a meeting held on October 20th last, this Conference appointed a Committee of Five to study the problems raised in these resolutions, it being understood that the Committee would submit a report to the 1925 Conference. The Conference will meet in October or November next and it has therefore not been able to receive the proposals of the Committee set up by it and has not yet reached any decision on this point. Certain higher schools have, however, already given attention to the question and taken steps to teach the aims and work of the League of Nations. In the Faculty of Law at Berne University, a course on the League of Nations was given during two terms. A course was given during one term in the Faculty of Law and Political Science at the University of Zurich. The Faculty of Law at Geneva has included as part of its syllabus on public international law the special courses on the law of the League of Nations and these courses are obligatory for students.

As regards the encouraging of relations between young people of different nationalities, the Federal Polytechnic School, thanks to an endowment, allocates to its students or former students of Swiss nationality, scholarships or grants to enable them to continue and complete their studies, carry on scientific research or travel for the purposes of studying abroad.

Another fund possessed by the school is used to provide travelling scholarships for former pupils of the department of architecture. Moreover, every two years the school allocates to a young architect holding the diploma of the Polytechnic School and of Swiss nationality a scholarship of 1,500 francs. The scholar is obliged to travel for purposes of study abroad. The University of Basle has scholarships for students who are natives of the Canton (and in exceptional cases of another canton) continuing their studies in another University. The University of Berne grants scholarships to natives of Berne or other Swiss nationals permanently residing in the Canton of Berne who wish to complete their studies in foreign institutions. The University of Geneva possesses a "subsidy fund" for the assistance of young persons who desire to study abroad. The University of Lausanne possesses scholarships. Its general regulations do not lay down that these scholarships are to be reserved exclusively for students in Switzerland. At the University of Zurich there are scholarships for students desiring to attend a higher school abroad or travel for the purposes of study.

There is no official exchange of professors between Swiss Universities and foreign higher schools. As far as we are aware, Basle is the only university which has in recent years conducted a semi-official exchange of professors with British universities.

As regards steps taken by the students themselves, the following information should be added.

It has now been a long-established custom for most Swiss students to pursue part of their studies in foreign universities. There are no special regulations governing these studies abroad but, although the matter is left to the initiative of each student, they are very frequent and have become an established custom. Most Swiss universities allow their students to spend a number of terms in foreign universities, that is to say, they count these terms as part of the period of study required to enable the student to sit for his examination.

The Swiss Federation of Students (Union nationale des Associations générales d'étudiants de Suisse) is affiliated to the International Federation of Students. It is helping to build a Swiss hostel in the Cité universitaire in Paris. It helps to organise lectures in Switzerland by foreigners. It possesses a "foreign bureau", which is in touch with the student federations

of other countries, and organises travel abroad for the purposes of study, exchanges of students and international correspondence between students. This bureau also provides information to Swiss students who wish to proceed to other countries. The Swiss Federation is helping to organise the international exchange of books, is assisting in the work of the International Office of Students' Publications, the organisation of international olympiads of science, art and sport, the organisation of temporary or permanent exhibitions of students' work, international holiday camps for students and the creation of an international university sanatorium.

It has proposed the foundation of an International Cinematograph Office for the use of higher schools with a view to producing and obtaining scientific films. This proposal has been accepted by the International Federation of Students and by the League of Nations Committee on Intellectual Co-operation. The European Student Relief Office which is attached to the Swiss Students Federation deals with cases of private relief and students obliged to earn their living, and keeps a watch on employment agencies for the latter.

(Signed) : G. MOTTA,
Federal Political Department.

PART III.

EXTRACTS FROM REPLIES FROM NON-OFFICIAL ORGANISATIONS.

American School Citizenship League.

(May 27th, 1925.)

The Committee of the National Education Association to Co-operate with the American School Citizenship League, whose report of last year I sent in the package of literature, has issued another very important report this year¹.

Undoubtedly you have read David Starr Jordan's "Plan of Education to Develop International Justice and Friendship," which won the \$25,000 prize¹. You will see, if you follow this plan in reading our report, that the report considers every important feature of the plan and shows how each activity has been carried on in the United States. Our report, as is stated therein, also considers two plans which are not included in Dr. Jordan's plan, namely, first, the observance of World Goodwill Day; and second, a course of study in good-will for the schools of every country. With regard to the first, the report refers to the 1924 Report of the Committee. With regard to the second, the Committee puts forward a Course in Citizenship arranged by the American School Citizenship League, used in thousands of schools of the United States, as an example of what might be arranged as a World Course in Citizenship. This is approved by the Chairman of the Committee on Peace of the International Council of Women and also by leading members of the International Council representing several countries.

The President of the World Federation of Education Associations has asked the American School Citizenship League to take a major part of the programme at the meeting of the World Federation in Edinburgh next July.

We think that the International Federation will probably endorse our plan for a World Course in Citizenship, especially after the World Federation of Education Associations endorses it. We think that the time then would be ripe to present the matter to the Committee on Intellectual Co-operation and finally to the Assembly of the League of Nations. This would logically follow after the resolution taken at the Fourth Assembly of the League. I should like very much to see established by the Committee on Intellectual Co-operation a *Department to be devoted to elementary and secondary school education*, and I believe that this World Course in Citizenship and the provision for World Goodwill Day would be a definite plan which the Committee would be willing to consider. I am particularly anxious, however, that the International Institute of Intellectual Co-operation will function for all grades of education, and I feel that the elementary and secondary are very important, for this leads to the masses of the people.

The Report of the International Bureau of the National Federations of Public Secondary Education Staffs, contains the following statement which is in my opinion especially pertinent: "The Warsaw Conference also expressed a fear lest the League of Nations might be too much taken up with the question of inter-university relations and neglect secondary school circles."

Nothing, it seems to me, would strengthen the League of Nations more than the adoption of a resolution similar to the following, which I proposed before the League of Nations Commission in Paris to be inserted in the Covenant as Article 21: "The High Contracting Parties will endeavour to make the aims and methods of their educational systems consistent with the general principles underlying the League of Nations; and to this end agree to establish as part of the organisations of the League a permanent Bureau of Education." Of course, in view of the International Institute for Intellectual Co-operation, the latter part of this resolution is not pertinent at the present time, but there could be an expression of willingness to co-operate with the International Institute of Intellectual Co-operation.

In view of the initiative which the United States took in instigating an International Conference on Education, which was called by the Netherlands Government for September 1914 and whose principal object was the organisation of an International Bureau of

¹ These documents are retained in the archives of the Secretariat.

Education, I believe the United States Government, if requested, would appoint either an official or unofficial observer to sit with the Committee on Intellectual Co-operation for the consideration of elementary and secondary school education as this concerns the teaching of principles and ideas underlying world co-operation.

(Signed) FANNIE FERN ANDREWS.

Boy Scouts International Bureau.

(July 1925.)

Relations between Scouts of Different races.

Boy Scouts of America.

The Scout movement is open to all boys conforming with the prescribed standard, age limits, etc., irrespective of race and creed. They must accept the scout oath and law as well as give a pledge of allegiance to the American flag.

In New York we had for a long time a very fine active Chinese group and in San Francisco there are several such troops; in the Hawaiian Islands, Japanese boys form a large proportion of the scout membership and they rank among our finest scouts. There are troops where as many as ten or fifteen nationalities are represented. A troop in Brooklyn, N.Y., contains boys of 13 different nationalities. As regards negro boys, we are happy to say that much progress is being made in extending the benefits of the scout programme to these boys. This development is taking place on lines which place responsibility for sponsoring such troops with our local Councils, especially in the South, where there is still a decided difference of opinion as to whether or not the scout movement should be made available to negro boys. In Louisville, Kentucky, we have some 24 negro troops under negro leadership, dealing with some 400 boys. A separate office under the supervision of the local Council is maintained for this branch of the scout movement with a white executive in charge. The experiment has proven most successful and other Councils in the South are looking to the Louisville experiment with the hope that it may help them in solving their local problems with respect to scouting for negro boys. In many cities of the North there is absolutely no problem.

Boy Scouts of Canada.

Ontario reports that they have a number of troops in which there are either negro boys or Chinese boys mixed in with the white boys, and that the feeling of Canadian boys to them is governed by considerations of the boys themselves rather than their colour.

Manitoba reports that they have in Winnipeg and in the provinces generally about 30 different nationalities represented in the scouts. Alberta reports that the relations among the boys mentioned are very good.

India.

The Bombay Municipal Corporation has approached the Governor, Sir Leslie Wilson, for assistance in raising troops of Boy Scouts in the Bombay Municipal Schools. There is probably no movement which is calculated to do more good for the future of India than this bringing together under healthy conditions of young Indians of every caste and creed and young Europeans or Anglo-Indians.

Visits.

The Japanese Federation of Boy Scouts, under Viscount Mishima, is to invite to Japan the boys of the Shanghai Scouts, in order to promote intimacy between the boys of the two countries. About 30 Chinese boys are expected to accept the invitation. To return the visit, about an equal number of Japanese boys are to visit Shanghai early in August.

Dr. Hermann, leader of the 18th Hungarian Troop at Budapest, is proposing to send about 40 Hungarian scouts to Japan in the summer of 1926, and Japanese Scouts will be sent to Budapest in return in the summer of 1927.

Extract from Jamboree, July 1925.

The Study of languages.

In the Jamboree, Mr. H. Bucknall, Headmaster of the Carlisle Preparatory School, makes a number of interesting suggestions concerning the teaching of foreign languages. In his own school he has noticed, as a result of a chance visit of a foreign boy, the very beneficial effects of personal contact in stimulating a desire to learn French. On the basis of his experience, he advocates the organisation of an exchange of pupils in preparatory and secondary schools, colleges and lycées in different countries for about two terms, including four weeks holiday. During this holiday it would be desirable to make arrangements for the pupils to enter families. He submits that this system would promote the study of modern languages and international friendship and hopes that some international body (he suggests the Boy Scouts International Bureau) should carefully study this suggestion and, if possible, put it into practice.

International Council of Women.

Reply to the Questions submitted by the League of Nations Secretariat with Regard to the Instruction given on the Existence and Aims of the League of Nations.

From its early days the International Council of Women has worked to create a spirit of confidence and sympathy between the children of the different countries by such measures as the remodelling of text-books, the annual celebration of a day of friendship, etc.

Following the same line of work, the International Council of Women is now doing all in its power to promote instruction on the existence and aims of the League of Nations. At the Council Meeting held in Washington in May 1925, it was resolved that the National Councils should as far as possible follow the plan of action adopted by the National Council of Women of France at the instigation of Madame Dreyfus-Barney and which had already shown excellent results in that country.

The plan consists in:

1. Distributing, with the approval of the Minister of Education, to the teachers and placing in the school libraries the pamphlets published by the Secretariat of the League of Nations at Geneva;
2. Approaching authors and editors of school books with the request that their works be brought up to date as regards the League of Nations and that the League of Nations be mentioned, where practicable, in recreational literature. Copies of the principal text-books in which the League of Nations is dealt with at any length to be sent to the Library of the Secretariat at Geneva.
3. Placing lantern slides suitable for illustrating lessons and lectures on the League of Nations at the disposal of schools and evening classes. The National Council of Women of France has found that these slides interested quite young children as well as the older pupils and their teachers.
4. Co-operating with other societies working for the same end either in the home or in the school.

It might perhaps be well to arrange a conference of International Societies interested in these questions so as to co-ordinate their efforts and possibly to have some centre at Geneva where the books, games, pictures, etc., used to spread these ideas could be collected and catalogued.

International Secretariat of Catholic Youth.

(July 25th, 1925.)

It would be highly desirable for the League of Nations to keep the great international youth organisations informed of its principles and the work it is carrying out, by means of periodical summaries which would enable these organisations to spread the idea of international co-operation as the normal method of conducting world affairs.

For the present, I think that this is the only practical proposal we can make. The League of Nations should, however, make sure that its work is meeting with the desired response and should enquire whether the international organisations are encountering any difficulty in spreading the information they receive, in order that methods may be considered for overcoming such difficulties.

(Signed) CONSTANTINO PARISI,
Secretary.

International Federation of League of Nations Societies.

(August 16th, 1925.)

The Annual Congress of the *International Federation of League of Nations Societies* has received detailed reports of the activities of several constituent societies, including those in Austria, Germany, Great Britain, the Sudan and the United States of America.

Austria.

The Austrian Association has communicated to the Secretariat of the International Federation two proposals for the Committee on Propaganda and Education. The first, by Dr. Herz, is an outline of teaching intended to develop humanitarian sentiments on a scientific basis; the other, from M. Münz, suggests the creation of a special department on education in the Secretariat of the League of Nations.

Dr. Herz calls his theory "The Science of Humanity". Teaching would include lectures and visits to museums, cinematograph representations, etc. He proposes a list of rules to be used in all schools in all countries. All Governments would be invited to incorporate these rules in their systems of education. The rules may be briefly summarised as follows:

1. Children should be brought up to regard all foreigners as friends and treat all men with courtesy.
2. They must not be allowed to develop an exaggerated idea of the moral, military or other superiority of their own country, and must be reminded that each nation has passed through a period of barbarism.
3. They must not be allowed to form hasty judgments of other nations, but must be encouraged to study the civilisation, arts and policy of other lands.
4. It should be explained to them that a whole people may not be made responsible for the acts of individuals, and they should apply this conception to past events.
5. They must not accept as gospel truth everything which the Press publishes concerning other nations. They must remember that they are not yet of an age to form competent opinions and when they travel abroad they must take particular care to respect the customs, habits and intellectual development of other peoples.
6. They must be encouraged in international athletic competitions to observe above all the rules of the game and remember that the honour of a nation does not depend on the physical force of certain individuals.
7. They must study the language, literature, arts and history of other nations as thoroughly as possible.

M. Münz advocates the creation of a special department for education in the Secretariat of the League of Nations. This department would consider means for counteracting the national prejudices in young people and developing a spirit of international co-operation. The recently formed Institute of Intellectual Co-operation does not alone entirely meet this need. The Institute deals almost exclusively with higher intellectual questions and its activities as regards practical education and the moral aspect of teaching is bound to be limited. A healthy emulation should be encouraged and children should be taught that adversaries are not necessarily enemies. A united effort should be made to counteract unhealthy ideas which seem to be spreading in many schools and which must lead to civil strife. Education on behalf of peace would be unilateral if it merely consisted of a negative attitude towards war. Finally, new and solid bases must be discovered on which a new system of education can be founded.

Germany.

The German Association has devoted considerable efforts to the education of young people in the ideals of peace. Its education section has considered the means by which young people can be familiarised with the principles of the League of Nations, but, naturally, political considerations have caused a certain amount of difficulty. The Association has prepared a series of lectures and instruction courses specially adapted for young people, and has collaborated with other organisations such as the Central Institute of Education in Berlin and the League for the Radical Reform of the School. The Association has paid particular attention to the text-books used in schools. Naturally these are not, at present, very satisfactory. The Association has helped other organisations such as the International League of Youth (German Branch), the Universal League of Youth, and the Freideutsch Order, to influence children who have left the primary and secondary school, and efforts are being made to attain University students through the Central Office for studies concerning the League of Nations, which has recently been constituted. At the suggestion of the German Association, the Berlin High School of Political Science has organised lectures on the League of Nations and international conciliation.

Great Britain.

The replies of the British Government of January 16th, 1925 and April 30th, 1925, both refer to the part which the League of Nations Union has played in this task. The League of Nations Union, during the past five years, has devoted considerable attention to the problem of instruction in the history and principles of the League of Nations in schools and colleges. It has been guided in this work by a Committee on which all the important educational organisations in Great Britain have representatives. It has worked in close co-operation with all the important teachers' organisations and these have pledged themselves to support the League of Nations and to further its work in every possible way. The Conference of Headmasters gave up a session of one of its annual gatherings to hear Viscount Cecil on the League of Nations. The Association of Headmasters gave Professor Gilbert Murray a similar opportunity; and followed up his speech by sending a letter, together with some literature and a membership form from the League of Nations Union, to every secondary school headmaster.

Similar steps have been taken by the Association of Headmistresses. Then again the Association of Assistant Masters in Secondary Schools has resolved:—

"That the League of Nations is of such great importance for the protection of peace and justice between nations that it deserves the whole-hearted support of the people of this country, and that, therefore, this Association pledges itself to support the League of Nations Union, and to further its work in every possible way."

The Association of Assistant Mistresses in Secondary Schools decided:

"That the League of Nations Union, in its work towards the establishment of peace and justice between the nations, has the whole-hearted support of the Association of Assistant Mistresses in Secondary Schools."

The National Union of Teachers devoted one whole session of its annual conference to a discussion on the subject of the League of Nations in its relation to school-teaching.

This co-operation with teachers' organisations is quoted because the League of Nations Union regards the task as one specially for the teachers. It does not desire to see League instruction introduced as a new subject in the curriculum nor even only as part of history and geography lessons, but that there should be a wider world outlook on all the studies and all the experience of every pupil. Every one of the ordinary school subjects has its world aspect. But a preliminary step in bringing this about in any school is to arrange for some recognised authority to lecture to the whole school or to the upper forms (such lectures have been delivered at Eton, Harrow, Rugby, St. Paul's, Wellington, Sherborne, Cheltenham, as well as at many other public schools and secondary schools, and at hundreds of elementary schools); by suggesting, and perhaps by helping to arrange, school debates on international affairs; by assisting in the organisation of a "Model Assembly" such as exists among the secondary schools of Liverpool and of Colchester and such as has proved so successful in Oxford, where each of some forty different countries is (unofficially!) represented by undergraduates in an Assembly meeting two or three times a term for the discussion of world problems; or perhaps (particularly in the case of schools most of whose pupils leave at the age of sixteen) by forming Junior Branches of the League of Nations Union, the number of which now exceeds 250.

The League of Nations Union has also co-operated with the local educational authorities in Great Britain in providing facilities for teachers to acquaint themselves with the essential facts about the League and to the need for modification of school teaching in the light of recent world history. Local education authorities have followed the lead given by the teachers' associations and some two-thirds of them are now helping their teachers and students to acquaint themselves with facts about the League. Most of them have issued special circulars on the subject of League instruction to the teachers in their schools. Some have arranged for special meetings for teachers; some have placed the Union's literature on school requisition lists so that teachers can obtain these publications without loss to themselves, and some have arranged for addresses to be given in the schools. For example, the Worcestershire Education Committee and an Urban Authority in Yorkshire gave half-holidays to all its schools in order that the teachers might attend afternoon meetings presided over by the Chairman of the Education Committee and addressed by a speaker from the League of Nations Union. The League of Nations Union has prepared special material both for teachers and children. These publications have been widely distributed in the schools of Great Britain with the help of the educational authorities and teachers' organisations.

The League of Nations Union provides every year a Summer School at Oxford or Cambridge. Moreover, early in August of each year, the Union takes out a party of from 50 to 100 persons, many of them teachers, for an intensive study of the League's machinery and activities under the direction of leading members of the Secretariat and other authorities.

Particular attention has been given by the Union to the teaching of history in the schools and colleges. It has organised several teachers conferences on this subject and these conferences, in addition to arousing the interest of teachers, have resulted in the attention of publishers being drawn to the need for school histories with a wider international outlook.

Finally, the Union, with the aid of the Chairman of the Film Committee of the Historical Association, has produced an historical film for use in schools as well as elsewhere. This film will help to give effect to the Resolution of the Fifth Assembly, September 1924, concerning the fundamental importance of familiarising the young people throughout the world with the principles and work of the League of Nations.

Sudan.

Various lectures with lantern slides have been given to school-children and teachers. The lectures were delivered in English and Arabic to a mixed audience of boys and girls of Sudanese, Egyptian, Greek, Italian, Armenian and other nationalities.

United States.

The League of Nations Non-Partisan Association has undertaken active propaganda concerning instruction of children in primary and secondary schools, and a special commission has been formed to study the subject.

During the year most higher schools in the country have discussed questions connected with the League of Nations, and in many States the State Board of Education has a special section for these discussions. The Non-Partisan Association provides suitable data.

The *Japanese* and *Belgian* reports were also submitted to the Congress. These have already been published in A. 10, 1925. The Belgian report did not receive the full approbation of the Congress, as it makes its plan of education of youth depend on a system of prizes and rewards.

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The following are the resolutions on education adopted by the Warsaw Congress:

I. Education in Schools and Colleges.

1. That the National Societies be asked to furnish reports as to the steps taken by them to give effect to the resolutions on school text-books and instruction adopted by the VIIIth Congress.
2. That the National Societies continue to work on the lines suggested in these resolutions:
 - (i) To improve the relations of organised peoples to one another.
 - (ii) To increase the sense of interdependence of nations.
 - (iii) To develop the conviction that it is a crime to resort to war instead of submitting a dispute to peaceful processes of settlement.
 - (iv) To make known the existence, aims and achievements of the League of Nations and the terms of its Covenant.
3. That, to this end each Society consider the possibility of preparing and arranging for the distribution of suitable books and pamphlets. The special attention of the National Societies is directed to the following examples of what is needed.
 - (a) A leaflet containing suggestions for the consideration of teachers in framing schemes of lessons on the League of Nations.
 - (b) A pamphlet such as "Teachers and World Peace".
 - (c) An international appeal such as has been prepared by the Countess van Heerdt for countries that have not yet got such instruction.
 - (d) A paper for Boys and Girls on the lines of "League News".
 - (e) A lantern lecture for schools.
 - (f) A film for schools.
 - (g) A Bibliography of suitable books for children and young people on the League of Nations.
4. That the National Societies be recommended to organise Summer Schools on the League in their own countries and to co-operate with the Federation in organising at Geneva an International Summer School supplementary to that organised by the Geneva Institute of International Relations for English-speaking Peoples.
5. The Plenary Congress respectfully requests the League of Nations to form an Advisory Committee on Education together with a special Education Section of the Secretariat to encourage the development of the spirit of international co-operation and the sentiment of international reconciliation and friendliness in the schools of all States Members of the League.
6. That the National Societies use their influence to encourage the international exchange of students and the organisation of international travel for study purposes, and expresses its sympathy with the work that is being carried out in University circles in favour of the League of Nations.

II. Educationists should be included in each Delegation to Plenary Congress.

The Plenary Congress recommends the constituent Societies to include amongst personnel of their respective delegations to future Plenary Congresses persons interested in the education and instruction of youth.

III. Boy Scouts and Girl Guides.

The Plenary Congress welcomes the initiative of the Greek Society in drawing attention to Boy Scouts' International Camps.

Notes with pleasure that international camps for Boy Scouts and Girl Guides are already organised under international auspices, and asks the Secretariat of the Federation and the Information Section of the League to urge upon the organisers of these camps to seize the opportunity which the camps afford, of making known the existence, aims and achievements of the League of Nations and the terms of its Covenant.

IV. International University Studies.

Having taken sympathetic note of the guiding principles in the memorandum of the Swedish Society relative to the creation of an international University for the purpose of training Statesmen, diplomats, politicians, teachers of political science in the high schools and editors of political journals.

In view of the fact that there already exist important organisations aiming at realising that object such as the Paris Institute for the Study of International Affairs (terms of eight months for two years), the Academy of International Law at the Hague (two months in the summer), etc.; that in addition special courses are organised every year at Geneva by the International University Federation for the League of Nations, etc.

Invites the members of the Federation to make those and other similar Institutions known and to give them their support.

And finally to second the efforts at co-ordination of the Committee on Intellectual Co-operation.

V. Intellectual Co-operation.

The Plenary Congress notes with pleasure the announcement made by the President of the special Committee on Education that there has been established in Hungary at the instance of the Committee on Intellectual Co-operation a "Bureau des renseignements universitaires" and decides that, for the future, questions concerning the relationship of universities in different countries shall be among the chief concerns both of the Permanent and the Special Committees on Education.

VI. Auxiliary International Language.

The Plenary Congress recognising the importance, in the interests of international friendship and co-operation, of better means of communication between the peoples of different countries, requests the national Societies to study and be prepared at the next Plenary Congress to decide upon the desirability of teaching an auxiliary international language, natural or artificial, in all schools of the world.

VII. Touring and hospitality.

Considering that the development of friendly relations between individuals, students, federations and other groups in the several countries is of the greatest importance for peaceful world co-operation,

The Congress recommends constituent members of the Union to make known their willingness to co-operate in facilitating study and tours for that purpose in their respective countries.

The Secretaries of Societies are requested to communicate to Secretaries in another country the names of any of their members travelling in that country, as also the object of their visit, so that they may be suitably received and that their travelling and their sojourn may be alike pleasant and profitable.

World Federation of Education Associations.

Extract from resolutions adopted at the Plenary Session held at Edinburgh on July 25th, 1925.

B. Elementary education.

5. That the World Federation of Education Associations (W.F.E.A.) affirms its belief in the potency of Goodwill Day as a factor in creating and fostering an international understanding among the children of the world, and that it recommends that affiliated associations secure where necessary or desirable national or official sanction for the observance of such a day from their Government and education authorities; and, further, that steps be taken in each country to prepare for the teachers an outlined program as a suggestive guide.

6. That the W.F.E.A. affirms its belief that geography, history and training in citizenship should be taught not only from a national point of view but also from a modern sociological and international point of view.

7. That the W.F.E.A. endorses movements and committees which establish international contacts among school-children through correspondence, exchange of school work and interchange of pupils of suitable age between countries. To promote the more economical exchange of materials, the W.F.E.A. shall use its best efforts to secure accommodation in the postal rates.

8. That text-books for the elementary schools of the world be prepared descriptive of child life in all lands and setting forth in brief and simple form the best that each nation has achieved.

9. That in view of the fact that it is of the utmost importance that teachers of all nations should themselves possess the international outlook, the World Federation recommends the encouragement of special courses in teacher-training institutions and in universities and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.

C. Secondary education.

10. That the W.F.E.A. encourage co-operation with affiliated associations in the promotion of such aids to education as universal biography, visual instruction and the use of the motion film particularly when of educational and scientific nature, literature and language study particularly in the modern field, aesthetics, and training for citizenship as possessing great potentialities for the development of an international outlook.

11. That the W.F.E.A. prepare a statement of the ideals which should obtain in history and history teaching. Such statement should emphasise the necessity for an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country. In proceeding from national to world history emphasis should be laid upon the progress from conflict to conciliation.

E. International relations.

16. This Conference of the W.F.E.A. is of opinion that it is the function of teachers to help their pupils to realise that the world is a unity, that nations and peoples are interdependent, economically and otherwise, and that true nationalism is not inconsistent with true internationalism.

17. That the W.F.E.A. co-operate wherever possible with international organisations and other organisations pursuing similar aims.

World's Young Women's Christian Association.

In a resolution adopted in May 1924, the World's Association pledged itself:

"To work steadily for the removal of barriers between nations, races and creeds by studying carefully on the ground of reliable information only, the conditions of social, economic, racial and national life.

"To use all the resources we have, alike as citizens and as members of the Association, for influencing public opinion. To promote these endeavours among the members of our national associations."

Migration Service. The national affiliated associations of the World's Y.W.C.A. are urged to organise work for girls of other nationalities coming either temporarily or as permanent residents to their respective countries, and this is done, not only to encourage the sense of hospitality among the membership of the Y.W.C.A., but in order that, by contact with people of other nations and races, a spirit of mutual interpretation and understanding may be developed.

Work with Foreign-Born Women. As to the actual methods employed for carrying this out, mention may be made of the work now developing in many countries of organising definite forms of hospitality for foreign-born girls and women through hostels, clubs, employment, or language study.

Visits. Conferences are held for members from groups of neighbouring countries, or for the discussion of special subjects, as for example, that called in Austria in 1923 for those especially interested in work with younger girls. Young representatives of 23 countries came. Stress was laid on education in international fellowship as one of the chief points of any programme for work with younger girls.

Correspondance. There is a constant stream of correspondence from individual girls and groups of girls to similar groups in other countries. There is no doubt that it stimulates very much the interest in and sympathy with the girls of other nations and races. From time to time it raises, however, certain problems which perhaps make it more difficult for the World's Y.W.C.A. than for the Y.M.C.A. to encourage it as a definite part of its policy throughout the world. One of these is the difference in point of view as to the amount of freedom which should be allowed to girls.

A successful experiment is being carried out in the United States of America of substituting Kodak letters for written letters. These letters consist of series of photographs with short descriptive titles, illustrating club groups and activities, and are found to be a sounder interpretation of the spirit of the country than the often ill-formed and badly expressed letters of adolescents.

Literature. The Publications Committee of the World's Executive Committee supplies to the national Y.W.C.A. magazines of every country, a constant stream of news items, short articles, and pictures explaining the work in other countries, and illustrating principles of international co-operation.

General Methods of Education. In many countries, especially among the adolescent members, a continual process of education on world fellowship is carried out by such means as plays and pageants and all kinds of dramatic representation; by the use of folk-songs of other nations; and by discussion groups following on talks or the reading of books concerning the life of girls in other countries.

