IT is in the nature of things that children can never win a war—and it is in the nature of things that all wars are waged against children. Some weapons are aimed at them directly—and children lose their lives, their eyesight, their arms and legs and mental faculties, just as if they were soldiers. These are only some of the victims, for, finally, every weapon has the same target. The mere existence of a tank or a gun means there are fewer hoes and scythes and tractors—less food for the children. Even before the guns start firing, the arithmetic of war deprives the children of their natural providers, the fathers who till the fields, build the homes and get the fuel to keep them warm. When the shooting is over, it is not the dead who count their dead, for it is the children who reckon their losses, and finally pay the tragic reckoning for all the wars.

While all of decent mankind is revolted by war, the road to peace is not yet clearly marked. For stories of some of the means whereby men and women of good will are seeking to chart that road, and a description of some of the obstacles they must overcome, see Pages 5, 6 and 7.
A Hundred Groups with a Common Aim

A new feature of UNESCO's General Conference in Florence this month will be a presentation of reports by 100 international non-governmental organizations whose co-operation with UNESCO helps the accomplishment of major UNESCO projects.

How these organizations find in UNESCO's aim a common field for their individual resources and knowledge. UNESCO will describe in a series of special articles, the first of which is published below.

Women's Access To Education

FOH instance, a number of international women's organizations submitted special reports to a UNESCO conference analyzing the problems of equal educational opportunities for women. Some of these groups providing statistics, such as that made by the International Federation of University Women, and the Open Door International, that UNESCO encourages governments to work on the accomplishment of this goal for all, without prejudice to women.

The UNESCO Courier is an international periodical devoted to the work of UNESCO, its activities, and the progress of world education, science and culture. In order to permit us to supply the many thousands of new readers in almost every country in the world we are undertaking a special drive for subscriptions. For 2 full years' subscription (£12 issue) costs only $1.00 US. in the UK or 5/- or 390 French francs. If you or your friends have not yet taken out their subscription to the UNESCO Courier, get them to subscribe too.

A Living, Working Peace

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AN INTERNATIONAL TRIBUTE TO LOUIS BRAILLE

At the close of the International Braille Conference in Paris, on March 29th, delegates visited the little town of Coupvray, where Louis Braille was born and where he is buried. Standing before his grave, they recited the benediction of the blind, expressed by their leader, the deaf-dumb in Louis Braille and those who adapted his system to the world's languages by countless sleepless persons who as a result have been able to live fuller and more useful lives.

ANNUAL TRIBUTE TO LOUIS BRAILLE

As tribute to Louis Braille, the Conference attended by delegates representing most of the world's principal languages, the holding of regional conferences for areas using the Arabic script, for areas using the Arabic script, and for the languages of eastern Asia.

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Opening a closed book of highly original art, a Paris exhibition presents...

ART TREASURE OF MEDIAEVAL YUGOSLAVIA

BY WILLIAM GADDIS

In this art the decorative themes in particular seem to be entirely original. If the southern Slavs had found the form of expression in the carving of doorways, and the use of natural and humanized objects, the art of their 'cave-work' of friezes and types.

When they adopted Christianty they kept their own languages, songs and customs, and this has preserved perhaps from more primitive work to which the styles of their buildings are so pro-fusely carved-transposed themes in particular seem to be entirely original. If the southern Slavs had found the form of expression in the carving of doorways, and the use of natural and humanized objects, the art of their 'cave-work' of friezes and types.

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UNESCO'S CONTRIBUTION TO UNITED NATIONS PEACE MISSION

I. Jaimes Torres Bodet, Unesco's Director-General. "There are in those individuals," he said, "that the next session of the General Conference will represent such a turning point in Unesco's history, once those missions are connected with the international structure of the Organization and for reasons external to it.

Peace Today Or A Future Peace?
(These difficulties and the dangers that are threatening the world have become so pressing, M. Torres Bodet directed. "This is now the most auspicious moment to make available to the United Nations Conference, the Florence Conference, delegates will participate in the 15th century Pitti Palace, committee gatherings in the impressive setting of the Palazzo Vecchio and at the external peace, in the impressive setting of the Palazzo de Venezia, M. Torres Bodet pointed out. "The meeting is that Unesco cannot undertake immediately because of lack of funds, but which it cannot renounce, a Basic Programme, covering a number of years, has been prepared and this, together with a detailed annual programme outlining the peace, will be presented to the UN General Conference.

Programme activities proposed for 1953 require a budget of $8,150,000—an increase of $130,000 over the 1952 budget.

How close a co-operation between Unesco's Member States and the Secretariat is required to carry out such a programme, was recently emphasized by M. Torres Bodet. "Only through full and active participation of these States can Unesco fufil its true purpose — as a network of mutual services, the value of which is self-evident, as a powerful force, by the transformati"
LEADERS OF WORLD ORGANIZATIONS MUST OVERTAKE INVISIBLE OBSTACLES IN THEIR WORK FOR PEACE

HOW can it possibly be that there is talk of war and the threat of war, when all the peoples of the world want peace? Never before has the primordial hope for world peace appeared before the world stage. Yet—never before has man had, within the reach of his arm, greater power for the achievement of a better, happier and nobler life. Why, then, is there need to "work" for peace—to "fight" for peace?

This paradox is not simple to resolve. To "save succeeding generations from the scourge of war", the peoples of the earth enshrined their dream of peace to the United Nations and its related agencies. These agencies, by practical daily work, are striving to build a more secure world. One of the tasks is to solve the present-day American attempt to find common ground by means of a joke thus increased, rather than decreased, the psychological distance between the two delegations.

The foregoing instance of a difference in the sense of humour illustrates one of the aspects involved in the problem of conflict, which is today preoccupying social scientists and which may well affect every individual's day-by-day life. What the social scientists mean by culture is not the art of a nation, in the sense of painting, sculpture, or poetry, but the totality of the patterns of thinking and acting transmitted through generations from father to son, and absorbed, with decreasing intensity, in varying degrees, by all participants in the life of the nation.

So deeply rooted is our cultural heritage that we are rarely conscious of it. To us, it is the "human" way of behaving, the "natural", the proper and the expected. Any other behaviour we are apt to consider "difficult", "perplexing", "unsuitable", or "unspeakable". To social anthropologists, however, each culture has its own inner consistency, its own inherent order, which makes it, in a lesser or greater measure, comprehensible, predictable, and comprehensible.

One Man's Meal...

Of the most deeply rooted, and largely unconscious, features of any culture is what the psychologists call the time perspective. Within the United Nations, at least three different time perspectives operate.

"Gestern, er is true for lunch, we must adjourn", announces the Anglo-Saxon chairman, in the unshakable belief that having three meals a day at regular hours is the proper way for mankind to exist.

"But what? We haven't finished what we were doing already?—in a puzzled manner that grows rapidly more impatient—throwing the words out of his mouth.

But why? We haven't finished what we were doing already?—in a puzzled manner that grows rapidly more impatient..."
English-language speech, conversely, fell flat on both the Slav and the Latin ear. English understandings — and almost all English-language speech is understandings from the Slav and the Latin speaker's points of view — need to be interpreted with particular skill into Spanish and Russian, if they are to be understood by the other speakers, particularly lack emphasis, even though there are some notable exceptions.

It is, for instance, impossible for any of our Carol Beemond's remarks to lack emphasis. It is equally impossible for Mrs. Vijaya Lakshmi Pandit of India to be either misunderstood or unappreciated when she speaks in English and is simultaneously interpreted into Spanish, French, Russian, and Chinese. These rare combinations, the same speaker, however, of Latin first, Russian irony, and Anglo-Saxon precision are exceptions to the rule.

**Hospitality May Cause Hostility**

Still another aspect of the problem of the cross-cultural which looms large on the international scene lies in the differing concepts of hospitality. When a social anthropologist enters a new area his first project usually consists in familiarizing himself with the hospitality concepts prevailing within the group he has come to study. The understanding of such patterns provides him with a key to social intercourse. In the United Nations differing concepts of hospitality as between the East and the West have been noted by this observer as contributing to increasing coolness between Delegations, and even as being subject to sinister interpretations.

I remember the party at which this was first brought home to me. It was an afternoon when the American Delegation was host to other Delegations, and the cocktail lounge was filling rapidly as meeting after meeting was following proceedings, he promptly raised his hand.

"Mr. Chairman, I should like the Soviet Delegate to explain just what China has to do with his objections."

"Mr. Chairman, I said nothing whatever about China. The Chinese Delegate must have misunderstood."

"Mr. Chairman, I distinctly heard your country mentioned. I request an explanation."

To the social scientist, misunderstandings such as these are not less humorous ones than they are tragic and deplorable. In a world already strained with conflicting economic interests and political ambitions, misunderstandings based on cross-cultural ignorance can scarcely be excused. The social sciences of today — social psychology, cultural anthropology, sociology — provide tools for interpreting and gauging human behavior, regardless of how alien a culture may be. During the war, these tools were used, many with quite startling success, in psychological warfare. They can be used for peace as well.

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**Confusion Over China**

H ussian relief is not infrequently provided by the very cultural differences that are usually so productive of misunderstandings. On one occasion, a misunderstanding was particularly startling:

"Gentlemen, gentlemen, let us not act in this matter like an elephant in a china shop!"

As this remark was being rendered from the Russian into English, a language in which the Chinese Delegate was following proceedings, he promptly raised his hand.

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They not only believe, but are doing, acting not only in faith and knowledge, but from results.

From here in a forest look-out post, pinnacled 2,000 ft., I see below my "sandtable". Cyprus is not sand but the wet season 8 rains are a curse as well as a blessing. The uncheck run-off scour the mountains leaving naked rock, rips great gullies in her fertile soil and flushes silts into the Mediterranean.

A grilling summer scorches the island and burns the sand to dust. Man's wantonness through the centuries has added the debris this rich island to desert.

But the last two weeks has begun to make amends. Forest experts, soil conservators, water engineers and the British administration are carrying out in concentrated form measures I have seen put into action at various points throughout the journey.

From the pinnacle I see grim reminders: Bold mountains, deep scours, fully eroded. But I see also green hope—cropped plains softened by the harnessed wadhis, groves of olives, coriander and vines. The panorama is of fields contour-ploughed on the slopes to check soil erosion, terraces like great golden eyes on the steeper hillsides.

The shifting dunes are now manacled by binding vegetation. But most significant are the infant forests on the ranges below me. Bare five years ago, ravaged by fuel-gatherers and goats.

Wood is the only fuel for the islanders. Limekilns, looking from the pinnacle like young volcanoes, were stoked with trees until the law made killing compulsory.

Nature Reasserts Herself

UNPLANTED, self-generating—nature is reasserting herself. The deserts of Cyprus are being reborn. The deserts are blossoming here because Cyprus has checked wandering goats, wandering sand and wandering winds.

All through the deserts of North Africa and the Middle East I have seen men triumphing against the desert. I have learned countless lessons and found abundant hope.

Eagerly, scientists are grappling with the desert. They have welcomed Unesco's proposed international co-operation and exchange and Unesco's campaign to remind the world of the forgotten Men against the Desert.

A JOURNEY ENDS—ITS LESSONS CONTINUE

There was a crowd of school boys waiting to welcome Ritchie Calder "at Cyprus Airport, London, when he landed there on the 30th March after his 2 months long desert journey. Pupils of 18000 English schools and millions of readers in 26 countries have followed his 13,000 mile trek from Sfax Algeria, along the North African coastline to Egypt,旗下 and Lebanon, to the new State and finally to Cyprus.

Man's fight against the desert in the vast water-starved areas of North Africa and the Middle East was the theme of his message. His running commentary from science outposts and field-stations captured the imagination of 13 readers of some 46 publications in many countries which published the Calder desert story. Sixteen thousand letters, mainly from school boys, testify to the interest this project has already aroused.

The "Men Against the Desert" project was something more than an journalistic reportage. It also introduced a new facet of modern journalism—its direct utilisation in schools and adult education classes.

The "Men Against the Desert" articles are testimony of the everyday drama and heroic efforts which accompany man's progress—often slow and painful—through education science and culture.

Ten Men Who Believe

But the immediate challenge is that of the man-made desert. What man has done man can by brains and sweat undo. On my journey I have seen two categories of desert—climatic and man-made. The climatic desert is found centuries ago in barren sun-scorched land, the man-made desert is not hopeless when you remember Saharan scientists saying "We are walking on water."

Underground lakes and underground rivers are awaiting tapping. "Microclimate"—sow precipitation—is not properly understood and not exploited. Remember the sandmounds, heaps of pebbles which sustained civilisation centuries ago in barren sun-scorched Negev, where there is less than four inches of annual rain. And no, climatic deserts are not hopeless.

One night alone on a desert plateau above the Kasserine Gap, Charles Haussmann, Tunisian Inspector-General, a veteran Man Against the Desert, said to me:

"Tell me that there are ten men in the world who believe the desert can be made to bear fruit and will redeem the stupidities of mankind, and I will die happy."

Now I can give him not ten but hundreds—men and women whom I know by name slaving sacrificially in the desert.
Montevideo, capital city of Uruguay, already noted for its great modern hospital and its schools of engineering and architecture, is soon to have one of the most modern museums in Latin America. With the general theme of "Science and Modern Man", this new museum, to be housed in the magnificent Palacio Municipal, will be the country's centre for the popularization of science.

The idea for this modern museum of science was conceived in talks between members of Montevideo Municipal Commission of Culture, Dr. A. Estabiller, Head of Unesco's Field Science Office for Latin America, through Unesco's Division for the Popularization of Science, technical assistance was given on all aspects of planning, Mr. W. Stephen Thomas, Director of the Rochester Museum of Natural History, at the request of Unesco, acted as consultant.

**THE LESSON BECAME A CRUSADE**

In a certain United States city hygienic conditions in a number of public eating places were unsatisfactory. Each day newspapers published articles and letters on the need for a "clean-up". Finally, however, it was the students of a class in 9th year Health Biology who went into action and brought about a great improvement in the standard of sanitation.

How these students did it as a regular part of their school activity is told in a report, specially written for Unesco's Division for the Dissemination of Science, "Introducing Science in Elementary and Secondary Schools of the United States. UNESCO/NS PSI/9/1.

"The newspaper accounts", wrote Mr. Richardson, "were brought to class each day and analyzed for facts and assumptions. Finally the class accepted and defined three of the most significant problems. These dealt with the cleanliness of hands, the handling of soda fountain and the like. After discussion, the students had to arrive at definitions as to what constitutes cleanliness. They decided that the one way to get information was by observation and experiment. Cleaning culture plates was made and the students set out to dispose of dirt in the vicinity of the eating places."

**EVIDENCE BY FLASHLIGHT**

Permission was obtained from attendants to examine the dishes with which they wiped the counters. The examination of the attendants' clothing as well as their hands and tableware was conducted.

The students checked the state of foods, and took cultures of dishes that had been washed. Two boys even went into a popular hamburger shop after closing hours and obtained a flashlight picture through the window of food on the counter that was being cleaned up.

**CLEAN UP OR CLOSE UP**

Perhaps the most interesting and significant outcome occurred when the students were given some general knowledge of the teacher to take some action. This action took the form of letters written to local paper, all of which were published, and others were written in places that had been found to be unsanitary, thereby bringing the attendants up to the standard of good practices. The result was that the letter, were instituted.

"The result was a very sharp observation, cleaning up almost all of the local ham- burgers and soda places which were frequented by the students."

This report is the first in a series intended to stimulate discussion on the responsible and difficult task of "teaching for thinking". One of the best ways of doing this seems to be to make the pupils actively acquainted with the scientific approach to things.

A second report, "The Teaching of Science, in Elementary and Secondary Schools in Switzerland" (UNESCO/NS PSI/9/1) is also available on request to Unesco.

Montevideo's "Science and Modern Man" Museum is to be installed in the city's magnificent Palacio Municipal (City Hall). In the picture, the proposed museum is housed in the wing shown in the right of the architect's drawing. (Above)

**URUGUAY IS BUILDING NEWEST LATIN AMERICAN SCIENCE MUSEUM**

One important reason for spreading the scientific way of thinking in the modern world is to ensure a rational approach to social problems. A science museum is an instrument whereby this kind of general knowledge about science can be diffused.

See and Understand

Mr. Stephen Thomas, writing about the importance of such institutions, said, "Museums are not merely places for preservation of specimens, and thus static and inert, they are active and alive. They exhibit material in an attracive and lively manner, and at the same time convey on educational programs.

One section with the theme "Man Controls His Environment" will reveal the changes man has made in nature through such applied sciences as electricity, optics, photography and atomic energy. Modern industry in Uruguay will be represented by scale models of national refrigerator plants, oil refineries and hydroelectric power systems.

**THE CAUSE OF FOOT AND MOUTH DISEASE**

The photo, exclusive to Unesco and supplied by the University of Lyons, France, is dramatic proof of what modern science can do. "Man observes and studies, man controls and teaches his environment!" These leaflets are world-famous for the more than 100 million copies sold. Their point: tuberculosis among cattle, an old and persistent problem, is on the alert because a vaccine is available. The vaccinators now have a love of it, dealing with it, a vaccine that is effective with it, the viruses of influenza and foot and mouth are about ten times bigger. To discover if the French scientists used the electron-microscope, and if the whole photograph is about 68,000 times, in the circles appear at least ten of the virus of Foot and Mouth Disease.

**TWO NEW UNESCO SCIENCE SERVICES**

UNESCO's Division for the Popularization of Science (Natural Sciences Department) has obtained the right to make the distribution of articles appearing in the British science journal "DISCOVERY".

These are to be distributed on an exclusive basis, for a preliminary test period, to science magazines in other parts of the world. Science journals interested in this service are requested to write for information to UNESCO.

An arrangement has also been made with Cornell University, waiving fees on the Cornell Rural School Leaflet which, through UNESCO, can be made available in any country. These leaflets are world-famous for the simple and intimate manner in which they enable science to be taught, often with the sole use of everyday objects.
UNESCO produced in 15 countries since 1948, succession of photographs of paintings, statues and monuments. Having an aesthetic appeal of their own, in addition to presenting a success to being artistic productions.

Last February, for example, at the Second International Congress of Art Films in Brussels. Delegates were able to see and judge over 40 films produced in 15 countries since 1948.

Although the production of art films in many of these countries is comparatively new development, it dates back in Italy to the 1920's when the producer Bragaglia made a documentary on the Etruscan art. The producer Bragaglia made a documentary on the Etruscan art. The works of such celebrated Italian masters as Titian, Tintoretto and Paolo Uccello are thus more faithfully observed than in the case of mere inset photographs.

In 1940, however, two young producers, Emmer and Gras, struck out along completely new lines by treating the picture not as an indivisible whole, but as an object whose qualities could be conveyed individually by the film through skilful cutting. In earlier types of documentary art film, the commentary was of too artistic value, while the scoring, music and other elements were entirely without any aesthetic relationship to the subject treated.

Thus, in a second type of documentary, works of art were compared with the same landscapes that inspired them. A typical film of this kind was the film documentary on the work of the 18th Century Italian engraver Piranesi, produced over 15 years ago.

An Interpretative School

The second technique is obviously a marked improvement on the first, which was suggested by this alternation between the work of art and the source of its inspiration. Some idea of movement, though of the simplest kind, that is to be introduced, and the canvas of cinema art is thus more faithfully observed than in the case of mere inset photographs.

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N the little town of Adilabad in rural India, a teacher, aided by Unesco, is guiding both a seven-year-old boy and his 53-year-old father along the road of reading and writing which leads to more creative and happier lives.

Little Ram Chandra was eager from the very beginning, but his father had been apathetic. "Why?" he asked. "Should a grown-up and igno-

rant man learn to read about the great world outside this valley? Why should he pluck his three years of poetry from the pages of a man named Tagore?"

"What in the world do you mean to tell me — and what good will it be to my son?"

But the teacher persuaded the father that there are good reasons for both of them to learn to read and write. Soon, father and son will learn from books the cause of the strange ills which frequently hit their family. They will know that dengue is caused by polluted water from the old well on the North Road, or carried by swarms of flies in their house. And they will learn that it may be checked, even in Aridabad.

Ram and his father are being taught to read and write so that they may improve their lives with such facts, and others — how to build a chimney and fireplace and make their yard a bit pleasant. They will then be able to understand the village health officer's warnings about dengue, and the government's plans to plant trees in their yard. So it begins with learning to read and write.

Simultaneous objectives are before teachers in Southern India, in Indonesia, Tunisia, Chile and among Lakhin in Green-

land — wherever there is a person who needs another one who can comprehend the "bugs on paper." These "ways" of transmission are subject to the "how" it may be accomplished. They must be tailored to the student's and human beings. The published "tools" of the teachers and students are varied and they issue forth in a flood of matter in many languages.

The Secretariat of Public Education in Mexico City issues a book of 112 pages which is a "primer" for literacy. It is a "How to...

read and write. And it goes on for hundreds of pages, the roster of the materials which can be obtained by teachers.

Briefing By Unesco

B UT where is this list, and how does one come by it? If one is a teacher in Adilabad or the mountains of China, the teacher of Ram Chandra provides the answer. He studies each week the "Bulletin" of a 12-page or more publication which is published by Unesco, at Unesco House, in Paris, under the title, "Fundamental Education Abstracts."

He is in touch with this list of late and publishing and film-making de-
velopments in the field of fundamental education, just as doctors are kept informed of scientific developments through the printed abstracts which circulate throughout the world.

Thumbing through one of these folios, one finds that a report has been published "On Developing and Exploiting Radio for Broadcasting to Africans in Central Africa." The actual schedule of one- week's programmes is included, along with an analysis of difficulties and progress. This is a technique which can be useful in many rural areas where the villages gather about a radio to listen to the world.

And there is another study of work among 220 illiterates of Rome. "Self-education within the group of youths, and extensive use of the library are marked features."

Unesco includes general publications which are useful, after literacy is achieved. Among these are pamphlets giving clear directions on how the people of a village can save their soil from erosion. Another is titled, "Improving Our Community Homes."

There are lists of textbooks, and in-
structions for making educational films. Of equal significance are lists of books on community responsibilities and the international aspects of mod-
ern citizenship. In each case the source, price, and ordering arrange-
ments are given, as well as a brief summary of the subject.

To Live Fuller Lives

A "ABSTRACTS" are printed in English, Spanish and French. They are distributed to libra-
ries, teacher-training institutions, field missions in fundamental education, and other key locations throughout the world where the data are of maxi-
mum, immediate value. There, teachers and field workers consult "abstracts" and order the books, pam-
phlets, films or other materials essen-
tial for their programmes, or for furthering their own technical knowl-
dge.

A small staff of experts in Unesco prepares materials, advises on lan-
guage problems and serves as a world clearing-house for fundamental edu-
ation. They also publish four times a year a Bulletin in which typically successful programmes are analysed and illustrated as examples. In one recent Bulletin, a 12-page article by a British administrative officer described literacy, health, agricultural and con-
struction work among Nigerian tribes. Others dealt with Indian, Egyptian, Chinese and Latin-American program-
s in fundamental education.

Unesco staff people also prepare audio-visual devices and exhibits for special field tours to demonstrate modern methods for speedier teaching. All these services are organized to aid the teacher and field worker "to help him, and women in the fuller lives in adjustment with their changing envi-
ronment, to develop the best elements in their own cultures, to enable them to take their place in the modern world, and to live together in peace."

It happened in May...

"It was just a year ago to day... It was ten years ago... This is our Golden Jubilee... This is the twentieth century... Just about a thousand time noteworthy dates in May, fifth month of the Oregonian calendar.

Robert Koch

A Prussian village doctor, Robert Koch, untangling the microbes following Pasteur's methods, and was the first to give a full account of that disease. In 1882 he announced to the Berlin Phys-
ological Society his discovery of the bacillus of tuberculosis, thus return-
ing to the traditional view of the Hymphatic school on the contagious nature of the illness. Koch, who pur-

Sed measles, tuberculosis, diphtheria, and smallpox, was one of the great medical pioneers before the advent of mankind—these are dates traditionally cited in the arbi-
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ITALY REBUILD

HER ART

by Mario ROSSI

The traveller in Italy to-day often finds it difficult to believe that five years ago a devastating war wrought desolation and ruin in places where peaceful pleasures from Bologna to the Alps, bridges have been rebuilt; roads cleared of wreckage; churches restored; entire villages which were leveled by German demolition or Allied bombing have sprung up again. In a creative effort the Italians have laboured to rebuild their country and its art treasures. It has been a difficult job, complicated by the fact that many of the casualties of war were magnificent structures of the past. Some of these were lost for ever—the Abbey of Monte Cassino, the Santa Trinita bridge, the medieval palaces near the Ponte Vecchio in Florence. But others, less badly damaged, are being restored with a competence that does great credit to Italy industriously.

Restoration work was accelerated immediately after the war under the direction of Professor Ranuccio Bianchi-Bandinelli, General of the Division of Fine Arts in the Ministry of Education. Everything possible has been done to save as much of the cultural monuments or painting as possible. Whenever fragments are returned to the places where they originally belonged, columns are erected much as possible “in the original”, whenever a part is missing its outline is indicated by dotted lines.

No “Counterfeiting” Allowed

To attempt to make right or to hide the damage or the work restored. Professor Bianchi-Bandinelli has too great a love for antiquities to allow what he considers counterfeiting. When a small part of an ancient edifice cannot be reconstructed, and the need of returning it reasonable, the ancient edifice is reconstructed with modern new stone.

Of all Italian cities, Naples has done the most in preserving the damage suffered to its great cultural monuments and art. Reconstruction has already been largely completed in the Church of San Martino, the Floridiana, and the National and Pompejanum Museums. Especially arduous has been the task of reconstructing the magnificent landmark, the marble facade of the church of Sant’Anna dei Lombardi, reared by the architect Antonio Bandinelli has too great a love for antiquities to allow what he considers counterfeiting. When a small part of an ancient edifice cannot be reconstructed, and the need of returning it reasonable, the ancient edifice is reconstructed with modern new stone.

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The competence with which partially war damaged buildings are being restored, does great credit to Italian industriously. Belonging for example, where the cathedral roof (above) suffered severe damage, the arches and spires were reconstructed with concrete, a material that was not available during the war. The work was done with such intuitive sensitivity. Florence is also making good progress in the reconstruction of its destroyed art monuments. The blueprints for a new bridge of Santa Trinita await only the approval of the Ministry of Public Works. The quarters along the Arno damaged by the Germans toiere their retreat are quickly rising, and their faithfully reproduce the original. The Uffizi Gallery, where many of the Renaissance’s most revered masterpieces are exhibited, has been completely repaired. A share of the credit for this quick revival must go to the Allied Armies, which co-operated with the Italians in making possible the immediate repose and restoration of works of art. A great part of the preliminary work was done through the Monuments, Fine Arts and Archives Branch of the Allied Control Commission. This branch, in turn, was aided by a special committee for the protection of works of art in war zones, created under the auspices of the American Council of Learned Societies, which for about two years had co-operated with the Ministry of Education, and the Division of Fine Arts with special maps distributed to Allied Armies.

The Allied Armies were particularly helpful to the Italians in connection with the recovery of art treasures stolen to the Germans and taken out of Italy. The Germans at first exported only works of art “bought” from private owners or antiquaries. But after the armistice between Italy and Germany, their activities were systematically removed works belonging to public collections under the pretense of safeguarding them.

A few art objects were shipped to one of the Allied Armies, located in Austria by the American Army, the depot was taken over by officers of the Arms Disposal Service and, later on, the works of art were transferred to Munich and housed in the former headquarters of the Nazi Party.

Many art treasures stolen from Florence’s great collections were recovered. The Germans had stolen 98 crates containing masterpieces of sculpture and bronze; among them masterpieces by Donatello and Michangelo, plus 36 statues of Greek sculpture. They had also carried off 95 paintings, some of which were by Titian, Bellini, Raphael and Murillo, together with about 25 crates of smaller paintings. These were eventually found and delivered to the Uffizi, in March 1945, and the transfer was made by truck, in two stages because of the heavy snow. The statues were badly crated. The paintings had no protection whatsoever. It has now been revealed that Italian intelligence officers, acting under specific orders, organized to welcome the arrival of Titian’s Danese.

Works of Art Come Home

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