UNIVERSAL EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Meeting of Experts on the "Improvement of Textbooks for the Objectives of UNESCO's East-West Major Project"

Goslar, Federal Republic of Germany.
14 - 23 May, 1962

RECOMMENDATIONS MADE AT THE MEETINGS HELD IN PARIS (1956), TOKYO (1958) AND WELLINGTON (1960) ON TEXTBOOK IMPROVEMENT WITH REFERENCE TO THE EASTWEST MAJOR PROJECT

This document recapitulates many of the recommendations relevant to textbook improvement which were made at the following regional seminars organized by UNESCO:


2. The Treatment of the West in Textbooks and Teaching Materials of South and East Asia, Tokyo, 22 September - 4 October 1958.


For purposes of clarity, the recommendations quoted in the document have been grouped under broad headings not necessarily used in the original reports. It should be noted that the paper reproduces only those findings and suggestions having direct bearing upon textbook and teaching materials. More general recommendations dealing with the aims and principles of mutual understanding, teaching methods and in-service training of teachers have been omitted.

It is hoped that the presentation of recommendations from previous meetings will facilitate discussions at the Goslar Conference. At a later date the Secretariat expects to issue a report synthesizing the conclusions and suggestions of the Goslar Conference and of the three meetings whose recommendations are given here. The Secretariat will welcome suggestions on the form and content of this later report, which would be intended for general distribution.

Each recommendation quoted in the following pages is followed by a Roman numeral in parentheses, which indicates its source, (I) indicating the Paris meeting; (II) indicating the Tokyo meeting, and (III) indicating the Wellington meeting.
I. PREPARATION AND PUBLICATION OF TEXTBOOKS

a. Authors

"Reference material is vital for any author, and there is a severe shortage of this in the national languages of some of the Asian countries. The shortage of competent authors in some of these countries has to be stressed, but even more, the material which is essential to make a textbook writer competent has to be available. It must be remembered that in all these countries the medium of instruction in primary and secondary education is now invariably the national languages, and the writers of the future will also come from among those educated through these languages. For authors of textbooks, knowledge of foreign languages is important if they are to make use of reference material from other countries, and it is therefore necessary that they should be able to understand at least one of the major international languages. It is, however, of great importance that reference books of good quality be made available in their own languages, too. Encyclopaedias, bibliographies, digests, etc., have yet to make their appearance in these countries. In order to overcome this difficulty, a central organization like the Education Clearing House of Unesco should distribute to selected educational institutions in each country such material as can be collected from international and national agencies to serve in a reference pool. The Unesco National Commission of each country might be the most useful agency for the collection of this material."

(II)

"Unesco and National Commissions should help writers of textbooks and producers of other teaching materials to get access to authoritative information about other countries. In this connexion, Unesco should provide a clearing house service whereby authors, etc., recommended by their National Commissions can receive help in obtaining source materials, bibliographical advice and contacts with experts in other nations. This service should be widely publicized in clear and precise terms."

(II)

"Payments to authors are often low. Without laying down any rule, we suggest that a fair royalty rate (from 5 per cent to 12.1/2 per cent of the selling price), or the equivalent lump sum payment, is the best way of overcoming the present shortage of good textbook writers."

(III)

"To overcome problems of planning, production and printing, close contact between editorial and production staffs is indispensable. We approve also joint action among countries, especially technical assistance for staff training, and the pooling of small editions."

(III)
The types of publication we have been considering may make particularly heavy demands on those who produce them. The author of a school text must engage the interest of children, present his material authoritatively and clearly, work often within a rigid space limit, and consider the needs of boys and of girls, and of children of varying levels of ability." (III)

"The editor of a school text must recognize clearly the purpose of the book, whether it is factual or imaginative, and be aware of the importance of good writing, a simple style, accuracy, and balanced selection of facts. He must also ensure that the tone of the book helps to foster international understanding. In countries where there is little educational publishing and therefore few competent educational editors, experienced teachers can often do the work well, or specialist teachers or panels of teachers may be called on to advise the education authorities on the content and presentation of textbooks." (III)

b. Presentation

"The illustrator of a school text must interpret the writer faithfully and stimulate children's imagination by extending the meaning of the text. His work must have documentary value and objectivity, but he must be able to achieve more than mechanical representation. Line or colour illustration is often preferable in books for young children and in the more imaginative types of books for older children; photographs, charts and diagrams will be necessary to illustrate many types of textbook, and in history texts particularly reproductions of old prints, etc., can often be used effectively." (III)

"At present we know little about the impact of various kinds of illustrations on children, whereas studies on texts abound; international exchanges make such a study imperative." (III)

"Production is important in all school textbooks. Although a poor book well produced may be less valuable than a good book rather poorly produced, education authorities and publishers should insist on a high standard of book design. The paper should be of as good a quality as possible; the type appropriate for the book and for the age of the children for whom it is intended; the illustrations, colour and
layout should be attractive, and the cover substantial and well designed. It is suggested that Unesco should consider a special study by experts of the detailed questions of presentation of school publications." (III)

"As far as possible the language used should be aimed at the younger children in each group, and in all cases there should be copious illustrations clearly captioned. Maps and diagrams may be needed at each level. Colour is nearly always desirable, though cost may force us to use black and white more often, and we do not wish to suggest that it cannot be effective." (III)

c. Problems of Translation

"In getting to know one another, members of different cultures find that language difficulties constitute the greatest single obstacle to satisfactory communication. Early in the seminar, we came to the conclusion that one of the main problems in mutual understanding among nations is that of adequate and accurate translation. Though texts may be exchanged by educational authorities after careful selection, the quality of the final texts depends on the ability of the individual translator. A translator of educational material requires a knowledge of both the cultures with which he is dealing, and a mastery of both languages, allied with an ability to express ideas clearly in the new version. The translation of texts at secondary and university levels may require also a specialist's knowledge of the matter being translated. The practice of employing specialist teachers, university staff, or research students for translation work is frequently unsatisfactory. The employment of a professional translator to work in consultation with a subject specialist would be a better use of the talents of both men, and result in better translations." (III)

"In many countries translators are underpaid and lack status. The status of translators needs to be much higher than it is at present. If men with good language qualifications are to be attracted to the profession. Since an essential part of the training of a professional translator is to spend some time in the country whose language he is learning, and since most countries already have some form of translation service for schools with which a visiting translator could work, we recommend that in programmes for the exchange of persons, and in the awards of fellowships and grants, provision should be made for the inclusion of translators." (III)

"We consider also that since good translations of poetry and other imaginative work can rarely be made to order, collections should be made of translations already existing in each of the major languages." (III)
"... the problem of translation is central to any successful scheme for increasing mutual appreciation of Eastern and Western cultural values through school publications. As a general rule, original material from one country and final publication in another will involve different languages. Any multilateral scheme for the use of a single script by several countries requires in addition the use of a language of wide communication. Because of the importance of the translator's role, we feel that special efforts should be made, nationally and internationally, to improve the training for, and the status and pay of this group of professional workers." (III)

II. ANALYSIS, EVALUATION AND REVISION OF TEXTBOOKS

"Textbook-content analysis is of two types, quantitative and qualitative. Both types are necessary for the gathering of scientific data. Both have been employed in the studies which were presented at this Meeting. Some countries have made more detailed studies than others. Every participant was conscious of the importance of getting reliable data."

"Quantitative analysis gives the facts about the amounts of space given to different countries, topics, etc.; and permits useful comparisons to be made. The quantitative approach has its limitations and can lead to no valid conclusions by itself. It should, however, be recognized that significant differences in the allotment of space to various countries, epochs, or topics may indicate problems of emphasis and quite logically lead to practical solutions. It should be borne in mind also that space allocation is an indication of priority values with writers and publishers, and that the difference between, say, three chapters and one chapter may understandably have some psychological effects on pupil readers."

"Qualitative analysis derives its principal justification from the fact that even a brief mention of a historic or geographic fact might exert a greater influence upon the reader than a longer treatment depending on the way the fact is presented. It is not only a question of how much is said about a point but also of how it is said or under what circumstances it is said, even of a writer's style and overtones."

"The Meeting is quite agreed that any qualitative analysis of textbook content should consider the principles of: (a) accuracy, (b) adequacy and (c) sensitivity. "Accuracy" means that incidents and events should be presented without distortion (deliberate or unintentional) and in perspective (historical and geographical). "Adequacy" means that the selection and treatment of topics should be based on a well-balanced sense of their relative importance in a setting embracing the whole world and the whole of human history. "Sensitivity" means the capacity for
appreciating the best and most significant in the culture and history of other countries, whether such aspects have their origins within or without the area concerned.

"Although these are but general basic principles, they constitute the prerequisites to a fair treatment of the West and ultimately to international understanding." (II)

"In considering the criteria that should be used in judging the standards of school texts, the seminar accepted the three main criteria formulated at the Tokyo meeting in 1958, accuracy, adequacy, and sensitivity." (III)

"Two examples of the specific criteria which may be used in the reviewing and evaluation of textbooks may be useful. In one country, the following suggestions are offered to textbook reviewers."

"On the whole it is considered best that for our purpose reviews of textbooks should not be general, but should as far as possible confine themselves to features likely to lead to national prejudice. More general reviews, while no doubt helpful, would add to the work of reviewers, and might tend to divert the attention of authors and publishers from the principal aims of our investigation:

1. Are there any deliberate falsifications for propaganda purposes?

2. Are there any apparently unconscious falsifications?

3. Is there any lack of balance due to (conscious or unconscious) prejudice?

4. Are there any tendentious nuances of phraseology, conscious or unconscious?

5. Are there any denigratory epithets, customary or otherwise?

6. Is there any denigratory use of national or race names?

7. Are there any tendentious pictures, diagrams, or maps?

8. Is there in general any assumption of superiority on the part of the people for whom the book is intended?

9. Does the author attempt to give more than one side of disputed questions?"
10. In general, is there adequate appreciation of the gifts and contributions to civilization of other peoples?

11. On the whole, does the book appear to you likely to promote or to hinder international understanding?"

"'Where possible, criticisms should be supported by quotations from or page references to, the book reviewed.'"

"In another case, these questions are asked:

1. Is the philosophy of the textbook characterized by international understanding and peace?

2. Does it contain more than mere enumeration of facts about foreign countries? Does it include dynamic and relational treatment of the various aspects of the different peoples' lives and cultures?

3. Does it emphasize cultural, ecological, and anthropological aspects rather than political and militaristic aspects of foreign lands?

4. Are the facts and interpretations exact and up-to-date? Does it not contain any out-of-date facts and distorted interpretations? Do the interpretations check with those of disinterested parties?

5. Are historical facts and events in the foreign land and the people's cultural achievements treated as different aspects of the universal human struggle for civilization to be shared directly or indirectly by all human races, no matter whether they are glory or failure, victory or defeat?

6. Does it stimulate in the student further interests in knowing and studying foreign countries?"

"The importance of analysis of textbooks and their evaluation has been stressed earlier. It is strongly recommended by this Meeting that Unesco should issue materials that will help in the analysis of textbooks from the viewpoint of international understanding, drawing on the experience of National Commissions." (II)
"Facilities should be provided for analysis and revision of textbooks. It has been noted that in some countries in South and East Asia, there is no regular machinery for periodical textbook examination and revision. It is strongly recommended that these countries should provide facilities for analysing their own textbooks with regard to the treatment of the West. Such facilities may be provided by UNESCO National Commissions, Ministries of Education, university research departments, publishing houses, or teachers' organizations. It would be desirable, too, if their findings and recommendations could be published for general discussion among teachers, educational administrators, and publishers through the media of the press, professional journals, and meetings of various kinds." (II)

"If education must make intelligent provisions for change, then textbooks must also be continually revised to take care of that change. From the verbal and written reports of the participants of the Meeting, there emerges clearly the fact that a textbook can meet the needs of the pupils of a particular country only at a given time and under certain circumstances. It is therefore necessary for textbook producers and educational authorities to see to it that textbooks are periodically revised with due consideration for (a) the continuous process of change and development in the West and in the East, and (b) new discoveries and interpretations concerning historical events. Advantage should be taken of the increasing competence of textbook writers and the progress in production techniques and pedagogic methods. There should be a constant check on the adherence to the principle of promoting international understanding within the framework of objectivity." (II)

"Reasons for lack of balance and objectivity

Possibly the limited scope, the biased and one-sided accounts or the patronizing or derogatory references which may be found in some books can be explained in the various countries in terms of some of the following factors:

(i) The fundamentally civic and patriotic purpose of much education leads to detailed concentration on the study of the history of one's own country, its national heroes, its traditional institutions and policies, its significant achievements and its persisting ideals.

(ii) There often remains a narrow political and military emphasis in some history teaching, even as regards one's own nation or region or sphere of influence, an emphasis which results in merely superficial understanding of one's own society and culture. How much more difficult it is to achieve understanding and to develop sympathetic insight in respect of more remote countries treated only summarily and incidentally!
(iii) Historical ideas on both sides are coloured in many cases by the colonial nature of the connexion with particular Asian regions and the emotions of contemporary or recent conflicts.

(iv) There is an assumption of European primacy or superiority in the making of modern civilization, a view that may be partly justified in respect of material aspects but which needs to be explained and understood historically and not in terms of innate racial or national or cultural superiority.

(v) There is also much sheer ignorance of the background of Asian history and culture, despite the work of scholarly Orientalists and the existence of relevant historical materials. This specialist knowledge and material is not in general, it would seem, readily accessible to teachers or synthesized in forms suitable for their use.

(vi) There is, finally, the inadequate place given in most Western history teaching to a systematic treatment of contemporary history in relation to the historical background of the modern world. This situation arises in part from an appreciation of the difficulties of dealing objectively with current affairs and a consequent concentration on the earlier and better documented periods which, it may be held, can be viewed more dispassionately." (I)

"Educators should endeavour to exclude political prejudices from textbooks. This is not easy, but it should be remembered that true patriotism is not inconsistent with the desire to look fairly at the problems of another country." (III)

III. SUPPLEMENTARY TEACHING MATERIALS

"Unesco should encourage Member States to pay special attention to the need for more and better educational material relating to Asia. While in some countries much has been published in popular and inexpensive form, it remains true that most teachers in most countries will need materials specially prepared for their own use and for use by their pupils. Mention has been made in Chapter III of various types of maps, films and filmstrips, charts, recordings, bibliographies and anthologies. It is recommended that Unesco stimulate national bodies to make a serious study of the need for such aids, but also be prepared to give practical help in such ways as, for example: (a) giving technical or financial help to National Commissions to carry out a specific piece of work which might also be useful in other countries; (b) producing sample materials for inclusion in anthologies, bibliographical guides, recorded interviews with Asian people, recordings of music, etc. and providing sound track or commentary for selected educational films." (I)
There are various types of supplementary written material which can be made available to teachers. Unique conditions prevailing in each country will naturally determine the types of teaching aid chosen and methods of editing and production. For example, in many Eastern countries teaching aids are produced mainly by private firms, and educational authorities may not be able to edit and produce their own supplementary written material for schools. Economic factors are also important. In areas where universal education has not long taken root, the simplest and least expensive teaching aids ought to come first in order to reach the largest number of schools. The illustrated folder for the wall display is one example, particularly suitable for use in elementary schools. With these facts in mind, the following types of supplementary material are suggested:

1. supplementary booklets on themes of social studies, science and nature study, both for elementary and for secondary schools;

2. school journals produced by the educational authorities for use in elementary schools;

3. magazines for schools produced by private firms with the approval of, and some co-operation with, educational authorities;

4. bilingual journals designed for separate language groups within a country, produced by the educational authorities with the assistance of language experts;

5. illustrated folders for wall display, containing both photographs and written material, with special emphasis on everyday social life in other countries, produced either by the educational authorities or by private firms with the approval of the educational authorities;

6. special pamphlets on current affairs;

7. translated literature, especially fairy tales, legends and anthologies of poems;

8. song books for schools, for use either with broadcasts to schools, or separately;

9. children's encyclopaedias;

10. material produced by children themselves and exchanged with other schools in the same country or in other countries." (II)
"An effective social studies, history, or geography programme cannot be achieved by the use of a single textbook at any level. Children should have access to a variety of instructional materials including reference, supplementary and library books, maps, globes, charts, pictures, films, filmstrips, recordings. There are many advantages in the use of flexible materials - short texts for supplementary reading that are attractively presented, prepared by competent writers and illustrators, can be used in varied curricula, and fairly easily kept up to date. A wide use of these would make the use of the larger, more expensive, traditional basic textbooks more effective. Examples of this type of book are Life in a Bengal Village and The Cook Islands, published by the New Zealand Department of Education." (III)

"Suggestions for supplementary readers

In general we think of the textbook itself as no more than the skeleton of a course of study, which would aim at helping children to understand peoples and to appreciate their interdependence. The purpose of the supplementary book is to fill out the course of work. Each country may produce readers about itself, for its own children, which are of value also for children in other countries. We suggest that such readers might be aimed at three overlapping age groups:

A. About 8 to 10 years;
B. About 9 to 12 years;
C. About 11 to 15 years.

Although we think that A might centre on family life, B on the life of the small community, and C might go on to broader aspects of national life, and to a study of the world as a whole, we recognize that the subject matter overlaps at every level, and that some children in each group will enjoy readers written for another group."

The 8 - 10 group

"The main aim is to help the child to develop a fellow-feeling with children of other countries - to establish a basic attitude of interest, friendship and liking, and to do this by helping each child to feel what it is like to be a child in the country he is reading about.

The supplementary books for this age should include folk tales of the country, and accounts of the life of a child, its family, its friends and its neighbours. Where possible the people described in the second type of book should be actual people, known to the writers, rather than imagined typical people." (III)
The 11 - 15 group

"Many children in this group will read the books and look at the pictures prepared for children of both the younger groups. A country that has prepared family and community studies for the 8 to 12 groups need not repeat these for the older group but could concentrate on producing something quite different, but a country that has not produced community studies for the younger children should consider that such studies may be the first priority at this stage.

The educational and documentary films and slides produced in the East need to be increased in quantity and quality and their collection and distribution need to be more systematic." (II)

"The international exchange of films, filmstrips and slides needs to be more widely practised." (II)

"Gramophone, radio and television should be more extensively used." (II)

"Each Member State might be requested to prepare, in consultation with Unesco, the following materials: a pamphlet or brochure illustrated with colour pictures with its wording in English and French; a set of lantern slides or filmstrips, not more than thirty-five pictures; a short moving picture presenting the cultural and social life of the country; recordings illustrative of cultural life." (II)

"Unesco should stress the role of audio-visual materials in the Major Project, and should especially aid the countries of South and East Asia to produce educational films, gramophone records and tape-recordings, radio and television programmes, to obtain such materials from the West, and to obtain material equipment such as slide projectors." (II)

"Unesco should encourage the effective use for educational purposes of the wide variety of materials about other countries produced commercially for non-educational purposes." (II)

"Items for classroom use prepared by Unesco are appreciated, but few in number. There is a need for more filmstrip negatives on the life of children in other lands and for pictorial charts. Such schemes should grow out of proposals and materials coming from Member States." (III)
IV. EXCHANGE OF TEXTBOOKS AND TEACHING AIDS

"Unesco should encourage the organization of exchanges of textbooks and consultations among educators on a bilateral basis (i.e. between pairs of countries), so that questions of special interest can be studied in more detail. Two major difficulties in arranging such meetings arise from the travel costs of some of the experts and the costs of translating into each other's language passages from textbooks to serve as a basis for discussion. Unesco should urge national authorities to provide for meeting such expenses, and should itself be prepared to contribute to the costs of some such meetings." (I)

"Facilities for the easy and free exchange of reference material between countries of the East and the West should also be provided. In almost all the countries there are already organizations which are prepared to supply such material on application by any prospective textbook writer. What is necessary is to make the names of such institutions known in all the countries. Unesco should collect the names and addresses of such institutions and prepare a document or list for wide distribution among Unesco National Commissions in the various countries, Education Ministries and Departments, and universities." (II)

"Unesco should encourage the fullest possible participation by teachers and co-operation of international organizations of teachers, in the educational activities within the East-West Major Project, and especially in the improvement and effective use of teaching materials. The educational profession in each country should attempt to provide for the exchange of art and craft material, at the primary and secondary level, between different countries. Furthermore, they should encourage their pupils to establish relationships with foreign pen friends. Educational associations should exchange their professional journals and publications on the widest possible scale." (II)

"If any kind of exchange is to be satisfactory, national needs must be stated clearly. It is necessary for those who supply the material to know whether it is to be used in a textbook, as a supplementary reader, or as a source material to be used in the preparation of any other type of teaching aid. The approximate length of the text asked for, and the level at which it is used, should also be indicated. Education authorities, publishers, or teachers may state these needs, but the final judgement of a text demands some systematic knowledge of the countries of origin, as well as of one's own, and should be based on firm criteria for the value of the content and manner of presentation." (III)
"When authors or editors look to other countries for new material, requiring textbooks, supplementary reading, or teaching aids, they run the risk in their approaches to official bodies of obtaining stereotyped and superficial material designed for publicity purposes. Approaches to authors and publishers are equally subject to chance. The best answer seems to be to use both methods simultaneously."

"So far, the main efforts towards channelling demands and supplies have been bilateral. It seems that the starting point for any comprehensive system of exchange would also need to be bilateral. It is agreed that the exchange of audio-visual aids presents fewer problems than the exchange of written material."

"Approaches may occur bilaterally through the National Commissions for Unesco in either country or both countries concerned, or through direct contact with private persons already known, editors, officials or institutions. In this context the chief problem is to establish a confident relationship among publishers, editors, writers and artists."

"We suggest that new machinery for these purposes should be established, if need be, in a small way at first, and allowed to grow as experience and need show the way. Each nation could appoint a local clearing house officer, who would be given the duty of handling requests for information about authors and illustrators, and who would also see that requests for material are adequately dealt with."

"The seminar, in discussing the exchange of articles between two or more countries for publication in school journals or magazines, suggested that we urge National Commissions to have prepared up-to-date articles, suited to the varying age groups within the 8-15 year range, on the typical life of the people of their own land, so that such articles could be readily available for the countries interested. Where possible, suitable illustrations should also be made available. Applications for this material would be made direct to the country of origin by the country desiring it."

"Material (maps, pamphlets, films, filmstrips, records, tapes etc.) could be exchanged through organizations such as the Boy Scouts, the Red Cross, the Red Crescent and the United Nations Club. Schools wishing to make exchange of tapes or exhibits could apply to National Commissions abroad or the International Federation for School Exchanges (29, rue d'Ulm, Paris 6e), for the names of schools who would like to co-operate." (III)
"Although the seminar considers it impracticable to exchange artifacts directly, filmstrips and photographs of museum material and artifacts could be made available. The use of tape recordings is developing rapidly in many countries. Particularly useful for exchange are those which record music, folk songs and stories, and those which are of value for foreign language instruction. Where cost of postage permits, the exchange of children's art and children's writing may also be of value." (III)

V. INTERNATIONAL CO-OPERATION

"There are several possible ways of co-operation among countries in this field (supplementary teaching materials). It is plain that children in many countries have suffered by acquiring an ignorant or pre-judiced view of cultures other than their own. The children of today are the adults of tomorrow. Without denying the value of nationalist feelings, one can see the great desirability of the exchange of cultural material, especially by translation. It is possible that Unesco can assist this development by workshops and seminars, training of educators, exchange of educational personnel, and especially by the establishment of actual agreements among educators of different countries for the creation, translation and exchange of cultural material. The establishment of an information centre in each country would be extremely valuable, where lists of teaching aids could be collected and catalogued for school libraries, and where teachers could apply for information concerning such aids. Furthermore, a central clearing house could be established in the East to co-ordinate the various information centres." (II)

"A major problem in many countries is the lack of funds for textbook production. We recommend that both individual countries and international organizations provide more technical assistance for textbook production. Economic problems vary according to the type of organization adopted: government or private enterprise, or some form of government aid to commercial publishers. One of the most effective ways to reduce the cost of textbooks is to ensure proper planning of production."

"Government planning produces its own problems. Where budgets are annual, it is difficult to publish at the same rhythm, and some form of revolving fund may be the only solution. To ensure good relations between government and private publishers, the latter should be kept informed of official plans and consulted when these plans are drawn up."

"From the point of view of the government, there are two main problems when authorities and private publishers co-operate in the production of textbooks - to ensure that prices are not too high, and that the content of the books is suitable. Government publication bureaux,
guarantees to private publishers, textbook committees, and publishers' organizations each in their way may control, influence and encourage the production of textbooks. When textbooks are produced privately, teachers can obtain some guidance from lists of recommended books, book exhibits and book rooms."

"Action at the national level is basic to satisfactory communication between nations. Our discussion of school publications in the East-West Major Project has brought out the essential role that National Commissions for Unesco should play: in preparing and diffusing material to the nation's schools, or supplying material upon appropriate requests from educational authorities abroad, or channelling inquiries to such authorities. In making this remark, we realize that some National Commissions need to harness the efforts of a wide range of organizations and institutions if they are to offer the services we indicate. Whatever may be the difficulties, adequate leadership by National Commissions is essential." (III)

"Unesco should encourage regional meetings organized by one or several National Commissions and should itself be prepared to contribute to the costs of such meetings." (I)

"The main hurdle in the path of teachers and writers of textbooks is the absence of authoritative books dealing with the history and culture of other peoples and on which they could draw for their classroom teaching and writing of school books. It was pointed out that the inaccuracies which occur in books and the inadequate coverage of some countries is due, in many cases, rather to this lack of source material than to any deliberate prejudice. The Meeting, therefore, believes that if Unesco, in consultation with National Commissions, would take upon itself the responsibility of publishing and getting published suitable handbooks for the use of teachers and producers of textbooks, it would be making a great contribution to the success of the Major Project on Mutual Appreciation of Eastern and Western Cultural Values." (II)

"Unesco could further assist in the field of audio-visual aids for the purpose of increasing understanding of the Occident in the Orient:

by assisting film makers or cameramen and educational broadcasters from Eastern countries who wish to make films or study radio in Western countries;

by inaugurating a project to stimulate the production in Western countries and other Member States of filmstrips and slides which could be of use to schools in Eastern countries;
by awarding some assistance to schools which find it difficult to acquire slide projectors or gramophones;

by providing study boxes, study kits, or audio-visual units, for schools;

by assisting the organization of in-service or refresher courses for teachers, on the use of audio-visual aids;

by inaugurating, in addition to those already in existence, further projects for the exchange of teachers and other educators within the framework of the Major Project;

by assisting the establishment of clearing houses or material centres." (II)

"Unesco and National Commissions should do everything possible to publicize as widely as possible knowledge about the activities of Member States in the matter of investigations, surveys, textbook exchanges and conferences of historians and teachers, whether on a unilateral, bilateral or multilateral basis. Unesco and National Commissions are urged to encourage the widest possible diffusion of the reports of such activities." (II)

"Unesco should, directly and through National Commissions, support and encourage the holding of meetings of scholars of Member States for the elucidation of important historical problems of interest to educators concerned with the preparation and improvement of textbooks and teaching materials within the framework of the terms of the Major Project; and should publicize their findings and suggestions as widely as possible. For example, not later than 1960, Unesco should with the help of Member States in the region organize a conference of historians from the area on the history of South East Asia, with the help of experts from other areas." (II)

"Unesco should as a matter of high priority promote the establishment of at least one research centre in South or East Asia, in a university, where scholars from different countries would join in research on questions within the scope of the East-West Major Project." (II)

"Unesco should encourage in every practicable way meetings of educational leaders of different countries and cultures. Unesco should extend its scheme of travel grants, and should organize seminars for editors or writers and for educators at similar levels of responsibility." (II)
"With the co-operation of National Commissions, Unesco might prepare lists of publishers, lists of graded titles, and highly selected annotated bibliographies; similarly National Commissions might also prepare lists of producers and distributors of audio-visual material and other teaching aids. The problem of securing adequate maps and globes occurs in the smaller countries where the cost of producing a limited edition is prohibitive. For purposes of immediate exchange, we consider that slides showing outline maps may be particularly useful. These could be projected, traced by the pupils, and subsequently used in a variety of learning activities. The entire problem of maps for use by children deserves the serious consideration of Unesco, with the purpose of devising simplified maps for classroom use. We suggest also that National Commissions might collect sets of 30 or 40 photographs, illustrating the life of the people of their own country, with a background of its typical scenery. The "tourist" type of picture is not desirable. Sets should be of a large size (e.g., 8" x 6") in clear, glossy black and white prints. Line drawings might also be made use of. Suitable simple maps for illustration should also be prepared. Sets would then be available for use by countries requiring them." (III)

We recommend that Unesco should give immediate consideration to the establishment of a common pool of materials for schools, including wall charts, pictures and photographs, films and filmstrips, and pamphlets and books on the life and culture of member countries. The visual aids should be accompanied by brief explanatory notes. Countries would make their materials available to the pool free of charge, and these would be lent on request to other countries for long enough to allow reprints. The materials would then be returned to the pool for further use. Unesco would issue information regularly on materials available." (III)

"Exchange of information about teaching materials relevant to the East-West Major Project is an important function. Unesco should issue periodically a directory of publishers or suppliers of textbooks and teaching aids. More directly, select lists of relevant materials on East-West understanding from National Commissions might be distributed to all Member States. We feel, however, that benefit will result from a more intensive effort on a limited front and suggest that a special collection be made of new materials (texts, illustrations) suitable as supplementary reading in social studies and language work with children between the ages 8 to 15. Efforts should be made to interest authorities and publishers by a Unesco service for clearing copyright, assisting translation and furnishing illustrations or blocks." (III)
VI. RELATION BETWEEN TEXTBOOK IMPROVEMENT AND IMPROVEMENT OF CURRICULA AND SYLLABUSES

"When the policy adopted by authors and publishers of textbooks is to plan their works in accordance with official educational programmes, no substantial improvement of these textbooks can be expected unless the curricula themselves are modified. In matters of detail, however, authors of textbooks retain a certain freedom of action. The Committee feels that they should, as often as possible, avail themselves of this liberty (e.g. in new editions of their works) to put more emphasis on Asia. The task here would be "qualitative" rather than "quantitative" supplementing." (I)

"Unesco should urge member countries to examine the possibility of making the curricula more flexible, and to encourage teachers to intensify study of aspects of Asia, using community resources for this purpose." (I)

"The curricula, not only in history and geography but also in the languages, should be reframed in consonance with the reorientation of the basic approach in teaching these subjects. Unesco might well promote bilateral and multilateral studies of syllabuses and curricula, as well as of textbooks." (II)