

# GOING TO SCHOOL

*In War Devastated Countries*



*A Publication of the*  
United Nations Educational, Scientific and Cultural Organization  
and the  
Commission for International Educational Reconstruction  
744 Jackson Place, N. W., Washington 6, D. C.



STUDY TIME

# GOING TO SCHOOL IN WAR DEVASTATED COUNTRIES

LEONARD S. KENWORTHY

## TABLE OF CONTENTS

|     |   |    |
|-----|---|----|
| I   | Going to School during the Occupation.....  | 4  |
|     | a) Going to School in Norway.....   | 5  |
|     | b) Going to School in Poland.....   | 6  |
|     | c) Going to School in China.....  | 7  |
| II  | Going to School in the War-Devastated Countries Today.....                            | 9  |
|     | a) Going to School in Greece. From the pupil's<br>viewpoint.....                      | 9  |
|     | b) Going to School in Greece. From the teacher's<br>viewpoint.....                    | 10 |
|     | c) Going to School in other war-devastated countries.....                             | 12 |
| III | Reconstruction and Rehabilitation of the Schools in War-<br>Devastated Countries..... | 14 |
|     | a) These countries are working valiantly themselves.....                              | 14 |
|     | b) Others are beginning to help.....  | 15 |
|     | c) What types of assistance are needed.....   | 16 |
|     | d) How you can help.....  | 18 |

## FOREWORD

This booklet was prepared at the request of the Commission for International Educational Reconstruction by Mr. Leonard S. Kenworthy, American educator now of the UNESCO Secretariat and author of one of UNESCO's first publications, *The Teacher and the Post-War Child*, designed to aid teachers in the devastated countries. Mr. Kenworthy's services were made available by the Director General of UNESCO, Dr. Julian Huxley, and by the Director of UNESCO's Reconstruction and Rehabilitation Section, Dr. Bernard S. Drzewieski.

The material for this booklet has been drawn from a variety of sources, chiefly governmental. Some of the material appeared in *The Teacher and the Post-War Child*. Grateful acknowledgment is made to the many persons who have been helpful in the preparation of this publication.

Copyright privileges are hereby waived in order that large portions of this pamphlet may be reproduced as widely as possible, provided that there are proper acknowledgments as to the source. Inquiries as to translation of the booklet, or parts of it, into other languages than English, should be directed to the Director General, UNESCO, 19 Avenue Kléber, Paris 16e.

Additional copies may be secured at cost from the Commission for International Educational Reconstruction, 744 Jackson Place, N. W., Washington 6, D. C. (See page 18.)

HAROLD E. SNYDER, *Director*  
*Commission for International Educational Reconstruction*

# I

## GOING TO SCHOOL DURING THE OCCUPATION

Even during the war going to school in the United States was a comparatively simple matter for most boys and girls and their teachers. They drove, boarded a bus, or strolled to school with their friends. Many of them carried a lunch box with enough food for their midday meal, and sometimes enough for a snack after school. Many had a warm lunch at the school cafeteria. The school buildings were heated and there was a teacher for every 25 to 35 pupils. There was plenty of chalk, enough paper, some maps, and possibly even a movie projector and a small school library. People took all these things for granted; they were part of American life and were little disturbed—even by the war.

Going to school in an occupied country was utterly different. Sometimes it was impossible because the schools were in areas where there was fighting, or because the buildings had been destroyed or requisitioned for barracks or storehouses by the occupying troops. Sometimes the schools were closed by orders of the occupying officials. Often there were no teachers and the schools were closed, not just for a "holiday" of a week or two, but for one, two, three, four, five or even six years. For thousands of children it was not possible to go to school in the winter because they lacked shoes or clothes. Instead, they stayed at home and often remained in bed to keep warm. Frequently the older boys and girls were kept home to scavage for food or fuel. Other young people were active in the underground movement, so that school was an impossibility for them.

Even if there were schools, getting an education was difficult. Teachers were scarce and anywhere from 50 to 150 pupils would crowd together in a single room. Many of the textbooks were destroyed by the occupying powers because they did not conform to the Axis views on race, on religion, or on nationalism. Quisling teachers were often put in charge of the classes and if the pupils did not do as they demanded, the children were severely punished—beaten or they or their parents were handed over to the police. On many days schools were dismissed and the children sent out to take part in parades and demonstrations or to do "youth service." As the war wore on, paper disappeared, chalk became scarce and textbooks became even more dilapidated. Fuel was non-existent. Going to school was a grim affair.

Despite these difficulties, the story of teachers and pupils in occupied countries is a dramatic and heroic one.

## GOING TO SCHOOL IN NORWAY

On the morning of April 9, 1941, the teachers and children of Norway rowed, skied or walked to school as usual, but when the bell rang for school, they entered their classrooms hurriedly, for there were rumors that the teachers would again protest against the action of the Quisling government saying that all teachers were automatically members of the Lærersambandet or Nazi Teachers Front. Before classes commenced, the teachers read slowly and feelingly to their pupils a notable document, a part of which said,

*"The teacher's vocation, however, is not only to give the children knowledge. He must also teach the children to believe in and desire that which is true and just. He is therefore unable to teach anything which is in conflict with his conscience without betraying his calling. Anyone who does so is committing a wrong both against the pupils whom he should lead and against himself. That, I promise you, I will never do. I will never ask you to do anything which I consider to be wrong, nor will I teach you anything which in my opinion is not in accordance with the truth. As hitherto, I will let my conscience be my guide, and I believe that I shall then be in agreement with the great majority of the people who have entrusted me with my educational duties."*

This was the climax of many months of opposition to Nazi control of Norway's schools. By March of 1941, 1,300 men teachers had been arrested. The schools had been closed under the pretext of a "fuel shortage" in a country heated by wood from its ample forests and by electricity from its numerous waterfalls. This was the climax of a long struggle. In it almost all of the teachers of Norway participated.

Reprisals came fast. Five hundred of the key teachers were crowded into a derelict vessel and after hours of torturous treatment, were herded off to Kirkenes, the little town farthest north-east in Norway, where they were to endure harsh treatment courageously, some of them dying in this camp. This was but one form of reprisal and only one chapter in the story of the heroism of Norway's teachers during the occupation.

Meanwhile Norwegian boys and girls were playing their part in this opposition movement. When they passed the German headquarters in Oslo on their way to a compulsory visit to the Hitler Youth exhibit, they sang the National Anthem as a sign of protest. And when some of them were forced through the exhibit, they kept their eyes fixed on the floor as a form of protest.

They developed a series of symbols and as soon as one was outlawed, used another. First they wore Norwegian flags and when this was banned they knitted flags into the sleeves of their clothes. Later on they wore paper clips which meant "we stick together." This was outlawed, and they began wearing red caps.

When these were forbidden, blue caps became the sign of opposition.

As a token of their esteem for these children, the teachers of Norway issued a public letter, in which they said: "We teachers have been proud of you during the time since our country was occupied. You have shown how children with good homes and with good schools can endure hardship. You have been of good heart even in the darkest moments when many grown-ups lost courage."

The students at the University of Oslo were also active in their opposition. They, too, paid a high price for their beliefs. On November 30th, 1943, several hundred of them were rounded up by the Gestapo and deported to Germany to do forced labor, or were sent off to isolated spots of Norway to undergo hardships of an unbelievable nature. The University was closed and opened only after the liberation in the spring of 1945.

Such was the life of teachers and students in this occupied country.

### GOING TO SCHOOL IN POLAND

During the occupation in Poland a stranger passing down the streets of Warsaw or Cracow or many other smaller towns might have seen a child playing alone near a pile of debris or sitting disconsolately on the doorstep of a partially bombed house, without realizing that this child was a sentinel for a Polish underground school. Such sentinels existed by the hundreds in Poland during the war, for it was in the secret schools of that shattered country that Polish education was kept alive.

These schools were often held by candlelight in cellars or lofts, in the forest or in caves. The classes had to be kept very small and the meeting places had to be changed frequently so as to avoid detection. Some of the schools were nevertheless discovered and the teachers and students killed or sent to concentration camps.

Hundreds of schools, however, continued throughout the six years of war, and thousands of students received their diplomas and even their college degrees from these clandestine institutions. One-and-a-half million children attended such elementary schools, 60,000 such secondary schools, and 6,000 such universities. To direct this vast and intricate system of secret schools there was a special department in the Polish underground government.

In the western parts of Poland incorporated by Germany, no other system of education existed, but in the easternmost parts of Poland, known as the General Government, some elementary schools were kept open. In them everything regarding Poland,—its history, its geography, its language, its literature, and its art,—was banned. Polish children were forbidden to go into certain parks reserved for Germans, or to sing in the streets. Athletics too, were banned.

In this eastern region also, the secondary schools and colleges were all closed; the Nazis considered them unnecessary in Poland!

Trade schools were permitted, however, and their number greatly increased so that Polish boys and girls could be used by the Germans as manual laborers. But the training was limited to simple techniques, lest they become too proficient in their trades.

All over *Poland* teachers were singled out for early evacuation to Germany, or concentration camps,—or worse. Education was to be eradicated and the easiest way to do this was to eliminate the educators. In this titanic struggle to keep education alive, thousands of teachers lost their lives. Approximately thirty-five percent of Polish teachers were killed during these war years, a terrific toll in human life, and a loss which will affect Polish education for years to come.

Thousands of children, too, were killed, many of them while taking part in the resistance movement. Eleven elementary school children were shot in the village of Zielonka for writing "Long live Poland" on the walls of their school. About 30,000 children lost their lives in the Warsaw street battles in 1944. Such instances could be multiplied many times.

The figures for deaths of children are staggering. A total of 1,800,000 boys and girls under 16 years of age were killed in Poland during the war years; among these were 600,000 Jewish children disposed of by the most perverse and bestial methods. The number of orphans or part orphans increased by 1,544,132 during this period. Today between twenty-one and twenty-two percent of the elementary school children of *Poland* are orphans! The number of undernourished or maladjusted children cannot be estimated. Added to this is the indescribable destruction to buildings, libraries, laboratories, and classroom equipment and supplies.

Such is a brief summary of a tragic story unparalleled in world history and a story of courage unsurpassed in the history of schools anywhere.

## GOING TO SCHOOL IN CHINA

Almost anywhere along the roads and footpaths of *China* one could have seen small bands of young people and a few older men and their families, trudging along, any time during the late '30's and early '40's. Poorly clad and badly nourished, they nevertheless represented *China's* most valuable commodity—her university. These young people were on the march inland from the Chinese coastal provinces, so that they might escape the Japanese invaders and continue their studies. Their story is a story of struggle and suffering and sometimes death, and also a story of struggle and suffering and more often triumph in spite of tragedy. This is the epic of Chinese education; a modern *Odyssey* with the Chinese university student as *Odysseus*.

The schools they left behind them were systematically bombed or used by the invaders for barracks and stables. Their books were burned and their laboratories destroyed, for Japan knew that the new *China* depended upon the universities for leadership and she intended to destroy this hope of the future. But the students

escaped, thousands of them, southward or westward by foot and by boat, travelling for hundreds, and in many cases thousands of miles. Sometimes they held classes enroute, in caves or by the roadside. They travelled in small bands because it was cheaper, and afforded mutual protection. Sometimes they carted their books and a small amount of equipment with them. More often they left everything behind.

In their exodus they were aided by the government. They were exempt from military service because *China* knew they were as important to her present and future as her generals. Sometimes they were helped with transportation; sometimes with food. Mostly they had to fend for themselves, for the government also was poor, struggling to wage a war against overwhelming odds.

When they reached their destinations, they set up their schools in tents, in barns, in houses, in temples—anywhere and everywhere in the localities where they settled. They occasionally started a printing press, quite often a clinic, sometimes a local engineering project to prevent floods, or a school for children or illiterate adults. In most cases they were bombed out several times and had to keep changing the sites of their universities.

Now, they and their successors are on the road back,—after eight years of war and untold hardship, back to the rubble which they left behind. Their schools lack books, equipment, laboratories, buildings, dormitories—and adequately trained teachers. They must persist, however, for upon them rests much of *China's* future and the future of the world. With the advent of universal suffrage must come universal education, and the war against illiteracy among children and adults must be continued unrelentlessly. *China* must have leadership, too, for all phases of life in the democratic nation which is emerging.

This is the most dramatic story of *China's* war years, but an equally heroic story can be told of thousands of primary and middle school teachers and their pupils who could not make this long trek inland, and who remained and carried on their schools even behind the Japanese lines. Their buildings were bombed or razed or used by the Japanese. Their students were often required to do forced labor.

Humiliations of all kinds were heaped upon the teachers and pupils and many of them lost their lives, such as the 2,700 students and teachers in the northeastern provinces who were involved in the December 31st Affair in 1942, 1,000 of whom were executed and another 1,000 of whom were sentenced to six years of life imprisonment. Yet "the university" carried on, and education survived this nightmare of war.

To-day *China* looks at her educational picture. Her war losses in buildings are estimated at \$389,000,000; in scientific equipment at \$85,000,000; in medical supplies and equipment at \$21,042,000; in books and periodicals at \$142,000,000; and in general equipment



(including furniture) at \$102,000,000. She has exhausted her supply of almost everything but students, but she still has faith in herself, her future, and her friends.

## II

# GOING TO SCHOOL IN WAR-DEVASTATED COUNTRIES TO-DAY

Gradually the schools which were closed during the war are being re-opened, and schools which were able to carry on even during the war are trying desperately hard now to recover from the losses incurred during those horrible years.

But going to school to-day is still difficult, still grim, and in many cases still impossible. Conditions in *Greece* are typical of what still exists in parts of *Belgium* and the *Netherlands*, sections of *France* and *Czechoslovakia*, large areas in *Burma*, *China*, *Ethiopia*, *Iran*, *Luxembourg*, the *Philippines*, *Poland*, *Siam*, *Byelo-Russia* and the *Ukraine*, and *Yugoslavia*.

### GOING TO SCHOOL IN GREECE—FROM THE PUPIL'S POINT OF VIEW

If you were to set out for school in a Greek village today, what would you wear, where would you go, what would your classroom be like?

In northern Greece, the chances are that in eight or nine cases out of ten, there would be no school building to which you could go. Some of the stones might still be lying around on what was once a playground, or a damaged wall might still remain, but certainly no building.

In other parts of Greece the same would be true. So you would go to school in the living room of a neighbor's house or the basement of the village church or the back room of a store which is still intact. If your village had suffered less, your school building might still be standing, but it is not likely to have any windows, and possibly no roof as it was probably used for fuel by the invading armies.

Some of the children are still lucky enough to have shoes and a few even have a warm coat, but most of the children go to school in rags, and without shoes or with scraps of cloth wrapped around their feet.

Of course there is no heat in the school—there hasn't been heat for years. The trees were not numerous before the war and most of the timber still standing was cut during the war.

And as for transportation, that, too, is gone. The few buses and railroads were confiscated and hauled away, or were dismantled for their precious parts, or were pushed over the cliffs

where they lay rusting away as gaunt reminders of the war. One walks, or rides astride the tiny burros, if one is wealthy enough to own one.

Inside the classrooms, the children sit on the floor or on tiny rugs they have brought to school to keep out the cold from the holes in the floor. There are seldom any chairs and desks, and the wood to build them is too scarce to use for such "luxuries." So the children sit on the floor, crowded together to keep warm and to accommodate anywhere from 60 to 100 pupils in a single room.

Books, pencils, paper and crayons are a rare sight. The few books which still exist are often wrapped in a tiny parcel and carried back and forth to school each day by the teacher. They are too precious to hand around except upon very special occasions.

Little children do not remember the schools when they were different but older children do. Besides, school is not very exciting after three, four or five years of dangerous living and active participation in the resistance movement. Furthermore, it isn't much fun to go back to school and try to study alongside children several years younger. But it *has* to be done, otherwise one would be behind in education for the rest of one's life. So, with mixed feelings, the older children return under such conditions.

No! Going to school in a war-devastated country today isn't like going to school in the U.S.A.

### GOING TO SCHOOL IN GREECE—FROM THE TEACHER'S POINT OF VIEW

As the schools of the world re-open or struggle to regain a semblance of pre-war conditions, teachers are faced with a series of problems, so many that one successful educator at the close of her first year of teaching after the war said what thousands have thought, "This was the hardest year of teaching I have ever had. I have had to face more problems in this one year than in all my years of teaching prior to this one. The children were so different—and perhaps I am different too."

The physical conditions are abominable—lack of buildings, lack of sanitation, lack of heat. Among the children who crowd the schools despite these conditions are orphan children, crippled children, tubercular children. Among them, too, are children and young people who took part in the underground movements and in the war itself; boys and girls who have earned their own living by devices considered illegal in normal times; children who are already adults in the responsibilities they have assumed and the experiences they have undergone.

Many of these boys and girls are restless, nervous, irritable, suspicious, arrogant, hard—on the surface at least. Every disciplinary problem which existed in the pre-war school is evident in the post-war period; several of them are magnified many times, and new ones are also noticeable.

These and many other problems confront the person who teaches to-day. This is no easy task, but it is a highly important one in any period of history, and of first priority in the new age now emerging. The attitudes which will be formed, the skills which will be acquired, the knowledge which will be gained, and the experiences which will be provided in the schools of war-devastated countries this year and in the years immediately ahead will have a profound effect on the future, not only of individuals but also of communities, nations and the world.

The teachers of these countries are tired, physically and mentally. Many of them teach because they have a keen desire to do so, but they must earn their living on the side. Yet, they are eager for outside contacts, appreciative beyond description of outside aid, and receptive to the most elementary suggestions of how to cope with their classroom duties.

In a field survey conducted in Greece in the summer of 1946, UNESCO officials obtained from the teachers in that war-torn land the following questions which they said were their most baffling problems. Careful checking with teachers in other countries convinced these officials that they apply to other war-devastated countries as well. The questions most frequently raised were:

1. What can we as teachers provide for our children? What ought we to be able to give them?
2. Should we be teaching the same subjects today as we taught before the war, or have the experiences of war years made changes necessary in the school curriculum?
3. Our school buildings are destroyed or badly damaged. How can we teach under such conditions?
4. We have very few textbooks for our classes. What can we do under such circumstances?
5. We have no educational materials. Do you have suggestions for teaching without these prior needs?
6. There is a great shortage of teachers and our classes range from 50 to 150. How can we devise ways of handling such large groups?
7. We should like to go back to school, or travel abroad, but this seems impossible now. How can we improve our background for teaching while still on the job?
8. There are many adults and older young people who had little or no education during the war, who are returning to school but who crowd our limited facilities. How should we handle this situation?
9. Our children are restless, nervous, irritable. How can we help them to overcome these characteristics?
10. Some of our children seem to take pleasure in destruction. How can we cope with this situation?
11. Many of our children read only sensational books and stories when they read. How can we prevent this?

12. Some of our children will not play with the others at recess time. What should we do about this?
13. Our children are hardened to the fact of death. How can we make them more sensitive to the importance and value of human life and personality?
14. Many of our children are intolerant and prejudiced, especially towards those of other racial backgrounds. How can we best develop in them tolerance and understanding?
15. Nearly all our children are eager for further education, but there are a few who see no reason for returning to school. How can we persuade them of the value of school?
16. Our older boys and girls have had great responsibilities during the war and are accustomed to leadership. How can we match these responsibilities and opportunities for leadership now that the war is over?
17. Some of our young people resent and resist the authority of their parents, their teachers, and other adults. What can be done to develop respect for authority?
18. Some of our older boys and girls continue to steal, gamble, and indulge in immoral practices. How can we develop in them better standards?
19. We have many orphan children in our classes and many who have lost one parent. How can we best help them?
20. We have many children affected with tuberculosis in our schools. What can we as teachers do for them?
21. We have many crippled children in our schools and communities. What can we as teachers do to help them?
22. What is happening to the educational system of other countries? Are changes being made in their structure or methods?
23. What are various nations doing or planning to do to help the children of war-devastated countries?

These questions reveal much about teaching in any war-devastated country.

### GOING TO SCHOOL IN OTHER WAR-DEVASTATED COUNTRIES

Going to school in other parts of the world is just as difficult as in Greece, for the damage in many countries is at least as great. It is difficult to estimate the damage to education in different countries, but a few figures may give some slight indication of the terrific task before the educators of these countries, a task which they cannot perform alone.

For example:

In *Burma* over 30% of the school buildings in urban areas were either totally destroyed or damaged beyond repair; nearly 40% of the remainder were seriously damaged. Nearly all libraries and laboratories were destroyed, or looted, including the University of Burma's collection of 200,000 volumes.

In *Czechoslovakia* about 60% of all schools were partially damaged. On the university level almost all teachers disappeared. 25,000 children were orphaned. The estimated losses to research institutions are 350,000,000 cr. or approximately \$6,883,333; to museums 600,000,000 cr. or approximately \$11,800,000; to libraries and archives 500,000,000 cr. or approximately \$9,833,333.

In the *Philippines* the destruction was tremendous. 6,907 schools were totally destroyed; 6,789 schools were partially destroyed. The estimated sum needed to reconstruct the buildings alone is \$63,000,000; to replace school supplies and equipment \$50,000,000; to replace books destroyed or looted or damaged—"several million." In addition, money is needed to reconstruct the University of the Philippines and other private educational institutions.

In *Yugoslavia* the damage to schools was colossal. Out of a total of 10,000 primary and secondary schools, 2,500 were completely destroyed and 5,360 badly damaged. In addition, the University of Belgrade and the Belgrade National Library were demolished, the latter being set on fire in order to provide illumination for convoy loading by the Germans on the night preceding their evacuation. The war losses were particularly great in books and laboratory equipment. In *Yugoslavia* as in other countries thousands of children were left as orphans or without one parent by the war and have had to be gathered in hostels for homeless children. Particularly acute now is the condition of universities and other institutions of higher learning, as hundreds of students who could not get an education during the war are crowding the limited facilities of the three main institutions. Clothes and shoes are still lacking for thousands of small children.

In January, 1947, UNESCO's Reconstruction and Rehabilitation Section issued these figures for most of Europe, plus *China*, which give some idea of the extent of needs. They remind readers that "the goods are consumable and will have to be replaced at regular intervals." Here they are:

|                                     |             |
|-------------------------------------|-------------|
| Notebooks .....                     | 74,670,000  |
| Pencils .....                       | 150,000,000 |
| Pens .....                          | 10,710,000  |
| Pen points .....                    | 54,214,000  |
| Erasers .....                       | 7,576,000   |
| Rulers .....                        | 730,000     |
| Drawing paper (sheets).....         | 40,000,000  |
| Drawing books .....                 | 550,000     |
| Simple geometrical instruments..... | 2,000,000   |
| Water color paints & brushes.....   | 1,302,000   |
| Colored pencils .....               | 1,400,000   |
| Blotting paper (sheets).....        | 3,010,000   |
| Writing paper (tons).....           | 250         |
| Printing paper (sheets).....        | 3,000,000   |
| Mixed chalk (kgs.).....             | 208,000     |

Without these essentials, getting an education is exceedingly difficult.

### III

## RECONSTRUCTION AND REHABILITATION OF THE SCHOOLS IN WAR-DEVASTATED COUNTRIES

### *THESE COUNTRIES ARE WORKING VALIANTLY THEMSELVES*

In Norway they have already performed miracles of reconstruction, so much so that a Norwegian delegate to the UNESCO General Conference in November, 1946, could say "I am glad to tell you that conditions in my country have improved in such a way that we now hope to be able to settle matters ourselves without help from outside . . . The valuable help your Committee would give to Norway may be transferred to countries where the needs are more urgent. This statement does not mean that all the Norwegian schools are rebuilt or equipped, but it is a generous gesture to those in less fortunate circumstances."

Similarly, a Danish delegate asserted that "Now all schools have been repaired and are functioning normally again; the same can be said about the universities and other institutions of higher education."

The most progress has been made in these two countries. Others which suffered even more, or are lacking in basic materials, have also been hard at work repairing and rebuilding. Much of the work has been done by volunteer labor, by men working on school buildings and women working in children's colonies and in canteens. This means great sacrifices of time and energy in countries where it takes hard work to keep alive. Their efforts in the reconstruction of the buildings and the psychological rehabilitation of children are frustrated by lack of building materials and trained personnel.

In China the government is now trying to support 182 universities as opposed to 108 in 1936, and 3,745 secondary schools as opposed to 2,716 in that same year. Part of this increase is due to the return of *Formosa* and *Manchuria*, but many of these institutions are newly established as a part of her program for increasing facilities to educate a large part of her people. She is exerting every effort to finance this tremendous undertaking, alongside the program of economic rehabilitation and reconstruction.

*Czechoslovakia* has made considerable progress in her educational rehabilitation, owing to great efforts on her part. Most of the secondary school and technical school buildings have been restored and many of the elementary schools, but all of them lack equipment, particularly for their libraries and laboratories. They also need teaching aids of all kinds. Colleges and universities

are being reconstructed, but they, too, lack equipment for their teaching. There is also a great need for help in nutrition and medical supervision of children.

In *Norway* the national budget figure for education in 1936-37 was 54 million crowns, for 1946-47 it is 106 million crowns.

In *Poland* a herculean effort is being made to restore and increase educational facilities to meet the increased enrollments, particularly in the nursery schools, the technical, and the professional schools.

In the *Philippines*, for example, education is now the second largest item on the budget.

In *Yugoslavia* the government has greatly increased the number of schools. It has also established 1,245 hostels for homeless children during 1945 and 1946 and allocated 158,751,167 dinars (approximately \$3,100,000) the first year and ten times that amount in 1946 for their upkeep, in addition to food, clothing and shoes. With the aid to orphans placed in foster homes, the sum expended for homeless children reaches well over 2,100,000,000 dinars (approximately \$41,000,000) per year.

These and other countries are exerting themselves to their utmost, but it is impossible for them to do the job alone with their depleted resources.

#### OTHERS ARE BEGINNING TO HELP

Gradually the people of the world are being aroused to the conditions which exist, and they are beginning to provide educational assistance—even though it is small compared with the needs.

UNRRA was limited by its basic charter in what it could do for and through education. UNESCO, while recognizing the vital importance of educational reconstruction, has not been given the means or the authority to undertake directly so vast a project. UNESCO has, however, authorized at its General Conference, held in Paris in November and December, 1946 and attended by representatives of 47 nations, an expansion of its existing services to enable it to serve as a clearing house of information relating to needs in the devastated areas, to arrange fellowships and international exchanges of persons, to cooperate in the sponsorship of youth service projects, to publish materials for teachers in the war-torn countries, and to launch a world-wide appeal for educational assistance totalling \$100,000,000 in goods, services and cash.

Some help has come directly from governments. The *United Kingdom* has made a contribution to European schools of large numbers of wall maps and educational films, and *Denmark* has offered working facilities in its laboratories to over 100 graduate scientists from the liberated countries. Through *Don Suisse*, semi-official Swiss relief agency, thousands of undernourished students have been brought to *Switzerland* for short holidays to regain their health, as only one of their projects to aid the war-devastated countries. Similar work has been carried on extensively in *Sweden*.

But by far the greatest part of the educational aid must come from voluntary agencies in those countries which escaped enemy occupation. There have already been several striking instances of such voluntary effort in countries other than the *United States*. The Canadian Broadcasting Corporation, for example, has provided a large number of school broadcasting records for the schools of Europe; and the Canada and Newfoundland Education Association has sent several tons of pens, pencils, notebooks, erasers and other basic equipment as initial shipments to help the schools of war-torn Europe. In the *United Kingdom* the sum of £10,000, or approximately \$40,000, had been raised by the summer of 1946 by the gifts of school children through the Council for Education in World Citizenship, to be used for the purchase of necessary classroom supplies for schools in various nations.

UNESCO naturally looks to the *United States* for a large share of the \$100,000,000 since our educational facilities were not damaged by war. To stimulate and coordinate American voluntary efforts, the Commission for International Educational Reconstruction was established in the fall of 1946 upon the initiative of the American Council on Education. Preliminary conferences called by the Council were attended by representatives of UNRRA, UNESCO, the Department of State, and leading American educational organizations.

The Commission's present membership is drawn from the educational profession, but it has developed close working relationships with over 100 organizations of many types—civic, religious, relief, social service and youth, as well as educational organizations. It also works directly with the American branches of the major international organizations. The activities in the field of educational reconstruction of these many organizations are summarized in the Commission's Bulletins and Handbooks.

Despite all of these activities, what has been done thus far is but a fraction of what needs to be done. The children who have survived the hunger, the frostbite, the terrors of war and enemy occupation must not now be denied educational opportunity. If at least a minimum of education is to be assured them, far greater contributions from the *United States* must be secured—thousands of educational gift boxes, tons of educational materials, thousands of fellowships and study grants.

#### WHAT TYPES OF ASSISTANCE ARE NEEDED

The war-devastated countries vary widely in the extent of their need for educational assistance. A few of the countries lack even the simplest educational supplies and materials, such as paper and pencils. Scientific and technical books and materials are lacking in all countries. All urgently desire and would greatly benefit from exchanges of personnel and from advisory service.

The Commission for International Educational Reconstruction has identified the following categories of needed assistance:



1. *Simple supplies*—pens, pencils, chalk, note-books, ink, etc. (Particularly lacking in Greece, Poland, Yugoslavia, Hungary, Ethiopia, Albania, China, Korea, Japan, and the Philippines.)
2. *Materials and equipment*—maps, film and slide projectors, tools and vocational educational equipment, laboratory and other equipment for science teaching, instruments for medical, dental, and agricultural schools, drawing instruments, typewriters, etc. (Needed by all countries.)
3. *Books and periodicals, and materials for their preparation*—Scientific and technical books and journals since 1939; current professional literature, major reference books in all fields, paper for printing textbooks, equipment of all kinds for printing and duplicating, etc. (Needed by all countries.)
4. *Fellowships, scholarships and study grants for foreign students*—These are welcomed at all levels and in all fields, but top priority is given to advanced study in the major scientific, technical, and professional fields in which marked advances have been made in the *United States* during the war years. (Needed by all countries.)
5. *Educational missions*—There is intense interest in all the war-devastated countries in sending and receiving missions whereby (a) leading educators from the *United States* might spend several weeks or months visiting educational establishments, participating in conferences, and advising on problems of educational reconstruction; and (b) foreign educational leaders might come to the *United States* to study current trends in education. Such exchanges in the following fields would be particularly welcomed:
  - a) Scientific and technical education
  - b) Visual education
  - c) Teacher education
  - d) Child development, especially psychological factors and nutrition
  - e) Educational and vocational testing and guidance
  - f) Vocational education
  - g) Health education
  - h) School building
  - i) Organization of secondary education
  - j) Professional education
  - k) In-service education of teachers
6. *Voluntary service projects*—These involve contributing personnel, supplies and funds for establishing international work camps where young people from the various countries work with local citizens on a joint enterprise of reconstruction, such as rebuilding schools and other public institutions and conducting summer health camps for young children. (Needed in virtually all war-devastated countries although wide variations exist in the feasibility of organizing them during 1947.)

## HOW YOU CAN HELP

*Remember that the very basis of international understanding and world peace is educational opportunity. The heroic teachers and students in the countries ravaged by war need your help.*

You can aid (1) by contributing goods, services and money to projects already underway, or (2) by launching a new activity if your organization or your school or college is sufficiently large to make this practicable.

The Commission for International Educational Reconstruction (CIER) suggests that you begin by finding out what your national, state or local organizations may already be doing and how you can help. Find out also what activities are being carried on by other groups in your own community and give these your utmost support.

Activities and plans of various national organizations are described in the CIER's bi-monthly Bulletin and in its Handbook. The Bulletin also includes up-to-date information concerning the educational needs of the various countries. These publications may be secured by writing to the Commission at 744 Jackson Place, N. W., Washington 6, D. C.

If your organization desires assistance in developing new projects, the CIER will be glad to advise. *The CIER is not an operating agency* but endeavors to *stimulate* and *coordinate* the activities of the national organizations—educational, welfare, religious, social service, fraternal and civic—concerned with the rehabilitation of education abroad. The Commission has been officially charged by the United States National Commission for UNESCO with the responsibility for coordinating American efforts in this field. The Commission has served as convener of the National Conference on International Educational Reconstruction participated in by more than 100 American organizations.

Groups and individuals who prefer to make direct cash contributions to UNESCO's reconstruction effort may send checks to the Commission for forwarding to UNESCO for use in the purchase of needed materials and services for educational reconstruction.

This booklet is designed primarily for distribution *without charge* by American organizations engaged in international educational reconstruction. The CIER is making it available at cost—in lots of 100 or more at 5c per copy, 10 or more at 10c per copy, less than 10 at 15c per copy. These charges include mailing and handling costs. Checks should be made payable to the Commission.

---

### OFFICERS OF THE COMMISSION:

T. G. PULLEN, Jr., *Chairman*

A. J. BRUMBAUGH, *Vice Chairman*

HAROLD E. SNYDER, *Director*

ROBERT STANFORTH, *Assistant Director*

## COMMISSION FOR INTERNATIONAL EDUCATIONAL RECONSTRUCTION

- Lyle W. Ashby, Div. of Publications, National Education Association  
EDUCATIONAL PRESS ASSOCIATION
- Lawrence L. Bethel, President, New Haven Junior College  
AMERICAN ASSOCIATION OF JUNIOR COLLEGES
- Livingston L. Blair, Vice Chairman for School and College Activities  
AMERICAN RED CROSS
- \*A. J. Brumbaugh, Vice President  
AMERICAN COUNCIL ON EDUCATION
- \*William G. Carr, Associate Secretary  
NATIONAL EDUCATION ASSOCIATION
- \*L. H. Dennis, Executive Secretary  
AMERICAN VOCATIONAL ASSOCIATION
- Stephen Duggan, Board of Trustees  
INSTITUTE OF INTERNATIONAL EDUCATION
- Milton S. Eisenhower, President, Kansas State College  
ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES
- W. L. W. Field, Chairman  
NATIONAL COUNCIL OF INDEPENDENT SCHOOLS
- Thomas H. Henderson, Dean, Virginia Union University  
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR  
NEGROES
- Msgr. Frederick G. Hochwalt, Secretary General  
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
- Mary E. Leeper, Executive Secretary  
ASSOCIATION FOR CHILDHOOD EDUCATION
- Waldo G. Leland, Director Emeritus  
AMERICAN COUNCIL OF LEARNED SOCIETIES
- W. H. Lemmel, Superintendent of Schools, Baltimore  
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
- Robert P. Ludlum, Associate Secretary  
AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
- Kathryn McHale, General Director  
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
- Carl H. Milam, Executive Secretary  
AMERICAN LIBRARY ASSOCIATION
- \*J. Earl Moreland, President, Randolph Macon College  
ASSOCIATION OF AMERICAN COLLEGES
- Edward O'Connor, Executive Assistant  
NATIONAL CATHOLIC WELFARE CONFERENCE—WAR RELIEF  
SERVICES
- Charlotte E. Owen, Executive  
NATIONAL COUNCIL OF VOLUNTARY AGENCIES FOR FOREIGN  
SERVICE, INC.
- W. W. Pierson, Administrative Dean, University of North Carolina  
ASSOCIATION OF AMERICAN UNIVERSITIES
- \*T. G. Pullen, Jr., State Superintendent of Maryland Schools  
NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS
- Wilfred H. Ringer, Professor of Education, Tufts College  
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
- Agnes Samuelson, Chairman of Committee on School Education  
NATIONAL CONGRESS OF PARENTS AND TEACHERS
- H. A. Sprague, President, New Jersey State Teachers College, Montclair  
AMERICAN ASSOCIATION OF TEACHERS COLLEGES
- Herman B. Wells, President, Indiana University  
NATIONAL ASSOCIATION OF STATE UNIVERSITIES
- \* Members of Executive Committee.



SCHOOL SCENES