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# Textbooks

## THEIR EXAMINATION AND IMPROVEMENT

A REPORT ON INTERNATIONAL AND NATIONAL  
PLANNING AND STUDIES



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WASHINGTON, 1948



# Textbooks

## THEIR EXAMINATION AND IMPROVEMENT

A REPORT ON INTERNATIONAL AND NATIONAL  
PLANNING AND STUDIES



Prepared by the European Affairs Division, Harry J. Krould, Chief  
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OCTOBER 1948

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## PREFACE

Many governments, including the Government of the United States, as well as international and national, official and private organizations, have recognized that it is vital to their efforts for world peace and international understanding to provide the coming generation with a picture of other nations that is accurate, balanced, objective and fair. They therefore have given and are giving increased attention to presentation in textbooks of facts concerning other nations.

Since the attitude created, the stereotype formed, is the issue, teaching material in whatever form it may be should come within the scope of examination and improvement. Even where oral presentation by teachers takes an increased share in the educational process, as it does today when textbooks cannot be replaced because of paper shortage or other war-related reasons, the textbook remains the basis and the framework of teaching. To the teacher, textbooks are, if not the principal source of information, at least an authoritative guide; to the child, their printed pages are scientifically accurate and correctly stated truth. Textbooks can be the seed of an eventual harvest of international understanding and friendship by the presentation of facts, qualitatively and quantitatively correct and in proper perspective; but they can also be the seed to a crop of misunderstanding, hate and contempt among nations and toward other ways of life by the presentation as facts of unqualified, unbalanced and inaccurate statements.

The examination, revision and improvement of textbooks is a national and an international obligation to the spiritual and political, cultural and material life of the coming generation. The idea has met with almost universal acceptance, the importance has found general recognition, but only in few cases have national programs been clearly defined, even less has there been successful integrated international action.

Since this issue is so close to the national responsibilities and the international interests of the Library of Congress, we examined the problem, and taking inventory, we found that the historical picture of the international movement for revision and improvement of textbooks was comprehensively displayed in 1933 by a study of the International Institute of Intellectual Cooperation, School Text-book Revision and International Understanding, now out of print. A new study, bringing



the earlier work up to date, was contemplated by the Institute in 1938 but was abandoned due to the war; the survey made by the Preparatory Commission for UNESCO, Looking at the World through Textbooks (published also in French), touches only high points without supporting detail. The Institute's own record of its existence, 1925-1946, published in French in 1946, includes a chapter on textbook revision, but without particulars save for the work of the League of Nations. The American Council on Education has recently brought out a brochure by Dr. I. James Quillen, Textbook Improvement and International Understanding, which gives exhaustive treatment to American studies analyzing textbooks, but devotes only a prefatory summary to international developments. There is, insofar as we have been able to determine, no recent study presenting a comparative survey, on the international scale, of this movement.

A solution depends on national initiative, international cooperation, and leadership and coordination by UNESCO. If this study, by presenting the international record and by furnishing the tools for further research and action, contributes a modest step toward progress, it will have been worth while.

October 1, 1948

Luther H. Evans  
Librarian of Congress



The Problem:

"Everywhere one found what one would expect to find," in no country do histories fail to reflect nationalism and to condone their own national policies while condemning those of others.

(British Royal Institute of International Affairs in a report on textbooks of all nations, 1936)

The Solution:

"Or how wilt thou say to thy brother, Let me pull out the mote out of thine eye; and, behold, a beam is in thine own eye?"

"Thou hypocrite, first cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye."

(Matthew VII, 4, 5)



## TABLE OF CONTENTS

|          |                                                                                                                                     |     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|-----|
| PART I   | POLICY AND PLANNING .....                                                                                                           | 1   |
| A.       | International                                                                                                                       |     |
|          | 1. League of Nations (I.C.I.C.) and<br>United Nations (UNESCO) .....                                                                | 6   |
|          | 2. Unofficial International Associations .....                                                                                      | 10  |
| B.       | Regional .....                                                                                                                      | 12  |
| C.       | National                                                                                                                            |     |
|          | 1. Countries other than the United States .....                                                                                     | 14  |
|          | 2. United States .....                                                                                                              | 17  |
| PART II  | RECORD OF ACTIVITIES                                                                                                                |     |
| A.       | International                                                                                                                       |     |
|          | 1. League of Nations (I.C.I.C.) and<br>United Nations (UNESCO) .....                                                                | 19  |
|          | 2. Unofficial International Associations .....                                                                                      | 27  |
| B.       | Regional .....                                                                                                                      | 152 |
| C.       | National                                                                                                                            |     |
|          | 1. Countries other than the United States .....                                                                                     | 74  |
|          | 2. United States .....                                                                                                              | 101 |
| PART III | BIBLIOGRAPHY OF STUDIES                                                                                                             |     |
| A.       | Countries other than the United States                                                                                              |     |
|          | 1. Studies of Textbooks .....                                                                                                       | 110 |
|          | 2. Studies of the Problem .....                                                                                                     | 117 |
| B.       | United States                                                                                                                       |     |
|          | 1. Studies of Textbooks .....                                                                                                       | 124 |
|          | 2. Studies of the Problem .....                                                                                                     | 135 |
| PART IV  | BASIC DOCUMENTS                                                                                                                     |     |
| A.       | Casares Resolution, 1925 .....                                                                                                      | 143 |
| B.       | I.C.I.C. Resolution, 1932<br>(Casares Resolution, Final Text) .....                                                                 | 145 |
| C.       | Declaration on the Teaching of History of<br>the League of Nations, 1937 .....                                                      | 149 |
| D.       | Convention on the Teaching of History,<br>Montevideo, 1933 .....                                                                    | 151 |
| E.       | UNESCO Program for the Improvement of Teaching<br>and Teaching Materials as Aids in Developing<br>International Understanding ..... | 154 |
| F.       | UNESCO Resolution, 2d Session, 1947 .....                                                                                           | 155 |





## I. POLICY AND PLANNING

This introductory chapter is designed as a narrative summary of endeavors toward examination, revision and improvement of textbooks, which are detailed in the second part. The latter lists in annotated outline major steps taken by international, regional and national, official and private groups and organizations, from 1919 to the present, with the declared desire to serve the interests of peace and international understanding. The International Institute of Intellectual Cooperation (an instrument of the League of Nations) and the Preparatory Commission of UNESCO, in 1933 and 1946 respectively, organized their published surveys of this field in three sections, International, Regional and National. In spite of the concurrence and the interdependence of the developments on the different levels, for clarity of presentation an arbitrary division had to be made; for identical reasons the same division is used here.

The 'twenties saw a growing world reaction against war, and as a consequence the ascendancy of peace societies. This state of public opinion was fertile ground for an organized approach to the problem of textbooks and their constructive or destructive contribution to international understanding. Besides, the war had made existing textbooks obsolete and it was time for revisions. In 1919 Anatole France, addressing French school teachers, gave dramatic expression to this trend when he appealed to them "Make hatred hatred. Burn the books that teach hate." In France, Germany, Belgium and Holland, in the Scandinavian countries, Poland and Japan, this cry was echoed in resolutions of teachers' associations and peace organizations. Speeches at the big congresses of nations that multiplied with the increasing desire for unity of the League of Nations world, pressed the issues of education, reconciliation and war prevention. Studies by groups and individuals were initiated to examine textbooks of their own and other countries for passages inflaming hatred. At first attention was directed to elementary texts of national history with their traditional glorification of war and prowess and their appeal to youthful minds; later it was extended to secondary school books and geography. In 1922 the League of Nations formed the International Committee on Intellectual Cooperation. From its beginning the Committee discussed textbooks, and in 1925 started coordinating work in the field. A procedure, to which the Spanish member, Julio Casares, gave his name, was suggested which, with special care for national

vanities and susceptibilities, would permit an exchange of criticism and suggestions between countries, with the objective of textbook revisions. Gradually the scope of planning grew from a mere search for jingoistic passages to an examination of accuracies of data and neglect of other nations; the project of a single textbook of and for all nations, giving fair treatment to each country, entered considerations.

By 1930 most Western countries had accepted as fact that textbooks have an obligation of contributing toward international goodwill and of offering increased and correct information on other peoples. France led in translating this general trend into action by starting a reform of her own school histories, and through the teachers' committees responsible for the selection of textbooks, a considerable number of books, between twenty and thirty, were withdrawn from use or revised. Scandinavia took the lead in the field of interchange between and the cooperation of neighboring nations. The gentle language of the Casares Resolution, which had been helpful in the early stages in getting the idea accepted, was too soft to produce actual cases of withdrawal and revision, and the International Committee amended it and applied pressure for action through its national committees. Little by little the International Committee tried to induce participating nations to advance from the negative phase of taking out objectionable passages, and enter the positive phase of adding new constructive material to textbooks. Model passages presenting facts accurately, fairly and in a spirit of goodwill were collected and publicized, and increased efforts were made to get action on the governmental level.

In 1933 Brazil and Argentina signed a pact for mutual revision of school textbooks. Two years later the International Committee prepared the Declaration on the Teaching of History, to serve as a model and draft for such agreements between nations; in 1937 the League of Nations Assembly adopted this Declaration, which most of the League members approved, though only eleven expressed their adherence with a formal signature. The few bilateral agreements that resulted were restricted to smaller European countries and Latin America.

There is a striking absence of the names of the big countries, with the exception of France, in the records of official and unofficial international and even regional activities, but there were certainly different reasons for the non-participation. Japanese organizations which showed interest immediately after World War I became silent after 1919, Germany after 1933 had no use for this or any other kind of international activity,

the Soviets at no time had anything to say on the issue, in Great Britain and in the United States the selection of textbooks was not a governmental responsibility, and governmental participation necessarily differed from that in most of the other countries for the reason that the United States was not a member of the League. But the problem and the intention to find a solution were very close to the hearts of historians and educators in both great English-speaking nations, and representatives of groups in both countries have participated in international conferences, in addition to the important work done on a national level by organizations and individuals.

In Great Britain the selection of textbooks is left to the teachers, and although one British group, the Workers' Education Association, in 1919 appealed to the League of Nations for the establishment of an international committee on textbook revisions, the British, in general, expressed preference for writing new textbooks in the spirit of objectivity to revising old ones. British textbooks were admittedly superior in this respect. When the International Institute of Intellectual Cooperation discussed and examined the possibility of an "international textbook", it looked over a number of exhibits of national schoolbooks and found only one by a British author (Helen Corke, The World's Family, Oxford University Press, 1929) outstanding and worth mentioning. After the amendment of the Casares Resolution in 1932 the British National Committee on Intellectual Cooperation formed a subcommittee for answering requests by other nations, but it was the general opinion in Britain, which found expression in a study by the Royal Institute of International Affairs in 1936, that the "slow mutual adjustment" process should be left to the single nations if not to the writing historians.

In the United States textbook-selection is made by state or municipal educational authorities, and the rôle of the Federal Office of Education is one of advice and encouragement. The responsibility of history teaching for the creation and the continuation of hate and misunderstanding had been a theme for historians and writers in the United States long before the League of Nations came into being, and in the 'twenties "revisionist" historians succeeded in bringing about notable improvements as to impartial and objective writing of history, in spite of the opposition of conservative and nationalistic public groups. The United States Government has--as is declared in the Statement attached to the 1933 Pan-American Convention on the Teaching of History--viewed with sympathy government efforts elsewhere, and American groups and individuals have taken the lead in analytical study of their own textbooks for attitudes of

unfriendliness, contempt or neglect of other nations. Perhaps the most significant works published in this field are the studies sponsored in the last decade by the American Council on Education, to which Dr. Zook, the president, who was an observer at the 1939 conference of the International Committee on Intellectual Cooperation, has given encouragement and leadership.

Regional efforts with their greater tendency toward action showed a promising development, even though most of them did not reach the advanced degree of actual cooperation established by the "Norden" Associations in Scandinavia, or, much later, in the field of studies by the Canada-United States Committee on Education. In Latin America the idea took form in the declaration on the teaching of history of 1933 and 1938 and developed in the framework of growing Western Hemisphere solidarity. There was one extremely promising contact between two big countries in Europe. French and German historians, some of them working on this problem for years, met and discussed methods for the treatment of debated points in a form that would ensure scientific exactness and fairness to each country; the return of the German historians to a National Socialist Germany put an end to a hopeful and encouraging beginning.

In 1939 all international planning and all practical work of the International Committee ceased, but the international spirit had been shaken six years earlier when Germany left the League of Nations, when the Conference for the Limitation of Armaments collapsed and buried the discussion on "moral disarmament" under its débris. As soon as the war was over it was quickly discovered that the spirit was wrecked but not dead, and since UNESCO, in 1946, picked up this theme of ever increasing importance and urgency with a program of even wider application, promising signs of awakening public opinion are becoming evident.

In 1946 the Preparatory Commission for the United Nations Educational, Scientific and Cultural Organization presented to the First General Assembly of UNESCO its report (Doc. C/9) which summarized steps taken in the past, and outlined plans for the future; the new body had a firm background of experience, by trial and error, on which to build. The Program adopted by the First General Conference calls for improvement of teaching materials in much the same words as did the I.C.I.C., but the conception is widened beyond history and geography to include all subjects which conceivably touch on one world of good will. There is wide realization that the actual work must

be done on the national level, with meetings of international federations reporting mutual progress, and UNESCO remaining in the background, co-ordinating, collecting, stimulating, exercising leadership but not dictation.

## A. International

### 1. League of Nations (I.C.I.C.) - United Nations (UNESCO)

The International Committee on Intellectual Cooperation (I.C.I.C.) was organized in 1922 under the League of Nations in response to appeals from many sides for official integration of intellectual work on the international level. Almost from its first meeting the members discussed textbooks and their potential dissemination of hatred. In 1923 they talked of publishing an international textbook of history, to be translated into all languages—a favorite project which has come up throughout the entire course of the textbook consideration, always to meet with discouragement. In 1925, after resolutions for textbook revision had piled up in the minutes of national and international groups, some of which were already recording accomplishments, the International Committee adopted the Casares Resolution. This important document outlined a procedure "whose extreme elasticity seems of a nature to obviate any risk of wounding national susceptibilities." It stated in brief:

A National Committee finding an objectionable statement in a foreign textbook, might write to the National Committee of the offending country, pointing out what emendations it wished. The receiving committee, if it decided to accept the request, should then decide how best to approach the authors or publishers of the book. Success, if any, was to be reported both to the National Committee originating the request and the International Committee, but no explanation could be asked if the receiving committee did not see fit to reply. The requests were to be strictly factual, regarding details of geography and civilization, etc., and "personal views of a moral, political or religious order" were strictly ruled out.

The Resolution was adopted by the League of Nations and discussed at many meetings of the League, the International Committee, and subsidiary or related groups, national and international, but by 1930 it had been put to use only three times, with only one actual textbook change reported.

In 1930 the Subcommittee of Experts for the Instruction of Youth in the Aims of the League of Nations (L. of N.) proposed an inquiry regarding school textbooks in history and geography, civics, morals and readers, which the International Committee approved, setting up a Committee of Experts on the

teaching of history to work out a program. This committee in 1931 prepared an amended version of the Casares Resolution, which was adopted by the I.C.I.C. and the League in 1932. The procedure now called for more forceful measures: National Committees on Intellectual Cooperation were urged to survey the textbooks not only of their own but of other nations and to write directly to one another, but this time answers were obligatory and copies of correspondence had to be sent to the International Institute of Intellectual Cooperation (the study and promotion organization set up in 1926 under the I.C.I.C.) which was prepared to act as mediator in any case of dispute. The National Committees were asked to provide the I.C.I.C. with lists of their textbooks, pointing out specially good ones as possible models. The League was to recommend to governments that they appoint committees to supervise textbook selection in line with international teaching, and major international associations were urged to invite their member branches to communicate with one another on the question. The inquiry was extended from history to include geography, civics and readers, and the Institute was asked to make collections of textbooks, documentary material and statistics. At the same time the I.C.I.C. announced that it would stress in future the "positive" side of the question, toward good new writing rather than elimination of bad. To this end it instituted a search for passages from desirable textbooks which might serve as models for fair, objective treatment of debatable points in history. The idea of an international history was revived, and member associations were asked for new reports and statistics. The International Institute introduced in its bulletin, Coopération Intellectuelle, a regular section on the revision of textbooks and the teaching of history, in which month by month all developments were reported. (This rubric was continued until 1940, and is the chief source for information on both the national and international scale.)

In the same year, 1932, the important International Conference for the Teaching of History was held at The Hague, and the issue of "moral disarmament" came up in connection with the Conference for the Limitation of Armaments. Moral disarmament was suggested by the Polish government, at the instigation of the active Polish National Committee on Intellectual Cooperation, and included a clause on the revision of textbooks. The effects of the new publicity, together with the amended Casares plan, were soon widely apparent. A number of European countries set up subcommittees of their Departments of Education or their National Committees on Intellectual Cooperation to work on school-books, and some of them went vigorously at scanning their neighbors' texts. (The Italian Committee went through at least two

hundred foreign manuals, and the Polish Committee even more. Quite often it was noted that complaints were being made against outdated textbooks which had already been revised; the Germans and Italians both sinned in this respect.) The "Norden" Associations in the Scandinavian countries perfected and put into operation their plan for friendly interchange. French and certain German teachers heightened their attempts at rapprochement, culminating in the Colloquy of 1935, when historians of the two countries sat down together and worked out satisfactory interpretations of delicate historical points. There were a number of exchanges in European countries under the Casares provisions. The Balkans had already begun to try for regional cooperation in their annual Congresses, and they intensified the effort in accord with the new International Committee program. In Latin America, where historians and teachers of several countries, notably Argentina, Chile, Uruguay and Brazil, had been conscious of the International Committee's work, 1933 brought two most significant events: Argentina and Brazil signed the first bilateral agreement providing for mutual examination and revision of textbooks, and the Seventh International Conference of American States formulated a Convention on the Teaching of History, which provided, on government level, for the application of the Casares measures. (This Convention has been ratified by 8 Latin American countries.)

In 1934 the International Institute prepared for the Committee a Declaration on the Revision of History Manuals, intended as a model draft for nations planning bilateral agreements. It was adopted by the International Committee in 1935, and sent to the national bodies. By 1936, 34 countries had acknowledged its receipt, most of them indicating their approval. 12 were already applying the principles, and 15 were ready to sign in part. (These were the smaller powers; in Great Britain, France and the United States, the absence of federal control over selection of textbooks prevented action on the official level. Nazi Germany, the U.S.S.R. and Japan had no truck with these doings.) In 1937 the League of Nations Assembly adopted the Declaration, which was accepted by 11 countries before 1939. Bilateral agreements were made in the period 1936 to 1938 by 9 countries. Most of these impressive results remained only a record on paper.

In 1931 the International Institute had prepared a report on the whole movement for textbook revision, which was published in French. In 1933 a revised edition, in English, School Text-book Revision, was brought out. There were plans afoot for a new edition bringing the picture up to date when



all work was interrupted by the outbreak of the war. In 1946 the Institute published an inclusive account of its operations, L'Institut International de Coopération Intellectuelle, 1925-1946, which contains a chapter summarizing the textbook revision work. In 1947 the Preparatory Commission for UNESCO presented a report, Looking at the World through Textbooks, which reviews the steps taken thus far and outlines plans for the future.

Before the close of the war the Conference of Allied Ministers of Education, which paved the way for UNESCO, in 1943 set up a history commission which among other functions gave consideration to objective textbooks. At the first General Conference of UNESCO in 1946 the report of the Preparatory Commission was presented, and the program then adopted, and reaffirmed in 1947, called for the improvement of textbooks and teaching materials for international understanding. The role planned for UNESCO, like that of the International Committee, is to be one of coordination; proposals call for greatly increased activity on the national scale, where the ultimate work must be done, with UNESCO in the background, stimulating effort without attempt at dictation. The categories of works to be revised have been broadened from history, geography and civics, to include music, art and all teaching materials that can conceivably touch on international relations.

## 2. Unofficial International Associations

When the International Committee on Intellectual Cooperation adopted in 1925 and amended in 1932 the Casares Resolution, offering tactful means of exchanging between nations requests for withdrawal or revision of objectionable passages in schoolbooks, this official body was setting its seal of international approval on the endeavors of many groups, working within single nations, between neighboring nations, or with almost world-wide scope. International societies, being composed of representatives of national units, had in general to leave definite work to the member bodies, confining their coordinated activity to listening to speeches or committee reports and passing general resolutions. Except for one or two of the peace societies, which had talked about doing something to prevent the rousing of anti-foreign sentiments in children's minds through books even before the war of 1914-18, the international conferences followed rather than led the interest within nations. Their regular meetings and special congresses served largely to spread the news between their constituent groups, though a few proposed or actually did set up committees which achieved results in the way of reports and collections of statistics, and, of course, inspired national studies.

The first systematic survey covering more than one country examining hate in textbooks was performed by the big foundation in control of funds for such efforts, the Carnegie Endowment for International Peace. The Moral Education Congress, which in 1922 passed the Geneva Resolutions calling for international supervision by the League, made far-reaching plans for committee action, but without results. The World Alliance for Promoting Friendship through the Churches, and its offshoot, the Christian Conference for Life and Work, passed the influential Berne Resolutions setting up standards for revision, and prepared a report of European coverage for the specially organized Congress on the Teaching of History (Oslo, 1928). In the parts of the world dominated by English-speaking influence, the World Federation of Education, through its Herman-Jordan Committee, anticipated and later forwarded the International Committee's program. The International Federation of Teachers' Associations and the International Federation of Secondary School Teachers, groups mainly of western Europe, in which initiative was taken by the French, gave impetus to the Franco-German textbook reforms of the 'twenties, and collected from their constituent societies statistics and actual texts. Leading world historians, through the International Committee of Historical Sciences, aired their views on the

need for pacific teaching of history and the proper approach to the problem of textbooks revised or improved in the light of modern, objective, scientific research. This body instigated, in 1929, two broad inquiries on the status of history teaching within nations, in elementary and secondary schools. The reports, on elementary schools from 39 countries, and on secondary schools from 35, were published in the Bulletin of the Committee from 1931 to 1936. A similar inquiry into college teaching that began in the mid-'thirties, and on which 17 national reports had been received, was interrupted by the war.

The most fertile years of the international movement were from 1929 to 1933, with a succession of important Congresses, attendant speeches and resolutions--the 5th Congress of Moral Education, Paris, 1930; the 1929, 1930 and 1932 meetings of the International Federation of Teachers; the Oxford, Budapest and The Hague meetings, 1930-1932, of the International Committee of Historical Sciences; and the supreme effort of united forces, the specially called International Conference for the Teaching of History at The Hague in 1932, the year of Moral Disarmament. This Congress marked the high point of enthusiasm by internationally minded leaders, and the bulletin they founded--Quarterly Bulletin of the International Conference for the Teaching of History--was expected "to blow as it were a current of international air through the teaching of history" (Isaac, "Tentative d'Accord Franco-allemand," see Studies, p. 111). But by 1934, when the second session of this Conference met at Basle, the disarmament, moral as well as material, had failed, the Bulletin had expired after its second issue, and the members of the enthusiastic group, having erred by "excess of ambition" (Op. cit.) had fallen into lethargy. They continued to speak at meetings, and to submit questionnaires following the guidance of the increasingly active I.C.I.C., collecting "model" passages to inspire new writings, but the empty places at the council tables were too many for them to be sanguine of success. It is only since 1945 that the voice is audible again with hope, expressing the support of the principles of international intellectual cooperation.

## B. Regional

The brightest spots in the between-wars efforts toward revision of textbooks occur in the sphere of regional cooperation, and the shining example is the work accomplished in the Scandinavian countries by the "Norden" Associations. Beginning in 1919 and 1920, the Norwegian, Danish and Swedish, and later the Finnish branches of this cultural league discussed at meetings revision of their respective textbooks, appointed committees to supervise the work, secured the cooperation of their governments, and achieved widespread improvement in the treatment accorded one another in children's history books. The results are described in two impressive volumes (1937 and 1940), the first relating the steps taken by the examining committees, the second presenting objective treatments of disputed points in Scandinavian history.

Other attempts were made in Europe by the Balkan nations in conferences from 1930 to 1933, and by the Baltic states (Latvia, Lithuania, Estonia and Finland) in 1935-37. These followed the International Committee's recommendations and resulted in a few bilateral agreements, but broke down under the strain of the European situation. The same sad ending came to the efforts for changed attitudes in history teaching made by the big national associations of French and German teachers and historians. These had begun with enthusiasm on both sides in the 'twenties, and in France at least had led to some real reforms in manuals. They were climaxed by the colloquy between French and German historians in 1935.

In the Western Hemisphere, the trend against internationalism that accompanied the rise of the Nazi state and the decay of the League of Nations was partly not evident, partly overshadowed by the drive for hemisphere solidarity and a good neighbor policy that became more popular with each year. From Spain in the early 'twenties had come feelers for writing the history of the conquest and development of the new continent in a spirit of fairness, and the Latin American historians were ready to cooperate in giving their sister nations credit for their respective parts in the general cultural and historical background of the New World. The Casares procedure was adapted in the western setting, and the agreement signed by Brazil and Argentina in 1933 was the first direct promise for mutual revision of school manuals by sovereign states. At the twenty-nation Pan-American assemblage of 1933 the Convention on the Teaching of History was adopted, and placed under the aegis of the Pan American Union. In 1936 it was rephrased by the First Inter-American Conference for the Maintenance of Peace, and in 1938 reiterated by the Eighth Conference of American States.

The United States, while prevented from joining in the official program by her absence of government authority in the textbook field, has given the fullest sponsorship to the encouragement of teaching on Latin America in the schools, and the American Council on Education has offered a model for studies of national textbooks from the viewpoint of goodneighborliness in the 1944 study, Latin America in School and College Teaching Materials.

The latest regional move, one most pregnant with possibilities for the future, is that of the Canada-United States Committee on Education, on the highest level of semi-official sponsorship, which in 1947 published the results of a joint survey of national history textbooks to discover respective national attitudes.

## C. National

### 1. Countries other than the United States

The work toward revision of textbooks carried on by individual nations within their borders betrays no specific pattern, partly because it is closely interwoven as to encouragement and stimulus with the movement developing on the international and regional level, partly because textbook revision was submerged in the greater postwar drive for a reform of education with the objective of making children more conscious of their social role in and responsibility to the world. The active preaching of peace societies and other official or unofficial groups sponsoring education in accordance with the aims of the League of Nations was evidenced widely in introduction of new teaching materials and new plans for school courses, and the question of textbooks in history was an element that can be separated only in isolated instances from the larger scheme.

From 1919 on, scattered groups of educators and individual historians in all civilized nations spoke about the need of removing seeds of hate from school manuals. The Carnegie inquiry, the first volume of which appeared in 1923 (See Studies, p. 110) brought the problem into focus, and was followed by a number of national examinations. The most definite and perhaps the most conspicuous accomplishment was that of the pacifist French association of primary school teachers (Syndicat National) whose 80,000 members, inspired by the idea of Franco-German rapprochement, began to boycott about 30 textbooks which had been composed or revised in the first heat of victory. Within two years the teachers had secured the virtual elimination of the questionable passages or the entire texts from public schools. The French, bent on reconciliation with the former enemy, aimed at scientific objectivity. Much the same ideals seem to have prevailed in leading educational circles of Belgium and the Netherlands, Switzerland and Poland. The German effort, led by teachers' peace groups, looked promising, but from the first of its textual studies showed a tendency to make its primary aim purging foreign textbooks of the idea of German responsibility for the war, and from the late 'twenties foreshadowed a policy that found its logical culmination in 1933 in the compulsory teaching of "the national-socialist man."

The smaller nations of central and Eastern Europe responded gradually to the coordinating efforts of the international organizations, and by the mid 'thirties had mostly fallen in line with the I.C.I.C. program, some of them finding the Casares procedure a

desirable way to get themselves "on the map" by means of the histories and geographies of larger countries. Fascist Italy in the mid-'thirties claimed near-perfection for her own state- and party-controlled historical views, and went zealously after slights found in foreign books. Similarly Japan, after an initial statement by pacific groups in 1919, was silent about her own textbooks and made use of the Casares procedure in 1932 only to register a complaint against China. In the closely integrated groups of nations, the Scandinavian countries, the Baltic republics, the Balkans and Latin America, national efforts were subordinated to regional. Great Britain and the Empire, like the United States, were somewhat aloof, concerned with objective writing by their historians, well-planned courses in the social sciences, and free and enlightened choice of books by their teachers, rather than with what the textbooks of other countries chose to say about them, but politely acknowledging foreign and international comment.

By 1932, when the International Institute published its survey, School Text-book Revision\*, an impressive array of national data could already be presented. In most countries where school textbooks came under government supervision, Ministries of Public Instruction had given orders for teaching in the spirit of international goodwill, if not for actual choice of fair and friendly manuals. In the countries like Great Britain, France and Switzerland, where local teachers' boards or individual teachers exercised control over texts, they were fully conscious of the need, and frequently achieved progress in the actual writing. Under the strong international and regional leadership of the mid-'thirties, more and more of the outlying nations adopted by legislation the procedures advocated by the I.C.I.C.

In spite of locally encouraging progress the international structure as a whole was best described by a study group of the British Royal Institute of International Affairs--a body noted for its objective viewpoint--which made in 1936 an inquiry into the textbooks of 34 countries and reported that "everywhere one found what one would expect to find," nationalism, and what had been denounced at the international congresses as "a double standard of morality," condoning of the policies of one's own country.

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\*This work and the rubrique appearing regularly in the bulletin, Coopération Intellectuelle, have been, due to lack of readily available materials, the chief sources for this section of the present study.

The outbreak of the Second World War in 1939 stopped the publication of the rubrique on "School Text-book Revision and the Teaching of History" in Coopération Intellectuelle and the meager sources for data on national interest abroad in text-book revision as an instrument of peace ceased completely. It is hoped that this gap will be closed under UNESCO's leadership and action.



## 2. United States

In the United States the choice of textbooks, like the making of school courses and the training of teachers, does not come within the jurisdiction of the Office of Education or any other part of the Federal Government, but is a state or municipal function. Consequently governmental action is excluded from the field of textbook revision, though there was repeatedly a sympathetic attitude expressed by the United States toward official moves by differently organized nations, for instance in the Statement attached to the 1933 Pan-American Convention on the Teaching of History. The control exercised by Ministries of Education in many nations of Europe and Latin America is not duplicated in the United States, and the chief work of coordination is done by big unofficial organizations, and even they work more in the direction of planning curricula and teacher training than in recommending actual texts. As, however, American school books are mostly printed by a few publishers who revise their lists from year to year, and who follow closely the expert guidance of committee actions, reports and yearbooks of big organizations in education and in subject fields, the influence of these groups directly touches writers of any textbooks that secure wide acceptance.

The movement for revision and improvement of textbooks as affecting international understanding began as an indigenuous effort, and though paralleling at many points the work of the I.C.I.C., it has originated little interchange between nations. Few instances are noted of comments from other countries on American texts, and the improvements widely achieved in school histories, geographies and civics texts have been due to the determination of responsible American historians and educators to fit American children to be citizens not only of the United States but of the world.

An increased study of history, particularly history beyond national bounds, written in accordance with scientific conceptions, and correlated with the social sciences--economics, geography, social life--rather than concentrated on national victories and leaders, has been an important part of the program of the American Historical Association and the National Education Association since the '90's (when it paralleled a similar European movement for "scientific" history) and in most American schools has led to present-day textbooks and systems of teaching that strive to be in keeping with the modern, closely-knit world. The first efforts toward overcoming the jingoistic nationalism of nineteenth century school histories, made in objective treatment of historical fact relating to the American Revolution, and

the famous controversy of the early '20's over the "pro-British" texts, with resolutions and legislation by patriotic groups and local school boards, is now past history, and has been related fully in a number of works, notably Dr. Bessie L. Pierce's Public Opinion and the Teaching of History in the United States. (See Studies, p. 12). A part of the program of the organized forces of responsible education has been a steady fight for freedom of teaching and a progressive scientific viewpoint against the propoganda of pressure groups.

Action for history teaching in the interests of peace had begun as early as 1906, when the American Peace Society heard a committee report on "The Teaching of History in the Public Schools with reference to War and Peace," which gave statistics as to the decrease of pages dealing with war in textbooks. After 1919 prominent laymen's organizations supported the League of Nations' ideals. The Association for Peace Education, the National Council for Prevention of War, and the American Association of University Women sponsored studies of textbooks examining relative space accorded war and peace. The American Political Science Association, the American School Citizenship League, and the Conference for the Cause and Cure of War advocated internationalism in education, with specific reference to the writing of textbooks. Many organizations, led by the League of Nations Association, offered literature and programs on international understanding to the schools. Social studies and courses in "contemporary civilization" jammed into the school curricula with a lack of integration that the American Historical Association in 1926 bewailed as a "chaos" of programs. The Commission on the Social Studies set up by the A.H.A. to study this problem, formulated standards for teaching in history, good citizenship and world relations through which there has come to be a "more distinct recognition that history for schools should be the history of civilization." (Johnson, Teaching of History, p. 85).

In 1926 Dr. Pierce published the important study mentioned above, following it with an analysis of manuals, Civic Attitudes in American School Textbooks (1930). A number of other private studies (many of them doctoral theses) appeared in the same international spirit. During the last decade the American Council on Education has entered the field of analysis of textbook content, and its highly significant surveys of American teaching materials on Latin America, Asia, Canada, Russia, and Inter-group Relations provide patterns for future work that are in complete accord with the ideals of the International Committee on Intellectual Cooperation and UNESCO. As these practical achievements respond to bibliographical treatment, they are outlined in the third part of the present study.

## II. RECORD OF ACTIVITIES

### A. International

#### 1. League of Nations (I.C.I.C.) and United Nations (UNESCO)

##### INTERNATIONAL COMMITTEE ON INTELLECTUAL CO-OPERATION (I.C.I.C.)

The work of the International Committee is outlined in its essentials in the preceding summary. A complete chronological exposé, detailing not only the actions of the Committee and its study group, the International Institute, with the approving motions of the General Assembly of the League of Nations, but also communications received from the National Committees, from the first requests to the Secretariat of the League in 1920 to the cessation of activity in 1939, is given in a chapter of the official work published in 1947, L'Institut International de Coopération Intellectuelle, 1925-1946, "La Révision des Manuels Scolaires et l'Enseignement de l'Histoire," pp. 173-246. To avoid unnecessary repetition, there are noted here only the most conspicuous committee actions by date.

1922. Following the first meeting of the I.C.I.C. an English member (Professor Millikan) suggested that the League of Nations lend its name and accord its sanction to the publication of new school textbooks presenting material in international rather than national aspects. The proposal was referred to a subcommittee.

1923. The Committee appointed a subcommittee to direct the project of an manual of international history, to be published jointly in major languages.

1925. The French member, M. de Reynold, and the Spanish member, M. Julio Casares, proposed that, rather than to edit new texts from the international viewpoint, which would be of questionable use, the writers of textbooks in different nations be put in touch with each other and expressions of ill will and errors of fact regarding other nations be eliminated by mutual consent from existing texts. A resolution for the procedure which he proposed was adopted by the I.C.I.C. at its 5th session (1925) and confirmed by the Council and General Assembly of the League of Nations in 1926 (See text of Casares Resolution, Appendix A.).

Comments from National Committees and applications of the Casares procedure were discussed at subsequent meetings of the I.C.I.C. from 1926 to 1930, by which time only three requests for revision had been registered, one addressed to France by Hungary, another to Belgium by Germany, and a third to France by Spain.

Pleas for revision of school textbooks were made before the League Assembly by the Haitian delegate in 1925 and the Albanian delegate in 1928.

1930. The Subcommittee of Experts for the Instruction of Youth in the Aims of the League of Nations, which had been set up under the I.C.I.C. in 1926, its membership including Professor Gilbert Murray and Sr. Casares, took into consideration the textbook question, and at all sessions discussed it. In 1930 a resolution was adopted asking the I.C.I.C. to undertake an exhaustive inquiry into schoolbooks used in different countries, to determine in what degree they reflected the spirit of international cooperation, and work of international agencies. This resolution was approved by the 12th session of the I.C.I.C. (1930) and the International Institute was charged with the preparation of a report.

1931. The Institute submitted to the Subcommittee of Experts the first draft of its report, which was published in French in 1932 (La Révision des Manuels scolaires contenant des Passages nuisibles à la Compréhension mutuelle des Peuples, Paris, 1932, 224 p.) The Subcommittee voted a resolution endorsing the report, and declaring that an international movement for improvement of textbooks was under way. The I.C.I.C. at its 13th session, 1931, also approved the report and submitted it as a basis for work to a new Committee of Experts which was created especially to mark out lines of action regarding the textbook campaign.

1932. The Committee of Experts met at Paris. Their number included, besides the representatives of the Subcommittee of Experts for the Instruction of Youth in the Aims of the League of Nations, members selected from the education committees of the International Committee of Historical Sciences and the International Federation of Teachers. Their study led them to the conclusion that the Casares Resolution was not accomplishing the desired results, and they prepared an amended version of the procedure for international exchange or requests for correction of tendentious passages. (See Casares Resolution, Final Text, Appendix B, p.145) By this the I.C.I.C. would play a more conspicuous part as conciliator. It was requested that governments and National Committees set up special committees, including school authorities or groups of teachers, to deal with revision of texts and to encourage the writing of new textbooks stressing international unity. As part of this positive aspect of the program, the National Committees were requested to send to the Institute lists of the manuals in use.

In the same year, at the direction of the I.C.I.C. the

Institute introduced in its bulletin, Coopération Intellectuelle, a heading of "School Textbook Revision," under which it published facts regarding the execution of the Casares procedure, resolutions by congresses or associations regarding school books, governmental or other measures relating to the introduction of school books and the teaching of history, notices of books and articles on the subject, and the lists of manuals sent in by the National Committees. (Lists of manuals in use in Prussia, Italy, Czechoslovakia, Lithuania, the United States, the Netherlands, Latvia, Luxembourg, Iceland, Danzig, and Poland were published between 1932 and 1936). The heading appeared regularly until 1939.

1933. It was announced at the 15th session of the I.C.I.C. that 7 National Committees (United Kingdom, France, Germany, Hungary, Italy, Latvia, Switzerland) had formed special sub-committees or arranged with existing governmental committees for the application of the Casares Resolution. A new edition of the Institute's survey was published in English, School Text-book Revision and International Understanding (See Studies, p.120). It was enlarged to include many of the replies from governments regarding their methods of choosing textbooks, and a special chapter on the often-talked-of project of an international manual for use in a number of countries.

The I.C.I.C. undertook to collect "model" passages, selected by National Committees and teachers' associations from their own textbooks. These the Committee planned to make available through publication for the use of historians of other countries engaged in writing new texts in an international spirit. By 1937 seven committees (including the United States) had sent in samples from recent textbooks showing objective treatment of controversial historical events. Some of these were published in a special issue of Coopération Intellectuelle, no. 84, Dec. 1937 (See Studies, p. 118).

1934. The I.C.I.C. received the suggestion that a model form for a diplomatic cultural agreement be prepared and put at the disposition of governments which might wish to follow the example set by Brazil and Argentina (See Regional, p. 70) and arrange for mutual bilateral revision of textbooks. The Institute was asked to undertake this project.

1935. The Institute submitted a model draft declaration for a bilateral or regional agreement between nations to the Committee, which referred it in turn to the Council and Assembly of the League of Nations. The Assembly ordered it communicated to the member states, inviting their signatures.

1937. The Declaration on the Teaching of History (See Appendix C. p.150) was adopted by the Assembly of the League of Nations at its 16th session, and the nations were asked to sign their adherence. Acknowledgments of the draft had at that time been received from 34 nations, 15 of whom expressed willingness to adhere in whole or in part, while 12 others stated they were already applying the principles. Seven, including the United States, Great Britain, and France, declined adherence because of such national factors as decentralized educational authority and independence of teachers and historians. Between 1937 and 1939 adherences were signed by 11 nations, Afghanistan, South Africa, Argentina, Chile, Egypt, Estonia, Greece, Iran, the Netherlands, Norway and Sweden. Several bilateral treaties were made in the years 1935 to 1938, and are published by the Institute in its collected volume, Recueil des Accords Culturels (1938) and in the 1938 issues of Coopération Intellectuelle (See p. 71).

1938. The Institute announced the proposed publication of a new work surveying the movement for revision of school textbooks, to supplement and replace the 1933 volume, then out of print, and requested National committees to send them documentary material, and also to point out models of objective writing in the textbooks of other countries. This project was interrupted by the war.

(I.I.I.C. 1925-1946, p. 173-185;  
also other I.I.I.C. publications, passim)

#### COMMITTEE FOR MORAL DISARMAMENT, 1932-1933

On March 15, 1932, the Political Commission of the Conference for the Reduction and Limitation of Armaments (Geneva, 1931-1934) recognizing the obvious connection of moral with material disarmament, appointed a Committee to study Moral Disarmament. The committee resulted mainly from the memoranda sent by the Polish government to all members of the Conference before and after its opening, September 1931. The first Polish note, dated September 23, 1941, included a proposal that "school books, particularly those dealing with history, geography, etc., would also have to be examined," and suggested "an international convention binding Governments to take certain measures for eliminating from school instruction the elements of hatred and inculcating in young people's minds the dominating ideas of the League of Nations." The work of the I.C.I.C. was stressed as a guide. The second Polish memorandum, February 13, 1932, again stressed the recommendations and proposals of the I.C.I.C. (Casares Resolution) and drew attention to "the desirability of a general revision of school text-books." On February 24 the International

Institute submitted a memorandum of documentary material concerning its work, which included a passage on the revision of textbooks. On March 15, the Polish Government submitted a Draft Convention for Moral Disarmament, embodying these ideas.

The Committee for Moral Disarmament met through the spring and early summer of 1932, and prepared a draft convention for submission to the Conference. The first wording was based on the Polish draft of March 15, and amendments were offered by the British, Chinese and French delegations. These were adopted in principle by the Committee on July 13. On July 22 the I.C.I.C. sent the chairman of the Committee its proposals for wording of the draft. On July 30, the Committee reported to the President of the Conference that the draft had been prepared. From that time the Committee, like the Conference, met only desultorily, with long adjournments.

(I.I.I.C. School text-book revision, p. 38-43)

On December 1, 1933, while the Conference was petering out after the breakdown brought about by the German withdrawal on October 14, 1933, the chairman of the Committee for Moral Disarmament sent the final text of the Draft (Document Conf. D. ~~7~~ C.D.M. 36) to the President of the Conference. The paragraphs relating to education read:

Article 1. The High Contracting Parties undertake to use their powers or their influence to see that education at every stage, including the training of teachers, is so conceived as to inspire mutual respect between peoples and to emphasize their interdependence, which makes international collaboration a necessity.

Article 2. The High Contracting Parties will also do whatever lies in their power to see that teachers are guided by these principles.

School textbooks should be prepared in the same spirit; those which are at variance with that spirit should be revised.

The High Contracting Parties...undertake to recommend to their competent authorities that their country's history be taught in relation to the history of other countries.

(League of Nations, Educational Survey, v. 4, Dec. 1933, p. 220-221)

## CONFERENCE OF ALLIED MINISTERS OF EDUCATION

1943. The Conference was founded in London in October, 1942, with representatives of England, Belgium, Czechoslovakia, Greece, Holland, Luxembourg, Norway, Poland, Yugoslavia and France. In March 1943 a History Committee was set up under the Commission for books for European libraries. The Committee was "to consider the recommendations to be made to the Conference with regard to the production of history text-books of an objective character." The idea of a universal textbook of history for elementary schools of all nations was soon abandoned as impossible, but the Committee agreed on the idea of a book drawn up by experts and adapted to beginning college and teachers' training schools. Such a book "should attempt to describe the spiritual development of Europe as something to which each nation on the Continent has contributed its share." An accompanying handbook for teachers, and a volume of illustrations and charts were also planned.

(United Nations Information Organization. Allied plan for education; the story of the conference of Allied Ministers of Education. London, H. M. Stationery off., 1945, p. 1-2, 26-27)

## UNESCO

The UNESCO Constitution was adopted on November 16, 1945 by the London Conference for the Establishment of an Educational, Scientific and Cultural Organization. A Preparatory Commission for the permanent organization was set up at once. In its Report on the Programme of UNESCO, there is a call for "positive action with regard to text-books." The First Session of the General Conference of UNESCO, 1946, adopted a "Program for the Improvement of Textbooks and Teaching Materials as Aids in Developing International Understanding," to be begun in 1947. The Second Session, Mexico City, 1947, instructed the Director-General to continue the work according to this program.

### 1946. Preparatory Commission of the United Nations Educational Scientific and Cultural Organization.

Report on the Program of UNESCO suggests positive action to be taken in examination and eventual revision of school manuals and encouragement of production of good books. (A separate report, Looking at the World through Textbooks, was issued, giving a résumé of the between-war attempts and a program for further action.) The long-range plan, involved extending the



analysis and revision of textbooks to all subjects, more particularly geography, civics, foreign languages and literature, and planning in consultation with national groups for the encouragement of books of the right kind. Emergency measures demanded securing the immediate cooperation of governments. A conference on the teaching of national history was suggested for 1947.

1946. UNESCO. General Conference, 1st Session, Paris.

The Conference adopted a "Program for the Improvement of Textbooks and Teaching Materials as Aids in Developing International Understanding," to be begun in 1947. (See text of Program, Appendix E., p. 154)

The Program for 1947 was approved by the Executive Board at its Second Session, April 10-15, 1947. In the improvement of textbooks and teaching materials, the following activities were called for:

a. Draft a model method of text-book analysis, including the development of principles by which Member States might analyze their own textbooks and teaching materials.

b. Compile an annotated list of existing bilateral or regional agreements on textbook revision.

c. Collect at UNESCO House samples of textbooks most commonly used in various countries for the teaching of history, geography, civics and other subjects related to international understanding.

d. Organize and initiate a study of the treatment of international cooperation in these text-books.

(UNESCO. General Conference,  
1st session, 1946, Paris,  
1947, p. 271-272)

1947. UNESCO. General Conference, 2d Session, Mexico City.

The Program for 1948 proposed by the Executive Board called for activities 1 and 2 in the same form as a and b in 1947, and followed with:

3. Study of the treatment of international cooperation in the textbooks most commonly used in various countries for history, geography, civics and other subjects related to international understanding.

4. Promoting the preparation by international groups of textbooks, manuals and other materials suitable for national adaptation, and especially:

5. Continuing preparatory work looking toward a history of science and a cultural history of mankind revealing the mutual interdependence of peoples and cultures, and the

contributions made by every culture to the common heritage of mankind.

(UNESCO. Programme of UNESCO in 1948, proposed by the Executive Board for consideration at the 2d session. Mexico City, Nov.-Dec. 1947, p. 19)

In the Final Resolutions of the 2d session of UNESCO, Resolution 3.9, under "Teaching of International Understanding in Schools," was an instruction to the Director-General to continue the work outlined at the First Session. (See Appendix F., p. 155)

## 2. Unofficial International Organizations

Note: Unofficial International Organizations concerned with the revision of school textbooks are listed here in alphabetical order, with chronological annotation of actions taken under each organization. To present a complete chronological picture, a calendar of congresses precedes the annotated list.

### CALENDAR OF UNOFFICIAL INTERNATIONAL CONGRESSES

- 1919 Women's International League for Peace and Freedom,  
Zurich
- 1921 Women's International League for Peace and Freedom,  
Vienna
- 1922 International Peace Congress (International Federation  
of Trade Unions), The Hague  
International Moral Education Congress, 3d, Geneva  
International Union of League of Nations Societies,  
Prague
- 1923 World Conference on Education (World Federation of Educa-  
tion Associations), San Francisco  
International Union of League of Nations Societies,  
Vienna
- 1924 International Peace Bureau, Berlin  
International Union of League of Nations Societies, Lyons
- 1925 Universal Congress of Churches (World Alliance and Uni-  
versal Christian Conference), Stockholm  
General Congress on Child Welfare, 1st, Geneva  
World Federation of Education Associations, 1st Biennial  
Conference, Edinburgh  
International Federation of Secondary School Teachers, 7th  
Congress, Belgrade
- 1926 International Moral Education Congress, 4th, Rome  
World Alliance and Universal Christian Council, Committee  
Meeting, Berne  
International Federation of Secondary School Teachers, and  
International Union of League of Nations Societies, Joint  
Meeting, Geneva  
International University Federation for the League of Nations,  
3d Congress, Geneva

- 1927 World Federation of Education Associations, 2d Conference,  
Toronto
- 1928 World Alliance and Universal Christian Council, Prague  
International Conference on "Peace through the School",  
(International Bureau of Education), Prague  
International Committee of Historical Sciences, Congress  
of Historians, Oslo  
International Union of League of Nations Societies, The  
Hague
- 1929 International Peace Bureau, Congress, Athens  
World Federation of Education Associations, 3d Conference,  
Geneva  
International Federation of Secondary School Teachers,  
The Hague  
International Federation of Teachers' Associations, 2d Con-  
gress, Bellinzona  
International Union of League of Nations Societies, Madrid
- 1930 International Moral Education Congress, 5th, Paris  
International Committee of Historical Sciences, Oxford  
International Federation of Teachers' Associations, 3d Con-  
gress, Prague  
International University Federation for the League of Nations,  
Geneva
- 1931 World Federation of Education Associations, 4th Conference,  
Denver  
International Committee of Historical Sciences, Budapest
- 1932 International Conference for the Teaching of History, The  
Hague  
International Committee of Historical Sciences, The Hague  
International Federation of Teachers' Associations, 5th Con-  
gress, Luxembourg  
Committee of Representatives of International Student Organ-  
izations, 7th Congress, Paris  
Universal Alliance of Catholic Educationists, Founding Meet-  
ing
- 1933 International Committee of Historical Sciences, 7th Congress,  
Warsaw  
International Federation of Teachers' Associations, 6th Con-  
gress, Santander  
International Union of League of Nations Societies, Montreux  
World Federation of Education Associations, 5th Conference,  
Dublin

- 1934 International Conference for the Teaching of History, 2d,  
Basle
- 1935 International Federation of Teachers' Associations, 8th  
Congress, Oxford - Joint Meeting with:  
International Federation of Secondary School Teachers,  
Oxford, and  
World Federation of Education Associations, 6th Conference,  
Oxford.  
International Union of League of Nations Societies, Brussels
- 1936 International Federation of University Women, 8th Congress,  
Krakow  
International Council of Women, General Assembly, Dubrovnik  
World Peace Congress, 1st (International Peace Campaign),  
Brussels
- 1937 International Congress of Primary Teaching, Paris  
International Union of League of Nations Societies, Bratis-  
lava  
World Federation of Education Associations, 7th Conference,  
Tokyo
- 1938 International Committee of Historical Sciences, 8th Congress,  
Zurich  
International Conference of Professors, London
- 1946 World Conference of the Teaching Profession, Endicott, N.Y.
- 1947 International Conference on Public Education, 10th, Geneva

## CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE

In 1921 the Executive Committee of the European Center of the Carnegie Endowment instituted an inquiry into the treatment of the causes and results of the First World War in the most recent textbooks of the ex-belligerent nations. This was the first systematic inquiry of this nature, covering in two volumes (1923 and 1927) most of the countries of Europe, and had great influence in subsequent work on textbook revision. (See Studies, p. 110)

## COMMITTEE OF REPRESENTATIVES OF INTERNATIONAL STUDENT ORGANIZATIONS

1932. 7th Session, Paris.

Resolution no. 5 expressed the Committee's interest in and approval of the work of revising school textbooks of the I.I.I.C., urged its member organizations to give the widest publicity to this work, "to encourage the organization of study meetings on this problem for students of training schools for teachers," and directed attention to the proposed International Congress on the Teaching of History, The Hague.

(I.I.I.C. Bulletin, Apr. 1932,  
p. 30-31)

## INTERNATIONAL BUREAU OF EDUCATION

Founded in 1925, with headquarters in Geneva, the Bureau acts as an international center of information and educational research, providing data to and receiving data from national Ministries of Education. Forty-two governments sent representatives to its pre-war conferences.

In 1926 the Bureau arranged for the joint meeting of the International Union of League of Nations Societies and the International Federation of Secondary School Teachers at Geneva, and in connection set up an exhibit of history and geography school textbooks which led to a permanent exhibition for the teaching of peace and international collaboration. A bibliography based on questionnaires to libraries, editors, teachers, etc., in different countries was published in English in 1932. (See Studies, Children's Books and International Goodwill, p. 119)

1928. International Conference on "Peace through the School," Prague.

This conference, organized by the Bureau, was supported by the Czechoslovakian government. A number of the leading educators and historians interested in textbook revision took part in

the discussion. Proposals were made for formulation of points of view which authors of manuals, publishers and education authorities would be asked to consider, for examination of complaints made by national committees in regard to foreign textbooks by a neutral committee, and for an international committee to work with and report on the efforts of national committees. The final resolutions endorsed the work of the Moral Education Congress, the teachers' associations and the International Committee of Historical Sciences, and approved the standards of the Berne resolutions of the Universal Christian Conference on Life and Work. The entire proceedings of the Conference were published in a volume by Pierre Bovet of Switzerland, La Paix par l'Ecole. (See Studies, p. 118)

(I.I.I.C. School text-book revision, p. 63-65)

#### INTERNATIONAL COMMITTEE OF HISTORICAL SCIENCES

This influential committee, founded in Geneva in 1926, included among its members leading historians who represented 43 countries. At one of the first meetings the Secretary General, M. Lhéritier of France, proposed a History Teaching Commission, which was set up by the first general Congress.

##### 1928. General meeting, Göttingen

A program was suggested for the reform of history teaching, which included proposals for comparative surveys of textbooks. In discussion the question of revision of textbooks was stressed, but the committee warned against accepting any right of inspection of works, a right which it felt would only weaken its authority.

##### 1928. Congress, Oslo

The Committee received reports on the teaching of history, including the 2-volume compilation on nationalism in history textbooks prepared by the Education Committee of the World Alliance and Universal Christian Conference. (See p. 47; also Studies, p. 116) This was followed by discussion and a resolution expressing the wish "that the teaching of history, drawing its inspiration from the best traditions of humanism, should contribute to the work being undertaken among the nations today for a better mutual knowledge and understanding." A resolution, presented by M. Reimann of Berlin, for "an international commission of professors of history and historians charged with the task of examining history textbooks and of proposing and working out modifications thereto favorable to

an understanding between the nations," was rejected. Instead the Commission on the Teaching of History was charged to study possible approaches to the problem.

1929. Meeting of Commission, Venice.

Provisions were made for two inquiries into the teaching of history, one in elementary, the other in secondary schools, both to be conducted on the basis of national reports.

1930. Congress, London and Oxford.

21 national reports on elementary teaching, with a general report by M. Capra, were submitted, and 10 on secondary teaching. (These reports were printed in the Committee Bulletin, and in the American publication, Historical Outlook. See Studies, p. 119.) The Commission proposed asking each country for a list of the textbooks most widely in use.

1931. Congress, Budapest.

A report on elementary school teaching, by M. Capra, based on 31 national reports, stressed the value of an inquiry into textbooks conducted by historians of internationally recognized competence. (See Studies, p. 120) Important papers on the subject have been published in the Bulletin of the Commission. The results of the next year in history teaching "increasingly animated by truth and the scientific spirit," and becoming more and more "an instrument of mutual understanding between the nations," were requested from the National Committees.

1932. Congress, The Hague.

At this meeting, which followed immediately after the Conference on the Teaching of History, the committee planned, among other resolutions, to request the national committees: "1. to state what has been done in their country in order to raise the scientific level of school textbooks and to eliminate without prejudice to scientific objectivity all judgments from textbooks liable to embitter the relations between nations; 2. to present proposals as to the most suitable means of guaranteeing both scientific objectivity and the spirit of conciliation in textbooks (creation of reviews, critical bulletins, etc.)."

A report on secondary school teaching of history, based on 26 national reports, was read by M. Boyeses. (See Studies, p. 120)

(For 1928-1932, I.I.I.C. School text-book revision, p. 66-74) See also International Committee of Historical Sciences, Bulletin, v. 1-7, 1928-1935, passim.)



1933. 9th Congress, Warsaw

Section XIV, on the teaching of history, discussed how to develop scientific criteria in history, and adopted a resolution to enlarge the bases of international cooperation, passing from discussions of aims and programs to a coordinated and systematic cooperation of historians, psychologists and teachers. It was reported that the national reports on teaching of history in elementary schools now numbered 39, and those on secondary schools 35. The request made at the 1931 Congress in Budapest for reports on history teaching in universities had produced 17 national reports.

(International Committee of Historical Sciences, Bulletin, v. 8, Dec. 1936, p. 501-506)

1936. Meeting, Bucarest.

The meeting of French and German historians for collaboration on a text was discussed, and a resolution passed urging similar conferences between representatives of neighboring states on the revision of school histories. The Declaration of the League of Nations was approved. A report on the inquiry regarding university teaching was promised for the 1938 Congress. (Publication of the results of this inquiry was interrupted in 1939 by the war.)

(Coopération intellectuelle, no. 64-65, Apr.-May, 1936, p. 45)

1938. Congress, Zurich.

A speech was made by Mlle. Rothbarth of the International Institute, surveying the accomplishments in textbook revision. The last meeting of the I.C.I.C. in July 1938, had urged national committees to submit model passages from school texts showing objective treatment of controversial subjects, and the Congress passed a resolution endorsing such action.

(Coopération intellectuelle, no. 91-92, July-Sept. 1938, p. 424)

## INTERNATIONAL CONFERENCE FOR THE TEACHING OF HISTORY

This Conference was originally proposed by Prof. Rafael Altamira, distinguished Spanish historian and justice of the World Court, at the 5th International Congress of Moral Education, Paris, 1930, and was called for by the International Bureau of Education in 1931. The International Committee of Historical Sciences gave enthusiastic support, and great hopes were placed on it--M. Isaac of France remarked later that it had failed through excess of ambition. The agenda worked out at a preparatory meeting in Paris in 1932, presided over by Prof. Altamira, listed points chiefly to be considered: 1. the role to be given in history teaching in lower

schools to the history of civilization and the essential facts of contemporary history; 2. the order of preference and the relationships of national to universal history, and of geography to history; 3. consequently, the ideal content of school textbooks; 4. consideration of specific ideal textbooks for lower schools and "the requirements with regard to the suppression of errors and prejudices."

1932. 1st Conference, The Hague.

Reports on the points of the agenda were presented, on the first three by MM. Dumas and Lapiere of France, on the fourth by M. Ter Meulen of Holland, summarizing reports submitted by a number of national and international organizations. Papers included Frederick J. Gould's "Question of the Revision of School History-books," Helen Corke's "The Ideal Contents of School History-books," accounts of historical teaching and internationalism in Belgium, France and South America, and an outline for a book to be written jointly by historians of two nations, "A Manual of Franco-German Relations," by Prof. Kern of Germany and M. de Pange of France.

The resolutions, reported by the secretary, M. Michel Lhéritier, included one urging meetings of representative historians of neighboring states to work out textbooks satisfactory to both. No new committee was requested for the revision of manuals, which was considered the province of the I.C.I.C., but an international office for collection of textbooks and for publication of an international bulletin was decided upon. The application of the amended Casares Resolution was recommended strongly to all member associations. It was again stressed "that the work of revising textbooks should not assume the character of governmental or disciplinary measures," and that it was up to the national and international committees of historical sciences to work out programs of action.

The Bulletin Trimestriel, an ambitious publication, was begun but lasted through only two issues. The second issue, (Paris, 1933), carried the full report of the Conference. (See Studies, p. 120)

1934. 2d Conference, Basle.

Reports on the status of teaching in secondary schools, mostly as to relative attention to national and world history, were presented by the national representatives. The German delegation stressed the importance of teaching history in a national-socialist sense. The French and Swiss agreed that history must include nationalism, but must educate the pupil to understand divergent currents of opinion in other countries, and suggested that older pupils might be given variant texts and allowed to form their own judgments. The American delegate felt it would be impossible to teach history without national

tendencies, since teachers could not fail to feel national influences. The Polish and Czechoslovakian delegates agreed with the French and Swiss that internationalism was possible, and the Czech speaker listed the principles, which went even beyond the Casares provisions, according to which Czech textbooks had been revised. In Fascist Italy textbooks were already under complete ideological control; the Italian delegate expressed his country's viewpoint by declaring that in Italian histories the common fault was over-emphasis on general history at the expense of national history, and that Italian textbooks were largely free of "that spirit of imperialism which often stains other historical presentations. If the often-asked-for revision of textbooks is made, I think more corrections will be needed in foreign books than in ours...As far as I know, no demands for rectification have been made by other countries regarding Italian manuals. On the contrary, foreign textbooks might be mentioned, the adoption of which has been forbidden by the Italian government because they contain unfair judgments regarding other nations."

The 3d International Conference, proposed at Madrid in 1937, was postponed because of the Spanish Civil War.

(International Committee of Historical Sciences, Bulletin, v. 4, Nov. 1932, p. 763-766; v. 7, 1935, p. 165-196; Coopération intellectuelle, no. 42, Aug.-Sept. 1934, p. 299-300)

#### INTERNATIONAL CONFERENCE OF PROFESSORS

1938. International Conference of Professors, London.

A resolution called for the teaching of international relations in the schools, which should include knowledge of other nations and peoples, some realization of the world-wide interdependence of men and nations, a knowledge of relations between states and the organization of international intercourse. The Conference stressed the individual responsibility of the teacher to teach the truth without prejudice or bias, racial or national, and urged that at least in the last year of schooling curricula should include a study of the organization and work of the League of Nations.

(International Committee of Historical Sciences, Bulletin, no. 42, Jan. 1939, p. 98-99)

## INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

1947. 10th International Conference on Public Education, Geneva.

This Conference, organized by the International Bureau of Education and UNESCO, was attended by 73 delegates from 42 countries. Point 1 of the agenda was consideration of reports on national educational movements of the past year. It was noted that there was "an increasing awareness of the importance of education...to international understanding." Point 4 was a proposed teachers' charter, which "should recognize clearly the teacher's relationship to his state, stressing particularly the fact that education is intimately related to community life--a relationship which must be strengthened, never weakened. Consequently the charter should grow from national groups to the world level."

(Jones, Galen (chairman of U.S. delegation). "10th international conference on public education." U.S. Dept. of State Bulletin, v. 17, Sept. 1947, p. 510-513)

## INTERNATIONAL CONGRESS OF PRIMARY TEACHING AND POPULAR EDUCATION

1937. Congress, Paris.

A meeting of representatives from 30 countries heard reports from national branches of England, France, Norway and other countries, in which textbook revision was discussed in connection with teaching for peace and international collaboration. The "Norden" arrangements were reported on, and M. Jules Isaac, the French Inspector General of Education, read a paper on the Franco-German colloquy of 1935.

(Congrès International de l'Enseignement Primaire et de l'Education populaire. Compte rendu, Paris, 1938, p. 347-364)

## FIRST GENERAL CONGRESS ON CHILD WELFARE

1925. Congress, Geneva.

A resolution was adopted urging "all members of the teaching profession in every country to teach history in a human and fraternal spirit, inspired by the close interdependence of the nations," and that national governments call on the League of Nations to help them in educational programs, which should

include the revision of texts.

(Congrès International de l'Enfant, Compte rendu, Geneva, 1925, p. 111-112)

#### INTERNATIONAL COUNCIL OF WOMEN

Founded at Washington in 1888, with membership of forty million, representing women's councils in 41 countries.

1936. General Assembly, Dubrovnik

Resolutions include: to encourage better education of children for international understanding by creating in the schools a spirit of agreement and mutual understanding, by reform, if necessary, of textbooks and teaching of such subjects as history, geography and civics.

(Coopération intellectuelle, no. 75-76, Mar.-Apr. 1937, p. 153-154)

#### INTERNATIONAL FEDERATION OF LEAGUE OF NATIONS SOCIETIES

The League of Nations Societies, founded in 1919, in 38 member and non-member countries, stressed as one of the chief aspects of their program of "selling" the League to the general public, education of school children in the League principles. Beside the indoctrination of teachers and the introduction of literature on the League, this program involved the revision of school texts. Discussions of the school book question at many general sessions as well as at meetings of the Committee on Education followed closely the work of the I.C.I.C. and the national and regional groups.

1922. 6th Congress, Prague.

The project of "Propaganda through the Schools" included "earnest advice to the national societies to examine the manuals of history and civics in use in their respective countries and to make every effort to procure the elimination of anything likely to encourage chauvinism and likely to damage the ideal of world peace.

(Bulletin\*, no. 4, Oct. 1922, p. 31)

1923. 6th Congress, Vienna.

The First Commission (Propaganda) passed a resolution for a permanent commission to examine textbooks "with a view to

discovering how far these books contain partisan statements inimical to the friendly cooperation of nations."

(Bulletin, no. 3, p. 4)

1924. 8th Congress, Lyons.

A resolution was passed to ask the national societies "to invite the cooperation of appropriate organizations such as the historical and geographical associations, teachers' associations and the Ministries of Education" in the revision of existing texts and the scrutiny of new works.

(Bulletin Supplement, 1924, p. 79-80)

1928. 12th Congress, The Hague.

Discussion included a review of earlier resolutions "to take steps so that school textbooks, particularly history textbooks, include chapters on the League of Nations and that passages likely to foster hatred between peoples are eliminated."

(Bulletin Supplement, 1928, p. 94)

1929. 13th Congress, Madrid.

Prof. C. Bouglé of the Education Committee reported on the "promotion of mutual understanding between peoples," and mentioned "the quite remarkable progress realized in recent times, particularly in France, in the sense of a finer spirit of peace and goodwill in school textbooks. The elimination of seeds of discord and hatred from such books was not in itself enough. A quite new oral and written teaching had to be imparted." The resolution of the Congress was to help the national organizations in continuing their work.

(Bulletin Supplement, 1929, p. 52, 105)

1933. 17th Congress, Montreux.

In discussion of the work of the International Institute of Intellectual Cooperation it was recommended that member societies "approach their national committees of intellectual cooperation, in countries where no such subcommittee already exists, with the request that such subcommittees should be set up, to undertake studies of the typical textbooks on history, geography, civics and similar subjects...and to make an exchange of the textbooks in question."

(Bulletin Supplement, 1933, p. 108)

1935. 19th Congress, Brussels.

Urged national societies to take steps to ensure sending of school textbooks to the League of Nations Library or some

other center in Geneva for international examination. (A German memorandum had been prepared for this meeting suggesting extensive measures for mutual examination of textbooks by neighboring countries but as Germany sent no representatives to the Congress, the question was not considered.)

1937. 21st Congress, Bratislava.

Recorded its appreciation of the international instrument of the League, "Declaration regarding the revision of school textbooks."

(Bulletin Supplement, 1937, p. 90)  
 \*(International Federation of League of Nations Societies. Congresses, 1922-1937. Proceedings published as Supplement to quarterly Bulletin)

#### INTERNATIONAL FEDERATION OF SECONDARY SCHOOL TEACHERS

Organized in 1912, with primary purpose of cultivating friendship and international unity between its members from 20 European national federations.

1925. 7th Congress, Belgrade.

At the request of a number of delegates, the teaching of history and geography was placed on the agenda of the next conference, and a questionnaire was submitted to national groups asking about their country's aims in teaching history, existing methods, and possible reforms.

1926. 8th Congress, Geneva.

National reports on the teaching of history and geography stressed the need for teachers to inculcate international spirit and knowledge of other countries. Incidental references are made to revision of textbooks. German and French delegates described the reform of postwar school texts in progress in their countries.

1929. 11th Congress, The Hague.

The Dutch delegate, Mr. Buurveld, spoke at length on textbook revision, referring to current inquiries by Hungary into Dutch books, and to the work done by the Netherlands Abroad Association. He cited the Casares Resolution and proposed that national institutions and organizations search methods "to get everything that can arouse or stimulate sentiments of hostility between the peoples omitted from school textbooks." His specific proposals followed in general the recommendations of

the I.C.I.C., and the Federation recommended their application to all its members.

(I.I.I.C. School text-book revision, p. 78-81)

## INTERNATIONAL FEDERATION OF TEACHERS' ASSOCIATIONS

This organization, founded on the initiative of the French and German National Unions of Teachers in 1926 especially for Franco-German rapprochement, acted as coordinator of individual efforts of its member national associations (by 1934, 20 European nations and 4 Latin American, total membership 534,000). It had as one of its two statutory objectives the cooperation of teachers and schools in international peace. The questions of eliminating warlike material from existing textbooks and of preparing new texts calculated to promote friendship between nations formed a basic part of the program and were discussed at all meetings. In 1932 a long report by the Secretary, M. Lapierre, summarized previous activities, which were closely related to those of the International Institute of Intellectual Cooperation.

### 1928. 1st Congress, Berlin.

Resolution no. 5 announced a campaign against warlike textbooks and for international impartiality in teaching.

### 1929. 2d Congress, Bellinzona.

M. Lapierre's report on "The School in the Service of Reconciliation of Peoples" stressed the efforts made by French and German historians to eradicate the bellicose attitude in the history texts of the immediate postwar period. A resolution was adopted affirming the determination of the Associations to "direct their teaching towards an understanding of international solidarity; elimination of tendentious books..."

### 1930. 3d Congress, Prague.

A questionnaire submitted by the Secretariat to the member associations following the 1929 Congress, on "The School in the Service of Reconciliation of Peoples," was discussed by the secretary. It included a request for statistical information on questionable texts, and methods attempted for their elimination or revision. A resolution was adopted for the national associations to supply the Secretariat with critical studies of warlike books in use in their countries.

### 1932. 5th Congress, Luxembourg.

Following the report of M. Lapierre (See Note above), resolutions were adopted which included:



National Associations affiliated to the I.F.T.A. will endeavor to convince their members of the urgency of eliminating from their teaching everything adverse to the goodwill or mutual respect of nations.

They will avail themselves of the appropriate ways supplied by the school legislation of the country in order to obtain the elimination or expurgation of prejudicial textbooks.

(Bulletin, no. 18, Dec. 1932,  
p. 49)

1933. 6th Congress, Santander.

In connection with the Geneva Disarmament Conference [q.v.] the question of moral disarmament in the school was discussed, and a questionnaire submitted asking for statistics on progress during the past year in "improvement of school textbooks by the elimination of misleading passages; compression of chapters devoted to war; greater prominence accorded to all that expresses the collaboration of leaders of thought and cooperation between nations." It was again stressed that a fundamental aim of the I.F.T.A. was "to eliminate from instruction fallacious interpretation of deeds leading to misunderstanding between nations."

(Bulletin, no. 20, Feb. 1934,  
p. 111 ff.)

1935. 8th Congress, Oxford.

In a questionnaire submitted in preparation for the 1935 meeting, national associations were asked about government and private measures in the direction of teaching peace and international understanding, about public opinion and pressures, and for examples of desirable texts in history, geography, morals and readers. The report, by M. Lapierre, on "Opportunities for Organizing Peace Teaching in Schools" stresses the increasing opposition of nationalist press and fascist organizations to the teachers' associations in France, as in other countries.

(Bulletin, no. 24, Jan. 1936,  
p. 51 ff.)

In later Congresses the emphasis is shifted from revision of texts to possibilities of publishing children's books which might be translated to bring about international goodwill. There are occasional regretful references to the Casares Resolution and questions as to its practical results, with recall of the achievements of the 'twenties.

(International Federation of

Teachers' Associations. Bulletin trimestriel. Paris, 1927-1938, passim; Lapierre. "L'Enseignement international de l'histoire," Bulletin, no. 17, July, 1932, p. 30-42; Appendix of documents; p. 43-50)

## INTERNATIONAL FEDERATION OF TRADE UNIONS

Important organization, founded in 1901, reconstituted in 1919, with affiliated membership by 1938 in 26 countries.

1922. International Peace Congress, The Hague.

At this special Congress, the 4th after the war, under the auspices of the I.F.T.U., a strong resolution on education was passed.

...In the present stage of the evolution of humanity, war can no longer be tolerated as a method of settling differences between nations.

The obligation of having recourse to pacific methods of settling such differences along the lines of arbitration should be inculcated as the highest expression of human conscience. And this principle should influence the education of children, young persons and adults...

...

3. It is indispensable:

a. that the teaching in the public schools and the training of teachers should be inspired by the principle enunciated above...

f. that control should be organized over the manuals, books, school libraries and all educational equipment in order to eliminate everything which might tend to arouse or cultivate militarist nationalism.

(International Peace Congress, The Hague, 1922. Report of the international peace congress held...under the auspices of the International Federation of Trade Unions, Dec. 10-15, 1922. Amsterdam, International Federation of Trade Unions, 1923, Appendix, p. 205.)

## INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN

Founded in 1919 by women graduates of American, British and Canadian universities (over 50,000 members), to promote international understanding. The membership included 34 countries.

1936. 8th Congress, Krakow.

Bulletin no. 18 contains resolutions, including a number urging teaching of internationalism by objective viewpoints, textbooks including more information on small countries, works emphasizing civil affairs and leaving out national rivalries, the preparation of histories and geographies which convey truth and tolerance.

(Coopération intellectuelle, no. 75-76, Mar.-Apr. 1937, p. 154)

## INTERNATIONAL MORAL EDUCATION CONGRESS

1922. 3d Congress, Geneva.

The organizing committee at a preliminary meeting in 1921 adopted a proposal that one of the two subjects of the agenda be "The International Spirit and the Teaching of History." A Report was presented to the Congress, which adopted the "Geneva Resolution," urging the most prominent historians of all countries to work for "the moral reform of the teaching of history conceived in a spirit of internationalism." An international committee of experts was set up to work out plans for prizes and awards to historians, but failed to function, both because of lack of funds and because its membership cut across that of the International Committee of Historical Sciences and other active specialized committees.

1926. 4th Congress, Rome.

M. Michel Lhéritier, secretary of the International Committee of Historical Sciences, read two papers on the relation of scientific history to teaching and suggested that the I.C.I.C. take the initiative in bringing about collaboration.

1930. 5th Congress, Paris.

The subject was the use of history as a means of moral education. M. Claparède proposed for the examination of school manuals criteria of objectivity, impartiality, no "double moral standard"--i.e. criticizing attitudes and practices of foreign nations while condoning them at home--exclusion of malevolence, true conceptions of war, development of international relations, support of international law, true conceptions of international law, exclusion of chauvinism (See Studies, p.118). A resolution

was adopted for convening a special Congress on the teaching of history (See International Conference for the Teaching of History).

(I.I.I.C. School text-book revision, p. 59-63)

#### INTERNATIONAL PEACE BUREAU

Founded by Universal Peace Congress, 1892, with a membership extended to all societies working for peace. From its earliest days the Bureau had considered the question of international ill will engendered through school textbooks.

##### 1924. Congress, Berlin.

A resolution was passed demanding "an energetic and thorough revision of all school textbooks and of all literature destined for the young," as well as increased publication of writings stressing internationalism.

##### 1929. Congress, Athens.

A resolution urged that the governments of all countries take action for education along lines of international goodwill and demanded that school texts "be submitted to a revision from that standpoint and that this revision take place under the control of an international body such as the Committee on Intellectual Cooperation."

(I.I.I.C. School text-book revision, p. 100)

The Bureau continued to report on developments in textbook revision through the pages of its journal, Mouvement Pacifiste. The issue of Nov.-Dec. 1937 carried an article by the president, M. H. La Fontaine, "Le désarmement universel; comment les peuples de la terre peuvent-ils le réaliser?" in which there are outlined desirable modifications of the Pact of the League of Nations. Those on moral disarmament include:

Total revision of the teaching of history to consecrate it above all and in principal place to the development of the peaceful and productive work of men in all countries as well as to conquests in the intellectual domain.

(Mouvement pacifiste, Nov.-Dec. 1937, p. 73-80)

#### INTERNATIONAL PEACE CAMPAIGN

Launched by Lord Cecil and M. Pierre Cot in 1935, as coordinating organization for national peace groups. The 1936 Congress

was attended by 5,000 delegates from 35 countries.

1936. World Peace Congress, 1st, Brussels.

The Education Committee recommended that members demand "the moral and financial support of their governments" in making education of children and young people develop the spirit of peace, the procedure to be based, among other factors, on "the adequate revision of textbooks and other teaching materials."

(World Peace Congress, 1st, Brussels, 1936. International Peace Campaign. Paris, Brussels, Publishers "Labor," 1935, p. 126)

#### INTERNATIONAL UNIVERSITY FEDERATION FOR THE LEAGUE OF NATIONS

Organization representing national groups of 21 European nations with headquarters at Lausanne, formed in 1924 with the purpose of studying and popularizing the League of Nations. Their interest in revision of textbooks followed and abetted the action of the I.I.I.C.

1926. 3d. Congress, Geneva.

In discussing the popularization of the League in the schools, the revision of history texts was commented on and the progress made by national groups was noted.

1930. Congress, Geneva.

A permanent committee was established for the study of propaganda in schools, and to examine and intensify the work of the I.I.I.C. The committee, meeting in Vienna in 1931, decided to organize a reciprocal exchange of textbooks between the member groups of the Federation and to collaborate with the I.I.I.C. in establishing permanent relations for textbook revision between groups of neighboring countries.

(I.I.I.C. School text-book revision, p. 103-104)

#### JOINT COMMITTEE OF THE MAJOR INTERNATIONAL ASSOCIATIONS

The joint or liaison committee, founded at the instigation of the I.I.I.C. in 1925, acted as go-between with the League of Nations organization for more than 20 international associations working for education in world peace and understanding. As a subsidiary of the I.C.I.C., its functions were largely interpretive of the programs of the Institute.

In 1930 the Committee, which had from its foundation considered the need for international action regarding textbooks, was charged by the Institute to ask its member associations to "take an effective interest" in the programs outlined by the Casares Resolution.

In 1932 the Joint Committee submitted to the International Conference on the Teaching of History at The Hague a proposal for the preparation of a historical textbook by two countries in collaboration.

In 1933 the Committee asked the I.I.I.C. to examine the possibility of inserting chapters from foreign works in textbooks for upper classes of secondary schools.

(I.I.I.C. School text-book revision, p. 101-102)

#### UNIVERSAL ALLIANCE OF CATHOLIC EDUCATIONISTS (WELTVERBAND KATHOLISCHER PÄDAGOGEN)

1932. At the founding meeting, a resolution was adopted for all teachers' associations to work for removal from textbooks of passages "calculated to wound religious sentiment and lower the esteem for other nations."

(I.I.I.C. School text-book revision, p. 106)

#### WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM

Founded by International Women's Congress, The Hague, 1915, with national sections in 27 countries and members from 22 more, its aim is to study, make known and destroy the political, social, economic and psychological causes of war.

#### 1919. Congress, Zurich

The proposals for study by national sections included an educational program, in which, among other points for "creation of an international spirit through education," it was stated:

Everything which tends to hinder international understanding, to injure national pride, or to arouse hate and scorn for foreign peoples should be excluded from textbooks. (Report, Geneva, W.I.L.P.F., 1920, p. 268)

### 1921. Congress, Vienna

The resolution on education included one on school texts, recommending that the national sections "appoint committees to examine school texts, eliminating statements likely to foster misunderstanding and war, substituting statements calculated to promote respect and understanding."

(W.I.L.P.F. Report, Geneva, 1921, p. 262; see also W.I.L... Toronto, Studies, p. 116)

### WORLD ALLIANCE FOR PROMOTING INTERNATIONAL FRIENDSHIP THROUGH THE CHURCHES and UNIVERSAL CHRISTIAN CONFERENCE ON LIFE AND WORK

The World Alliance was founded in 1914, with national councils in 36 countries, including the United States. The Universal Christian Council was the outcome of the 1925 Congress at Stockholm, which was attended by 600 delegates from 37 countries, representing practically all Protestant churches. The Alliance and the Council worked jointly and after 1932 had a joint secretariat and publication, The Churches in Action.

### 1925. Universal Congress of Churches, Stockholm.

The Congress considered a report presented by the committee for the study of textbooks set up by the World Alliance in 1922, which had worked in close collaboration with the Swedish committee for the Congress, and adopted decisions based on the committee recommendations. These decisions noted the need for attention by national societies to the improvement of school histories and asked for an international education committee. A joint one of the World Alliance and the Universal Christian Conference was appointed, under the chairmanship of Prof. Otto Nordenskjöld of the Swedish committee. Prof. Nordenskjöld's paper, "School Textbooks in History," had been read at the Congress.

### 1926. Berne Meeting of Joint Committee.

The important resolutions taken by this meeting were widely quoted by other international and national groups. They outlined the objectives of their own and other organizational action as:

- a. A uniform method of dealing with obvious manifestations of nationalistic propaganda in textbooks;
- b. The elimination from textbooks of all statements about other nations that have proved to be false;
- c. The avoidance of a double standard of moral judgment between one people and another; e.g. the people concerned being regarded as civilized, the other nations as barbarous or half-barbarous; disregard of the cultural

achievements of other nations;

d. The avoidance of general statements offensive to other nations.

In order to achieve these ends the committee proposed to secure the cooperation of associations of teachers, historians and writers of textbooks, to encourage the study of history of other countries from a sympathetic point of view, and to encourage publication of the results of investigations in reviews or professional journals.

The committee prepared for submission to the International Congress of Historians at Oslo, 1928 (See International Committee of Historical Sciences, p. 32) a very complete work, Report on Nationalism in History Textbooks, in 2 volumes (See Studies, p. 116). Contributions had been sent by 17 European countries. The German report, by Dr. Arnold Reimann, was published as a supplement.

1928. World Congress, Prague.

The report for the Oslo Congress was discussed and severely criticized as biased, and the publication was withdrawn from general sale, to be placed at the disposal of specialists only.

(I.I.I.C. School text-book revision,  
p. 84-89)

## WORLD FEDERATION OF EDUCATION ASSOCIATIONS

1923. World Conference on Education, San Francisco.

This conference was held under the auspices of the National Education Association of America and attended by over 50 national divisions, many of them English-speaking nations. In its final session the World Federation of Education Associations was organized, with its objects "to secure international cooperation in educational enterprises...to cultivate international goodwill, and to promote the interests of peace throughout the world." Resolution no. 8 was:

"That the international education association undertake at once a study of ways and means to assist national educational bodies to see that the preparation of textbooks and other methods of instruction employed by their own countries is governed by fairness and goodwill."

Specific recommendations were submitted:

1. That an exchange of textbooks in use be effected between all countries.



2. That these textbooks be studied especially with a view to correcting misrepresentations about any country and to furnishing material that will foster international friendship.

(World Conference on Education, San Francisco, 1923. Proceedings, Washington, National Education Assoc., 1923, p. 18-19)

1925. 1st Biennial Conference, Edinburgh.

Textbook revision was not discussed at the meetings, but Appendix IV of the Proceedings (v. 2, p. 923-927) outlines the so-called Herman-Jordan Plan. Following the 1923 conference, Mr. Raphael Herman, of Washington, D.C., offered a \$25,000 award for the best educational plan calculated to produce world concord. The plan accepted was that of Dr. David Starr Jordan, president emeritus of Stanford University. It called for the appointment of a number of committees for the study of various problems, among them one "to investigate the teaching of history the world over and the aims of such teaching, said committee to report also on the textbooks used, their virtues, and their delinquencies, from the standpoint of international amity, and stressing the need that history, whether elementary or advanced, should be just and true so far as it goes."

1927. 2d Biennial Conference, Toronto.

The text of the Herman-Jordan plan was read and discussed, and five Herman-Jordan Committees set up, the second of which was for "the teaching of history and patriotism." Mrs. Laura Ullrich, of the American Association of University Women, was chairman. (The A.A.U.W. had previously undertaken an inquiry on school textbooks, which was now finished with the aid of the W.F.E.A. See Studies, p. 133.)

1929. 3rd Biennial Conference, Geneva.

The Herman-Jordan Committee passed resolutions approving "the formation of an international advisory board of history scholars" and asked for a publicity campaign to change the attitude of teachers and public toward other nations. The Conference voted a resolution recommending "that in all schools an appropriate part of the time allotted to history teaching should be devoted to general history of the world and that statements calculated to alienate international friendship should be eliminated from history textbooks and from class discussions." (Proceedings, 1929, p. 244, 247)

In connection with this meeting, the International Bureau

of Education assembled a collection of children's books of all countries which led to a permanent exhibit in Geneva.

1931. 4th Conference, Denver.

A resolution of the Herman-Jordan Committee urged authors and publishers to revise their textbooks in history and other social studies so as to include a record of the various steps which have been taken to promote world peace. (Resolutions, 1931, p. 3)

From that date, the chief efforts of the Committee have been for the addition of internationally constructive material rather than for the revision of texts. This was emphasized in a working outline of the Herman-Jordan plan presented at the 5th Conference, Dublin, 1933. At the 6th Conference, Oxford, 1935, (a synchronized conference of the W.F.E.A., International Federation of Associations of Secondary School Teachers, and the International Federation of Teachers' Associations) addresses were made by officials of the I.I.I.C. explaining that the Institute was "now devoting its attention to positive aspects of the problem (of teaching international goodwill) namely, to emphasize constructive action in favor of the preparation of schoolbooks in a spirit of international accord," to which end it was collecting samples of desirable passages. A similar trend was evinced in the meetings of the Herman-Jordan Committee at the 7th Conference, Tokyo, 1937. In 1939, at a meeting during the goodwill cruise to Latin and South America, the Herman-Jordan section resolved to change its name to Committee on Education in International Relations, and in its statement of purposes and methods recommended:

12. Critical review of present textbooks in features relating to international attitudes, and the development of texts adequate from this point of view. (Proceedings, 1939, p. 155)

(World Federation of Education Associations. Proceedings of the 1st-7th Conferences, 1925-1937, passim.)

WORLD ORGANIZATION OF THE TEACHING PROFESSION (PROPOSED)

1946. World Conference of the Teaching Profession, Endicott, New York.

A group of delegates of 38 national educational associations, with a number of observer-advisors from professional and intergovernmental organizations, came together at the invitation of the National Education Association of America

to form an organization for worldwide cooperation in education. A Constitution was drafted and a Preparatory Commission appointed. A part of the function of the proposed organization is "to advise the appropriate organs of the United Nations and other international bodies on educational and professional matters."

Resolution 2. "On the teaching of history," called for curricula "that will give students a knowledge of the development of civilization throughout the world...awaken young people to sense of their responsibilities to all mankind."

Resolution 7. "On the improvement of textbooks," began: "The need for eliminating from the textbooks content characterized by national biases and propaganda designed to promote aggressive nationalism has long been recognized, but it has been very difficult to establish means for the solution of the problem." The Conference noted with approval the proposals of UNESCO and endorsed them. It rejected the idea of a single textbook for all nations as being impracticable, except perhaps for a textbook on the United Nations and related international organizations. It considered "feasible and desirable" internationally prepared handbooks for teachers on topics of international scope.

(World Conference of the Teaching Profession, Endicott, N.Y., 1946. Proceedings. Washington, 1947, p. 89)

B. Regional

## NORDEN ASSOCIATIONS

The "Norden" Associations (The North) were formed in 1919 by Norway, Sweden and Denmark, and joined by Iceland in 1922 and Finland in 1924. They were dedicated to inter-Scandinavian cooperation in all fields, cultural, economic and political. Among other accomplishments, they did outstanding work in the realm of textbook revision, and have been frequently cited as a model for regional collaboration.

In 1919 the Norway "Norden" Association executive committee considered the case of a Swedish history textbook, to which their attention had been drawn by the Secretary of the Interparliamentary Union, and decided that the "Norden" Associations should attempt a program of mutual textbook revision. They proceeded at once on such a program in Norway, appointing a committee of educational leaders to make a study of the treatment of Sweden and Denmark in Norwegian school histories and geographies. The Swedish "Norden" Association agreed to make a similar study, going beyond the question of wrong treatment to that of inadequacy of historical teaching about the neighboring countries. The Danish "Norden" Association appointed an education committee which in 1921 issued a memorandum proposing that each country let its books be examined by the neighboring countries, rather than by its own critics, and the Association declared itself "ready to accept a mutual revision of school textbooks" with Norway and Sweden.

In 1922 the education committees of the three national associations met at Copenhagen. The Norwegian and Swedish reports on their own textbooks in history and geography had already been turned in--pointing out omissions rather than corrections--and the Danish report was in progress. When the Danish proposal of 1921 was considered, the Norwegian section disagreed, feeling that the question of editing school books was one that should be solely within the competence of the country itself, and that the Danish plan might lead to misunderstandings and do more harm than good. The Danish committee yielded, and a resolution was adopted, which read:

The "Norden" Associations urge authors of school history and geography textbooks to get into touch with a colleague of the neighboring countries asking him in a friendly way to read through their books before

publication or re-edition. Where authors have no personal connections with colleagues in the neighbor countries, the education committees of the "Norden" Associations could put them into touch with such.

In 1928 the Finnish "Norden" committee showed interest in the Swedish proposal of 1920, for correcting inadequacies. This was approved at a meeting of history professors in Helsinki in 1931.

In 1932, at a meeting of the "Norden" Associations, the Norwegian committee admitted that the 1922 appeal had had no results and that a reciprocal examination of manuals, as suggested by Denmark, was desirable. A Joint Committee on History Instruction was appointed, consisting of one representative of each country. Meeting at Stockholm in 1933, the committee established a definite plan of action, according to which each member should choose the most influential history textbooks of his country and send them to the members of the other countries, who would pass them to national commissions of experts for preliminary reports, to be submitted to the joint committee, which would then propose further action, by approaching publishers, authors, educational authorities, etc. The committee adopted a set of general criteria, drawn up on the basis of its discussions, to serve as a guide for the national examiners.

In 1935 after some 170 volumes had been examined and reported on, the Committee met and agreed: 1. that all textbooks except one were faulty; 2. that the authors had clung to outmoded viewpoints rather than using results of recent scientific study; 3. that the books were too often nationalistic in their treatment of wars. They realized that they could not reconcile all views by examination and discussion, so they undertook to prepare models showing how controversial subjects (e.g., the union between Norway and Sweden, 1814-1905) should be treated, with an outline of the history of each country in the light of the latest scientific opinion and an explanation of a common viewpoint. They also undertook preparatory résumés of points to be stressed in the history of each country.

The results of the studies and reciprocal examination of texts by the Joint Committee and the system of practical collaboration, in which some twenty publishers and many authors had cooperated, are described in two volumes published by the "Norden" Associations in 1937 and 1940. (See Studies, p. 120) In Finland and Norway, approval of school texts by the Ministries of Public Instruction was necessary, and the "Norden" Associations approached publishers in Sweden and Denmark. Approval of the Committee, which authors were

allowed to cite on their title-pages, (See Conference of Scandinavian Teachers' Associations, Copenhagen, 1930) carried influential prestige, and authors by the late 'thirties had got in the way of sending their manuscripts to the Committee before publication.

(Report of work of "Norden" Associations, sent by Prof. Aage Friis, Denmark. Coopération intellectuelle, Dec. 1937, special no. 84, p. 109-114.

Falnes, Oscar J. "International revision of History textbooks particularly as affected by Scandinavian scholars." School and society (New York) v. 48, Aug. 20, 1938, p. 225-230)

#### TEACHERS' ASSOCIATIONS OF THE SCANDINAVIAN COUNTRIES

In 1928 the representatives of the Danish, Norwegian and Swedish Associations of Elementary School Teachers, meeting at Bergen, Norway, appointed a committee to look into the question of revising history textbooks.

In 1930, at a meeting in Copenhagen, the committee reported, following a study of textbooks of all three countries, in which they had found many divergences. They suggested establishment of a committee in each country, to which the authors of the neighboring countries were to submit their books in manuscript. The committee would inform the executive of the author's country of their decision. If the book were approved, the author would be given the right to mention this on the printed work.

The Copenhagen meeting decided for the scheme, and the Swedish Association adopted the decision in 1931. In 1932 the "Norden" Associations' committees were set up for much the same purpose.

(I.I.I.C. School text-book revision, p. 114-116)

#### ASSOCIATIONS OF SCANDINAVIAN HISTORY PROFESSORS

1931. Third Congress, Helsinki, organized by the Finnish "Norden" Association. The Congress adopted a resolution asking the authors of school textbooks of history in the neighboring

countries to obtain the collaboration of professors of these countries, using the good offices of the secretariat of the "Norden" Associations. This led to the establishment of the "Norden" committees of experts and the systematic examination of school histories.

(Ibid, p. 114)

## INTER-BALKAN CONFERENCES

### 1930. 1st Balkan Conference, Athens.

The Conference, recognizing the conflicts and hatreds that had separated the Balkan peoples, passed resolutions for immediate steps to bring about intellectual rapprochement, including exchanges of professors and students, vacation trips, teaching of each other's languages, etc., etc. Resolution No. 7 was for:

Effective correctives to be applied to teaching in general and to the teaching of history in particular in the Balkan countries, for elementary and secondary education in the Balkan Peninsula must be placed in the service of peace and must not have an aggressive character. The Committee requests the governments for their support in an effort to underline the points of contact, the relations between the social and economic institutions, the intellectual and artistic creations of the Balkan countries, by eliminating from history text-books those chapters which arouse hatred and which recall wars. It believes that instructions to this effect can be given by the Governments.

### 1931. 2d Conference, Istanbul.

Pursuing the same hope, the second resolution of the Conference required:

That the members of the teaching profession point out to their respective Ministries any passages in school books which might injure good understanding between our countries.

Other resolutions were for the publication and distribution of works about the different countries and for translations of selections of history and literature of the countries to be introduced into school readers.

### 1932. 3d Conference, Bucharest.

In line with the "positive aspects" of the International Institute of Intellectual Cooperation as expressed in that

year, the Conference asked for publication of a historical textbook on Balkan civilization, to be written in French and translated into each of the Balkan languages.

1933. 4th Conference, Salonika.

In connection with the teaching of history the Conference expressed a desire for the establishment of a chair of history of civilization of the Balkan peoples in the universities of each capital. It also asked the national groups to send each other reports on any actions taken in compliance with the resolutions of the earlier Congresses.

(I.C.I.C. Recueil des accords intellectuels, p. 186-196;  
C.I. no. 47-48, Dec. 1934-  
Jan. 1935, p. 602-605)

In preparation for the 5th Conference (proposed at Ankara, 1934) the Greek representative prepared a report on Resolutions of Balkan Conferences on Intellectual Rapprochement, which, as the Conference did not take place, was not presented, but was published, with new resolutions for the purification of national history and the compilation of a unified text on Balkan civilization and teaching of history, in the journal of the Conference, Les Balkans, (Athens) vol. 6, Aug.-Sept. 1934: 390-395.

BALTIC STATES - NATIONAL COMMITTEES OF INTELLECTUAL  
COOPERATION

1935. 1st Congress, Kaunas (Estonia, Latvia, Lithuania, Finland participating)

1936. 2d Congress, Tartu

1937. 3d Congress, Helsinki

1938. 4th Congress, Riga

At each of these Conferences the reciprocal revision of school textbooks was discussed, and after the first meeting a beginning was made of exchange of manuals for study, in accordance with the Casares procedure recommended by the International Committee. An important proposal was made suggesting that each national committee appoint a subcommittee to select the best passages regarding the other countries from its own history and geography textbooks and have them translated into one of the world languages (English, French, German) so that they might be more easily used by the committees of the neighbor nations. The four subcommittees were to form an inter-Baltic committee, to meet at need.



The work was begun and valuable progress had been made by the time of the last Congress in 1938.

(Coopération intellectuelle, no. 61-62, Jan.-Feb. 1936, p. 681; no. 97-98, Jan.-Feb. 1939, p. 717. Brochures issued by the separate Congresses are not in a world language.)

## FRANCO-GERMAN COLLOQUY

### 1935. Paris

Representatives of the French and German Associations of Teachers of History, two Germans and seven Frenchmen, met at the German suggestion, for the clearly defined object of studying together "the corrections to be made in the books of both countries to put them in harmony with the results of scientific research." It was understood that only periods of history involving Franco-German relations would be discussed. The two groups had prepared careful reciprocal studies, the Frenchmen of actual German manuals, the Germans of a recently published German work, Robert Hain's Deutschland im Lichte französischer Geschichtsbücher für den Schulunterricht. (See Studies, p. 111)

The result was an important document containing 40 resolutions about points on which divergence of views had been noted. On many points agreement had been reached, though on some there were reservations on both sides. After long and detailed discussion a final resolution was taken: 1. to publish the resolutions as soon as possible and circulate them among authors, editors and teachers; 2. to use all influence to have the agreed-upon interpretations used in textbooks and teaching; 3. to exchange any useful information that might come up in the future.

The notice of the meeting, with the final resolution, was published in Coopération Intellectuelle, (no. 61-62, Jan. 1936, p. 702-704). In the same issue is a note announcing that the Association of German Professors of History had been dissolved and replaced by a new Nationalsozialistischer Lehrerbund. (The president, Dr. Paul Reimann, who had been deeply interested in textbooks revision since the early 'twenties, and who had written the German report for the Oslo Congress on the Teaching of History was one of the two Colloquy representatives.) Because of political conditions, the German representatives at the Paris meeting had requested that publication of the

40 Resolutions be delayed. A notation made by the Institute in 1946 reports that one of them had been arrested on his return to Germany.

The 40 Resolutions were eventually published in German and French teachers' journals, also in Coopération Intellectuelle and historical journals, in the spring of 1937, and occasioned wide comment in French and German press. At the time of the meeting, the Frenchmen had understood that the Germans had come with official authorization. (French choice of texts not being government-controlled, the French representatives had acted in purely private capacity, as influential scientific historians.) However, the preamble of the final version of the Resolutions states that the German professors had acted only "with the knowledge of their government." Prefatory notes by the two delegations were not included with the first publication, but were published separately, with a bibliography of press comment, in a special issue of Coopération Intellectuelle. The French note merely stated the conditions of the colloquy. The German note discussed at some length the influence of textbooks, the value of scientific truth, the need of avoiding a double standard of morality, then the reasons for the long delay in publication, and ended with an obviously inspired paragraph, explaining that the teaching of history was above all "the spirit of sacrifice and of devotion to the Führer, the State and the race...in a purely national-socialist spirit," but that it "is not entirely in contradiction with a recognition of the virtues of other peoples and a fair appreciation of their intentions." To this M. Jules Isaac, leader of the French delegation, author of many school textbooks, and Inspector General of Education, made a retort, which was followed by a second German note stating that this first exchange of views, while not official, had been encouraged by the State, and expressing hope that the endeavor might be continued.

The notes led to further recriminations in the French and German press and teachers' organs. In October, 1937, Dr. Reimann advised the French Commission that he no longer was qualified to negotiate in the name of the German professors of history. The final action was the publication, in Revue d'Histoire de la Guerre Mondiale, April, 1938, of the comments on German schoolbooks made by the French delegates in preparation for the meeting. (See Studies, p.111) In spite of the unfortunate circumstances which followed the colloquy, it has been frequently pointed to as a constructive work of the highest value and a pattern for neighborly collaboration in the writing of history.

The points of agreement outlined in the forty resolutions are on specific phases of Franco-German history, e.g.: treatment of natural frontiers before 1789; pacific policy of Vergennes under Louis XVI; phases of French politics during the Revolution; the general peaceful spirit in government relations between the two countries from 1815-1859; that the treatment of Alsace-Lorraine should explain both German and French viewpoints; that Bismarck did not say "Might makes Right," but had it attributed to him by a political adversary; that he did however, say that great questions must be solved by blood and iron; that he wanted war only when necessary to break obstacles opposing German unity; that French and German textbooks should explain clearly the Locarno pact, its origins and scope, indicating its bilateral character, and that the books should contain nothing contradicting the mutual engagement to respect territorial status set by that pact; (etc., etc.).

Reservations were, e.g.:

It was agreed that regarding Schleswig-Holstein, the population of the regions attached to Prussia was mainly German, not Danish. The French, however, did not know documents to which the Germans referred regarding Denmark's attitude about the plebiscite, and reserved an opinion on the matter.

In connection with the policies of Napoleon III it was agreed that the German historian Haller was right in saying there was no precise or secret plan to prevent or hasten German unity, and that Bismarck's and Napoleon's mistrust of each other's projects and attitudes was a factor to be taken account of in considering the immediate causes of the war of 1870. But the German members felt the French government's measures before the war "less justifiable" than the Prussian, and the French thought the Prussian policy had constituted a threat to France.

It was agreed that in 1914 a deliberate desire for war could not be attributed to any government; however the French considered that Germany and Austria thought time on their side, and that warlike spirit was stronger in Germany than in France; the Germans thought French and Russian policy precipitated German apprehensions.

(Coopération intellectuelle, no. 78-79, June-July, 1937: p. 287-306; special number 84, Dec. 1937, p. 568-573; no. 89-90, May-June, 1938, p. 282-286; Isaac, "Une tentative d'accord franco-allemand," in Revue d'histoire de la guerre mondiale, Apr. 1938, p. 113-134; English text of the Resolutions is translated by B. E. Schmitt, American historical review, v. 43, Jan. 1938, p. 323-341

## SPANISH-AMERICAN HISTORY AND GEOGRAPHY CONGRESS

1921. 2d Congress, Seville.

A resolution was adopted approving the movement to promote good relations between Spain and Latin America by the teaching of history, and asking the governments of the Spanish-American nations and of Spain to include in educational curricula impartial accounts of Spanish history, of the Spanish conquest of America, the emancipation of the American republics, and the respective physical and political geography of the different countries.

The Spanish jurist and professor of history, Dr. Rafael Altamira, who in 1922 became a member of the Permanent Court of International Justice at The Hague, was influential at this Congress. In 1922 he spoke before the Spanish Academy of History on the value of historical Congresses and it was he who organized the International Conference for the Teaching of History, 1932 (q.v.).

(I.I.I.C. School text-book revision, p. 108; Altamira, see Studies, p. 117)

## PAN AMERICAN SCIENTIFIC CONGRESS

This assembly of representatives of governments, universities and scientific societies, had been organized by the Scientific Society of Argentina in 1898, and was originally confined to Latin America. In 1908 the United States showed interest, and attended the Congresses of 1908 and 1916. The third Congress, 1924, had over 500 official and unofficial delegates.

1924. 3d Pan American Scientific Congress, Lima.  
Resolution No. 105 read:

The 3d Pan American Scientific Congress recommends that in all the countries of the New World assemblies of educators be encouraged, in order that student texts may be written in which will be inculcated patriotic sentiments based on love and good will, and that hate and international rivalry be excluded. Comparable Assemblies should be called to consult on school books intended for primary teaching, that translated into all the languages spoken in the continent should be of obligatory use in order to foment solidarity and harmony

among the American countries.

(U.S. Delegates to 3d Pan American Scientific Congress, Lima, 1924-25. Report. Washington, U.S. Govt. Print. Off., 1925, p. 74)

## 1st CONGRESS OF HISTORY

1928. Montevideo.

In 1925 certain Uruguayan scholars, notably Don Enrique Rogberg Balparda, instituted a press campaign regarding textbook revision. The Congress of History, attended by leading historians, educators and government representatives of Uruguay, Brazil and Argentina, was in commemoration of the Preliminary Convention of Peace between those three countries, signed in 1828. The most important resolution, "inspired to consolidate and never interrupt the solidarity" of relations between these states, was one advocating the omission from history textbooks of "any word or expression that might injure fraternal sentiments." A committee was appointed to study the question and suggest to the three governments the desirability of eliminating passages which might wound the national susceptibilities of their neighbors.

(Pan American Union Bulletin, v. 65, 1931, p. 636-7; Congreso Universitario Americano, 1931, Memoria, Montevideo, 1931, t.2., p. 267-268)

## CONGRESO IBERO-AMERICANO DE HISTORIA

1930. Seville.

The Uruguayan representative presented the resolution of the Montevideo Congress to a Spanish-American group who approved it by acclamation.

(Ibid, p. 272)

## AMERICAN UNIVERSITY CONGRESS

1931. Montevideo.

A gathering of educators and students from a number of Latin American countries heard the report on the resolution of the National History Congress and subsequent action, presented by Don Enrique Rogberg Balparda of Uruguay. There

was a discussion and resolutions were adopted stating that the teaching of history in all grades should be "inspired by the ideal of international solidarity," that teachers must adjust themselves to this principle, and that text-books must not contain passages written in an unfriendly spirit. The resolutions for procedure in revision were: 1. the suppression of statements likely to wound the sensibilities of any country; 2. explanation from an objective, scientific point of view of facts relating to military conflicts; 3. increased emphasis on events that contributed to international harmony and culture; 4. special attention to instilling into the minds of youth an historical sense that would enable them to distinguish between actuality and warlike propaganda.

(Congreso Universitario Americano, 1931. Memoria. Montevideo, 1931, t.2., p. 270 ff. Pan American Union. Bulletin, June, 1931, v. 65, p. 636-7)

#### PAN-AMERICAN SCIENTIFIC CONGRESS

1931. Lima

The Congress approved a proposal for a committee of five American historians "with a view to writing a common American history for use in secondary school education, in collaboration with delegates of the Governments." (I.I.I.C. School text-book revision, p. 154) This project, of a common textbook for Latin America, has been frequently discussed, and prizes have been offered, but no such work has ever been found to be practicable.

#### CONVENTION ON THE TEACHING OF HISTORY

1933. 7th International Conference of American States, Montevideo.

This Conference was attended by delegates from 20 of the 21 American States. The Convention on the Teaching of History was signed by all the governments represented except the United States and Venezuela. The preamble stated that the governments found it "necessary to complement the political and juridical organization of peace with the moral disarmament of peoples, by means of the revision of text books in use in the several countries," and reviewed the actions already taken by Latin American Congresses and governments, notably the agreement between Brazil and the Argentine. The

Articles provided for revision of textbooks adopted in the respective countries of Latin America to eliminate prejudices against other nations, for periodic review of textbooks to assure recent and accurate data about other countries, and for the founding of an Institute for the Teaching of History, to promote and coordinate such revisions and reviews. The United States delegation attached a Statement recording its sympathy and explaining the impossibility of governmental action because of the lack of federal control over textbooks. (For full text of Convention and Statement, see Appendix D.)

1938. 8th International Conference of American States, Lima.

In Chapter LXXIII the Conference agreed to reaffirm the Convention of 1933 and the League of Nations Declaration, and recommended that the governments give an important place in education programs to the study of peaceful relations.

On July 1, 1947, the Convention had been ratified by: Colombia, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, and the Dominican Republic. (Pan American Union. List of Conventions, etc., July, 1947)

(International American Conference, 7th, Montevideo, 1933. Seventh international conference of American states...Final act. (Montevideo, 1933) p. 169-176. Also in Carnegie Endowment for International Peace. Div. of International Law. The International conferences of American states. First supplement, 1933-1940. Washington, 1940, p. 118-120)

2d INTER-AMERICAN CONFERENCE ON EDUCATION

1934. Santiago de Chile.

On the subject of education and international cooperation the Argentine delegation proposed at the first session a declaration which was unanimously approved. Some paragraphs read:

(a) In the countries of America the formation of the national conscience by means of education should be made effective in harmony with the ideals and propositions of inter-American cooperation.

(d) In each country there should take place revision of history books designed for teaching, to ensure a just estimation of men and facts, recognizing the cooperation which the different countries of America gave each other in the struggle for independence.

(e) Similarly there should be spread by means of teaching the most ample knowledge of the geography of the countries of America, emphasizing the economic relations which bind them together at the present time and particularly those which they will establish in the future.

(At this Conference the suggestion was made by the Rotary Club of Valparaiso, that a prize be offered for the best inter-American history textbook. See under Chile, p. 77.)

(Inter-American Conference on Education, 2d, Santiago de Chile, 1934. T. 1. Memoria general, actas y documentos. Santiago, Imprenta Universitaria, 1935, v. 1.)

#### 1st INTER-AMERICAN CONFERENCE FOR THE MAINTENANCE OF PEACE

This Conference was called following a proposal by President Roosevelt in a letter to the President of Argentina. It was attended by the 21 American Republics, with delegations headed by the Ministers of Foreign Affairs (U.S., Secretary of State Cordell Hull).

#### 1936. Buenos Aires.

In the Final Act, Chapter XII dealt with the revision of school textbooks. At the motion of the Chilean representatives, the Conference, "convinced of the importance and the necessity of guiding the judgment of future generations in conformity with ideals of peace and friendly collaboration with all peoples," resolved:

To recommend to the American Republics, that have not already done so:

1. To adhere to the Brazilian-Argentine Convention for the revision of history and geography textbooks, signed at Rio de Janeiro on October 10, 1933.
2. To ratify the Convention on the teaching of history signed at the Seventh International Conference of American States.
3. To subscribe to the declaration on the revision of school books prepared by the International Institute of Intellectual Cooperation, and submitted by the General



Secretary of the League of Nations to the Governments of member and non-member countries, and

4. To promote, motu proprio, the revision of the school books used in each country, as a voluntary contribution to the great work of the spiritual preparation of future generations in an atmosphere of international peace and good will.

The principles recommended to govern the revision of texts were that in history teaching not only should "topics that promote or excite hatred toward any people" be avoided, but the efforts of the various countries toward independence should be given full recognition; geography texts should contain the most complete possible accounts of physical, political and social geography of each country; the Casares Plan should be considered and also the plan of the Commission for the Revision of History and Geography Textbooks of Argentina. (See p. 74)

The Resolutions were approved on December 19, 1936, and on December 21, 1939, a Convention concerning Peaceful Orientation of Public Instruction was signed (by all except the United States, which approved but has no authority over education in the separate states). The provisions included:

Art. 1. The High Contracting Parties agree to organize, in their public educational establishments, the teaching of the principles of pacific settlement of international disputes and the renunciation of war as an instrument of national policy, as well as the practical applications of these principles.

Art. 2. The High Contracting Parties agree to prepare, through their administrative authorities on public education, text-books or manuals of instruction adapted to all school grades, including the training of a teaching staff, in order to promote understanding, mutual respect, and the importance of international cooperation. Persons in charge of instruction shall teach in accordance with the principles expressed therein.

On July 1, 1947 the Convention had been ratified by Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama and Venezuela.

(Carnegie Endowment for International Peace. International conferences of American states, 1st supplement, p. 149-150, 208; Pan American Union chart, and verbal report, Aug. 1, 1948)

AMERICAN CONFERENCE OF NATIONAL COMMITTEES ON INTELLECTUAL COOPERATION

The Inter-American Conference for the Maintenance of Peace in 1936 had urged the establishment of National Committees on Intellectual Cooperation in such of the American Republics as did not yet have them. By 1939, 14 countries had established committees: before 1936, Brazil, Cuba, United States (unofficial), Mexico, Chile, Argentina; from 1936 to 1939, Bolivia, Dominican Republic, Haiti, El Salvador, Uruguay, Colombia, Ecuador, Peru. The First Conference was attended by all states of the Western Hemisphere except El Salvador and Honduras. Canada, which had long had a National Committee on Intellectual Cooperation, was represented for the first time in a technical conference of American States.

1939. 1st Conference, Santiago de Chile.

Resolution No. XIII recommended publicizing the contests being held by the Rotary Club of Valparaiso for the drafting of a text of a history of the Americas, but agreed to eliminate the qualifying word, "pacifistic," as tending to call for writing from a particular point of view rather than strictly objective.

Resolution XLV was for the publication of an American school reader, to be used in all countries of the continent, familiarizing children with the history, culture and life of the other American countries.

Neither of these resolutions was adopted in the Final Act.

(National Committee of the U.S.A. on International Intellectual Cooperation. First American conference of National committees on intellectual cooperation, Santiago, Chile, 1939. Report of the Delegation. New York, 1939, 78 p. Processed)

1941. 2d Conference, Havana, Cuba.

Nineteen countries were represented by delegations, all but El Salvador and Paraguay. The Final Act included two agreements on the history of America; no. XXXI, urging that all countries ratify the 1933 Convention, free their history teaching from nationalism and prejudice, and give more recognition to social history of America; no. XXXII, agreeing

that the National Committees urge their governments to encourage the study of the history of the Americas in the schools, that they maintain a constant interchange of textbooks on the teaching of history for the benefit of teachers, that a competition on a text on the elementary history of America be held every two years.

(Ware, Edith E. Report to the National committee of the U.S.A. on international intellectual cooperation (on the 2d American Conference...Havana, 1941) New York, National Committee, 1942, p. 80-81.)

## CONFERENCE OF MINISTERS AND DIRECTORS OF EDUCATION OF THE AMERICAN REPUBLICS

### 1943. 1st Conference

The Conference, which was attended by the Ministers of Education of the 21 American Republics:

Recommended to the Pan American Union the publication of a "Biblioteca Escolar Panamericana" which would include all the books which benefit continental teaching and tend to make uniform the culture of America. (The Pan American Union Library has prepared several brief lists of textbooks in history and geography in use in the Latin American countries, and has a card file of about 1500 entries for textbooks in all fields, arranged by country).

Offered a prize for a "truthful" textbook of American history, "the birth and development of the countries of this hemisphere to be expounded as a single historical phenomenon," giving major importance to the institutional evolution and determining factors of political, social and economic conditions, and designed to "replace in the mind of American youth rivalries and hatreds by love, cooperation and confidence between the peoples of the new world and to affirm the principles of democracy, justice and liberty which impelled their emancipation and binds them in a common destiny." The prizes were to be under the jurisdiction of the Pan American Union, \$20,000 for the first, \$10,000 for the second and \$5,000 for the third. Texts were to be submitted in three years.

(Final act, p. 194-195)

c NOTE: The Pan American Union has in its files a collection of letters from Ministers of Education and other authorities expressing their opinions on the

contest. The consensus was that it was desirable to have such a book, but quite impracticable, as almost no scholar could be found who could give equal weight to each country and the results would be so innocuous as to be dry and meaningless. Money was never raised for the project.]

Reiterated the necessity of revision of local textbooks of national history and urged all nations that had not as yet ratified the 1933 and 1936 Conventions on the Teaching of History to do so at once.

Recommended the teaching of geography to give students of each country an ample knowledge of the physical, political and social geography of the other countries, and the suppression of textbooks that do not fill adequately the required conditions for teaching American solidarity.

(Final act, p. 215)

Asked for an Inter-American Institute of Education. This led to the establishment of the Inter-American Educational Foundation, incorporated by the U.S. Office of Inter-American Affairs, October 14, 1943.

(Resolution 14, p. 672)

(Conferencia Interamericana de Ministros y Directores de Educación. 1st. Panama, 1943. (Proceedings) Panama, Editora nacional, 1944)

## INSTITUTE OF PACIFIC RELATIONS

Established in 1925 as a permanent group to study the conditions of Pacific peoples with a view to improvement of their mutual relations, the Institute has as members most nations of the Pacific area. Biennial conferences have been held from 1925.

1931. 4th Conference, Shanghai.

In the discussion of education for international understanding, "concern was expressed over the prejudicial tone of the information about Pacific countries to be found in school textbooks." A Japanese study had been made of Chinese school textbooks, and the Japanese accused the Chinese of anti-foreign teaching. Japanese textbooks were criticized as furthering aggression in Manchuria. Hawaiian schoolbooks were praised for their increasing fairness to Japan. The Casares procedure of the International Committee on Intellectual Cooperation was described, the national committees were urged to apply it.

1933. 5th Conference, Banff

Textbook revision was discussed, and it was commented anti-foreign teaching in textbooks was "a pet subject with Japanese patriots when directed against China, but not as yet investigated as to the extent to which it permeates the Japanese school system also." The Chinese representatives said that changes were being made, following the report of the Lytton Committee (See China, p. 77) and that the textbooks criticized were outdated, but replacements were slow. The committee appointed in 1931 had not taken action, because the members felt the Institute of International Intellectual Cooperation report (1933) covered the field.

(Institute of Pacific Relations,  
Problems of the Pacific, Report  
of 4th biennial conference,  
1931, p. 256, 490-491; 5th...,  
1933, p. 240-241)

## UNITED STATES AND CANADA

An interesting action shared by two nations was taken by unofficial organizations in a joint study by the Canada-United States Committee of Education. The question of the respective attitudes of Canadian and American textbooks toward one another had been treated in a number of individual studies from 1919 on. In 1944 the American Council on Education suggested the cooperative project, and sponsored the Canada-United States Committee on Education which was set up, under the Canadian sponsorship of the Canadian Education Association, the Canadian Teachers' Federation and the National Conference of Canadian Universities. The work was made possible by a grant of the Marshall Field Foundation in 1945, and workshops were held at Harvard University and the University of Toronto, each a bi-national group studying textbooks of one country. The reports were reviewed by the Committee and leading historians, rewritten and again reviewed. The resulting Study was published in 1947. (See Studies, p. 124)

## Bilateral Cultural Agreements

## ARGENTINA-BRAZIL AGREEMENT FOR THE REVISION OF TEXTBOOKS FOR THE TEACHING OF HISTORY AND GEOGRAPHY

1933. Diplomatic Agreement for the revision of textbooks in geography and history, signed at Rio de Janeiro on October 10.

This agreement preceded by two months the Convention on the Teaching of History promulgated by the 7th International Conference of American States at Montevideo. It was in accordance with the resolution of the First Congress of National History of 1928, and was concluded at a time when the President of Argentina was in Brazil. Its clauses were:

Art. I. The two governments will proceed to revise textbooks for teaching of national history "purging them of topics which contribute to excite in the defenseless mind of youth aversion toward any other American nation."

Art. II. The two governments will review periodically the textbooks in geography to keep them abreast of the latest statistics and to try to have them convey an approximate notion of the wealth and productive capacity of the American States.

Art. III. [Provided for prompt ratification.]

Art. IV. Any American State that so desires may adhere to this agreement by announcing its intention to the Minister of Foreign Affairs of Brazil; to become effective with the approbation of Argentina and any other States that may have joined.

(Text in Coopération intellectuelle, no. 34-35, Nov. 1933, p. 644-646)

Adhered to by: Uruguay-Brazil, 1933. (Ibid., no. 89-90, May-June, 1938, p. 282); Mexico-Brazil, 1938 (Ibid., Deposited with League of Nations, Apr. 9, 1938, no. 4323); Argentina-Uruguay, 1938 (Ibid., no. 95-96, Dec. 1938, p. 656)

## POLAND-YUGOSLAVIA

1931. Agreement concerning scientific, scholastic and artistic relations.

The agreement provides for a technical committee with subcommittees on education in each country. These subcommittees were to:

Art. 4 a. Organize more frequent contact between the representatives of primary and secondary education of the two states, and introduce as far as possible the study of the geography and history of the other nation into the school curricula.

(I.I.I.C. Recueil des accords intellectuels, p. 160)

Note: Following the Declaration of 1935, adopted by the League of Nations in 1937, a number of nations signed cultural agreements in which they inserted clauses prepared in accordance with the model draft.

#### SWEDEN-CZECHOSLOVAKIA

1936. Protocol relative to intellectual relations, signed January 29, 1936.

Art. 7. The governments agree to favor the revision of school textbooks in both countries with the end of ensuring exact instruction about one another.

(Ibid., p. 169)

#### RUMANIA-POLAND

1936. Convention on intellectual cooperation, signed November 27, 1936.

Art. 2. Being convinced that a good knowledge of one another's countries and people acquired in the course of education of youth, is one of the most important factors for the maintenance of friendly relations between the two nations, the two governments will watch that passages in school textbooks relating to each other may be written in a favorable light. To this end the governments will exchange information about the material that might be included in curricula of their respective schools.

(Ibid., p. 153)

## NETHERLANDS-CZECHOSLOVAKIA

1937. Intellectual agreement, concluded May 20, 1937.

Art. 10 stated that there would be favored revision of the school textbooks in use in both countries to ensure that teaching should be as exact and complete as possible regarding one another.

(Coopération intellectuelle, no. 87-88, Mar.-Apr. 1938, p. 184)

## HUNGARY-ESTONIA

1937. Cultural agreement, signed October 13, 1937.

Art. 7. The two governments attach particular importance to having chapters of school textbooks about these countries not only conform to truth, but be conceived in a friendly spirit. To this end, the governments of the two countries will communicate to each other the facts of history, geography, ethnography of their own countries that they want to see taught in the schools of the other nation.

(Ibid., no. 91-92, July-Sept. 1938, p. 419)

## HUNGARY-FINLAND

1937. Convention relative to intellectual cooperation, signed October 22, 1937.

Art. 7. [Repeats text of Hungary-Estonia agreement.]  
(Ibid., p. 421)

## FINLAND-ESTONIA

1937. Cultural agreement signed on December 1, 1937.

Art. 7. The two governments attach importance to teaching regarding the culture, life and conditions in the other country, to be conceived in a spirit of friendship and truth. They agree to exchange information about the history, geography and ethnography of their countries.

(Ibid., no. 95-96, Dec. 1938, p. 663)



## POLAND-FINLAND

1938. Cultural agreement, signed February, 1938.

Art. 7. To effectuate the revision of study textbooks used in both countries to make possible a more exact knowledge of each other.

(Ibid., no. 87-88, Mar.-Apr. 1938, p. 185)

## ARGENTINA-CHILE

1938. Convention relating to the revision of teaching and of textbooks of national and American history and geography, signed June 3, 1938.

(Ibid., no. 91-92, July-Sept. 1938, p. 416)

## URUGUAY-CHILE

1943. Treaty on history and geography textbook revision signed on August 31, 1943.

Art. 1. Provides for the revision of history textbooks.

Art. 2. Provides for the revision of geography textbooks.

Art. 3. Places the Comisiones Nacionales de Cooperación Intelectual or other competent official organizations appointed by the governments in charge of the revision.

The treaty was approved in Uruguay on November 17, 1943.

(Diario oficial, Uruguay, 3 Feb. 1944)

C. National

## 1. Countries other than the United States

Note: The following review is to be considered as supplementing the International Institute survey of 1933, School Text-Book Revision; in general, countries are here included only if additional information has become available or where developments have occurred independent of international or regional activities.

## ARGENTINA

1929. Third Congress of History, Buenos Aires.

To this meeting of a group organized by the Argentine Academy of History, the Resolution of the Montevideo Congress of National History was submitted. The Congress approved it as a measure "which will make of history, rightly applied, the most practical and decisive means of consolidating and never interrupting the solidarity between the countries of America."

(Congreso Universitario Americano, 1931. Memoria. Montevideo, 1931, t. 2, p. 271)

Argentina took part in subsequent Pan American conferences, and in 1933 signed the pioneer bilateral agreement for mutual revision of textbooks in history and geography with Brazil. In 1938 she concluded a similar Convention with Chile. (See p. 70)

Following the Brazil-Argentina agreement a Committee was set up to direct the revision of textbooks. It published instructions, which were approved by decree in 1935, establishing criteria for objectivity and friendliness in the writing of school texts.

(Coopération intellectuelle, no. 97-98, Jan.-Feb. 1939, p. 754-755)

## AUSTRALIA

The inquiry of the International Institute in 1931 elicited the reply from the Australian Minister of Education that particular care was taken in Australian schools to prevent the use of any

books containing passages "prejudicial to mutual understanding between nations and international friendship."

In 1935 the Victorian Teachers' Union held a meeting at Melbourne on the question of "schools and international peace," at which the revision of textbooks was discussed. It was reported by the International Institute in 1936 that instruction in peace and in the League of Nations formed a regular part of school programs in Australia.

(Coopération intellectuelle,  
no. 61-62, Jan.-Feb. 1936,  
p. 705)

## AUSTRIA

In 1919 the Minister of Education gave instructions as to the use of old texts and the preparation of new books in which militaristic teaching should be eliminated. Drastic revisions were made in accordance with this principle, and real improvement achieved. By the late 'twenties, however, the nationalistic viewpoint was again asserting itself, and history was made an instrument for awakening love of the homeland.

(Stoker, Spencer. The schools and international understanding, 1933, p. 174-175)

## BELGIUM

In 1926 the Belgian Minister of Education issued a circular to the schools condemning works which preached hatred between races and nations and recommending "books which, by an objective study of facts and ideas, teach both the obligation of patriotism and the duties of international morality." In the same year the Belgian Teaching League and the Federation of Belgian Teachers voted for the elimination of books preaching hatred. Before 1932 the Belgian League of Nations Union in exchanges with the German Society for the League of Nations, following the spirit of the Casares Resolution--one of the few instances of its application--achieved the revision of two history textbooks, one in Bavaria, one in Belgium.

In 1932 the Belgian National Committee of Historical Sciences, in its report to the First International Conference on the Teaching of History, objected to the campaigns for revision of textbooks, preferring that the League of Nations,

through a central office, issue annual critical analyses of new books.

(I.I.I.C. School text-book revision, p. 46, 117-118)

## BRAZIL

Brazil historians took part in the Latin American historical congresses from 1928 on, and evinced much interest in the reform of textbooks and the preparation of an all-American history. In 1931 the Brazilian Minister of Education announced in reply to the International Institute inquiry that works for primary schools were submitted for approval to Revision Committees of the State Administrations of Education, who watched for passages that might cause international ill will. In 1933 Brazil and Argentina signed the pioneer bilateral agreement for the revision of histories and geographies; and Brazil ratified the Convention for the Teaching of History, 1933 and the Convention for the Peaceful Orientation of History, 1936. (See under Regional, p. 62-65)

In 1936 the Commission provided for in the agreement with Argentina met and approved principles for teaching history in a spirit of cordiality and for obtaining the latest statistics of wealth and resources of foreign nations for geography textbooks.

(Coopération intellectuelle, no. 66-67, June-July, 1936: p. 64-65)

In 1938 the Brazilian Institute of Geography and History, at its centennial meeting, proposed two prizes for the best works on history and geography of the Americas. There is no record of the prizes having been awarded.

(Coopération intellectuelle, no. 89-90, May-June, 1938: p. 286-288)

In 1939 the Federal Department of Education set forth the fundamental rules for the teaching of history, which place love for Brazil as the basic principle, but order study of and respect for the other countries of America in "a spirit of human brotherhood based on patriotism and Americanism."

(Paul de Almeida Costa. "Pan-americanismo nas escolas," Rivista do ensino (Rio de Janeiro) v. 13, 1939, nos. 158-163)

## CHILE

Chile took part in the Pan American conferences, ratifying the Convention for the Peaceful Orientation of Public Instruction of 1936. In 1934, in connection with the 2d Inter-American Conference of Education held in Santiago, Sr. Gastón Ossa of the Rotary Club of Valparaiso suggested a prize for the best inter-American history textbook. In 1939 the Club announced a definite contest, with three prizes, \$2,000, \$1000 and \$500 for the best history of the American nations, to be written in line with the principles of the Casares Resolution and the Declaration of the League of Nations. The works were to be submitted by June, 1940. There is no record of the prizes ever having been awarded.

(Coopération intellectuelle,  
no. 97-98, Jan.-Feb. 1939,  
p. 756-758)

In 1938 Chile concluded with Argentina a Convention relative to the revision of teaching and textbooks in national and American history and geography. In 1943 Chile concluded a treaty on history and geography textbook revision with Uruguay. (See p. 73)

## CHINA

The militaristic and nationalistic spirit of the state-controlled and frequently revised Chinese textbooks was slightly tempered after 1919 by the influence of postwar idealism and visiting Western scholars. In an analysis of books used in Chinese schools from 1905 to 1929 by C. H. Peake (See Studies, p. 131) a number are cited as introducing teaching on the rest of the world and showing a spirit of cooperation between nations. These, however, were exceptions, adopted without the sanction of the Ministry of Education by a group of liberal teachers. In 1927 the Kuomintang ordered a complete revision of textbooks to accord with the "San Min Chu I education," teaching the most advanced form of modern nationalism and designed to cultivate anti-foreign feeling.

In 1931 the Press Association of Tokyo published a handbook called Anti-foreign Teaching in New Textbooks of China, giving extracts in both the original and English translation. In 1932 the Chinese government, influenced by the Lytton Report of the Manchurian incident, in which Chinese authors of schoolbooks were accused of having "sought to kindle patriotism with the flame of hatred," issued a "Memorandum on the so-called Anti-foreign Teaching in Chinese Schoolbooks," and expressed their

willingness to make revisions. Beginning in 1933, the textbooks of North China were again revised, this time to fit Japanese demands. According to the China Weekly Review (Apr. 18, 1936, p. 231) "the change of textbooks was one of the very causes which at last started the student 'patriotic movement' in Peiping, which at once spread, like wildfire, to other parts of China. In their '5 demands' presented by the students to the Government, one of them concerned school textbooks."

(I.I.I.C. School text-book revision, p. 46-47)

## COLOMBIA

In 1931 the National Congress of Colombian Historians, meeting in Bogotá, considered the resolution of the Montevideo Congress (See Regional, p. 61) and passed a resolution to ask the Minister of National Education not to adopt for use in the schools and colleges any history texts which contain "phrases or concepts injurious to other nations of America," to call the attention of teachers to such passages in schoolbooks then in use, ordering them to correct them in their teaching, and to oblige authors to revise future editions.

(Congreso Universitario Americano, Memoria, Montevideo, 1931, t. 2. p. 274)

Colombia ratified the Convention on the Teaching of History of the Pan American States, 1933, and the Convention on the Peaceful Orientation of Public Instruction, 1936. (See Regional, p. 62-65)

## CZECHOSLOVAKIA

In 1928 the Czechoslovak Ministry of Public Education published a decree demanding up-to-date and truthful textbooks, and declaring it "desirable that the school textbook should make a stand in favor of national and religious toleration, be inspired by a spirit of peace," and teach solidarity between nations.

(I.I.I.C. School text-book revision, p. 47-48)

In 1933 the Czechoslovak Joint Peace Committee, organized before the Disarmament Conference under the patronage of the "Association pédagogique Comenius," with the collaboration of all pacifist, educational and ethical associations of Czechoslovakia, began the revision of school textbooks on a wide scale, including texts in Czech, German and Magyar. The principles of revision

were the elimination of passages injurious to other peoples, and the notation of desirable presentations of history and facts regarding other nations. Forms were supplied to be filled out and returned to the central Committee for re-examination. In 1934 the Committee reported that this had been done, and that high standards of scientific truth, international goodwill and impartiality were being insisted on. The Klub Historicky was undertaking an inquiry into the texts of neighboring countries, on which they would act in accordance with the amended Casares procedure.

(Coopération intellectuelle,  
no. 42, Aug.-Sept. 1934, p.  
303-305)

In 1936 the Czech government signed a bilateral agreement for revision of textbooks with Sweden, and in 1937 with the Netherlands.

(I.I.I.C. Recueil des accords  
intellectuels, p. 169;  
Coopération intellectuelle,  
no. 87-88, Mar.-Apr. 1938,  
p. 184)

#### DENMARK

The Danish Government and several associations of Danish teachers and historians cooperated in the work of the "Norden" Association. The Minister of Public Instruction appointed a committee for the revision of school textbooks, which in 1933 issued a report (See Studies, p.114). The committee expressed general approval of the history and geography textbooks in use in the secondary schools, but asked for a radical revision in elementary histories to cut down the space devoted to war and ancient history.

#### DOMINICAN REPUBLIC

In 1935 the Minister of Education of Santo Domingo, at the instance of the Mexican government, issued a circular inspired by the Convention on the Teaching of History of 1933, banning a textbook in history by two North American historians (J. H. Robinson and James Breasted) which were considered inexact as to facts regarding Mexico.

(Coopération intellectuelle,  
no. 64-65, Apr.-May, 1936,  
p. 49)

## ESTONIA

Estonia took part in the Baltic Congresses of the National Committees of Intellectual Cooperation [q.v.] and in 1937 signed bilateral agreements providing for textbook revision with Hungary and Finland.

(Coopération intellectuelle,  
no. 91-92, July-Sept. 1938,  
p. 423; no. 95-96, Dec.  
1938, p. 663)

## FINLAND

Finland took part in the regional activities of the "Norden" Associations and of the Baltic Congresses. The Finnish Ministry of Public Instruction acted in full cooperation with the active National Committee on Intellectual Cooperation, and in 1937 and 1938 Finland signed bilateral agreements for textbook revision with Hungary, Poland and Estonia.

## FRANCE

Nowhere during the between-war years was there more genuine enthusiasm shown for the pacific and internationalist spirit in teaching or more definite progress achieved in textbook revision than in France. The peace-minded associations of teachers and historians had, moreover, throughout their struggle for the improvement of their own textbooks, to combat reactionary public opinion expressed by nationalist organizations and press. As the choice of textbooks in the public schools was made--subject to official approval--by committees of the teachers themselves, the educational organizations succeeded in exerting a powerful and beneficial influence.

In 1919 the elementary school teachers of France, at the Congress in Tours of the Syndicat National des Institutrices et Instituteurs Publics de France et des Colonies, after listening to the impassioned speech of Anatole France, passed a resolution against the teaching of hate.

In 1920 the French League of Nations Union called for an international bureau of intellectual relations in education. Subsequently they worked in full cooperation with the I.C.I.C., making contacts during the 'twenties with the German League of Nations Union.



In 1924 the French Teaching League urged that the I.C.I.C. establish an international committee for the examination of textbooks, with which nations should deposit copies of all works published. In the same year the Fédération Unitaire de l'Enseignement, the left-wing branch which had split from the Syndicat National, published in its journal, L'Emancipation, a report against the teaching of hate.

In 1925 and 1929 the French League for the Rights of Man at their Congresses supported the textbook revision movement.

Following the I.C.I.C. Casares Resolution of 1925, the French Committee on Intellectual Cooperation set up a subcommittee for the teaching of peace, which in several cases made use of the Casares procedure. In the late 'twenties the Committee secured the revision of a French geography, complained about by Spain, and acted on a Hungarian complaint about another geography. In 1935 and 1936 the Italian Committee [q.v.] sent its criticisms of French textbooks to the committee, which submitted them to the publishers and authors, securing compliance.

The largest teachers' association, the Syndicat National, with its nearly 80,000 members, in 1925 took up the issue of Franco-German rapprochement. (See also International Federation of Teachers' Associations, which the leaders of the Syndicat were active in forming.) The education committee asked M. Georges Lapierre to make a report on school textbooks "contaminated by the war spirit," and in 1926 he delivered the report on school textbooks to a Congress of the Syndicat in Strassburg, citing 26 school histories and readers which should be removed. His report, offering a program of action, was adopted, and by 1928 at the Congress at Rennes he was able to claim substantial progress in the discard and revision of the belligerent textbooks. In 1929 M. Lapierre's report, "The School in the Service of the Reconciliation of the Peoples," (See Studies, p. 122) led to a resolution for pacifistic tendencies in history teaching. In 1933 the Syndicat decided to take up again the campaign against warlike textbooks, with complete suppression of the boycotted books, expurgation of any passages in other works that had been pointed out as tendentious, and publication of a list of "black" works. The journal of the society, the weekly L'Ecole libératrice, carried a regular section on warlike textbooks.

(I.I.I.C. School text-book revision, p. 119-123; Coopération intellectuelle, no. 37, Jan.-Feb. 1934, p. 41)

In 1935 the French National Committee of International Cooperation, discussing school books, issued a statement regarding the campaign of the Syndicat National from 1926-1928, declaring that it had been in full conformity with the spirit of the League of Nations, and that in subsequent Congresses and actions the association had made a continued and persevering effort for moral disarmament, and recommending to the approval of public opinion the attachment of the Syndicat to the double task of national education and the rapprochement of peoples.

(Coopération intellectuelle,  
no. 51-52, Mar.-Apr. 1935,  
p. 207)

In 1926 the 11th French National Peace Congress passed a resolution urging teachers to choose pacifistic textbooks.

In 1931 the Republican and Socialist University League (Franco-German) urged teachers "to refuse to use textbooks in which war, on the plea of national glory, is not considered as a crime."

(I.I.I.C. School text-book  
revision, p. 119-126)

In 1932 an interdepartmental committee was set up under the Ministry of Education to study schoolbooks and educational broadcasting in the field of international relations. It included the directors of elementary, secondary and higher education, representatives of the Association des Professeurs de l'Enseignement Secondaire, the Syndicat National and the Ministry of Foreign Affairs.

(Ibid., p. 48-49)

In the same year the Association of Peace through Law (La Paix par le Droit) meeting at Paris, discussed moral disarmament and passed a resolution calling for the elimination of "all partial judgments, all tendencies toward a double standard of morality, all incitements to hatred and all contempt for the rights of so-called inferior races" from school textbooks, and for the preparation of new teaching materials oriented toward international solidarity. To that end they urged the establishment of mixed committees of historians and teachers, who should examine textbooks, and agreements among governments in accord with the amended Casares Resolution.

(Coopération intellectuelle, no.  
24, Dec. 1932, p. 1389)

In 1934 the Inspector of French Education, M. Jules Isaac, spoke at the 2d International Conference for the Teaching of History at Basle about French policy. He quoted the "noble official formulas" of the Ministerial instructions for the teaching in 1925, "we must neither forget the man in the citizen nor narrow the place of humanity for the apparent profit of our country...It is part of our profession as Frenchmen to love and serve humanity. The knowledge of general history is indispensable to us." At the same time Prof. Isaac admitted that, because "pedagogic necessities impose on us simplification and selection," it was impossible to get into the curriculum adequate treatment of countries "out of the main current of western civilization," also that particularly in treatment of recent events, "it is impossible to escape completely from the national point of view," though authors were making a notable effort in this respect.

(Ibid, no. 51-52, Mar.-Apr., 1935, p. 158-162)

In 1935 it was commented at the meeting of the French National Committee on Intellectual Cooperation that the German press was continuing attacks on French textbooks which had been long out of use or revised, and on materials that had never been used in the schools. Eight specific books were mentioned, all ones that had been successfully boycotted in the campaign of 1926-1928. In the same year the French Ministry of Education issued a circular banning a geography text to which the Turkish Ambassador had made objections. (Ibid, no. 51-52, Mar.-Apr., 1935, p. 170-171, 206) In November, 1935, the Franco-German colloquy took place q.v. In 1936 the French National Committee on Intellectual Cooperation presented a memorandum to the Institute criticizing the spirit of new German textbooks.

(Ibid, no. 61-62, Jan.-Feb. 1936, p. 701)

## GERMANY

In the Constitution of the Weimar Republic, 1919, Article 148 read:

All schools must aim at moral development, a sense of citizenship, and personal and professional efficiency in the spirit of the German people and the reconciliation of nations.

This policy was generally reflected during the years of the Republic by peace organizations, teachers and historians, as well

as by action of the educational authorities of the separate States, which controlled the selection of textbooks in the schools. A strong movement was under way in Germany during this period for scientific standards in teaching. Nationalism, however, was always the cornerstone, and many of the efforts for "reconciliation of peoples" made by the German educational leaders were aimed at the textbooks of other nations rather than at their own.

In 1919 the Association of Radical School Reformers and the Congress of German Pacifists agitated the question of revising teaching material to eliminate international hatred and a war-like spirit. Dr. Erich Witte, a member of the Association, published in 1921 a book on Teaching in the Spirit of the Reconciliation of the Peoples (Berlin, 1921). In 1921 the Congress of Pacifist Teachers and Educators, Berlin, adopted similar resolutions. In 1924 the Association of Radical School Reformers was asked by the General Federation of Peace Associations to set up a committee on international educational matters. In 1927 a member of the Association, Mr. Kawerau, published a memorandum on history textbooks which had been originally planned in connection with the Carnegie inquiry. (The Germans complained that the Carnegie inquiry was "slanted" toward France.)

(I.I.I.C. School text-book revision, p. 126-131)

In 1927 a report on school textbooks and their reform, in line with the Berne resolutions, was made to the General Association of German Teachers (154,000 members), who proposed to use their influence to bring about the adoption of books of less objectionable nationalistic import as the present supply of chauvinistic texts became exhausted. The question was discussed again at an annual meeting of the Association in Dresden in 1929. In 1929, also, the Baden Teachers' Association advocated teaching in the spirit of reconciliation of the peoples and the rejection of belligerent textbooks. (Fed. Internat. des Associations d'Institeurs, Bulletin, no. 1, July 1927, p. 10; no. 8, 1929, p. 7)

Work for revision of textbooks was done by the German Association of History Teachers, under the presidency of Prof. Arnold Reimann. In 1926 the Association endorsed the Berne Resolutions passed in 1925 by the Executive Committee of the World Alliance for Promoting International Friendship through the churches and the Universal Christian Conference on Life and Work, of which committee Professor Reimann had been a member. The Berne Resolutions called for consideration of the best

means of eliminating nationalistic propaganda, false statements and hatred from textbooks and encouragement of a sympathetic study of the history of other nations. In 1928 Professor Hermann Pinnow, who had been rapporteur of the 1926 meeting, published under the auspices of the Association a study of the treatment of Germany in foreign post-war textbooks (See Studies, p. 114). Professor Reimann in the same year prepared the report on Nationalism in German History Textbooks which was published as a separate supplement to the (suppressed) 1928 Oslo Report on Nationalism in History Text-books. (See International, p. 116) In 1935 Professor Reimann represented Germany in the Franco-German Colloquy. (See Regional, p. 57)

A few definite revisions of textbooks were brought about by the German bodies. The League of Nations Union, which was in touch with the Belgian and French branches, in one case before 1933 procured the revision of a history textbook criticized by Belgium. The Franco-German Society, through its magazine, the Deutsch-französische Rundschau, succeeded in 1931 in persuading Prof. Jean Guiraud of Besançon, the author of a history of France in use in Catholic schools, to promise revision in a new edition of a chapter on German war crimes which had been inserted in an edition of 1928. In 1932 the German Committee on Intellectual Cooperation planned to support the Casares Resolution. The German Society for the League of Nations sent to the international Union a proposal, to be discussed at the 19th Assembly, Brussels, 1935, for international examination of textbooks "on the basis of the principle of reciprocity," criticisms to be submitted to a body of educational authorities named by the governments. The International Committee prepared a resolution, asking that textbooks be exchanged by neighboring countries for examination, and copies deposited at the League of Nations Library or elsewhere in Geneva, to be studied by competent authorities. As, however, the German representatives did not attend the 1935 Assembly, the resolution was cut to the last clause, asking that national associations send textbooks to Geneva, where they would be available for consultation.

(Coopération intellectuelle,  
no. 24, Dec. 1932, p. 1387;  
no. 51-52, Mar.-Apr. 1935,  
p. 165-166; no. 61-62, Jan.-  
Feb. 1936, p. 703)

Certain of the State administrations of education made gestures under the Weimar Republic toward revision. Baden reported before 1931 to the Institute of Intellectual Cooperation that she was complying with the new Constitution. In 1925 Bavaria issued instructions for elementary textbooks "free of everything which is contrary to the spirit of toleration." The Bavarian Minister of

Education promised revision, in a new 1932 edition, of a passage in a textbook to which the Belgian League of Nations Union had taken exception.

In 1921 Brunswick issued a decree that children's texts must "enlarge the concept of one's own country to that of humanity," and that school readers inciting to hatred were to be banned. In 1930, however, a new history textbook along international lines, Geschichtsbilder, which had been introduced by decree in the previous year, was banned, and the earlier decree canceled, with the statement:

"...a realization of German being and action through a knowledge of history must develop the will to national self-assertion of the nation...Without a persistent cultivation of the spirit of the German people the efforts to be made in the spirit of international reconciliation required by Art. 148, par. 1 of the Constitution of the Reich are not admissible."

In 1919 Prussia decreed that school textbooks formerly in use were to be employed no more, and in 1923 laid down principles for readers, in which "humanity" was included with "the German people" as the spirit in which the young should be indoctrinated. A committee for examination of school textbooks was set up by Prussia in 1928, and in 1929 the Minister of Education ordered again that textbooks from the time of the war should be excluded from the schools. The last effort at international goodwill in teaching came in 1933, when the Prussian Government banned a book by Ewald Banse, Wehrwissenschaft, which had been criticized in the foreign press as bellicose. His Volk und Raum in Weltkrieg had been banned earlier. (These two were not schoolbooks, but designed for teachers.)

(I.I.I.C. School text-book revision, p. 49-52;  
Coopération intellectuelle,  
no. 34-35, Nov. 1933, p.  
647)

In 1933, under the Third Reich, the use of the old books until 1934 was permitted by a new decree. From 1934 to 1938, the rubrique of Coopération Intellectuelle reports at almost each appearance on new German regulations for inspection and control of textbooks. In 1934 the Prussian Ministry of Education ordered the insertion of supplementary notes about the new regime, and in Oldenburg the educational authorities told teachers to include in their history hours accounts of the events of 1933 and the speeches of the Führer. In Prussia two more history textbooks were suppressed, but one was revised with insets about the new Reich and a

new compulsory textbook of German history by Alfred Rosenberg ("unattackable, clear, objective") was announced. In 1937 the Reich issued orders for continued use of the old books through the year, and for books in school libraries to be selected in accord with the Nazi ideals.

In 1938 Nazi-controlled Austria issued a circular ordering that teachers in her schools, where new texts could not be afforded, should "form the national socialist man," and Danzig announced that new texts must conform to German standards. Similar pressure was being exerted on Poland [q.v.].

## GREAT BRITAIN

The idea of revision of textbooks aroused little enthusiasm in Great Britain, although the Workers' Educational Association in 1920 had been one of the national groups to submit to the First Assembly of the League of Nations an appeal for an international body to supervise revision. The issue was discussed in England by the Moral Education League, the Historical Association, the Geographical Association, and the British League of Nations Union. The general conclusion reached was to recommend good books rather than condemning bad ones. At the request of the League of Nations Union and the Teachers' Associations of Great Britain, the Historical Association prepared in 1924 a "Short List of Books on World History," and the League of Nations Union published annual lists of books for teachers.

During the 'twenties the chief groups of teachers' associations, the Historical Association, and the Board of Education issued a number of significant statements as to the aims of history teaching, all of which called for training in good citizenship and a scientific and objective presentation of history. In a memorandum on "The Schools of Britain and the Peace of the World" (1927), nine leading teachers' organizations joined with the League of Nations Union in calling for teaching that would create a "sense of world citizenship."

(Shropshire, O. F. The teaching of history in English schools. New York, Teachers College, 1936, p. 67-72)

A study of nationalism and internationalism in English, French and German textbooks was made by Jonathan F. Scott in 1926, in which the author found English writings less biased than those of other nations but not without nationalistic tendencies. (See Studies, p. 115)

In 1932, under the auspices of the National Committee on Intellectual Cooperation, and the National Committee of Historical Sciences, a committee was founded for the revision of textbooks, in accordance with the 1932 Casares Resolution. In the same year the Incorporated Association of Assistant Masters in Secondary Schools replied to a questionnaire issued in preparation for the International Conference on the Teaching of History that English teachers would probably prefer to choose their own books--for which they had full authority--rather than to have new texts passed on by boards or committees.

(I.I.I.C. School text-book revision, p. 132-134)

In 1935 the Labour Party inserted in its Annual Report a passage regarding the revision of school textbooks, insisting on impartiality and objecting to emphasis laid on conflicts between national groups rather than on social and economic history.

(Coopération intellectuelle, no. 64-65, Apr.-May, 1936, p. 47-48)

In 1936 the Royal Institute of International Affairs heard at a meeting the report of an inquiry prepared by the Study Group Department at Chatham House. The inquiry, into the contents of primary school history textbooks of 34 countries, was designed to discover and tabulate facts about attitudes regarding international relations. Over 200 textbooks had been examined, and each was the subject of a separate report, descriptive and analytical rather than critical, some running to over forty pages. The original idea had been the publication of a book, but that was abandoned, due to the vastness of the material. The chairman, Mr. Alec Waugh, in his address stressed the point that "everywhere one found what one would expect to find"--nationalism, condoning of one's country's policies, etc. In the stimulating discussion that ensued, the comment was made that "It was a temptation to think that the books in Great Britain were perfectly fair, though the matter needed investigation: our teachers were exceptionally free in what they taught, and for that reason were probably more objective than in certain other countries," also that "the revision of textbooks was a matter primarily for the historians of each country. All that could be hoped for was a process of slow mutual adjustment."

(International affairs, (London), v. 15, Nov. 1936, p. 877-896)



In the same year a note in the Journal of the Incorporated Association of Assistant Masters of Secondary Schools (v. 30, p. 322), announced that recently German school books, published by a firm well known in England, had appeared with the notation that they were approved by the Bureau of Censors in Munich. The masters, while emphasizing that they took no political position, expressed their refusal to use in English schools books of a particular political "color". The Historical Association, representing about 5,000 British history teachers, in 1936 adopted a resolution of the International Committee of Historical Sciences for teaching history through an impartial interpretation of the facts.

(Coopération intellectuelle,  
no. 64-65, Apr.-May, 1936,  
p. 45, 48)

## GREECE

Greece was a leader in the Balkan Conferences [q.v.]. In 1939 it was reported to the International Institute by the Ministry of National Education that committees had been appointed to judge school books in the spirit of the League of Nations Declaration.

(Coopération intellectuelle,  
no. 97-98, Jan.-Feb. 1939,  
p. 761)

## HUNGARY

In 1928 the Hungarian Educational Society appointed a committee to examine foreign textbooks from the Hungarian point of view. It also authorized and approved the report on "Nationalism in History Text-Books" submitted by Mr. Edmond Szelényi for the World Alliance Report to the Oslo Congress of Historical Sciences, 1928.

In 1932 the Hungarian National Committee on Intellectual Cooperation set up a sub-committee for the revision of textbooks, which went at once to work. In 1933 it submitted to the Institute, in accordance with the Casares procedure, an objection to a four-page passage on Hungary in a Spanish geography book published in Buenos Aires. The Argentine publishers accepted the criticism, promised revision, and suppressed the passage in existing texts, replacing it with corrected insets.

(Coopération intellectuelle,  
no. 34-35, Nov. 1933, p. 647)

In 1937 Hungary signed bilateral agreements for textbook revision with Estonia and Finland. Agreements for intellectual exchange signed with Poland (1934), Italy (1935), Austria (1935) and Germany (1936) specified exchange of scientific works and translations, but did not refer to elementary school textbooks.

(I.I.I.C. Recueil des accords intellectuels, pp. 23, 59, 144, 151; Coopération intellectuelle, no. 91-92, July-Sept. 1938, p. 423)

## ITALY

In 1932, after the publication of the Final Text of the Casares Resolution, the Italian National Committee on Intellectual Cooperation appointed a subcommittee on textbooks, including its own representative and representatives of the Ministry of National Education, the Ministry of Foreign Affairs, the Institute of Italian History and the Geographical Society. The committee undertook an extensive survey of foreign textbooks.

(I.I.I.C. School text-book revision, p. 135)

No record has been found of Italian action regarding their own textbooks, which were declared by an Italian Fascist representative at the Basle, 1934 Conference for the Teaching of History to err on the side of over-emphasis on world history and to be free of the spirit of imperialism. (See p. 35)

In 1935 the Italian National Committee received and passed on to Italian publishers and authors the observations of the Polish and Dutch National Committees on Italian textbooks. In the same year and in 1936 the Committee sent to the National Societies and the International Institute memoranda criticizing 80 French books, 25 Dutch and 14 Spanish books. Their criticisms were passed on, and the French publishers studied the emendations, only one refusing to correct a statement (a passage on Caesar's hostile attitude to Vercingetorix). One publisher adopted the Italian suggestion in a new edition. A French text that had missed examination was sent voluntarily to the Italian committee.

(Cooperation intellectuelle, no. 61-62, Jan.-Feb. 1936, p. 701; no. 64-65, Apr.-May, 1936, p. 43-44)

In 1936 and 1937 the Italian Committee continued its work, reviewing and submitting reports on Swiss, Russian, Brazilian

and Chilean textbooks, all of which were forwarded in accordance with the Casares procedure. (Ibid)

In 1938 Italy dropped even lip-service to collaboration in internationalism. In October of that year the Italian Ministry of Public Instruction suppressed by decree all schoolbooks written in whole or part by Jewish authors--some 114 texts being banned. In November 1938, Germany and Italy signed a cultural agreement providing to have approved textbooks responding to the spirit of the Italo-German entente, and promising that they would prevent the translation or circulation of works by political émigrés of the other country.

(Ibid. no. 97-98, Jan.-Feb.  
1939, p. 761)

## JAPAN

In 1920 a proposal for a permanent Bureau of International Education, with a committee for the critical examination of textbooks, was presented to the First Assembly of the League of Nations by seven Japanese organizations: the League of Nations Association of Japan, the Japan Peace Society, the National Education Society, the Women's Japanese Peace Society, the Federation of Educational Societies in Japan, the Japanese Association of Teachers, the Society of Culture Movement.

(I.I.I.C. School text-book revision, p. 135-136)

In 1931, at the time of the Manchurian incident, the Press Association of Tokyo published a handbook on Anti-foreign Teaching in New Textbooks of China. (See Studies, p. 115). The Japanese National Committee on Intellectual Cooperation sent a complaint regarding the Chinese textbooks to the International Institute in 1932, in accordance with the amended Casares procedure.

(Report of Director of International Institute, in Educational survey (Geneva) Dec. 1933, p. 213; See Studies, p. 113)

In September 1945, the Supreme Commander for the Allied Powers established a Civil Information and Education Section working through the Ministry of Education to make sweeping reforms in Japanese education, eliminating the feudalistic, militaristic and ultra-nationalistic teaching. The work of this section is described in a publication of SCAP, Education in the New Japan, in which a chapter is devoted to "Textbook problems." (p. 237 ff.)

There have been three steps: in 1945 deletions were made in existing textbooks, by cutting out, inking over, pasting in strips of emendations. Courses in morals, Japanese history and geography, which were completely based on the former teaching, were suspended and texts banned. In 1946-47 some "stop-gap" new textbooks were introduced, in which any references to Greater Asia, Japanese racial superiority, glorification of war, the virtue of dying for the emperor, shinto, and religious discrimination were avoided. Since 1947 new textbooks are being written by selected Japanese scholars, which are to introduce ideas of democracy, such as freedom of speech and religion. New textbooks are subject to the approval of SCAP.

(SCAP, Civil Information and Education Section. Education in the new Japan. Tokyo, 1948. 2 v. (See v. I, p. 237 ff.)

#### LATVIA

In 1932 the Latvian National Committee on Intellectual Cooperation set up a subcommittee in accordance with the Casares Resolution, which in 1933 submitted its list of textbooks for publication in Coopération Intellectuelle. Latvia took part in the Baltic Congresses, and subsequently effected exchanges of history and geography textbooks with the Lithuanian and Estonian committees.

In 1934 a law on public instruction was adopted, among the clauses of which was one regarding the aims of instruction, to include increased study of the social sciences and to plan teaching to develop in the child "an understanding of the mentality of other peoples and of the different classes of society."

(Intellectual co-operation bulletin no. 5, Mar. 1940, p. 171-174)

#### LITHUANIA

In accordance with the recommended Casares procedure of 1932, a committee for the revision of school textbooks was set up under the Ministry of Public Instruction, with its membership including the president of the National Committee on Intellectual Cooperation. From 1935 to 1936 no books were allowed for school use that had not been approved by this committee.

The Lithuanian National Committee took part in the Baltic Congresses, and in 1935 the Association of Lithuanian Teachers reported to the Oxford meeting of the International Federation of Teachers Associations that the exchanges of books and corrections had been made in full accordance with League of Nations principles.

In 1938 the Polish Committee sent a protest regarding two textbooks used in the Russian schools of Lithuania. The Lithuanian Committee answered that the list of its schoolbooks published in Coopération Intellectuelle, from which the offending text had been taken, was no longer valid, and that the book in question had already been discarded.

(Coopération intellectuelle,  
no. 64-65, Apr.-May, 1936,  
p. 46; no. 89-90, May-June,  
1938, p. 289-290; no. 91-92,  
July-Aug., 1938, p. 428)

## MEXICO

Mexico participated in the Pan American conferences and ratified the Convention on the Teaching of History, 1933, and the Convention concerning the Peaceful Orientation of Public Instruction, 1936. In 1938 she signed adherence to the Argentina-Brazil agreement. (See Regional, p. 70)

In 1932 the National School Teachers' League heard an address by its president, Prof. G. F. Avilez, asking for a new history of Mexico that would not "serve to feed rancors, hatreds and desires for vengeance within the country, as well as between Mexicans and foreigners."

(Coopération intellectuelle,  
no. 47-48, Dec. 1934-Jan.  
1935, p. 610)

## THE NETHERLANDS

In 1923 the Netherlands Abroad Association (Vereeniging Nederland in den Vreemde) instituted an inquiry on content of foreign textbooks regarding the Netherlands. It showed that histories and geographies were inexact. The Association set up a department to provide foreign authors with exact data on the Netherlands and the Netherlands Indies.

In 1931 a committee of inquiry relative to the history books in use in Dutch schools was set up, in response to the urging of two peace associations (Association for the League of Nations and for Peace, Youth Committee--this was the successor of a pre-World War I Association for Peace by Law--and the School and Peace Association). Dr. Jacob Ter Meulen, Secretary of the Netherlands Committee on Intellectual Cooperation, was director. The inquiry was published in two parts, in 1935 a study of passages in 293 textbooks which were open to criticism from other nations, and in 1939 a second report on 435 books, showing the attention given to teaching concerned with the League of Nations and the peace movement. The results were mildly critical and brought about a number of reforms. (See Studies, 113) Three teachers' associations, the Association of Dutch Teachers, the Christian Union of Men and Women Teachers of the Netherlands, and the Federation of Secondary School Teachers of the Netherlands cooperated in these efforts.

(I.I.I.C. School text-book revision, p. 136-138; Coopération intellectuelle, no. 51-52, Mar.-Apr. 1935, p. 173-174)

In 1935 the Netherlands Abroad Association, in accordance with the Casares procedure, sent to the Institute of Intellectual Cooperation a request for rectification in two histories, one English, one French. The Institute in both cases approached the publishers. The French publishers promised revision in the next edition; the English publishers explained that the author had been long dead, but promised to consider the criticisms if a new edition was issued.

(Coopération intellectuelle, no. 51-52, Mar.-Apr. 1935, p. 166-167; no. 61-62, Jan.-Feb. 1936, p. 701; no. 87-88, Mar.-Apr. 1938, p. 184)

## NEW ZEALAND

New Zealand textbooks were approved by the Ministry of Education, and made to conform to a high standard of scientific objectivity and fairness. In 1934 the Dominion Conference of the New Zealand No More War Movement resolved to ask the International Institute to examine the possibility of preparing schoolbooks written from an international viewpoint.

(Coopération intellectuelle, no. 42, Aug.-Sept. 1934, p. 310)

## NORWAY

The Norwegian Teachers' and Professors' Peace Organization was founded in 1919, and began at once to study possible reforms in school textbooks and readers. In 1925 a group of authors of school books was assembled to agree upon principles of revision of history textbooks, in collaboration with a sub-committee of the Peace Organization and representatives of two other peace groups, the Norwegian Association for Peace and the Norwegian branch of the Women's International League for Peace and Freedom. Their conclusions, asking for limitation of teaching of the history of wars and greater attention to historical developments of efforts for peace and internationalism, were sent to the Ministry of Culture and Public Education. The Ministry complied, and sent out circular letters to the publishers of religious and history textbooks, asking their cooperation. In 1933 the "Norden" Association [q.v.] sent its proposals for Scandinavian collaboration to the Ministry, which again showed the fullest cooperation, recommending the measures to educational authorities.

(I.I.I.C. School text-book revision, pp. 53-54, 139-140)

## POLAND

The Association of Polish History Professors at Congresses of 1923 (Poznan) and 1927 (Warsaw) discussed the possibility of revision of textbooks "to eliminate all tendentious suggestions from history."

(I.I.I.C. School text-book revision, p. 140)

In 1931 the Polish National Committee of Intellectual Cooperation reported to the Institute that the Ministry of Culture and Public Education, which issued approved lists of school books, did not admit books which were "not conceived in a spirit of international co-operation." The Ministry also banned books that might cause dissension among national elements within Poland.

(Ibid., p. 54)

A subcommittee of the Polish National Committee was set up in 1933 in accordance with the Casares Resolution, 1932. In 1935-1936 they started active work on the examination of foreign textbooks. In the next three years extended reports were made on over 300 books: German, Latvian, Czech, French, Rumanian, English, Russian, Swedish, Italian and Portuguese. In almost all cases the subcommittee found that the treatment accorded Poland in histories and geographies was slighter than that given any other country. The Committee communicated with the Committees of

the other nations, and reported no misunderstandings. The British Committee promised to ask for revision of one text. The Latvian Committee succeeded in having the two most criticized books withdrawn. The Polish Committee had in turn received five complaints from Italy and had warned the Polish publishers. After an examination of their own Polish textbooks, the Committee found that from the point of view of international solidarity they were "perfect."

The largest group of textbooks examined, in 1935-1936, was German (145 books), on which a 205-page typewritten report was made. Of the first 90 checked, 63 were criticized as especially dangerous to international relations. The report was used as basis for negotiations for a Polish-German press agreement, according to which talks were held between Polish and German professors and teachers. In 1937 two delegates met in Berlin and examined danger points, deciding on reciprocal improvements in passages relating to the other country. A second meeting was held in Berlin in 1938. Bilateral agreements for the revision of school textbooks were signed by Poland with Rumania in 1936 and with Finland in 1938.

(Coopération intellectuelle,  
no. 61-62, Jan.-Feb. 1936,  
p. 701-702; no. 75-76,  
Mar.-Apr. 1937, p. 155-  
156; no. 97-98, Jan.-Feb.  
1939, p. 755-756)

#### PORTUGAL

In 1933 a law was passed by the Portuguese government on the teaching of morals and history, in which it was ordered that the idea of human solidarity be emphasized in school textbooks, and in particular good relations with Spain and Brazil were to be promoted. In teaching Portuguese history, national pride was to be emphasized.

(Coopération intellectuelle,  
no. 61-62, Jan.-Feb. 1936,  
p. 707-708)

#### RUMANIA

In 1931 the Rumanian National Committee on Intellectual Cooperation reported to the International Institute that the Minister of Public Education had reconsidered a textbook in geography which had already been approved, and withdrawn it as possibly offensive to neighboring nations. The Minister took



the occasion to redefine rules on school textbooks, stating that they must be written so that "the false conception of carrying out a national education by the employment of negative and even destructive methods such as derision, contempt and hatred of other nations must not penetrate into the educational machinery of our schools."

(I.I.I.C. School text-book revision, p. 55)

In 1933 the International Institute reported that the Director of Rumanian Education had criticized three Hungarian books. The Hungarian Council of the Ministry of Education countered with a brochure criticizing certain Rumanian texts, and some ill feeling was aroused; the Institute regretted that the dealings had not been based on the Casares procedure, which was so specifically designed to prevent hurt feelings.

(Coopération intellectuelle, no. 51-52, Mar.-Apr. 1935, p. 167)

In 1936 Rumania signed a convention on intellectual cooperation, including a clause on textbook revision, with Poland.

(I.I.I.C. Recueil des accords intellectuels, p. 153-157)

## SOUTH AFRICA

The South African government informed the International Institute that a committee composed of the Ministers of Instruction of the four provinces would undertake to inform the provincial governments to attempt to execute the articles of the League of Nations Declaration of 1937, but that "in South Africa there was no necessity of revising school textbooks, as only irreproachable books, approved by authorities, are used in the schools."

(Coopération intellectuelle, no. 97-98, Jan.-Feb. 1939, p. 752)

## SPAIN

In 1922 the Spanish Academy of History heard a lecture by Professor Rafael Altamira, the distinguished Spanish historian, member of the World Court, and later organizer of the 1932 Conference for the Teaching of History, on the subject of historical congresses and their social value. Professor Altamira urged examination and approval of history textbooks. Fair treatment of Latin America was one of the points stressed in the subsequent efforts of the Academy, which in 1930 began the publication of

textbooks for elementary schools conceived in a spirit of international goodwill.

The Constitution of the Spanish Republic, 1931, contained an article stating that the ideals of education would be "based on the great principles of human solidarity." In 1932 an ordinance was issued which placed school textbooks under the direction of a National Council of Culture, which was to publish annual lists of approved books.

(I.I.I.C. School text-book revision, pp. 55, 140)

In 1936 it was reported to the International Institute that the Spanish Ministry of Education had banned two American textbooks on world history (Thomas and Hillyer). A single history book approved by the Academy had been introduced into all schools, and teachers were free to choose other books but exclusively from a list approved by the National Cultural Council.

(Coopération intellectuelle, no. 61-62, Jan.-Feb. 1936, p. 709)

## SWEDEN

Sweden shared in the work of the "Norden" Associations. In 1928 the Swedish National Union of Teachers reported to the International Federation of Teachers' Associations, supporting the view of the Swedish "Norden" Association in 1920, that it was not enough to eliminate harmful passages from history books; material must be added about the heroes and ideals of other peoples.

(International Federation of Teachers' Associations. Bulletin, no. 3, Mar. 1928, p. 30)

A Swedish lady, Miss Anna T. Nilsson, traveling in many European countries, visited government circles and teachers, and asked whether their history books contained chapters on the peace movement. She exhibited examples, works by Mallet-Isaac (France), Lange (Norway), Munch (Denmark), etc. Promises of cooperation were made to her.

(Coopération intellectuelle, no. 61-62, Jan.-Feb. 1936, p. 709)

In 1936 the General Association of Swedish Teachers demanded of Parliament that the revision of textbooks be entrusted to the General Direction of Primary Education. New history and geography texts were reported to show "tendencies of tolerance and sympathy regarding international relations."

(Ibid., no. 66-67, June-July, 1936, p. 66-67)

In 1936 Sweden signed a bilateral agreement regarding textbook revision with Czechoslovakia.

(I.I.I.C. Recueil des accords intellectuels, p. 169)

## SWITZERLAND

In 1928 an Educational Disarmament Association, founded in Switzerland, included the revision of school textbooks in its program. Its international viewpoint is expressed in a study by the secretary of the Association, Reymond, "The Practical Teaching of History and the Geneva Spirit," L'Educateur, April 9, June 18, 1932.

In 1929 the 22d Congress of the Educational Society of French Switzerland heard reports on "The School and Peace." Their resolutions included one for education with a view to peace, textbooks in "the scripture, history, singing, geography, reading and reciting," to be revised "and adapted to modern conditions of life." In 1932 the Swiss National Committee on Intellectual Cooperation set up a sub-committee in accordance with the I.C.I.C. request. The work of examining school text-books in use in the cantons, each of which selects or publishes its own, had been largely done by 1932 under the Socialist Study Group of the Swiss Section of the Teachers' International Trade Secretariat.

(I.I.I.C. School text-book revision, p. 141-142)

In 1934 the Council of Basle discussed schoolbooks coming from Germany, which they had examined, criticizing two but not withdrawing them. An order was given that new books from abroad were not to be admitted if they contained passages that were non-Swiss in tendency. In 1938 it was reported to the International Institute that the Legation of Germany in Berne had made objections to a primary school book. The Swiss National Committee on Intellectual Cooperation had discovered that the book in question was an edition of 1925, which had been withdrawn from the schools before 1928, and since issued with revision of the protested passages.

(Coopération intellectuelle, no. 47-48, Dec. 1934-Jan. 1935, p. 613; no. 97-98, Jan.-Feb. 1939, p. 761)

## U.S.S.R.

In 1934 a publication by Stalin, Kirov and Schdanov, "Observations on Russian History Textbooks," was approved by the Central

Committee of the Communist Party. Included with the demand for more teaching of Soviet ideology, there was the order for greater attention to be paid to the history and civilization of the minority peoples of the U.S.S.R.

(Coopération intellectuelle, no. 61-62, Jan.-Feb., 1936, p. 708-709)

Prizes were offered for the best history texts in accordance with the announced policy, and in 1935 a prize book (Schestakov's Abridged History of the U.S.S.R.) was put into use in all Russian schools. An article abridged from an official Russian source, quoting at length the comments of Stalin, Kirov and Schdanov, and the decision of the jury in commendation of the prize text, is published by the International Institute.

(Coopération intellectuelle, special no. 84, Dec. 1937, p. 576-587)

## URUGUAY

In 1929 the National Council on Elementary and Secondary Education met at Montevideo, and heard a report by the delegates to the History Congress (See Regional, p. 61), which they accepted, promising to consider it in the selection of textbooks. A committee of the National Council was appointed to revise books currently in use. On September 6, 1930, the Director of Public Education of Uruguay reported in a letter to the Secretary General of the League of Nations that the committee had begun its work.

In 1931 the Uruguayan representative, Don Enrique Rogberg Balparda, presented to the American University Congress (See Studies, p. 117) a report on the interest shown in school textbook revision in Latin America.

(Congreso Universitario Americano. Memoria, Montevideo, 1931, t. 2, p. 270-271)

In 1933 Uruguay adhered to the bilateral agreement between Brazil and Argentina for the revision of textbooks. In 1943 she concluded a similar treaty with Chile.

(See Regional, p. 73)

## 2. United States

## AMERICAN HISTORICAL ASSOCIATION

Organization founded in 1889, with membership of several thousands, including all leading historians. Before 1920 the reports of its committees had had far-reaching effects on school history courses and the scientific viewpoint in history writing. In 1920 its committee on history and education for citizenship urged the study of world history.

1923. 38th Annual Meeting, Columbus, O.

Following the reading of a paper by Miss Bessie L. Pierce on anti-British propaganda, a committee of the executive council offered resolutions, which were unanimously accepted, expressing the opinion of the association in regard to recent agitation concerning textbooks in history. The forceful resolutions read:

Whereas there has been in progress for several years an agitation conducted by certain newspapers, patriotic societies, fraternal orders, and others, against a number of school textbooks in history and in favor of official censorship, and

Whereas this propaganda has met with sufficient success to bring about not only acute controversy in many cities but the passage of censorship laws in several States; Therefore be it

Resolved, By the American Historical Association, upon recommendation of its committee on history teaching in the schools and of its executive council, that genuine and intelligent patriotism, no less than the requirements of honesty and sound scholarship, demand that textbook writers and teachers should strive to present a truthful picture of past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction; that criticism of history textbooks should therefore be based not upon grounds of patriotism but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of the evidence; that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, are far more important objectives than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of national "heroes" can only tend to promote a harmful pseudo-patriotism; and be it further

Resolved, That in the opinion of this association the clearly implied charges that many of our leading scholars are engaged in treasonable propoganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd; and be it further

Resolved, That the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in our schools since self-respecting scholars will not stoop to the methods advocated.

(Am. Hist. Assn. Annual Report,  
1923. p. 59-60)

1927. The resolutions of 1923 were repeated at the annual meeting, and again approved.

(American Historical Review,  
v. 33, Apr. 1928: p. 537)

1941. Relating to renewed controversy over history textbooks (on domestic issues) the executive committee presented a resolution couched in much the same terms as the 1923 document, calling for a "truthful picture of the past" as the part of genuine patriotism, and stating:

Judgment as to the merits of a textbook is the function of those most competent to form a judgment: the teachers concerned and professional scholars...This function cannot safely be left to propogandist organizations or to self-appointed groups of citizens who judge on partial evidence or are unsympathetic with the continuing and permanent role of education in a democracy...Such irresponsible efforts to control the school curriculum can in the end lead only to a ruinous deterioration of the textbooks and teaching.

(Am. Hist. Rev., v. 46, July,  
1941: 1003-1004)

1929-1933. Commission on the Social Studies.

This commission was appointed for a five-year term, to study the "chaotic" conditions of school teaching in the subjects classed as social sciences. It resulted in 16 published studies, none of which bear directly on textbook revision, although the subject appears frequently in incidental reference. The volume of Conclusions and Recommendations, prepared by Charles A. Beard and George S. Counts (Scribner, 1934) contains a chapter on "Materials of Instruction," in which is outlined the program for social science instruction--one which should, in part, "give a broad and comprehensive conception of the evolution of

civilization...a realistic study of the life, institutions and cultures of the major peoples of the contemporary world," of underlying causes of war and of efforts toward peace. As material aid it is urged that textbooks be supplemented by many other forms of reference and source works and visual material. (Op. cit., p. 51-54, 62-65) In an appendix "Next steps" are considered, including:

5. The writers of textbooks may be expected to revamp and rewrite their old works in accordance with this frame of reference and new writers in the field of the social sciences will undoubtedly attack the central problem here conceived...

1942-1944. Committee on American History in Schools and Colleges.

Appointed in 1942 to study the field of history teaching, and joined with a committee of the Mississippi Valley Historical Association. Working with the cooperation of the National Council for the Social Studies (N.E.A.) a report (the "Wesley Report") was issued in 1944. (See Studies, p. 136)

#### NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

The N.E.A. was founded in 1857, and now has a membership of about 400,000, organized with directors in each state. Through its many working committees, reports and serial publications, it is one of the most influential forces in American public education.

1916. A committee of the Commission on the Reorganization of Secondary Education issued a report, The Social Studies in Secondary Education, which was of considerable influence in introducing into schools courses in the problems of American democracy and civics. From the first, and increasingly after the foundation of the League of Nations, the N.E.A. advocated the teaching of American problems as related to world problems, and presentation of facts from an international viewpoint.

1921. A committee was appointed to cooperate with the American School Citizenship League for the teaching of world citizenship. (See A.S.C.L.)

1932. Dept. of Superintendence. Meeting.

A statement signed by 12 prominent educational leaders was accepted by the meeting:

Textbooks in history and other subjects used in most of the public and private schools of the United States still reflect more or less the discussions of war-time propaganda...The duty of educators is clear...Dissemination of vital facts with honest discussion of the issues they involve is a major responsibility of the Nation's schools.

(Annals of the American Academy  
of Political and Social Science,  
v. 175, Sept. 1934: p. 120-121)

1946. The National Council for the Social Studies, a department of the N.E.A., which is a professional organization of teachers of social studies, published as its seventeenth yearbook The Study and Teaching of History, edited by Richard E. Thursfield, which contains several essays concerned with revision and improvement of textbook content from the international viewpoint (See Studies, p. 139).

1948. The latest offering of the N.E.A., while not directly concerned with school textbooks, will undoubtedly have effect on new materials for classroom use. Education for International Understanding in American Schools: Suggestions and Recommendations, prepared by three separate groups within the Association, the Committee on International Relations, the Association for Supervision and Curriculum Development, and the National Council for the Social Studies (Washington, 1948, 24lp.) covers all forms of school materials and projects. It includes an 18-page bibliography of readings for the "world-minded American," which covers important American writing on education for international understanding.

#### AMERICAN COUNCIL ON EDUCATION

The Council was founded in 1918 as a coordinating institute representing many educational associations and institutions (965 in 1947). It is at present taking American leadership in cooperation with UNESCO.

In 1937 a report for the Council on the objective presentation of foreign relations in American teaching was prepared by Elizabeth Yates Webb for submission, through the American National Committee on International Intellectual Cooperation, to the International Institute in response to the request for model passages of objective writing.

In 1939 the president of the Council, Dr. George F. Zook, returning from the last Assembly of the International Committee



on Intellectual Cooperation in Geneva, wrote a paper on international intellectual cooperation, in which he recommended unofficial joint action regarding American school textbooks by voluntary associations of scholars and teachers. Since 1942 the Council, through various committees, has directed a number of important studies on the treatment of other nations in American school textbooks. The Council served as American sponsor of the bi-national Canada-United States study. In 1946 Dr. Zook, addressing the annual meeting of the Southern Association of Colleges and Secondary Schools, said:

...I think we can now say that we have done more than any other country in the world to examine our textbooks carefully and critically in order to eliminate statements which breed ill-will between us and other countries. The results of [our] researches are being vigorously called to the attention of textbook companies and authors who seem commendably anxious to repair the damage and to revise their texts. A little insistence from you people who use them will further stimulate their good intentions.

(Southern Assoc. Quarterly,  
v. 11, May, 1947: p. 289)

In 1948 the Committee on International Education and Cultural Relations of the American Council, working jointly with the U.S. National Commission for UNESCO, sponsored a study of Textbook Improvement and International Understanding by Dr. I. James Quillen (See Studies, p. 141)

#### AMERICAN POLITICAL SCIENCE ASSOCIATION

In the 1921 Report of the Committee on civics instruction in high schools, there was advocated the inclusion in civics texts of a number of international aspects: "national defense, foreign relations, the United States as a world power, the League of Nations, world problems and democracy." The report was not accepted by the annual convention of the Association, but textbooks soon followed the suggested outline.

(Tryon, Rolla M. The social sciences as school subjects.  
New York, Scribner, 1935,  
p. 48-49)

#### AMERICAN SCHOOL CITIZENSHIP LEAGUE

This organization was founded in 1908 as the American School Peace League, and before the First World War had worked

for an international bureau of education and for teaching that would lead to a conception of world unity. In 1919 the secretary submitted to the Peace Conference a draft for such a bureau, among whose functions should be "an investigation of the methods of teaching history from the point of view of the general world outlook necessary to the successful operation of the League of Nations." Later the League endorsed the International Committee on Intellectual Cooperation. In 1914 the League had sponsored a Course in Citizenship, for the grade schools (ed. by Ella L. Cabot and others, Boston, Houghton Mifflin, 1914, rev. ed. 1918) which included a final chapter on "The World Family." In 1913 a series of textbooks called American Citizenship Course in United States History was begun, delayed to include the war and the peace treaties, and finally published in 1921 (Scribner, 5 v.).

In 1921 the N.E.A. appointed a committee to cooperate with the League, which had changed its name in accordance with its purpose of preparing future American citizens who would "promote a responsible world democracy and a real cooperation among the nations." This committee in 1923 and 1924 adopted resolutions dealing with international ideals, to be developed especially through the school history and geography teaching.

(Pierce. Citizens' organizations, p. 79 ff.; American School Citizenship League. An eleven-year survey of activities...1908-1919. Boston, 1919. 56 p.)

#### ASSOCIATION FOR PEACE EDUCATION

1923. Analysis of the emphasis upon war in our elementary school histories. (See Studies, p. 125)

#### NATIONAL COUNCIL FOR PREVENTION OF WAR

Organized by representatives of 17 national groups in 1921, in connection with the Washington Conference on the Limitation of Armaments, and later joined by 34 other groups. One of the three planks of its program was to work for world-wide education for peace. In its "Educational Series" of pamphlets, 1923, no. 2 was a study of textbooks (See Studies, Kendig-Gill, p. 129)

(Pierce. Citizens' organizations, p. 73)

In 1926 the Council submitted a draft resolution to the 25th World Peace Conference, Geneva:

The Congress draws the attention of whomsoever it may concern to the importance of not introducing into the schools any text-books other than those calculated to create in the young a spirit which will be widely comprehensive of the higher interests of humanity, and of rigorously excluding those books which are calculated to encourage chauvinism.

It decides to set up an international committee which shall study this problem in the different countries and the methods best calculated to lead to the objects in view.

(I.I.I.C. School text-book revision, 1933, p. 144)

#### CONFERENCE ON THE CAUSE AND CURE OF WAR

1925. Washington.

This Conference was called by eight prominent women's organizations, educational, religious, professional and political. Among the addresses delivered was one on "The Teaching of History--Comparative Study of Textbooks Used in Different Countries," by Donald Taft. (See Studies, p. 133)

One of the resolutions adopted read:

Every child should be equipped to perform his part in a social structure which has a world basis...With this as the first aim of the education of children, a special care must be taken in the teaching of such subjects as history, geography and language to secure in these subjects such text-books as are interpreters of the life of the world as a whole...

Resolution no. 3 called for local councils which should undertake among other things:

Examination of textbooks in local schools, especially those dealing with history, geography, and related subjects.

(Conference on the Cause and Cure of War. Report. Washington, 1925. Findings, p. 5, 7)

#### AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

1929. Report on U.S. history textbooks (See Studies, Ullrick, p. 133)

## BUREAU OF COÖPERATIVE RESEARCH

At the suggestion of the World Federation of Education Associations in preparation for its 1929 conference, the Bureau of Coöperative Research of the Indiana University School of Education undertook an inquiry regarding "principles and practices underlying education for world friendship and understanding." Two reports were published, based on the results of a widely circulated questionnaire, which had been answered by business and professional men as well as by teachers and school officials in the United States and Canada. The first report summarized the replies, the second devised tentative programs for teacher training institutions and public schools.

The principles enunciated as the most acceptable to construct a program for teaching world-mindedness to children in the public schools included the need of "a special course dealing with world friendship and understanding," to be presented in connection not only with history and geography, but with all other parts of the school curriculum, and to make use of new materials and devices, as well as textbooks revised to present "only the truth" about other peoples.

If textbooks are to be used they should be revised so as to exclude all prejudices and propaganda and to depict the true characteristics, customs, and environments of the peoples with whom they deal.

Much of our misinformation and many of our unfavorable opinions of races and nationalities are the results of having studied textbooks which have been written by uncritical authors. Children have been unskeptical of the printed page. They have not questioned the factual content of their textbooks. This is not altogether the wrong attitude for them to take toward such materials. They should have unlimited faith in the authenticity of their textbooks. Therefore, the most logical safeguard against the evils that may result through the use of biased and prejudiced materials is a careful revision and selection of all subject-matter which is to be placed in the hands of school children whose ages range from six to fourteen years. (Report II, p. 26)

No further suggestions are offered as to how to proceed with the revision of textbooks.

(Smith, Henry L., and Leo M. Chamberlain. An analysis of the attitudes of American educators and others toward a program of education for world friendship and understanding. Bloomington, Ind.,

Bureau of Coöperative Research, Indiana Univ., 1929. 54 p. (Bulletin of the School of Education, v. 5. no. 4); Smith, Henry L., and Sherman G. Crayton. Tentative program for teaching world friendship and understanding in teacher training institutions and in public schools... Bloomington, Ind., 1929. 54 p. (Bulletin of the School of Education, Indiana Univ., v. 5, no. 5)

#### SOUTHWIDE CONFERENCE OF PUBLIC SCHOOL ADMINISTRATORS

1933. Conference at George Peabody College, Nashville.

The Conference recommended that teaching to promote inter-racial understanding be introduced into both white and colored schools of the South, and that "as a first step... each State Department of Education make a careful study of the public school textbooks in use in that state, with a view to such eliminations and additions as may be necessary to the above end. The details of this study should be arranged and the results correlated by a committee of this Conference."

One such study was prepared for the Tennessee Dept. of Education by U. S. Leavell.

Similar studies have been sponsored by the National Association for the Advancement of Colored People and the Conference on Education and Race Relations.

(Eleazer, R. B. School books and racial antagonism. Atlanta, 1937. 8 p.)

#### AMERICAN NATIONAL COMMITTEE ON INTERNATIONAL INTELLECTUAL COOPERATION

Founded in 1926 as an unofficial body. Its work in connection with school textbooks consisted chiefly in transmitting the communications of the International Institute to interested agencies, with which it cooperated in sponsorship of a number of studies. (See Studies, National Society for the Study of Education, p. 139)

#### U.S. NATIONAL COMMISSION FOR UNESCO

Set up by law in 1946. Its membership includes representatives of more than sixty national voluntary organizations.

### III. BIBLIOGRAPHY OF STUDIES

#### A. Countries Other than the United States

##### 1. Studies of Textbooks

Denmark. Ministry of Public Instruction. Betaenkning vedrorende Revision af Skoleboger. Copenhagen, F. H. Schultz, Impr. de l'Université, 1933.

Report of the Committee on the revision of school manuals. In secondary school texts, a broader treatment of economic history was requested; in books for lower grades, a radical revision was asked for, to reduce the space given to ancient wars and to substitute modern history and civilization.

\*Not available for examination. Reviewed in Coopération intellectuelle, no. 47-48, 1934-1935, p. 611.

Enquête sur les livres scolaires d'après guerre. Paris, Centre européen de la Dotation Carnegie, 1923, 1927. 2 v.

LB3045.E6

This important inquiry, the first of its kind, was edited by M. Jules Prudhommeaux of the Dotation Carnegie. Contributions were sent in from the European countries, prepared by historians and educational authorities. About 370 volumes had been examined in connection with the reports from France, Belgium, Germany, Austria, Great Britain, Italy and Bulgaria which form the first volume; the second volume, published four years later, had reports from 16 smaller countries. The pattern followed in each national report was an outline of the main tendencies in history writing, followed by analyses of individual texts in regard to debatable questions. Long quotations are used in some cases, or résumés are made of tendentious passages.

The Carnegie study had wide repercussions and inspired many other reports, including a number by German scholars--for instance, the Pinnow report--who claimed the work had been slanted toward the French viewpoint.

\*Locations are noted for works available in the Library of Congress and other Washington libraries. A number of European studies have not been available for examination in Washington, so that reviews in other works have been depended on for annotations.

L'Enseignement de l'histoire contemporaine et les manuels scolaires allemands à propos d'une tentative d'accord franco-allemand. Paris, Alfred Costes, 1938. 104 p. DC59.8.G3E55

Reprinted from Revue d'histoire de la guerre mondiale, v. 16, Apr. 1938: 113-214.

The introductory essay, by Jules Isaac, "Une tentative d'accord franco-allemand," is a complete account of the Franco-German colloquy from origins to conclusion. This is followed by the analyses of German textbooks prepared by the five French scholars as a basis for the bi-national talk. They had studied the same books, each covering a different period, and made critical comments, enforced with frequent quotations. It ends with a note by Georges Lapiere commenting on the work by Robert Hain which the Germans had used as their guide regarding French textbooks.

Hain, Robert. Deutschland im Lichte französischer Geschichtsbücher für den Schulunterricht. Berlin, Weidmannsche Buchhandlung, 1933. 181 p.

This study of French schoolbooks was used by the German historians in their preparation for the Franco-German colloquy of 1935. The author gives a short analysis of French schools, and a brief review of the work in revising texts done in France, then examines the treatment of the German Reich and of relations with Germany in current French textbooks, concentrating on passages concerning the foundation of the German Empire, the war of 1870 and subsequent events through the 1920's.

It was commented by the French representatives after the colloquy that Hain had proved his points of unfair treatment in French texts by surveying a number of old editions which had been revised after 1928, and by including books used only in the "free schools" (i.e., the parochial schools) and not in public education.

History text books as a factor in international relations; with discussion. International affairs (London) v. 15, Nov. 1936: 877-896. JX1.I53, v. 15

Summary of findings of an inquiry conducted by the Study Group Dept. of the Royal Institute of International Affairs into the contents of primary school history textbooks in 34 countries, reported by Mr. Alec Waugh. More than 200 books had been examined, and each made the subject of a separate report. These consisted of a descriptive review and an analysis according to different subjects, with quotations to illustrate the author's attitude. The reports, some of which ran to 40 pages of typescript, were preserved in the Institute library. It was decided not to publish them, both because of the bulk and of the monotony of the material.

## History text books... (cont.)

Mr. Waugh stressed the point that "everywhere one found what one would expect to find,"--continual emphasis on the theme that "unity is strength," particular aspects of nationalism in each nation, a constant approval of the status quo in government, etc. Many of the writers of textbooks were perplexed by the difficulty of reconciling a desire for peace with the necessity for national defense. There was a general tendency to regard war as a necessary evil rather than to glorify it, and a fairly high standard of impartiality was to be found in accounts of wars--less evident for the world war and subsequent international events than for earlier periods.

In the discussion the League of Nations action regarding textbook revision was described, and it was commented that "the revision of textbooks was a matter primarily for the historians of each country. All that could be hoped for was a process of slow mutual adjustment." An attempt was made to define objectivity of writing, and it was suggested that objectivity was an attitude of mind, not so much adherence to facts as a passion for truth. It was not a question of making history objective, but of making men objective.

Isaac, Jules. L'histoire des origines de la guerre dans les manuels allemands. Revue d'histoire de la guerre mondiale, v. 10, Jan. 1932: 25-52. D501.R577, v. 10

Notes on a number of the chief controversial points in Franco-German relations, made after an analysis of 8 of the most recently published or revised textbooks for secondary schools in Germany. The works are compared, with brief quotations and résumés of viewpoints. The author's conclusion is that despite occasional flashes of objectivity, the German historians all plead the national cause from a double moral standard. He points out, however, that the German professors have forestalled such a judgment by claiming for themselves the only scientific truth and accusing "other nations" of the double moral standard. In this connection he quotes from Dr. Arnold Reimann, president of the German Association of History Professors, in 1928.

Kawerau, Siegfried. Denkschrift über die deutschen Geschichts- und Lesebücher vor allem seit 1923. Berlin, Hensel, 1927. 208 p. D16.4.G3K3

A survey of German textbooks inspired by the Carnegie report, for which it was originally intended. The first part is an examination of treatment of specific questions with long quotations from the books studied, the second part an annotated bibliography of histories and school readers. The author pointed out many passages that might lead to international ill will.



Lapierre, Georges. [Report on school textbooks "contaminated by the war spirit."] Syndicat National des Institutrices et Instituteurs de la France et des Colonies. Bulletin, no. 60, 1926: 25-34.

This report outlined the program of action for the French teachers in their campaign against warlike books, and named 26 history textbooks and readers which were to be banned, giving extracts to show their tendentious character.

Other reports on the campaign by M. Lapierre, "L'école au service de la réconciliation des peuples," were given at the 1928 and 1929 Congresses, and are published in the Bulletin of those years.

League of Nations Association of Japan. Anti-Japanese education in China. Tokyo, 1931. 33 p. (International gleanings from Japan, Nov. 28, 1931. Suppl. no. 2) DCE\*

A pamphlet for submission to the League of Nations during the discussion on the Manchurian incident. The Introduction, which includes reproductions of anti-Japanese posters in China, is followed by lengthy quotations from Chinese textbooks about Japan and Sino-Japanese relations.

Netherlands. Commissie voor het Geschiedenisonderwijs. Vredesbeweging en Volkenbond op onze Scholen: I. Rapport in zake de wijze, waarop in de Nederlandsche schoolboeken vor het Lager-Middelbaar-en Gymnasiaal-onderwijs de Volkenbond en de in het Vredespaleis gevestigde instellingen behandeld worden (z.g. Kleine enquête). Leiden, A. W. Sijthoff's Uitgeversmaatschappij, 1935. 22 p.

The Dutch Committee for the Teaching of History collaborated in their extensive survey of textbooks used in the Netherlands with the National Committee on Intellectual Cooperation and with the Youth Committee of the League of Nations Association and the "School and Peace" Association. The chairman was Dr. Jacob Ter Meulen, secretary of the National Committee on Intellectual Cooperation. Vol. I, the "Little inquiry," reported an examination of 293 textbooks as to their treatment of the peace movement, their preoccupation with war, their presentation of relations with Spain and with the Catholic church, and similar controversial subjects.

----- Same. II. Rapport met betrekking tot de vraag en hoeverre de Nederlandsche Geschiedenisschoolboeken voor het Lager-Middelbaar-en Gymnasiaal-onderwijs in het algemeen een vredelievend karakter dragen of wel tekenen van oorlogszucht

\*Carnegie Endowment for International Peace. Library, Washington, D. C.

Netherlands. Commissie . . . (cont.)

of chauvinisme vertonen Grote Enquête. Leiden, Sijthoff, 1939.  
24 p.

The "Big inquiry" covered examination of 435 works, touching on the same points as the earlier study. The general conclusions were that the textbooks were fairly impartial and objective; a few criticisms were made as to scientific accuracy and lack of attention to other nations.

┌ "Norden" Associations, Nordens Läroböcker i Historia: Ömsesidig Granskning verkställd av Föreningarnas Facknämnder. Helsinki, Finska Litteratursällskapet's Tryckeri A.B., 1937. 257 p.

The result of the survey by the joint committee of experts of the Norden Associations, citing comparative treatment in the textbooks of the five Scandinavian countries of debatable points in their joint history from the Middle Ages to the present.

----- Omstridte Spørgsmaal i Nordens Historie. Copenhagen, Foreningarna Nordens Historiska Publikationer II, Gads förlag, 1940.

Second volume of the Norden survey, giving model passages of objective treatment of Scandinavian history.

Olay, Ferenc. Un nationalisme exaspéré dans le Sud-Est européen  
┌ Réponse à la brochure de M. Constantin Kiritescu intitulée le "Désarmement moral" ┐, Budapest, 1935. 50 p. DCE

A defense of Hungarian textbooks which had been attacked in a Rumanian pamphlet, quoting passages which the author considered laudable, then returning the attack in an analysis of tendentious passages and maps in Rumanian textbooks, fortified by long quotations.

Pinnow, Hermann, ed. Deutschland im Lichte ausländischer Schulbücher der Nachkriegszeit. Berlin, Verlag für Kulturpolitik, 1927.  
109 p.

A study by about ten specialists on the textbooks of France and Belgium, and some English and American books, in regard to passages referring to Germany, particularly in relation to the war and the peace treaties. The work, published for the German Association of History Professors, recognized improvements in the newer books over those brought out in 1919 and 1920, but still pointed to many inflammatory passages. During the French campaign for revision of histories, the Pinnow report was much used and quoted.

Reimann, Arnold. Gutachten über die deutschen Geschichtslehrbücher.  
┌ See Universal Christian Conference on Life and Work, below ┐

Scott, Jonathan French. The menace of nationalism in education. London, G. Allen & Unwin, 1926. 226 p. LC1091.S3

One of the first studies following after the Carnegie Endowment inquiry. The author had traveled in Europe and examined programs of study as well as textbooks in France and Germany. His analysis is chiefly of French, German and English manuals, in all of which he found nationalism, especially in Germany.

Starr, Mark. Lies and hate in education. London, L. and V. Woolf, Hogarth Press, 1929. 197 p. LB1581.S7

A popular study, from the Labour Party angle, of the nationalistic and class biases shown in the textbooks of England, France, Germany, Russia and the smaller countries of Europe, with account of official and unofficial action revealing prejudice, some attention to efforts toward revision, a few quotations of objectionable or laudable passages from manuals, a final chapter on "The antidote"--- more positive teaching of scientific and objective nature--- and an appendix giving a "white list" of textbooks.

Tokyo. Sokihusha (Press Association) Anti-foreign teachings in new textbooks of China. Tokyo, 1931. 182 p.

Long series of extracts from Chinese textbooks, both in the original and English. The preface accuses the Chinese texts of distorted construction of facts to put foreigners in an unfair light, and of "gross omission of the truth" in accounts of foreign action. "In some cases tendentious statements ... are not conspicuous to casual readers, yet an analogous effort is produced, chiefly by giving full play to the hyperbolic style or the subtle metaphorical style which is a characteristic of Chinese literature. Thus there are employed not only suppressio veri but suggestio falsi."

[Not available for examination. Quoted by Victor Purcell in his Problems of Chinese education, London, 1936, p. 165.]

Union of Educational Institutions of Shanghai. Glimpses into Japanese schoolrooms, including a refutation of certain Japanese propaganda. Shanghai, [1932?] 30 p. DCE

Issued in refutation of two Japanese pamphlets on anti-foreign education and anti-Japanese education in China. Quotes selections from Japanese primary and secondary school texts to illustrate Japanese teaching of her policy of aggression by every known means of education. The first part is "Glimpses into Japanese schoolrooms," the second part, "Refutation of Japanese propaganda," quoting Chinese texts, and ending with statistics of schools destroyed in greater Shanghai in 1931-32.

Universal Christian Conference on Life and Work, Stockholm, 1925.

Report on nationalism in history textbooks, prepared and compiled by the Working committee of a special commission on education. Stockholm, A. B. Magn. Bergvalls förlag, 1928.

2 v.

DCE

Edited by Wilhelm Carlgren and signed by Verner Söderberg.

Text in English, French and German.

The inquiry undertaken by the committee of the World Alliance and the Universal Christian Conference (See International, p. 47 ) followed the pattern set by the Carnegie inquiry, of reports on the textbooks of each country made by national experts. A circular had been sent asking for reports of 10 to 20 pages, giving a list of the most widely used textbooks in history, what percentage they represented of the total stock of texts, a short characterization of the most important works, with quotations, and an analysis of the dominating tendencies in history teaching, particularly its evolution during and after the war; also attention to national minorities.

Reports were sent from Austria, Belgium, Czechoslovakia (2), Denmark, England, Estonia, Finland, France (by Prudhommeaux, editor of the Carnegie report), Holland (2), Hungary, Italy, Latvia, Norway, Poland, Sweden, Switzerland (2). In general, these reports kept to the lines indicated, and in their analyses of tendencies admitted nationalistic spirit, pointed out errors made in the immediate postwar writing, but claimed there was notable improvement in the new forms of teaching.

The German report, by Dr. Arnold Reimann, was 77 pages long, and did not conform to the set pattern, so that it was printed as a supplement, "Gutachten über die deutschen Geschichtslehrbücher." Dr. Reimann began with a heated reproach of foreign writers, who all accused the German textbooks of inciting the war spirit, and included in his reproach the German pacifist professor, Kawerau, whose inquiry into textbooks of his own country had given the world a wrong impression. Reimann then advanced his proof of the objective writing of German texts, by quoting long impartial passages regarding foreign countries. He concluded his report with criticisms of foreign textbooks and a discussion of German ideals and teaching in the spirit of the League of Nations.

The report, prepared for the Oslo Congress of Historians, 1928, proved so controversial that it was withheld from public sale.

Women's International League for Peace and Freedom. Toronto branch.

Report of the Canadian school history textbook survey ... Toronto, 1935. 67 p.

DCE

A statistical survey of Canadian textbooks, prepared under the auspices of the W.I. L., and correlated from reports by many

Women's International League ... (cont.)

readers by Prof. Peter Sandiford, University of Toronto. 40 widely used textbooks were examined for the space devoted to military history, glorification of war, political economic and social history, and for tendencies toward braggadocio, national bias, etc. The study followed closely the lines of the report prepared in the United States by the American Assn. of Univ. Women. (See Ullrich, p. 133)

2. Studies of the Problem

Altamira y Crevea, Rafael. Problèmes modernes d'enseignement en vue de la conciliation entre les peuples et de la paix morale; tr. by Michel Lhéritier. Paris, Presses Universitaires de France, 1932. 282 p. JX1952.A66

Articles and speeches by the great Spanish historian, jurist of the World Court and organizer of the 1932 Congress for the Teaching of History. Dating chiefly from 1914 to 1930, they reflect his lifelong concern with scientific truth in the presentation of history, and with the spread of internationalism through education. A number of these papers discuss the attempts of modern historians in Spain, America and Holland to introduce into popular education a less biased view of Spanish history. Others treat worldwide teaching for peace, with particular reference to teaching on the elementary school level. One article is devoted to the actual problem of the school history textbook (p. 218-226).

Balparda, Enrique Rogberg. [Paper on efforts in Latin America for revision of textbooks] (In Congreso Universitario Americana, Montevideo, 1931. Memoria y actas, t. 2; 267-273)

Pan American Union Library

The report of the early efforts in Uruguay, Chile, Brazil, Argentina and other Latin American countries was made by a Uruguayan scholar who had been in touch with the International Institute and hoped to introduce the Casares procedure in the Western Hemisphere.

Claparède, Jean L. L'enseignement de l'histoire et l'esprit international. (2d ed.) Paris, Les Presses Universitaires, 1931. 105 p. DCE

A review of the movement for writing of history from an international viewpoint and particularly for revision of textbooks, by a former associate of the International Institute of Intellectual Cooperation. In narrative form, it covers much the same ground as the 1931 edition of the I.I.I.C.

Claparède, Jean L. (cont.)

survey, describing the various national, regional and international congresses, the studies, the League of Nations work, ending with conclusions and plans for next steps. The first edition, 1929, formed the basis for a paper presented to the 1930 International Moral Education Congress, at which M. Claparède offered his criteria for the examination of school manuals.

Conférence de La Paix par l'Ecole. Travaux de la Conférence internationale... Prague, 1927; by Pierre Bovet. Genève, Bureau International d'Education; Prague, Société Pédagogique Comenius, 1927. 118 p. JX1907.C78 1927

A number of the papers presented to the Conference [q.v.] were directly concerned with the question of school textbooks, notably "Comment l'esprit de paix devrait-il se manifester dans les manuels d'histoire," by Zdenek Franta, "Sur l'amélioration des manuels scolaires et l'enseignement de l'histoire," by Jules Prudhommeaux, "Les manuels d'histoire," by Sarafov et Boubou.

Coopération intellectuelle. 1-101/102; jan. 1931-mai/juin 1939. Paris, Institut International de Coopération Intellectuelle, 1931-39. 102 nos. in 9 v. AS4.I 633

Beginning with no. 20-21, Sept.-Oct. 1932, news regarding the movement for revision of textbooks was regularly printed under the heading of "La révision des manuels scolaires."

----- "L'enseignement de l'histoire," special no. 84, Dec. 1937, p. 567-637, contains:

"Accord franco-allemand sur l'enseignement de l'histoire," giving the text of the prefatory notes to the report of the Franco-German colloquy;

"La révision réciproque des manuels scolaires scandinaves," a report on the work of the "Norden" Associations;

"Réforme des manuels d'histoire en U.R.S.S.," abridged translation of an article on textbooks in Russia;

"Enquête partielle sur les manuels d'histoire," a selection of model passages from textbooks used in Denmark, the United States, Finland, France, Norway, Netherlands and Sweden, grouped according to subject--e.g., "La grande guerre." A list of books used in these countries follows the selected passages.

[Franco-German Historians, Meeting, 1935] Resolutions. Coopération intellectuelle (Paris) no. 78-79, June-July, 1937: 288-306. AS4.I633 1937

The full text of the decisions on debatable points of history from 1870, made by the representatives of the German and French associations of historians. The prefatory notes are not included, but were published in the special number of Coopération intellectuelle, no. 84, Dec. 1937, p. 568-573.

"Friends of Europe." The teaching of history: its purpose, material and method, by Wilhelm Rödiger. London, 1937. 34 p. (Pamphlet no. 57)

An analysis of a handbook for German elementary school teachers, by a Nazi spokesman (Rödiger, Geschichte: Ziel, Stoff und Weg, Leipzig, Klinkhardt, 1934), which expounded the principles of national-socialist teaching. All education is to be "political"; "The idea of race is first to be touched on emotionally, and then gradually comprehended by the reason."

International Bureau of Education, Geneva. Elaboration, utilisation et choix des manuels scolaires. Geneva, 1938. 164 p. (Publication no. 59) LB3045.I5

A compilation of information provided by national ministries of education regarding the methods of textbook selection operative in each country. The question of textbook content is not involved.

----- L'enseignement de la géographie dans les écoles secondaires. Geneva, 1939. 210 p. (Publication no. 67)  
 [Not available for examination]

----- Littérature enfantine et collaboration internationale. Children's books and international goodwill. Geneva, 1932. 192 p. Z1037.I62

2d edition of a bibliography prepared as the result of questionnaires sent to libraries, teachers and editors in all countries, in connection with an exhibit of the best literature for children in all languages, set up for the 1929 meeting of the World Federation of Education Associations in Geneva. The collection has been maintained and added to as a permanent exhibit at the International Bureau.

By the term "international collaboration," the editors signified works that might develop the spirit of peace by giving children knowledge and understanding of other countries, as well as those written specially with pacifist aims. The references, listed under countries, are to stories, poems, picture books, travel books and other literature for children, not to school textbooks. These lists have been used widely by publishers seeking works for translation.

International Committee of Historical Sciences. The teaching of history in elementary schools; enquiry of the sub-committee for the teaching of history. Bulletin (Paris) v. 3, no. 13, Oct. 1931: 319-508; v. 4, no. 17, Nov. 1932: 563-757.

D3.A17, v. 3, 4

Three reports, from Spain by Prof. Altamira, from Finland, by Gunnar Suolahti, and from France by M. Lhéritier, had been published in the issue of June, 1930, p. 667-688. The full

## International Committee of Historical Sciences. (cont.)

reports that resulted from the first broad inquiry sponsored by the Committee were introduced with a "Rapport général" by P. Capra of France. In Bull. no. 13 there are printed reports from national representatives in 17 countries; in Bull. no. 17 those from 28 other countries. Text is in English, French, German, Spanish and Italian.

The reports, in which the scope of history teaching to include international aspects is the factor chiefly considered, deal more with methods and school courses than with textbooks.

----- L'enseignement de l'histoire dans les écoles secondaires. Bulletin (Paris) v. 6, no. 23, June, 1934: 117-225.

D3.A17, v. 6

Results of the second general inquiry, with "Rapport général" by E. Boyesen, and 18 national reports. The plan of the reports corresponds to that for the inquiry on elementary schools, above.

International Conference for the Teaching of History. Conférence internationale pour l'enseignement de l'histoire. Bulletin trimestriel, no. 2. Paris, 1933. DCE

The second and final issue of the ambitious Bulletin carried reports of the 1st Conference at The Hague, giving texts of the papers. These included Frederick J. Gould, "The question of the revision of school history-books," Helen Corke, "The ideal contents of school history-books," papers on history teaching and internationalism in Belgium, France, South America. "A manual of Franco-German relations," by Jean de Pange and Fritz Kern is the report of a project for a three-volume work, which they had planned out together, to be written by French and German historians working jointly and studying all points of international disagreement from the earliest times to the present.

International Institute of Intellectual Cooperation. La révision des manuels scolaires contenant des passages nuisibles à la compréhension mutuelle des peuples. Paris, 1932. 224 p.

LB3045.I6

The first edition of the report on the survey undertaken by the Institute, presented to the I.C.I.C. as basis for the work of the Committee of experts on the teaching of history in 1931. It was superseded by the revised and enlarged edition in English of 1933, below.

----- School text-book revision and international understanding. 2d (English) ed., rev. and enl. Paris, 1933. 192 p.

LB3045.I 62 1933



## I.I.I.C. (cont.)

This report presents "the whole body of information and documentation" on the movement to eliminate from school textbooks passages likely to compromise international understanding to the date of its publication. The material is arranged in chapters on the work of the League of Nations, the various national governments, the international associations, regional associations and national associations, with accounts in narrative form of action by each body, enforced with long quotations from documents. The question of textbooks is in many cases involved in the more general subject of the teaching of history.

For the English edition there was added a chapter on the much-discussed project of an international history book, to be published for simultaneous use in more than one country, and a final chapter embodying the replies received from national educational authorities about their regulations regarding the adoption of school textbooks. The Final Form of the Casares Resolution is printed in an Appendix. There is no index, but a full table of contents at the beginning lists each association.

----- L'Institut international de coopération intellectuelle, 1925-1946. Paris, 1946: p. 165-250. U.S. Dept. of State Library

An account of the entire history of the Institute, with a long chapter on "Révision des manuels scolaires et l'enseignement de l'histoire." In this chapter there is first a chronological survey of action by the I.C.I.C. and Institute, then a discussion of the aims and results achieved, and proposals for future action. A brief bibliography, a table of international and national organizations interested in the work, and the text of the 1932 Final Form of the Casares Resolution complete the chapter.

International Moral Education Congress. 3d, Geneva, 1922. L'esprit international et l'enseignement de l'histoire. Etudes présentées... Neuchâtel, Delachaux & Niestlé, 1922. 234 p. DCE

A set of papers on moral and international elements in teaching of history, by representatives of many countries. Of particular interest are "Internationalism and nationalism in the teaching of history," by Pau Vila; "League of Nations in history and in teaching of historical sciences," by Oscar Halecki, and "Teaching of history, auxiliary of education toward the league of humanity," by F. J. Gould. The question of textbook revision is not directly touched upon. It was at this Congress that the important "Geneva resolutions" for an international spirit in history teaching were passed.

----- 5th, Paris, 1930.

See Claparède, above.

Lapierre, Georges. L'enseignement international de l'histoire. Fédération Internationale des Associations d'Instituteurs. Bulletin trimestriel (Paris) no. 17, July, 1932: 30-50.

L10.I4894, no. 17

A review by the Secretary of the Federation of steps taken by this organization and other international bodies toward the revision of textbooks, the preparation of an international manual, and teaching in a spirit of reconciliation. The questionnaires submitted by the Federation to its member associations are discussed in detail. An appendix of documents gives texts of the Casares Resolution, 1925 and 1932, the resolution of the Committee for Moral Disarmament, etc.

Prudhommeaux, Jules J. Pour la paix par l'école; ce qui a été fait en France pour lutter contre les livres scolaires contraires au rapprochement des peuples (1923-1928) 2d ed. Nîmes, Editions de la Paix par le Droit, 1928. 38 p.

DCE

A precise account of the campaign for textbook reform in France, begun in 1924 by the radical Fédération Unitaire de l'Enseignement and taken up in 1926 by the Syndicat National. Gives titles of textbooks banned and describes, with brief quotations, typical passages that had been purged or revised.

Ravizé, A. L'état actuel des manuels scolaires en France. Deutsch-französische Rundschau, (Berlin) v. 5, Nov. 1932: 805-807.

DDL.D4, v. 5

Answering criticisms that had appeared in the German press, the president of the French League for German Studies asserted that, in consequence of the violent campaign made by the Syndicat National des Instituteurs, no books containing bitter and unjust accounts of the 1st world war were in use in French public schools. He listed the history textbooks chiefly in use, and quoted the revised passages to show that references to atrocities had been eliminated, and that in some cases authors had even quoted German texts. He suggested that the German critics had been examining books out of date or never used in public schools.

Sanchez Trincado, J. L. [Revival of interest in publication of a unified text of history for primary and middle schools.] Educación y cultura (Montevideo) Mar.-Apr. 1946, p. 37-38.

Pan American Union File

An article in the international review edited by the organizing committee of the 5th American Congress of School Teachers, by a Mexican scholar, urging a common history reader for Latin America.

Schmitz, Lambert. Wie denkt und urteilt man in der pädagogischen Öffentlichkeit Deutschlands über die Erziehung zur völker-  
versöhnenden Geisteshaltung. Bottrop i. Westf., W. Postberg,  
1932. 115 p.

Report on an inquiry sent to many teachers of all classes, somewhat resembling the report made by the Bureau of Educational Research of Indiana University in 1929 (See p. 108). The author stated his views on specific points regarding an international spirit in teaching, and collected statistics of affirmative and negative answers. 84 per cent of the replies agreed that textbooks should treat international affairs and should be as objective as possible regarding other countries.

Not available for examination. Reviewed in Coopération intellectuelle, no. 22-23, Nov. 1932, p. 1288.

UNESCO. Les livres de classe et la découverte du monde. Paris, Services français d'information, Direction de la Documentation, July 1, 1947. 19 p. (Notes documentaires et études no. 657. Série internationale, CLI) Govt. Publications Reading Room

Study by the Education section of UNESCO. The English language report of the Preparatory Commission, below, while not an exact translation, is essentially the same work.

----- Looking at the world through textbooks. Paris, Nov. 14, 1946. 27 p. (Doc. C/9)

A summary of the significant events in the movement for textbook revision, made by the Secretariat of UNESCO at the request of the Preparatory Commission. The historical résumé is arranged under early efforts of individuals and national organizations, I.C.I.C., later national efforts, general conclusions. The recommended program of action for UNESCO, a brief list of references, and an Appendix containing the Final Form of the Casares Resolution complete the survey.

"War guilt" in France and Germany: resolutions adopted by a committee of French and German historians for the improvement of textbooks in both countries; tr. by Bernadotte E. Schmitt. American historical review (New York) v. 43, Jan. 1938: 321-341.

Translation of the text of the decisions on specific points of Franco-German relations made at the colloquy of historians in 1935. (See above, Franco-German Historians.)

Wells, Herbert George. Poison called history. 19th century and after (London) v. 123, May, 1938: 521-534. AP4.N7, v. 123

In a thought-provoking article Wells asserts that the history of an individual nation can never be written or taught without a bias that will cultivate nationalism, and calls for the scrapping of old textbooks and teaching in national history for children, to be replaced by the biological history of mankind, without regard to national boundaries, heroes or ideology.

B. United States

## 1. Studies of Textbooks

Altschul, Charles. The American revolution in our school text-books; an attempt to trace the influence of early school education on the feeling towards England in the United States. New York, Doran, 1917. 168 p. E209.A46

Survey by a businessman, not an historian, of children's history textbooks, some currently in use and for comparison some used twenty years before, to determine what anti-British prejudices had been instilled by teaching about the American Revolution. The author gives statistics on the treatment of certain questions, and divides books into 5 general classes, quoting illustrative statements. The first systematic study on the subject.

American Council on Education. The Canada-United States Committee on Education. A study of national history textbooks used in the schools of Canada and the United States. [Niagara Falls, Ont.] American Council on Education, 1947. 81 p. (Canada-United States Committee on Education. Publication no. 2)

This committee was set up in 1944 on initiative of the American Council. Canadian sponsors are Canadian Education Association, Canadian Teachers' Federation, and National Conference of Canadian Universities. Two bi-national groups of teachers in workshops at summer schools at Harvard and Ontario College of Education, Univ. of Toronto, in 1945 examined textbooks in history used in elementary and secondary schools of America and Canada respectively (23 American, 38 Canadian) and submitted reports, which were reviewed by the committee and consulting historians, revised at 1946 summer schools, and edited for publication.

Both sets were scanned for content, with tabulated record of lines and pages, maps, charts and pictures, and evaluated by chronological periods. Quoted material is not identified. Each section ends with recommendations. A final chapter gives notes of advice to the teachers of the two countries. Appendices list the chronological outlines used and the textbooks examined.

Note: Publication no. 1 of the Canada-United States Committee, Education for mutual understanding and friendship between Canada and the United States (Jan. 1945, 15 p.) is a general statement of aims.

American Council on Education. Committee on Asiatic Studies in American Education. Treatment of Asia in American textbooks. New York, 1946. 104 p. incl. tables. DS12.A5

Prepared with the collaboration of the American Council, Institute of Pacific Relations. Study of courses in geography, world history, U. S. history, civics and modern problems, surveying 108 books, of which 46 in geography, the most widely used and relatively recent texts. Examined by four competent social science teachers, in consultation with specialists on Asia. Division by four regions, China, Japan, India, Southeast Asia. Tabulation of pages of text, pictures, maps and charts, by disciplines, with qualitative analysis of treatment of special topics, conclusions and recommendations. Texts listed in appendix.

----- Committee on the Study of Teaching Materials in Intergroup Relations. (Howard E. Wilson, Director.) Intergroup relations in teaching materials. Washington, D. C., American Council on Education (for publication in late 1948) (See Wilson, below)

Survey and appraisal of 316 texts and course-of-study outlines ranging from about Grade IV to Grade XIV (through junior college) in the fields of United States history, world or general history, social geography, citizenship and civics, modern problems, biology, literature, sociology and psychology. This group includes 267 textbooks, 24 introductory college texts, and 25 college manuals.

----- Committee on the Study of Teaching Materials on Inter-American Subjects. Latin America in school and college teaching materials. Washington, D. C., 1944. 496 p. FL408.5.A462

This report has been widely cited as a model for textbook analysis. It presents a survey, with conclusions, made by qualified experts, of all types of teaching materials, from elementary through college level, that touch on Latin America. History, geography, biography, political science, international affairs, sociology, language and literature textbooks, some 800 in all, were examined, as well as pictures and photographs, collections of art objects, songs and music, and 75 educational motion pictures. Three points were stressed: a quantitative statement of material on Latin America in the group of works studied; a critical evaluation of this material; suggestions for improvement. An Appendix lists the basic teaching material examined.

Association for Peace Education. An analysis of the emphasis upon war in our elementary school histories. Chicago, The Association, 1923. 23 p. DCE

Examination of 24 history textbooks and 24 supplementary readers, by three professors, John Munroe and Ralph L. Henry of Carleton College and J. M. McElhannon of Baylor College.

Association for Peace Education. (cont.)

Space devoted to war and to peace in text and illustrations tabulated, and qualitative estimates given, with identified quotations. The examiners found "a slight tendency toward improvement in the new texts" as to treatment of war, but utter inadequacy in peace material.

Bagley, W. C., and H. O. Rugg. The content of American history as taught in the seventh and eighth grades: an analysis of typical school textbooks. Urbana, Ill., University of Illinois, 1916. 59 p. (School of Education, Bull. no. 16) E178.1.B14

A pioneer analysis of textbook content. The authors examined 23 textbooks published between 1865 and 1912, to determine the emphasis placed on certain large divisions of history, with results tabulated in percentages of total of each book. The primary interest was to gauge how far the books have taught military history rather than economic and social development, what names of heroes and leaders have been most prominent and what changes had taken place over fifty years. The question presented in the final summary as the one to be decided for the future of history teaching is "the desirability or undesirability of making the development of nationalism the primary function of seventh and eighth grade history." The authors have since been leaders in the movement for a broader conception of history to include the social studies, and Dr. Rugg's textbooks have been the chief targets of attack by the nationalist propaganda groups during the 'thirties.

Blackburn, Caspar. Spain and the United States in American history textbooks. New York, Teachers College, Columbia Univ., 1936. Unpublished master's thesis--unavailable for examination.

Blythe, Irene T. The textbooks and the new discoveries, emphases and viewpoints in American history. Historical outlook (Washington) v. 23, Dec. 1932: 395-402. D16.3.S65, v. 23

Statistical study, listing 32 new contributions to American historical scholarship between 1893 and 1928, with examination of 53 secondary school textbooks published before 1930, to see which points were included. Conclusion is that the new advances do not receive general distribution in textbooks for 20 years after their origin.

Burkhardt, Richard W. Soviet Union in American school textbooks. Public opinion quarterly (Princeton, N. J.) v. 11, no. 4, 1947: 567-571. HM261.A1P8, v. 11

By the director of the study in progress under the auspices of the American Council on Education, the report on which is

Burkhardt, Richard W. (cont.)

soon to be published. It analyzes 117 books, 29 geographies, 19 world histories, 28 American histories, 16 texts in civics, and 25 in modern problems. Specific critical evaluations are presented by recognized scholars, forming basis for statistical and general conclusions, summarized in this article.

Butler, J. Overton. The treatment of the Negro in public school textbooks in history, civics, and American problems in use in the Southern states. Nashville, Tenn., George Peabody College for Teachers, 1932. [Unpublished thesis]

Unavailable for examination. Mentioned by Eleazer [below] as a study of 56 textbooks, in all of which there was neglect of the Negro and his place in Southern culture.

Carpenter, Marie Elizabeth. The treatment of the Negro in American history school textbooks; a comparison of changing textbook content, 1826 to 1939, with developing scholarship in the history of the Negro in the United States. Menasha, Wis., George Banta Pub. Co., ©1941. 137 p. E185.C2

Study for doctoral thesis. Introduction on study of textbooks re controversial issues, specifically the Negro; survey of historical scholarship and present trends in history writing relating to the Negro; analysis of textbooks, 19th century, early twentieth, and 1930's as to treatment of the Negro. Lists of textbooks given, and statistical tables and charts on specific points. A final chapter of conclusions marks some improvements and recommends much more attention to well-founded presentation.

Church, Alfred M. The study of China and Japan in American secondary schools: what is worth teaching and what is being taught. Cambridge, Mass., Harvard Univ., 1940. Unpub. MS., 395 p.

Summary, "What should Americans know about the Far East," in Harvard educational review, v. 10, Oct. 1940: 454-465.

L11.H3, v. 10

Using five fields of interest selected by an analysis of significant books and articles, the author examined 85 recent social studies textbooks to discover space devoted to Far East, topics discussed and points of view expressed. Results were compared with courses of study, College Board examination questions, and a test given a selected group of high school students. Data both quantitative and qualitative, with conclusions and recommendations.

Counts, George S. Soviet version of American history. Public opinion quarterly (Princeton, N. J.) v. 10, no. 3, 1946: 321-328.

HM261.A1P8, v. 10

Analysis of The new history, 1789-1870, current official text in Russian high schools, recently published to supplant

Counts, George S. (cont.)

textbooks in use in 1943 which were out of step with Russian policy. A history of the non-Russian world, it has two chapters on America, which present a treatment in many points objective and friendly, but forced into a Marxian mould, emphasizing the class struggle and the triumph of capitalism in its most unsavory aspects. The only authorities cited are Marx, Engels, Lenin and Stalin.

Dickson, Thomas J. Critique on American school histories. Washington, D. C., ©1926. 12 l. E175.85.D55

Address at Annual Convention, Military Order of the World War in Philadelphia in 1926, based on a reading of 52 American school histories (postwar). Long quotations and highly critical comments on inaccurate statements, most of which involve jingoism. The speaker was a retired lieut. colonel of the Chaplains' Corps.

Eleazer, Robert B. School books and racial antagonism, a study of omissions and inclusions that make for misunderstanding. Atlanta, Ga., Executive Committee, Conference on Education and Race Relations, 1937. 8 p. (3d ed.) E185.61.E4

Brief summary, by special topics relating to the Negro, of 20 American history textbooks, 14 civics texts and 38 volumes of American literature for schools, all in use in the Southern states. Conclusions indicate extreme neglect and frequent wrong impressions given of the Negro.

Gell, Kenneth. What American high school graduates should know about Canada. Cambridge, Harvard University, Graduate School of Education, 1944.

Unpublished doctoral dissertation.

Examination of 45 social studies textbooks, 9 geographies, 18 American histories, 13 world and European histories, 5 texts in government and modern problems. Analysis by specific questions, with statistical tables.

Harbourt, John. World war in French, German, English and American secondary school textbooks. (In National Council for the Social Studies. First yearbook, Washington, 1931: 54-117)

H62.N3 1931

The author studied 16 American, 8 English, 12 German and 4 French textbooks for treatment of such points as the beginning of the war, the invasion of Belgium, America in the war, the Peace Conference, the Treaty, internationalism and the League of Nations, giving statistical tables and summarizing trends by nations. The books used date from the early twenties to 1930, a number having been published when postwar rewriting in France and Germany was nearing completion.



Hauck, Arthur A. Some educational factors affecting the relations between Canada and the United States. Easton, Pa., 1932. 100 p. E183.8.C2H29

Study for doctorate, based on an informal test about knowledge of Canada and U.S.A. respectively, given to a thousand students in the two countries and covering the information gained from travel, newspapers, and reading as well as textbooks; also on over 1500 compositions written in schools of the two countries about one another; finally on an examination of Canadian and American histories and geographies. Statistical summaries of results.

Hayes, Carlton J. H. France, a nation of patriots. New York, Columbia Univ. Press, 1930. 487 p. DC34.H3

One chapter of this study of French nationalism is devoted to the textbook question, regarding which the author takes a critical position, although he relates in some detail the campaign of the teachers for reform. Appendix I is a "Digest of typical textbooks in French schools for instruction in history, morals and civics, geography and reading." Over 100 books are listed, with annotations regarding their chauvinistic tendencies, in some cases quotations. The list includes a good many outdated works, some of which had been revised in the teachers' campaign.

Kendig-Gill, Isabelle. War and peace in United States history textbooks. New York, National Council for Prevention of War, 1923. (Pamphlet 2 of the "Educational series" of 3 pamphlets) DCE

An analysis of 31 elementary and secondary school history textbooks, from four standpoints: treatment of war, treatment of peace efforts of the U.S., attitude toward other nations and races; First World War. Passages are quoted, and results tabulated. The conclusion was that 25 per cent of space went to accounts, usually glorified, of war. This was the first American study identified with the international movement for textbook revision.

Leavell, U. S. (Unpublished survey, prepared for the Tennessee Dept. of Education.) Nashville, Tenn., George Peabody College for Teachers, 193?

Unavailable for examination. Mentioned by Eleazer as an analysis of 20 textbooks in history, with the conclusion that they were too limited in treatment of the Negro to allow children "an adequate basis for judgment and the development of a wholesome attitude."

Lew, Timothy T. China in American school text-books. Chinese social and political science review (Peking) v. 7, July, 1923. special suppl. H8.C5, v. 7

By the former Dean of the Graduate School of Education, Government Teachers' College of Peking. Based on an investigation made in 1917 of the most widely used American history and geography textbooks. Long quotations on significant points, with "critical but conservative" estimate of the treatment accorded China, and analysis of the trends of thought developed by pupils. Conclusions point to neglect and misinterpretation in history, and indifference in geography.

Lutz, Paul E. Nationalism in German history textbooks after the war. Historical outlook (Philadelphia) v. 20, Oct. 1929: 273-279. D16.3.S65, v. 20

After an extended review of the Dotation Carnegie Enquête, the report of the History Teachers' Association of Germany, Deutschland im Lichte ausländischer Schulbücher der Nachkriegszeit (Pinnow), and Dr. Arnold Reimann's report on German history textbooks to the Oslo Conference of Historians--the last two written in protest against what the Germans considered the unfair findings of the Carnegie study--the author gives his own analysis of the subject of nationalism as treated in German history textbooks, with statistics, and lengthy quotations. His conclusions are that the German criticisms of the Carnegie Inquiry are valid--if the Inquiry had been prepared in 1929, German historians would not have been expected to accept the war guilt clause in the Treaty of Versailles without protest. He finds, however, that "If German textbook writers were less dominated by the notion that history for German children must have a strictly German orientation, German boys and girls would be more likely to develop a world point of view."

MacCracken, John H. High school textbooks in government: a study in substance of doctrine. Educational record (Washington) v. 14, Apr. 1933: 162-182. L11.E46, v. 14

Study of 35 widely used textbooks on government (civics). An introduction expresses approval of findings--"view of these new books is that government is made for man, not man for the government... such a philosophy of government smooths the road to a consideration of the League of Nations." The author then lists books and digests their teaching on the League of Nations and international relations, giving chapter titles and subtitles, with a few evaluative comments.

Miller, Charles Grant. The poisoned loving-cup; United States school histories falsified through pro-British propaganda in sweet name of amity. Chicago, National Historical Society, 1928. 208 p.

E175.85.M62

Leading exposé, from the anti-revisionist angle, of the controversy in the early 'twenties over the recently revised or newly written school histories after the war, in which there appeared objective treatment of the American Revolution. The author had previously published articles in the Hearst papers, attacking such writing as un-American, and his views had received the support of a number of patriotic societies and resulted in legislation against certain texts. In this book he reviews ten books, the so-called "Treason texts," and the movement for their suppression.

National Association for the Advancement of Colored People. Anti-Negro propaganda in school textbooks. New York, 1939. 18 p.

E185.61.N23

Brief pamphlet outlining the problem of the treatment of the Negro in school histories, with sample analyses of the "false and prejudiced" pictures given of the slavery period and the Reconstruction, with suggestions for action to be taken by the NAACP local branches, and a partial list of books to be examined, as "distorting the role of the Negro citizen in American life, either through acts of omission or commission."

Peake, Cyrus H. Nationalism and education in modern China. New York, Columbia University Press, 1932. 240 p.

LA1131.P4

This study includes a chapter on "Nationalism and Chinese textbooks," p. 97-119, and an Appendix, "A digest of textbooks used in the Mass Education Movement and in the primary and middle schools from 1905 to 1929," p. 159-194. The digest consists of brief descriptive notes on the listed works, pointing out nationalistic tendencies.

Perpiñan, Jesús E. The Philippine islands in American school textbooks. Journal of experimental education (Madison, Wis.) v. 2, June, 1934: 366-393.

DS656.P4, v. 2

Examination of 85 histories, 65 geographies, 56 textbooks in economics, sociology and civics, mostly secondary school level. Divided into sections for the three disciplines, quantitative data tabulated by special topics, followed by qualitative analyses, mentioning authors and quoting at some length. Bibliography.

Pierce, Bessie L. Civic attitudes in American school textbooks. Chicago, Ill., The University of Chicago Press, 1930. 297 p. (Studies in the making of citizens)

H62.P47

"List of books analyzed": p. 257-282.

Pierce, Bessie L. (cont.)

A significant study, in the interests of the social sciences and the education of American children as members of world society. The author analyzed 97 histories, 67 civics texts, 45 geographies, 109 readers, some language texts, and 60 music books, all selected from those most widely in use in public schools, with the purpose of determining what attitudes might be developed by pupils and what opinions they might form about foreign countries and America in relation to the rest of the world. Objective presentation, using many representative identified quotations.

(See also Dr. Pierce's studies in Section 2)

Reddick, Lawrence D. Racial attitudes in American history textbooks of the South. *Journal of Negro history* (Washington, D. C.) v. 19, July, 1934: 225-265. E185.J86, v. 19

Study of the textbooks used in elementary and secondary schools, both white and Negro, of the South. Five topics are discussed, The picture of slavery, Anti-slavery and abolition, The Negro in the Reconstruction, "Progress" since emancipation, The Negro as a soldier. Approach a non-statistical objective recording and analysis, quoting identified texts.

Robey, Ralph West. [Abstracts of social science textbooks.] New York, National Association of Manufacturers, 1941. Looseleaf.

Z7161.R6 1941

Prof. Robey of Columbia University, at the request of the N.A.M., supervised an exhaustive survey of secondary school social science textbooks to illustrate "the attitudes or points of view presented by the respective authors with respect to the private enterprise system or the traditional governmental system of the United States, the individual States, or political subdivisions thereof." With three colleagues, of diversified political leanings, Prof. Robey examined 563 texts, and presented separate abstracts for each, involving no appraisal, but indicating the coverage of each work and illustrating by quotations of varying length the point of view and level of discussion on the two points in question. Each abstract is printed separately, with at the top of the sheet a statement of the policies of the N.A.M. regarding its usage.

The question was entirely one of domestic issues, and no international significances are attached.

Taft, Donald R. Historical textbooks and international differences. Chicago, Association for Peace Education, 1925. 22 p.

DCE

Address delivered at Conference on the Teaching of History, held under the auspices of the Association for Peace Education and two Chicago women's organizations. Results of a comparative

Taft, Donald R. (cont.)

study of school history textbooks from France, Germany, the United States and Mexico, using illustrative charts showing parallel treatment of certain controversial events in French and German, and in illiberal and liberal American textbooks, with summaries and long quotations. Variations in the 35 American textbooks examined proved almost as wide as those in the French and German. Evidences of nationalism found throughout, but tendency toward improvement in the later texts.

The same material was used in an address delivered in 1925 at the Conference for the Cause and Cure of War, Washington. (Report, 1925, p. 310-323) JX1933 1925

----- History textbooks and truth. Association of History Teachers of the Middle States Council and Maryland. Proceedings (Menasha, Wis.) no. 24, 1926: 26-33. D16.3.A23 1926

An address summarizing his study (Entry above) in general terms. As ideals of truth in writing of historical texts, five points are made: 1. Truth the primary, not a secondary aim; 2. War to be treated as a complex product of many changing conditions, of which political leadership is but one; 3. Statements to be not only not false but representative; 4. Controversial questions to be treated as controversies; 5. No important facts to be omitted.

Ullrich, Laura F., chairman. Report of the Committee on U. S. history textbooks used in the U. S. schools. (In American Association of University Women. 6th National Congress, 1929. Proceedings. Washington, 1929: 69-83.) DCE

The examination of the 60 most widely used history textbooks was undertaken in 1926 by the A.A.U.W. and finished with financial aid from the World Federation of Education Associations. 40 readers sent in reports giving statistics in percentages of the proportion of each book devoted to military history, glorification of war, political, social and economic history, and whether the texts contained braggadocio, were fair to other nations, historically accurate, and what attitudes were expressed toward the League of Nations. Each report added to its statistics a brief statement of criticism covering the points.

This report was frequently referred to in international considerations.

Walworth, Arthur C. School histories at war, a study of the treatment of our wars in the secondary school history books of the United States and in those of its former enemies. Cambridge, Mass., Harvard University Press, 1938. 92 p. E175.W29

Walworth, Arthur C. (cont.)

Study contrasting parallel treatment of incidents in American wars, covering 9 American, 4 Canadian, 7 British, 2 Mexican, 4 Spanish and 7 German histories in current use, with the aim of pointing out departures from fairness and objectivity. No conclusions are attempted. The introduction, a theoretical essay on sources of international misunderstanding acquired through education, is by Arthur M. Schlesinger.

Webb, Elizabeth Yates. Illustrations of objective presentation of controversial issues in the history of United States foreign relations. Washington, American Council on Education, 1937. (Ms.)

Study prepared for the Institute of Intellectual Cooperation's search for model passages, covering 12 high school American history textbooks in respect to five specific topics. Sections on each topic, with evaluative comment and quotations. A general introduction discusses the controversy over Revolutionary War history of the '20's and the present position in history writing. The author concludes that the blame for the nationalistic histories of the first postwar period must be laid to "the loss of balance of the historians themselves," and while admitting that there has been a tremendous improvement, wonders whether histories "would continue to be honest and intelligent in another emotional crisis."

Wilson, Howard E. Intergroup relations in teaching materials. Educational record (Washington) v. 28, 1948: 114-121.

L11.E46, v. 28

Summary of a study soon to be published by the American Council on Education, made with the aid of a grant from the National Council of Christians and Jews. It comprises an analysis of 267 textbooks in social studies for elementary and secondary schools, as well as some college manuals, courses of study, and questionnaires sent to over 300 teachers and consultations with leaders of minority groups, psychologists, sociologists, etc. The approach, like other studies of the American Council, is by a list of topics, and works are appraised both quantitatively and qualitatively, with suggestions for lines of improvement.

## 2. Studies of the Problem

Bibliography.

Carnegie Endowment for International Peace. Library. History teaching and school text-books in relation to international understanding; select list of books, pamphlets, and periodical articles. Comp. by M. Alice Matthews. Washington, 1931. 14 p. (Reading list no. 29) Z5814.H58C2

Bibliography covering works mainly of the '20's, and including a few of the conspicuous foreign studies. Chief attention is to the controversy over the history of the American Revolution in United States school textbooks.

Note: Miss Matthews has also compiled two reading lists on the broader subject of Education for world peace, one by this title, with subtitle, "The study and teaching of international relations" (Reading List no. 33, Rev. June 30, 1936, 37 p.), and Peace education (Reading List no. 38, May 22, 1939, 24 p.) The latter covers source material for teachers to use in supplementing textbooks, as well as goodwill books for children.

On both education for world peace and the revision of textbooks, the most comprehensive guide to periodical literature is the Education index, published cumulatively by the H. W. Wilson Co., New York.

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Beale, Howard K. Are American teachers free? An analysis of restraints upon the freedom of teaching in American schools. New York, Scribner, 1936. 855 p. (Report of the Commission on the Social Studies, American Historical Association. Pt. XII) LA210.B4

In this detailed study Chapter XI, "Textbooks," (p. 261-319) summarizes the legislation from the 18th century to the present and discusses special pressure group attacks on schoolbooks. In regard to the "pro-British" controversy of the '20's the author cites specific historians and quotes the revisions of certain passages which they were forced to make in order to have their books accepted in the schools. He comments discouragedly that the historians knew what was true and wanted to say it, but had to compromise to get by school boards.

Brudney, Victor. Legislative regulation of the social studies in secondary schools. (In 9th Yearbook of school law. Washington, American Council on Education, 1941: 140-176.)

LB2514.Y4 1941

Brudney, Victor. (cont.)

A documented review of legislation regulating courses to be taught, without reference to textbooks. Tables by states, showing requirements and prohibitions.

"In this country the states, rather than the national government, direct the operation of public education. During the last two decades increasing legislative regulation of the secondary school course of study has reflected a growing influence by non-professional sources. ...It is debatable whether organized pressure groups outside the school system are best equipped for the task of determining the social studies curriculum."

Carr, William G. Education for world-citizenship. Stanford University, Calif., Stanford Univ. Press, 1928. 225 p.

LC1091.C3

This study, the author of which is now assistant secretary of the N.E. A. and a leader in the American movement for education in international understanding, was one of the pioneer surveys of the subject. It includes a discussion of militarized textbooks in history in the chapter on "History and world-citizenship."

Committee on American History in Schools and Colleges. American history in schools and colleges; the report of the Committee on American History in Schools and Colleges of the American Historical Association, the Mississippi Valley Historical Association, the National Council for the Social Studies. Edgar B. Wesley, director. New York, Macmillan, 1944. 148 p.

E175.8.C6

In view of a current controversy on American history teaching the American Historical Association in 1942 appointed a committee to make brief constructive suggestions, and the Mississippi Valley Historical Association in 1943 asked a committee to prepare a descriptive report, analysing the situation, stating principles, and making specific recommendations. The two committees were joined with the cooperation of the National Council for the Social Studies. The study made recognizes that American history cannot be studied or taught in isolation from the more inclusive currents of world history and from the other disciplines within the social science field. It presents a general survey of the teaching of history in relation to the other sciences, with an appendix giving a tabulated score of a test on understanding of American economic, social and political--particularly international--history by large groups of high school and college students, selected adults and teachers.



Falnes, Oscar J. International revision of history textbooks particularly as affected by Scandinavian scholars. School and society (New York) v. 48, Aug. 20, 1938: 225-230.

An account of the work in textbook revision accomplished by the "Norden" Associations. L11.S36, v. 48

Hart, Albert Bushnell. School books and international prejudices. New York, American Association for International Conciliation, 1911. 13 p. (International conciliation, no. 38)

JX1907.A8 no. 38

A celebrated essay, in which one of the leading American historians urged impartiality in history writing. Three chief influences for international understanding were, he said, newspapers, travel, and "the internationalization of men of learning in their world-congresses." "One of the chief obstacles in the way of a better international understanding is the patriotic historian." "Lurid pictures of the past" in school textbooks have been because they were written by people who knew very little history. The bulk of the article discusses anti-British tendencies in American textbooks, and the author refers to the "American belief that there is no just and popular government except a democracy of the American type."

Johnson, Henry. Teaching of history in elementary and secondary schools, with applications to allied studies. Rev. ed. New York, Macmillan, 1940. 467 p. LB1582.U6J6 1940

The first edition of this well-known and much-quoted book was published in 1915. In Chap. III (p. 53-85) the author reviews the beginnings of the scientific spirit in history writing, which began in the late 19th century with the Herbartians in Switzerland, Zeller in Germany, and particularly dated from the French Prof. Seignobos' program for boys' schools, drafted in 1902, which was "an approach to world history guided by high ideals of scholarship, but it was a provincial approach." (p. 55-6)

Dr. Johnson carries his review through the wartime and postwar developments in Europe, England and the United States. In the latter, he points to "reaction," "social studies chaos."

The Manufacturers' Association abstracts textbooks. Social education (Washington) v. 5, Feb. 1941: 134-140. H62.ALS6, v. 5

An article on a textbook controversy, including three documents from the press, the announcement of an abstracting process, under the auspices of the N.A.M. (Dec. 11, 1940) the statement questioning the possibilities of bias in such abstracts signed by 14 Harvard professors of the Graduate School of Education, and the explanation of the project

The Manufacturers' Association abstracts textbooks. (cont.)

published in reply to the Harvard statement (Jan. 2, 1941) by the N.A.M. 800 public school textbooks were to be abstracted, under the direction of a Columbia University professor of banking (Ralph W. Robey) to determine whether any works in history, civics, sociology and economics might be found "prejudicial to our form of government, our society, or to the system of free enterprise." The N.A.M. claimed that the abstracts would be perfectly impartial. They were to be kept by the Association in mimeographed form, available for examination by interested parties. Chief volumes under attack were the social studies series by Harold Rugg.

National Council for the Social Studies. Control of social studies textbooks; a review of the activities of special interest groups with suggestions of what educators can do. Issued by the National Council for the Social Studies in cooperation with the Research division of the National Education Association of the United States. Washington, D. C., 1941. 66 p. Processed.

H62.N32

"References on selection and control of textbooks": 7 p. inserted at end.

Account of non-legislative attempts in the past to influence the selection and elimination of textbooks, with a summary of legislation. The first two parts, reviewing legislative and non-legislative action, are based largely on the studies by Dr. Pierce, 1927 and 1933, bringing her material up to date in brief. Part 3 summarizes certain specific cases of the past which had received wide publicity and gives, in brief statements from school officials, accounts of recent typical cases in unnamed communities.

The pamphlet was issued as part of a packet which included also a 7-page bibliography on the subject, a summary of suggestions on textbook selection, and reprints of selected articles and statements relating to the general topic.

----- Education for international understanding in American schools: suggestions and recommendations. Washington, National Education Association, 1948. 241 p.

This new study was prepared by the National Council in collaboration with two other committees of the N.E.A., the Committee on International Relations and the Association for Supervision and Curriculum Development. Like most of the work of the N.E.A., it is concerned with courses, teacher training and new educational materials rather than with choice of textbooks. It includes an important 18-page bibliography of American writings on education for international understanding.

National Council for the Social Studies. Citizens for a new world, ed. by Erling M. Hunt. 14th yearbook, 1943. Washington, 1943. 186 p. H62.N3 1943

A chapter on "International relations for secondary schools," by Hilda M. Watters, suggests some desirable units of subject matter, including textbooks, which stress world unity.

----- The study and teaching of American history, ed. by Richard E. Thursfield. 17th yearbook. Washington, 1946. 442 p. H62.N3 1946

This symposium is designed to aid classroom teachers in desirable procedures for teaching to prepare students for a role in world society, stressing international aspects in American history. Section I, "The function of American history in one world," includes "Developing desirable attitudes," by William Van Til (pp. 64-76), "Developing the ability to think reasonably: a primary aim for American history," by R. E. Thursfield (pp. 77-93). The latter is a discussion of tendencies in American instruction toward historical truth, with comment on some of the harmless and harmful legends and traditions which persist in schoolbooks.

Other sections of interest in the yearbook are "Newer interpretations of American history," by Carlton Qualey (pp. 103-120), bibliographical commentary on new studies, most of which involve America's international relations, and "Relation of American history to the other social studies," by Erling M. Hunt (pp. 173-191), which discusses trends in teaching American history as related to world history and to international institutions.

National Society for the Study of Education, U.S.A. 36th yearbook, 1937. Pt. II. International understanding through the public school curriculum, ed. by I. L. Kandel and G. M. Whipple. Bloomington, Ill.; Public School Pub. Co., 1937. 406 p. LB5.N25 1937

At a meeting of the Board of Directors, Feb. 1933, in Minneapolis, a resolution on moral disarmament and international civics was passed, as one outcome of the Disarmament Conference. The yearbook was authorized. In its publication, four years later, the original proposal by Dr. Kandel for an analysis of existing educational materials, especially textbooks, to discover what was available for stressing international vs. narrowly national understandings and attitudes, was widened to include an account of the way materials might be improved and information about movements outside the classroom.

Of chief interest are: "History in the elementary and junior high schools," by K. Augusta Sutton, chap. XII, pp. 101-108; "History in the senior high schools," by Erling

National Society for the Study of Education, U.S.A. (cont.)

M. Hunt, chap. XIII, p. 109-118, and a bibliographical article, "Teaching aids and materials," by Margaret Kialy, which includes lists of textbooks, periodical articles on internationalism in teaching, and a list of cooperating organizations.

Dr. Hunt's discursive essay deplores the fact that in the United States "Ideals have borne little relation to practice and less to achievement. Most of our teaching has remained nationalistic." He finds teaching of current events superficial, and accuses textbooks of containing many misinterpretations and wrong attitudes.

Note: The National Society for the Study of Education is the successor of the National Herbart Society, organized in 1894 for the scientific study of educational problems. Its very influential yearbooks have included surveys of the teaching of history (1902, pt. 1; 1903, pt. 1) the social studies (1923, pt. 2) and geography (1902, pt. 2; 1933).

Nevins, Allan. To take the poison out of textbooks; a delicate task is imposed upon scholars in all countries if the One World idea is to prosper. New York Times magazine, Feb. 23, 1947: 7, 63-64.  
AP2.N6567 1947

An article by one of America's leading historians on the UNESCO program, emphasizing the difficulties faced by an international organization in any effort to overcome national biases. The role of UNESCO must be a background one, stimulating national efforts toward the positive goal of introducing "wholesome, constructive elements" that make for a new age of international cooperation.

Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, A. A. Knopf, 1926. 380 p.  
E175.8.P62

Bibliography: p. 337-354.

Prepared as a doctoral thesis. First important, closely documented study of the attempts in America to control teaching of history in the public schools, from early colonial times through the postwar patriotic efforts against "un-Americanism" in the early '20's. Part I is a detailed account of legislative measures, and part II of the activities of propagandist agencies, with particular attention--almost a third of the book--to the postwar attack on revisionist historians as pro-British and "unpatriotic."

Pierce, Bessie L. Citizens' organizations and the civic training of youth. New York, Scribner, 1933. 428 p. (Report of the Commission on the Social Studies, American Historical Association. pt. III)  
JK1759.P45

One of the studies forming the Report of the Committee for the Social Studies of the American Historical Association. Dr. Pierce presents a systematic survey of unofficial organizations which exert influence on youth, including patriotic, military, peace, fraternal, religious and racial societies, youth movements, business and labor groups, etc. Much incidental material touches on the rewriting of textbooks, mainly the work of the peace associations toward preparation of books teaching world ideals and the efforts of the conservatives against "un-Americanism."

----- The school and the spirit of nationalism. American Academy of Political and Social Science. Annals (Philadelphia) v. 175, Sept. 1934: 117-122.  
HL.A4, v. 175

Descriptive essay on the nationalist spirit in American history teaching from colonial days to the present, with brief comment on the efforts toward internationalism of progressive groups. The material is covered in greater detail in the other studies by this author.

Quillen, I. James. Textbook improvement and international understanding. Washington, American Council on Education, 1948.  
78 p.

Prepared for the Committee on International Education and Cultural Relations of the American Council on Education and the United States National Commission for UNESCO. Dr. Quillen has surveyed the history of action in textbook revision, both abroad and in the United States, and reviewed at length the American analyses of textbooks. Three appendixes give recommendations for action in the United States, recommendations for action by UNESCO, and a model plan for textbook-analysis projects. The pamphlet ends with a bibliography of books and pamphlets, mostly American, and articles in American periodicals.

Tryon, Rolla M. The social sciences as school subjects. New York, Scribner, 1935. 541 p. (Report of the Commission on the Social Studies, American Historical Association. pt. XI)  
H62.T7

The first chapter of this report reviews the work and influence of important national commissions on social studies, and the second chapter covers changing content in history courses from before 1860 to the present, with increasing emphasis on the presentation of history in relation to its international implications and its connection with economics,

Tryon, Rolla M. (cont.)

sociology and the other social sciences. Many statistical surveys are mentioned. The question of school textbook revision in the interests of peace is not directly referred to.

Zook, George F. International intellectual cooperation. Educational record (Washington), v. 20, Oct. 1939: 508-535.

L11.E46, v. 20

The President of the American Council on Education, returning from the last annual meeting of the International Committee on Intellectual Cooperation in the summer of 1939, reviewed the work done by the Committee and deplored the negative role played by the United States. Regarding the revision of textbooks, he wrote: "With the exception of an unprinted report on 'Illustrations of objective presentation of controversial issues in the history of the United States foreign relations,' [Webb] little has ever been done in this field in the United States." He suggested that the strong voluntary associations of scholars and teachers might, like those in European countries, have brought pressure to bear for concrete accomplishments, and stated: "We are decidedly behind a number of other countries in attention to this method" of bringing about international good will.

## IV. BASIC DOCUMENTS

A.

## RESOLUTION

of the International Committee for Intellectual Co-operation  
adopted at its VIth Plenary Session - July 1925  
(Casares Resolution)

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

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

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

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

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

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

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

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



B.

RESOLUTIONS  
adopted by the  
International Committee on Intellectual Co-operation  
at its XIVth Plenary Session - July 1932  
(Casares Resolution, Final Text)

## I

The International Committee on Intellectual Co-operation,

Noting a proposal submitted by the Sub-Committee of Experts for the Instruction of Youth in the Aims of the League of Nations, agrees with the Sub-Committee that the proposal of M. Casares indicates a procedure for the revision of school text-books which might forthwith be followed more specifically and extensively (Document A. 24, 1925, XII, page 6, IV).

On the basis of this text, the International Committee once more appeals to the good offices of the National Committees, which have already been so often accorded, and proposes the following method:

(a) The National Committee's field of survey should include not only history text-books, but text-books on the history of civilization, on geography, on civics and morals, ethnographical maps, and anthologies and readers used both in public and in private education.

(b) Whenever a National Committee has to request the correction of errors of fact or the rectification of opinions revealing a spirit of animosity towards foreign nations, or of comments such as intentionally place a nation in an unfavorable light, it shall apply direct to the National Committee of the country in which the work in question is in use. Every request shall be accompanied by textual quotations.

(c) National Committees should invariably reply to all requests for correction even when they do not deem it advisable to take action.

(d) National Committees are requested to be good enough to forward a copy of all such requests, and the replies thereto, to the International Institute of Intellectual Co-operation.

(e) The International Committee on Intellectual Co-operation is prepared, whenever two National Committees fail to agree, to place itself at their disposal as mediator, with a view to arriving at a friendly solution.

(f) The International Committee on Intellectual Co-operation shall request the National Committees to communicate to it a list of the text-books most generally employed in their respective countries. National Committees should also at the same time specify the methods followed in their country for the selection of school-books.

(g) The National Committees of each country are also requested to bring to the notice of the International Committee any text-books in use in other countries which merit, in their opinion, special commendation. The Committee, if it deems it advisable, may also bring them to the notice of the other National Committees.

## II

The International Committee on Intellectual Co-operation is of the opinion that the League of Nations should recommend to the Governments that they assure themselves that the text-books in use in their country contain no passages prejudiced to mutual understanding between nations.

Without wishing to intervene in any manner whatsoever in questions concerning teaching within the different countries, it considers itself justified in recommending the following measures, among which a choice may be made:

(a) In countries where the choice of school text-books is a matter for decision by the Government, the latter shall entrust a committee or official organization with the duty of ensuring that none but school-books containing no passages of a nature to prejudice international goodwill shall be used;

(b) In countries where the choice of school text-books does not concern the Government, this choice shall be entrusted to groups of teachers, under the responsibility of the school authorities.

The Committee is further of the opinion that educational museums and national centres of educational documentation should possess collections of instructional text-books compatible with the lofty spirit in which educators should conceive their duties.

## III

The International Committee on Intellectual Co-operation, after taking cognizance of the results obtained by the collaboration of regional groups such as the Scandinavian association "Norden", or of national branches of the major

international associations, such as the International Federation of Teachers' Associations, to mention but two examples, is of the opinion that:

The national branches of the major international associations concerned with educational questions should be invited to place themselves directly in touch one with the other with a view to obtaining the revision of school text-books which are not inspired by a spirit of mutual understanding, and thus exercise an immediate influence on the manner in which the history of their respective nations is treated.

#### IV

The International Committee on Intellectual Co-operation examined the proposal formulated in 1930 by the Sub-Committee of Experts for the Instruction of Youth in the Aims of the League of Nations that, with the consent of the Governments, an inquiry should be undertaken regarding school text-books used for instruction in history and geography, ethnographical maps, school text-books used for instruction in civics and morals, the history of civilization, anthologies and readers used in the various countries.

Noting that various investigations in this connection are proceeding or contemplated and that, moreover, the International Institute of Intellectual Co-operation had already approached the Governments regarding the drawing up of a documentary report which it submitted to the Committee:

The International Committee on Intellectual Co-operation recommends that, pending the receipt of information on the results of the unofficial action at present being taken or contemplated, the International Institute should continue to collect documentary material concerning this question for communication to the different Governments.

#### V

The International Committee on Intellectual Co-operation, desiring to call attention to the importance attaching to the teaching of history in connection with the training of rising generations in a spirit of peace and goodwill,

Decides to examine the means of promoting, in the different countries, the compilation of text-books as well as historical and literary readers conceived in this spirit and, while scientifically accurate, of a nature to further international understanding.

## VI

The International Committee on Intellectual Co-operation,

Considering that a more comprehensive solution of the problem of the revision of school text-books necessitates a technical study of the psychological influence exercised by these text-books on the minds of the pupils,

Expresses the wish that this study be undertaken and the results brought to the notice of educators.

## VII

The International Committee on Intellectual Co-operation is of the opinion that it would be an advantage to constitute a collection of the school text-books envisaged in the present report and the more generally used in the different countries and, for this purpose, to obtain the collaboration of competent bodies, such as the Committee for the Teaching of History of the International Committee of Historical Sciences. These organizations might, in their respective countries, see that this collection is constituted and kept up to date and place it at the disposal of the International Committee on Intellectual Co-operation.

C.

DECLARATION ON THE TEACHING OF HISTORY:  
(REVISION OF SCHOOL TEXTBOOKS)

adopted by the General Assembly of the League of Nations  
October 2, 1937

The undersigned plenipotentiaries in the name of their respective Governments:

Desirous of strengthening and developing the good relations uniting them with other countries;

Convinced that those relations will be further strengthened if the younger generation in every country is given a wider knowledge of the history of other nations;

Realising the necessity of obviating the dangers that may arise through the tendentious presentation of certain historical events in school textbooks:

Declare that they agree, each for its own part, upon the following principles:

1. It is desirable that the attention of the competent authorities in every country, and of authors of school textbooks, should be drawn to the expediency:

(a) Of assigning as large a place as possible to the history of other nations;

(b) Of giving prominence, in the teaching of world history, to facts calculated to bring about a realisation of the interdependence of nations.

2. It is desirable that every Government should endeavour to ascertain by what means, more especially in connection with the choice of schoolbooks, school-children may be put on their guard against all such allegations and interpretations as might arouse unjust prejudices against other nations.

3. It is desirable that in every country a committee composed of members of the teaching profession, including history teachers, should be set up by the national committee on intellectual co-operation, where such exists, in collaboration with other qualified bodies.

The committees so constituted would be empowered to co-operate among themselves, and it would in any case be their function to study the questions contemplated in the present declaration and to

suggest solutions to the competent national authorities or organizations. They would, in particular, be empowered, should they think the revision of school textbooks necessary, to follow the procedure provided for in the resolution adopted on July 29th, 1925, by the International Committee on Intellectual Co-operation, on the proposal of M. Casares, the recommendations of which were confirmed and amplified in 1932 and 1933 by the International Committee on Intellectual Co-operation and approved by the Assembly of the League of Nations.

4. The present Declaration, the French and English texts of which are equally authentic, shall bear this day's date and shall be open for signature on behalf of any Member of the League of Nations or of any non-member State to which a draft of the said Declaration has been communicated.

5. The present Declaration shall be registered by the Secretary-General of the League of Nations when it has received two signatures, on which date it shall come into force.

6. The Secretary-General of the League of Nations shall notify the Members of the League of Nations and the non-member States mentioned in paragraph 4 of the signatures received.

Done at Geneva on October 2nd, 1937, in a single copy, which shall be deposited in the archives of the Secretariat of the League of Nations, and of which certified true copies shall be delivered to all the Members of the League of Nations and to the non-member States mentioned in paragraph 4.

D.

CONVENTION ON THE TEACHING OF HISTORY  
Seventh International Conference of American States  
Montevideo, 1933

The Governments represented in the Seventh International Conference of American States, considering:

That it is necessary to complement the political and juridical organization of peace with the moral disarmament of peoples, by means of the revision of text books in use in the several countries;

That the need of effecting this corrective labor has been recognized by the Pan American Scientific Congress of Lima (1924), the National History Congress of Montevideo (1928), the Congress of History of Buenos Aires (1929), the Congress of History of Bogota (1930), the Second National History Congress of Rio de Janeiro (1931), the American University Congress of Montevideo (1931), and by the adoption of measures in this respect by several American Governments, and that, the United States of Brazil, and the Argentine and Uruguayan Republics, evidencing their deep desire for international peace and understanding, have recently subscribed to agreements for the revision of their text books of History and Geography;

Have appointed as their plenipotentiaries:

[Here follow the names of the plenipotentiaries.]

Who, after having exchanged their Full Powers, which were found in good and proper form, have agreed to the following:

ARTICLE 1.--To revise the text books adopted for instruction in their respective countries, with the object of eliminating from them whatever might tend to arouse in the immature mind of youth aversion to any American Country.

ARTICLE 2.--To review periodically the text books adopted for instruction on the several subjects, in order to harmonize them with most recent statistical and general information so that they shall convey the most accurate data respecting the wealth and productive capacity of the American Republics.

ARTICLE 3.--To found an "Institute for the Teaching of History" of the American Republics, to be located in Buenos Aires, and to be responsible for the coordination and inter-American realization of the purposes described, and whose ends shall be to recommend:

- a) That each American Republic foster the teaching of the history of the others,
- b) That greater attention be given to the history of Spain, Portugal, Great Britain and France, and of any other non-American country in respect to matters of major interest to the history of America.
- c) That the nations endeavor to prevent the inclusion, in educational programs and handbooks on History, of unfriendly references to other countries or of errors that may have been dispelled by historical criticism.
- d) That the bellicose emphasis in handbooks on History be lessened and that the study of the culture of the peoples, and the universal development of civilization of each country made by foreigners and by other nations, be urged.
- e) That annoying comparisons between national and foreign historical characters, and also belittling and offensive comments regarding other countries, be deleted from text books.
- f) That the narration of victories over other nations shall not be used as the basis for a deprecatory estimate of the defeated people.
- g) That facts in the narration of wars and battles whose results may have been adverse, be not appraised with hatred, or distorted.
- h) That emphasis be placed upon whatever may contribute constructively to understanding and cooperation among the American countries.

In the fulfillment of the important educational functions committed to it, the "Institute for the Teaching of History" shall maintain close affiliation with the Pan American Institute of Geography and History, established as an organ of cooperation between the Geographic and Historic Institutes of the Americas, of Mexico City, and with other bodies whose ends are similar to its own.

ARTICLE 4.--The present Convention shall not affect obligations previously entered into by the High Contracting Parties by virtue of international agreements.

ARTICLE 5.--The present Convention shall be ratified by the High Contracting Parties in conformity with their respective constitutional procedures. The Minister of Foreign Affairs of the Republic of Uruguay shall transmit authentic certified copies to the governments for the aforementioned purpose of ratification.



The instrument of ratification shall be deposited in the archives of the Pan American Union in Washington, which shall notify the signatory governments of said deposit. Such notification shall be considered as an exchange of ratifications.

ARTICLE 6.--The present Convention will enter into force between the High Contracting Parties in the order in which they deposit their respective ratifications.

ARTICLE 7.--The present Convention shall remain in force indefinitely but may be denounced by means of one year's notice given to the Pan American Union, which shall transmit it to the other signatory governments. After the expiration of this period the Convention shall cease in its effects as regards the party which denounces but shall remain in effect for the remaining High Contracting Parties.

ARTICLE 8.--The present Convention shall be open for the adherence and accession of the States which are not signatories. The corresponding instruments shall be deposited in the archives of the Pan American Union which shall communicate them to the other High Contracting Parties.

IN WITNESS WHEREOF, the following Plenipotentiaries have signed this Convention in Spanish, English, Portuguese and French and hereunto affix their respective seals in the city of Montevideo, Republic of Uruguay, this 26th day of December, 1933.

┌Here follow the signatures of the Delegates of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.┐

#### STATEMENT OF THE DELEGATION OF THE UNITED STATES OF AMERICA

The United States heartily applauds this initiative and desires to record its deep sympathy with every measure which tends to encourage the teaching of the history of the American nations, and particularly the purification of the texts of history books, correcting errors, freeing them from bias and prejudice, and eliminating matter which might tend to engender hatred between nations. The Delegation of the United States of America desires to point out, however, that the system of education in the United States, differs from that in other countries of the Americas in that it lies largely outside the sphere of activity of the Federal Government and is supported and administered by the State and Municipal authorities and by private institutions and individuals. The Conference will appreciate, therefore, the constitutional inability of this Delegation to sign the above Convention.

E.

First Session of the General Conference of UNESCO  
1946

Improvement of Teaching and Teaching  
Materials for International Understanding

(a) A Program for the Improvement of Textbooks and Teaching Materials as Aids in Developing International Understanding.

1. UNESCO should establish a clearing house for the collection and dissemination of data on the analysis and revision of textbooks and other teaching materials. As a first step in this direction UNESCO should ask every member state to send in 1947 a full set of its most commonly used textbooks in history, geography, civics and other subjects related to international understanding.

2. The Secretariat should arrange for the study of these materials with the assistance of National Commissions and other national bodies; member states should be invited at the same time to study their own textbooks from the point of view of their effect on international understanding. The results of these enquiries should be reported to the next General Conference.

3. The Secretariat should draw up, in consultation with qualified experts, a set of principles or code of ethics by which each member state might, as it sees fit, analyze its own textbooks and teaching materials.

4. UNESCO should establish contacts with the member states and with associations of educationists and scientists and with other learned societies, in order to assist them, when invited, in the presentation of events and facts of international significance.

5. UNESCO should call world conferences, if deemed desirable, on specific aspects of the revision and improvement of teaching materials.

6. UNESCO should encourage member states to make bilateral and regional agreements concerning textbooks and other teaching materials; and should assist by preparing "model Agreements" and the dissemination of information on such agreements.

7. UNESCO should encourage bilateral and regional enterprises and give assistance to them, whether under governmental or non-governmental auspices.

8. UNESCO should prepare from time to time new materials on international affairs to be placed at the disposal of textbook writers.

9. UNESCO should undertake the responsibility of reporting to the General Conference instances of textbook usage inimical to peace among nations.

(b) A Teacher's Charter--A Committee appointed by the Director General should invite drafts of such a charter from interested persons and groups with a view to improving the status of teachers.

To be begun in 1947.

(c) Clearing House for Studies on the Teaching Profession, to include the demand for teachers, problems of recruitment, the training of teachers, their status, and remuneration.

To be begun in 1947.

F.

Second Session of the General Conference of UNESCO  
1947

Improvement of Textbooks and Teaching Materials.

The Director-General is instructed to continue the work for the improvement of textbooks and teaching materials according to the programme adopted by the First Session of the General Conference.







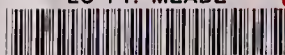








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