

Geneva, August 13th, 1928.

LEAGUE OF NATIONS

INSTRUCTION OF YOUTH IN THE AIMS
OF THE LEAGUE OF NATIONS

REPORT BY THE SECRETARY-GENERAL.

The Sub-Committee of Experts for the Instruction of Youth in the Aims of the League of Nations adopted in July 1927 a series of recommendations regarding the methods of making known the League of Nations and of developing the spirit of international co-operation. These recommendations were approved by the Assembly at its eighth ordinary session and subsequently forwarded to the States Members of the League.

The Secretary-General has received a number of reports on steps taken in various countries to carry them out. These reports deal with the recommendations of the Sub-Committee in general, with travelling facilities for professors and students, with national conferences to be called to discuss the recommendations, and with travelling scholarships for students. The reports, for the most part, are supplementary in character and refer back to earlier reports published by the Secretariat in the years 1925 to 1927 (documents A.10 and A.10(a).1925, A.15.1926, C.515.M.174., 1927). These documents also contain reports given by several other countries which, in the course of the present year, have not sent information.

A record of information supplied by National Committees on Intellectual Co-operation is given in Annex II.

A. RECOMMENDATIONS OF THE SUB-COMMITTEE OF EXPERTS.
(Document A.26.1927.)

The recommendations and the report of M. Jules Destrée were forwarded to the States Members of the League with a circular letter of the Secretary-General on October 28th, 1927, together with the relevant resolutions adopted by the Council and the Assembly (C.L.146.1927). The Governments were requested to give information regarding the measures they had found possible to take in order to carry out the recommendations. Replies have hitherto been received from the Governments of the Union of South Africa, Bulgaria, Canada, Denmark, Estonia, Finland, Hungary and the Netherlands. They are contained in Annex I to this report.

In addition to these replies, the Governments of the Argentine, Cuba, Haiti, Luxemburg, Nicaragua and Salvador have acknowledged receipt of the circular letter, several of them stating that reports would be forwarded at a later date.

B. FACILITIES OF TRAVELLING AND INTERCHANGE OF
PROFESSORS AND STUDENTS.

One reply to the Secretary-General's circular letter on this subject (C.L.164.1924) has been received, namely, from the Hungarian Government, the text of which will be found in Annex I.

C. RECOMMENDATION CONCERNING NATIONAL CONFERENCES.

The Sub-Committee of Experts suggested that National Conferences might be called by the Governments in order to adapt the Committee's general recommendations to the particular needs of each country and to ensure harmonious co-operation between the various bodies dealing with the instruction of young people in the aims of the League. When recommending that such conferences should be held in the manner found most suitable to the needs of each country, it also requested that reports of the proceedings of such conferences should be sent to the Secretary-General and communicated by him to the States Members for their information. Hitherto, one report of this kind has been received, namely, that on the Conference of the Local Education

preceding article, shall, unless the parties decide otherwise, be constituted for the examination of the dispute.

Article 17.

1. If the appointment of the commissioners to be designated jointly is not made within the period of six months provided for in Article 14, or within a period of three months from the date on which one of the parties requested the other party to constitute a special commission, or to fill the vacancies of a permanent Conciliation Commission, a third Power, chosen by agreement between the parties, shall be requested to make the necessary appointment.

2. If no agreement is reached on this point, each party shall designate a different Power, and the appointment shall be made in concert by the Powers thus chosen.

3. If within a period of three months these two Powers have been unable to reach an agreement, each of them shall submit a number of candidates equal to the number of members to be appointed. It shall then be decided by lot which of the candidates thus designated shall be appointed.

Article 18.

1. Disputes shall be brought before the Conciliation Commission by means of an application addressed to the President by the two parties acting in agreement, or in the absence of such agreement by one or other of the parties.

2. The application, after having given a summary account of the subject of the dispute, shall contain the invitation to the Commission to take any necessary measures with a view to arriving at an amicable settlement.

3. If the application emanates from only one of the parties, notification thereof shall be made by such party without delay to the other party.

Article 19.

1. Within fifteen days from the date on which a dispute has been brought by one of the parties before a permanent Conciliation Commission, either party may replace its own commissioner, for the examination of the particular dispute, by a person possessing special competence in the matter.

2. The party making use of this right shall immediately inform the other party; the latter shall in that case be entitled to take similar action within fifteen days from the date on which the notification reaches it.

Article 20.

1. In the absence of agreement to the contrary between the parties, the Conciliation Commission shall meet at the seat of the League of Nations or at some other place selected by the President.

2. The Commission may in all circumstances request the Secretary-General of the League of Nations to afford it his assistance.

Article 21.

The work of the Conciliation Commission shall not be conducted in public unless a decision to that effect is taken by the Commission with the consent of the parties.

Article 22.

1. Failing any provision to the contrary, the Conciliation Commission shall lay down its own procedure, which in any case must provide for both parties being heard. In regard to enquiries, the Commission, unless it decides unanimously to the contrary, shall act in accordance with the provisions of Chapter III of the Hague Convention of October 18th, 1907, for the Pacific Settlement of International Disputes.

2. The parties shall be represented before the Conciliation Commission by agents whose duty shall be to act as intermediaries between them and the Commission; they may, moreover, be assisted by counsel and experts appointed by them for that purpose and may request that all persons whose evidence appears to them desirable should be heard.

3. The Commission, for its part, shall be entitled to request oral explanations from the agents, counsel and experts of the two parties, as well as from all persons it may think desirable to summon with the consent of their Governments.

Article 23.

Unless otherwise agreed by the parties, the decisions of the Conciliation Commission shall be taken by a majority vote, and the Commission may only take decisions on the substance of the dispute if all its members are present.

Article 24.

The parties undertake to facilitate the work of the Conciliation Commission, and particularly to supply it to the greatest possible extent with all relevant documents and information as well as to use the means at their disposal to allow it to proceed in their territory and, in accordance with their law, to the summoning and hearing of witnesses or experts and to visit the localities in question.

Article 25.

1. During the proceedings of the Commission, each of the commissioners shall receive emoluments, the amount of which shall be fixed by agreement between the parties, each of which shall contribute an equal share.

2. The general expenses arising out of the working of the Commission shall be divided in the same way.

Authorities of England, Scotland and Northern Ireland. This document was duly forwarded on February 23rd, 1928 (C.L.32.1928).

So far, definite replies have only been received from the Nicaraguan and Canadian Governments and that of the Dominion of New Zealand. The Nicaraguan Government states that steps will be taken to call a national conference. The Canadian Government, in a letter of May 14th, states that, in view of the work already done in Canada, both by official authorities and private associations, the calling of a conference does not seem necessary or advisable. In New Zealand, the Education Department has been entrusted with the task of making known the work of the League to teachers and pupils and this question will be brought before the various conferences of educationists. The Government encourages the activities of the League of Nations Union.

It should also be mentioned that the "Asamblea Pedagógica" of Spain, a general conference of the teaching profession which has the support of the Government, adopted a resolution requesting the competent organs of the Government to study the recommendations of the Sub-Committee and to put into practice those best suited to the national temperament and to the educational systems of the country. It also decided to publish a lecture given by M. Casares, together with a Spanish translation of the recommendations.

D. TRAVELLING SCHOLARSHIPS FOR UNIVERSITY STUDENTS¹.

The Assembly, at its seventh ordinary session, adopted a recommendation that Governments might create scholarships for university students enabling them to study at Geneva the work of the League. In the course of this year, the Government of Sweden has taken steps in this matter, as will be seen from the letter contained in Annex I.

Annex I.

REPLIES OF THE GOVERNMENTS.

A. RECOMMENDATIONS OF THE SUB-COMMITTEE OF EXPERTS FOR THE INSTRUCTION OF YOUTH IN THE AIMS OF THE LEAGUE OF NATIONS.

Union of South Africa (January 6th, 1928).

The following measures have been taken in the Union of South Africa to give effect to the recommendations of the Sub-Committee of Experts:

Transvaal Education Department. — The objects and aims of the League of Nations are dealt with in the training colleges for teachers and in the syllabuses of instruction. During 1927, an essay competition was held on the subject of the League of Nations, its growth and achievements.

Natal Education Department. — Instruction is given in the teachers' training college.

The methods adopted by the department to inculcate the aims and objects of the League are: (1) lectures; (2) syllabuses of school instruction; (3) pamphlets distributed to the schools; (4) references made in the monthly circular issued by the department to all schools.

Department of Education of Orange Free State. — The constitution and aims of the League are treated in the teachers' training college. Teachers in primary and secondary schools are instructed from time to time through the quarterly circular sent to all schools to give pupils under their control instruction on the objects and work of the League, and inspectors of schools have been requested to test the pupils' knowledge in this respect when making their ordinary school-visits.

Department of Public Education, Cape Province. — The department publishes, for the general information of teachers, articles in the *Education Gazette* in connection with the League.

The department has appointed one of its school inspectors to act as its representative on the Advisory Education Committee of the Cape branch of the League of Nations Union.

The department is in full sympathy with the aims of the Committee on Intellectual Co-operation and facilities are offered for qualified persons to address the students of training colleges on the subject of the League.

Union Department of Education. — The aims of the League are included in the syllabuses of instruction prescribed for institutions directly or indirectly controlled by this department.

University of South Africa. — (1) Grey University College, Bloemfontein. — The subject is dealt with in the first-year course in the Department of Public Administration and Politics. It is hoped to be able to arrange public extension lectures on the subject, and the college librarian has been instructed to subscribe for all the relevant literature published by the League.

(2) Transvaal University College, Pretoria. — Dr. E. Brookes, of the Department of Public Administration and Politics, interests himself in the subject and treats of the principles on which the aims are based in his classes.

¹ See *Official Journal*, March 1927, pages 323 and 324.

(3) Rhodes University College, Grahamstown. — The students are attached to the local branch of the League of Nations Union, in which they are particularly interested.

(4) At the Huguenot University College, the Potchefstroom University College and Natal University College no formal instruction is given, but the subject is referred to in the History and Politics courses. The Universities of Cape Town, Stellenbosch and the Witwatersrand give no formal instruction in the aims and objects of the League.

General. — Branches of the League of Nations Union exist at Cape Town, Pretoria, Johannesburg, Durban, Port Elizabeth and Grahamstown. The recent visit to the Union of Mr. H. B. Butler, Deputy Director of the International Labour Office, was the occasion for the publication of a considerable number of articles in the Press on the objects of the League, and Mr. Butler was indefatigable in addressing students and the general public on the Labour Office and the League generally. The League's objects have also been furthered by the organised visit of South African students to Europe, where other students were met, and by the return visit of German students to the Union. A party of pupils from the English public schools is now on its way to the Union.

A recent book on South African citizenship, written specially for pupils in the highest classes of primary schools and for pupils in secondary schools, contains a chapter on the League of Nations.

(Signed) W. J. H. FARRELL,
Assistant Secretary for External Affairs.

Bulgaria (August 17th, 1928).

The Bulgarian Ministry of Education has the honour to forward you, by the same mail, a pamphlet¹ by Mlle. C. Zlatooustova entitled "The League of Nations (How to instruct Pupils in the Work of the League of Nations and to develop the Spirit of International Co-operation)", published by the Ministry in order to give effect to the recommendations of the Sub-Committee of Experts of the International Committee on Intellectual Co-operation of the League of Nations.

The pamphlet has been compiled for the use of teachers and has been distributed to all schools (elementary, secondary and higher educational institutions), accompanied by a special circular letter indicating how instruction should be given concerning the League of Nations.

(Signed) Dr. G. K. SLAVTCHEV,
for the Secretary-General.

Canada (December 12th, 1927).

I have the honour to inform you that, the matter having been brought to the attention of the various provincial Governments which are concerned with education, the Lieutenant-Governor of the province of Manitoba reports that a special article on the League has been prepared for inclusion in Book V of the authorised *School Readers*, which will appear in the edition printed for distribution on September 1st next, and that the Advisory Board of the province has passed a regulation requiring all students enrolled in Grade X in the secondary schools to study the special pamphlet prepared by the League of Nations Society in Canada.

The Lieutenant-Governor of Saskatchewan also intimates that his Minister of Education has provided for the inclusion of a study of the aims of the League of Nations in the course of study for the schools of the province, and has issued a pamphlet dealing with the matter for the use of teachers and pupils.

(Signed) W. H. WALKER,
Assistant Under-Secretary of State for External Affairs.

Canada (December 21st, 1927).

Additional replies have been received in this matter from the provincial Governments of Ontario, British Columbia, Prince Edward Island and Alberta, as follows:

The Lieutenant-Governor of Ontario reports that his Minister of Education has had printed in the registers for the elementary schools of that province the Preamble of the Covenant of the League, thus showing the sympathy of his department in its aims and purposes. In the secondary schools, in the lower school course in Canadian History and Civics, the Membership of Canada in the League of Nations is one of the sub-topics of "External Relations of Canada", an optional division of the course which pupils may take. "The League of Nations" is also a subject of study which pupils may elect to take in the middle school British History course. The middle school British History examination paper of June last contained the following question (optional): "What is the League of Nations? What are its chief aims?" It is added that the officials of the Department of Education have no suggestions to make at present for placing additional emphasis upon the aims of the League of Nations in the schools of the provincial system of Ontario.

The Lieutenant-Governor of British Columbia reports that provision is made in the schools of that province for teaching students the aims and objects of the League of Nations. In the high school course in History the League of Nations is assigned as one of the topics for special study, and in the course in Citizenship for elementary schools the League of Nations is dealt with briefly.

The Lieutenant-Governor of Prince Edward Island reports that it is stated by his Chief Superintendent of Education that instruction regarding the constitution and aims of the League

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

of Nations is included in the course of study for teachers in the normal school of that province, while in the public schools the subject-matter is being taken up with the upper forms, and a simple chapter on the subject is in course of preparation and will be used in the primary schools.

The Lieutenant-Governor of Alberta reports that all schools in that province have been provided with information in regard to the organisation and work of the League of Nations. The Department of Education requires that students preparing for public school graduation and normal school entrance examinations shall have definite information with regard to the history of the League and the projects undertaken by it, and students are encouraged to keep in touch with the latest developments in connection with all peace movements.

(Signed) W. H. WALKER,
Assistant Under-Secretary of State for
External Affairs.

Denmark (February 1st, 1928).

I am directed by my Government to communicate the following observations:

On July 31st, 1925, the Danish Ministry of Education, which had already instructed the secondary-school inspectors to ask the schools to include in their history syllabus instruction concerning the League of Nations, sent the annexed circular letter¹ to the principals of the schools.

In this circular, the Ministry of Education expressed the desire that instruction in the existence and aims of the League of Nations should be given to a larger number of pupils. The Ministry, in the same circular, requested the primary and secondary schools, in addition to the teaching included in the history syllabus, to acquaint pupils once a year not only with the efforts for general peace which, after the conclusion of the great war, led to the creation of the League of Nations, but also with the general aims pursued and the ideas upon which the Covenant is based. This teaching is given in the primary schools on the first Monday in September, the date of the opening of the ordinary session of the League Assembly.

As the result of a circular communicated on August 15th, 1925, similar measures have been taken in secondary schools, training colleges and high schools for the people.

The Ministry of Education has sent a pamphlet containing a summary of the origin and work of the League to the schools in Denmark.

It has also instructed the inspectors of State libraries to see that literature concerning the League of Nations is obtained by the public libraries.

Another circular, intended for teachers (a copy of which is also enclosed¹), and issued by the Ministry of Education on August 30th, 1927, contains a brief survey of the League's activities during 1926. In order to keep this information up to date, the Ministry proposes to issue a similar summary each year for teachers and lecturers. It also proposes to publish an explanatory edition of the Covenant for the use of schools.

As regards the Sub-Committee's recommendation that a section dealing with the League of Nations should be established in all public collections and exhibitions of teaching material, the Ministry of Education is quite prepared to take this step in the case of the public collection at Copenhagen, provided the necessary literature and material for visual instruction to enable more thorough instruction concerning the League of Nations to be given is placed at its disposal.

(Signed) Gustav RASMUSSEN,
Acting Chargé d'Affaires.

Estonia (June 30th, 1928).

With reference to your Circular Letter 146.1927.XII, I have the honour to forward the enclosed communication addressed to the Ministry of Education by the Governing Body of Tartu (Dorpat) University, in reply to the report by the Sub-Committee of Experts for the Instruction of Youth in the Existence and Aims of the League of Nations.

I should be obliged if you would kindly forward this communication to the Committee on Intellectual Co-operation.

For the Minister and by authorisation:

(Signed) LEPPIK,
Director of Political Affairs.

STATEMENT BY THE COMMITTEE APPOINTED BY THE GOVERNING BODY OF TARTU (DORPAT) UNIVERSITY ON THE REPORT OF THE SUB-COMMITTEE OF EXPERTS FOR THE INSTRUCTION OF YOUTH IN THE EXISTENCE AND AIMS OF THE LEAGUE OF NATIONS.

1. From the outset the work of our University has been in a large measure based on international co-operation in intellectual matters. It makes ample use of foreign scientific publications in various languages, chiefly in English, French and German. Many University publications, theses for degrees and periodicals, appear in foreign languages, or are accompanied by abstracts or summaries in a foreign tongue.

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

2. The study of public and private international law has, from the start, been compulsory for students of law and of political economy. A large part of such courses in international law deals with the organisation and work of the League of Nations. Both law students and students of political economy are required to take these courses and to pass examinations in these subjects.

3. Lectures are organised for students in all faculties, and prizes are offered for essays on the League of Nations.

4. There is in Estonia a branch of the Association of League of Nations Unions, which, with the assistance of the University, has arranged public lectures and meetings for the study of international relations and problems connected with the League.

5. The University offers to both its professors and students the widest opportunities for investigating the civilisation and culture of other countries.

(a) Thus, every year the University and the individual faculties send a large number of professors as delegates to different countries of high cultural rank, in order that they may there pursue their investigations, take part in international scientific meetings, or improve their knowledge of their special subject. Moreover, many professors travel abroad on their own initiative for the same purposes.

(b) There is a permanent arrangement at the University whereby a fixed number of scholarship-holders are sent abroad, thus enabling them to acquire a thorough training for scientific work and to acquaint themselves with the results obtained and the progress achieved by science in all countries. In proportion to the number of professors, the number of scholarship-holders is relatively high.

(c) The various faculties and their representatives often have opportunities of close co-operation with the corresponding faculties of the universities in neighbouring countries. Mutual contact is established yet more firmly by occasional visits.

6. The students at Tartu are in regular touch with the International Federation of Students; they organise foreign tours, take part in international students' meetings and in various other forms of intellectual co-operation. In particular, the exchange of students strengthens the bond uniting the northern countries.

7. A comparatively large proportion of Estonian students carry on their studies in foreign universities and other foreign educational institutions. On the other hand, some foreign students come to Tartu University in order to complete their education.

Tartu University endeavours to develop and promote by all possible means the work undertaken by the Committee on Intellectual Co-operation — a course dictated by our political and historical as well as our economic and geographical position.

(Here follow the signatures of the members of the Committee.)

The Committee's statement was examined and approved by the Governing Body of the University at its meeting of June 1st, 1928, which decided to bring the statement to the attention of the Minister of Education.

Finland (August 3rd, 1928).

On behalf of my Government, I have the honour to send you the following information on this subject:

From February 25th, 1925, onwards, on which date the Finnish Board of Education circularised the head masters of all primary schools asking them to take steps to bring the existence and aims of the League of Nations and the articles of the Covenant to the attention of children and youth, such instruction has each year become more general both in the lycées and primary schools and also in the higher public and technical schools, high schools for the people and workers' colleges. In all the history text-books most commonly used an account is given of the origin of the League of Nations, its aims and its achievements. The accounts given in these books are, of course, rather summary; but it is taken for granted that in this subject — as in others — the master will give more detailed instruction orally. The subject is taught in the upper forms of primary schools and in the fifth and eighth (highest) forms of the secondary schools.

It is taught also in the course of religious instruction and geography lessons.

Instruction to adults is given in the form of lectures. Masters responsible for this teaching have found it difficult, owing to the fact that very few publications on the League of Nations existed hitherto in the two languages of the country. Latterly, an attempt has been made to remedy this, publishers having brought out books on a fairly large scale suitable both for teachers and lecturers. For instance, during the last three years there have appeared in Finnish, in addition to Professeur Rafael Erich's important work on the juridical organisation of the League of Nations, the following publications by the Secretariat of the League: *The League of Nations, Its Constitution and Organisation*; *The League of Nations and Intellectual Co-operation*; *The Permanent Court of International Justice*; *The International Economic Conference at Geneva*; *The League of Nations: A Survey*.

It is intended that several of these works, and also a pamphlet now being published by the head of the Board of Education, *The School and the League of Nations*, shall be supplied to school libraries by the department. It is hoped in this way to evoke a keener interest than formerly and to create better conditions for the kind of teaching in question.

Mention should also be made of instruction in foreign languages to adults, which is now very common, especially in the higher workers' colleges in the larger towns. This should help towards the better understanding of foreign peoples. In the Finnish People's High School at Helsingfors instruction has every year been given to hundreds of pupils in Swedish and in English, among other languages.

Further, during the last few years, thousands of listeners have taken advantage of the regular courses in the English language given by wireless.

Foreign tours by schoolchildren and university students have become increasingly popular during the last few years. For the most part, they have been to the Scandinavian and Baltic countries and to Germany. Similar tours have been organised from these countries to Finland. The tourists include numerous teachers. The Society "Norden" organises every year, usually in the summer, in each of the three Scandinavian countries and in Finland in turn, special gatherings for schoolchildren. About a hundred pupils from each of these countries have taken part in them. Finland has been represented at these meetings for a considerable number of years past.

The organisation of these tours has been chiefly in the hands of the Travel Committee of the Ministry of Education, which is governed by the rules laid down by the said Ministry. The Finnish Government has granted for these tours reductions up to 50 per cent in the price of railway tickets; foreign visitors to Finland have also profited by these reductions. Excursionists have also had at their service a special boat, which, during the last few summers, has made ten or fifteen voyages to different Baltic ports at very low fares.

(Signed) Rudolf HOLSTI,
Permanent Finnish Delegate
accredited to the League of Nations.

Hungary (March 7th, 1928).

I am directed by my Government to inform you that children and young persons in Hungary are given instruction in the existence and aims of the League of Nations by our teaching staffs in primary and secondary schools, and at the universities and other centres of higher education, as part of the courses in History and Geography.

As regards the universities, all League of Nations questions are treated in the courses on International Law and Contemporary History.

(Signed) HEVESY,
Resident Minister.

Netherlands (January 4th, 1928.)

I am instructed by my Government to forward to you a note, with three annexes, describing the measures which it has taken with a view to instructing children and youth in the aims and objects of the League of Nations.

(Signed) DOUDE VAN TROOSTWIJK.

NOTE BY THE NETHERLANDS GOVERNMENT.

With reference to Circular Letter 119, 1926, in which the Secretary-General of the League of Nations forwarded to the various Governments the recommendations and suggestions provisionally formulated by the Sub-Committee of Experts on the Instruction of Children and Youth, and further with reference to that Sub-Committee's report of August 1st, 1927, containing its final recommendations in classified form, the Netherlands Government desires to bring to the Secretary-General's notice the measures that have been taken in the Netherlands to make the League of Nations better known and to foster a spirit of international co-operation.

As regards primary education, the Netherlands Government was of opinion that the interest of teachers in the League's work should be awakened before instruction regarding the League was introduced in the schools themselves. For this purpose, the first step taken by the Minister of Education was to approach the chief inspectors of primary education. As already notified in the Netherlands Government's reply of May 7th, 1926, lectures on the League of Nations were given at a number of inspectors' meetings and also at meetings of inspectors with teachers. These lectures revealed the fact that educational circles are taking an increasing interest in the League and its work. On July 21st, 1927, the Minister of Education instructed chief inspectors to take the necessary steps, wherever this had not yet been done, to introduce instruction regarding the League of Nations in the curriculum of training colleges for teachers. In so doing, the Minister was giving effect to an explicit recommendation which had been made in a collective report by the chief inspectors.

At Amsterdam, the "Schools' Parliament", a body composed of representatives of various schools, has appointed a special committee to report on instruction regarding the League in primary schools (Annex 1)¹.

As regards secondary education, it will be seen from the Netherlands reply of May 7th, 1926, that the inspectors have already indicated to teachers that instruction in history should include the inception, foundation and work of the League of Nations, and that a knowledge of these subjects should be required of candidates taking the school-leaving examination. The inspector of higher public schools has also instructed head masters to introduce instruction on the foundation and work of the League in the curriculum of the senior class in their schools.

At the end of the year 1926-27, the inspectors of secondary education embodied in a report to the Minister the particulars which the heads of secondary schools had communicated to them regarding instruction on the subject of the League of Nations.

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

The text-books used for this instruction include a Dutch translation of the pamphlet on the League's Constitution and Organisation published by the Information Section of the League Secretariat and also several other pamphlets in Dutch (see Annex 2)¹. School handbooks also exist containing chapters on the League of Nations.

At the universities, professors of international law deal with the League of Nations as a part of that branch of law, and questions relating to the League are frequently chosen as subjects of theses, as will be seen from Annex 3¹. There seems no need whatever to urge professors of international law to do more in this field or to create special chairs for instruction regarding the League.

As regards Recommendation 7 (b), which suggests that one day every year should be specially devoted to the League, mention may again be made of the circular letter from the Minister of Education expressing a desire that on May 18th, 1927, the anniversary of the inauguration of the first Hague Conference in 1899, talks on the League of Nations should be given in primary and secondary schools, higher public schools and normal schools. The issue of this circular letter is due to the initiative of the Netherlands League of Nations Association, which approached the Minister of Education for the purpose.

The same association was also responsible for the organisation of lectures in secondary schools at various places, the Dutch film dealing with the League of Nations being shown in some cases.

As regards oversea territories, the Netherlands Government would refer to the reply sent to the Secretary-General on August 23rd, 1926.

The Hague, December 1927.

Netherlands (January 24th, 1928).

I am instructed by my Government to communicate to you the following additional information as to the inter-school correspondence mentioned in 15 (c) of the recommendations of the Sub-Committee of Experts.

In response to the appeal of the League of Red Cross Societies at Paris, the Netherlands Red Cross Central Committee took the matter up in May 1926. The attached circular¹ contains details regarding organisation. At present, some forty schools in the Netherlands are in correspondence with different countries in Europe and with America, Australia and South Africa. The schools concerned are for the most part colleges, public schools, higher secondary schools (hoogere Burgerscholen) and secondary schools (uitgebreid lager Onderwijsscholen). Recently the number of primary schools taking part has also increased.

As a result of the propaganda carried on by the Netherlands Red Cross, the interest taken in this international work by the schools in the Netherlands is constantly increasing.

(Signed) DOUDE VAN TROOSTWIJK.

Netherlands (August 20th, 1928).

With reference to my letter of January 4th last, I am instructed by my Government to transmit to you herewith certain information concerning the steps taken in the Netherlands Indies to provide the younger generation with instruction concerning the League of Nations.

(Signed) DOUDE VAN TROOSTWIJK.

Netherlands Indies.

Acting upon the instructions contained in the circular letters sent out in 1925 and in 1926 by the Director of Education and by the Inspector of Secondary Education, the secondary schools have introduced instruction regarding the League of Nations in the lessons on history, geography and economics given in the higher classes; in some cases special lessons are given concerning the League of Nations. A summary has been submitted to the Government showing the practice which has been followed in this connection in each of the secondary schools during the year 1926-27.

The Board of Education (*Indische Onderwijsraad*) has been considering what steps can be taken in other schools. The report on this subject by the Board of Education, which has been published in order to allow Indian public opinion to express its views, recommends that instruction regarding the League should be given in all schools except certain primary schools for natives and that examinations in training schools for teachers should include questions on the League of Nations.

Meanwhile, as early as 1926, the Director of Education had instructed the European primary schools to organise a few lessons in the higher classes on the League of Nations. For this purpose a summary prepared by the Board of Education was sent to these schools; this summary recapitulated the League's own recommendations in the matter and indicated certain points to be dealt with by the teachers. A list of pamphlets and books in which teachers might find the information they required was also communicated.

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

B. FACILITIES FOR TRAVELLING AND INTERCHANGE
OF PROFESSORS AND STUDENTS.

Hungary (March 6th, 1928).

The Royal Hungarian Ministry for Foreign Affairs has requested the Hungarian Legations and Consulates to grant free visas to all students holding identity cards issued by the International Confederation of Students when they are in possession of a valid passport. The validity of such identity cards may be prolonged four times, each renewal being valid for one year. Such identity cards, of which I enclose a specimen¹, can only be accepted as proof of identity when furnished with the official seal of the aforesaid Confederation of Students on the first page.

(Signed) HEVESY,
Resident Minister.

D. TRAVELLING SCHOLARSHIPS FOR UNIVERSITY STUDENTS.

Sweden (June 30th, 1928).

In your Circular Letter of October 20th, 1926 (C.L.123.1926.XII), you were good enough to inform me of the resolution adopted by the Assembly of the League of Nations at its seventh ordinary session concerning the establishment in the different countries of scholarships to enable students to study the activities of the League.

With reference to this letter, I have the honour to inform you that the Swedish Government has just established two scholarships of 500 crowns each to enable two university students to spend some time in Geneva both before and during the next Assembly, in order to obtain first-hand knowledge of the work of the League of Nations.

For the Minister:
(Signed) Eric BOHEMAN,
Director of Political Affairs.

Annex II.

CORRESPONDENCE WITH NATIONAL COMMITTEES ON
INTELLECTUAL CO-OPERATION.

The Sub-Committee of Experts and the Committee on Intellectual Co-operation considered that the National Committees were in a position to give, in their countries, very valuable help in promoting the instruction of young people. The Sub-Committee addressed one of its recommendations to the National Committees, asking them to give publicity to the recommendations, by translating them, if necessary, into the language of the country concerned and by adding suitable commentaries to explain the application of the measures suggested to the special needs of each country.

On this subject, the Secretary of the Committee sent, on December 10th, 1927, a letter to all National Committees requesting them, in case the suggestion was followed out, to forward a copy of any publications issued to the Educational Information Centre.

Replies have been received from the National Committees of South Africa, Brazil, Cuba, Japan, Latvia, the Netherlands and Portugal.

South Africa. — The question will be brought before the Minister of Education.

Brazil, Cuba. — Take note of the recommendation.

Japan. — Sends a copy of a translation into Japanese of the recommendations. The brochure¹, of twenty-two pages, also contains a brief résumé of the work of the League, a memorandum by Viscount E. Shibusawa, President of the League of Nations Association of Japan, addressed to the Minister of Education, on the subject of the Experts' report, and a statement on the question by the Minister of Education.

Latvia. — The National Committee will translate the recommendations into Latvian and publish a short account of them in the Press. Moreover, the Committee will organise lectures on the League in the University.

Netherlands. — The Committee has appointed a small sub-committee to deal with the question. The letter also refers to the considerable amount of work done in the Netherlands in this matter.

Portugal. — The National Committee has asked for several additional copies of the brochure *How to Make the League of Nations Known* for distribution.

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