

COUNCIL OF EUROPE

**COUNCIL
FOR
CULTURAL
CO-OPERATION
AND
CULTURAL FUND**

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This report has been prepared by the Council for Cultural Co-operation in pursuance of Article V, paragraph 4, of the Statute of the Cultural Fund, which requires the Council to "transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly".

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INTRODUCTION

Two events of great importance to the future of cultural co-operation in Europe took place in the first half of 1964.

The first of these was the 4th Conference of European Ministers of Education held in London from 16th to 19th April. Since these *ad hoc* Conferences are held outside the framework of the Council of Europe, the results of the 4th Conference will not be treated in detail in this report. However, thanks to the fact that the Secretary General of the Council of Europe provides the staff and documentation for these conferences, close co-ordination with the work of the Council for Cultural Co-operation is assured. As Sir Edward Boyle, former Minister of Education for England and Wales, told the Consultative Assembly in November 1964, the London Conference re-affirmed the value of these meetings as a forum where the European Ministers of Education could discuss together their common problems. More important for the CCC, the Conference in so doing identified three educational problems of common concern to which the Ministers attached particular importance, and two of these came within the terms of reference of the CCC, the third — on educational investment — being of more immediate interest to OECD.

The second important event was the meeting of the second cultural *ad hoc* Committee, which the Committee of Ministers convened in May 1964 with the following terms of reference :

“ To review the methods of work of the Council for Cultural Co-operation and its organs during the first phase of its existence, submit proposals for any modifications required in the existing structure, staff and programme and report to the Committee of Ministers on their financial implications ”.

It should be recalled that, when setting up the CCC in 1962, the Committee of Ministers had included in its Resolution (61) 39 a

paragraph providing for a review of the newly-created system after a three-year trial period.

This review committee, attended by Heads of delegations of the CCC itself and by a representative of the Cultural and Scientific Committee of the Consultative Assembly, provided an opportunity for those conversant with the problems of European cultural co-operation to look objectively at the advantages and shortcomings of the system created and to propose how it could be improved. Since the results of this meeting will affect the very foundations of the CCC's work they are covered in some detail in Chapters 1, 2 and 3.

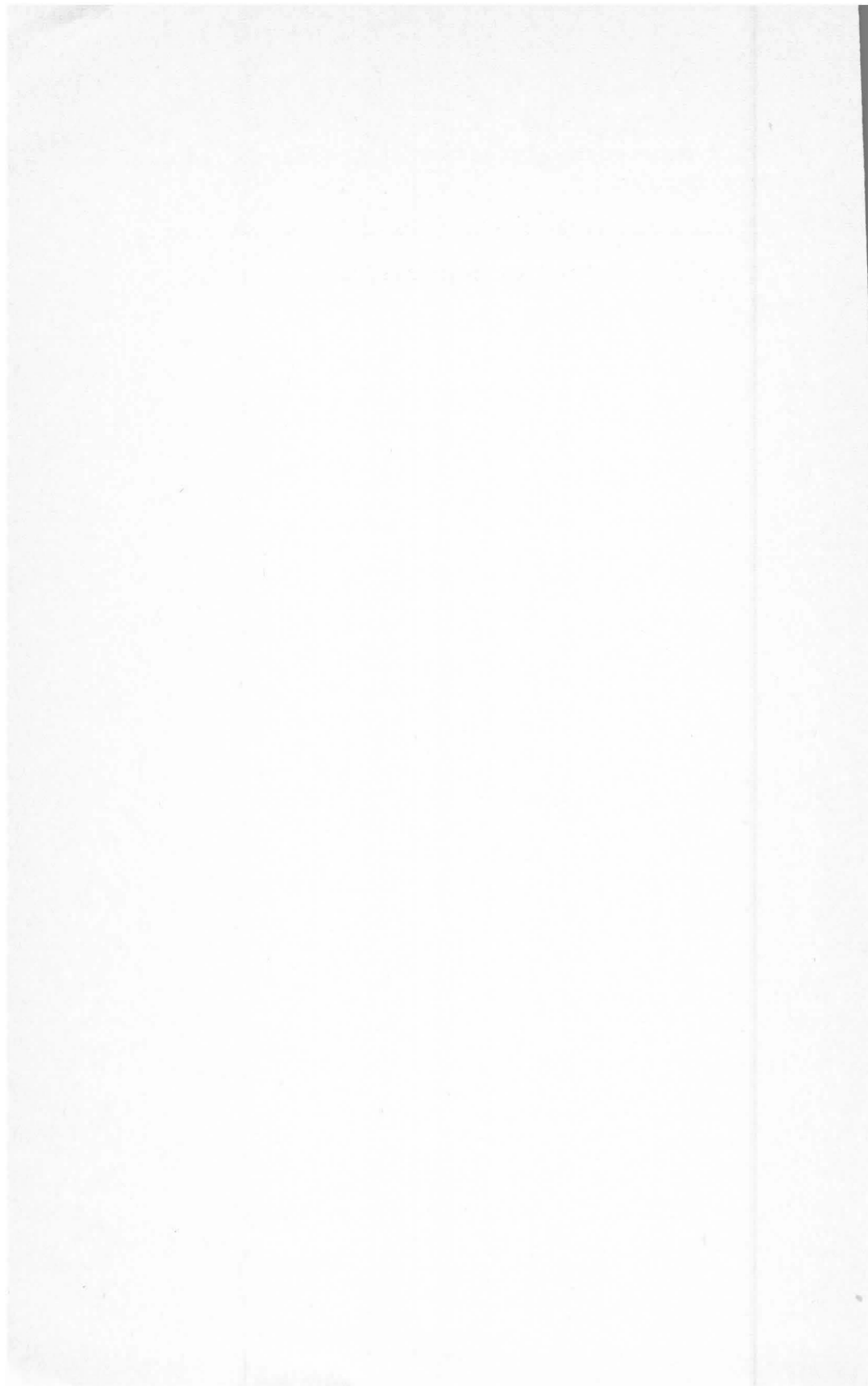
The Resolutions of the Conference of European Ministers of Education and the programme proposals of the *ad hoc* Committee were communicated to the CCC at its June Session so that they could be taken into account in the preliminary planning for 1965. On the other hand, all the *ad hoc* Committee's proposals relating to structures, staffing and finance had first to be submitted to the Committee of Ministers, whose decisions thereon were not known until late in the autumn. Consequently they could not be applied by the CCC until its January Session 1965, at which it established the final programme for that year.

Perhaps the most far-reaching decision taken by the Committee of Ministers was that determining the resources of the Cultural Fund for the period 1965 to 1967. Since the CCC enjoys financial autonomy within the limit of the resources guaranteed to it by the Committee of Ministers for a three-year period, the long-term planning of the cultural programme hinges on advance knowledge of the amount that will be available in successive years. This question will be discussed in the special chapter of this report which, in accordance with tradition, gives an account of the CCC's administration of the Cultural Fund.

For reasons of clarity the 3rd annual report will be divided into four main parts :

1. A summary of the proposals put forward by the *ad hoc* Committee concerning methods of work, programme policy, structures and staffing and of the decisions taken by the Committee of Ministers and the CCC in this field ;

2. A report on the administration of the Cultural Fund and of the problems arising ;
3. An account of the implementation of the 1964 programme ;
4. An outline of the 1965 programme adopted by the CCC in January 1965.



PART I

**STRUCTURES, METHODS OF WORK,
STAFFING AND PROGRAMME
POLICY**

CHAPTER 1

Structures, methods of work and staffing

Committee structures

The main components of the new system set up by the Committee of Ministers in 1962 were :

— The Council for Cultural Co-operation, which was made responsible for :

(a) drawing up, for submission to the Committee of Ministers, proposals concerning the cultural policy of the Council of Europe ;

(b) co-ordinating and giving effect to the overall cultural programme of the Council of Europe ;

(c) allocating the resources of the Cultural Fund ;

— Three Permanent Committees responsible to the CCC :

— Committee for Higher Education and Research ;

— Committee for General and Technical Education ;

— Committee for Out-of-School Education ;

— Working parties, to be convened by the CCC, on specialised problems such as cultural exchanges, fine arts, etc. ;

— The Directorate of Education and Cultural and Scientific Affairs, with the principle task of giving a constant impetus to effective co-operation between member countries of the Council of Europe, to which was added in 1964 :

— An Educational Documentation Centre.

The *ad hoc* Committee drew four broad conclusions from its review of this situation :

(a) that the existing structures had in the main proved to be adequate ;

(b) that insufficient provision had been made for the continuation and development of the activities in the field of audio-visual

media, which were transferred to the Council of Europe from Western European Union in accordance with Resolutions (59) 23 and (61) 40 of the Committee of Ministers ;

(c) that the Working Parties of the Council for Cultural Co-operation should be integrated in the normal programme financed by the Cultural Fund, since they had proved to be similar to the study groups on educational problems convened by the Permanent Committees ;

(d) that the Directorate of Education should be strengthened from the beginning of 1965.

The Committee of Ministers agreed to this analysis and took the important step of creating a new Permanent Technical Committee for Film Activities to remedy the deficiency mentioned under (b) above. This new Permanent Committee, unlike the others, will be at the service of the subsidiary organs of the CCC. It will be entrusted with the preparation and implementation of a programme consisting of the following elements :

1. The promotion and co-ordination of the production of films in the cultural and educational fields.

2. The promotion of the use of films in these fields by means of :

- (a) exchanges ;
- (b) theatrical distribution ;
- (c) non-theatrical distribution ;
- (d) educational distribution ;
- (e) distribution by television.

3. Studying problems concerning the production and use of films and other audio-visual media with a view to submitting relevant advice to the Council for Cultural Co-operation and other committees and organs of the Council of Europe.

As regards other audio-visual aids, particularly television and sound radio, the *ad hoc* Committee found itself unable to make proposals for setting up permanent structures, but recommended that, pending the conclusion and evaluation of current studies on co-operation in the field of television, the Secretary-General should be given the authority, the staff and the funds to enable him to

explore the possibilities of building up co-operation with the appropriate authorities. The Committee of Ministers agreed that for the time being television activities should continue to be carried out under the authority of the Secretary General.

Henceforward the CCC will therefore have at its disposal four Permanent Committees, three covering the main branches of education and one specialising in a specific medium whose importance to educational methods in all three branches increases from year to year.

Other machinery

The *ad hoc* Committee did not confine its attention to committee structures. Realising that the foundations of an effective international system must reach down into the much more solid substrata of the member countries, it made three recommendations for strengthening the national machinery for European cultural co-operation :

(i) that each country should institute the necessary inter-ministerial consultations for following up the questions dealt with by the CCC ;

(ii) that each country should appoint national correspondents responsible for dealing directly with the Directorate of Education in each specialised field important enough to justify such a measure ;

(iii) that each country should consider ways and means of enabling non-governmental cultural and educational organisations to be closely associated with the work of the CCC.

As regards the second of these points, the Committee considered that the increased specialisation of the work of the CCC (for instance the Major Project, Modern Languages) and the establishment of regular services (such as the Educational Documentation Centre) called for a chain of national correspondents with whom day-to-day exchanges of information could be carried out without recourse to the complicated inter-ministerial machinery needed for policy decisions.

As for the third, the Committee was aware that the follow up of the CCC's work in member countries would be greatly enhanced if there were national committees or associations which could harness the energies of private educational and cultural circles.

In some countries the National Commissions of UNESCO were cited as models ; in others certain teachers' associations or the Joint National Committees organised by the European Cultural Foundation were seen as a possible nucleus. It was in view of this diversity of approach that the *ad hoc* Committee left the terms of this recommendation as flexible as possible.

The Committee of Ministers decided, as the body responsible for Council of Europe affairs as a whole, that it could not set a precedent by going beyond the terms of its Resolution (61) 41, which reads as follows :

"... 2. that co-ordination should be ensured between the various Ministerial departments whose collaboration is necessary for the realisation of European projects ;

3. that the procedure for the exchange of information on national action in the field of education and culture and for the co-ordination of measures to solve similar problems should be continued in the framework of the Council of Europe as has been done in the past under the Partial Agreement ".

The Committee of Ministers therefore took no action on the specific proposals made by the *ad hoc* Committee. The CCC has since established a system of co-operation with the principal international professional teachers' organisations, as a result of the meeting reported in Chapter 6.

Finally, the *ad hoc* Committee drew attention to the dependence of the CCC on the premises, equipment and services which the Council of Europe is able to provide, and asked the Committee of Ministers :

(a) to consider, in due course, the appointment to the staff of the Educational Documentation Centre of further administrative grade officials ;

(b) to reinforce the general services of the Council of Europe which have been most closely affected by the recent expansion in the work of the CCC (translation, reproduction, printing services, publications, etc.) ;

(c) to provide certain special facilities such as rooms equipped for demonstrations in technical fields (such as audio-visual aids and modern languages) for which the CCC is the only competent European inter-governmental organ.

The first two of these recommendations were taken into account in the budgetary decisions of the organisation for 1965, but no specific action has yet been taken on the proposal to equip premises for technical work.

To sum up, it may be said that the majority of the measures proposed by the *ad hoc* Committee were implemented by the Committee of Ministers and will come into force in 1965. The CCC is bound to express regret, however, that the problem of ensuring direct and permanent links with the different countries on questions not requiring policy decisions still remains unsolved¹, for, to summarise a memorandum on public relations and publicity which the Consultative Assembly submitted to the *ad hoc* Committee, the CCC — as the embryo of a co-ordinating body for educational and cultural co-operation in Europe — would have a better chance of penetrating public opinion if officially recognised national machinery existed for the purpose in each member country. Moreover a clearing house is of little avail without a recognised network of national correspondents, both governmental and private, particularly in the field of education, where many valuable experiments leading to future reforms are carried out under private auspices. In view of the importance of this problem, the CCC and the Directorate of Education will continue to make the best possible use of existing channels of communication, so far as staffing possibilities permit.

Staffing

This brings us to the fourth conclusion of the *ad hoc* Committee, namely that the staff of the Directorate of Education should be considerably strengthened without delay. This is not the place to discuss the internal staffing problems of the Directorate. Suffice it to say that it had become apparent by 1964 that the programme planned by the CCC in the previous year had fallen behind schedule because there was insufficient staff to follow it up effectively. In particular the work relating to audio-visual media, in adult education, in public relations and in certain aspects of school education had suffered curtailment or delay.

1. The issue is nevertheless closed, since the Committee of Ministers has taken a negative decision on the relevant recommendation of the *ad hoc* Committee.

The *ad hoc* Committee studied and endorsed staffing proposals which would have increased the staff of the Directorate of Education by 21 posts, five of which would have been of administrative grade, and six of intermediate grade (B5). In addition it proposed the appointment of a senior-grade official for publicity and public relations, after examination of a memorandum submitted by the Consultative Assembly. Apart from the latter and a senior post for the newly-created Film and Television Division, the proposals of the *ad hoc* Committee relating to 1965 were accepted by the Committee of Ministers with one important proviso: that the new posts should be created gradually between January and October 1965. The *ad hoc* Committee had urged that most of the new posts should be filled during the first half of the year. The effect of this approach will inevitably be to slow down expansion of the programme in 1965, although the longer-term projects remain by and large unimpaired.

Lest there may be a tendency to judge the extent of the CCC's work purely by the level of the grant-in-aid to the Cultural Fund, it might be stated here that an executive programme depends just as much on human resources as on funds. There is, indeed, a close correlation between the two factors. By 1964, for the first time since the CCC was created, it was clear that staff had lagged behind financial resources. The reverse side of the medal will be seen in Chapter 3.

Methods of work

The present methods of work of the CCC and its committees may be summarised as follows. The CCC meets twice a year, in January and again in May or June. The work of the January Session falls into three parts:

(a) retrospective, including a tidying-up of details of the budget for the previous year: hearing reports on activities of the previous year from the Chairmen of the Permanent Committees and from the Secretariat; approval of the annual report for the previous year;

(b) current, including final approval of the programme and budget for the year just beginning: this includes consideration of all aspects of the current programme;

(c) prospective, including discussions of future policy and the giving of directives to the Permanent Committees which will be preparing programme proposals for the following year.

The *ad hoc* Committee noted with satisfaction that the methods used by the CCC and its subsidiary organs had enabled appreciable results to be achieved, but noted that the system whereby the CCC held two annual plenary Sessions had resulted in too much time being spent on administrative detail to the detriment of questions of general policy. It therefore recommended that the CCC should hold only one plenary Session, in May or June of each year, with the following outline agenda :

(a) progress reports of the Permanent Committees and other specialised sectors ;

(b) suggestions to the Permanent Committees and specialised sectors for the future development of their work ;

(c) preparation of the draft programme for the following year ;

(d) discussion of general policy ;

(e) questions transmitted by the Committee of Ministers.

It suggested that this meeting should be preceded by a meeting of a Programme Finance Committee composed of one member of the CCC for each participating country. The Chairmen of the Permanent Committees, the Rapporteur on Cultural Activities and the Chairman of the Cultural and Scientific Committee of the Consultative Assembly would *ex officio* be members of this Programme Finance Committee and of the CCC at its plenary Session, in order to ensure representation of all the parties concerned.

It further recommended that the CCC should hold a brief Session of about three days in January of each year, with a limited agenda comprising :

(i) current affairs and the finalisation of the programme for the current year ;

(ii) preparation of the programme of cultural activities which are the direct responsibility of the CCC.

These recommendations were endorsed by the Committee of Ministers and, after a transitional meeting in January 1965,

will come into immediate effect. It should be noted that the CCC had already taken steps in this direction in 1964, particularly by setting up a working party for cultural activities.

The *ad hoc* Committee also discussed the facilities accorded to the Permanent Committees, and made two specific recommendations :

(a) that the practice whereby the Committee for Higher Education and Research holds a second annual meeting at a university town in one of the member countries should be maintained.

By accepting this recommendation the Committee of Ministers placed on a firm official basis an *ad hoc* arrangement, inherited from Western European Union, which had proved its worth in the years 1962 to 1964 ;

(b) that, in view of its complex responsibilities, the Committee for Out-of-School Education should be authorised to hold an annual session of five days so that it might organise its work in three sections and yet have time for the necessary plenary Sessions.

The difficulties of the Committee for Out-of-School Education in planning a consistent programme have been due in no small measure to the fact that different national officials are responsible for the three branches of its work : youth, adult education, physical education and sport. By authorising a longer meeting attended by three representatives per member country, the Committee of Ministers has no doubt greatly helped the Committee to overcome its difficulties. Moreover the recommendation addressed to this Committee by the CCC at its 6th Session (see Chapter 2) should contribute to the harmonisation of the programme in this field.

The concern for concentration and co-ordination was also apparent from two other recommendations of the *ad hoc* Committee, this time addressed directly to the CCC :

(a) that each Permanent Committee be allowed to propose items for the agenda of another Permanent Committee and, where such an item is accepted, to appoint one of its members as Rapporteur to take part in the debate in the other Committee ;

(b) that the CCC should convene joint study groups wherever a new subject is found to require action by more than one committee.

The CCC already held its first joint Study Group (on leisure) in December 1964, as a result of the second of these recommendations and the first recommendation will be put into effect in the 1965 programme.

Finally, the *ad hoc* Committee made two proposals for improving co-ordination with the Consultative Assembly. The first of these, which was in accordance with the wishes of the Assembly itself, called for closer relations at the planning stage between the Directorate of Education and the Secretariat of the Cultural and Scientific Committee of the Assembly. The second expressed the hope that the Consultative Assembly would take advantage of its right to appoint three full members of the CCC in order to co-ordinate the representation at CCC Sessions of the various consultative organs associated with its work. The purpose of this suggestion was to point out that machinery already existed for making known to the CCC the views of such bodies as the European Conference of Local Authorities which have expressed keen interest in its work.

Future modifications

One of the essential elements of the existing system was the possibility of reviewing structures and working methods after a given period of time. The *ad hoc* Committee felt that there might be no need to convene another review committee in the foreseeable future and suggested to the Committee of Ministers that the CCC itself was fully qualified to submit to the Ministers any modification which might prove necessary in the future. The Ministers endorsed this opinion, but retained the right to convene a further *ad hoc* Committee at its own initiative.

Having regard to the generally positive conclusions of the *ad hoc* Committee it seems unlikely that a radical overhaul of the system will be necessary for some years to come, although developments in specific fields, such as television, might call for specific changes in due course.

CHAPTER 2

Programme directives and cultural policy

General aspects

The CCC has always been conscious of the mandate conferred on it by Resolution (61) 39 of the Committee of Ministers: "To draw up, for submission to the Committee of Ministers, proposals concerning the cultural policy of the Council of Europe". However, the task of defining the cultural policy of the Council of Europe was one which could not be undertaken lightly, since there were no precedents, and the CCC thought it wise to gain two years' experience of the practical possibilities of cultural co-operation before undertaking it. The volume of administrative detail which had to be dealt with in this experimental period also left little time for general policy debates.

In January 1964 the CCC held its first full-scale policy discussion, as a result of which it was able to adopt a provisional policy statement which it transmitted to the Committee of Ministers. The idea was that if the Ministers so wished they might use it as a basis for defining the policy within the framework of which the *ad hoc* Committee could put forward its proposals.

The Ministers decided to take no position on the substance of this document for the time being but transmitted it to the *ad hoc* Committee for information. This Committee therefore had at least an indication of the lines on which the CCC was thinking. The terms of reference of the *ad hoc* Committee did not authorise it to advise the Ministers on cultural policy; they called for proposals as to how that policy could best be put into effect. The Committee therefore concentrated on giving shape to the future programme of the CCC. It was helped in this task by various documents, in particular the outline of a new programme in the cultural field prepared in January 1964 by a working party of members of the CCC, by the programme of the CCC for 1964, by the Resolutions

of the London Conference of Ministers of Education and, finally, by a classified compilation of the proposals of the Permanent Committees, the *ad hoc* Working Parties and the Secretariat for the years to come.

In the light of all these data the Committee decided that the time had come for the CCC to undertake a serious effort of long-term planning as from 1965. It recommended that this planning should be based on the compilation of projects presented by the Secretariat but warned the CCC against excessive rigidity. The purpose of such a catalogue was to enable the CCC to follow the general trend of its future action, select priority subjects and detect possible gaps, while maintaining sufficient flexibility to ensure adjustment to future developments in Europe.

This new emphasis on long-term planning is probably the most significant development for the future activities of the CCC, which has gradually been moving towards integration since it took over the somewhat heterogeneous programme of the Committee of Cultural Experts. The implications of planned expansion from the financial point of view will be discussed in Chapter 3.

Having determined the general pattern of the future programme, the *ad hoc* Committee turned its attention to criteria for determining which projects should receive priority. Here it took as its point of departure the five programme directives which the Committee of Ministers had addressed to the CCC in Resolution (61) 39 some of which were found to be more appropriate to an exploratory period than to a period of long-term planning. These five directives were worded as follows :

(a) to compare the reforms and plans in progress in the various countries, giving priority to the three main sectors : university, school and out- of- school education ;

(b) to indicate the sectors where more active European co-operation is desirable ;

(c) to facilitate the exchange of persons and cultural material between different countries ;

(d) to pool certain facilities for training and action, for the use either of Europeans or of non-Europeans ;

(e) to make known to both Europeans and non-European nations the ideas, conceptions and creative works of the European genius.

The more comprehensive text proposed by the *ad hoc* Committee was approved by the Committee of Ministers in September 1964. This nine-point "charter" will serve as a guide to the CCC for drawing up its future programme. It is quoted here in full :

" (a) To bring new ideas, new techniques, new achievements discovered in one member country to the attention of all and facilitate their adaptation to the needs of other interested members ;

(b) To pool national achievements and make the people aware of their common responsibilities as Europeans ;

(c) To increase the educational potential of each country ;

(d) To promote the study of the particular questions brought to its notice by the Resolutions of the Conferences of European Ministers of Education, which have adopted the principle of identifying particular subjects requiring collective study ;

(e) To multiply instruments of practical co-operation between European educationalists ;

(f) By close organic co-operation, to help Governments to enable Europeans to enjoy the training and environment needful for the constant renewal of the creative genius, particularly by preparing them for active participation in " a civilisation of leisure " ;

(g) To facilitate exchanges of persons and cultural material between different countries ;

(h) To develop mutual aid between member countries ;

(i) To make known to both Europeans and non-Europeans the ideas, conceptions and creative works of the European genius, and to prepare Europeans for their responsibilities with regard to their cultural heritage. "

The *ad hoc* Committee also considered that both in the interests of planning and in order to give the public a more convincing picture of its aims, the CCC should revise the layout of its programme in such a way as to present it as a unified whole emphasising the interrelation of the work of the specialised committees and working parties. It therefore recommended :

“ that, in order to facilitate the co-ordination and concentration of its programme, the CCC should be invited to regroup its activities in broad categories covering, where appropriate, several specialised sectors. ”

The way was therefore clear by the end of 1964 for the CCC to be able to plan horizontally by grouping together, in major projects where appropriate, activities planned by its Permanent Committees and by testing the proposals of these Committees against established criteria.

The Committee of Ministers had specifically asked the *ad hoc* Committee to consider whether the CCC should envisage the extension of certain cultural activities to other continents. Certain proposals of the Assembly, in particular Resolution 279, relating to technical assistance to Africa in the educational and youth fields had been left in abeyance by the Committee of Ministers pending a decision of principle on the scope of the CCC's field of activity.

In drafting its reply to the Committee of Ministers the *ad hoc* Committee noted with interest a document submitted to it by the Cultural and Scientific Committee of the Consultative Assembly on projecting to non-Europeans the “ image ” of European culture. It also recalled the terms of paragraph 16 of Resolution (61) 39 by which the Ministers themselves had stated that priority should for the present be given to problems of European countries.

With these texts in mind it recommended :

(a) that the CCC should not for the moment introduce projects designed to establish co-operation with other parts of the world ;

(b) that its work on mutual understanding and the contributions of the European countries to the common cultural heritage be utilised in international programmes of mutual cultural understanding launched by other organisations such as UNESCO ;

(c) that Governments invite the national cultural organisations active in the presentation of European cultural values to non-Europeans to pursue their work both within and outside Europe in close co-operation with the corresponding organisations of other European countries.

At the 134th meeting of the Ministers' Deputies the Committee of Ministers endorsed this recommendation and invited member Governments to take the measures foreshadowed in par-

agraph (c). This decision has placed the work of the CCC fairly and squarely in the regional context of Western Europe but, thanks to close co-operation with UNESCO and OECD, any projects of interest to other continents can be utilised in a wider framework.

The final result of the programme recommendations of the *ad hoc* Committee is that the CCC has a large number of projects from which to select priorities, has new possibilities of horizontal planning and has a clearly defined regional context in which to operate. It is noteworthy that, thanks to the preparatory work of the CCC itself and to the identity of views of Governments on these questions, all the proposals mentioned in this chapter were approved by the Committee of Ministers without modification.

As for the paper defining the cultural policy of the Council of Europe, the Committee of Ministers has since instructed the CCC to prepare a concise definitive statement at its 7th Session. This statement, which is nevertheless too long to quote here, will be examined by the Ministers' Deputies at a forthcoming meeting with a view to publication.

Specific aspects

As already indicated in the 2nd annual report, the CCC prepared at its January Session 1964 the outlines of a future programme in the cultural field. This document was a valuable contribution to the work of the *ad hoc* Committee in its efforts to establish the general lines of the future programme of the CCC. Indeed certain aspects of it were used as a basis for the programme directives mentioned above.

The cultural programme, many features of which go back to the days of the former Committee of Cultural Experts, is to be adapted progressively to the methods of co-operation introduced in the educational field and will centre principally upon the problems of the preservation and development of the European cultural heritage in the new conditions of industrial society (for further details see Chapter 4). This will mean winding up certain activities which have served their purpose, such as the courses of European Studies and the European Film Prize, and launching others more closely related to the central theme.

A more thorny problem was that of bringing the programme for out-of-school education into line with the general trend of CCC policy for, as already hinted in Chapter I, this Committee has lacked the necessary homogeneity to put together a consistent programme on its own initiative. In the absence of guiding principles it had tended to spread its efforts too thinly over too wide a field. Since the Chairman of the *ad hoc* Committee had been authorised to report to the CCC at its June Session on the programme directives drawn up by his Committee, the CCC was able to take immediate action on this problem, which falls entirely within its competence.

After considerable discussion, in which certain delegations expressed fear that any attempt to define the field of activity of the Committee for Out-of-School Education might prove too arbitrary, the CCC addressed the following recommendation to the Bureau of the Committee with a request that it should revise the preliminary programme of this Committee for 1965 :

“The CCC was well aware of the difficulties to which the Committee for Out-of-School Education has drawn its attention and had itself noted them when considering its own overall programme ; it took the view that it should endeavour to help the Committee to adjust its terms of reference and its programme of activities to the new trend of this overall programme.

It recognised the considerable value of the work accomplished by the Committee during its period of exploration and preliminary contacts, which was a necessary prelude to the concentration of activities on priority fields.

It considers that, in the three sectors within the province of the Committee for Out-of-School Education, this concentration should henceforth hinge on two main axes, so as to facilitate the integration in the overall programmes of the projects opened up by the Committee, i.e.

1. the need to give priority to the strictly educational aspects of these activities, particularly as regards the training and in-service training of cadres and education for leisure ;
2. the need to give priority to forms of intergovernmental co-operation which best meet the requirements of a joint promotion of European cultural values, basing itself on the very valuable contacts which it has been able to establish with the non-governmental organ-

isations concerned. It is clearly essential that these organisations should continue to be associated with the implementation of the Committee's programme as a whole.

The CCC realises that the problems of youth and sport in particular include social, health, touristic, political and organisational aspects which are very important and to which European Governments cannot remain indifferent, but which, if they were taken over by the Committee for Out-of-School Education, would leave insufficient staff and financial resources for a thorough preparation and successful carrying out of strictly cultural and educational activities which are within the province of the CCC and its subsidiary organs.

The CCC therefore hopes it will be possible to refer the study of questions of this type to other bodies which would be in a position to carry out such work, particularly those operating within the Council of Europe."

As will be seen from the summary of the 1965 programme given in Chapter 11, the Bureau of the Committee for Out-of-School Education radically reshaped its programme on the lines of this recommendation and at the same time paved the way for closer harmonisation with the work of the other Permanent Committees (horizontal planning). In particular, thanks to the promise of additional staff in the corresponding Division of the Directorate of Education, it will henceforth be able to give closer attention to the problems of adult education, which the CCC has singled out for priority treatment in accordance with a resolution of the 4th Conference of European Ministers of Education.

A further problem of co-ordination had arisen from the work on film and television. So long as the Film Experts remained outside the system of the Permanent Committees their work was inevitably conceived in a somewhat different spirit. In anticipation of the decision of the Committee of Ministers to establish them as a Permanent Technical Committee at the service of the CCC and its Permanent Committees, the Film Experts, meeting in November 1964, took steps towards harmonising their programme with the educational and cultural activities of the CCC. In particular they inaugurated a procedure for viewing and selecting the best European educational and cultural films, in replacement of the former Council of Europe Film Prize and Newsreel Prize, and launched a major film production project on a cultural theme chosen by the CCC.

For financial and staffing reasons, on the other hand, the CCC reluctantly decided to place its television activities in cold storage for the time being, despite the request for intensive work on the educational uses of audio-visual media which the Ministers of Education had made at their London Conference. The CCC hopes that when the basic studies it has already commissioned on television problems have been completed and appraised, the contours of a practicable programme of action may emerge. At present the subject seems to present too many obstacles as regards machinery of co-operation as well as substance.

The programmes for general and technical education and for higher education have developed steadily over the past year and the CCC did not feel it necessary to take any particular measures in these fields. Exceptional progress was made in modern languages and in civics, and these two subjects may be quoted as the first illustrations of a pattern of planning that is now emerging — a pattern which starts with comparative studies and ends with operational projects.

Priority was given to modern language teaching as a result of resolutions of the Hamburg and Rome Conferences of European Ministers of Education, and basic studies were commissioned soon afterwards — in particular a brochure entitled *Recent developments in modern language teaching* which summarises the results of three international courses. At the beginning of 1964 modern languages was declared a major project and the Committee for Out-of-School Education joined the Committees for Higher Education and for General and Technical Education in organising activities in the light of these studies.

The CCC itself decided that it would best serve the interests of international progress if it worked in this field in close co-operation with national institutes and associations and, "bearing in mind the interest in training specialised teachers of foreign languages and in conducting experiments in schools and out-of-school and post-school establishments in order to meet specific national needs," it emphasised the urgent necessity of ensuring co-ordination at a national level in the field of applied linguistic research. Furthermore it expressed the wish that the results of colloquia held in collaboration with national Associations of Modern Language Teachers would continue to be published in the series *Education in Europe*

in order to stimulate the development of research and the improvement of teacher training in this field.

Finally, and most significantly, it set up a small group of three "Wise Men" to co-ordinate the Major Project and draw up a general report for the European Ministers of Education in 1965.

This is the first time that the CCC has dealt directly with national associations, and it has done everything within its power to help them to internationalise their meetings.

As for civics, the point of departure was an analysis of the conclusions of international courses held between 1950 and 1961 and a survey of the status of this subject in the schools of Europe (both published in the series *Education in Europe* under the title *Civics and European Education*). As a result of this survey a detailed recommendation to Governments and international organisations was drawn up, calling attention to present defects in the teaching of civics, defining the spirit in which European questions should be presented to young people and calling for specific action, both governmental and non-governmental. This recommendation was adopted by the Committee of Ministers in September 1964 as Resolution (64) 11. As a result the European Civics Campaign has been intensified and a series of specialised studies on pedagogical methods has been launched by the CCC, while European non-governmental organisations and the Experimental Youth Centre have been encouraged to place civic education in the forefront of their activities. The response to this resolution has been prompt and enthusiastic, particularly among European educational organisations. With the decision of the Administrative Board of the Experimental Youth Centre to make civic education a focal point of its work, civics, like modern language teaching, has become a "horizontal" project covering more than one branch of education.

This trend, which is about to spread to the problems of leisure and to other fields, is a tangible sign that the different strands of the CCC's programme, spun by the individual Permanent Committees, are being woven together into a consistent pattern as soon as exploratory work reveals a clear need for concerted action.

Reference to the table of activities in Appendix E will show that even within some of the specialised sectors a considerable measure of rationalisation has taken place. The Committee for

General and Technical Education, for instance, has grouped together a number of teaching subjects which are inter-related and alike receive priority treatment. The Committee for Higher Education and Research has gone so far as to conceive its whole programme under three heads : the harmonisation of curricula and diplomas, the development of organic co-operation between universities, and the improvement of teaching methods in key subjects.

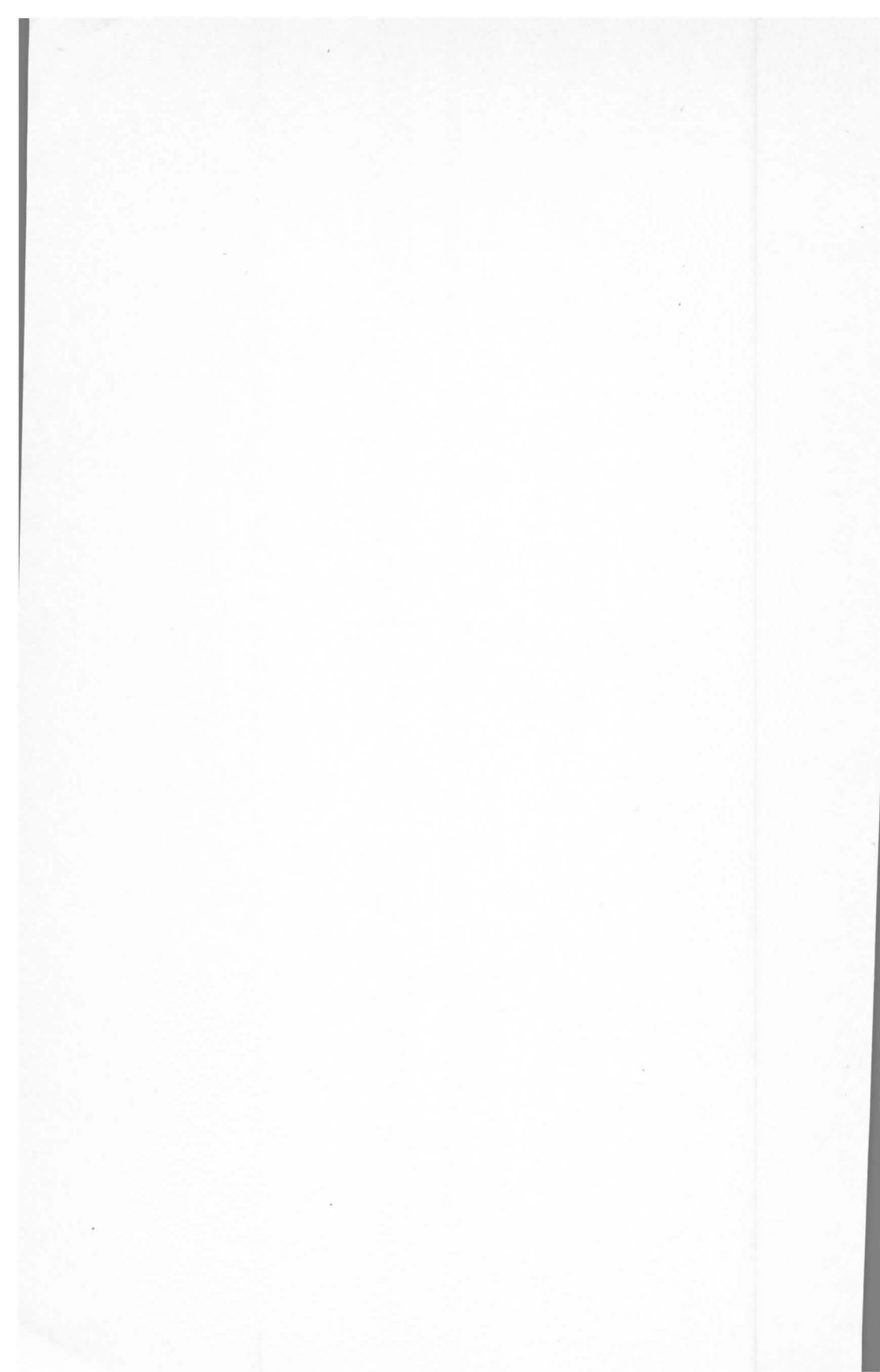
Another form of concentration practised by the CCC consists in bringing particular weight to bear on key projects which reflect one aspect of its cultural policy. Thus the five-year major project for training future teachers in Turkish teacher-training colleges will be in full swing by 1965 as a symbol of the mutual aid policy of the CCC ; while the Experimental Youth Centre, after its initial teething troubles, has been singled out for special attention as the focus of the CCC's work in the training of youth leaders.

Bearing all these considerations in mind, it is fair to say that the CCC will enter upon the year 1965 with the exploratory period of its existence well behind it, and that there is every prospect of its programme gaining in depth and cogency — and therefore in effectiveness — during the next few years.

Operational projects, such as the European Civics Campaign, the Experimental Youth Centre and European Schools Day — which has been well established for many years — are attracting an increasing amount of public interest, and it is pleasant to be able to report that the European Communities in Brussels are not only represented on the administrative boards, but also make a financial contribution to all these activities.

PART II

CULTURAL FUND



CHAPTER 3

Administration of the Cultural Fund and problems arising

As mentioned in the previous annual report, the Committee of Ministers increased the grant-in-aid to the Cultural Fund by 200,000 FF to 1,500,000 FF in 1964. This together with the contributions of Spain and the Holy See, a special contribution from the European Cultural Foundation in connection with the fund-raising of Joint National Committees¹, sundry receipts from bank interest and other sources, and the carry-over of savings on projects completed in 1963, enabled the Council for Cultural Co-operation to finance a programme of activities for 1964 estimated at 1,868,700 F; this was expanded to an estimated 1,905,300 FF at the June Session.

It is necessary to dwell at some length on the above figure since the manner in which the estimates and accounts of the Cultural Fund have been presented in accordance with its financial regulations seem to cause much misunderstanding among the uninitiated. It has in fact become obligatory to add to the estimates for each current year all sums committed but not yet spent on projects launched in previous years, with the result that the total for the current year is artificially swollen.

The possibility of carrying forward commitments from one year to the next is one of the fundamental characteristics of the Cultural Fund, without which the CCC would be greatly hampered in its long-term operations. To give a concrete example: if an exhibition of reproductions is commissioned in 1962 and the European Art Exhibition on which it is based happens to take place in the summer of that year, the expert responsible may not be able to complete his preliminary researches until the beginning of the following year and the final cost of production may not be settled until

1. It should be noted that this contribution, guaranteed by the Foundation in 1963, was paid despite the fact that the fund-raising of National Committees did not reach the target of 515,000 florins, specified in the Arrangement as the minimum sum to be raised before the Cultural Fund is entitled to receive 50 % of the proceeds.

some time in the third year. On the other hand, in extremely favourable circumstances the whole operation may be completed in one year. Such uncertainties of timing which are inherent in cultural expenditure have obliged the CCC to set aside an agreed sum for all such projects in the first year and pay the expenses within that agreed limit throughout the period of execution.

At the beginning of 1964 amounts committed for long-term projects launched in previous years totalled 620,234 FF which, added to the current estimate of 1,905,300 FF, made a theoretical total of 2,525,534 FF. It is this figure appearing in all the official documents that has given an erroneous impression of the extent of the programme undertaken by the CCC in the current year.

The balance-sheet of the Cultural Fund annexed to the annual report and submitted to the Auditors tends to reinforce this impression, for it reflects the cash position and can take no account of commitments which have no counterpart in the accounts of the bank, however real they may be from the point of view of the parties who have signed contracts or exchanged official correspondence.

The sum recorded as the balance for the year 1963 (938,578 FF) must seem enormous in proportion to the real programme for that year (1,905,300 FF). It is seen in its true perspective when one realises that 620,234 FF are tied up in order to honour commitments undertaken in previous years and will be spent at the latest by 1965. In other words, the accumulated resources on which the Cultural Fund could draw for new expenditure in 1964 amounted to a little over :

928,578 FF

— 620,234 FF = 308,344 FF

of which 60,000 FF had been set aside as a general reserve.

This sum still represents over 16 % of estimated expenditure for 1964. How then did this money accumulate ? Here it is necessary to recall that, although the CCC enjoys considerable freedom in carrying forward sums from one year to the next, it is restricted by the Statute of the Cultural Fund in two ways. Article IV, paragraph 3 (b) states that "In no case may the estimated expenditure in any given year exceed the total income anticipated for that year". Article VI, paragraph 3 (c) adds that "No commitment of any kind may be undertaken on behalf of the Cultural Fund in excess of the sums inserted in the estimates of expenditure".

These two rules are an invitation to the CCC to exercise prudence. It would be improper to exaggerate the total income anticipated for the forthcoming year — hence a tendency for receipts to outbalance estimates — and there must be an absolute certainty that sufficient funds are set aside for each project to meet all foreseeable circumstances — hence a margin of underspending on many projects. These two factors largely account for the accumulation of free money at the end of 1963. By various technical means authorised by the financial regulations in 1964, underspending of this kind will probably be reduced to smaller proportions in the future.

As regards the carry forward of sums committed but not yet spent, it must be admitted that they reached a peak in 1963¹, and this for two main reasons :

— The new system whereby the Permanent Committees of the CCC were asked to plan their own sections of the overall programme had not yet got into its stride at the beginning of that year and the activities set in motion outstripped the capacities of execution of the newly appointed Secretariat. There was thus a slowing down in the completion of projects.

— The CCC put an end to the system of grants payable to non-governmental organisations without formality, and from 1963 onwards substituted commissioned work for specified purposes, which is not paid for until the activity is completed.

It is reasonable to suppose that the strengthening of the CCC structures, the streamlining of its programme and the expansion of the Directorate of Education in 1965 will lead to a steady reduction of the carry-over at the year end. It should be made quite clear, however, that this carry-forward will never be completely eliminated and that it was never the intention of the Statute that it should be.

It was in this context that the Committee of Ministers was called upon to fix the grant-in-aid to the Cultural Fund to be guaranteed for the years 1965 to 1967. The *ad hoc* Committee, taking into account the obvious need for expansion in the fields of adult education and audio-visual aids, the increased expenditure which would

1. In 1959 the Fund spent 67.3 % of its resources within the current year, in 1960 the percentage was 73.8 %, in 1961 76.2 %, in 1962 80.5 %. It declined to 56.7 % in 1953, but has risen again in 1964 to 72.7 %.

inevitably occur on major projects just beginning, such as the Turkish teacher project and the modern language project, and also the impact of the reorganised programme of cultural activities, proposed that the grant-in-aid to the Cultural Fund should be established as follows :

- 2,000,000 FF in 1965
- 2,250,000 FF in 1966
- 2,500,000 FF in 1967

A subsequent re-assessment of the work capacities of the Directorate of Education (see Chapter 2) led to this proposal being scaled down by 250,000 FF in each of these three years, starting therefore with a grant-in-aid of 1,750,000 FF in 1965.

There was an original element in the proposal of the *ad hoc* Committee. In the first period of existence of the Cultural Fund, before the CCC was created, the Statute of the Fund had provided for a fixed grant-in-aid over a three-year period and this static arrangement might well have proved embarrassing had not several Governments generously offered additional voluntary contributions to the Fund, so that its programme could expand progressively. In 1962 however, in anticipation of the prospects opened up by the creation of the CCC, this fixed contribution became a "minimum contribution" and the Statute of the Fund was revised accordingly.

The new formula was not without its advantages, and the Committee of Ministers applied it by adding 300,000 FF and 200,000 FF respectively to the grant-in-aid in the years 1963 and 1964. Its great disadvantage was that, at the moment when the CCC had to undertake its preliminary planning (*i. e.* in May or June of the preceding year), it was unable to assess its income for the following year and could not be sure of keeping estimated expenditure within the limits of "the total income anticipated" for that year. If, between June and December, the Ministers had refused the increases in the grant-in-aid which the CCC requested, the programme carefully prepared in the previous June would have had to undergo considerable transformation.

The *ad hoc* Committee therefore suggested that the word "minimum" be deleted from the Statute of the Cultural Fund and that the principle of a three-year contribution be reinstated, this time on a sliding scale. This would have given certainty as to the

total income anticipated for the following years and guaranteed some measure of expansion from one year to the next. The rate proposed may be regarded as modest in view of rising costs in Western Europe.

The Committee of Ministers, no doubt influenced by the accumulated resources of the Cultural Fund, decided :

1. to retain the word " minimum " in Article VI 3 (b) of the Statute of the Cultural Fund ;

2. to fix the minimum contribution for the years 1965 to 1967 at its present level, namely, 1,500,000 FF ;

3. to authorise the CCC to prepare a programme for 1965 based on a theoretical grant-in-aid of 1,750,000 FF ;

4. to cover the Fund against any financial difficulties which might arise as a result of the latter decision.

The short-term result of points 3 and 4 should be to absorb most of the " free money " of the Cultural Fund — and this was no doubt the intention. How such a separation of programme credits from real assets will work out in the longer term remains to be seen. The CCC earnestly hopes that technical considerations of this kind will not be allowed to hamper the orderly expansion of the programme, which it has set as one of its main objectives.

The CCC understands — though it cannot welcome with enthusiasm — the decision of the Committee of Ministers to reduce the initial expansion of the programme by 250,000 FF. It finds much more cause for anxiety in the decision to fix the minimum grant-in-aid for the years 1965 to 1967 at only 1,500,000 FF. Not that it feels it cannot count on the Ministers to increase this sum after the first year as they did in the period 1962 to 1964, but, at the very time when it is thinking in terms of long-term planning, it is disconcerting to find that it will be unable to calculate its resources in advance and so regulate its programme expenditure in conformity with Article VI 3 (b) of the Statute of the Cultural Fund.

Should its preliminary programmes for future years be curtailed for reasons beyond its control, the streamlined procedures mentioned in Chapter 2 (restricted Session in January) will be inadequate to deal with the problems arising.

After thorough discussion of these problems at its 7th Session, the CCC took various technical decisions concerning the future pre-

sentation of its programme and addressed an appeal to the Committee of Ministers, which is contained in the following passage of the report of the Session :

“With the authorisation of the Committee of Ministers, the CCC had prepared its programme for 1965 on the basis of a grant-in-aid of 1,750,000 FF. Since 250,000 FF of this was available only in the form of a guarantee, it was almost certain that there would be no savings to carry forward into 1966.

The CCC accordingly decided to ask the Committee of Ministers for authority to draw up a programme for 1966 based on a grant-in-aid of 2,000,000 FF and to inform the CCC of its decision before its next Session in June 1965 ”.

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This chapter would be incomplete without at least a brief mention of a new and welcome development that occurred in 1964, namely the decision of the European Communities to contribute to the costs of some of the courses held by the European Experimental Youth Centre.

It was always hoped by the CCC that some of its activities would interest other international organisations to the extent that they would participate in the costs. The experiment of soliciting voluntary contributions in accordance with Article IV, 1 (b) and (c) of the Cultural Fund must be admitted to be a failure, but this new tendency to offer earmarked contributions for selected, autonomously run projects is a promising substitute.

PART III

**IMPLEMENTATION
OF THE 1964 PROGRAMME**



CHAPTER 4

Cultural Activities

I. Regional cultural planning

Cultural amenities

A study was commissioned from Mr. Pierre Sonrel, Honorary President and founder of the *Cercle d'études architecturales*, technical adviser to the French Government, on "cultural amenities to be provided in towns of 100,000 — 500,000 inhabitants, 50,000 — 100,000 inhabitants and 20,000 — 50,000 inhabitants". The author will examine the respective advantages of dispersal of the various buildings concerned with cultural activities or of their concentration to form a cultural centre around one building serving some primary purpose (theatre, library, etc.). There will also be data regarding theatres, concert halls, museums and exhibition halls, record libraries, cine-clubs and public libraries.

II. Role of public authorities in the cultural field

Obligations and resources of local authorities

The Council for Cultural Co-operation is anxious that the part played by public authorities in the cultural sphere should be commensurate with present-day needs, and has therefore decided to make this a priority subject.

A preliminary report from the delegation of the Federal Republic of Germany on *The cultural policies of German municipalities* has been distributed to the other delegations, which have sent the Secretariat similar information on the situation in their own countries. The Council is examining the best means of making a synthesis of this documentation.

III. Industrial design and modern civilisation

To study the role and influence of industrial design in daily life, the Council for Cultural Co-operation convened an *ad hoc* working party at Milan in September. As a result of this meeting, held in collaboration with the Milan Triennale, a specialist was entrusted with drafting a collective report (for publication) on the situation in Europe, and arrangements were made for a travelling educational exhibition, one of a series now in preparation.

IV. Development of creative faculties in education

Introduction of children to architecture

A basic questionnaire on this subject was sent to member countries of the Council for Cultural Co-operation, and Mr. André Hermant was asked to prepare a collective report, comprising :

- (i) a final text of the replies of Governments to the questionnaire ;
- (ii) an analysis and synthesis of the replies ;
- (iii) practical proposals.

This study will be published in 1965.

V. Leisure

Role of the major cultural centres

Most Europeans will soon be able to travel and to visit those major centres which are or have been the *fons et origo* of European civilisation. This development raises one of the particularly important problems of the new "civilisation of leisure".

In 1963 the Council for Cultural Co-operation invited the Working Party "Europe marches on" to undertake a study of possible European action to "arouse public awareness of major cultural centres and their incorporation in a civilisation of leisure". The Working Party commissioned two specialists — Mr. Pouris, Director of International Relations at the Greek National Tourist Office, and Professeur Beerli of Geneva University to produce a basic report on *Cultural tourism and awareness of Europe*.

In addition, at its October meeting the same Working Party considered technical ways and means of preparing as a European co-production and with a subsidy from the Council for Cultural Co-operation, a documentary film on *Communication routes in Europe*. Films on *The Universities* and *Music* were envisaged as later productions.

Moreover, in view of the interest taken by several Committees of the Council for Cultural Co-operation and of the Consultative Assembly in the problems of a leisure civilisation, the CCC convened for December 1964 a joint Working Party to take stock of the situation and make proposals as to how the necessary work may best be apportioned.

VI. Universality of the European cultural heritage

The Council for Cultural Co-operation has decided that efforts to arouse awareness of the unity of Europe and our common cultural artistic and literary heritage, which form part of its traditional programme, should be made a major project and be given priority.

1. *European art exhibitions*

One of the main items in this major project has for a long time been the holding of European art exhibitions.

This year the 9th European Art Exhibition on the subject *Byzantine Art as a European Art*, organised by the Greek Government under the auspices of the Council of Europe, was held at Athens from 1st April to 15th June. The undoubted success of this event fully confirmed the value of these exhibitions. Like all the others in the series it is intended to show the universality of the European spirit and artistic heritage throughout the centuries by illustrating one of the great epochs of European culture. The admirable planning of the exhibition building (Zappeion), the skilful arrangement of the exhibits and their intrinsic merit made it possible to achieve the desired aim.

In order to diffuse the results of these exhibitions to the general public and to schools, considerable audio-visual material relating to them (catalogues, slides, travelling exhibitions of reproductions, albums, films, books, etc.) is being produced.

Travelling exhibitions, produced in 1963 and 1964, of reproductions from the 6th and 8th Exhibitions (*The Sources of the XXth century* and *European Art around 1400*) are now on tour in Europe.

2. Travelling educational exhibitions

The Council for Cultural Co-operation regards travelling educational exhibitions as a particularly effective way of reaching the general public, and especially school-children.

In this connection the French Government has announced that it is prepared to reproduce copies of the travelling exhibition on *Development of travel and transport* and the Netherlands Government on that on *Town planning*.

The Cultural Fund will make a grant for this purpose. The third travelling educational exhibition, on *The Universities*, is in course of preparation.

3. Translations of literary works written in lesser-known European languages

Under the programme designed to promote a general awareness in Europe of our common heritage, the Council of Europe has been attempting since 1957 to make literary works written in lesser-known European languages more widely known by sponsoring the publication of a series of translations.

In 1964 the following countries have received grants from the Cultural Fund to enable such works to be translated and published :

— Turkey, for the translation into French of the book *Mr. Fahim and Ourselves*, by A. S. Hisar ;

— Italy, for the translation into French of the work *Leggende friulane*, written in *Friulano* by Caterina Percoto.

The Secretariat has also made arrangements with the publisher Peter Owen (London) for the publication in English of a uniform series of these translations.

4. *European folklore collection*

In the series of works intended to spread a knowledge of the folklore heritage in Europe, the Council for Cultural Co-operation plans publication of a volume (the 4th and last in the series) on anecdotes.

The first volume in the series (devoted to folk-tales) was published by Rosenkilde and Bagger in Copenhagen in the summer of 1963. The second volume (on ballads) is in course of completion, and negotiations have already been started with a French publisher for the publication, subsidised by the Council, of the third volume (on folk theatre).

The *ad hoc* Working Party responsible for preparing the fourth volume in the folklore series met at Athens in September.

5. *Council of Europe contribution to the UNESCO Major Project on the mutual appreciation of Eastern and Western cultural values*

The usual meeting between the Secretariats of UNESCO and the Council of Europe with a view to the implementation of this scheme was held in Paris in March.

Following the discussion, the Council of Europe's contribution to this project in 1964 was to purchase and send to Eastern countries :

- (i) copies of the catalogue of the 9th European Exhibition (Athens, *Byzantine Art as a European Art*) ;
- (ii) slides of the 9th European Art Exhibition ;
- (iii) copies of the Art Album produced in connection with the 7th European Exhibition (*Romanesque Art*, Barcelona and Santiago de Compostella, 1961) ;
- (iv) copies of the folklore series ;
- (v) copies of the following films :

— *Europäisches Rokoko*, the film produced for the 4th European Exhibition ;

— *The open window*, the film jointly produced by five Western European countries depicting European landscapes through paintings ;

(vi) copies of a card index of "books likely to give oriental readers an idea of European cultural values".

VII. Preservation and development of ancient monuments and sites of historic and artistic interest

Following initial action by the Consultative Assembly, and with a view to inaugurating a European co-operation programme for the preservation and development of ancient buildings and historic or artistic sites, the Council for Cultural Co-operation included this point in its cultural programme. In view of the importance of taking positive action to meet the most urgent needs, the Council decided to organise in 1965, in conjunction with the Cultural and Scientific Committee of the Assembly, and at the expense of the host Governments, two meetings on the following subjects :

(a) Criteria and techniques to be adopted for the classification of monuments (Spain) ;

(b) Problems raised by the restoration, in their aesthetic or natural setting, of buildings of artistic or historic interest which no longer fulfil their original purpose (Austria).

Preparatory studies on the two subjects have been commissioned.

VIII. Protection of cultural property

Projected European action for the protection of the archaeological heritage

At its 5th Session, the Council for Cultural Co-operation decided to undertake a preliminary investigation with a view to European action to protect the archaeological heritage, in pursuance of Article 1 of the European Cultural Convention, which stipulates that "each Contracting Party shall take appropriate measures to safeguard... its national contribution to the common cultural heritage of Europe...".

On the instructions of the Council, the Secretariat, in agreement with the Italian delegation, appointed Professor Massimo Pallottino,

who holds the Chair of Etruscan Studies and Italian Antiquities at the University of Rome, to prepare an introductory memorandum and a questionnaire for this investigation. Professor Pallottino also agreed to produce in 1965 a collective report comprising an objective analysis of governmental replies and a constructive review of the present situation in Europe.

IX. Other activities

1. *Research work commissioned by the Council for Cultural Co-operation on subjects appropriate to its programme*

Besides the annual grants awarded by the Council of Europe since 1953 for research work of European interest, the Council for Cultural Co-operation has decided to commission work from specialists on subjects germane to its programme.

The following six subjects have been adopted for 1965 :

— Problems raised by the migration of research workers towards non-European countries ("brain-drain") ;

— How to visit a museum ;

— Cultural and training leave permitted by law or granted on the initiative of some firms ;

— Cultural amenities to be provided in towns of 100,000 — 500,000, 50,000 — 100,000 and 20,000 — 50,000 inhabitants (continuation of the study made by Mr. Sonrel in 1964) ;

— Growth in the educational and cultural significance of film and television in the member countries of the CCC ; the impact of international action and the opportunities for development through international co-operation ;

— Financial and legislative aspects of the protection and development of ancient buildings and historic or artistic sites in member countries of the Council for Cultural Co-operation.

2. *Council of Europe research fellowships*

Council of Europe research fellowships are granted annually to encourage research of European interest in various branches of science and culture.

The Selection Committee met at Strasbourg in December and awarded six research fellowships for 1965 to nationals of member countries of the Council for Cultural Co-operation (or to refugees legally resident in these countries).

The subjects chosen are as follows :

— *Pouvoir d'imposition fiscale des Communautés européennes et fédéralisme ;*

— *La transformation du droit international en droit interne et l'intégration européenne ;*

— *L'information sur le droit civil étranger — la preuve du droit civil étranger devant les tribunaux nationaux ;*

— The actual contribution and potential significance of cultural centres to European integration ;

— The position of the small sovereign State in a supranational (European) community ;

— *Une expérience d'intégration économique dans le bloc communiste : " la division socialiste du travail ".*

The best of these essays will be published in the *European Aspects* series (by the firm of Sijthoff, Leyden, Netherlands), with a grant from the Cultural Fund.

In 1964 the following works were published in this series, which now contains 24 works by Council of Europe fellowship-holders :

— *Les Conseils de Ministres des Communautés européennes ;*

— *Le pouvoir de décisions des organisations internationales européennes ;*

— *La Commission européenne des Droits de l'Homme.*

3. University interchange

This system, which has been working satisfactorily since 1956, is intended to assist professors invited to give lectures or courses in universities in far distant places. The scale of exchanges in 1964 was satisfactory. Twenty-one people took part in the project.

4. Cultural Identity Card

The Cultural Identity Card, virtually a European cultural passport, is issued upon application (supported by reasons) to

national governmental authorities. These receive annually from the Secretariat the required number of cards, together with booklets containing useful addresses and lists of facilities granted to card-holders.

This scheme has now grown to such proportions that the Secretariat feels the time has come to introduce some improvements. A specialist has therefore been asked to report on the use made of the card and submit practical proposals for the publication early in 1965 of a new edition of the booklet *List of facilities granted to holders of the Cultural Identity Card together with a list of useful addresses*. In 1954, when the Cultural Identity Card first appeared, 1,996 cards were issued; in 1963, after ten years' operation of the system, this figure had risen to 5,604.

5. Council of Europe film prizes

This year at the International Film Festival held at Locarno in July the two film prizes of the Council of Europe were awarded for the last time, i.e. the European film prize and the Council of Europe newsreel prize.

The jury, comprising official representatives of Belgium, the Federal Republic of Germany, Norway, Spain and Switzerland, viewed seventeen films and awarded:

— the European film prize to the Dutch film *Zon op Sondag* (*Sun on Sunday*), "for the realism, liveliness and humour with which a fine Sunday in Holland is depicted";

— a special mention to the film *Today in Britain* (United Kingdom), "for the simplicity with which an attractive general picture of life in Great Britain is presented";

— a special mention to the film *Verspätung in Marienborn* (*Delay at Marienborn*) (Federal Republic of Germany — France), "for good feeling and impartiality in the treatment of a very painful problem which men of good will are trying to solve";

— the newsreel prize to the film *Bekanntnis zu Europa* (*Faith in Europe*), "for reflecting, on the occasion of Chancellor Erhard's official visit to London, Rome and Paris, the atmosphere favourable to the European idea by means of the opinions of individuals chosen at random in the crowd, with a background of typical, picturesque and often humorous scenes";

— a special mention to the British film *Royal Wedding*, “for its success in brilliantly communicating the deep sympathy of a nation on the occasion of a royal wedding”.

As from 1965, the Council for Cultural Co-operation will be operating a new system for encouraging European films selected :

(a) for their outstanding technical or artistic value ;

(b) for their contribution to an educational or cultural subject chosen each year by the Council for Cultural Co-operation.

Films thus chosen will be granted special facilities for distribution in Council of Europe member countries.

CHAPTER 5

*Higher Education and Research*¹

I. Curricula and equivalence of university degrees

Of all the fundamental problems of European co-operation within its competence, the Committee for Higher Education and Research recognised from the start that an increased harmony of curricula and the mutual recognition of higher education diplomas should constitute one of the first major themes of its programme.

Feeling that the problem of equivalence can best be approached in being guided by the notion of "material equivalence" (*de facto* equivalence, equivalence of levels and of standards), the Committee is at present engaged in the systematic study of several subjects. An initial pilot scheme devoted to chemistry produced a particularly interesting report, which it will be possible to submit to the Committee for Higher Education and Research at its meeting in the spring of 1965. As a result of the work of the Chemistry Study Group a procedure has been elaborated by the Committee which should ensure that all future conclusions are based on a thorough knowledge of the present situation. Comparative studies have been started on the following subjects: biology, physics, history and geography. The aim of these is to ascertain the subject-matter taught (content of courses), the pedagogic aim pursued by the university teacher and the "material" conditions (in the narrow sense of the term) (equipment, staff-student ratio, etc.). It is hoped that on that basis it will be possible to establish criteria which, supported by the free agreement of university teachers, in a given discipline, will guide academic training in Europe in the various disciplines.

1. Modern language activities at this level are dealt with as a separate Major Project (see Chapter 9).

1. *Conference of specialists*

Within the framework of activities connected with curricula, the Committee for Higher Education and Research recognised that, in addition to the basic studies and meetings of experts, the organisation of conferences of specialists — university teachers — in certain key sectors would be of great service in promoting *de facto* harmonisation of teaching in Europe at the highest level.

To this end the Council for Cultural Co-operation decided that the first conference of this kind will be held in the spring of 1965, on problems of stereo-chemistry.

2. *Foreign examiners*

One of the most effective and vital means of harmonising academic standards and approaches to university studies is the participation of teachers from foreign universities as full members of academic examination boards.

The first steps towards this international exchange of examiners, which is to take place at the doctorate level in the first instance, have been taken by the Secretariat.

II. *Organic co-operation between European universities*

At its meeting in February 1964, the Committee for Higher Education and Research considered the report submitted by the Study Group on means of organic co-operation between universities in Europe, which met at Strasbourg on 17th and 18th October 1963.

Since then that Study Group has held its second meeting, at The Hague on 17th and 18th June 1964, when it stressed notably the potential value for inter-university co-operation of "Centres for confrontation and research". It would not be the rule to create new bodies, but to develop certain existing centres by equipping them according to the highest standards; they would thus serve as meeting-places for members of the university teaching staff, who would there continue their work during prolonged leave for research, and at the same time would meet colleagues in their own special subjects with whom they would consider any problems of common

interest, including those relating to teaching, before returning to their own universities.

A general doctrine and a full-scale pattern of inter-university co-operation have been worked out by this Study Group. At its meeting in October 1964 at Aarhus (Denmark) the Committee for Higher Education and Research expressed its agreement with the general lines of the report submitted.

III. Comparative studies

Within the framework of comparative studies, the Committee for Higher Education and Research at its meeting in Strasbourg in February 1964 considered the following three subjects, on which the Secretariat was instructed to collect preliminary material for a systematic study :

- academic freedom ;
- the responsibilities of the universities with respect to curricula and examinations ;
- the responsibilities of the universities with respect to equivalence.

Structure of university staff

The Committee further discussed the report prepared by Mr. Sindal, Reader at the Higher Commercial Institute at Aalborg (Denmark), on the structure of university staff. The Committee was informed of the measures agreed upon by the Study Group on comparative studies to give this report as much substance as possible, and it appears probable that a final version will be communicated to the Committee at its meeting in the spring of 1965.

IV. Non-university research centres

When taking note at its meeting in February 1964 of the report of the Working Party on non-university research centres, the Committee for Higher Education and Research approved the programme of work prepared by that Group. The specific study on non-university research centres and their links with the universities

will cover the question of links between the universities and the different existing types of non-university research centres, e.g. governmental research establishments, research institutes belonging to inter-governmental organisations (Euratom), institutions supported by local authorities, institutes run by industrial firms, etc. The study should be selective and aim at high-lighting the various methodological and structural possibilities in this field.

The Committee further associated itself with the Study Group's suggestion that it would be helpful and in due course necessary to extend its activities to cover the whole problem of the place of research in universities. The Committee thought that here too it seemed possible to be selective, and in particular to work largely on the basis of existing documentation.

V. Recruitment of university staff for Africa

After making a preliminary examination at its 2nd Session of Recommendation 279 of the Consultative Assembly, on technical assistance for Africa, the Council for Cultural Co-operation referred this text to its three Permanent Committees with the request that they should examine the possibility of taking it into account when drawing up their programmes of future work.

In its turn, the Committee for Higher Education and Research, meeting in March 1965, reaffirmed the need for a course or seminar on ways of helping to recruit teachers for higher education in Africa.

The Government of the Federal Republic of Germany agreed to organise a conference of experts at the beginning of 1965 to consider the problems raised.

VI. International student exchanges for post-graduate study and research

In accordance with the decision of the Committee for Higher Education and Research to organise among officials of the main fellowship-awarding organisations a discussion on student exchanges for post-graduate study and research, a Conference was held at Strasbourg in January 1964, which dealt mainly with the following questions :

- the general problems of sending students abroad to continue their studies ;
- post-graduate studies abroad ;
- the movement of students between European countries ;
- the various categories of fellowships.

VII. Handbook for students in Europe

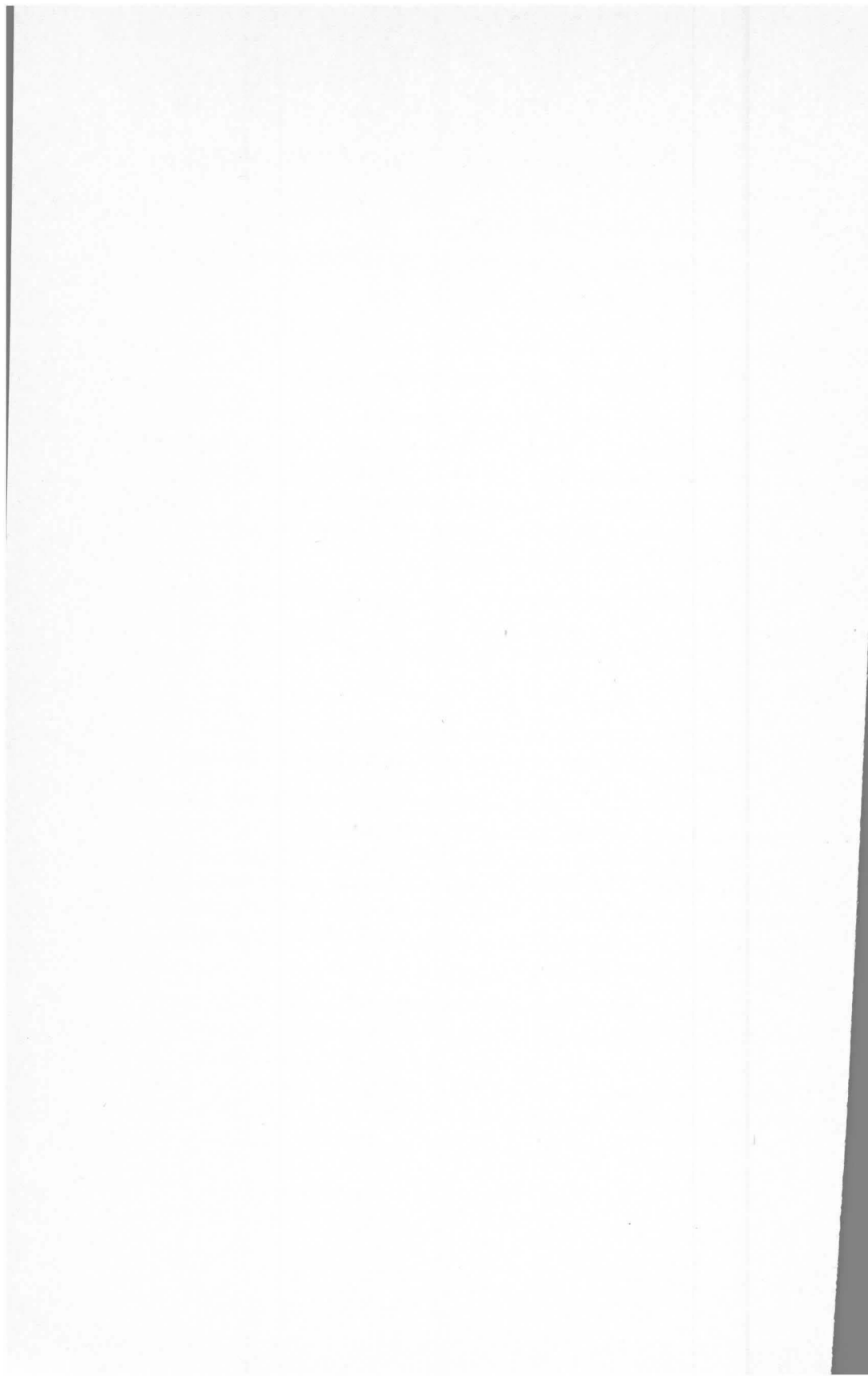
The Documentation Centre for education in Europe, with the help of the Division for Higher Education and Research, is at present preparing a handbook for the use of students in Europe, following a wish expressed by various groups which have met in connection with the activities of the Committees for Higher Education and Research and Out-of-School Education.

This handbook will comprise lists of international and national guides, as well as the addresses of official and private student aid associations. It is expected to be published in 1965.

VIII. The activities of international governmental and non-governmental organisations relating to higher education

The Division for Higher Education and Research is at present preparing a report which will briefly summarise the activities of the chief intergovernmental organisations (Council of Europe, OECD, NATO, UNESCO, EURATOM, *etc.*) and non-governmental organisations (IAU, ACU, AUPELF, European Conference of Rectors and Vice-Chancellors, *etc.*) in the field of higher education and science promotion.

This report is envisaged as a supplement to the report on the activities of international organisations relating to general and technical education presented to the 3rd Conference of Ministers of Education in Rome in October 1962, and to the report on "International scientific organisations", presented by OECD to the Conference of Ministers of Science in Paris on 3rd and 4th October 1963.



CHAPTER 6

General and Technical Education

I. Educational programme

1. COMPARATIVE DOCUMENTATION AND GENERAL QUESTIONS

(a) *Paedagogica Europaea (European Educational Year Book)*

This publication, which stems from the concern of the Ministers of Education regarding educational research and is intended to enable all countries to keep abreast of research in Europe and activities and progress in the European educational field, will appear for the first time in 1965 in three languages — French, English and German.

The Editorial Committee for *Paedagogica Europaea* held one meeting at Amsterdam (Netherlands) on 24th February and another at Strasbourg on 26th October 1964 to prepare the first volume.

(b) *Ways and means of closer European co-operation in the field of general and technical education*

A course on ways and means of closer European co-operation in the field of general and technical education was held at Frankfurt from 3rd January to 8th February 1964.

This course, organised by the Government of the Federal Republic of Germany, was attended by senior education officials from seventeen countries. The main subjects dealt with were the following :

- the Guide to School Systems ;
- problems of educational terminology (proposals for the publication of a dictionary of European educational terminology) ;

— periodical enquiries into the development of education in Europe ;

— exchange of information on educational research in Europe and publication of results ;

— how to estimate the demand for statistics and documentation in the scholastic world.

(c) *Guide to School Systems*

At its meeting in March 1963 the Committee for General and Technical Education instructed a Study Group to prepare the way for a standard terminology of educational structures. The Group met at Vienna in June 1963 and prepared the draft of a guide to School Systems, which was subsequently submitted to national Ministries for their contributions.

In March 1964 a meeting of Consultant Experts was held at Copenhagen to decide on the contributions of the Scandinavian countries to this project. In October another meeting of experts was held at Baden-Vienna (Austria) to make a final draft of the Guide, which is expected to be published in 1965.

(d) *Dictionary of European educational terms*

At its 3rd meeting, in March 1964, the Committee for General and Technical Education was informed of the plan submitted by Mr. de Landsheere (Belgium) for the preparation of a dictionary of European educational terms, which the Ministers of Education (3rd Conference, Rome 1962) considered a desirable adjunct to the study of educational problems common to European countries.

On the same occasion the Committee supported the following conclusions on the "Dictionary of educational terms" reached at the Frankfurt course (see point (b) above) :

— that national dictionaries should be compiled before the European dictionary was produced ;

— that for the choice of terms a systematic analysis of legislative documents in the most general sense should be made ;

— that the terms chosen be followed by an explanation in the national language and that such explanations be translated into French and English ;

— that well-defined rules for the outline of national dictionaries should be elaborated by a small working group ;

— that in each country one institution (board of editors, university institute, documentation centre) should be given charge of the preparation of the national dictionary.

(e) *Dictionary of geographical terms*

The plan to publish a lexicon of geographical terms results from a recommendation of the 2nd Conference on the revision of geography textbooks (Santa Cruz de Tenerife, September 1962), which noted that it was often difficult to agree on the geographical terms used in the different member countries.

A Study Group met at Strasbourg on 29th and 30th September to consider the problems raised by this project.

(f) *Road safety*

Ways and means of teaching road safety in schools were considered by the governmental experts of the Council of Europe and of the Conference of Ministers of Transport at their meeting in Paris in October 1963 ((see annual report for 1963, page 38). Since then the Committee of Ministers of the Council of Europe, on the proposal of the Council for Cultural Co-operation, adopted Resolution (64) 12, recommending Governments :

— that such instruction should be given systematically ;

— that a minimum number of hours should be stipulated for such instruction.

2. STRUCTURE OF EDUCATION

(a) *The education and vocational training of girls*

A course on "The education and vocational training of girls" was held at Worcester College, Oxford (United Kingdom) from 16th to 23rd March 1964.

This course, organised by the Government of the United Kingdom and placed under the auspices of the Council of Europe, had as its main theme preparation for life in modern society, in which

young women may wish or be obliged to act simultaneously or successively as housewives, mothers and wage-earners.

The delegates of the nineteen countries signatory or acceding to the Cultural Convention who attended the course made, among others, the following recommendations :

- that there should be a greater harmonisation in the education of girls and boys ;

- that a broad education for all should be provided at least until the age of 16 or, in any case, until the statutory school-leaving age is reached ;

- that foundations for leisure-time interests should be laid in school ;

- that there should be the same opportunities for girls and boys for part-time education. This entails equality of right to secure release from employment for this purpose.

(b) *Technical education, continued education and documentation*

A joint meeting of experts on technical and continued education and experts on documentation was held at Rome from 20th to 27th September.

The experts defined what should be understood in the programme of the Committee for General and Technical Education by the terms "Continued education" and "Technical and vocational education". They drew up a list of subjects for discussion and research in the field under consideration. The documentation specialists studied the special problems raised by these subjects. Suggestions were made for future activities as well as for research and comparative studies.

(c) *Pupil guidance*

Realising the priority that must be given to the problem of pupil guidance — in view of the extension of schooling in all European countries — the Committee for General and Technical Education was anxious to continue its activities in this field in 1964.

For this purpose a course on "The observation and guidance period in secondary education", organised by the Belgian Government, was held at Brussels from 8th to 17th October.

This course dealt with the period from the age of 11-12 to 14-15, during which an effort is made to guide pupils on the basis of observation of their aptitudes. The structures and methods employed for that purpose were studied.

In addition a Study Group met at Strasbourg on 10th and 11th December to take stock of the results of the afore-mentioned course and to prepare the outline of a publication.

(d) *Examinations*

The question of examination systems at present in force in general and technical secondary schools in European countries was studied for the first time at a course organised in Rome in 1962 under the auspices of the Council of Europe.

Subsequently, a Study Group on examinations was formed, which met at Strasbourg from 24th to 26th November 1964. The attention of this Study Group was drawn to the manifold aspects of examinations (entrance examination, intermediate examination, transfer examination, comprehensive examination, option examination) and to their dual function of sifting and orientating.

Representatives of the UNESCO Institute of Education (Hamburg), of the Luxembourg European School and of the Department of Education of Oxford University took part in this work.

(e) *Commercial education*

The Committee for General and Technical Education at its meeting in March 1963 accepted the Norwegian Government's offer to organise a course on "Commercial education".

This course was held at Oslo in June 1964, and dealt with commercial education in general and the following special subjects :

- place and role of commercial education in general education ;
- the subjects and methods of commercial education ;
- the training of teachers for commercial education.

Those who took part in the course recommended among other things :

- that commercial curricula be exchanged ;
- that the exchange of teachers in commercial schools should be encouraged on a European scale ;
- that opportunities to attend summer schools in Western European countries be offered to teachers from developing European countries.

3. SUBJECTS TAUGHT AND TEACHING METHODS

(a) *History teaching and the revision of history textbooks*

(1) A meeting of the three consultant experts on the revision of history textbooks took place at Strasbourg on 15th and 16th December.

The experts took stock of the results obtained to date by multi-lateral and bilateral agreements on the revision of history textbooks, and considered the problems of a publication containing the results of the various meetings on the revision of history textbooks (Conferences, six Council of Europe Courses, Agreement concluded between the Scandinavian countries).

(2) A Study Group on history teaching was held at Luxembourg from 28th to 30th April. Problems of preparing the following studies were considered :

- Comparative study of history teaching in member countries ;
- Study of common points in the history of European countries.

The Group also studied the history syllabus and the teaching methods used at the European School.

The Study Group also drew up the draft programme of a governmental course on " The place of history teaching in general and European education " to be held in Denmark in August 1965.

(b) *4th Conference on the revision of geography textbooks*

Following up the first three Conferences (Federal Republic of Germany 1961, Spain 1962, Ireland 1963) the 4th Conference on the revision of geography textbooks and atlases was held at the University of Reykjavik (Iceland) from 2nd to 13th July 1964.

This 4th and last Conference of the series dealt with four main subjects :

(1) "Northern Europe". The delegates to the Conference considered the way in which textbooks and atlases for the higher classes in secondary schools present the following countries : Denmark, Iceland, Norway, Sweden and Finland, and made suggestions to the authors and publishers regarding possible improvements.

(2) "Eastern Europe".

(3) Plans for a publication on the four Conferences on the revision of geography textbooks, to appear in 1966 in the series *Education in Europe*.

(4) The teaching of geography.

On the completion of its work the Conference drafted a Recommendation on the creation of a European Centre for the improvement of school history and geography textbooks, with the following chief tasks :

— to encourage European action in the field of revision of school textbooks, particularly of history and geography ;

— to give support to authors and publishers of textbooks and to all institutions, organisations or persons that may have recourse to the Centre ;

— to promote research in this field, including research into comparative pedagogics ;

— to publish a special yearbook devoted to the problems of geography teaching in Europe.

(c) *Civics and European education*

To prepare children at school to shoulder their subsequent responsibilities as citizens and to co-ordinate the various efforts on behalf of civics and European education, a European Civics Campaign was inaugurated in 1962. A Permanent Committee set up by the principal European inter-governmental and private organisations (the CCC, the European Communities, the European Cultural Foundation, the European Cultural Centre, the European Teachers' Association and European Schools Day) was entrusted with the organising of this campaign.

A series of three regional courses for further training on certain special aspects of education in civics was held under the auspices of the Civics Campaign Committee :

— “The problem of European civic education in geography teaching” (Oosterbeek, Netherlands, April 1964) ;

— “Europe and social studies” (Calw, Federal Republic of Germany, June 1964)

— Introduction to the arts and European civic education” (Vienna, Austria, November 1964).

In addition, a series of studies on the various educational aspects of teaching civics was inaugurated, the first being entrusted to Mr. R. Jetterand, General-Secretary of the Education Department of the Canton of Geneva. This study, intended for teachers, will be entitled *Introducing Europe to Senior Pupils*, and will be completed in 1965.

Furthermore, on the proposal of the Council for Cultural Co-operation, the Committee of Ministers at its meeting in October 1964 adopted an important resolution on civics (Resolution (64) 11).

In this recommendation, signatory Governments to the European Cultural Convention were invited :

— to draw up a syllabus which can serve as a model for possible school curricula ;

— to ensure that the other disciplines concerned (e. g. history, geography, literature, modern languages) collaborate in creating a European consciousness ;

— to promote methods of encouraging older pupils to take an active part in the study of current events and problems ;

— to include in the general professional training course a preparation for the teaching of civics ;

— to encourage the fullest possible use of broadcasting, television and other audio-visual aids in civic education.

(d) *Modern languages* (See Chapter 9)

4. INITIAL TRAINING AND FURTHER TRAINING OF TEACHERS

The Committee for General and Technical Education, taking into account the special importance of the problems raised by the training of teachers, asked Mr. Majault, Deputy Director of the French *Institut pédagogique national*, to prepare a comparative study on *The training of teachers in Europe*. The study has been completed and sent to Governments for amendments and corrections. A Study Group met at Strasbourg on 27th and 28th October to assess this study and give it its finishing touches. Its publication is planned for 1965.

II. Mutual aid policy and exchange programmes

(a) *Project for the initial training and in-service training of Turkish teachers in various European countries*

At its 4th Session, the Council for Cultural Co-operation expressed its conviction that the scheme for the initial training and in-service training of Turkish teachers in various European countries was a project capable of giving tangible proof of European co-operation in the field of education.

The project started under good auspices in September 1964 with the dispatch of 20 Turkish teachers to the following countries: Austria, Belgium, Denmark, France, the Federal Republic of Germany, Sweden and the United Kingdom.

A Study Group comprising representatives of Turkey and the 7 host countries, as well as the members of the Bureau of the Committee for General and Technical Education met at Strasbourg in October 1964, evaluated the experience so far gained, selected the candidates for the second group and made detailed recommendations for the execution of the programme in the years to come.

(b) *Exchanges of pupil-teachers*

A Study Group on exchanges met at Strasbourg on 27th and 28th October.

The experts who attended heard reports from the representatives of France, the United Kingdom and the Federal Republic of Germany on the bilateral exchanges of student-teachers organ-

ised by these countries. They adopted a recommendation on various aspects of the problem of exchanges and urged the development and extension of exchanges bilaterally between countries which have signed the Cultural Convention.

III. Co-operation with non-governmental organisations

The Council for Cultural Co-operation, wishing to establish the closest of links with all non-governmental organisations concerned with teaching, convened a meeting of representatives of NGOs at Strasbourg from 8th to 11th September.

The aim of the meeting was to determine how the NGOs could best co-operate with the CCC and be associated with its programme particularly in the field of general and technical education.

Representatives of the following NGOs attended this meeting:

- The European Association of Teachers ;
- The Information and Liaison Centre for Professional Teachers' Organisations ;
- The International Centre for European Training (Paris) ;
- The Federation of Europe Houses ;
- World Union of Catholic Teachers (Freiburg) ;
- Catholic International Education Office (Brussels, Paris) ;
- European Schools Day ;
- The International Federation of Modern Language Teachers (Vienna) ;
- The International Federation of Secondary Teachers (London) ;
- The International Association of Sonnenberg (Brunswick) ;
- The International Union of Family Organisations.

In the recommendations drafted on the conclusion of their work, the participating NGOs :

- expressed the wish to be closely associated with the activities of the Council for Cultural Co-operation. To make this possible the NGOs are ready to co-operate on a large scale ;

— expressed the wish that CCC publications might be issued in languages other than the two official languages of the Council of Europe, and that individual Governments might assume responsibility for translating them ;

— asked if they could know the programme of the CCC in good time in order to be able to plan their own programmes accordingly ;

— hoped that an exchange system for lecturers could be organised between the NGOs themselves and between them and the CCC ;

— suggested that the CCC be represented at their meetings, European Conferences or courses ;

— hoped that the CCC would select within its programme themes for courses which would interest them ;

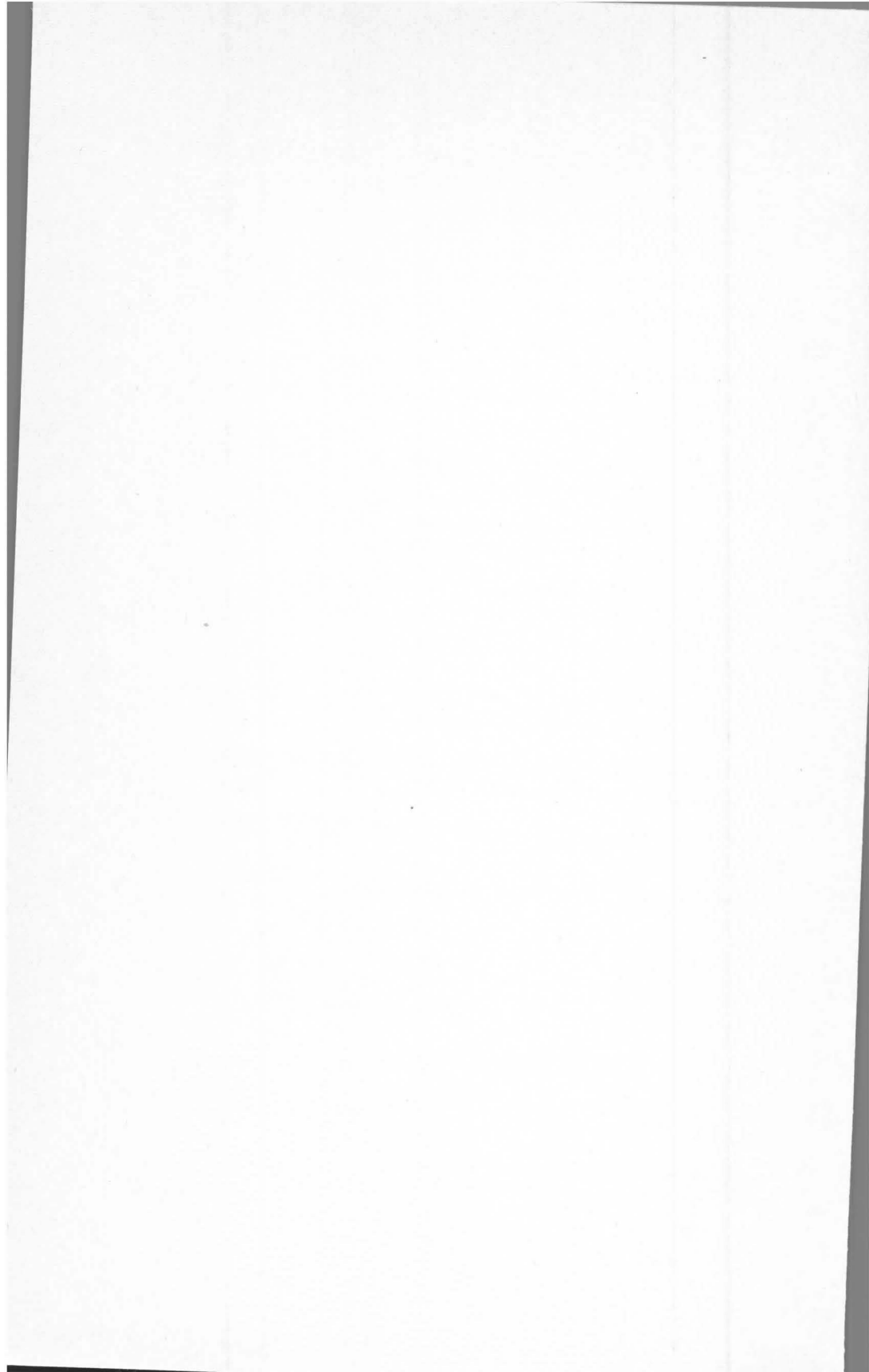
— would like to see a better co-ordination of pupil and teacher exchanges, in particular by the creation of information centres in each European country.

IV. Publications

In the series *Education in Europe*, two publications dealing with school education appeared in 1964 :

— *Civics and European Education at the primary and secondary level* ;

— *Pupil guidance — facts and problems.*



CHAPTER 7

Out-of-School Education

*(Youth ; Adult Education ; Physical Education, Sport,
Outdoor Pursuits)*

I. Training and future training of leaders

1. *European experimental youth centre*

The Experimental Centre, which started its operations in September 1963, has continued and extended them during this year; their aim is to give youth leaders supplementary training in a European spirit.

Four courses were organised for this purpose on the premises of the Council of Europe :

(1) from 24th February to 4th March, for youth leaders, on "An introduction to the European Social Charter and related problems";

(2) from 1st to 10th June, for rural and agriculture youth leaders ;

(3) from 1st to 10th July, on "European civics";

(4) from 1st to 10th September, also on "European civics", in collaboration with the Council of European National Youth Committees (CENYC).

In addition, two Study Groups, one on the programme and the other on the premises needed for the Centre, were held at Strasbourg in September.

At a third meeting, held at Strasbourg in October, the Administrative Board of the Centre went over the lessons learned from experience in 1964 and prepared a programme for 1965 and 1966.

The Cultural Fund's contribution to the administrative and running costs of the Centre was raised to 270,000 FF in 1964. The European Communities generously contributed to each of the courses at the Centre.

Youth organisations were closely associated both with programme planning and with recruiting.

2. Technical mission to Athens

In 1964, action on behalf of Greek youth entered a practical phase. The Committee for Out-of-School Education approved sending to Greece a technical mission of experts, who went to Athens from 1st to 6th November and met leaders of the various Greek youth organisations.

Arrangements for the organisation and operation of a Reception Centre for young people at Athens were discussed. The main intention of this Centre will be to help young people coming from the provinces to the Greek capital to find work or to study. It will also be available for young Europeans visiting Greece.

3. Training, status and recruitment of teachers of adults

The Council of Europe concluded a contract with the European Bureau of Adult Education for the study of these problems on the basis of an enquiry which as a first stage will cover the main countries where they arise.

4. Model programme for part-time physical education and sports instructors

Realising the importance of providing young people who have left school with physical education and sports instructors who can give them guidance, the Committee for Out-of-School Education at its second meeting approved a proposal to draw up a basic programme for the training of part-time physical education and sports instructors.

In this connection a course — following up the important conference on the training of instructors, organised in 1962 by the Federal Republic of Germany — was held at Strasbourg in January 1964. The experts from sixteen European countries who

met on that occasion established the text of the model programme (see Item V : *Publications*).

The Committee for Out-of-School Education satisfied the Irish Government's application for assistance in organising a national course to train instructors at Dublin. The model programme was put into practice for the first time at this course.

The Governments of Belgium, the Netherlands and the United Kingdom provided the four instructors for this course, whose travel and subsistence expenses were paid by the Cultural Fund..

II. Programmes, methods and techniques continuing education

(a) EDUCATION FOR LEISURE

On the proposal of the Committee for Out-of-School Education, the Council for Cultural Co-operation at its 6th Session approved the convening of a Working Party on the problems of leisure, to study the preparation of a coherent programme in this field.

This Working Party, comprising members of the five specialised sectors of the CCC and of the Consultative Assembly's Cultural and Scientific, and Social Committees, met at Strasbourg on 15th and 16th December.

Outdoor leisure

(1) The United Kingdom Government organised a course at Plymouth from 19th to 30th May on the training of instructors in sailing and small boat-building. Youth leaders and sports instructors were made acquainted with the type of training provided in this field in schools and youth organisations in the United Kingdom.

(2) Speleology ("pot-holing") instructors from various European countries took part in a course on the aims and techniques of speleology, organised by the Spanish Government at Santander in August.

These two technical courses were intended to provide a wider knowledge of activities capable of making educational leisure a more rewarding experience.

(3) A Study Group on outdoor leisure met at Strasbourg in November. It proposed the main lines of a general policy in this field and a programme to meet priority requirements, such as action to preserve areas from land speculation and property development. This meeting was held in preparation for that of the CCC Working Party referred to above.

(b) PREPARATION FOR CIVIC AND SOCIAL RESPONSIBILITIES

1. *The European Youth Congress "Ruhr 1964"*

A meeting of more than 300 young people aged 18 to 25, varying in social background and training, was held from 13th to 20th September at Duisburg-Wedau. Its aim was to introduce young people to modern industry and to make them acquainted with the way of life of a community in an industrial region, the Ruhr, selected as typical by the organisers, namely, the Federal Ministry for the Family and Youth in collaboration with the Ministry of Labour and Social Affairs, other official departments of the Federal Republic of Germany and a large number of voluntary youth organisations.

The initiative for this meeting came from the Consultative Assembly. It was held under the auspices of the Council for Cultural Co-operation and the European Cultural Foundation, each of which contributed 40,000 FF.

The CCC was glad that a group of young people from Finland attended this meeting.

2. *"Discovering Switzerland" — Course*

On the occasion of the Swiss national exhibition at Lausanne, the Swiss Government organised at Joigny, from 7th to 12th September, a course presenting Switzerland within the series of courses for young people known as "Discovering..."

3. *Fourteenth course of European studies :
"The Protection of Human Rights"*

The "Courses of European Studies" at Strasbourg have given young people an opportunity of developing an awareness of the

situation of contemporary Europe, its problems and the role that it can and must play in the world.

The fourteenth and last course in this series took place at Strasbourg from 28th September to 4th October. Its subject was "The Protection of Human Rights". It was organised by the Human Rights Directorate of the Council of Europe in collaboration with the Directorate of Education and Cultural and Scientific Affairs, and enabled participants to become acquainted with the guarantees provided by the European Convention on Human Rights and to realise all the resources available to Europeans for the protection of their rights.

(c) MODERN LANGUAGE TEACHING AND ADULT EDUCATION

Last October at a "Round Table" at Strasbourg a group of experts discussed the problems of modern language teaching in institutions for popular or adult education. A plan of action was drawn up to encourage accelerated language courses for workers who migrate from one European country to another. Six pilot experiments were planned, of which three started in 1964. They should enable Governments to discover which are the best methods of enabling migrant workers to learn the language of the receiving country quickly.

(d) PHYSICAL EDUCATION AND SPORT IN APPRENTICE TRAINING

A course on the contribution of physical education and sport in apprenticeship was organised at Liège (Belgium) from 18th to 22nd March. The psychological, sociological and physiological aspects of the adaptation of apprentices to their work were considered, together with the role of physical education in preventing accidents.

(e) THE ROLE OF PHYSICAL EDUCATION IN THE RE-EDUCATION OF JUVENILE OFFENDERS

The role of physical education and sport in the re-education of young offenders was the subject of a course held at Vauclerc (France) from 24th to 26th November 1964. It brought together representatives from national administrations for sport and justice.

III. Equipment and material

1. *Films on adult education*

The film experts, at their meeting in Oslo in June 1963, considered the possibility of producing a series of films on methods and techniques appropriate for adult education.

To this end, preliminary research was necessary to examine existing films on the various adult education methods used in member countries. For this purpose a group of adult educationists and film experts met at Copenhagen in September. They drew up a list of topics which might become the subject of films on methods or techniques of adult education.

2. *Films on sport*

A study group of physical education and film experts met at Strasbourg in October to consider the problem of films on sport.

A catalogue of educational and other films concerned with sport is in course of preparation ; it will provide an inventory of existing documentation and the means of obtaining it.

3. *Sports premises*

A course on sports installations was held from 30th August to 5th September at Macolin (Switzerland).

Most European countries are attempting to increase and/or improve the installations available for physical education and sports. The course gave an opportunity for wide discussion of experience in this field. Very precise recommendations were produced on the place of sports installations and leisure centres in planning schemes and on the standardisation of dimensions.

IV. Instruments for inter-European co-operation

1. *3rd Conference on the reception and welfare of foreign students in Europe*

The final Conference on the reception and welfare of foreign students and trainees in Europe, which followed up the two previous

meetings on the same subject at London in 1961 and Berlin in 1962, took place in Paris from 9th to 18th January 1964.

Sixteen member countries of the CCC were represented there. Other international organisations — UNESCO, OECD, the European Communities — the United States State Department and various American institutions sent observers.

The work dealt with such subjects as reception and adaptation to socio-cultural surroundings (preparation before arrival in the foreign country, problems on arrival, residence, use of means of information), language preparation and university or technical guidance.

The documents and conclusions of the three conferences on this subject will be reviewed in a comprehensive report in 1965, the preparation of which is in the hands of Mr. Dunlop (United Kingdom).

At the same time, the Secretariat is preparing an information handbook for students; it will comprise a bibliography of national students' guides and lists of useful addresses.

2. European Athletics Diploma

In 1964, four member countries began tests for the European Athletics Diploma. Eleven others will follow suit in 1965.

Those who passed these tests received the special bronze badge for this diploma.

A publicity campaign undertaken in collaboration with the Directorate of Press and Information, including publication of a special folder, backed up this activity.

3. Mutual aid policy

Within the framework of its mutual aid policy, the Committee for Out-of-School Education decided to send a physical education expert to Turkey at the request of the Turkish Government. Accordingly, in January 1964, Mr. R. Bazennerye (France) visited Turkey to take stock on the spot of the possibilities of European co-operation to meet the needs of that country in staff and equipment for physical education and sport. This expert's report on the

resources necessary to develop physical education in Turkey is being studied, and projects for technical assistance are being worked out.

4. Co-operation with non-governmental organisations

Arrangements for regular co-operation with non-governmental organisations working in its threefold sector of activities are among the chief concerns of the Committee for Out-of-School Education.

In order to encourage a trend towards a pooling of efforts by international non-governmental youth organisations and also to make a practical contribution to the specific requirements of work in the field of out-of-school education, the Secretariat has given administrative and financial help with several activities that came within the scope of the Committee for Out-of-School Education.

In 1964, the following non-governmental organisations benefited from these measures :

- Council of European National Youth Committees (CENYC) ;
- European Bureau for Adult Education ;
- “ Youth and Science ” Movement ;
- European regional Organisation of the International Confederation of Free Trade Unions (ICFTU) ;
- International Young Christian Workers (IYCW) ;
- European Secretariat of International Catholic Students (IYCS) ;
- *Jeunesses Scientifiques de Belgique* ;
- Interim Co-ordinating Committee for the introduction to science and the development of out-of-school scientific activities ;
- European Conference “ Rovers 1964 ” ;
- Documentation Bureau of the International Council for Sport and Physical Education.

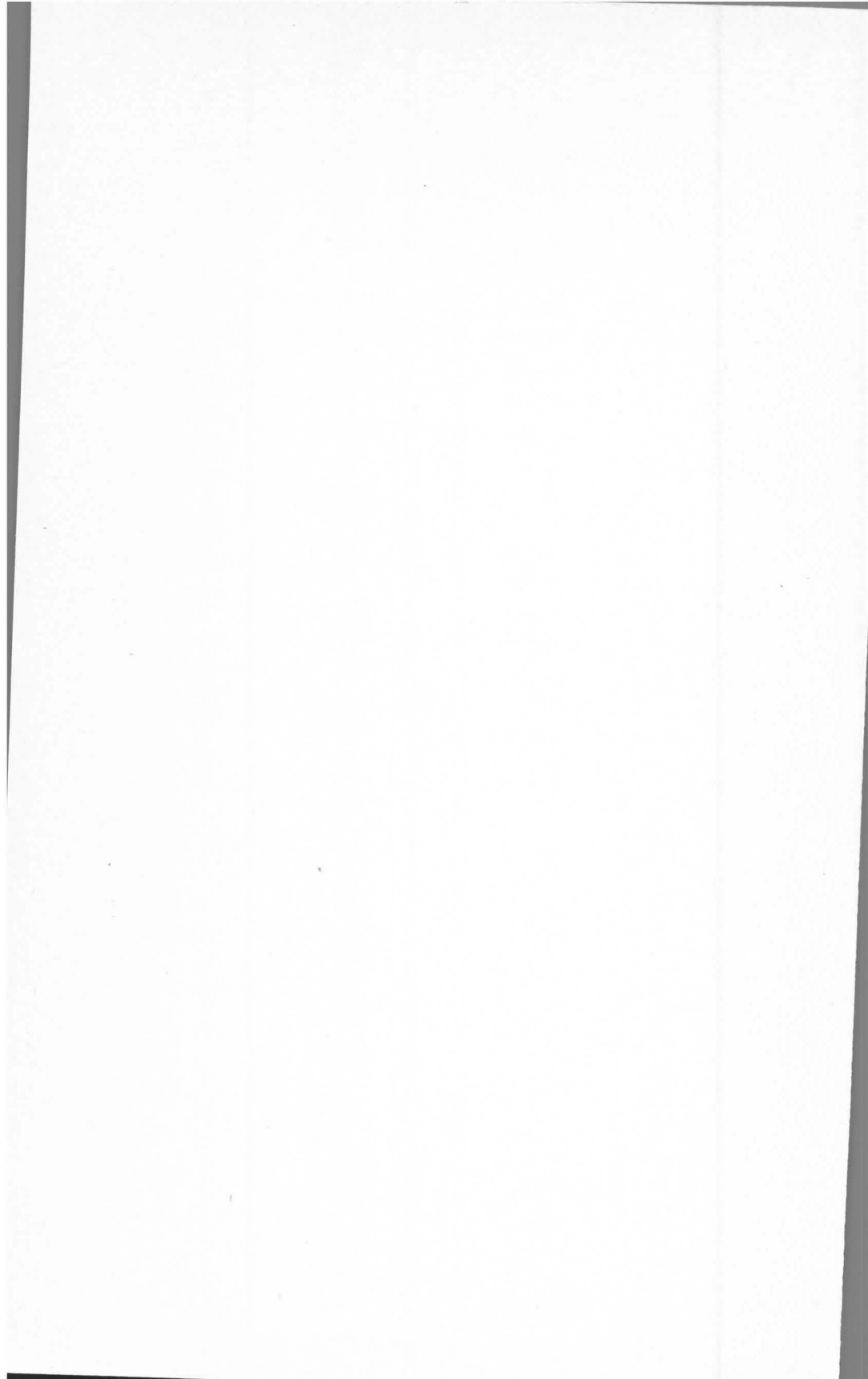
It is worthy of note that in the field of co-operation with non-governmental organisations, action parallel to that referred to above has been undertaken by the Committee for General and

Technical Education, directed towards private teachers' organisations (see Chapter 6.).

V. Publications

In the three sectors of activity of the Committee for Out-of-School Education, three publications appeared in 1964 :

- *Physical Education and Sport* (information handbook in the *Education in Europe* series) ;
- *Training the Trainer* (*Education in Europe* series) ;
- *The doping of athletes.*



L'ART BYZANTIN

ART EUROPÉEN



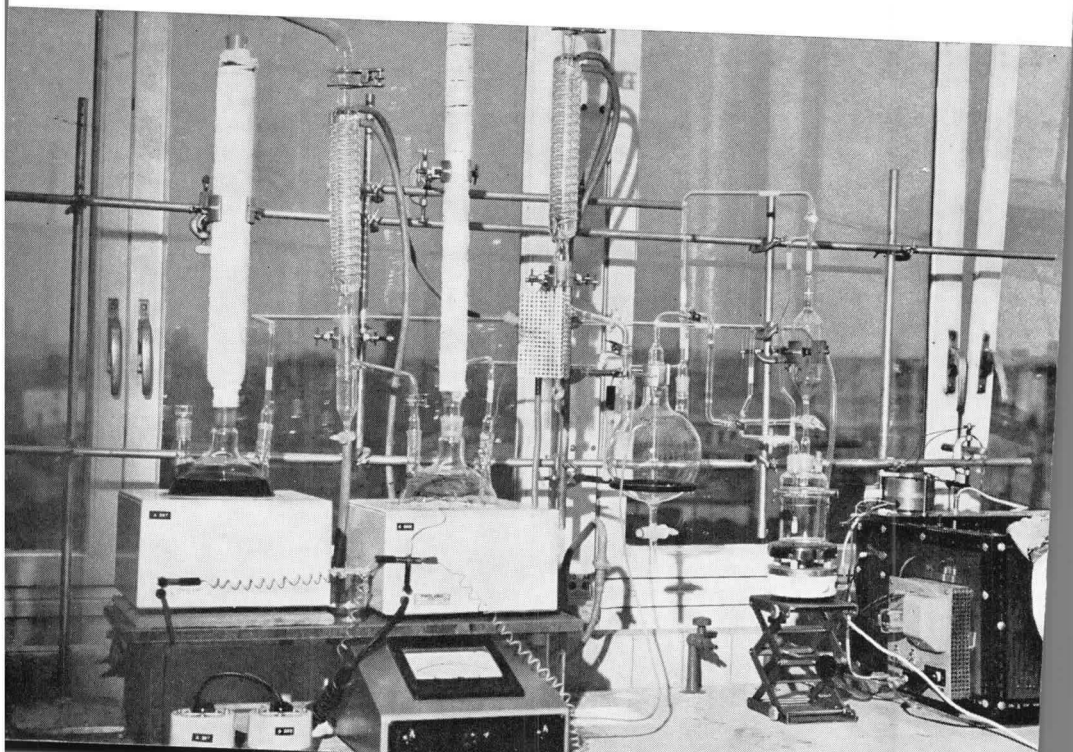
IX^e EXPOSITION DU CONSEIL DE L'EUROPE
1^{ER} AVRIL - 15 JUIN 1964
ATHÈNES - ZAPPEION MEGARON

Byzantine Art — a European Art

The ninth European Art Exhibition of the Council of Europe was held in Athens in spring 1964.

Equivalence of diplomas

Systematic analyses of university curricula in member countries are at present being made, with a view to establishing criteria acceptable as a basis for the effective mutual recognition of studies. The results of a pilot project in chemistry will be published in 1965.





Road Safety

A recommendation of the CCC for the inclusion of systematic road safety instruction in school curricula was transmitted to member Governments in 1964 at the same time as the important recommendation on the promotion of civics and European education in schools.



Ruhr 1964

The 2nd European Youth Congress on an educational theme, sponsored by the CCC and the European Cultural Foundation, was organised by the Government of the Federal Republic of Germany, 310 young people from 17 CCC member countries were given an introduction to modern industry in the Ruhr district.



Young Europeans united through sport

Badge of the European Athletics Diploma.

CHAPTER 8

Film and Television

The Film and Television Section of the Directorate of Education and of Cultural and Scientific Affairs instituted or continued the following activities in 1964 :

I. Film

1. *Films on the conservation of nature*

A meeting of the Joint Committee (Cultural and Scientific Committee of the Consultative Assembly, Committee of Experts on the Conservation of Nature and Landscape, Committee of Film Experts) on the conservation of nature was held at The Hague (Netherlands) on 29th and 30th January 1964.

(a) *Showing of selected films*

The Committee viewed some fifteen films on specific scientific aspects of nature conservation :

- water pollution ;
- the biological control of insects ;
- the attitude of the public to nature ;
- town and country planning.

(b) *European catalogue of films on nature conservation*

The Committee recommended the Council of Europe to consider the possibility of publishing a catalogue of films fulfilling the required conditions in respect of either subject or technical quality which might be exchanged between member countries. This catalogue should provide technical details of each film (date, length, colour, black-and-white, etc.) and a brief note indicating the subject dealt with and the public for whom it is mainly intended (school, laboratory, general public, etc.)

2. Films as an aid to teacher training

Films and other audio-visual media are among the most effective aids to the training of teachers. To ascertain how far they are in practical use for this purpose an expert Study Group met at Saint-Cloud (Paris) from 12th to 15th May 1964 and at the conclusion of their talks made the following recommendations :

— that the Council of Europe compile a catalogue of all existing material (films, tapes, slides, *etc.*) in the field of teacher training in Europe, and not only in CCC member countries ;

— that the Secretariat consider publishing one or more hand-books or explanatory booklets on :

(i) methods used in various countries to train teachers in the use of audio-visual techniques ;

(ii) techniques for the production of simple and economical audio-visual material.

— that the Council of Europe publish an inventory of research already carried out, together with corresponding digests.

3. Study of the art of the cinema in Europe, based on extracts from films

A Working Party on a " Study of the art of the cinema in Europe " met in London on 22nd May 1964. The Council of Europe has not hitherto embarked on such a study with regard to films, whereas numerous studies on a European scale have been devoted to the other arts.

The resulting material is intended for presentation to adults and juvenile audiences including television viewers. Each participating country (Italy, France, United Kingdom, Spain, Netherlands, Belgium, Scandinavia, Federal Republic of Germany) will supply, in accordance with a pre-arranged plan, details of its national contribution to the development of cinematographic art and technique (comprehensive film and supporting booklet, possibly accompanied by film strips, collections of exhibition photographs, *etc.*)

4. Films on adult education methods

A joint meeting of film and adult education experts regarding the European production of a series of films on adult education methods was held at Copenhagen from 7th to 8th September.

The chief purpose of this meeting was to ask the future users of a possible film series beforehand what films they particularly would need, thus ensuring that the needs of international information concerning adult education are served by a film production, and not just national needs.

The experts also considered the general lines for co-production of a possible film series. With this in mind they felt that the following type of film could be contemplated :

— documentaries on the possibilities and problems of adult education in relation to the psychological and sociological aspects of modern society. These films could aim at a wide public of adults and not only at adult educationalists.

5. Annual selection of European educational and cultural films

From 5th to 9th October a selection of European educational and cultural films was made in Paris as part of the film activities of the Council of Europe.

Eleven countries sent 4 films each, and twelve countries were represented at this meeting, which stressed the interest and high quality of the films submitted by the various countries.

The ten best films selected from those submitted are listed below :

— *Signal*, cultural film (Switzerland).

Film on the development of means of communication by the most modern electronic techniques.

— *Med lov skal bro bygges*, educational film (Denmark).

Civics film : legislative procedure required for the building of a bridge.

— *Microcosmo delle acque*, educational and cultural film (Italy).

Film on the variety of micro-biological life in a single drop of water.

— *Vergangenheit und Zukunft*, cultural film (Austria).

Film on children's drawings on the theme of "past and future". At the same time it illustrates the children's faith in the life of the present.

— *Walls of colour*, cultural film (Turkey).

Film on ceramics, showing the evolution of this art in Anatolia up to the 16th century.

— *An der Kuste des Humboldtstroms* (Peru), educational film (Federal Republic of Germany).

("On the shores of the Humboldt Current, Peru").

— *La route sans sillage*, cultural film (France).

The construction of the pipe-line from Marseilles to the Federal Republic of Germany.

— *Le pou noir*, educational film (Netherlands).

Scientific film on the life of an insect which destroys the bean plant.

— *The harp*, educational and cultural film (United Kingdom).

Film on the history of the harp through the ages and in various countries.

— *Maximum*, cultural film (Sweden).

Film on the functional adaptation of working equipment and the value of physical education and sport, in particular in places of work.

This annual selection of the best European films is to continue in future years. It will henceforth replace the award of the Council of Europe film prize made at successive Festivals since 1957 (see Chapter 4, Cultural Activities, point IX, 5).

6. Meetings of film experts

The Section was responsible for preparing the two meetings of the film experts which took place at Rome from 15th to 18th June and at Strasbourg from 23rd to 25th November 1964.

(i) At the Rome meeting the experts considered in particular the following questions :

— film on communication routes in Europe (major European co-production project) ;

— series of twelve films on biology (continuation of the project started in 1963) ;

— film schools in Western Europe (study on the requirements of film schools in Europe, possibly to be published by the Council of Europe) ;

— enquiry into the methods and results of inter-governmental co-production of educational and cultural films.

The experts also attended film showings with a view to exchanges.

(ii) At the Strasbourg meeting the experts were chiefly concerned with the problems of the final programme for 1965 and the general lines of the programme for 1966.

II. Television

Two seminars on television themes were held in 1964 :

1. Seminar on the use of television in teaching a modern language (See Chapter 9, Modern Languages).
2. Seminar on the use of television in technical education.

A meeting of the Steering Committee to organise a seminar on the use of television in technical education (Liège 1965), was held at Strasbourg on 9th November.

III. Publications

The following commissioned study has been published in the series *Education in Europe : Modern language teaching by television* (see Chapter 9, Modern Languages, point III).



CHAPTER 9

Major Project, Modern Languages

At its Session in January 1964, the Council for Cultural Co-operation emphasised the high degree of priority that it was giving to the improvement and extension of modern language teaching. Within the framework of its "Major project, modern languages", the following activities were carried on in 1964 :

I. Governmental courses

1. The welfare of foreign students and trainees in Europe — linguistic guidance and training, adaptation to specialised studies

At the 3rd Conference on the welfare of foreign students and trainees in Europe held in Paris from 9th to 18th January 1964 (see Chapter 7, Out-of-School Education, point IV, 1) the following questions relating to modern language teaching were considered in the contexts of the general topic :

(1) Linguistic guidance and training :

The Working Party responsible to the Conference for linguistic questions recommended the production of a publication for foreign students and trainees in Europe containing clear information on the language necessary, the standard of linguistic knowledge required and a list of specialised teaching bodies.

(2) Adaptation to specialised studies :

For the adaptation of foreign trainees to studies in the receiving country, the Working Party proposed educational assistance in the form of special classes.

2. Modern language teaching by television

A Seminar organised by the British Government on "Modern language teaching by television" was held in London from 24th to 28th September.

The Seminar considered that the modern language teaching field was particularly appropriate for European co-operation, and that television, as a new and expanding medium, provided a practical vehicle for this co-operation.

The Seminar expressed the hope that in the interests of language teaching in Europe both intergovernmental and non-governmental organisations concerned would promote :

1. The interchange of television programmes and programme material ;
2. The co-production of such programmes and material ;
3. The secondment of specialist staff ;
4. The organisation of courses for teachers in the utilisation of television teaching programmes ;
5. Research into the effectiveness of programmes and kindred topics, with dissemination of the results.

Progress in these directions would also serve the needs of developing countries.

The Seminar concluded that :

(a) there was special value in joint meetings between television producers and educationalists ;

(b) after this consideration of the whole range of the subject, there should be further seminars devoted to specific aspects of language teaching by television.

3. Modern languages in secondary technical education

A course organised by the Austrian Government was held at Baden-Vienna from 8th to 17th October on "Modern languages in secondary technical education". The following topics were considered :

- modern languages in technical schools :
 - (a) their place in the syllabus ;
 - (b) teaching methods ;
- specialised technical language and questions of terminology (in the field of technical education).

II. Meetings of experts convened by the Council for Cultural Co-operation

1. *Training and further training of modern language teachers*

A meeting of experts on the training and further training of modern language teachers took place in Paris on 6th and 7th March 1964.

The experts, after considering problems of general and applied linguistics, formulated several conclusions :

- Theoretical training must be accompanied by practical training. All training must include a period of working in a class and subsequent return to a course ;

- It would be dangerous to resort definitively, for reasons of urgency, to the hasty training of modern language teachers ;

- In view of the disparity in the current situations of the various countries, it would not seem advisable to lay down an optimum period for the training of a modern language teacher ;

- To qualify as a "modern language teacher" the training period should not be less than one school year, divided if need be into separate parts ;

- No modern language teacher can be considered as fully trained without making a stay of appropriate length in the country whose language he will teach. Such a stay should form an integral part of professional training.

2. *The language of scientific and technical specialities*

A meeting of experts on the language of specialities, organised by the Research and Study Centre for the Diffusion of French (CREDIF) and the Committee for Higher Education and Research,

took place in Paris on 9th and 10th March. Its object was to lay down the general lines of a European programme of linguistic and educational research which would help in acquiring or perfecting a knowledge of foreign languages in the field of scientific and technical specialities.

3. Modern language oral tests and examinations

The European Ministers of Education at their 2nd Conference (Hamburg 1961) suggested "that oral self-expression in foreign languages should be encouraged and that examinations should be adapted accordingly".

The Committee for Higher Education and Research and the Committee for General and Technical Education invited a small number of experts to meet in Berlin on 28th and 29th August 1964 to hold an initial discussion on the present position of modern language examinations in Europe and on the possibility of giving the oral part of such examinations the importance accorded to it by the Ministers of Education.

4. The teaching of modern languages to adults (particularly migrant workers) — initiation of pilot experiments

A Round Table on the teaching of modern languages to adults, comprising adult educationalists, specialists in modern language teaching and representatives of institutions particularly interested in these questions, took place at Strasbourg on 6th and 7th October. It was decided that in 1965 a start should be made with a first series of pilot experiments in teaching modern languages to groups of migrant workers in Spain, Belgium, the Netherlands and the Federal Republic of Germany.

Co-production of audio-visual material specially devised for such teaching is being studied.

5. The practical use of the tape-recorder in modern language classes

A group of experts met at Strasbourg from 2nd to 4th December to prepare a publication on *The practical use of the tape-recorder in modern language classes*, for modern language teachers who

require some practical advice on introducing the tape-recorder into their teaching.

6. *Problems of linguistic terminology*

A meeting of experts was held in Paris on 8th and 9th December to consider the possibility of bringing linguistic terminology up to date and defining the grammatical notions essential for modern language teaching.

III. Co-ordination of the linguistic activities of the CCC

(1) The Director of Education and of Cultural and Scientific Affairs was authorised by the CCC to appoint three linguistic experts to co-ordinate all its modern language activities and to prepare a publication describing the present state of language teaching and linguistic research in member countries.

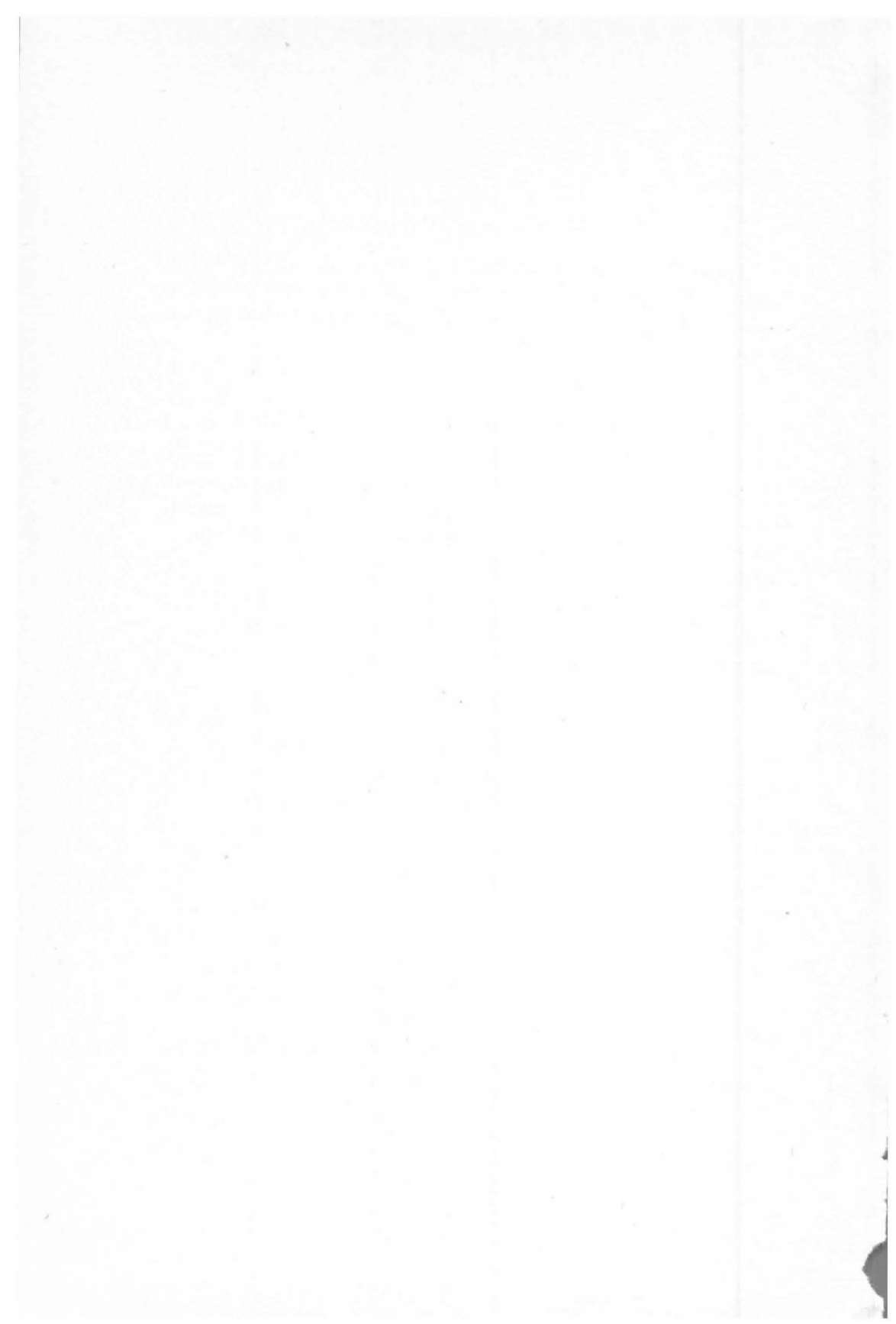
These three experts were also asked to submit to the 5th Conference of the Ministers of Education the conclusions of courses and meetings that have taken place and to put forward suggestions for future activities.

(2) Pending the expansion of the activities of the Applied Linguistics Research Centre, the Educational Documentation Centre during the year opened a specialised section for documentation on modern languages and their teaching in European countries.

IV. Publications

Four publications appeared in 1964 in the series *Education in Europe* :

- *Recent developments in modern language teaching* ;
- *New trends in linguistic research* ;
- *New research and techniques for the benefit of modern language teaching* ;
- *Modern language teaching by television*.



CHAPTER 10

Documentation Centre for Education in Europe

I. Aims

A decision of the Committee of Ministers of 1st July 1964 officially created the Educational Documentation Centre, which had already been functioning on a limited scale since April 1963 within the Directorate of Education and of Cultural and Scientific Affairs. As from the beginning of 1965 the title of the Centre has been finally established as "*Documentation Centre for Education in Europe*".

An Advisory Group to consider the future of the Centre met at Strasbourg in February 1964, and defined the main tasks of the Centre as follows :

(a) to assemble, maintain and renew basic reference material, for the use of the Secretariat ;

(b) to provide essential information on educational problems, particularly in the form of abstracts, in order to facilitate the work of the Council for Cultural Co-operation and its Permanent Committees ;

(c) to act as a clearing-house for information on educational problems between member States of the Council for Cultural Co-operation ;

(d) to maintain the necessary contacts with other institutions in fields where the official services are unable to provide all the information required.

The recommendations of this Study Group were confirmed by the *ad hoc* Committee.

II. Resources

The library now contains more than 2,000 volumes, including about one hundred basic works (directories, guides, yearbooks,

etc.). The Centre also subscribes to about 300 periodicals from most of the member countries, dealing with education and its problems. Abstracts are regularly made from these; and from the general documentation sent direct by Governments or by various associations.

The internal documentation office of the Directorate of Education and of Cultural and Scientific Affairs has also been absorbed into the Educational Documentation Centre, which performs its abstracting and indexing.

III. *Special Card-Indexes*

The building up of card-indexes of consultant experts and cultural organisations continues. The former contains 450 names and the latter more than 1,000. Both have already proved their worth by providing current information without delay: names, addresses, etc..

IV. *Modern Languages Section*

This already contains a collection of the most representative school textbooks used in modern language teaching, and some thirty periodicals on the same subject.

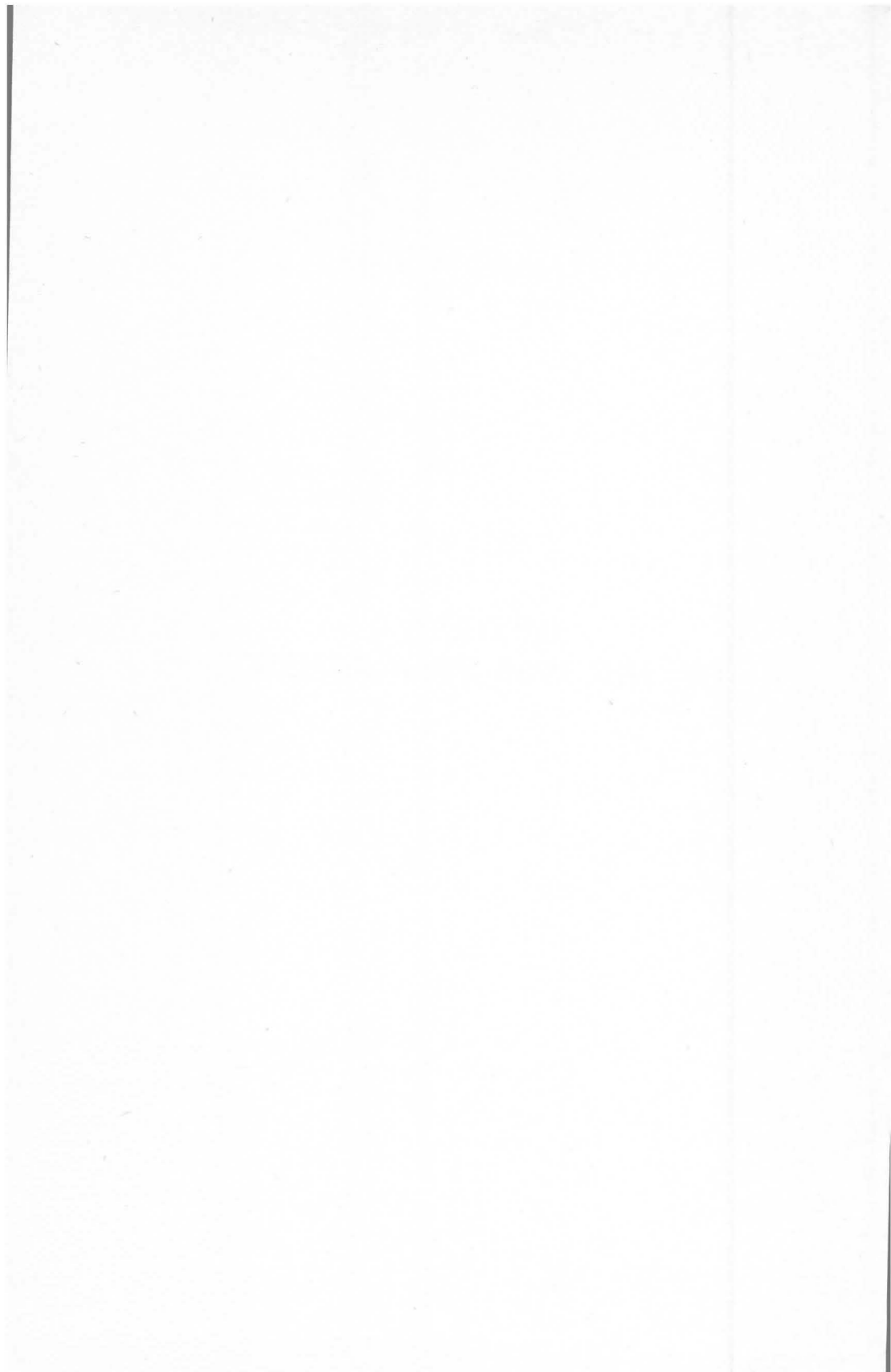
V. *Projects in progress*

A small handbook for the use of students wishing to study in European countries is being completed and will be published in 1965. It provides a collection of useful addresses and publications, selected with a view to their usefulness.

A regular service for the exchange of legislative texts in the field of education is now being set up, but its proper functioning depends on the formation of a network of national correspondents, which also is in course of formation.

PART IV

**OUTLINE
OF THE 1965 PROGRAMME**



CHAPTER 11

Principal activities planned for 1965

This chapter contains a brief outline of the focal points of the CCC programme for 1965.

Higher Education and Research

The Committee for Higher Education and Research, wishing to concentrate its programme as much as possible, will continue to deal mainly with questions of curricula and studies of equivalences, means of organic co-operation between universities and comparative studies.

The Committee will have an opportunity of considering the results of the pilot project on chemistry curricula. The surveys in biology and physics will most probably be completed before the end of the year. Under the procedure established in 1964, meetings of experts can then systematically draw up conclusions on existing equivalences and on those trends that should be especially encouraged with a view to achieving comparable standards, at the highest level, in the teaching of the various subjects in European universities.

The Study Group on means of organic co-operation between universities in Europe will submit to the Committee an initial series of recommendations on the free movement of university staff. Work on centres for "Confrontation and research" will continue. It is hoped that the member countries will propose to set up such centres in fields where, for historical or geographical reasons, they are particularly likely to provide the best research facilities. Analytical studies on the need for inter-university co-operation in various research sectors will also be an important feature of the programme.

As regards comparative studies, the Committee will certainly wish to take into account any requests made by the Conference of Rectors and Vice-Chancellors of European Universities and the Conferences of European Ministers of Education. It may be expect-

ed that the Committee's concern will be centred on such questions as the selection of students, the diversification of post-secondary education, etc.

General and Technical Education

The main aim of the Committee for General and Technical Education is to make the countries of Europe acquainted with new ideas, achievements and techniques in the educational field with a view to greater harmonisation of their educational systems.

For this reason, the Committee will concentrate its efforts on comparative documentation, the organisation of the educational systems, teaching subjects and methods and the initial and in-service training of teachers.

Priority will be given to the following :

(i) The preparation of a dictionary of educational terminology and of a publication on the school systems of CCC member countries ;

(ii) Examinations ;

(iii) The teaching of history, geography and civics ;

(iv) Further education as a link between school and life ;

(v) The mutual assistance project for the further training of Turkish teachers.

To achieve these aims the Committee will co-operate closely with governmental experts and representatives of the major international teachers' organisations.

The following three publications will appear in the series *Education in Europe*.

— *School Systems in Europe* ;

— *The Orientation and Observation Period in the School* ;

— *The Presentation of Europe in the Terminal Classes of Secondary Schools*.

The latter is the first work in a series on the teaching of civics.

Out-of-School Education

The Committee for Out-of-School Education will continue the activities of its three sections (adult education, youth, physical education) along two common lines :

- Syllabuses, methods and techniques of out-of-school education ;
- The recruitment, training and status of the educators.

One of the main projects for 1965 in the latter sector will be the pilot study on the status, training and recruitment of teachers of adults, to be carried out under contract by the European Bureau of Adult Education.

A course will be organised this summer in the United Kingdom on "The syllabus and methods for the further training of full-time and part-time teachers of adults (instructors and organisers)."

This year, too, the outline programme *Training the Trainer* will be tested on a European scale, and various studies on the training of instructors in specialised fields will also be prepared. The European Athletics Diploma will be awarded in an increasing number of member States.

The European Youth Centre will step up its programme of experimental courses to meet the increasingly numerous demands of youth organisations and, on the longer view, to prepare for the possible establishment of a permanent Centre. This institution is gradually becoming a pole of attraction for youth movements that are anxious to give their leaders additional European training, and is tending to be regarded as an irreplaceable meeting place by major youth organisations of all kinds.

A course will deal with the question of "The preparation of students for social responsibilities" and a study group will meet to prepare for a course on "The sociological role of physical activities and sport in leisure".

Two publications will appear in the series *Education in Europe*. The first introduces a selection of the best *Equipment for leisure for young people aged 17 to 25*, and the other will deal with the physiological aspects of physical education in industrial surroundings.

Cultural activities

The years 1962-1964 in the field of cultural activities were a period of experiment and of adjustment to a continually changing situation. 1965 will see the implementation of the new cultural programme, the two main constituents of which are :

(a) adaptation to the new requirements of industrial civilisation ;

(b) the protection and development of our cultural heritage.

The following activities in particular should produce practical results :

1. Cultural equipment of towns (finalisation of the current study) ;

2. European action to arouse an awareness of contemporary architecture ;

3. Travel with a cultural aim ;

4. Communication media (travelling educational exhibition) ;

5. The 10th European Art Exhibition *Charlemagne, his work and influence*, with its derivative audio-visual material ;

6. The popular theatre in Europe (work in the series "Folklore") ;

7. The protection and development of ancient buildings and historical and artistic sites ;

8. European action to protect the archeological heritage.

A meeting in the autumn to review the problems of leisure will give an opportunity to identify the cultural aspects and so help certain cultural features of the Council's programme to play their part in this field.

Film

As from 1st January 1965, the Committee of Ministers has set up a Permanent Committee on film activities, thus giving official status to the Committee of Film Experts which, since 1961, has been carrying on within the Council of Europe those activities previously performed under WEU auspices.

In 1965, meetings of experts will be dealing with the training of teachers by audio-visual means and examining films on adult education.

Study of the film material available in Europe for geography teaching will continue. Among other subjects of interest to the Committee, we may mention a preliminary plan for the production of a European film on European universities, and the dubbing in languages other than the original language of some of the cultural films produced under the auspices of the Council of Europe. The annual selection of the best European educational and cultural films will take place at Edinburgh. Meetings of specialists will be organised to select the best films on modern architecture and geography. Arrangements will be made to organise two preliminary meetings for a large scale conference to be held at Berne on problems raised by the commercial distribution of cultural films. The investigation of the needs of certain CCC countries in the field of educational and cultural films will be completed. In addition a five-year project for educational co-productions on the teaching of physics will be started, and the production of a film on communication routes in Europe completed.

Modern languages

In the field of modern languages a course is to be arranged on teaching the civilisation of the country whose language is being studied. The languages and civilisations of Asia and Africa will form the subject for a colloquy. Study groups will be dealing with such subjects as specialised technical language, research into spoken language, the contribution of wireless and television to modern language teaching. A series of pilot experiments in teaching modern languages to migrant workers and their families will be in progress during the first half of the year.

A special effort will be made in the field of linguistic documentation to meet the requests of the International Applied Linguistics Association, which will be organising European seminars on linguistics every summer starting in 1965.

Four publications are planned for 1965 in collaboration with the International Association of Publishers for the development of Applied Linguistics.

The three co-ordinators of the CCC's language activities are drawing up a report on progress in this field.

Documentation Centre for Education in Europe

The activities of the Centre will continue to increase steadily, in providing documentation for other parts of the Directorate and for external users (official bodies or individuals). Regarding current work, see Chapter 10, point 5, page 75. We should note, however, the inauguration of a pilot project for the exchange of educational abstracts dealing with reforms effected or planned in member countries.

Finally, representatives of all member countries will meet during the year to consider the problems of the exchange of educational documentation in Europe.

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The Secretariat will also continue to give its services to Conferences of European Ministers of Education, the fifth of which is to be held at Vienna in October 1965. The CCC, as in the past, will examine the resolutions of that Conference with a view to taking appropriate action.

APPENDIX A

List of participants to the Sessions of the Council for Cultural Co-operation

Chairman :

Mr. Bernard de Menthon, Minister Plenipotentiary (France).

Vice-Chairman :

Dr. K.F. von Graevenitz, Ambassador (Federal Republic of Germany).

*Other members of the Council*¹

AUSTRIA	Mr. Wolfgang Höller, Envoy Extraordinary and Minister Plenipotentiary, Ministry of Foreign Affairs Mr. G. Hohenwart ² , <i>Ministerialrat</i> , Ministry of Education
BELGIUM	Mr. J. Grauls, Minister Plenipotentiary, in charge of International Cultural Relations, Ministry of Education and Culture Mr. M. Hicter, Director General for Youth and Leisure, Ministry of Education and Culture
CYPRUS	Mr. Cleanthis Georghiades, Director of the Greek Education Department Mr. Chr. Papachrysostomou, Head of Cultural Division, Greek Education Department
DENMARK	Mr. Carl Iversen, D. Sc. ³ , Rector of the University of Copenhagen Mr. E. Drostby, Head of Cultural Relations Division, Ministry of Education

1. By Resolution (61) 42 of the Committee of Ministers, a statutory number of two members for each delegation was fixed. All member countries or countries signatory to the Cultural Convention are entitled to send additional delegates to Sessions of the CCC — and most do so.

2. At the 7th Session Mr. Hohenwart was replaced by Mr. A. Grösel, *Ministerialrat*, Ministry of Education.

3. Professor C.A. Bodelsen of Copenhagen University took part in the 7th Session instead of Mr. Iversen.

FRANCE

Mr. Pierre Bardin¹, Adviser for Foreign Affairs, Head of the Office of International Organisations, Ministry of Foreign Affairs

Miss J. Laurent, Deputy Director of the Co-operation Directorate, Ministry of Education

FEDERAL REPUBLIC
OF GERMANY

Dr. M.-C. Schulte-Strathaus, Legation Adviser 1st Class, Federal Ministry of Foreign Affairs, Bonn

Dr. F. Krog, *Oberschulrat*, Ministry of Culture of Hesse, Wiesbaden

GREECE

Mr. Apostolos Dascalakis, Professor at the University of Athens, Cultural Adviser to the Royal Ministry of Foreign Affairs

Mr. Alex Kyritsis¹, Head of Division, Directorate of European Co-operation, Royal Ministry of Foreign Affairs

HOLY SEE

Monsignore Antoine Innocenti², *Auditeur de la Nonciature Apostolique*, Brussels

Rev. Michel Ulrich S.J., Director of the O.C.I.P.E., Strasbourg

ICELAND

Mr. Birgir Thorlacius, Secretary-General, Ministry of Education

IRELAND

Mr. Brian Durnin, Permanent Representative to the Council of Europe, Ministry of Foreign Affairs

Mr. D. O'Laoghaire, Chef Administrator, Department of Education

ITALY

Mr. Agostino Benazzo³, Minister Plenipotentiary, Ministry of Foreign Affairs

Mr. Marcello Mochi, Embassy Adviser, Directorate of External Cultural Relations, Ministry of Foreign Affairs

LUXEMBOURG

Mr. Alphonse Arend, Educational Adviser in charge of Cultural Relations, Ministry of Education

1. Mr. S. Hessel, Director of Co-operation, Ministry of Education, took part in the 6th Session.

2. Monsignore A. Innocenti was replaced at the 7th Session by Monsignore U. Calabresi, *Auditeur de la Nonciature Apostolique*, Brussels.

3. At the 7th Session Mr. A. Benazzo was replaced by Dr. Lenzi, General Directorate of External Cultural Relations, Ministry of Foreign Affairs.

NETHERLANDS

Mr. B.J.E.M. de Hoog, Director of International Cultural Relations, Ministry of Education, Arts and Sciences

Mr. L. van der Gaag¹, Head of the Office of Regional Relations, Division of International Cultural Relations, Ministry of Education, Arts and Sciences

NORWAY

Mr. Lars Langaker, First Secretary, Office of Cultural Relations, Royal Ministry of Foreign Affairs

Mr. Enevald Skadsem, Under-Secretary of State for Education, Royal Ministry of Education

SPAIN

Mr. José Luis Messia, Marquis de Busianos, Consul-General of Spain, Strasbourg

Mr. Carlos Diaz de la Guardia, Technical Secretary to the Committee for International Scientific Co-operation, Ministry of Education

SWEDEN

Mr. Ilmar Bekeris, Head of Division, Ministry of Foreign Affairs

Miss Birgit Assarsson, Head of Division, Ministry of Education

SWITZERLAND

Mr. Edouard Vodoz², Head of Division for Cultural Affairs, Federal Department for Internal Affairs

Mr. Daniel Gagnebin, Head of Cultural Division, Federal Political Department

TURKEY

Mr. Hâmit Batu³, Minister Plenipotentiary, Director General of the IV Department of the Ministry of Foreign Affairs

Mr. Süreyya Günay, Deputy Director General, External Relations, Ministry of Education

UNITED KINGDOM

Mr. R. Cecil, C.M.G., Head of Cultural Relations Department, Foreign Office

1. The Ministry of Foreign Affairs was represented at the 6th Session by Mr. J.W. Naarding and at the 7th Session by Mr. M.R. Bijl, Deputy Permanent Representatives of the Netherlands Government to the Council of Europe.

2. At the 7th Session Mr. Vodoz was replaced by Mr. O. Duby, Head of Division, Secretariat of the Federal Department for Internal Affairs.

3. Mr. Sabattin Balyemez, General Directorate of External Relations, Ministry of Education, took part in the 6th Session.

	Mr. A.R. Sinclair ¹ , Cultural Relations Department, Foreign Office
CONSULTATIVE ASSEMBLY OF THE COUNCIL OF EUROPE	Mr. V. Badini Confalonieri, Chairman, Cultural and Scientific Committee of the Consultative Assembly
	Mr. K. Mark, Vice-Chairman of the Cultural and Scientific Committee of the Consultative Assembly
EUROPEAN CULTURAL FOUNDATION	Mr. J. de Bourbon-Busset, Governor Mr. G. Sluizer, Secretary-General
COMMITTEE FOR HIGHER EDUCATION AND RESEARCH	Professor H. Bach, Former Rector of the University of Aarhus (Denmark)
COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION	Mr. Henri Levarlet, Director General of Secondary Education, Ministry of Education and Culture (Belgium)
COMMITTEE FOR OUT-OF-SCHOOL EDUCATION	Mr. L.C.J. Martin, Assistant Secretary, Department of Education and Science (United Kingdom)
OBSERVERS	
UNESCO	Mr. Marcel Destombes, Division for Relations with International Organisations
ECSC/EEC EURATOM	Mr. Reinaldus Renckens, Adviser to the General Information Division, European Community
OECD	Mr. Georges Papadopoulos, Chief Administrator, Directorate of Scientific Affairs

1. At the 7th Session Mr. H.C. Rackham, Assistant Secretary, Department of Education and Science, replaced Mr. A.R. Sinclair.

APPENDIX B

Structure of the Directorate of Education and of Cultural and Scientific Affairs

Director : Mr. A. Haigh

Head of Department, Deputy to the Director : Mr. S. Squartini

Division for Higher Education and Research

Head of Division : Mr. H.A. Schwarz-Liebermann von Wahlendorf
(Modern Languages : Officer in charge : Mr. S. Nord)

Division for General and Technical Education

Head of Division : Mr. G. Neumann

Division for Out-of-School Education

Head of Division : Mr. L. de Roulet

Cultural Affairs Division

Head of Division : Mr. V. de Pange

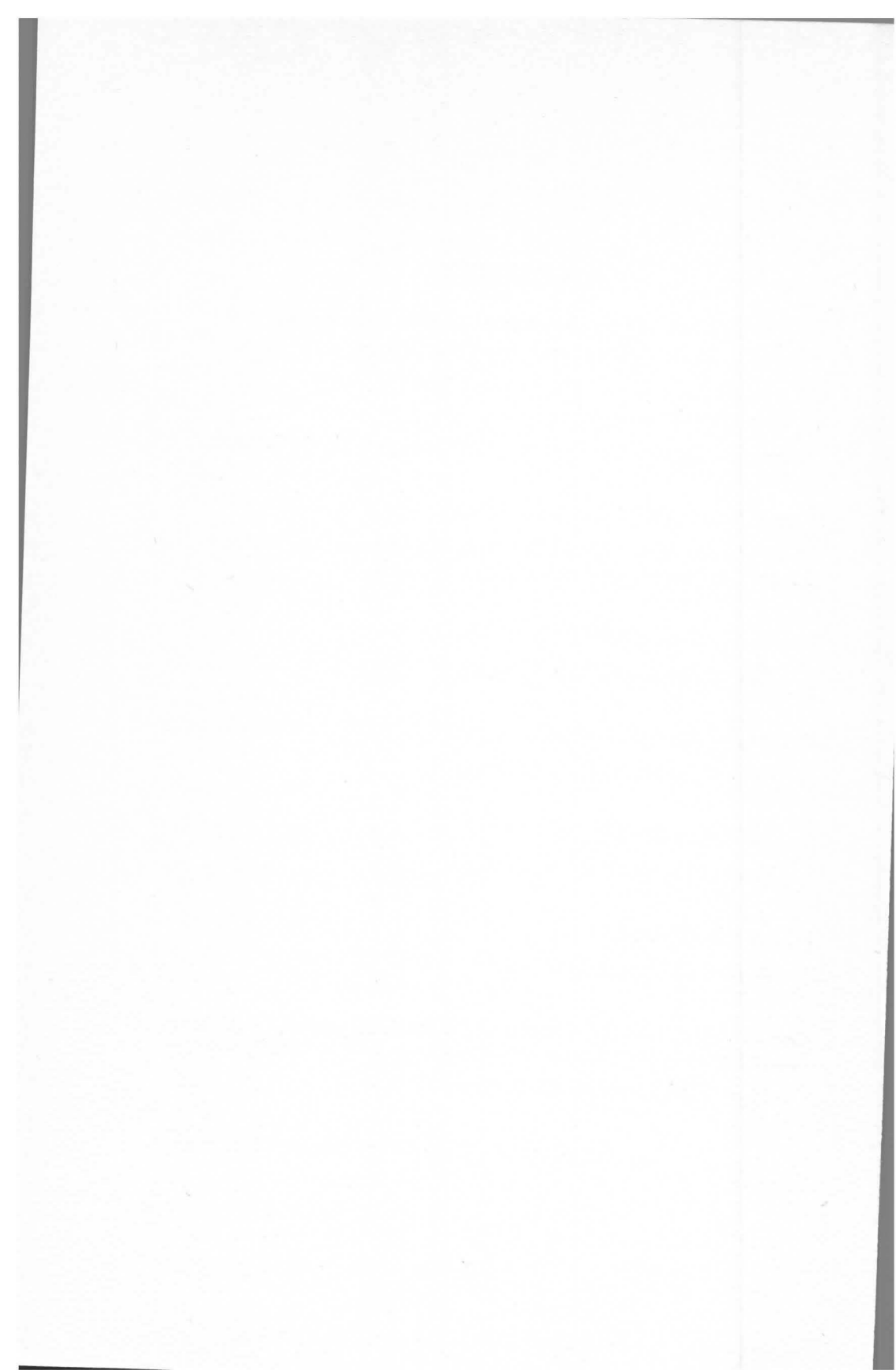
Film and Television Division

Head of Division : Mr. L. Bolis

General Affairs Division (Secretariat of the CCC and of the Cultural Fund ; Documentation Centre for Education in Europe ; Publications)

Head of Division : Mr. G. F. Connell

Address : Secretariat-General, Council of Europe, Strasbourg, France.



APPENDIX C

Reports, publications and material for display

I. Reports published in 1964 and available free on request from the Council of Europe, and other publications.

General

Annual Report of the CCC — 1963.

Programme of the CCC — 1964.

CCC and Cultural Fund — Basic Texts.

European Cultural Convention.

Information Bulletin of the CCC and the European Cultural Foundation
Nos. 14 and 15.

The European Round Table Discussion, Rome, 1953 (Participants:
MM. Denis de Rougemont, Alcide De Gasperi, Eelco van Kleffens,
Eugen Kogon, Einar Lofstedt, Robert Schuman and Arnold Toynbee).

Cultural Activities

European Cultural Values — Bibliographical Indications (see hereafter
under II).

Safeguard and enhancement of ancient sites and monuments of historic
and artistic interest (see hereafter under II).

Regulations governing the University Teachers' Interchange Scheme.

Cultural Identity Card : conditions of award ; list of facilities.

List of prize-winning films (1957 - 1964).
(See also hereafter under II and III).

Higher Education and Research

Engineering Education (report of an international discussion ; series
Education in Europe ; see hereafter under II).

Higher Education in Denmark [CCC/ESR (64) 15]
 (for other countries, see Appendix C of the Annual Report — 1963).

The Robbins Report on Higher Education in Britain [CCC/ESR (64) 16].

The universities and teacher training —

- The Federal Republic of Germany [CCC/ESR (64) 5]
- Norway [CCC/ESR (64) 6]
- Austria [CCC/ESR (64) 7]
- Denmark [CCC/ESR (64) 8]
- Netherlands [CCC/ESR (64) 11]
- United Kingdom [CCC/ESR (64) 12].

Conference on New Universities [CCC/ESR — Project 14/4].

General and Technical Education

Primary and Secondary Education — Modern Trends and Common Problems (series *Education in Europe*; see hereafter under II).

Civics and European Education at the Primary and Secondary Level (series *Education in Europe*; see hereafter under II).

Pupil Guidance — Facts and Problems (series *Education in Europe*; see hereafter under II).

Prospects: General Education, Technical Education
 [CCC/EGT (64) 12].

Course on education and vocational training of girls (Oxford, March 1964) [CCC/EGT (64) 4].

Dictionary of European Educational Terminology (Document based on the plan presented by M. de Landsheere, Belgium) [CCC/EGT (64) 11].

The Non-Numerical Employment of Computers for compiling a European Dictionary of Educational Terminology (by MM. de Landsheere and L. Hirschberg) [CCC/EGT (65) 15].

Co-operation with Non-Governmental Organisations [CCC (64) 43].

3rd Conference on the Revision of Geography Textbooks (Bray, Ireland, October 1963) — Report on Western Europe [CCC/EGT (64) 19].

Continued Education (Revised preliminary comparative study presented by Dr. L. Wohlgemuth) [CCC/EGT (64) 24].

Report of Study Group on student teachers' exchanges
 [CCC/EGT (64) 30].

Draft inventory of teacher-training films [CCC/Cin (64) 8].

A System of Computer-based Selective Dissemination of Educational Information [CCC/EGT (65) 14].

Out-of-School Education

European Co-operation in Out-of-School Education (1964) [A 89.166].

YOUTH

Youth and Development Aid (series *Education in Europe*; see hereafter under II).

Starting work and vocational guidance (Course, London, May 1963) [CCC/EES (64) 11].

Relations between Official Authorities and Non-Governmental Youth Organisations in States Parties to the European Cultural Convention (International Conference on Youth, Grenoble, August 1964)
[CCC/EES (64) 40].

Contribution to a European enquiry into "The social and cultural training and leisure pursuits of young workers" (Strasbourg, December 1964) [CCC/EES (64) 57].

Round Table of International Non-governmental Organisations (Strasbourg, December 1964) [CCC/EES (64) 65].

POPULAR AND ADULT EDUCATION

Television and adult education (Course, Frascati, November 1964) [CCC/EES (64) 17].

Round Table on the Teaching of Modern Languages and Adult Education (Strasbourg, October 1964) [CCC/EES (64) 61].

Films on Adult Education [CCC/Cin (64) 34].

PHYSICAL EDUCATION, SPORT, OUTDOOR PURSUITS

Physical Education and Sport — A Handbook of Institutions and Associations (series *Education in Europe*; see hereafter under II).

Training the Trainer — A suggested programme for general leaders of physical recreation and sport (series *Education in Europe*; see hereafter under II).

Doping of Athletes — A European Study (see hereafter under II).

The relationship between sport at school and out of school (Course, Luxembourg, December 1963) [CCC/EES (64) 42].

Role of gymnastics and sport in apprenticeship (Course, Liège, March 1964) [CCC/EES (64) 34].

Sailing and small boat-building (Course, Plymouth, May 1964)
[CCC/EES (64) 44].

Speleology (Course, Santander, August 1964) [CCC/EES (64) 68].

Sports architecture (Course, Macolin, Switzerland, September 1964)
[CCC/EES (64) 63].

Outdoor leisure (Study Group, Strasbourg, November 1964)
[CCC/EES (64) 53].

Inventory of films on physical education and sport.

Film and Television

Modern Language Teaching by Television (series *Education in Europe*; see hereafter under II).

Film Vocabulary — 900 cinema terms in seven languages (see hereafter under II).

The distribution of cultural films (Report of Conference, London, 1961).

International Catalogue of Cultural and Informational Films for Viewing, Loan and Exchange (1962) (only available in English).

List of films (presented at the first Council of Europe Film Week for cultural and educational films).

Inventory of films on physical education and sport.

Draft inventory of teacher training films [CCC/Cin (64) 8].

Films on nature protection [CCC/Cin (64) 13].

Films on adult education (Report of Study Group, Copenhagen, September 1964) [CCC/Cin (64) 32].

1965 Conference on the commercial distribution of educational and cultural films [CCC/Cin (64) 34].

8 mm. Film (Report of meeting, The Hague, October 1964)
[CCC/Cin (64) 39].

Report of the project meeting (London, November 1964)
[CCC/Cin (64) 41].

Television and Adult Education [CCC/EES (64) 17].

Modern Languages

Recent Developments in Modern Language Teaching (series *Education in Europe* ; see hereafter under II).

New Trends in Linguistic Research (series *Education in Europe* ; see hereafter under II).

New Research and Techniques for the benefit of Modern Language Teachers (series *Education in Europe* ; see hereafter under II).

Modern Language Teaching by Television (series *Education in Europe* ; see hereafter under II).

Training and further Training of Modern Language Teachers (Paris, March 1964) (DECS/Mod. Lang. (64) 6).

The special scientific and technical languages (Paris, March 1964) (DECS/Mod. Lang. (64) 7).

5-year Plan for modern language teaching (Strasbourg, January 1965) (CCC/EGT (65) 11).

*II. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation, for sale through book-sellers*¹

Series Education in Europe

SECTION I — HIGHER EDUCATION AND RESEARCH

1. *Engineering Education — General or Specialised? The New Mathematics. New materials. Engineering Design* — 80 pages.

An international discussion organised by the Council for Cultural Co-operation.

SECTION II — GENERAL AND TECHNICAL EDUCATION

1. *Primary and Secondary Education — Modern trends and common problems*, by J. Thomas and J. Majault — 140 pages.

Comparative survey of the educational facilities provided in the CCC member countries for children from the age of 5 to 18, and of reforms adopted or envisaged. Contents: The Educational Systems; Educational Curricula and Methods; Conclusion. A basic comprehensive study with a system of uniform classification.

1. In case of difficulty, application should be made directly to the publishers.

2. *Civics and European Education at the Primary and Secondary Level* — 160 pages.

An objective analysis of the findings of international courses on the subject held under the auspices of the Council of Europe and other European organisations, and the results of an enquiry held by the European Cultural Centre (Geneva) into the characteristics and shortcomings of civics education in the schools of Western Europe.

3. *Pupil Guidance — Facts and Problems*, by M. Reuchlin — 370 pages.

Subjects chiefly dealt with : orientation and technical, economic and social progress ; child guidance related to the immediate environment ; child guidance and the general characteristics of school life ; methods of guidance ; the main stage of guidance.

SECTION III — OUT-OF-SCHOOL EDUCATION AND YOUTH

1. *Youth and Development Aid* — 114 pages.

How can young Europeans participate in development programmes for the new nations ? The record of a symposium organised jointly by the Council of Europe and OECD, a survey of national programmes, suggestions for action and the conclusions of a seminar of some 45 private bodies concerned with sending volunteers overseas.

2. *Physical Education and Sport — A Handbook of Institutions and Associations* — 210 pages.

A review of the institutions through which sport is administered and practised in the CCC member countries. Examples of study courses, a description of the particular achievements of each country and addresses of national and international sports federations. Photographic illustrations, diagrams on structures and summary tables.

3. *Training the Trainer — A suggested programme for general leaders of physical recreation and sport* — 80 pages.

A programme of 100 hours' instruction in the training of part-time trainers (youth leaders, etc.).

SECTION IV — GENERAL

1. *Recent Developments in Modern Language Teaching* — 44 pages.

Resolutions of the Conference of European Ministers of Education and summaries of the results of three conferences held under the auspices of the CCC in pursuance of these Resolutions.

2. *New Trends in Linguistic Research* — 110 pages.

Contents : A guide to linguistic recording ; *Le français fondamental* : Basic grammatical structures ; Linguistic research and language teaching.

3. *New Research and Techniques for the Benefit of Modern Language Teaching* — 189 pages.

Report of a refresher course held at Strasbourg in 1963 by the Regional Branch of the Association of Modern Language Teachers, in collaboration with the Council for Cultural Co-operation.

4. *Modern Language Teaching by Television*, by R. Hickel — 175 pages.

Subjects dealt with: the principal existing TV programmes for modern language teaching; educational, technical and practical problems; the reaction of the public and of pupils. Concluded with an evaluation of TV as a language teaching technique, compared with other aids.

The price of each of these publications is 6 French francs (sterling area: 8/6; USA and Canada: 3 US dollars), apart from publications No. 3 — Section III and No. 1 — Section IV which cost 3 French francs (sterling area: 4/6; USA and Canada: 1,50 US dollars) and publication No. 3 — Section II which costs 9 French francs (sterling area: 12/6; USA and Canada: 4,50 US dollars). Payments may be made to national Sales Agents in local currencies.

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Ejnar Munksgaard,
Nørregade 6,
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et de Jurisprudence,
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THE HAGUE

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WELLINGTON

1. For countries where there is no Sales Agent, or in case of difficulties, please apply directly to: Publications Division, Council of Europe, Strasbourg, France.

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Manhattan Publishing Company
225, Lafayette Street
NEW YORK, 12 — N. Y.

STRASBOURG

Librairie Berger-Levrault,
Place Broglie

OTHER PUBLICATIONS

Safeguard and enhancement of ancient sites and monuments of historic and artistic interest (Council of Europe, 1963, 84 pages, illustrations). Price: sterling area: 10/—; U.S.A. and Canada: \$ 3.00; other countries: 6 French francs, or the approximate equivalent in other currencies. For sale at the above-mentioned addresses or directly from: Publications Division, Council of Europe, Strasbourg, France.

European Cultural Values — Bibliographical Indications (CCC, 1964) Price: sterling area: 10/—; U.S.A. and Canada: \$ 3.00; other countries: 6 French francs, or the approximate equivalent in other currencies. For sale at the above-mentioned addresses or directly from: Publications Division, Council of Europe, Strasbourg, France.

Doping of Athletes — A European Study (CCC, 1964 — 53 pages) Price: sterling area: 4/6; U.S.A. and Canada: \$ 1.50; other countries: 3 French francs, or the approximate equivalent in other currencies. For sale at the above-mentioned addresses or directly from: Publications Division, Council of Europe, Strasbourg, France.

Film Vocabulary, 900 cinema terms in English, French, Dutch, Italian, German, Spanish and Danish; 222 pages; Price 750 French francs. (Apply to the Editor, Mr. S.I. van Nooten, Director of Films Division, Netherlands Government, Information Service, 43 Noordeinde, The Hague, or to the Directorate of Education, Council of Europe, Strasbourg, France).

Theses written by fellowship-holders and published by A. W. Sijthoff
(Leyden, Netherlands) in the series **European Aspects**

Culture :

- F.L. Polak *The Image of the Future* (2 vols.) (1961)
K.R. Stadler *Adult education and European co-operation* (1960)
G. Bonneville *Prophètes et témoins de l'Europe* (1961)
G. Pirrone *Une tradition européenne dans l'habitation* (1963)

Economics :

- F. Hartog *European trade cycle policy* (1959)
P. Romus *Expansion économique régionale et Communauté Européenne* (1958)
F.C. Fabre *La politique céréalière régionale en Europe au seuil de l'unification* (1960)
H.O. Lundstrom *Capital movements and economic integration* (1961)
P. Streeten *Economic growth: Aspects and problems* (1961)

Political questions :

- B. Ljubisavljevic *Les problèmes de la pondération dans les institutions européennes* (1959)
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H.J. Heiser *British policy with regard to the unification efforts on the European continent* (1959)
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P.H.J.M. Houben *Les Conseils de Ministres des Communautés européennes* (1964)
U. Kitzinger *Britain, Europe and beyond* (1964)

Social questions :

- J.P. Corbett *Europe and the social order* (1959)
R.C. Beever *European unity and the trade union movements* (1961)
R. Krisam *Die Beteiligung der Arbeitnehmer an der öffentlichen Gewalt* (1960)

Law :

- A. Clemens *Der europäische Beamte und sein Disziplinarrecht* (1961)
C. Economides *Le pouvoir de décision des organisations internationales européennes* (1964)
F. Monconduit *La Commission européenne des Droits de l'Homme* (in the press)

Among other publications in the series **European Aspects :**

A History of Europe? by E. Bruley and E.H. Dance (The conclusions of the Council of Europe Conferences on the revision of history textbooks. Translated into eight languages).

The Council of Europe by A.H. Robertson.

Translations of literary works from lesser-known European languages :

(a) **Into English**

The Waving Rye by J. v. Jensen (Published by Gyldendal, Copenhagen, 1958) (From Danish)

Floodtide of Fate by O. Dun (Sidgwick & Jackson, London, 1960) (From Norwegian)

Seven Icelandic Short Stories (Ministry of Education, Reykjavik, 1960) (From Icelandic)

Aniara by H. Martinson (Hutchinson, U.K., and Knopf, New York, 1963) (From Swedish) ¹.

1. This book has also been translated into German. Published by Nymphenburger Verlagshandlung, Munich, 1961.

The Man in the Mirror by H. Teirlinck (Heinemann, London, and Sijthoff, Leyden, 1963) (From Flemish)

Alberta and Freedom by C. Sandel (Peter Owen, London, 1963) (From Norwegian)

The Old Farmhouse by J. D. Williams (Heinemann, London, and Sijthoff, Leyden, 1961) (From Welsh)

The Garden where the Brass Band played by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch)

Poems by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964) (From Galician)

(b) Into French

Poèmes akritiques, et la Mort de Digénis by A. Sikelianos (Published by the French Institute of Athens, 1960) (From Greek)

Un point sur la carte — Selected short stories by S.F. Abasiyanik (Published by Sijthoff, Leyden, 1962) (From Turkish)

Cent poèmes autrichiens (Bergland Verlag, Vienna) [to appear shortly]

Nouvelles by A. Papadiamantis (From Greek) [to appear shortly]

Œuvres poétiques by D. Solomos (From Greek) [to appear shortly]

In the series European Folklore :

Volume I — *Folk-tales*, edited by M.L. Bødker (Rosenkilde & Bagger, Copenhagen)

Volume II — *Ballads* [to appear shortly]

Volume III — *Popular Theatre* (Maisonneuve & Larose, Paris) [to appear shortly]

Other publications

Regards Neufs sur l'Europe (Editions du Seuil, Paris)

(An information booklet on Europe of today, intended for young people and youth organisations) (English edition in preparation)

Notre Europe (Editions ODE, Paris)

(Published under the auspices of the Cultural Committee of the Consultative Assembly; intended for young people; texts by MM. Henri Brugmans, André Chamson, Jules Romains, Robert Schuman, André Siegfried, and others)

(In French and German)

Europe and the Europeans — An international discussion, by Max Beloff (Chatto & Windus, London, 1957) (English, German and Spanish versions)

(This work, prepared at the request of the Council of Europe, is the outcome of a collective study of the background of European unity in its widest sense. The participants included MM. Denis de Rougemont, Alcide de Gasperi, Eelco van Kleffens, Eugen Kogon, Einar Lofstedt, Robert Schuman, Arnold Toynbee and Gabriel Marcel)

Differentiation and Guidance in the Comprehensive School

(An account of a Conference organised by the Swedish Government in 1958 under the auspices of the Council of Europe, English edition published by Almqvist & Wiksell, Stockholm; French edition by the *Institut Pédagogique National*, rue d'Ulm, Paris)

The European universities and adult education (Seminar in Oslo, 1962) (Scandinavian University Books; English only; to be obtained from *Universitetsforlaget*: Norway, Karl Johansgate 47, Oslo; United Kingdom, 16, Pall Mall, London, S.W.1.; USA, Box 142, Boston 13, Mass).

III. *Publications and material for display based on the European Art Exhibitions*¹

Art volumes

(Council of Europe collection, format 34.5 cm × 27 cm., approx. 350 pages, 50 colour plates, 350 black and white reproductions. In five languages. Published by: Callwey Verlag, Munich; Thames & Hudson, London; McGraw-Hill, New York; *Connaissance*, Brussels; *Deux-Mondes*, Paris; Salvat, Barcelona; Electa, Milan).

The Sources of the Twentieth Century, edited by Jean Cassou (in Italian: *Le Origini dell'Arte Moderna*).

1. For details, see the booklet *Record of the European Art Exhibitions*, available free on request from: Cultural Affairs Division, Directorate of Education, Council of Europe, Strasbourg, France.

The Age of Rococo (in Italian : *Il Rococo*).

The Age of Humanism, by A Chastel and R. Klein.

Catalogues

L'Europe Humaniste (French version) ¹.

Le Triomphe du Maniérisme européen — de Michel-Ange au Gréco (For Dutch version, apply to : Rijksmuseum, Amsterdam) (French text to be republished in 1965).

The Romantic Movement (English version only).

The Sources of the Twentieth Century — the Arts in Europe from 1884 to 1914 (French and English versions).

L'Art Roman (French ¹ and Spanish versions).

L'Art Européen vers 1400 (French and German versions) ¹.

Byzantine Art — European Art (in English and French) ¹.

To be republished : *Le XVII siècle européen — réalisme, classicisme, baroque*.

The Age of Rococo — Art and Culture of the 18th Century.

Travelling Art Exhibitions

The Sources of the Twentieth Century (English, French, German and Turkish versions ; 170 reproductions, most in colour ; 24 panels of 120 × 160 cm ; 40 aluminium supports ; packed in eight cases) (Apply to the Directorate of Education, Council of Europe, Strasbourg).

European Art around 1400 (in French, Turkish and Spanish).

Byzantine Art — European Art (in French and German).

Romanesque Art (in preparation in French, Spanish and German)..

Films

L'Europe Humaniste (Brussels, 1954) (Apply to : Service du cinéma, Ministère de l'Education Nationale, 7, quai du Commerce, Brussels, Belgium).

The Age of Rococo (Münich, 1958) — Short-length and full-length version in English, French and German. (Apply to : Film Studio Walter Leckebusch, Tittenstrasse 16, Munich 19, Federal Republic of Germany).

¹. This catalogue is on sale at : Librairie d'Art Landwerlin, 6, rue Brûlée, Strasbourg, France.

Colour slides

The Romantic Movement (137 slides. English text only) (Apply to : Fine Art Photography, Art History Publications, Coombsland, Coneyhurst, Billingshurst, Sussex, United Kingdom).

The Sources of the Twentieth Century (3 sets, totalling 121 slides) (Apply to : *Publications filmées d'Art et d'Histoire*, 44, rue du Dragon, Paris 6^e).

Humanist Europe [available shortly].

Romanesque Art [available shortly].

European Art around 1400 [available shortly].

Byzantine Art — a European Art [available shortly].

APPENDIX D

Programme financed by the Cultural Fund in 1964

Receipts

A. Receipts expected in 1964 :	FF
1. Grant-in-aid from member Governments	1,500,000
2. Contributions from non-member Governments having acceded to the European Cultural Convention :	
— Spain	144,000
— Holy See	4,900
3. Voluntary contributions by Governments	p. m.
4. Contribution from the European Cultural Foundation . . .	74,800
5. Royalties	2,000
6. Bank interest	30,000
7. Miscellaneous receipts	1,000
	<hr/> 1,756,700
 B. Unused resources as at 31st December 1963 :	
8. Brought forward from year 1963	868,578
	<hr/>
<i>Total receipts :</i>	2,625,278

Expenditure

Head I. — Higher Education and Research	162,000
Head II. — General and Technical Education	279,500
Head III. — Out-of-School Education	503,500
Head IV. — Film and Television	225,000
Head V. — Cultural Activities	428,300
Head VI. — General Activities	307,000
Head VII. — Activities undertaken in previous years (1963-1962-1961)	620,234
	<hr/>
<i>Total :</i>	2,525,534

HEAD I — HIGHER EDUCATION AND RESEARCH

	FF
1. Model curricula and reciprocal recognition of university degrees	54,000
2. Conference on stereo-chemistry	33,000
3. Fund to enable foreign examiners to be called in for academic examinations	10,000
4. Organic co-operation among European universities	15,000
5. Comparative studies of European universities	14,000
6. Modern languages	6,000
7. Conference on applied linguistics	10,000
8. Conference on recruiting university staff for Africa	5,000
9. Consultation of experts and convening of small <i>ad hoc</i> study groups	15,000
<i>Total of Head I:</i>	162,000

HEAD II — GENERAL AND TECHNICAL EDUCATION

	FF
10. Government course on "ways and means of closer European co-operation in the field of general and technical education" (Federal Republic of Germany)	7,500
11. Dictionary of educational terms and tables of educational structures in Europe	14,000
12. Dictionary of geographical terms	10,000
13. <i>Schools in Europe</i>	35,000
14. <i>Paedagogica Europaea</i>	25,000
15. Secretariat study of material supplied by the International Bureau of Education, Geneva	p. m.
16. Survey of relations between parents, the school, parents' associations, teachers' associations and Governments	p. m.
17. Examinations	17,000
18. Pupil guidance :	
(a) Governmental course on "The guidance period" (Belgium)	6,500
(b) Study group and consultant expert	6,000
19. Modern languages :	
(a) Governmental course on "Modern languages in secondary technical education" (Austria)	6,500
(b) Study groups	16,000
20. History	6,500
21. 4th Conference on the revision of school geography textbooks and atlas (Iceland, 1964)	22,000
22. European Civics Campaign	11,000
23. Humanities	p. m.
24. Mathematics and science	p.m.
<i>c/f</i>	183,000

	b/f	FF 183,000
25. Technical, commercial and vocational education :		
(a) Comparative study on technical, commercial and vocational education in Europe		3,000
(b) Governmental course on "Education and vocational training of girls" (United Kingdom)	p. m.	
(c) Governmental course on "Commercial education" (Norway)		7,500
(d) Joint meeting of experts on technical education and educational documentation		18,000
26. Continued education		6,000
27. Initial training and further training of teachers :		
(a) Comparative study on the training of teachers in Europe	p. m.	
(b) Study group		3,000
28. Council of Europe project for the initial training and in-service training of Turkish teachers in various European countries		35,000
29. Mutual aid policy, technical assistance and exchange programmes.		9,000
30. Expert consultation and meetings of restricted <i>ad hoc</i> Study Groups		15,000
		<hr/>
	<i>Total of Head II :</i>	279,500

HEAD III — OUT-OF-SCHOOL EDUCATION

(Youth ; Popular Education/Adult Education ; Physical Education, Sport and Open-air Activities)

		FF
31. European Experimental Youth Centre		270,000
32. Governmental courses :		
— Physical education, sport and open-air activities :		
(a) "The contribution of physical education and sport in apprenticeship" (Belgium)	p. m.	
(b) "The role of sport in the behavioural observation and social re-integration of juvenile delinquents" (France)	p. m.	
(c) "Model programme for part-time physical education instructors" (France		6,500
(d) "Speleology" (Spain)		7,500
(e) "Sports architecture" (Switzerland)	p. m.	
(f) "Sailing and boat-building" (United Kingdom)	p. m.	
— Youth :		
(g) "Discovering Switzerland" (Switzerland)	p. m.	
		<hr/>
	c/f	284,000

	b/f	FF
33. Mutual Assistance Policy :		284,000
(a) Supply of experts		10,000
(b) Implementation of projects		25,000
34. Educational travel for young people	p. m.	
35. Meetings :		
(a) Grant for organising the Ruhr Youth Congress "Introduction to Industry"		40,000
(b) Travel grants to enable individuals to attend youth meetings of European significance		20,000
36. European holiday centres for young people		3,500
37. Information on European activities	p. m.	
38. Consultant experts and specialised institutions: consultations, studies		30,000
39. Meetings of small study groups to implement the programme		30,000
40. Co-operation with non-governmental organisations		16,000
41. Contribution to the activities of non-governmental organisations		30,000
42. European Athletics Diploma		15,000
<i>Total of Head III :</i>		503,500

HEAD IV — FILM AND TELEVISION

	FF
43. Subject investigation of a series of films for adult education, to be produced by international co-production (Denmark) . .	15,750
44. Subject investigation of films for teacher training to be produced by international co-production (France)	14,750
45. Series of 12 educational films on biology : <i>The Living Cell</i> to be produced by international co-production (continuation) . . .	44,000
45bis. Series of films on <i>The Living Body</i>	4,000
46. Study of the art of the cinema in Europe based on extracts from films and available material for use with adult and juvenile audiences, including television (continuation)	10,000
46bis. 8 mm. film	5,000
47. Study of scripts for a series of films entitled <i>Earth and Space</i> to be produced by international co-production	4,000
47bis. Enquiry into the methods and success of inter-governmental co-production of films	3,000
48. Annual selection of recommended European educational and cultural films	35,500
49. Consultation of experts	14,000
50. Television	75,000
<i>Total of Head IV :</i>	225,000

HEAD V — CULTURAL ACTIVITIES

	FF
51. Travelling educational exhibitions	40,000
52. <i>Europe marches on project</i>	13,000
53. Awakening public interest in contemporary architecture	5,000
54. Safeguard and enhancement of ancient monuments and sites of historic and artistic interest	16,000
55. Present-day aspects of craftsmanship	p. m.
56. 9th European Art Exhibition	80,000
57. Travelling documentary exhibition based on the 9th European Art Exhibition	60,000
58. Translations of literary works written in lesser-known European languages	8,000
59. Series of works on European folklore	8,500
60. Council of Europe contribution to the UNESCO Major Project on the mutual appreciation of Eastern and Western cultural values	10,000
61. University interchange	40,000
62. Study tours for workers	10,000
63. Research work:	
(a) Research fellowships	36,300
(b) Research work commissioned by the Council on subjects appropriate to its programme	36,000
64. Publication of theses of fellowship-holders	17,500
65. Cultural Identity Card	25,000
66. European Film Prize and Newsreel Prize	8,000
67. Consultations and official journeys of experts	15,000
<i>Total of Head V:</i>	428,300

HEAD VI — GENERAL ACTIVITIES

	FF
68. Meeting of representatives of European non-governmental organisations active in the field of education	33,000
69. International Secretariat of the European Schools Day	70,000
70. Contributions to the work of non-governmental organisations (General)	20,000
71. Educational Documentation Centre:	
(a) Purchase of material (books and periodicals)	10,000
(b) study group on the future of the Centre	7,000
72. Cultural Centre at Delphi	50,000
73. 14th Course of European Studies	30,000
74. Problems relating to foreign students and trainees in Europe	9,000
75. Co-ordinating group for modern language studies	7,500
75bis Joint working party on leisure	4,000
76. Information Bulletin of the CCC and the European Cultural Foundation	6,500
76bis Grant to the publication <i>Europäische Kulturpolitik</i>	15,000
77. Sundry expenditure necessitated by the execution of the programme	25,000
78. Unforeseen expenditure	10,000
79. Experimental work	10,000
<i>Total of Head VI:</i>	307,000

HEAD VII — ACTIVITIES UNDERTAKEN IN PREVIOUS YEARS
(1963-1962-1961)

	FF
— 1963	356,358.73
— 1962	164,638.65
— 1961	99,237.14
<hr/>	
<i>Total of Head VII :</i>	620,234.52

APPENDIX E

Programme to be financed by the Cultural Fund in 1965

Estimated receipts

A. To finance the 1965 programme

(Heads I to VII of estimated expenditure) :

	FF
(a) <i>Receipts :</i>	
1. Grand-in-aid from member Governments	1,500,000
2. Contributions from non-member Governments acceding to the European Cultural Convention :	
— Spain	144,000
— Holy See	4,900
3. Voluntary contributions by Governments	p. m.
4. Contributions from other sources	p. m.
5. Royalties	2,000
6. Bank interest	40,000
7. Miscellaneous receipts	1,000
	<hr/>
	1,691,900
(b) 1bis. <i>Additional sum guaranteed</i>	250,000
	<hr/>
	1,941,900
(c) 8. <i>Other resources available as estimated at 31st December 1964</i>	360,000
	<hr/>
<i>Total A :</i>	2,301,900

B. For the continuation of activities begun in previous years but not yet completed

(Head VIII of estimated expenditure) :

— 1964	313,364.84
— 1963	174,623.66
— 1962	71,651.57
	<hr/>
<i>Total B :</i>	559,640.07

Estimated expenditure

	FF
Head I. — Higher Education and Research	179,000
Head II. — General and Technical Education	378,800
Head III. — Out-of-School Education	541,950
Head IV. — Film	330,000
Head V. — Television	15,000
Head VI. — Cultural Activities	478,000
Head VII — General activities	379,000
<i>Total :</i>	2,301,750

HEAD I — HIGHER EDUCATION AND RESEARCH

	FF
1. University curricula — Comparative Studies	64,600
2. University curricula — Conference of university teachers . .	14,000
3. Participation of foreign university teachers in university examinations	p. m.
4. Means of organic co-operation among European universities	23,000
5. Structural problems of European universities	4,500
6. The place of research in the university	11,400
7. Linguistic activities :	
(a) Study group on modern languages	6,000
(b) Study of methods of improving the oral comprehension and expression of modern language students	4,000
(c) Contribution to a project to establish the fundamental vocabulary and grammatical structures of a European language	8,000
(d) Contribution to research into the language of a special subject	4,000
8. Little-studied languages and Afro-Asian studies in the European universities	7,500
9. Conference on the role of the university in the further education of graduates (including refresher courses)	12,000
10. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups	20,000
<i>Total of Head I :</i>	179,000

HEAD II — GENERAL AND TECHNICAL EDUCATION

FF

11. Educational terminology in Europe — Compilation of a dictionary	28,500
12. <i>Schools in Europe</i> — Preparation of a comparative study . .	35,000
13. <i>Paedagogica Europaea</i>	25,000
14. Technical and vocational education in Europe — Comparative study	5,500
15. Dictionary of geographical terms	9,000
16. Examinations	7,000
17. Pupil guidance	4,000
18. Technical education : Course on "Technical education in secondary schools" (France)	6,500
19. Continued education : (a) Course on "Continued education : from school to life" (Switzerland)	6,500
(b) Study group	5,500
20. Modern languages : (a) Course on "The study of the civilisation of the country whose language is being taught" (Spain)	7,000
(b) Study groups	17,000
21. History : (a) Course on "The place of history teaching in general and European education" (Denmark)	8,000
(b) Study group and consulting expert	9,000
22. Geography : (a) Study group	6,000
(b) Set of 24 maps of modern Europe	9,500
23. Civics	2,500
24. Humanities	p. m.
25. Mathematics and science	p. m.
26. Technology	p. m.
27. Initial training and further training of teachers	p. m.
28. Mutual assistance — CCC Project for the initial training and in-service training of Turkish teachers in various European countries	90,000
29. Exchanges	p. m.
30. Co-operation with non-governmental organisations : (a) Participation of the CCC in the European Civics Campaign	19,300
(b) Contribution to the organisation of the Conference of the International Federation of Modern Language Teachers (FIPLV) (Uppsala — August 1965)	10,000
(c) Co-operation with the European Teachers' Association, the European Schools Day, the Federation of Europe Houses and the International Centre for European Training	43,000
31. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups	25,000

Total of Head II : 378,800

HEAD III — OUT-OF-SCHOOL EDUCATION
(Youth : Popular Education/Adult Education ;
Physical Education, Sport and Open-air Activities)

	FF
32. Training, status and recruitment of teachers in adult and popular education :	
(a) Survey by the European Bureau of Adult Education . .	5,200
(b) Course on "Programme and methods of in-service training for teachers and organisers (part-time and full-time) in adult education" (United Kingdom)	7,500
33. European Experimental Youth Centre	250,000
34. Course on "Technical training of instructors at voluntary work camps" (Spain)	7,000
35. Training of Youth Leaders : training of Greek Youth Leaders (Mutual assistance)	12,300
36. Training of part-time physical education and sports instructors :	
(a) Course on the application of the model programme (Switzerland)	12,000
(b) Completion of training course begun in Ireland in 1964 . .	10,000
(c) Comparative study on the training of basketball instructors	3,000
37. Problems of physical education and sport for women	4,700
38. Physical education in the training of apprentices	1,500
39. International voluntary work camps	13,500
40. Preparation of students for social responsibilities — Courses on "The social problems of students" (Norway)	9,000
41. Introduction to science	2,000
42. Teaching of modern languages :	
(a) Accelerated teaching of foreign languages to migrant workers	10,000
(b) Teaching of foreign languages to adults by television and radio	4,700
(c) Textbooks and equipment used by adult education establishments	7,700
(d) Refresher training for adult educators specialising in the teaching of modern languages	20,000
43. Out-of-School Physical Education Programme in Turkey . .	6,950
44. Educational value of the moral sciences in adult education course (Austria)	6,500
45. Educational conferences and courses (national and international) of European significance	10,000
46. Sport for workers — Survey by a French expert based on the results of ten years of international collaboration in this sector	3,000
47. The sociological importance of physical activities and sport in leisure	4,700
48. Relationship between sport at school and out of school . . .	5,000
49. <i>New outlook on Europe</i> , adult education handbook	14,000
50. <i>Organisation of youth in Europe</i>	7,000
	c/f 437,250

	b/f	FF
		437,250
51. Sports installations and equipment — Preparation of ground for outdoor sports — Course (France)		6,500
52. Grants to NGOs contributing to the programme of the Committee for Out-of-School Education		45,000
53. European Athletics Diploma		17,500
54. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups		30,000
55. Long-term programme in the physical education, sports and open-air activities sector		5,700
		<hr/>
<i>Total of Head III :</i>		541,950

HEAD IV — FILM

		FF
56. Future co-production of education and cultural films :		
(a) Educational films		45,000
(b) Cultural films		25,000
57. Selection of the best European educational and cultural films — Selection procedure : facilities for their exchange, production of other language versions, distribution, etc.		122,500
58. Distribution of cultural films		20,000
59. Technical aid : educational and cultural films for developing European countries		7,500
60. Major production projects in the field of education and culture :		
(a) 5-year co-production project of educational films on physics		35,000
(b) Cultural film on <i>Communication routes in Europe</i> . . .		50,000
61. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups		25,000
		<hr/>
<i>Total of Head IV :</i>		330,000

HEAD V — TELEVISION

		FF
62. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups		15,000

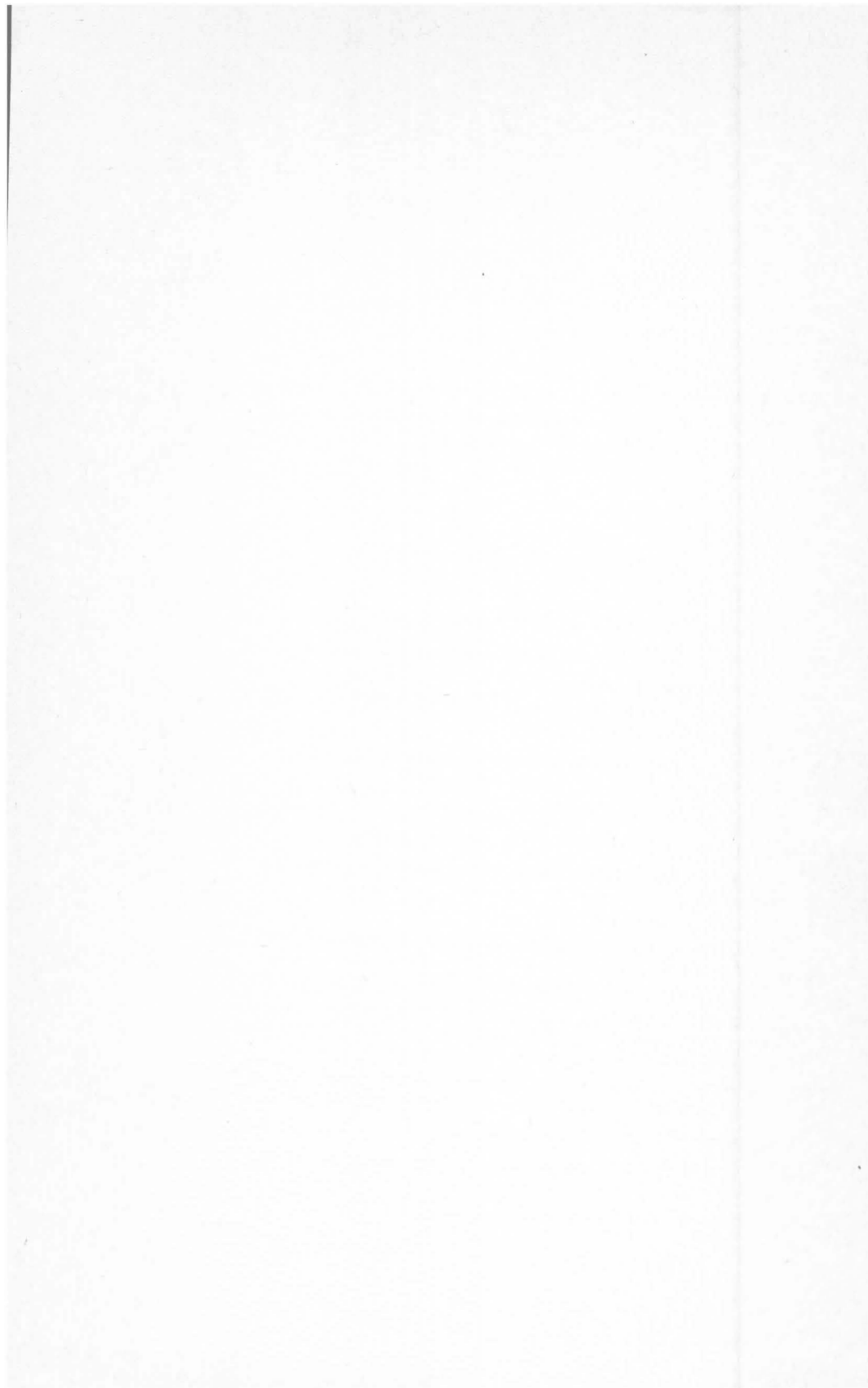
HEAD VI — CULTURAL ACTIVITIES

	FF
63. Cultural aspects of regional development plans — Meeting (Netherlands, 1966)	8,000
64. The role of local authorities in the cultural sphere — Meeting (Federal Republic of Germany, 1965)	8,000
65. Industrial design	8,000
66. Development of creative powers in education	p. m.
67. Arousing public interest in contemporary architecture	8,000
68. Journeys with a cultural aim — Report by MM. Pouris and Beerli	7,000
69. 11th European Art Exhibition (Sweden, 1966)	61,200
69bis. Travelling documentary exhibition on the 10th European Art Exhibition (Aix-la-Chapelle, 1965)	18,000
70. Travelling documentary exhibitions: publicity, adaptation, renovation	15,000
71. Travelling exhibition on mediaeval architecture in Europe	p. m.
72. Distribution of the audio-visual material of the European Art Exhibitions	40,000
73. European card index of Byzantine works of art	p. m.
74. Travelling educational exhibitions	58,000
75. Translations of literary works written in lesser-known European languages	10,000
76. Series of works on European Folklore	12,000
77. Council of Europe contribution to the UNESCO Major Project on the mutual appreciation of Eastern and Western cultural values :	
(a) Customary contribution	10,000
(b) Gift of a travelling documentary exhibition based on the 9th European Art Exhibition (<i>Byzantine Art as a European Art</i> , Athens, 1964)	15,000
(c) Conveyance of travelling documentary exhibition to the East	10,000
78. Criteria and methods for the classification of artistic and historical monuments — Meeting (Spain, 1965)	8,000
79. Revival of buildings of artistic or historical interest — Meeting, (Austria, 1965)	8,000
80. Protection of the European archaeological heritage	8,000
81. Survivals of craftsmanship — Meeting (Italy)	8,000
	<hr/>
	c/f 320,200

	b/f	FF
82. Research work commissioned by the CCC on subjects appropriate to its programme		320,200
83. Research fellowships :		
(a) Research fellowships		48,000
(b) Publication of theses of fellowship-holders		38,800
84. University interchange		15,000
85. Study tours for workers		30,000
86. Cultural Identity Card		5,000
87. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups		1,000
		20,000
<i>Total Head VI :</i>		478,000

HEAD VII — GENERAL ACTIVITIES

	FF
88. International Secretariat of the European Schools' Day . . .	76,000
88bis. Grant to the European Cultural Foundation	15,000
89. Non-governmental organisations :	
(a) Contributions to the work of NGOs (General)	20,000
(b) Meeting of NGOs	7,500
90. Educational Documentation: technical assistance to countries less well equipped with documentation services	14,000
91. Cultural Centre at Delphi	50,000
92. Co-ordinating group for modern language studies	16,000
92bis. Grant to the <i>Groupe de recherche et d'analyse automatique des langues</i>	20,000
93. Information material :	
(a) Information Bulletin of the CCC and the European Cultural Foundation	16,500
(b) Publication of a booklet on the CCC current programme	3,500
94. Publications on modern languages — Contract with the International Association of Publishers for the Development of Applied Linguistics (AIDELA)	41,000
95. Calling in of experts (consultations, official journeys and studies) and convening of small <i>ad hoc</i> study groups	8,500
96. Experimental work	10,000
97. Sundry expenditure necessitated by the execution of the programme	71,000
98. Unforeseen expenditure	10,000
<i>Total of Head VII :</i>	379,000



<i>Assets</i>		<i>Liabilities</i>	
Société Générale Alsacienne de Banque	1,690,266.84	General reserve	120,000.—
Advances awaiting regularisation :		Grants by Governments for Delphi Cultural Centre	75,000.—
(a) Specially administered adv.	55,000.—	Provision for expenditure in 1964 still to be cleared at 31st December 1964	
(b) Other advances	30,850.—	(a) expenditure on the programme	534,787.12
	85,850.—	(b) expenditure on the Experimental Youth Centre for 1964	291.08
Sundry debtors	100.98		535,078.20
Advances to Governments	588.—	Sundry creditors	9,167.53
Advances to special account of Experimental Youth Centre	639.—	Special account of Experimental Youth Centre for Financial Year 1963 — Balance available	1,008.59
		Special account of Experimental Youth Centre for Financial Year 1964 — Balance available	89,345.12
		Final balance :	
		(a) Total of allocations earmarked for continuous activities and carried over to Head VIII of the programme for 1965	559,640.07
		(b) Amount available	388,205.31
			947,845.38
	1,777,444.82		1,777,444.82

Strasbourg, 30th March 1965.
For the Secretary-General,
Director of Administration,
A. DAUSSIN

Summary of income and expenditure account for year ending 31st December 1964

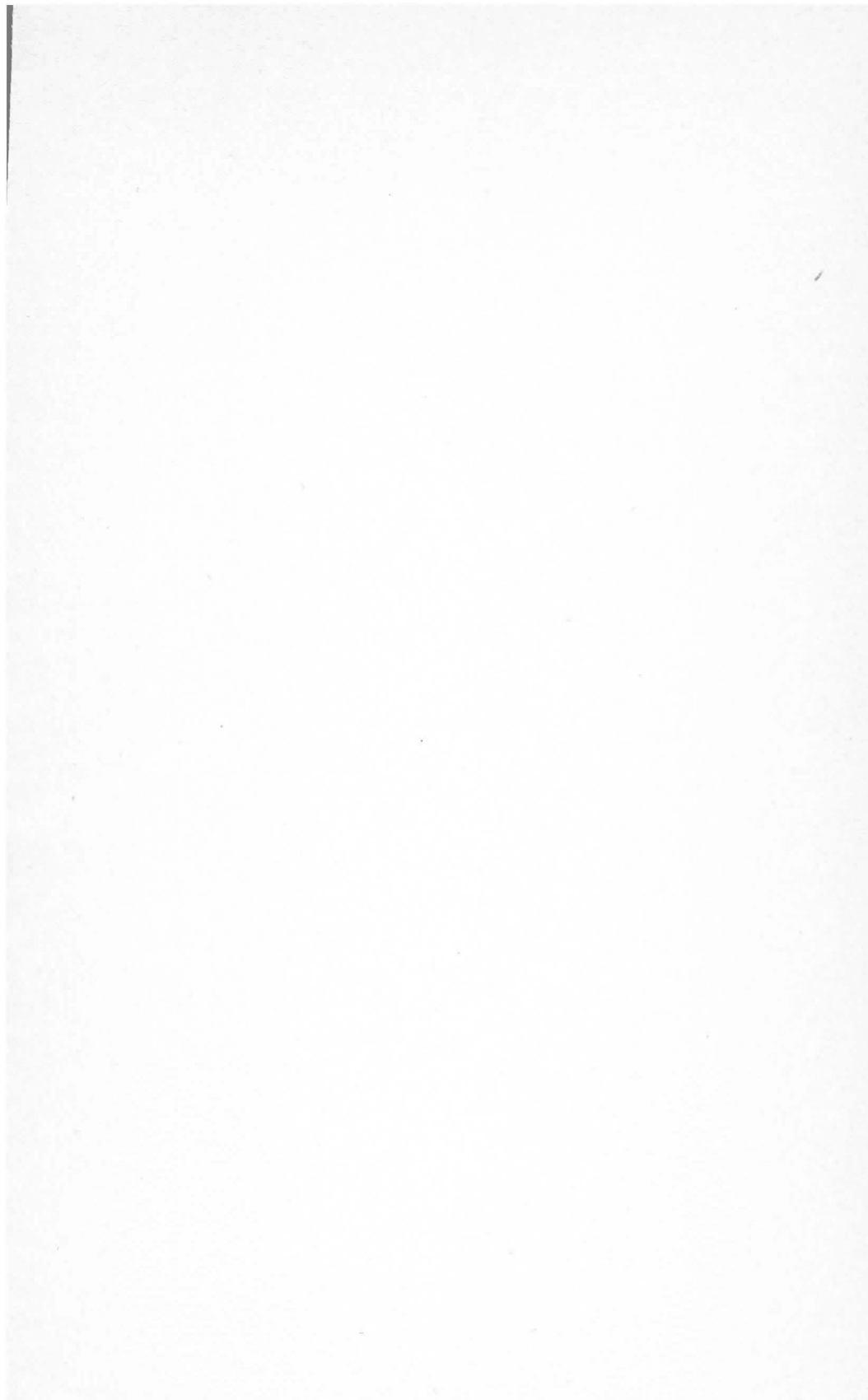
Debit		Credit	
Budbetary expenditure . . .	1,187,856.29	Grant-in-aid of the Council of Europe . . .	1,500,000.—
Provision for expenditure in 1963 still outstanding at 31 st December 1964	534,781.12	Contributions of non-member States of the Council of Europe signatory to the cult- ural Convention :	
to be subtracted :		— Spain	144,000
Unused balance from provision made on 31st December 1963	104,090.12 ¹	— Holy See	4,900
	430,697.—		148,900.—
		Contribution of the European Cultural Foundation	²
		Royalties	3,688.17
		Bank interest	44,159.82
		Sundry receipts	1,072.39
Final balance	947,845.38	Receipts from previous final balances . . .	268,578.29
	2,566,398.67		2,566,398.67

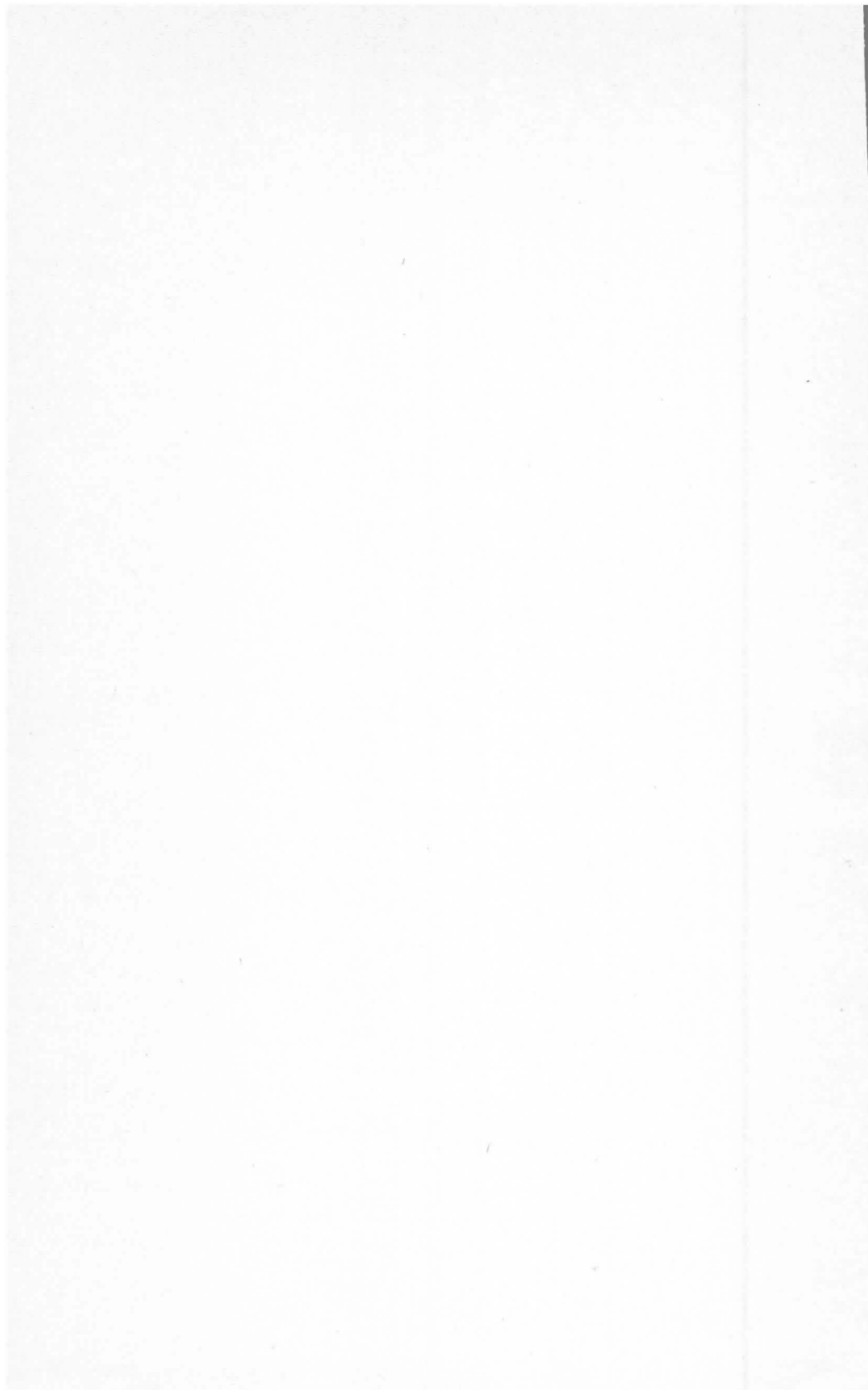
Certified correct.
Edmond LUCAS
Head of Finance Division

Strasbourg, 14th January 1965.
D.J. STRUTHERS
Treasurer

1. — Provision made on 31st December 1963 for the total expenditure still outstanding at this date 295,259.85
— Expenditure in 1964 in respect of the remaining sums still outstanding 191,169.73
Balance on 31st December 1964 104,090.12

2. The sum of 74,800 FF earmarked in the resources of the Cultural Fund for the Financial Year 1964 in respect of the contribution of the European Cultural Foundation had not been deposited by the date of the drawing up of the balance-sheet.





Austria
Belgium
Cyprus
Denmark
France
Federal Republic of Germany
Greece
Holy See
Iceland
Ireland
Italy
Luxembourg
Malta
Netherlands
Norway
Spain
Sweden
Switzerland
Turkey
United Kingdom