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COUNCIL OF EUROPE

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COUNCIL  
FOR  
CULTURAL  
CO-OPERATION  
AND  
CULTURAL FUND

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## INTRODUCTION

The introduction to this report is longer than its predecessors. A comprehensive, if summary, account of the evolution of the educational and cultural programme of the Council of Europe is contained in the chapters which follow. The introduction, on the contrary, is highly selective. Its purpose is to draw attention, at the outset of the report, to events which mark a conclusion, or a turning point, or a new beginning.

In 1965 the work of the Council for Cultural Co-operation entered into a new phase. The Cultural Fund had now been in existence for six years, and the CCC itself for three; and during 1964 its methods of work had been reviewed by an *ad hoc* Committee, which then submitted proposals for any modifications required in the existing structure, staff and programme and reported to the Committee of Ministers on their financial implications. The Committee of Ministers, with minor modifications, endorsed these recommendations, which began to come into operation at the beginning of 1965.

In addition to its three permanent educational committees, the CCC was now provided also with a permanent Technical Committee for Film Activities. The Committee for Out-of-School Education was given a more clearly defined mandate. Means whereby the medium of television could be harnessed to the purposes of the CCC were to be further studied by the Secretary General. The cultural programme was to be adapted progressively to the methods of co-operation introduced in the educational fields and was to concentrate principally upon the problems of preserving and developing the European cultural heritage in the new conditions of industrial society. The staff of the Directorate of Education and of Cultural and Scientific Affairs was to be progressively expanded in order to enable a larger, though more concentrated programme to be carried out.

## *Cultural Policy of the Council of Europe*

In April the Committee of Ministers approved a document entitled "Cultural Policy of the Council of Europe" (see Appendix D). This document, which had been elaborated by the CCC over a period of 18 months, expounds the philosophy of the Council of Europe's educational and cultural activity, which, according to the final paragraph of that document, "should achieve a two-fold result. It should help member States and States signatory to the Cultural Convention to meet their educational and cultural needs more rapidly and more efficiently, and it should give to the people of their countries a more vivid picture of the inter-dependence of individual countries in the context of European civilisation".

The document foresees that the CCC "will delegate many of its responsibilities to its permanent committees and, leaving aside all non-essentials, will concentrate its efforts on activities capable of producing tangible results". In the field of education, "the prime object must be to bring new ideas, techniques and achievements discovered in one member country to the attention of the others and to facilitate their adaptation to individual national needs". In the purely cultural field, "closer organic co-operation must make it possible for Governments to help one another by pooling their national experience and at the same time make people aware of their common responsibility as Europeans".

The document distinguishes three categories: (1) fields in which concerted action has already been taken; (2) fields in which studies carried out in recent years have now made it possible to move on to concrete achievements; and (3) those fields which have not yet been sufficiently explored to reveal the sectors deserving priority. A suitable action is outlined in each category. "The Council for Cultural Co-operation will have to make sure that the programme makes the most effective contribution possible to European co-operation, watch that a proper balance is maintained and give appropriate instructions to its committees and working parties in order to concentrate and co-ordinate their activities. Above all, it must ascertain to which sectors Governments have decided to direct their main efforts, so as to promote important projects of interest not only to Governments and specialised organisations but also to the public at large."

## *The Problem of Leisure*

In the light of this policy directive, the CCC devoted a full day of its 8th Session (May/June) to a debate on the subject of Leisure. The Assembly had transmitted a Recommendation (No. 392) on this subject to the Committee of Ministers, who had asked the CCC for its advice. This advice was given only after thorough and long consideration. Two papers had been submitted in advance of the debate: one by Mademoiselle Laurent (France), prepared from the standpoint of the CCC as the organ directly responsible for the programme in the field of cultural activities; the other prepared by Mr. Hicter (Belgium), representing the approach of the Out-of-School Education Committee. Mademoiselle Laurent and Mr. Hicter opened the debate by introducing their papers, and the discussion which followed fell entirely within the framework of a sentence in the policy document which reads: "In recent years Governments have realised the need to equip themselves and utilise their resources to pave the way for the 'civilisation of leisure' which will enable every European to benefit from the common cultural heritage and enjoy a training and environment conducive to a constant renewal of the creative spirit." The debate ended with the adoption of a reply to the Committee of Ministers giving the CCC's opinion on the Assembly's Recommendation 392. This opinion shows what is already being done within the CCC's programme to meet the Assembly's preoccupations, and delineates a plan to co-ordinate these activities with a view to examining the desirability of launching a major project on leisure. Before the end of the year a second meeting had been held of the co-ordinating group set up to carry the project further.

## *Youth Centre*

During the year, a new stage was reached in the evolution of the European Experimental Youth Centre. The CCC, it will be recalled, had decided at the beginning of its existence in 1962 to embark upon this experiment in the belief that a permanent European Youth Centre was likely to be created in the foreseeable future. This fair prospect had receded from view by the time the European Experimental Youth Centre began its work in the

autumn of 1963. In the circumstances, the CCC kept an open mind about the future of this activity. By 1965 it had become clear that the experiment was meeting a much felt need among non-governmental youth organisations, and was focussing the attention of youth leaders in the CCC's member States on the advantages of co-operation within the European framework. A point of interest had emerged: Strasbourg is now regarded, among the youth organisations touched by the work of the Centre, not as a town in one of Europe's many countries, but as a symbol of European unity. If, therefore, the experiment were allowed to die, organised youth in Europe would lose not only technical services which have been found to have an intrinsic value, but a political rallying point as well. In June, accordingly, the CCC declared that its youth policy was firmly directed towards the establishment of a permanent youth centre which it regarded as one of its major projects. It hoped after careful reflection to be able to present a plan to this effect to the Committee of Ministers in 1966; the Secretariat was therefore authorised, without entering into any final commitment, to engage in the necessary studies and make the necessary contacts. The Council decided meanwhile to extend the trial period by three years.

### *Equivalence of University Degrees*

In the field of Higher Education and Research a pilot project was completed with the publication, at the end of the year, of *The Teaching of Chemistry at University Level* by G. Ourisson, in the series *Education in Europe*. At their 1961 Conference in Hamburg, the European Ministers of Education adopted a resolution on the equivalence of university degrees. Previous attempts to deal with this problem by means of Council of Europe Conventions having given only limited results, the Committee for Higher Education and Research decided to tackle the matter discipline by discipline. Professor Ourisson's book contains the results of the first venture along this new path, and is intended to lead to a series of more ambitious and systematic studies in other disciplines.

### *Educational Publications*

During the year, three publications appeared in the series *Education in Europe* containing comparative studies on different aspects of General and Technical Education. Maurice Reuchlin's *Pupil Guidance* analyses and evaluates the findings of ten international conferences held between 1954 and 1963 and enables those concerned with pupil guidance at national level to take their decisions in future in the light of the solutions found to similar problems by the responsible authorities in a wide range of European countries. Joseph Majault's *Teacher Training* provides a similar comparative study on the forms of teacher training practised in Europe within Primary, Secondary, Technical and Vocational Education. *School Systems: A Guide* is the most comprehensive guide which has ever been prepared to existing systems of education in the member States of the CCC: it is intended to serve as a handbook for all meetings and conferences concerned with any aspect of education in school. These three publications have all been prepared in response to resolutions of the Conference of European Ministers of Education.

*Paedagogica Europea* made its first appearance in 1965. This annual educational year book, produced with the help of a subsidy from the Cultural Fund guaranteed for a period of five years, provides a platform for the exchange of experience in educational research.

### *Documentation Centre for Education in Europe*

A service of educational abstracts was initiated by the "Documentation Centre for Education in Europe" early in the year. New laws, regulations and other measures in the field of education are reported to the Centre by national correspondents; this information is distributed in a standard printed form to all the member Governments. 74 abstracts were distributed during the year.

The Documentation Centre began operations on a small scale in July 1964 and expanded its operations as additional staff was recruited. The final complement of nine persons was reached on

1st July 1965 ; and in September a working party of specialists met to consider the work which had been done and make proposals for its future development.

In the course of this meeting it became evident that the Documentation Centre has already begun to serve two valuable purposes : namely to bring the most advanced techniques in educational documentation to the attention of those of the member States which had hitherto been ignorant of these techniques, and to spur many of them on towards introducing these techniques into their own educational systems ; and also to provide the Ministers of Education of the member States with a service which has not hitherto existed, and of which they have themselves felt the need.

#### *Groups and areas of buildings of historical or artistic interest*

In the purely cultural field, the year 1965 has seen a speedy development of the new programme, the ten basic points of which were worked out and put into action during the first three years of the CCC's existence.

A new sphere of co-operation, that of "preservation and development of groups and areas of buildings of historical or artistic interest", has provided the occasion for establishing effective action in depth. Two confrontations, one devoted to "criteria and methods of cataloguing ancient buildings and historical sites for purposes of preservation and development", and the other to "finding new uses in their natural or aesthetic surroundings for buildings which are of cultural interest but no longer fulfil their original purpose" were held respectively in Barcelona and Vienna. These two manifestations have made it possible to fit the fundamental problem of the conservation of groups and areas of buildings of historical or artistic interest into the general framework of European regional planning.

#### *Conference of European Ministers of Education*

The Conference of European Ministers of Education held in Vienna in October 1965 was the fifth in the series. Its results will not be treated in detail in this report, since the Conference falls

outside the framework of the Council of Europe. As usual, however, the Secretary General of the Council of Europe provided the staff and the documentation for the Conference, and this time took charge of the Secretariat himself.

The Conference identified three areas of educational co-operation, namely continued education, school building, and present problems in upper secondary education. It also called for further action in the fields mentioned in former resolutions, especially educational research, student admission to universities and the establishment of comparable educational statistics. Impressed by the form and content of the progress report prepared by the Secretariat, the Conference pressed for a further improvement in the means of collection and presentation of statistics and for wider circulation of the report in non-governmental as well as governmental circles and asked that the question of translating future editions into languages other than English and French should be considered.







## CHAPTER 1

### *Cultural Fund*

#### 1. RESOURCES

The Annual Report for 1964 explained at some length the system of long-term financing which is necessary for effective action in the cultural field, and the financial regulations of the Cultural Fund relating thereto.

The implications of this system seem by now to be generally understood and the CCC does not think it necessary to return to the subject.

However, reference should be made to the increasing resources which have been placed at the disposal of the CCC in 1964, 1965 and 1966, the Committee of Ministers having agreed to increase the maximum guarantee to the Cultural Fund for those years as follows :

1964 — 1,620,000 FF (1,500,000 + 120,000 for publications)

1965 — 1,885,000 FF (1,750,000 + 135,000 for publications)

1966 — 2,150,000 FF (after incorporation of the publications appropriation).

#### 2. NEW ARRANGEMENT WITH THE EUROPEAN CULTURAL FOUNDATION

On 10th November 1965, the Secretary General signed a new Arrangement with the European Cultural Foundation, thus putting an end to procedures which had fallen out of step with recent developments.

The point of departure of the former Arrangement, signed on 2nd July 1960, had been that both the Cultural Fund of the Council of Europe and the European Cultural Foundation were

authorised by their Statutes to receive income from private sources and distribute funds to private cultural organisations. Its main purpose had therefore been to turn competition into co-operation by providing for the joint collection of funds and for their equitable distribution between the two signatories.

The creation of the CCC in 1962 and the resulting expansion of the educational and cultural work of the Council of Europe gradually made it possible to draw a meaningful distinction between the intergovernmental programme of the CCC and the non-governmental programme of the Foundation. Thus the focal point of co-operation between the two organisations shifted from fund-raising for the benefit of private cultural activities to the harmonisation of the two programmes.

The new Arrangement no longer contains a financial clause stipulating the proportion of the proceeds of fund-raising to be allocated to the Cultural Fund. It recognises the Foundation as the responsible body for collecting and distributing funds for private cultural activities in Europe. On the other hand, it strengthens the machinery whereby the CCC and the Secretariat may participate in the preparation of the Foundation's programme — machinery which has grown up in practice during the last two years thanks to "the close and cordial co-operation between the Secretariats" mentioned in the final Article of the Arrangement.

The CCC will nevertheless maintain and strengthen its relations with private educational and cultural organisations interested in its work (see the policy statement adopted by the Committee of Ministers, Appendix D), but any financial support it may give will be for the furtherance of specific projects defined in its own intergovernmental programme.

In waiving its rights to organise the collection of private funds, the CCC expresses the hope that the Foundation will vigorously pursue the aims defined in Article II (a) and (b) of the Statute of the Cultural Fund :

(a) support and facilitate the establishment of European institutions working in the educational, scientific and cultural fields ;

(b) support individual or collective activities of European interest in the same fields in so far as such activities extend beyond the national framework.

In conclusion, the CCC would like to record its appreciation of the generous contributions made by member Governments to the financing and organisation of courses and other activities embodied in its programme. It has also been gratified to note the continuing moral and financial support given by the European Communities to the work of the Experimental European Youth Centre and of the European Civics Campaign.



## CHAPTER 2

### *Cultural Activities*

#### I. Regional cultural planning

Mr. Pierre Sonrel, Honorary President and founder of the *Cercle d'études architecturales* and technical adviser to the French Government, has produced a preliminary version of the study commissioned from him by the Council for Cultural Co-operation on "The cultural amenities to be provided in towns of 100,000-500,000 inhabitants, 50,000-100,000 inhabitants and 20,000-50,000 inhabitants".

In his study, Mr. Sonrel examines the two aspects of culture which amenities serve, viz. "informative culture" (libraries, museums) and "questioning culture" (whose function is to awaken the mind to future possibilities). The study also contains a list of the cultural amenities, or amenities with a cultural function, which fulfil man's needs of expression and are a necessary part of urban life. These are : theatres (operas, playhouses, puppet theatres etc.) ; concert, conference and lecture halls ; cinemas ; exhibition halls ; libraries and record libraries ; cultural and youth centres.

#### II. Role of public authorities in the cultural field

##### *(Obligations and resources of local authorities)*

In the light of information provided by delegations to the Council for Cultural Co-operation, Mr. Beer (Federal Republic of Germany), a member of the *Deutscher Städtetag*, Cologne-Marienbourg, has produced a report on the obligations and resources of local authorities. The report is a conspectus of the present situation in the Council's member countries regarding the role and increasing responsibilities of local authorities in the cultural field

and their means of discharging those responsibilities. A symposium on this subject is to be arranged by the Swiss Government in Geneva in 1966. The initial preparatory meeting was held in July 1965.

### III. Industrial design and production

The role and influence of industrial design in daily life is the subject of a study entrusted to a group of experts under the direction of Professor Zanuso of Milan. The latter is drawing up a report which is to be published in 1967.

### IV. Development of creative faculties in education

Mr. André Hermant has produced the final version of his report entitled "Discovering architecture". In it he collates information received from 14 member States of the Council for Cultural Co-operation and discusses whether a general awareness can be aroused not only of contemporary architecture but of the basic causes of the "architectural phenomenon", particularly among school children. The author argues that architecture, in the broad sense, concerns everybody; it is no longer a matter for experts alone. Children must be given, while still at school, an insight into everything that has a bearing on the environment of their future lives.

### V. Leisure

#### *(Role of the major cultural centres)*

A basic report on "Cultural tourism and awareness of Europe", written by Mr. D. Pouris, Director of International Relations at the Greek National Tourist Office, in collaboration with Professor C.A. Beerli of the University of Geneva, was published in 1965 and distributed to the member Governments of the Council for Cultural Co-operation. It approaches its subject from the following three aspects :

- ( i ) the possibility of arousing through tourism, an awareness of a civilisation's richness, diversity, underlying unity and continuity ;
- ( ii ) the contribution already made by travel, both in the past and at present, towards the achievement of this aim ;
- ( iii ) the requirements for a new kind of tourism which would enable a broad cross-section of the public to discover the major cultural centres and would progressively teach people to feel and understand what the living presence of a tradition means in the modern world.

A summary of the report is included in the second issue of the review, *Education and culture*.

The film on "Communication routes in Europe", is now in production, with the help of a grant from the Council for Cultural Co-operation, and will be ready for screening in 1966.

## VI. Universality of the European cultural heritage

### 1. EUROPEAN ART EXHIBITIONS

The 10th European Art Exhibition, on "Charlemagne, his work and influence", was held at Aachen from 25th June to 19th September 1965. It attracted 250,000 visitors and was highly successful.

In this connection, the wealth of audio-visual material (slides, catalogues, films etc.), which is henceforth to accompany all European Art Exhibitions, is completed or in course of preparation.

Arrangements for the 11th Exhibition, on "Queen Christina and her epoch", are in hand ; a preparatory meeting of experts was held in Stockholm on 1st and 2nd September 1965.

### 2. TRAVELLING EDUCATIONAL EXHIBITIONS

The final preparatory meeting for the first travelling educational exhibition entitled "The development of travel and transport", was held in Paris on 28th and 29th October 1965. The exhibition is to begin its tour of France in the autumn of 1966.

The second exhibition on "Town Planning", for which the final preparatory meeting was held at The Hague on 29th October 1965, will also be ready in the autumn of 1966.

### 3. TRANSLATIONS OF LITERARY WORKS WRITTEN IN LESSER-KNOWN EUROPEAN LANGUAGES

To promote the translation and publication of literary works written in lesser-known European languages, the Council for Cultural Co-operation included in its 1965 programme the publication, in English (instead of the French translation originally planned) of the "poetic" works of C. Palamas (Greece) and also in English of *Karakter* by F. Borderwijk (Netherlands).

A full list of the works already published is given in Appendix C.

### 4. EUROPEAN FOLKLORE COLLECTION

The third volume in this series, on *European popular drama*, was recently published in French by Editions Maisonneuve & Larose.

The first volume was published previously (see Appendix C).

### 5. COUNCIL OF EUROPE CONTRIBUTION TO THE UNESCO MAJOR PROJECT ON THE MUTUAL APPRECIATION OF EASTERN AND WESTERN CULTURAL VALUES

At the customary meeting between the Secretariats of UNESCO and the Council of Europe, it was decided that, as its 1965 contribution to the UNESCO project, the Council of Europe would purchase and despatch to Eastern countries :

- ( i ) Catalogues of the 10th European Art Exhibition (" Charlemagne, his work and influence ", Aachen 1965) ;
- ( ii ) Slides of the 10th European Art Exhibition ;
- ( iii ) Slides of the 1st European Art. Exhibition (" Humanist Europe ", Brussels 1954) ;
- ( iv ) Copies of the European folklore collection.



## VII. Preservation and development of ancient monuments and sites of historical and artistic interest

Two symposia were held in 1965, viz :

### 1. SYMPOSIUM A ON " CRITERIA AND METHODS OF CATALOGUING ANCIENT BUILDINGS AND HISTORICAL OR ARTISTIC SITES FOR THE PURPOSES OF PRESERVATION AND DEVELOPMENT " (BARCELONA, 17TH-21ST MAY)

The symposium reached the important conclusion that a proper catalogue of cultural assets required a classification system based on a universal synthesis of typological, chronological and geographical factors. It recommended, *inter alia*, that the Committee of Ministers of the Council of Europe :

( i ) take without delay such steps as were necessary to ensure the immediate protection of groups and areas of buildings of historical and artistic interest ;

( ii ) so arrange national protective inventories that they could be subsequently incorporated in a central protective inventory co-ordinated at European level.

### 2. SYMPOSIUM B ON " FINDING NEW USES IN THEIR NATURAL OR AESTHETIC SURROUNDINGS FOR MONUMENTS WHICH ARE OF CULTURAL INTEREST BUT NO LONGER FULFIL THEIR ORIGINAL PURPOSE " (VIENNA, 4TH-8TH OCTOBER)

This symposium was concerned with the problem of preserving monuments which, being no longer suitable for their original functions, have fallen into disuse and are in danger of deteriorating or even being removed. The symposium recommended that the Council for Cultural Co-operation call on the Committee of Ministers :

( i ) to introduce, wherever necessary, new legislation or regulations to meet the need for preservation ;

( ii ) to encourage the development of tourist facilities ;

( iii ) to enable public authorities, notably local authorities, to take over from unsatisfactory owners ;

(iv) to take the necessary measures to promote the education of the public, technologists and young people in the preservation of monuments and aesthetic property.

The Council for Cultural Co-operation has arranged for Mr. Ligen (France), *Auditeur* of the *Conseil d'Etat*, to write a study entitled "Analysis of the demographic, technical, industrial, commercial and other factors constituting a threat to groups and areas of buildings of historical or artistic interest". The study is to be submitted in 1967.

### VIII. Protection of cultural property

#### *Projected European action for the protection of the archaeological heritage*

Following the decision, in 1964 to make an investigation with a view to European action to protect the archaeological heritage, Professor Massimo Pallotino, Professor of Etruscan Studies and Italian Antiquities at the University of Rome, was appointed to write a study. This study, which consists of an objective analysis of replies received from Governments and a constructive criticism of the present situation in Europe, has now been completed and is to be submitted to the Council for Cultural Co-operation.

### IX. Current aspects of craftsmanship

The Council for Cultural Co-operation decided to include in its programme a symposium on the current aspects of craftsmanship. The symposium will be held in Italy in the winter of 1966-67. A preparatory working party held its first meeting in Rome in July 1965. It considered that the theme of the symposium might be confined to the following two questions :

— the present situation in the skilled crafts, and measures taken to promote them in member countries, with reference to the work already done by UNESCO in regard to villages, outdoor folk museums and folk crafts ;

— craft schools (applied art, arts and crafts) and the future careers of their students.

## X. Other activities

### 1. RESEARCH WORK COMMISSIONED BY THE COUNCIL FOR CULTURAL CO-OPERATION ON SUBJECTS APPROPRIATE TO ITS PROGRAMME

The Council for Cultural Co-operation has adopted the following subjects for 1966 :

— “The reconstitution (*Wiederaufbau*) of international cultural co-operation by the Federal Republic of Germany after the Second World War.”

— “The role of students in university affairs.”

— “Is there something which could be agreed as ‘Basic technical training’, which should precede specialised training? If so, can a syllabus for it be drawn up? At what stage should one move from basic to specialised training? (‘Basic technical training’ may be described as ‘A common stock of technical skill, knowledge and attitudes’).”

— “Means employed by the member States of the CCC to popularise science in writing.”

— “Use of films in the teaching of modern languages in technical schools and universities.”

— “The discovery of music: Introduction to music and promotion of active participation by the individual (including singing).”

— “Many nations give rise to a caricature image in the minds of other peoples. It is proposed to analyse national prototypes handed down by tradition in the various European countries. Study of pedagogical methods of counteracting the prejudices thereby implanted in the minds of young people would promote greater European understanding.”

— “A comparative study on the origins and structure of international organisations responsible for co-operation in the scientific field.”

In accordance with the new regulations, the Selection Committee was called upon, in December, to appoint, among the candidates put forward by the Governments, those who will be entrusted with these studies.

Moreover, in 1965, under the former system of research fellowships, the following theses were published by Messrs. Sijthoff of Leyden in the *European Aspects* series, which now contains 38 works :

- (1) *Fremdenverkehr in Europa* by Mr. W. Ritter ;
- (2) *Wage determination in an integrating Europe* by Dr. M.R. Fisher.

## 2. UNIVERSITY INTERCHANGE

This scheme falls within the context of the movement and exchange of persons, which is one of the principal aims of the Council for Cultural Co-operation and an essential part of the new cultural programme. It is aimed at helping university teachers to travel to distant universities in order to give courses or lectures. In 1965 nineteen persons took part in the scheme.

## 3. CULTURAL IDENTITY CARD

6,281 Cultural Identity Cards were issued in 1964.

A new edition of the booklet, *List of facilities granted to holders of the Cultural Identity Card*, which contains a list of useful addresses, will be available from the appropriate Government departments in March 1966. This edition, the seventh, will be bilingual and more convenient in size than before.

## CHAPTER 3

### *Higher Education and Research*

The Committee for Higher Education and Research has continued and intensified its work to implement decisions regarding its programme taken in previous years, and has taken further decisions.

All the Committee's activities are now grouped under three main headings: curricula and equivalence, organic co-operation between European universities, comparative studies.

#### I. Curricula and equivalence

The Committee approved the report presented by Professor Guy Ourisson in the name of the study group on European chemistry curricula at university level, a pilot scheme concentrating on method. In addition to an analysis of major problems, based on information received and statistical data, the report contains conclusions and recommendations which may usefully serve as guidance to European universities in establishing *de facto* equivalence at the highest level. The report is being published in the *Education in Europe* series.

The Committee agreed that "activities in the immediate future should concentrate on further studies on the lines of the pilot project in chemistry with a view to establishing criteria which could guide university curricula in member countries, such studies being carried out step by step... The results of these studies should find wide diffusion".

Systematic work has been continued in physics and biology and similar studies have been begun on geography, history and economics.

## II. Organic co-operation between European universities

At its meeting in December 1964, the study group adopted a series of recommendations relating to the free movement of academic personnel, study abroad by undergraduates, summer schools, sojourns abroad of short duration, simultaneous appointment of foreign university teachers, the pairing and twinning of universities (faculties, departments), exchange of university administrators, appeals to foreign examiners, participation of foreign experts in nomination procedures for academic appointments, and the use of international languages. These texts were adopted at the spring meeting of the Committee for Higher Education and Research.

When approving the Committee's report, the Council for Cultural Co-operation invited the Committee for Higher Education and Research to consider ways and means of putting these recommendations into action and incorporating them into the cultural programme of the Council of Europe.

Work on "centres for confrontation and research" has also progressed. The different types of centre were discussed in detail at the Committee's spring meeting. During discussion it was pointed out that "where multiple suggestions arose for new forms of organisation of international co-operation in research... complementary and concerted action might be promoted by different nations".

The Committee has given special attention to European co-operation in the field of molecular biology and adopted an opinion in this connection, recording:

" ( i ) its strong conviction that the development of research in the field of molecular biology is a matter of the highest importance ;  
( ii ) that there was a strong case for the early creation of a European organisation ensuring co-operation between scientists in this field ;

( iii ) that a decision as to whether a central laboratory was required (on the lines of the CERB proposal) <sup>1</sup> could not be taken until a few years of practice under the system proposed under ( ii ) had shown what the needs were. "

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1. *Centre européen de Recherche Biologique.*

After being endorsed by the Council for Cultural Co-operation, this declaration was transmitted to the Governments of member countries in a letter from the Secretary General of the Council of Europe.

### *Conferences on special subjects*

The pilot conference on stereo-chemistry was held in Switzerland in May 1965. It made a decisive contribution to the inauguration of a regular system of conferences of this type: in co-operation with the Chairman of the International Council of Scientific Unions and the Chairman of the Western European Chemistry Committees, the EUCHEM Conferences have been officially instituted.

### III. Comparative studies

The study on structures of university staff (dictionary and tables of university hierarchies in member countries) was far enough advanced to enable the Committee to take final decisions at its spring meeting, and it will thus be published in the *Education in Europe* series early in 1966.

It has also been decided to expand some projects in hand, including the study of non-university research centres and their links with the universities, the role of the university in determining curricula and examinations, and the role of the university in determining individual equivalences.

Lastly, the Committee invited its Chairman and retiring Chairman to prepare a paper on the programme of comparative studies in coming years, paying particular heed to the wishes expressed by the Conference of European Ministers of Education and the Conference of Rectors and Vice-Chancellors of European Universities.

It should also be mentioned that a course on the recruitment of university staff for Africa has been held in pursuance of a recommendation of the Committee for Higher Education and Research and the Council for Cultural Co-operation, adopted in 1963. The Conference, organised by the German *Stiftung für*

*Entwicklungsländer* with the co-operation of the Secretariat, led to consultations with a view to setting up machinery to facilitate the solution of problems in this field. In accordance with the Committee of Ministers' decision that the Council of Europe should not concern itself directly with matters relating to technical assistance outside Europe, any such machinery would be independent of the activities of the Council for Cultural Co-operation.

Lastly, at its autumn meeting in Florence, the Committee for Higher Education and Research continued its analysis of the position of higher education in member countries, with special reference to Ireland, the Federal Republic of Germany, and Spain. The Committee also discussed the problems of the universities' role in the further education of graduates.



## CHAPTER 4

### *General and Technical Education*

#### I. General questions — Basic documentation and educational research

##### 1. DICTIONARY OF EDUCATIONAL TERMINOLOGY

The dictionary of educational terminology is intended to provide a reference work for authorities, educators and administrators, giving an exact and succinct description of educational institutions in the broadest sense of the term, and covering the entire range of polyvalent and specialised bodies. Before the European dictionary is produced, each country will establish a glossary of its own educational terminology with special reference to its educational institutions.

An *ad hoc* conference met in Luxembourg in September to discuss details of preparations for the dictionary.

##### 2. GUIDE TO SCHOOL SYSTEMS

The guide was published in 1965 in the second series of the *Education in Europe* series, to answer the need of all persons concerned with education in Europe, by providing a rapid summary of the structure and organisation of school systems in European countries.

A group of experts met twice, in January in Oslo and in February in Vienna, to revise the final text; these meetings concluded work on the guide, which has been in progress for the last three years.

##### 3. PAEDAGOGICA EUROPAEA

The first volume of which appeared this year. It is intended to provide a European forum for discussion of educational problems.

designed for educators and administrators and covers every aspect of education :

- education at home and at school, in the universities and other institutions of higher education ;
- education in relation to the community and social environment ;
- adult education etc.

A drafting group met three times in 1965, at Brunswick, Cambridge and Paris, to adopt the final version of the first volume and prepare Volumes 2 and 3 of the review.

#### 4. DICTIONARY OF GEOGRAPHICAL TERMS

The purpose of this project is to produce a dictionary that will contribute to the harmonisation of some 2,000 geographical terms in six languages (French, English, German, Italian, Dutch and Spanish). A study group met in Strasbourg in January to adopt the final text of the dictionary ; the manuscript was completed in December and will be published by the European Schools Publications Fund.

#### 5. TECHNICAL AND VOCATIONAL EDUCATION

A specialist, Mr. La Morgia, has been asked to make a comparative study of the common problems of technical and vocational education facing the European countries ; a group of experts met in Strasbourg in May to make detailed suggestions for the publication of his study.

## II. Structure of Education

### 1. PUPIL GUIDANCE

Since 1963 the Committee for General and Technical Education has been studying questions (methods, stages etc.) of pupil guidance during schooling in the light of :

- technical, economic and social progress ;
- the immediate environment ;
- the general character of the school environment.

In addition to the publication on *Pupil guidance, facts and problems* in 1964, a work on "The observation and orientation period" is now being prepared.

## 2. THE PLACE OF TECHNICAL EDUCATION IN SECONDARY EDUCATION

In November the French Government held a course at Sèvres (France) on "The place of technical education in secondary education".

The object of the course was to review the content and methods of technical education and of the first four years of secondary education, with a view to providing opportunities for young people to acquire a general and technical background suited to the demands of contemporary and future society.

Three subjects were covered :

- ( i ) the differentiation of technical education ;
- ( ii ) the initial and advanced training of technical education instructors ;
- ( iii ) technical education for women.

For those attending the course, the promotion of adaptability, that is the ability to deal with a new situation, seemed to be more important than a thorough but too narrow acquaintance with one operation or process.

## 3. CONTINUED EDUCATION

At their 3rd Conference, held in Rome in 1962, the European Ministers of Education expressed the wish that a thorough study of continued education be made by the Council of Europe.

The Committee for General and Technical Education took up the matter in response to the Ministers' resolution, and accepted the Swiss Government's offer to hold a course on continued education. The course, which took place at Interlaken (Switzerland) in June, had as its central theme "From school to life". Participants stressed the growing need to establish links between basic education and life, and to enable young people to make a smooth transition from education in school to education out of school. This would require a revision of the traditional structures and methods

of education, the extension of pupil guidance and a careful preparation of young people for life.

The course dealt with the following questions :

- the field of action and aims of continued education ;
- types, forms and methods of continued education ;
- the problem of young people of less than average aptitude.

#### 4. EXAMINATIONS

The Committee for General and Technical Education has given priority to the question of examinations, and a questionnaire on final secondary school examinations was sent to the Governments of member countries. Replies will be used to make a comparative study of the examination systems employed in member countries. Two study groups met, in Oxford and in Strasbourg, to adopt the basic outlines for more comprehensive studies.

### III. Subjects taught, teaching methods and techniques

#### 1. MODERN LANGUAGES

(see Chapter VII : Major project, Modern languages).

#### 2. HISTORY TEACHING

(a) Following the Committee of Ministers' Recommendation in 1952 that Governments should "give special attention to the question of the revision of history and geography textbooks", a series of six Conferences on the revision of history textbooks was organised under the auspices of the Committee of Cultural Experts, from 1953 to 1958.

Since then efforts have been made (lectures, courses, agreement between Scandinavian countries) to modernise history teaching in member countries, with the help of the work already accomplished by the Council of Europe.

(b) A course on "History teaching in secondary schools" was held at Elsinore (Denmark) in late August, under the auspices of the Council of Europe. The discussions at the meeting were based

on extensive documentation and were prepared by a study group and outside experts.

Some of the recommendations adopted by the participants at the course are as follows :

— history teaching should be a comprehensive instruction covering, in addition to political and military history, every aspect of the past life of societies (economic, artistic, cultural) ;

— history teaching, along with geography and civics, should be regarded as one of the basic elements in the training of citizens of Europe and the world ;

— history teaching should form a substantial part of instruction in all secondary classes and all types of secondary education including technical education.

A comparative study is being prepared on history teaching in Europe.

### 3. GEOGRAPHY

Four conferences on the revision of geography textbooks and atlases have been held since 1961, in the Federal Republic of Germany (1961), Spain (1962), Ireland (1963) and Iceland (1964).

In December 1965 a study group met in Strasbourg to decide what further action should be taken to follow up the four conferences, discuss details of the general report on the results of the four meetings and make arrangements to publish the following :

- “ A vocabulary of geographical terms ” ;
- “ Europe in pictures ” ;
- “ Modern Europe in maps ” (set of maps) ;
- “ Geography teaching in Europe ” (a comparative study).

#### 4. (a) ESTABLISHMENT OF NATIONAL INFORMATION AND DOCUMENTATION CENTRES FOR THE IMPROVEMENT OF HISTORY AND GEOGRAPHY TEXTBOOKS

The Committee of Ministers of the Council of Europe has recommended that Governments of member States establish national centres or bodies responsible for assembling and distributing docu-

mentation and teaching aids relating to the geography and history of their country and others (Resolution (65) 17).

(b) ESTABLISHMENT OF THE EUROPEAN INFORMATION AND DOCUMENTATION CENTRE FOR THE IMPROVEMENT OF HISTORY AND GEOGRAPHY TEXTBOOKS

The CCC has requested the foundation of a European centre covering the above subject, to co-ordinate the activities of national centres, and has designated the International School Textbook Institute at Brunswick (Federal Republic of Germany) to act in this capacity of "clearing house" (Resolution 17, 1965).

#### IV. Initial training and further training of teachers

##### 1. THE TRAINING OF TEACHERS

The Committee for General and Technical Education called upon an expert, Mr. Majault, to prepare a comparative study on *The training of teachers*. The study assesses the different aspects of the problem of the pedagogical, psychological, sociological and didactic preparation of teachers, and of their subsequent training. The study has been published in Section II of the *Education in Europe* series.

##### 2. CCC PROJECT FOR THE INITIAL TRAINING AND IN-SERVICE TRAINING OF TURKISH TEACHERS

This project, under which 100 Turkish teachers will receive initial and in-service training in various European countries over a 6-year period (1964-1970), is regarded by the CCC as a major project capable of giving tangible proof of European co-operation.

In 1965 the Committee for General and Technical Education held an information meeting in Ankara, and a meeting of a working party in Strasbourg, to select candidates for the second and third groups and draw up a number of conclusions and recommendations relating to language problems, curricula, to certificates and qualifications, to information meetings for the grant-holders, and to educational and cultural journeys during the summer holidays, the first of which took place in August, between Bruges and Milan.

### 3. EXCHANGES

The term "Exchanges" is used to cover all forms of educational travel abroad. Exchanges of teachers are one of the most effective and practical ways of improving understanding between peoples.

The Committee for General and Technical Education has instructed the Secretariat to prepare, during the next 2 years, a "Guide to current opportunities for exchanges in European countries".

Moreover, the CCC adopted a resolution for submission to the Committee of Ministers of the Council of Europe, which has now approved it, relating to exchanges of pupil-teachers. Its recommendations include the following :

- pupil-teacher exchanges should develop on a bilateral basis ;
- Governments or schools should agree among themselves as to the most favourable period for exchanges and their duration ;
- those taking part in the exchanges should be given preliminary information to aid them in understanding the organisation and way of life of the institution in which they will be staying.

### 4. CO-OPERATION WITH NON-GOVERNMENTAL ORGANISATIONS CONCERNED WITH TEACHING

The Committee for General and Technical Education is aware that its aims can only be fully achieved with the active assistance of the teachers, and has followed a policy of co-operation with the NGOs.

To this end it has established a pilot project for co-operation with a selected group of non-governmental organisations with which the Council of Europe has maintained relations for some time, namely :

- the European Association of Teachers (EAT);
- European Schools Day ;
- Federation of Europe Houses ;
- International Centre for European Training (CIFE) ;

— International Federation of Modern Language Teachers (FIPLV). (See Chapter VII : Major project, modern languages — Uppsala Congress).

In November the CCC also convened a meeting in Strasbourg for 16 non-governmental educational organisations, in order to :

- acquaint them with its activities,
- seek areas and methods in which the NGOs might collaborate in its work,
- hold an exchange of views on the possible form and nature of its own assistance to the NGOs.

The following measures, *inter alia*, were advocated at the meeting :

- the NGOs should undertake to inform their organisations about the publications of the Council of Europe, and include summaries of them in their own periodicals ; this might be done at national and European level ;
- the Secretariats of the NGOs should notify the Secretariat of the CCC of key persons in their national associations who might make effective use of CCC publications ;
- the NGOs might treat the studies published by the CCC as working documents for regional courses for teachers, and seek the assistance of the Secretariat in connection with their courses.

## 5. CIVICS AND EUROPEAN EDUCATION

The Committee for General and Technical Education contributes financially to the European Civics Campaign, which is organised by an independent Committee.

Two regional courses were held in 1965 :

- At Oxford (United Kingdom) in April, on out-of-class activities and their contribution to European understanding among school children ;
- At Malahide near Dublin (Ireland) in November, on European aspects of civics education for pupils of 12 to 16 years old.

The Oxford course set out to demonstrate Anglo-Saxon methods of encouraging pupil responsibility and personal initiative at school as a preparation for citizenship.



The particular interest of the Irish course was that it was the first of the series to tackle the problem of presenting Europe to children leaving school before attaining mental maturity.

Thanks to a grant from the European Cultural Foundation, an information bulletin containing documentation for experimental lessons on Europe, analytical notes on teaching material and the conclusions of the regional courses is now being published periodically under the aegis of the Campaign.

Pursuing its parallel action in co-ordination with the Campaign, the CCC has published two works :

- a basic bibliography for teachers entitled *Books dealing with Europe* and containing analytical notes to facilitate selection ;
- a handbook for teachers by Mr. René Jotterand on methods of presenting Europe in the terminal classes of secondary schools.

Several private organisations have carried out activities connected with the aims of the Campaign.

## V. Publications

In Section II of the *Education in Europe* series, two works were prepared for publication in 1965 :

- *Teacher Training* (Mr. Majault) ;
- *Schools systems — a guide.*



## CHAPTER 5

### *Out-of-School Education*

#### I. Training and further training of leaders

##### 1. EUROPEAN EXPERIMENTAL YOUTH CENTRE

The Experimental centre, the object of which is to give youth leaders additional knowledge and at the same time promote awareness of Europe, has this year continued and extended its programme, which comprised :

- four training courses on European civics ;
- one course on methods of active teaching for international youth gatherings, in co-operation with the CEMEA (*Centres d'entraînement aux Méthodes d'Education active*), held on the occasion of the international youth gathering at Avignon ;
- one beginners' course in the French language as a working language of international organisations.

Of the four training courses on European Civics, three were held at Strasbourg, at the premises of the Council of Europe, and one at Brussels, with the help of the Press and Information Service of the European Communities.

Part of the course with the CEMEA was held at the Council of Europe (theoretical part from 5th to 10th July 1965) and part at Avignon (practical course from 11th to 25th July).

The beginners' course in French was held at Strasbourg from 1st September to 15th October, at the premises of MEMO (*Association Internationale pour l'Enseignement des Langues Vivantes par les Méthodes Modernes*).

The Secretariat is at present studying, without entering into any final commitment, the possibility of setting up a Permanent Youth Centre, in accordance with the decision taken by the CCC

at its 8th Session (May-June 1965). The Council then declared that its youth policy was firmly directed towards the establishment of a permanent youth centre. It regarded this as one of its major projects and authorised the opening of enquiries with a view to the establishment of such a centre. The result of these enquiries is to be submitted to it in 1966.

From the beginning the Centre's activities have been conducted in close co-operation with non-governmental youth organisations and the Press and Information Service of the European Communities.

At its meeting on 25th and 26th October the Administrative Board of the Centre made a detailed analysis of the Centre's activities and future prospects and drew up a programme of courses for 1966. It also made recommendations for the planning of a permanent centre.

The Cultural Fund's contribution to the Centre's activities is at present running at 250,000 FF. To this sum must be added the generous help given by the Press and Information Service of the European Communities, which contributes to the training courses on European Civics, and the enrolment fees of those youth movements whose members attend the courses.

## 2. TRAINING, STATUS AND RECRUITMENT OF TEACHERS IN ADULT EDUCATION

Under the contract concluded in 1964 between the Council of Europe and the European Bureau of Adult Education for the study of these problems, a pilot study was conducted in five countries — France, Federal Republic of Germany, Norway, the Netherlands and the United Kingdom.

Following two meetings of the Rapporteurs responsible for the survey in those countries, the experts completed their final report, containing a series of recommendations, for publication in 1966.

In July 1965 a study group on "Programme and methods of in-service training for teachers and organisers in adult education" met at the University of Nottingham (United Kingdom).

The conclusions of the meeting are summarised in the following resolutions :

— adult education needs to be developed into an integrated but flexible profession based on selective recruitment, specialist skills and professional training. Its professional status should be recognised through appropriate career opportunities and related salary structures ;

— to fulfil its task adult education requires a body of full-time workers, who should receive a recognised common professional training, supplemented by specialist refresher courses, as well as re-training for changes of occupation ;

— as much attention should be given to the potentialities of audio-visual equipment and teaching machines in adult education as in the schools. Special material for adult education should be produced and attention drawn to experimental work in Europe such as that at the St. Cloud laboratory ;

— Governments should ensure that the financial arrangements for intending adult educationists should be on the same basis as for other functions in education.

### 3. MODEL PROGRAMME FOR PART-TIME PHYSICAL EDUCATION AND SPORTS INSTRUCTORS

At the beginning of last year experts from sixteen countries met at Strasbourg and prepared a model programme for part-time physical education and sports instructors. It was published in the series *Education in Europe* under the title *Training the Trainer*.

In order to try out this model programme a pilot course was held by the Swiss Government at Macolin in August 1965. Young men and girls were given the hundred hours' instruction provided for in the programme. On passing the final examination they received the Certificate of European General Leader of Physical Education and Sport.

## II. Programmes, methods and techniques Permanent education

### 1. LEISURE

The CCC's leisure policy is summarised in the Introduction.

#### *Outdoor leisure*

In order to ensure a realistic policy in this sphere the Committee for Out-of-School Education has emphasised the urgent necessity of taking action to safeguard areas capable of providing recreation facilities which contribute to the development of body and character. Land speculation and indiscriminate property development pose problems which should be tackled on an inter-governmental basis, by means of a European convention or similar instrument, and through a regional planning policy drawn up on a European scale.

A Co-ordinating Group on leisure met at Strasbourg in December. Its terms of reference were "to prepare the study of concrete projects and to consider their inter-relations and their relative importance".

### 2. INTRODUCTION TO MODERN LANGUAGES

The Government of the Netherlands held a course at Oosterbeek in November on the promotion of rapid and practical adult foreign language teaching. (See Chapter on the Major Project, Modern Languages, Point I, 2).

### 3. PREPARATION FOR CIVIC AND SOCIAL RESPONSIBILITIES

To encourage young people to assume civic and social responsibilities has been, from the beginning of its activities, a standing concern of the Committee for Out-of-School Education.

#### *Round table of associations of voluntary work camps*

Disinterested action in international voluntary work camps is ideal for such initiation. It benefits young people by directing their

energy towards useful work on behalf of poor communities or needy individuals. In addition to arousing enthusiasm, the work camps promote understanding and friendship among young people and nations by forming veritable communities.

A Round Table attended by leaders and experts of work camp associations was called at Strasbourg in February. Seventeen organisations were represented. The meeting stressed the great importance of :

— courses for the training or in-service training of leaders of work camp associations ;

— making public opinion and public authorities aware of the value of voluntary work camps.

#### 4. INTRODUCTION TO SCIENCE

An enlightened citizen of the late 20th century owes it to himself, if he wishes to understand the age in which he lives, to have some knowledge of the complex world of science and technology and to be capable of evaluating their repercussions on his everyday life.

To meet this need the Committee for Out-of-School Education has decided that "introduction to science" should henceforth form an integral part of its programme. The following projects are in course of preparation

— drafting of a comparative study of periodicals designed to introduce young people and adults to the study of science ;

— preparation of bibliographical index cards on the best works popularising science ;

— travel grants are being made to young people wishing to take part in meetings of a scientific nature ;

— all these Out-of-School activities are to culminate in a large-scale European conference on "introduction to science as an element of culture".

### III. Equipment and material

#### 1. FILMS ON SPORT

To meet the increasing demand for films on sport, the Committee for Out-of-School Education and the Technical Committee for Film Activities have jointly produced a catalogue of films on sport, published in the series of catalogues accompanying the CCC publications *Education in Europe*. It gives a broad outline of existing films on the subject in Europe, with their countries of origin and how they are available.

#### 2. OUTDOOR PLAYING GROUNDS

At a course on sports architecture held at Macolin (Switzerland) in 1964 the experts recommended that future studies should deal more particularly with the question of playing grounds.

A course held by the French Government at Paris from 31st May to 3rd June made a comparative study of technical problems (quality of grounds, their laying down and surfacing). Proposals were made for obtaining the best quality at the best price and achieving higher performances.

### IV. Instruments for inter-European co-operation

#### 1. EUROPEAN ATHLETICS DIPLOMA

The European Athletics Diploma was introduced on 23rd October 1963 by the Committee of Ministers. This initiative has the merit of encouraging young Europeans to take part in sporting activities and to improve their health, while also promoting the idea of European unity and cultural solidarity, transcending national frontiers by means of tests governed by identical rules.

In the two years following introduction of the diploma these tests, which have been instituted in more than ten member States, have aroused growing enthusiasm. A notable increase in the number of countries and participants is expected next year.

A poster competition has been organised this year and the best design, to be selected by the Co-ordinating Panel, will be



distributed in member countries in order to give the diploma greater publicity.

## 2. MUTUAL AID POLICY

### (a) *Turkey, Ireland*

Within the framework of the mutual aid policy, four training leaders for physical education and sport have been sent to Turkey and a further four to Ireland. Their mission has been to help in the training of leaders of which these two countries stand in urgent need. This assistance modest though it may be, has had excellent results, which justify future consideration of larger scale projects.

### (b) *Greece*

In 1965, the Committee for Out-of-School Education continued the technical co-operation introduced with Greece following the Cayron Report on the needs of Greek youth. Various technical assistance projects have been prepared with a view to finding a solution to the priority problem of the training of leaders. Two non-governmental organisations, the International Young Christian Workers and the International Movement of Catholic Agricultural and Rural Youth are considering the implementation of two plans for action amongst specialist Greek youth organisations.

Having given financial aid for the setting up of an Information Centre for young workers from the provinces, the Committee for Out-of-School Education has sent a Belgian expert on young people's reception centres to Greece for a month to help Greek youth organisations concerned in the establishment of this Centre. It has also financed a study tour by the Head of the Centre to Western Europe, during which he will visit certain typical establishments in member States.

## 3. CO-OPERATION WITH NON-GOVERNMENTAL ORGANISATIONS

In order to encourage the efforts of non-governmental organisations in the sphere covered by its programme, the Committee for Out-of-School Education continues to maintain close co-operation with them.

The effect of this co-operation is to increase their contribution to the fulfilment of the Out-of-School Education programme and their awareness of the importance of action for European integration, and to provide them with opportunities for contact at a European level.

The Secretariat has also given administrative or financial assistance to the following non-governmental youth organisations :

— The Council of European National Youth Committees (CENYC) for its annual session and more especially for the "Symposium on European unification" ;

— the European Bureau of Adult Education for its annual session ;

— the International Movement of Catholic Agricultural and Rural Youth (MIJARC) ;

— educational courses and conferences of European interest organised by various non-governmental youth organisations.

#### 4. CONFERENCE ON THE DOPING OF ATHLETES

Since 1963 the Committee for Out-of-School Education has been drawing attention to the evils of the doping of athletes.

Since that date concerted action against doping has produced practical results. In particular we may note the French Act, the Belgian Bill and the measures taken in Austria, Italy, Switzerland and the United Kingdom.

As a culmination of the work already carried out, the French Government held an international conference at Strasbourg in September to which doctors, jurists, journalists and athletes were invited, so that the possibility of a European anti-doping convention might be studied. A first preliminary draft European convention was prepared.

In accordance with the CCC's policy of concentration, this activity has now been transferred to the programme of the Council of Europe Public Health Committee.

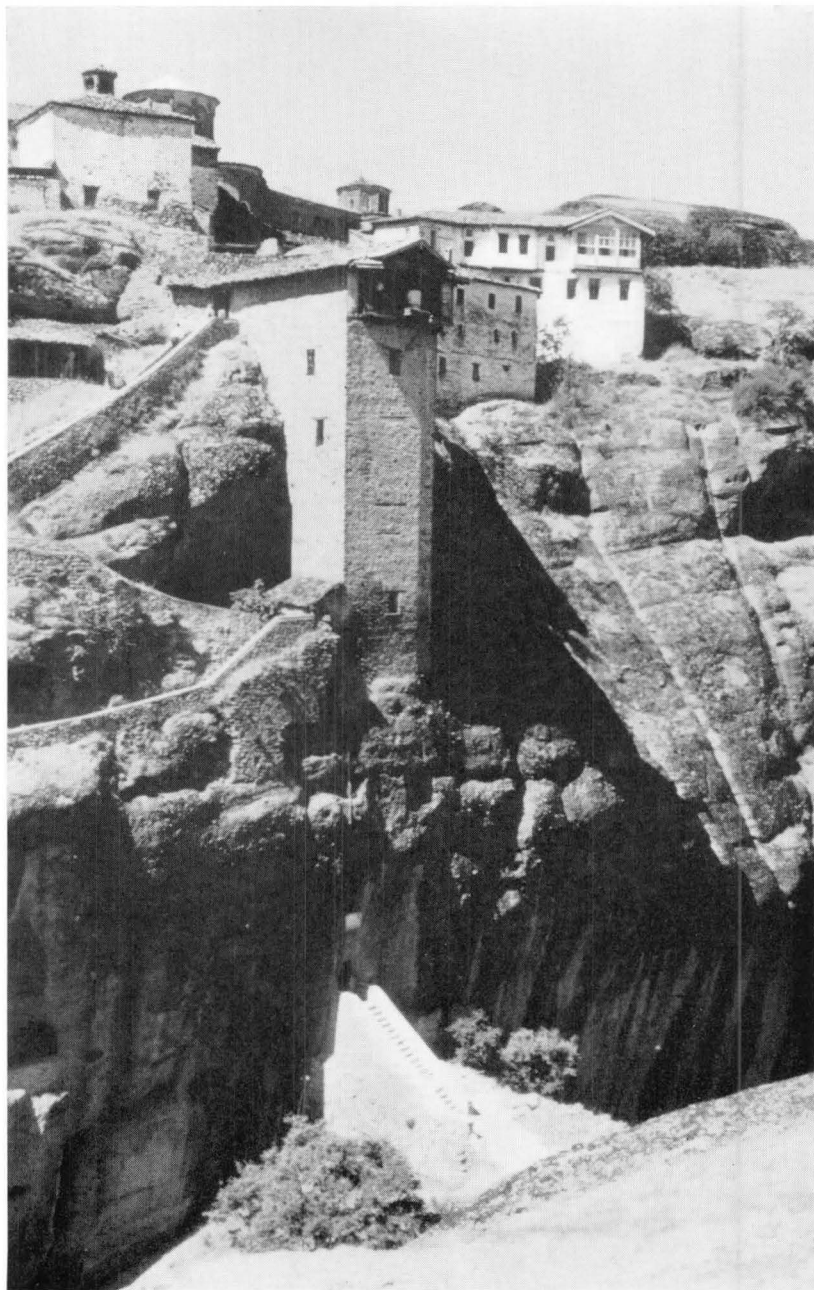
#### 5. CO-OPERATION WITH OTHER CCC COMMITTEES

A representative of the Committee for Out-of-School Education explained to the members of the Committee for Higher



*Charlemagne — his work and influence*

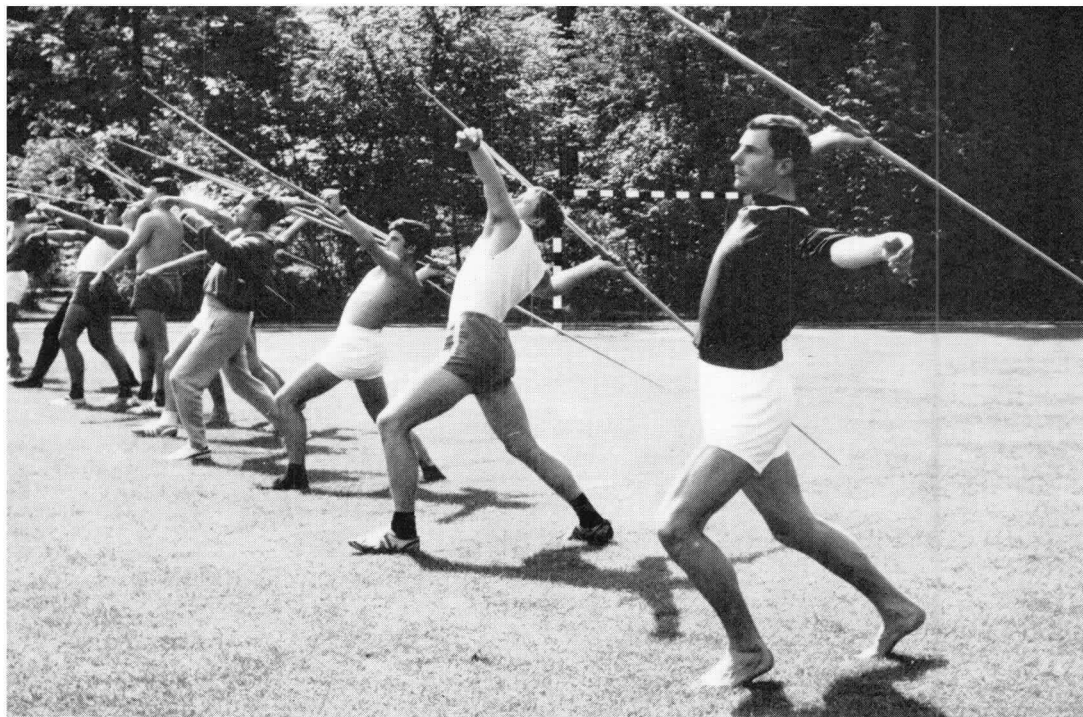
*The 10th European Art Exhibition of the Council of Europe was held at Aachen in the summer of 1965. It was warmly appreciated by 250,000 visitors.*



*A report on "Cultural tourism and awareness of Europe" was prepared by two experts of the CCC during 1965. This subject is scheduled to take an important place in a CCC programme devoted to leisure.*



*To provide possibilities for young people to acquire a general and technical background suited to the demands of contemporary and future society — such was the object of a course on “The place of technical education in secondary education” arranged by the French Government at Sèvres in November 1965.*



*The model programme for the training of part-time physical education and sports instructors (comprising at least 100 hours' instruction) was successfully tried out at a pilot-course arranged by the Swiss Government at Macolin.*

*Courses organised by the experimental European Youth Centre provide an annual opportunity for numerous youth movement leaders to meet in Strasbourg for discussion of topical European problems.*





Education and Research and of the Committee for General and Technical Education what needed to be done regarding physical activities, in schools and universities and by way of research.

The effort called for covered two points :

( i ) Programme of activities engaged in by pupils or students to meet their individual needs, according to age-group and background ;

( ii ) Preparation for independent life and adult responsibilities, with the help of schools and universities in solving the problem of staff and leadership for out-of-school activities.

Collaboration between the Committees was arranged as a result of these discussions.

#### V. Publications

The following publication appeared in 1965 in the series *Education in Europe : Leisure time facilities for young people from 13 to 25 years of age.*





## CHAPTER 6

### *Film and Television*

In 1965 the former Film and Television Section became a Division.

#### I. Film

Also in 1965, as stated in the Introduction, the former Committee of Film Experts became the Technical Committee for Film Activities, and was recognised by the Committee of Ministers as the fourth permanent committee of the CCC.

#### A. *Educational films*

##### 1. SURVEY OF EUROPEAN RESEARCH ON AUDIO-VISUAL AIDS

This survey will lead to the publication of information on research in Europe on audio-visual media.

The Committee of Experts met in London in October to prepare the final text of the two volumes — Bibliography and Abstracts — which are to be published in the near future.

##### 2. FILMS ON ADULT EDUCATION METHODS AND TEACHER TRAINING

The Technical Committee for Film Activities convened further meetings of experts, and continued preparing hand-books, assembling available film material and producing scenarios intended for the co-production of educational films on priority subjects in the programme of the CCC's permanent committees.

(i) The study group for adult education films met in Copenhagen in October. Five countries decided to consider carrying out a pro-

ject in which each would produce one film. The following titles were adopted :

- Art in the Factory (Norway) ;
- Adult Education in Suburban Areas (Sweden) ;
- Courses on the Theatre (France) ;
- Adult Education through Television (Netherlands) ;
- The Leicestershire and Cambridgeshire Community Centres (United Kingdom) ;

(ii) Audio-visual media open up new perspectives for the information and training of teachers which are virtually unknown in teacher-training colleges and institutes. At a time when teachers are at a premium, more and more extensive use is being made of them in accelerated training programmes.

A study group met in Stockholm in May to survey the use of these media.

After expressing the wish that the Council of Europe should make every effort to facilitate the international exchange of educational films, as regards the removal of remaining customs and other difficulties, the group chose the following three subjects for films to be produced in 1966 :

- the work of Madame Montessori (in the *Great Educators* series), by the Netherlands ;
- closed-circuit television (in the *New Techniques* series), by France ;
- a subject relating to child psychology, by the Federal Republic of Germany.

### 3. FIVE-YEAR PROJECT : SERIES OF FILMS ON PHYSICS

To give a new impetus to science teaching in Europe, for which present equipment is out-dated and fragmentary, the Technical Committee for Film Activities has put in hand a five-year plan for physics teaching, in school curricula, through films.

A group of experts met in this connection in London in October. The chief purposes of the meeting were to consider the possibility of holding an international conference in 1966 on physics curricula in use in European countries, survey existing films on

physics teaching, and make recommendations on a co-production project.

#### 4. SELECTION OF EDUCATIONAL AND CULTURAL FILMS CHOSEN BY THE CCC

The object of this activity is to promote the production of high quality cultural and educational films in Europe, or films on matters regarded by the CCC as being of prime importance.

(i) *Educational subject*: geography teaching by films. The Selection Committee met in The Hague in September to chose the best films in this category.

The Committee placed the film called "Fjorden" (Norway) at the head of the list of 25 films submitted by 11 countries. Five other films received special mention :

— "An der Küste des Humboldstromes" (Federal Republic of Germany),

— "In finnischen Wäldern" (Federal Republic of Germany),

— "Deltafase I" (Netherlands),

— "Ilulissat" (Belgium),

— "Interpreting the Weather Map" (United Kingdom) ;

(ii) *Cultural subject*: preservation and development of ancient monuments and sites of historic and artistic interest.

The Selection Committee met in Luxembourg in October. It viewed 14 films submitted by 6 countries, but was unable to reach a decision, as the subject itself did not seem sufficiently clearly defined in the light of the CCC's new policy in this field.

#### B. Cultural films

This year the Technical Committee for Film Activities continued work on the project of producing cultural films recommended by the CCC and preparing foreign-language versions of films already produced under its auspices, particularly in the languages of countries which have only recently begun to take part in the film activities of the CCC.

Two subjects have been chosen for production :

( i) *Communications*

Work on this film, which is being produced by the French Government, is progressing satisfactorily, and it will be presented in 1966.

(ii) *Music*

A study group on a series of films on music met in Rome in October to give its views on the scenarios proposed by the Italian delegation and make proposals to the Technical Committee for Film Activities.

*Films on nature protection*

The joint committee on films on the conservation of nature met in Brussels in October. It viewed 20 films and selected 12, with a view to the preparation of a catalogue giving titles and specifications of the best nature protection films. The final text of the catalogue will be prepared early in 1966, for publication.

*C. General activities*

*“Second Council of Europe Film Week”*

From 6th to 10th September a selection was made in Edinburgh of the best cultural and educational films produced by member countries of the Council of Europe or countries having signed the European Cultural Convention, as part of the activities of the Technical Committee for Film Activities.

The selection committee chose 10 films, 5 educational and 5 cultural, from the group of 38 presented by 13 European countries :

- *Birth of an Island* (Iceland),
- *Fahrt frei* (Green light) (Switzerland),
- *Im Land der Kanguruhs* (In the land of the kangaroos) (Federal Republic of Germany),
- *Incontro con Dante sui codici miniati* (Meeting with Dante — discovery of the great manuscripts) (Italy),
- *Quatre-vingt-treize* (Ninety-three) (France),
- *Sculpture aujourd'hui* (Sculpture today) (Belgium),

- *Som ringar pa vatten* (Circles in the water) (Sweden),
- *Sunday on the Island of the Grand Jatte* (Netherlands),
- *Water in biology* (United Kingdom),
- *The Yeats Country* (Ireland).

The Icelandic film "Birth of an Island" received the largest number of votes.

## II. Television

A seminar on the use of closed-circuit television in technical education was held at Seraing (Belgium) in April.

Some of the conclusions adopted by the 21 delegates, from 12 countries, were the following :

- the CCC should promote and encourage other experiments on the lines of that at Seraing by publicising achievements in this field in all member countries ;

- the CCC might also point out to Governments that all schools for general education should be equipped to use the new audio-visual techniques ;

- the CCC might also assist in the planning and production of technical equipment by advising member countries to harmonise their production.

A meeting of experts was held in November in Strasbourg, to define the role of the Council of Europe in the field of educational and cultural television. The conclusions reached on this occasion will be examined by the CCC in 1966.

## III. Publications

Four publications appeared in 1965 :

- (a) *Modern language teaching by television* ;
- (b) *Educational and cultural films — experiments in European co-production* ;
- (c) *The contribution of audio-visual media to teacher training* ;
- (d) *Catalogue of films on sport* (see also the Chapter on Out-of-School Education, Point III, 1).



## CHAPTER 7

### *Major Project, Modern Languages*

In 1965, the Permanent Committees of the Council for Cultural Co-operation again took part in the activities connected with the Major Project, Modern Languages.

#### I. Governmental courses

1. "STUDY OF THE CIVILISATION WHOSE LANGUAGE IS BEING TAUGHT"

This was the theme of a course held in Madrid from 21st April to 1st May. Delegates discussed the various aspects of culture and civilisation which should be covered in present-day modern language courses, conceived partly in order to promote understanding among the peoples of Europe. The course was of an exploratory nature and will be followed up, in the next few years, by regional courses. The same subjects is to be reconsidered at a governmental course to be held in France in 1968.

2. "RAPID AND PRACTICAL TEACHING OF MODERN LANGUAGES TO ADULTS"

This course, arranged by the Netherlands Government, was held at Oosterbeek from 8th to 12th November. It provided the first general picture of modern language teaching in adult education in Europe. Delegates were informed of the pilot experiments in teaching foreign languages to migrant workers which were conducted in 1965 and are to be continued in 1966 under the Council's auspices. They suggested practical measures to be taken pending assessment of the pilot experiments, recommending for example that introductory courses on the latest teaching methods be held for persons concerned with teaching languages to migrant workers. They also recommended that the Council's member States should accept the principle of "lifelong education" in language learning and take into account its implications, namely that :

- ( i ) new courses and aids should be devised ;
- ( ii ) premises and equipment should be designed with a view to the new requirements ;
- ( iii ) training and retraining should be provided for teachers ;
- ( iv ) national language centres should be established or developed for research, training and information.

## II. Participation in the 9th Congress of the International Federation of Modern Language Teachers (FIPLV)

A grant was made by the Council for Cultural Co-operation towards FIPLV's 9th Congress, held at Uppsala from 16th to 20th August 1965. The Congress provided some ten experts connected with the Major Project, Modern Languages with an opportunity to inform a large number of teachers of the results of the courses and meetings of experts held under the Council's auspices in recent years.

## III. Meetings of Experts

### 1. " THE SPECIALISED LANGUAGE OF TECHNOLOGY "

Some ten experts met at Munich from 22nd to 24th March to determine common denominators among the Council's member States in this field and work out the principles on which concerted action by them should be based. The experts' findings will be incorporated in the publication, *Modern language teaching in technical schools and the problem of specialised languages*, by Mr. Baschiera of Vienna and Mr. Gorosch of Stockholm (see VI below).

### 2. " THE ROLE AND FUNCTION OF ASSISTANTS TEACHING THEIR MOTHER TONGUE ABROAD "

This subject was discussed by some ten experts at the FIPLV Congress in Uppsala. In their findings and recommendations the experts envisaged the conclusion of an agreement, among the Council's member Governments, on the status of assistants.



### 3. " INVESTIGATIONS INTO SPOKEN LANGUAGE — METHODS AND PROBLEMS "

At a meeting at the *Centre de linguistique appliquée* of the University of Besançon from 14th to 16th December, some fifteen experts discussed methods of conducting investigations into spoken language. The meeting also served as an opportunity for comparing notes on current research projects in European countries.

#### IV. Co-ordination of the Council's linguistic activities

1. The panel of three responsible for co-ordinating the Major Project, Modern Languages met twice in 1965. They advised the Director of Education and of Cultural and Scientific Affairs on all activities included in the Major Project and put the finishing touches to their general study, " Modern languages and the world of today ", which is to be published in 1966.

2. The Committee for General and Technical Education arranged a meeting at Strasbourg on 1st and 2nd December for the purpose of assessing the results of its 1965 activities and preparing the 1966 courses. A meeting of this kind is to be held every year in future, in late November or early December.

#### V. Language courses

At the request of several youth organisations, the European Experimental Youth Centre held an intensive French language course at Strasbourg from 1st September to 15th October. The thirty or so young people attending the course learnt, with the help of the latest technical methods, how to use French as a working language of international organisations. The course, which was made possible by financial support from the French Government, will be followed by similar courses in English as well as in French.

#### VI. Publications

A contract was signed in 1965 between the Council of Europe and the International Association of Publishers for the Development

of Applied Linguistics (AIDELA) with a view to ensuring the widest possible distribution for the Council's modern language publications. Three publications are in preparation under this agreement, including the study mentioned under III (1) above.

## CHAPTER 8

### *Documentation Centre for Education in Europe*

In 1965, there has been an increase in both the staff and the activities of the Documentation Centre for Education in Europe.

In September, a study group met in Strasbourg to examine educational documentation problems in Europe. Among other things, it made a review of what had already been achieved and worked out principles for co-operation between national centres and the Strasbourg Centre. The significance of this meeting is summed up in the Introduction.

#### I. Resources

The library now contains 3,000 volumes. In addition, the Centre subscribes to 400 periodicals whose contents are regularly analysed. Basic material is being steadily compiled on educational matters of interest to the member States of the Council for Cultural Co-operation.

The Centre's task of collecting this material is greatly facilitated by its network of national correspondents, of whom there are now fifteen.

#### II. Abstracts

The initial results of the pilot project for the exchange of educational abstracts have been particularly encouraging. Thanks to contributions from five States, 74 abstracts were published during the year.

A meeting of experts, held in September, considered the experiment extremely useful and suggested improvements to the

lay-out of the abstracts. The experts expressed the hope "that all countries without exception will actively and regularly co-operate in the drafting of abstracts".

### III. Projects in progress

In the context of assistance to countries which lack documentation centres, the Strasbourg Centre is making a study of a scheme for sending trainees to national educational documentation centres already in operation. It is also helping to produce a set of guiding principles for the setting up of such centres.

The Centre is compiling a list of the main periodicals and basic works on education and educational systems in member States. The list is to be published in booklet form and will be revised every year.

### IV. Publications

#### (a) *Booklets*

The Centre has had a hand in the editing and lay-out of two booklets published in 1965, viz., a bibliography, for teachers, of works on Europe and a European directory for students.

#### (b) *Bulletin*

The first issue of the Bulletin appeared at the end of the year. It dealt with the preliminary findings of the September meeting on educational documentation problems in Europe and with road safety education.

The second issue is now in preparation.

## CHAPTER 9

This chapter is an outline of the principal activities planned in the CCC programme for 1966.

### *Higher Education and Research*

The work of the Committee for Higher Education and Research will continue to centre round the three main chapters of its programme: curricula and equivalence, organic co-operation between the European universities and comparative studies.

Since the report on biology teaching in European universities has now been submitted, the experts will be able to meet during the year to comment and draw conclusions. The report on physics will also be completed during the year and a meeting of experts will be convened to discuss it. Other studies on geography, history and economics should progress according to plan. New studies are to be undertaken in the fields of education and sociology.

The Study Group on means of organic co-operation between universities in Europe will concentrate mainly on carrying forward the projects for the development of centres for confrontation and research. The Committee for Higher Education and Research has stressed the need for survey of the situation "in the different disciplines including existing institutions, research projects and potentialities for development". The reports and conclusions elaborated in 1966 will probably be examined by the Committee early in 1967.

The number of specialised conferences on research is also likely to increase considerably.

Activity in the field of comparative studies will presumably be centered on such questions as the place of research in university studies (research inside and outside universities) and problems

relating to selection of students (university entrance) diversification of post-secondary education establishments etc. Furthermore, it is expected that work on the role of the universities in planning curricula and organising examinations, as well as in establishing individual equivalences, will progress to the point where policy discussions in the Committee can be envisaged (in 1967).

Finally, mention should be made of a meeting which will bring to Strasbourg representatives of national student associations. Among the subjects for discussion at the meeting will be possible forms of co-operation with students in giving effect to the Committee's policy and programme.

### *General and Technical Education*

The principal aims of this Committee in 1966 continue to be :

- (a) to collect, analyse and circulate information on new ideas, techniques and achievements in the educational field ;
- (b) to compile comparative data on school systems and teaching problems ;
- (c) to implement the resolutions of the Conferences of Ministers of Education ;
- (d) to extend mutual assistance between the member countries of the Council for Cultural Co-operation.

The Committee for General and Technical Education will strive to achieve these aims in all four sectors of its programme.

A new study will be undertaken in the sector "General and Basic Problems of Education" with a view to ascertaining the major trends in education in schools and illustrating common educational problems.

To promote reciprocal understanding of school systems each country will produce a dictionary of its educational institutions.

In the sector "Structure and Organisation of Education", priority will be given to final examinations in secondary education. The present situation, the situation it is hoped to achieve, entrance to higher education, validity of examinations and the usefulness of examinations will be studied.

In the sector "Subjects taught, teaching methods and techniques" modern languages, civics, technical education and vocational training are still subjects of special importance. New fields such as the humanities and technology will be investigated.

In the sector, initial training and further training of teachers, the mutual assistance project for the in-service training of 100 Turkish teachers will be pursued.

The programme will be implemented through close co-operation with government experts and representatives of the principal international organisations of teachers.

### *Out-of-School Education*

The Committee for Out-of-School Education will continue its work along the three main lines defined last year : adult education, physical education — sport — outdoor pursuits, youth.

In the field of adult education, increasing emphasis will be laid on life-long integrated education. Long-term action is contemplated. It will first take the form of studies, on such themes as the role of public libraries, the method of teaching by correspondence and initiation in the arts.

A pilot study on the status, recruitment and training of adult educators is being carried out by the European Bureau of Adult Education and will be published in the series *Education in Europe*.

Mutual assistance in physical education and sport will take the form of sending instructors to Greece and Turkey. The educational and cultural functions of sport and physical education instructors will be subjects of special study. A course to be held in Rome will be concerned with physical education methods and means of awakening interest in cultural activities.

The study of sporting facilities is part of a long-term European programme.

Relations with the specialised national organisations will enter a new phase following an official consultation in which some twenty such organisations will participate.

A second degree is to be instituted for the European Athletics Diploma.

In addition to the further training courses at the European Experimental Youth Centre, investigation will continue into the possibility of setting up a permanent centre about 1970.

The introduction of young people to science will be encouraged by the preparation of courses and technical publications and by sending young Europeans to national science camps organised by various member States.

A course is to be arranged in Sweden on an introduction to democracy through youth activities.

The initial and further training of youth leaders will remain a major preoccupation. Plans are already in hand for four projects in this connection : a course in Berlin on the training of educational advisors for youth tours, a visit to Cyprus by an expert to organise a national training course for leaders in 1967, a tour of Greece by an international team specialising in the training of youth leaders for rural areas and, finally, the publication of the results of a study on the status and training of youth leaders.

### *Cultural Activities*

1965 was devoted to the implementation of the new cultural programme of which the first tangible results should be known in 1966. This consolidation phase of the programme should not obscure the need to amend it constantly in the light of experience.

The main lines of the programme continue to be :

- (a) adaptation to the new requirements of an industrialised society ;
- (b) the preservation and development of the cultural heritage of the past.

The fields in which tangible results may be expected in 1966 are :

1. the obligations and resources of local authorities (a symposium will be held in Geneva from 9th to 14th May) ;
2. European action to arouse public interest in contemporary architecture ;



3. the XIth European Art Exhibition "Queen Christina of Sweden and her epoch" and the relevant audio visual material ;
4. the travelling exhibitions ;
5. the publication of the volume of *Ballads in the Folklore* series ;
6. the preservation and development of ancient monuments and sites of historical or artistic interest (third symposium in Bath in October).

### *Film*

In 1966 the Technical Committee for Film Activities will continue the activities begun in 1965. Experts will meet to discuss the training of primary school teachers by audio-visual means and the possibility of producing films for geography teaching.

Studies will be carried out on the definition of categories of films, film libraries in Europe and films for the teaching of new mathematics. They will be discussed by the Committee at its meeting in Strasbourg in October.

The annual selection of the best European educational and cultural films will take place at Venice. The dubbing of films chosen at the two selections made earlier in Paris and Edinburgh will continue. Meetings of experts will be arranged to choose the best films on sport and music.

The Conference on the distribution of cultural films in commercial circuits to take place in Berne will be followed by a meeting of experts to discuss its conclusions. In addition, a five-year co-production project of films for physics teaching will be launched at a conference to be held in Glasgow in September.

The film "Communication routes in Europe" will be completed as will the series of films for biology teaching "The living cell". In 1966 another series will also be initiated on "The living body".

The Committee will discuss the survey made of the requirements of various CCC countries in the matter of educational and cultural films.

Catalogues of films will be published and also a survey of European research on audio-visual aids.

### *Modern Languages*

Two courses will be held in the context of the Major Project, Modern Languages: one on final examinations in general secondary education and the other on the textbooks employed in secondary education.

A conference will be arranged in collaboration with the UNESCO Institute for Education at Hamburg on modern language teaching in the primary school.

A series of meetings of consulting experts will deal with themes such as "passive knowledge of languages for the needs of scientific and technological documentation", "the contribution of television to modern language teaching" and "linguistic norms".

The series of pilot experiments on the teaching of modern languages to migrant workers will continue in 1966, stress being laid on the language training provided in the country supplying the workers, before the latter's departure.

It is planned to make three publications in 1966 in collaboration with the International Association of Publishers for the Development of Applied Linguistics. One of these, entitled "Modern languages in the world of today", will be the work of the three co-ordinators of the CCC Major Project Modern Languages, and will contain a review of past activity together with proposals for future action in the modern language field.

### *Documentation Centre for Education in Europe*

Current activities are continuing (in particular the preparation of the abstracts, whose presentation has been slightly modified) and others are being added, such as the publication of basic bibliography sheets for each country and of the Information Bulletin, (whose first issue appeared at the end of 1965).

A study group, to be attended by documentalists and representatives of the Permanent Committees of the CCC, will meet in the spring to decide the subjects to be dealt with in the forthcoming issues of the Bulletin.

The Centre will also co-operate in the preparation of a guide to the organisation of national educational documentation services

and will work out a plan for sending trainees to various national centres.

### *Publications*

The Council for Cultural Co-operation will, in 1966, continue to publish studies relating to the various sectors of its programme in the *Education in Europe* series. It will also extend the companion series of small format publications such as catalogues, teaching notes, bibliographies and bring out reports of important meetings in larger format.

Finally, the CCC will continue to publish the review *Education and Culture*.



## APPENDIX A

### *List of participants at the Sessions of the Council for Cultural Co-operation*

#### *Chairman :*

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

#### *Vice-Chairman :*

Mr. Angelos Vlachos, Minister Plenipotentiary (Greece).

#### *Other members of the Council<sup>1</sup> :*

AUSTRIA	Mr. Wolfgang Höller <sup>2</sup> , Envoy Extraordinary and Minister Plenipotentiary, Federal Ministry of Foreign Affairs Dr. Anton Grösel, <i>Ministerialrat</i> , Federal Ministry of Education
BELGIUM	Mr. J. Grauls <sup>3</sup> , Minister Plenipotentiary, in charge of International Cultural Relations, Ministry of Education and Culture Mr. Marcel Hicter, Director General for Youth and Leisure, Ministry of Education and Culture
CYPRUS	Mr. Stavros Syrimis, Director of Technical and Agricultural Education, Ministry of Education Mr. Panayiotis Serghis, Assistant Principal, First Famagusta Gymnasium

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1. By Resolution (61) 42 of the Committee of Ministers, a statutory number of two members of 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 8th Session, Dr. Grösel was replaced by Mr. Friedrich Mullauer, *Legationsrat*, Federal Ministry of Foreign Affairs.

3. At the 9th Session, Mr. J. Grauls was replaced by Mr. J. Pierens, attached to the Directorate of International Cultural Relations, Ministry of Education and Culture.

DENMARK	Mr. Vagn Ditlev Larsen, Assistant Head of Department, Ministry of Foreign Affairs Mr. E. Drostby, Head of Department, International Relations Division, Ministry of Education
FRANCE	Mr. Henri Froment-Meurice, Head of the Department of Cultural Exchanges, General Directorate of Cultural and Technical Affairs, Ministry of Foreign Affairs Mr. Jean Auba, Director of the Co-operation, Ministry of Education
FEDERAL REPUBLIC OF GERMANY	Dr. H. Spies, Federal Ministry of Foreign Affairs, Bonn Dr. F. Krog, <i>Oberschulrat</i> , Ministry of Culture of Hesse, Wiesbaden
GREECE	Mr. Georges Tenekides <sup>1</sup> , Vice-Rector at the School of Political Sciences, Athens
HOLY SEE	Rev. me Mgr. Ubaldo Calabresi, <i>Auditeur de la Nonciature Apostolique</i> , Brussels Rev. Michel Ulrich S.J., Director of the OCIPE, Strasbourg
ICELAND	Mr. Birgir Thorlacius, Secretary General, Ministry of Education Mr. Thordur Einarsson, Secretary, Ministry of Education
IRELAND	Mr. A. Raftery, First Secretary, Department of External Affairs Mr. Liam O'Laidhin <sup>2</sup> , Principal Officer, Department of Education
ITALY	Mr. Marcello Mochi, Embassy Adviser, Directorate of External Cultural Relations, Ministry of Foreign Affairs Dr. Claudio del Grosso, Head of the Division, General Directorate of Cultural Exchanges, Ministry of Public Instruction
LUXEMBOURG	Mr. Alphonse Arend, Educational Adviser in charge of Cultural Relations, Ministry of Education

1. Mr. Apostolos Dascalakis, Professor at the University of Athens, Cultural Adviser to the Royal Ministry of Foreign Affairs, Vice-Chairman of the CCC, took part in the 8th Session.

2. At the 8th Session, the Department of Education was represented by Mr. D. O'Laoghaire, Principal Officer.

MALTA <sup>1</sup>	Mr. Philip Pullicino, Permanent Representative of Malta to the Council of Europe Dr. V.A. Depasquale, Librarian, Royal Malta Library
NETHERLANDS	Mr. H.J. Reinink, Director General for Arts and International Cultural Relations, Ministry of Education and Sciences Mr. B.J.E.M. de Hoog, Director of International Cultural Relations, Ministry of Education and Sciences
NORWAY	Dr. Erling Christophersen, Director General of Cultural Relations, Royal Ministry of Foreign Affairs Mr. E. Skadsem <sup>2</sup> , Director General, Ministry of Church and 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 the International Secretariat, Ministry of Education and Cultural Affairs Mr. C.E. Virdebrant <sup>3</sup> , Counsellor, Ministry of Education and Cultural Affairs
SWITZERLAND	Mr. Oscar Duby, Division of Cultural Affairs, Federal Department for Internal Affairs Mr. Lucien Mossaz <sup>4</sup> , Head of Cultural Division, Federal Political Department
TURKEY	Mrs. Adile Ayda <sup>5</sup> , Deputy Director General of the IV Department of the Ministry of Foreign Affairs Mr. Süreyya Günay, Director General, External Relations, Ministry of Education

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1. At the 9th Session, the delegates of Malta were :  
— Professor E. Busuttill, B.A. LL.D., M.A. (Oxon), B. Litt. (Oxon), Royal University of Malta

— Chev. J.P. Vassallo, O.B.E., Director of Education.

2. Mr. Gunnar Nessing, Counsellor, Ministry of Church and Education, took part in the 9th Session.

3. At the 9th Session, Mr. Virdebrant was replaced by Mr. Per-Axel Hildeman, Director of the Swedish Institute.

4. Mr. Daniel Gagnebin, Minister Plenipotentiary, Permanent Representative of Switzerland, represented the Federal Political Department at the 8th Session.

5. At the 8th Session Mrs. A. Ayda was replaced by Mr. Argun Coban, Director of Section, IV Department of the Ministry of Foreign Affairs.

UNITED KINGDOM	Mr. H.T. Bourdillon <sup>1</sup> , C.M.G., Assistant Under-Secretary of State, Department of Education and Science Mr. R. Cecil <sup>2</sup> , C.M.G., Head of Cultural Relations Department, Foreign Office
CONSULTATIVE ASSEMBLY OF THE COUNCIL OF EUROPE	Mr. V. Badini-Confalonieri, Chairman of the Cultural and Scientific Committee of the Consultative Assembly Mr. K. Mark, Vice-Chairman of the Cultural and Scientific Committee of the Consultative Assembly Mrs. Agnes Maxsein, Vice-Chairman of the Cultural and Scientific Committee of the Consultative Assembly
EUROPEAN CULTURAL FOUNDATION	Mr. G. Sluizer, Secretary-General
COMMITTEE FOR HIGHER EDUCATION AND RESEARCH	Dr. Silvano Valle, General-Inspector, Ministry of Public Instruction (Italy)
COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION	Mr. R. Frederiksen, Inspector of Schools, Secondary Education, Ministry of Education (Denmark)
COMMITTEE FOR OUT-OF-SCHOOL EDUCATION	Mrs. Ingeborg Lyche, Chief of Section, Ministry of Church and Education (Norway)
TECHNICAL COMMITTEE FOR FILM ACTIVITIES	Dr. J. Hulsker, Head of the Department of Fine Arts, Ministry of Cultural Affairs, Leisure and Social Welfare (Netherlands)

*Observers :*

FINLAND	Mr. Ragnar Meinander, Director, Ministry of Education Mr. R.H. Oittinen, Director-General of National School Board
UNESCO	Mr. Marcel Destombes, Division for Relations with International Organisations <sup>3</sup>

1. At the 8th Session, Mr. H.T. Bourdillon was replaced by Mr. M.C. Rackham, Assistant Secretary, Department of Education and Science.

2. At the 9th Session, Mr. R. Cecil was replaced by Mr. A.R. Sinclair, Cultural Relations Department, Foreign Office.

3. At the 9th Session Mr. Destombes was replaced by Mr. Krill de Capello.



EEC

Mr. Pierre Bourguignon, Counsellor of the  
President of the Committee

OECD

Mr. Georges Papadopoulos, Chief Admin-  
istrator, Directorate of Scientific Affairs.



## 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 Section : 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. Documentation published in 1965 and distributed freely at request

##### *General*

5th Conference of European Ministers of Education — Report 1965.

Annual Report of the CCC — 1965.

CCC Brochure : Policy, programme, methods — 1965.

CCC and Cultural Fund — Basic Texts.

European Cultural Convention.

Review "Education and Culture" of the CCC and of the European Foundation of Culture, Nos. 1 and 2.

##### *Cultural Activities*

Cultural travel and awareness of Europe (Study by MM. Pouris and Beerli).

Discovering Architecture (Study presented by Mr. André Hermant).

Protection of Archeological Heritage (Report presented by Professor Pallotino).

Cultural Identity Card : Regulations, List of Facilities.

Preservation and development of groups and areas of buildings of historical or artistic interest (Report by Mr. Weiss to the Consultative Assembly of the Council of Europe).

Report of Symposium A : "Criteria and methods of cataloguing ancient buildings and historical or artistic sites for purposes of preservation and development".

Report of Symposium B : "Finding new uses in their natural or aesthetic surroundings, for monuments which are of cultural interest but no longer fulfil their original purpose".

## *Higher Education and Research*

The development of Higher Education in :

Federal Republic of Germany [CCC/ESR (65) 14]

Spain [CCC/ESR (65) 13]

Recruitment of Staff for African Universities (Aspects relevant to European universities) [CCC/ESR Project 18/9 Rev.]

Further education of graduates. Including refresher courses. Introductory statement by Professor L. Froese [CCC/ESR Project 22/4]

The present situation in the field of further and continued education for academic professions with particular regard to the situation in the Federal Republic of Germany [CCC/ESR Project 22/3]

## *General and Technical Education*

*ad hoc* Conference on educational terminology (Luxembourg, September 1965) [CCC/EGT (65) 22]

Continued Education — From School to Life (Course, Interlaken, June 1965) [EGT (65) Stage XIX 3]

The first weeks of teaching English to French children : the discovery of methods for psycho-linguistic investigations and aspects of adapted progressive teaching (Study by F. Cousin) [CCC/EGT (65) 20]

The role and function of assistants who teach their own language abroad (Conclusions and recommendations — meeting of experts, Uppsala, August 1965) [CCC/EGT (65) 23]

History Teaching in Secondary Education (Course, Elsinor, August 1965) [EGT/Stage XVII, 2]

Progress Report on the European Civics Campaign [CCC/EGT (66) 7]

The Place of Technical Education in Secondary Education (Course, Sèvres, November 1965) [EGT (65) Stage XX 3]

## *Out-of-School Education*

### YOUTH

Round Table of Associations of Voluntary Work Camps (Strasbourg, February 1965) [CCC/EES (65) 18]

Social problems of students (Course, Oslo, July 1965) in English only, limited edition.

Training of Voluntary Work Camp Leaders (Course, Gaudario — Spain, July 1965) [EES (65) Stage XXIX 3].

## POPULAR AND ADULT EDUCATION

Programme and methods of in-service training for teachers and organisers (part-time and full-time) in Adult Education (Course, Nottingham, July 1965) [EES (65) Stage XXIV 3]

## PHYSICAL EDUCATION, SPORT, OUTDOOR PURSUITS

International Conference on the Doping of Athletes (Strasbourg, September 1965) [ESS (65) Stage XXXI 8]

Equipment for Physical Education and Sport: Outdoor Playing Surfaces [EES (65) Stage XXVIII 5 rev.]

Pilot Course to implement the suggested programme for training European general leaders of physical education and sport (organised by the Swiss Government at Macolin, August 1965)  
[EES (65) Stage XXVII 7]

## *Film and Television*

### FILM

Council of Europe Film Week II: (Edinburgh, September 1965)  
[CCC/Cin (65) 22]

Viewing and selection of films on an education theme chosen by the CCC: Geography teaching (The Hague, September 1965)  
[CCC/Cin (65) 24]

Selection Committee for films on a cultural theme: Protection and development of ancient buildings and historical or artistic sites (Luxembourg, October 1965) [CCC/Cin (65) 33]

General Report on the distribution of cultural films in cinemas open to the general public (short films, full-length documentaries and films for children and young people). Rapporteur: Paul L'église  
[DECS/Berne (66) 1]

### TELEVISION

Seminar on the use of closed-circuit television in technical education (Recommendations, Seraing-Belgium, April 1965).

## *Modern Languages*

Modern Languages in secondary, technical and vocational education (Training course, Baden-Vienne, October 1964) [CCC/EGT (65) 26]

The study of the civilisation of the country whose language is being taught (Training course, Madrid, April 1965)

[EGT (66) Stage XVIII 2]

Teaching of modern languages to adults (Training course, Recommendations and Conclusions, Netherlands, November 1965)

[EES (65) Training course XXX 3]

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

### A. 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.
2. *The Teaching of Chemistry at University Level*, by G. Ourisson — 133 pages.  
Study of the factors relevant to material equivalence in the teaching of chemistry (content of courses, pedagogical orientation, necessary equipment).
3. *Structure of University Staff* — 149 pages.  
Guide to the staff structure of universities together with a dictionary of staff terminology defining each type of university post in 15 European countries.

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

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



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.
4. *Teacher Training*, by J. Majault — 212 pages.  
Comparative study dealing with the recruitment, initial training and in-service training of teachers in primary, secondary, technical and vocational education in Europe.
5. *School Systems — A Guide* — 350 pages.  
Survey of the different types of schools in Europe for teacher training and general education, technical and vocational education. Also a list of terms employed; statistical tables, diagrams.
6. *Introducing Europe to Senior Pupils*, by R. Jotterand — 75 pages.  
A handbook for the teacher wishing to gain a clearer idea of European facts and problems and looking for suitable pedagogical material.

### 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.).

4. *Leisure time facilities for young people from 13 to 15 years of age* — Illustrated.  
Survey made in co-operation between the CCC, the Dutch Foundation "Space for Youth" and UNESCO. Includes a broad indication of the types of facilities which should be provided for young people as well as information on pilot schemes.

#### 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 — 185 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.
5. *Educational and Cultural Films — Experiments in European Co-production*, by C.H. Dand, J.A. Harrison and S.I. van Nooten — 110 pages, illustrated.  
Methods of production and distribution of educational and cultural films. Full technical data relating to some fifty films so far jointly produced in Western Europe, and details of their availability for viewing or loan purposes.
6. *Europe's Guests: Students and Trainees — A survey on welfare of foreign students and trainees in Europe*, by A.F. Dunlop.  
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. 6 — Section II, 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), publication No. 3 — Section II which costs 9 French francs (sterling area 12/6; USA and Canada: 4,50 US dollars) and

Publication No. 5 — Section II which costs 12 French francs (sterling area 17/6). Payments may be made to national Sales Agents in local currencies.

## B. Companion Volumes

### HIGHER EDUCATION AND RESEARCH

*European Directory for the Student.* Bilingual edition, 45 pages. Price 2 FF.

Pocket edition showing simply and concisely which books students wishing to study in Europe could usefully consult and which addresses could provide the information they require.

### GENERAL AND TECHNICAL EDUCATION

*Books dealing with Europe — Bibliography for teachers.* 67 pages. Price 2 FF.

Brief analytical notes on works particularly recommended to teachers wishing to develop European themes for classroom use. Most of the works are published in the English, French, German or Italian languages.

### GENERAL

(i) *The Contribution of Audio-visual Media to Teacher Training.* 73 pages. Price 3 FF.

Substance of addresses by various experts as well as the conclusions of the meeting held at the Audio-visual Centre of St. Cloud, in May 1964. Contains also recommendations for future action.

(ii) *Catalogue of films on sport.* 160 pages. Price 3 FF.

Titles and technical details of some 200 films from twelve European countries. These films are available for exchange and can be obtained in 16 mm. versions from the organisations mentioned in the catalogue.

### SALES AGENTS<sup>1</sup>:

#### AUSTRIA

Gerold & C<sup>o</sup>

Graben 31

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#### BELGIUM

Agence et Messageries de la Presse,

14-22, rue du Persil,

BRUSSELS

#### CANADA

Queen's Printer

OTTAWA

#### DENMARK

Ejnar Munksgaard,

Nørregade 6,

COPENHAGEN

#### FRANCE

Librairie Générale de Droit

et de Jurisprudence,

R. Pichon et R. Durand-Auzias,

20, rue Soufflot,

PARIS V<sup>e</sup>

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

FEDERAL REPUBLIC  
OF GERMANY  
Verlag Dr. Hans Heger,  
Goethestrasse 54, Postfach 821  
BAD GODESBERG

GREECE  
Librairie Kauffmann,  
21, rue Stadiou,  
ATHENS

IRELAND  
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Galerie d'Art,  
Paul Bruck,  
22, Grand'Rue  
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THE HAGUE

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Government Printing Office  
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and 423, Oxford St. LONDON W. 1  
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P. O. BOX 569, LONDON S. E. 1

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

STRASBOURG  
Librairie Berger-Levrault,  
Place Broglie

#### OTHER PUBLICATIONS

*Paedagogica Europaea — European yearbook of educational research*  
— Volume I — 284 pages. 1965. Articles in English, French or German.  
Published by Agon Elsevier, Amsterdam and Brussels, and Georg Westermann Verlag, Brunswick. Price: 20 French francs.

*European Cultural Values — Bibliographical Indications* (CCC, 1964)  
Price : sterling area : 10/— ; 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.

*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.

*A history of Europe? —* By E. Bruley and E.H. Dance. Summary account of the Council of Europe conferences on the revision of history textbooks. 84 pages. Available in eight languages. Published by A.W. Sythoff, Leyden, 1960. Price : 6 florins.

*Regards Neufs sur l'Europe* (Editions du Seuil, Paris) (An information booklet of today, intended for young people and youth organisations) (French edition only).

*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).

**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)  
P. Brinson *Some Archives of the European Ballet* (1964)

*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)

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- B. Ljubisavljevic *Les problèmes de la pondération dans les institutions européennes* (1959)  
G. Watson *The British Constitution and Europe* (1959)  
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F.S. Lyons *Internationalism in Europe, 1815-1914* (1959)  
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)  
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*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 :**

*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) <sup>1</sup>.

*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).

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

(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).

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

*Belina*, by Michel Camelat (from occitanian) (Published by the *Institut d'études occitanes* in Toulouse, 1962).

**In the series European Folklore :**

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

Volume II — *Ballads* [to appear shortly].

Volume III — *Popular Theatre* (Maisonneuve & Larose, Paris) (Published in French).

**III. Publications and material for display based on the European Art Exhibitions<sup>1</sup>**

**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*).

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

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

**Catalogues**

*L'Europe Humaniste* (French version).

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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.



*Le Triomphe du Maniérisme européen — de Michel-Ange au Gréco* (in French and in Dutch).

*The Romantic Movement* (in English).

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

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

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

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

*Charlemagne — his work and influence* (in French and in English).

*To be republished: Le XVII<sup>e</sup> 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).

*Charlemagne his work and influence* (in French, English 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).

#### **Colour Slides**

*Publications filmés d'Art de l'Histoire*, 44, rue du Dragon, Paris, 6<sup>e</sup>, have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

Ninth Exhibition: "Byzantine Art — a European Art"

First Exhibition : " Humanist Europe "

Eighth Exhibition : " European Art around 1400 "

Tenth Exhibition : " Charlemagne — his work and influence "

## APPENDIX D

### *Cultural Policy of the Council of Europe*

#### TEXT ADOPTED

*by the Ministers' Deputies at their 140th meeting — 5th to 9th April 1965*

#### **General considerations**

The Members of the Council of Europe and the States which have acceded to the European Cultural Convention all enjoy a civilisation composed of similar basic ingredients, made up in varying proportions. Geographical features and the course of history, in particular the emergence of the "nation-State", have resulted in European civilisation becoming differentiated into a number of variegated national compounds of these basic ingredients.

At a time when humanity as a whole is undergoing one of the most profound demographic, technical and cultural transformations in history, the demands of an industrial civilisation and the situation of Europe in relation to the rest of the world impose on each of our Governments and peoples tasks which cannot be accomplished without mutual co-operation, if Europe is to remain among the foremost creators of human, family and social values.

#### **Objectives**

The aim of the Council of Europe as stated in Article 1 of its Statute is "to achieve a greater unity between its Members for the purpose of safeguarding and realising the ideals and principles which are their common heritage and facilitating their economic and social progress". It must, however, be recognised that European civilisation owes its richness to its diversity. The cultural policy of the Council of Europe must therefore be designed not only to emphasise the common heritage of its Members but also to win the appreciation of all for the individual contribution of each.

### (a) *Education*

Such a policy can give practical results primarily in the field of education, to which Governments are devoting more and more attention as well as steadily increasing sums of money. In the past Governments have often struggled separately to find solutions to their educational problems. Yet in many cases other Governments were faced with similar problems and, for lack of a system of co-ordinating information, failed to learn of solutions adopted elsewhere in Europe.

The prime objective for cultural co-operation must therefore be to bring new ideas, techniques and achievements discovered in one member country to the attention of the others and to facilitate their adaptation to individual national needs. To this end, the Conferences of European Ministers of Education have decided to single out and define, from time to time, those particular subjects which merit collective study at any given moment. Similarly, the now periodical Conferences of Ministers of Science, organised by the Secretariat of OECD, will also be making recommendations that are certain to carry implications for scientific education. Thus the measures proposed will have to be studied under the responsibility of the organs for cultural co-operation established by the Council of Europe. Such measures will aim not only at increasing the educational potential of each nation but also at developing mutual aid between the nations and multiplying instruments for practical co-operation between European educationists.

### (b) *Cultural activities*

In the purely cultural field, the aim is defined in Article 1 of the European Cultural Convention which pledges each Contracting Party to: "take appropriate measures to safeguard and to encourage the development of its national contribution to the common cultural heritage of Europe". In recent years Governments have realised the need to equip themselves and utilise their resources to pave the way for the "civilisation of leisure" which will enable every European to benefit from the common cultural heritage and enjoy the training and environment conducive to a constant renewal of the creative spirit. Closer organic co-operation must consequently make it possible for Governments to help one another by pooling their national experience and at the same time make people aware of their common responsibilities as Europeans.

### **The new phase**

Since its creation in January 1962, the Council for Cultural Co-operation has traced out the essential spheres in which it seems possible to go ahead with work on joint projects of real importance to member States. At this stage we can distinguish three categories :

1. Fields in which concerted action has already been taken as a result of practical co-operation and in which it is now time to give priority to the initiatives most in harmony with national cultural vocations; the European art exhibitions, followed up by the travelling exhibitions based on them; the cultural identity card; the co-production of educational films, European Schools Day; the dictionary of European educational terminology, and the mutual aid policy launched in the school and out-of-school sectors.

2. Fields in which studies carried out in recent years have now made it possible to move on to concrete achievements. A careful selection should now be made of priority sectors offering scope for constructive projects. One such sector is modern language teaching, a matter which concerns and interests not only the universities, schools and youth movements, but all branches of everyday working life. Another is the exchange of student teachers, the gradual extension of which will have a profound influence in developing a European understanding among the rising generation. Others that might be mentioned are: the harmonisation of higher education courses and diplomas in the basic disciplines; international co-operation machinery for the universities, which are undergoing structural changes and increasing in number in all European countries; the provision and operation of facilities for the European training of youth leaders.

3. Lastly, those fields which have not yet been sufficiently explored to reveal the sectors deserving priority. Here more confrontations are necessary to help member countries concert their national policies until such time as it is possible to start defining the points on which practical co-operation is feasible. Among themes meriting discussion are: television, a medium with an extraordinary power of penetration, which can and must act as a source of cultural enrichment; audio-visual media as instruments of life-long education; equipping towns and rural districts with cultural amenities, as part of the action being taken experimentally in a number of European countries to give greater meaning, originality and efficacy to the concept of regional planning.

In this new phase it will be for the Director of Education and of Cultural and Scientific Affairs to ensure the proper co-ordination of action on any project which exceeds the competence of the individual permanent committees. The Council for Cultural Co-operation will have to make sure that the programme makes the most effective contribution possible to European co-operation, watch that a proper balance is maintained and give appropriate instructions to its committees and working parties in order to concentrate and co-ordinate their activities. Above all, it must ascertain to which sectors Governments have decided to direct their main efforts, so as to promote important projects of interest not only to Governments and specialised organisations but also to the public at large.

It follows that information and public relations activities will need to be considerably strengthened. Not only should documents be published for circulation to professional organisations or persons desirous of making use of such literature in their individual sphere of activity, but an attempt should be made to reach the general public through an ever-widening campaign to spread factual information on the aims and achievements of cultural co-operation in Europe by means of printed publications, the press, radio, films and television.

Furthermore, if it wishes to retain its position as the meeting-place of national officials responsible for international cultural and educational action and as the administrative organ of effective European co-operation, the Council for Cultural Co-operation, furnished with all the information it needs, must draw up an annual overall programme forming a coherent whole. The Council will delegate many of its responsibilities to its permanent committees and, leaving aside all non-essentials, will concentrate its efforts on activities capable of producing tangible results. Whenever possible, it will draw up conventions to give its aims a basis in law and will supervise their application. Given the necessary time and with the help of those national and international public and private institutions and services, including non-governmental organisations, which are in a position to furnish assistance, the Council considers itself to be an appropriate body to tackle fundamental problems, even the most difficult, with some chance of success.

If these conditions are fulfilled, the activity of the Council should achieve a twofold result. It should help member States and States signatory to the Cultural Convention to meet their educational and cultural needs more rapidly and more efficiently, and it should give to the people of their countries a more vivid picture of the inter-dependence of individual countries in the context of European civilisation.

## APPENDIX E

### *Programme financed by the Cultural Fund in 1965*

#### *Receipts*

#### A. Receipts expected in 1965

	FF	FF
1. Basis for planning the 1965 programme :		
(a) Grant-in-aid from member Governments . . . . .	1,500,000	
(b) Additional sum guaranteed . . . . .		250,000
(c) Allocation for publications . . . . .	135,000	
2. Contributions from non-member Governments having accessed to the European Cultural Convention :		
(a) Spain : . . . . .	144,000	
(b) Holy See . . . . .	4,900	
3. Other contributions :		
(a) Voluntary contributions by Governments . . . . .	p. m.	
(b) Contributions from other sources : — European Cultural Foundation . . . . .	74,928	
4. Other receipts :		
(a) Royalties . . . . .	2,000	
(b) Sale of publications . . . . .	p. m.	
(c) Bank interest . . . . .	40,000	
(d) Miscellaneous . . . . .	1,000	
	1,901,828	

#### B. Other resources available at 31st December 1964

	478,559	
	2,380,387	250,000
<i>Total :</i>	2.630.387	

*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 . . . . .	545,150
HEAD IV. — Film . . . . .	330,000
HEAD V. — Television . . . . .	15,000
HEAD VI. — Cultural activities . . . . .	490,000
HEAD VII. — General activities . . . . .	688,950
<i>Total :</i>	2,626,900

HEAD I

*Higher Education and Research*

1. University curricula — Comparative Studies (Project 11) . . . . .	64,600
2. University curricula — Conferences 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 (Project 16) . . . . .	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>	179,000



HEAD II

*General and Technical Education*

	FF
11. Educational terminology in Europe — Compilation of a dictionary . . . . .	28,500
12. "Schools in Europe" — Preparation of a comparative study . . . . .	35,000
13. "Paedagogica Europea" . . . . .	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 Civic Cam- paign . . . . .	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)

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) . . . . .	14,450
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 — Course on " The Social problems of students " (Norway) . . . . .	9,000
41. Introduction to science . . . . .	3,000
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 . . . . .	—
(c) Textbooks and equipment used by adult education establishments . . . . .	—
(d) Refresher training for adult educators specialising in the teaching of modern languages . . . . .	20,000
43. Out-of-School Physical Education Programme in Turkey . . .	7,000
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 . . . . .	—
48. Relationship between sport at school and out of school . . .	5,000
49. " New outlook on Europe ", adult education handbook . . .	14,000
50. " Organisation of youth in Europe " . . . . .	7,000
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 . . . . .	70,000
53. European Athletics Diploma . . . . .	20,000

54. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups . . . . .	15,000
55. Long term programme in the physical education, sports and outdoor activities sector . . . . .	6,300
55bis. European Conference on doping . . . . .	4,000
<i>Total of Head III :</i>	545,150

#### HEAD IV

##### *Film*

	FF
56. Future co-production of educational 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 "Communication routes in Europe" . . . . .	50,000
61. Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups . . . . .	25,000
<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*

63. Analysis of the problems of the preservation and development of groups and areas of buildings of historical or artistic interest in relation to regional planning (Netherlands, 1966) . . . . .	8,000
64. The role of local authorities in the cultural sphere — Meeting (1966) . . . . .	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) . . . . .	30,000
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 ("Byzantine Art as a European Art", 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
82. Research work commissioned by the CCC on subjects appropriate to its programme . . . . .	48,000
83. Research fellowships:	
(a) Research fellowships . . . . .	38,800
(b) Publication of theses of fellowship-holders . . . . .	15,000
84. University interchange . . . . .	30,000
85. Study tours for workers . . . . .	5,000
86. Cultural Identity Card . . . . .	1,000
87. Calling in of experts (consultations, official journeys, studies) convening of small <i>ad hoc</i> study groups . . . . .	20,000
	490,000
<i>Total of Head VI:</i>	490,000

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 . . . . .	150,000
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 . . . . .	22,000
(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 . . . . .	12,500
96. Experimental work . . . . .	10,000
96bis. Publications . . . . .	195,000
97. Sundry expenditure necessitated by the execution of the programme . . . . .	11,000
97bis. Expenditure on specialised equipment . . . . .	43,450
98. Unforeseen expenditure . . . . .	10,000
99. Report on national and international action in the fields covered by the Resolutions of the Conferences of European Ministers of Education . . . . .	22,000
<i>Total of Head VII :</i>	688,950



## APPENDIX F

### *Programme to be financed by the Cultural Fund in 1966*

#### ESTIMATED RECEIPTS

*To finance the 1966 programme  
(Head I to VII of estimated expenditure) :*

	FF
1. Basis for planning the 1966 programme :	
(a) Basic sum authorised . . . . .	2,000,000
(b) Allocation for publications . . . . .	150,000
2. Contribution from non-member Governments having acceded to the European Cultural Convention :	
(a) Spain . . . . .	192,000
(b) Holy See . . . . .	4,900
3. Other contributions :	
(a) Voluntary contributions from Governments . . . . .	p. m.
(b) Contributions from other sources . . . . .	p. m.
4. Other receipts :	
(a) Royalties . . . . .	2,500
(b) Sale of publications . . . . .	p. m.
(c) Bank interest . . . . .	49,000
(d) Miscellaneous . . . . .	1,000
<i>Total :</i>	2,399,400

#### ESTIMATED EXPENDITURE

	FF
HEAD I	
Higher Education and Research . . . . .	224,300
HEAD II	
General and Technical Education . . . . .	397,500
HEAD III	
Out-of-School Education . . . . .	537,900
HEAD IV	
Film . . . . .	272,000
HEAD V	
Television . . . . .	50,000
HEAD VI	
Cultural activities . . . . .	447,750
HEAD VII	
General activities . . . . .	469,950
<i>Total :</i>	2,399,400

HEAD I

*Higher Education and Research*

	FF
I.1 Curricula and equivalence . . . . .	69,300
111 Study started in 1965 . . . . .	11,000
112 Three studies to start in 1966 . . . . .	26,000
121 Two meetings of experts to analyse the results of enquiries in a discipline . . . . .	32,300
I.2 Means of organic co-operation between the European Uni- versities	
21 Specialised Conferences in the field of science . . . . .	24,000
22 Foreign examiners . . . . .	p. m.
23 Meeting of the Study Group (Ankara) . . . . .	} 28,000
24 Experts and small working groups . . . . .	
I.3 Comparative studies	
31 Discussion of a "Major Subject" at the 1966 autumn meet- ing of the Committee for Higher Education and Research . . . . .	10,000
32 Consultant experts . . . . .	14,000
33 The place of research in the University . . . . .	p. m.
34 Participation of representatives of the Committee for Higher Education and Research to the course on school leaving and university entrance examinations, organised by the Commit- tee for General and Technical Education . . . . .	7,000
I.4 <sup>1</sup>	
41 Modern languages	
411 Meetings of Experts . . . . .	8,000
412 Contribution to the mutual aid in the field of modern lan- guages . . . . .	6,000
413 Commissioned research work in the field of applied linguistics	8,000
I.61 Meetings of student leaders . . . . .	20,000
I.9 Calling of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups . . . . .	30,000
<i>Total of Head I:</i>	
	224,300

1. All these projects have a bearing on the three principal chapters e.g. languages — organic co-operation, etc.



HEAD II  
*General and Technical Education*

		FF
II.1	Educational programme	
11	Comparative education and general questions of education	
111	Educational terminology . . . . .	12,000
113	"Paedagogica Europaea" . . . . .	25,000
114	Technical and vocational education . . . . .	9,000
116	Dictionary of history terms . . . . .	p. m.
117	Revision of the comparative study "Primary and Secondary education — Modern trends and common problems" .	13,000
12	Structure of education	
121	Examinations . . . . .	13,000
125	Continued education . . . . .	45,000
		p. m.
13	Teaching subjects and teaching methods	
131	Modern languages	
1311	Course on "Textbooks used in modern language teaching" (Turkey) . . . . .	5,000
1312	Course on "Examinations and tests in modern languages" (Italy) . . . . .	6,500
1313	Expanded study group on modern language teaching in the primary school . . . . .	15,000
1314	Study group to evaluate the modern language projects .	
II.132	History . . . . .	6,000
133	Geography . . . . .	13,500
134	Civics . . . . .	p. m.
137	Technology . . . . .	4,000
138	Technical and vocational education	
1381	Course on technical and vocational schools — Problems and new forms of vocational training (Federal Republic of Germany) . . . . .	6,500
1382	Course on domestic science (Netherlands) . . . . .	6,500
1383	Study group on technical education . . . . .	8,000
14	Training and further education of teachers	
141	Course on "Further training of teachers" (Sweden) and study group . . . . .	8,500
142	Training of teachers for technical and vocational schools	p. m.
II.2	Mutual aid and exchange programmes	
21	CCC project for the initial and further training of Turkish teachers . . . . .	90,000
22	Scholarships for modern language teachers . . . . .	10,000
23	Exchanges . . . . .	p. m.
II.6	Co-operation with non-governmental organisations	
61	Participation in the European civics campaign . . . . .	18,000
62	Co-operation with selected non-governmental organisations	55,000
II.9	Calling in of experts (consultations, official journeys and studies) and convening of small <i>ad hoc</i> study groups . .	28,000

*Total of Head II :* 397,500

HEAD III

*Out-of-School Education*

	FF
III.1 European Experimental Youth Centre Functional and secretariat expenses . . . . .	250,000
III.2 Training and further training of instructors	
21 Recruitment, status and training of instructors in adult education . . . . .	p. m.
22 Training of youth leaders in special fields:	
221 Introducing young people to nature conservation Course (Luxembourg) . . . . .	6,500
222 The problems of international tourism for young people — (Federal Republic of Germany) . . . . .	6,500
223 National training courses in countries requesting them (Mutual aid) . . . . .	12,000
III.23 Training of general leaders for physical recreation and sport:	
232 Provision of instructors requested by member countries within the framework of mutual aid policy: Greece, Ireland, and Turkey . . . . .	17,450
24 General training of non-professional leaders for particular sports	
241 Basketball coaches . . . . .	11,200
25 Training of physical education and sports teachers for schools . . . . .	6,000
III.3 Programme, methods and techniques	
31 Preparation of civic, social and family responsibilities	
311 Methods to encourage women to take more social responsi- bilities . . . . .	5,700
313 Introduction to democracy through youth activities — Course (Sweden) . . . . .	9,500
III.32 Preparation for leisure:	
321 Planning for outdoor leisure . . . . .	25,000
34 Introduction to the arts . . . . .	4,600
35 Introduction to science . . . . .	22,450
III.36 Modern language teaching	
361 Intensive courses for immigrant workers . . . . .	23,000
362 Further training of adult educationists specialising in mo- dern languages . . . . .	15,000
37 Public Libraries — Course (Belgium) . . . . .	6,500
38 Educational courses and conferences (national or inter- national) of European interest . . . . .	15,000
39 "A new look at Europe"	
391 Italian version of the book . . . . .	10,000
III.301 Sports architecture . . . . .	5,500
302 Sociological aspects of physical recreation and sport . .	p. m.
303 European Athletics Diploma . . . . .	18,500
III.6 <i>Co-operation with non-governmental organisations</i>	
61 Annual session of the CENYC . . . . .	15,000

62	Annual session of the European Bureau for Adult Education . . . . .	6,000
63	First consultation of non-governmental organisations in physical education, sport and outdoor recreation . . . .	6,000
65	Regional Conference on International Voluntary Service	7,500
III.9	Consultation of experts, study groups, liaison with other bodies . . . . .	33,000
	<i>Total of Head III :</i>	<u>537,900</u>

#### HEAD IV

##### *Film*

		FF
IV.1	Production of films . . . . .	49,400
11	Films for teacher training . . . . .	19,500
12	Films for geography teaching . . . . .	4,500
13	Films for the teaching of the new mathematics . . . . .	8,000
14	Films on "The Living Body" . . . . .	5,000
15	Films on nature protection . . . . .	1,400
16	Films on adult education methods . . . . .	11,000
IV.3	Viewing and selection of films	
31	Selections of European educational and cultural films . .	20,000
32	Films on themes (cultural and educational) chosen by the CCC : . . . . .	8,000
IV.5	Distribution of films	
51	Berne Conference (March 1966) and meeting of experts .	30,000
IV.6	Technical Assistance . . . . .	2,500
IV.7	Major production project in the field of education	
71	5-year co-production educational film project: physics . .	p. m.
IV.8	General problems	
81	Present place of the film in university teaching and future perspectives . . . . .	6,000
82	The use of laboratories and other audio-visual aids for the teaching of modern languages in European universities . .	9,000
83	European expression in the fields of music, literature etc. — study carried out by Mr. Fernhout (Netherlands) . . .	5,500
84	Definition of categories of films — comparative study . . .	} 18,000
85	Study on film libraries in Europe and fellowships for film experts . . . . .	
86	Survey of research on audio-visual aids in Europe . . . .	3,600
87	Film catalogues — purchase of material . . . . .	
88	Publications (material, translations etc.) . . . . .	15,000
89	Dubbing of films . . . . .	80,000
IV.9	Calling in of experts (consultations, official journeys, studies) and convening of small <i>ad hoc</i> study groups . . . . .	25,000
	<i>Total of Head IV :</i>	<u>272,000</u>

HEAD V

*Television*

	FF
V.1 Closed-circuit television	
11 First meeting of experts on closed-circuit television . . .	3,000
12 Second meeting of experts on closed-circuit television and possible comparison of closed-circuit equipment . . . . .	5,000
13 Study grants for exchanges of teachers at closed-circuit television production and broadcasting centres (4 or 5 persons for a week or ten days) . . . . .	9,000
V.8 Miscellaneous activities	
81 Information seminar on direct teaching by television, organised by the RAI (comparison of the methods and techniques used, e.g. by <i>Telescuola</i> , <i>Telekolleg</i> and the University of the Air; influence of these methods on adult education; mutual aid between member countries) . . . . .	20,000
82 Inventory of research on the psychological resistance of teachers to the use of educational television. Experts' expenses	3,000
83 Teaching of modern languages by television (follow-up to the study by Mr. Hickel and to the 1964 London seminar, as part of the Major Project, Modern Languages) . . . . .	3,000
V.9 Consultation of experts	
91 Consultation of experts with a view to compiling the 1967 programme . . . . .	7,000
92 Consultation of experts, convening of <i>ad hoc</i> study groups	}
<i>Total of Head V:</i>	50,000

HEAD VI

*Cultural Activities*

	FF
VI.1 Adjustment to the new requirements of industrial civilisation	
11 Regional planning and culture	
112 Cultural equipment of towns . . . . .	8,000
12 Role of public authorities in the cultural field	
121 Obligations and resources of local authorities — symposium (Switzerland, May, 1966) . . . . .	10,300
112 Relationship between theatre and public . . . . .	p. m.
123 Role of public authorities in the field of literary and artistic creation . . . . .	p. m.
13 Industrial design	
131 Meeting of the <i>ad hoc</i> Working Party at Milan . . . . .	}
132 "Industrial design": study by Professor Zanuso (2nd year) . . . . .	11,500
133 Graphic art and industrial life . . . . .	p. m.
14 Development of creative powers in education . . . . .	5,000

15	Leisure	
151	"Cultural tourism and Awareness of Europe" . . . . .	3,300
VI.2	Protection and development of the cultural heritage of the past	
21	Arousing public interest in the common European cultural heritage (Civic Education)	
21/1	Fine Arts	
	Meeting of the Working Party at Stockholm . . . . .	10,500
21/2	European Art Exhibitions	
	11th Exhibition (Stockholm, 1966) . . . . .	60,000
21/3	Travelling exhibitions based on the European Art Exhibitions :	
21/31	Preparation of series based on the 10th European Exhibition (Aix-la-Chapelle, 1965) . . . . .	
21/32	Preparation of series based on the 11th European Exhibition (Stockholm, 1966) . . . . .	62,500
21/33	Adaptation of texts . . . . .	
21/4	Travelling exhibition on mediaeval architecture in Europe . . . . .	<b>p. m.</b>
21/5	Audio-visual material based on European Art Exhibitions . . . . .	20,000
VI.21/6	European card index of objects of Byzantine Art . . . . .	4,700
21/7	Travelling educational exhibitions . . . . .	62,600
21/8	Translations of literary works written in the lesser-known European languages . . . . .	15,000
21/9	Series of works on European Folklore . . . . .	16,500
21/10	Council of Europe contribution to the UNESCO Major Project on the mutual appreciation of Eastern and Western cultural values . . . . .	5,000
22	Preservation and development of groups and areas of buildings of historical or artistic interest	
223	Symposium C: "The practical approach to the maintenance of ancient buildings and historical or artistic sites for purposes of preservation and development" (United Kingdom, October 1966) . . . . .	10,300
VI.224	Symposium D: "The active maintenance of groups and areas of buildings of historical or artistic interest within the context of regional planning for purposes of preservation and development" (Netherlands) . . . . .	2,850
225	Symposium E: "Ways and means of preserving and developing groups and areas of buildings of historical or artistic interest" (France) . . . . .	4,000
226	Co-ordination and synthesis of work . . . . .	8,700
227	European action to encourage architects and technicians specialising in ancient architecture in their training and professional activities . . . . .	2,700
23	Protection of moveable articles forming part of the cultural heritage and threatened with destruction or dispersal or illicit import and export	
231	European action to protect the archaeological heritage .	1,000
24	Present-day aspects of craftsmanship (Symposium, Italy)	6,500
VI.3	<i>Ways and means</i>	
31	Commissioned research . . . . .	49,300

32	Publication of fellowship-holders' theses . . . . .	15,000
33	University interchange . . . . .	21,000
34	Cultural Identity Sard . . . . .	16,500
VI.9	Calling in of experts (consultations, journeys, studies) and convening of small <i>ad hoc</i> study groups . . . . .	15,000
<i>Total of Head VI :</i>		447,750

HEAD VII  
*General Activities*

		FF
VII.1	Activities of common interest for the various specialised sectors of the programme :	
11	Educational documentation . . . . .	8,000
12	"Major Project, Modern languages"	
121	Co-ordinating group . . . . .	6,000
122	Publications : contract with AIDELA . . . . .	41,000
13	Leisure problems :	
131	Co-ordinating group . . . . .	4,000
VII.3	General information and publicity	
31	"Education and Culture" Review . . . . .	} 37,500
32	Booklet on the CCC current programme . . . . .	
33	Publicity . . . . .	
34	Participation of the CCC in the 8th European Educational Material Fair (Basel, 1966) . . . . .	9,000
VII.4	Publications . . . . .	223,000
VII.6	Co-operation with NGOs :	
61	Contributions to the work of NGOs . . . . .	20,000
62	Meeting of NGOs . . . . .	6,500
VII.7	Grants :	
711	International Secretariat of European Schools Day . . . . .	71,000
VII.9	Working expenditure :	
91	Calling in of experts (consultations, official journeys and studies) and convening of small <i>ad hoc</i> study groups . . . . .	10,450
92	Experimental work . . . . .	p. m.
93	Sundry expenditure . . . . .	23,500
94	Unforeseen expenditure . . . . .	10,000
<i>Total of Head VII :</i>		469,950

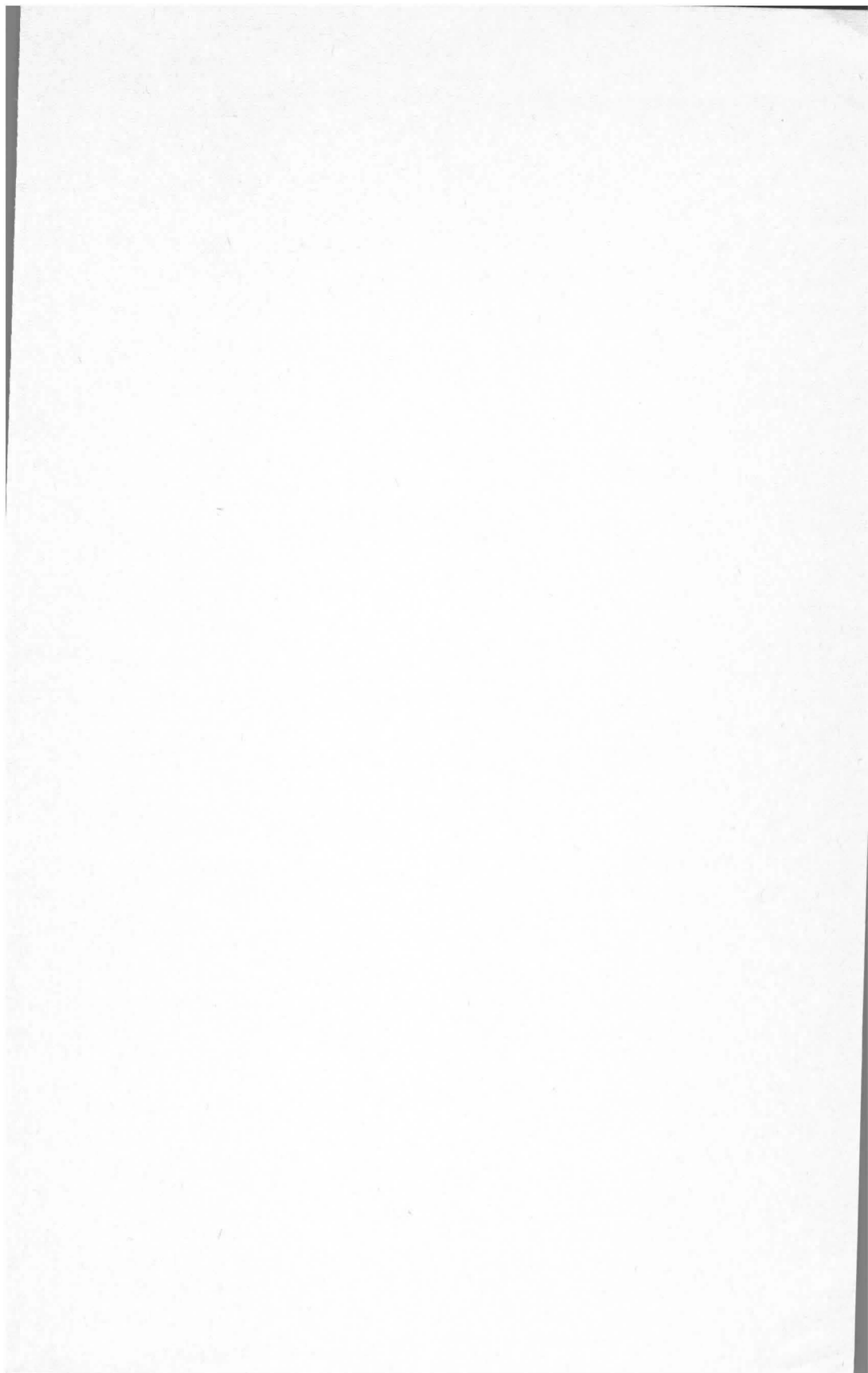
*Balance-sheet of the Cultural Fund as at 31st December 1965*

ASSETS	LIABILITIES
FF	FF
— Société Générale Alsacienne de Banque 1,437,423,36 — Advances awaiting regularisation . . . 32,315,78 — Advances to be reimbursed by the Governments . . . . . 4,802.— — Advances to special account of European Experimental Youth Centre . . . 469.50  <div style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black; width: 100px; margin-left: auto;">1,475,010.64</div>	— General reserve . . . . . 120,000.— — Grant for Delphi Cultural Centre . . . 418,419.39 — Provision for expenditure still to be cleared at 31st December 1965 : (a) expenditure on the programme . . . . . 575,091.87 (b) expenditure on the European Experimental Youth Centre . . . . . 11,770.— <div style="text-align: right; border-top: 1px solid black; width: 100px; margin-left: auto;">586,861.87</div> — Sundry creditors . . . . . 299.60 — Special account of European Experimental Youth Centre for 1965 — balance . 22,278.72 — Final balance for 1965 . . . . . 327,151.06  <div style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black; width: 100px; margin-left: auto;">1,475,010.64</div>

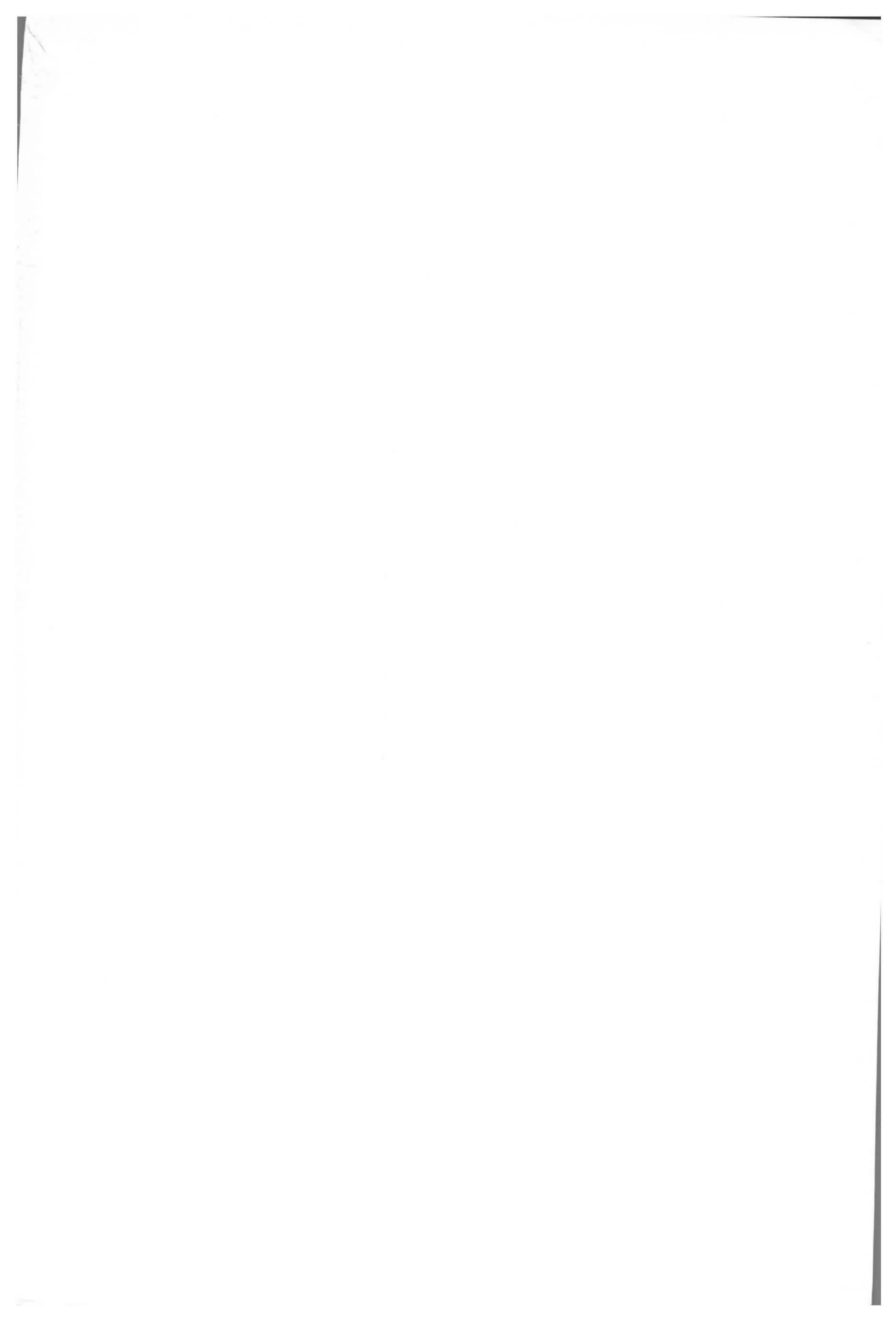
For the Secretary General,  
 Director of Administration,  
 A. DAUSSIN











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