Report of the 7th World Assembly
Brussels
August 2nd to 11th 1958

The challenge of the children.
The importance of unity and continuity in the education of young children.
Origins of O.M.E.P.

The birth of OMEP could be said to have taken place during March 1946 when Mrs. Alva Myrdal (Sweden) and Lady Allen of Hurtwood (Great Britain) met in Sweden to discuss how to create a greater understanding throughout the world of the educational needs of young children and how to unite all those working in this field.

In July 1946, when the world was still sick and troubled, a group of interested people from different countries was gathered together in London to prepare plans for an international organisation in the field of early childhood education.

Further informal meetings of this Preparatory Committee were held in UNESCO House, Paris (November 1946) and in Copenhagen (May 1947). In May 1948 at a meeting in Paris, the Preparatory Committee decided to send invitations to all Governments, many organisations and individuals to attend a World Conference of Early Childhood Education in Prague from August 26th to August 28th, 1948. This place and date were chosen so as to follow immediately on a World Seminar on Childhood Education, organised in Prague by UNESCO.

Eighteen countries, representing the five continents of the world, attended this first World Assembly of OMEP in Prague, with Mrs. Alva Myrdal as President. The main task of this Assembly was devoted to the possibilities of forming a systematic and international organisation for mutual support and co-operation.

Representative National Committees were set up in many countries to work for a wider understanding of early childhood education.

At the second World Assembly held in UNESCO House, Paris (August 1949), with Lady Allen of Hurtwood as President, and thirty-three countries represented, the Constitution of OMEP was adopted.

World Assemblies have since been held every two years in the following cities:

1950 Vienna. The fundamental needs of the young child.
President: Madame Harbinière-Lebert.
1952 Mexico City. The social role of preschool establishments for young children.
President: Madame Harbinière-Lebert.
1954 Copenhagen. The selection and training of teachers for early childhood education.
President: Madame Harbinière-Lebert.
1956 Athens. The importance of the first years of life of a child living within and outside his family group.
President: Mr. Harald Plensmark.
1958 Brussels. The importance of continuity and unity in the education of young children.
President: Mr. Harald Plensmark.

OMEPE, now 10 years old, is growing in strength and influence with sixteen active National Committees in: Australia, Austria, Belgium, Brazil, Chile, Denmark, France, Great Britain, Greece, Israel, Norway, South Africa, Sweden, United States of America, Uruguay and Yugoslavia.

No person, organisation or country is excluded from membership of OMEPE by reason of race, creed, nationality, or political opinion. OMEPE is able to demonstrate to the world that adults with different religious, political and racial outlooks can work in harmony together to protect and advance the interests of young children and to strengthen the foundations of the family.
Address of Welcome

The 7th World Assembly of OMEP was held in Brussels from August 2nd to August 11th 1958.
Under the High Patronage of Her Majesty Queen Elizabeth.
Under the Patronage of
the Minister of Colonies,
the Minister of Public Health and the Family,
the General Commissioner of the Belgian Government to the World Fair.
The Assembly was officially opened by Professor Dubois in The Hall at the World Fair in the presence of many Ambassadors and the Ministers of Colonies, Education, and Health who welcomed the delegates after the speech by Professor Dubois.

Speech of Welcome by Professor Dubois
of the Université Libre de Bruxelles.

Having been asked to preside at the opening of the Assembly of the World Organisation for Early Childhood Education, I would first of all like to express our profound gratitude to Her Majesty Queen Elizabeth. The name of the Queen is certainly venerated by all Belgians, but I also know that it is an object of respect to all of you who come from many countries. This august patronage underlines the importance of the aims which we pursue: the greatness of our work, the beauty of our ideal, the fundamental role that we give to scientific knowledge and the hopes that our work will be of universal benefit. In truth, in according her patronage to this Assembly, Her Majesty Queen Elizabeth has given it, at the same time, the highest significance.

Your Excellencies, your presence at the inaugural session accords the greatest encouragement to all those united here for the purpose of working together for the happiness of the child and peace in the world.
"Messieurs les Ministres", you are testifying here to the concern of the Belgian Government. Your Excellencies, the Ambassadors, you are testifying to the concern of your Governments, for the efforts of those who are striving towards healthy and happy childhood and thereby to ameliorate the condition of the whole of humanity.

Ladies and Gentlemen, it is a great privilege for me to welcome you to this Universal Exhibition, conceived under the symbol of humanity, and to pass on to you, from this first meeting, words of welcome and friendship from Belgium.

Speech by the World President of O.M.E.P.

Mr. Harald Flensmark

Your Excellencies, Ladies and Gentlemen,
I am deeply impressed by the tremendous efforts of this country by which you courageously challenge the World in the name of humanity.
You unveil the possibilities of modern science, incredible and incomprehensible to most of us, but nevertheless facts which imply better living conditions, a higher development of culture and of happiness on this earth, if utilised in the spirit of mutual understanding and co-operation and peace.
Ever since this small, and as it may seem to many people, insignificant World Organization for Early Childhood Education, OMEP, as it is called, according to its French initials, was founded, we have been talking about innocent children who became the prey of such disaster, of hunger, of diseases, of poverty and of disruption of homes. It is very reasonable, because this world has been sick and troubled everywhere for thousands of years, harrassed by conflicts and tensions and wars, even wars of the dimensions of the two last we have experienced in this century, But some of us believe that wars may be avoided. War is not an innate necessity in human beings. It is a desperate, demonic escape of beings who never know what the human reality means. Humanity is not as a matter of course what men do, or have been doing, for thousands of years, but a conception of life which can be reached only through scrupulous research or by revelation. In both cases it becomes a conviction, a belief, which may unveil what is essential to human living.

We believe in early childhood education as a remedy against aggressiveness in individuals and submissiveness in the masses, that which constitute the condition for the outbreak of war. We believe in a constructive and farsighted effort to make the education of small children a co-operative, international enterprise. And we realised, when we embarked upon this course in 1948 in Prague, that it was to believe in the impossible. We have experienced so often, what is impossible today will soon be possible, or if you will allow me to word it in a different way: What is impossible with man will be possible with God. OMEP is not a religious enterprise. From the very beginning it has been underlined that no one shall be excluded for reasons of creed, of colour, of nationality or of political conviction. We constitute a joint brotherhood of educationalists, pooling experiences, thinking and planning together, and enjoying the personal feeling of belonging to a world friendship of that kind. Just the fact that we are different, enriches our collaboration. Everyone will have something to contribute. In this field we learn from so-called underdeveloped peoples.

I do not need to talk to this audience about the importance of the years from 0-7. However, as I already did 10 years ago in Prague, I take the opportunity to underline the paramount importance of the age from 0-2. That means, what to many sounds like rank heresy, the importance of the right point of view in the creche. I admit of course, that the basic need of a little child is a happy mother, an unbroken home, a harmonious family life. But, faced with the reality of the necessity of institutions of that kind in modern society, in my opinion we should not confine ourselves to the aspects of social and physical welfare; on the contrary, we should, even in this field, maintain the psychological point of view, as well in the training of the personnel as in the treatment of the little ones. What has been called "hospitalism" in our institutions should be superseded by a true understanding of the individuality and the personality of each little child. These institutions which have been considered only as "necessary evils" might turn out to be helpful means to the education of parents, and become centres from which such true understanding of the essential need of the little child is disseminated.

But I am not going to give a lecture. I want to recall a vision. That of our founders: Mrs. Alva Myrdal, Mme. Herminière-Lebert and Lady Allen of Hurtwood during the unforgettable days in August 1948 at the Charles University in Prague, where representatives from 17 countries, from all five parts of the world, met the imperative urge to stand together, which we have done. Many of the friends from the early days have followed OMEP to Paris, Vienna, Mexico City, Copenhagen, Athens up to this day where we have been welcomed so heartily in this beautiful place on which the eyes of the world rest.

May I, on behalf of our organization, express our gratitude to Her Majesty for having taken over the High Patronage of the 7th World Assembly of OMEP. We are grateful also to the Ministers of Colonies, of Public Education, of Public Health and the Family, and to the General Commissioner of the Belgian Government to the World Fair. We pay tribute to the Belgian people and not least to the Belgian National Committee which has been a stronghold in our organization during all these years, and the Belgian Organizing Committee, particularly its secretary, Mme. Fernande Couvreur, who has devoted herself so gallantly, to the exhausting task of preparing our conference. All those who have had the privilege of meeting our Vice-President, Mlle. Alco Claret, will join me when I express our deepest feelings of sympathy and our warmest compassion because of her protracted illness, and at the same time our admiration for her uncequerable will to serve OMEP during these 10 years and to put at our disposal her unique skill and inspire all of us with her charming love for children. I want to thank everyone of you for having come here to meet the Challenge of the Children, particularly those coming from remote countries like Brazil, Canada, USA, the Philippines, and the representatives of organizations with which we co-operate. I regret that the Director of the Educational Department of UNESCO, Dr. Harold Loper, because of duties elsewhere, could not be with us. He has sent a message which will be read here, and he will address the Assembly one of these days.

In Prague Mrs. Alva Myrdal expressed the hope that we should build a children's world where they can learn to be citizens among equals, independent, self-reliant, courageous and resourceful in thought and action. "These qualities," she said, "crucial as they are for the development of a richer culture and for harmonious relations between individuals and nations, are our concern." It is still our concern. I think we have made a stride forward in the work for mutual understanding and international collaboration in this field. No one will speak today about 'the forgotten age' which was in the searchlight 10 years ago. But everyone of us knows how easy it is to give an answer and how difficult to realize ideals. At least you can try never to lose your ideals. Do not forget the melody!

We have had discussions, it is true, in our organization. Of course we have But I think we have learned the truth of the words of the Deputy Minister of Education at the opening meeting in Prague. He reminded us of Komensky (Comenius) and said that the aim is not strong, domineering individuals but a strong, peace-loving fellowship, Dr. Skard expressed the same thought with the words "World-mindedness instead of War-mindedness". And perhaps no one has yet put it more happily than Lady Allon when she, on a certain occasion, called tolerance "the loveliest of all virtues".

Let us frankly face the fact that the only real hindrance in a work like ours is the deficiency of the individual, the personal difficulties in each of us, which have to be subdued. It is on the inner front line we have to win, to overcome ourselves day by day, if we really want to become true educators, parents, teachers, leaders.

With these words I welcome all of you to the 7th World Assembly of OMEP.
Message from Mr. Harold W. Loper
Director of the Department of Education of UNESCO.

Ladies and Gentlemen,

It is a privilege for me to send you a message of good wishes at the opening meeting of your World Assembly. I very much regret that I cannot be with you in person until later in the week when I shall have the honour of participating in your conference.

From its inception, your Organization has stood in a special relationship to ours. It was under UNESCO's auspices that your Preparatory Commission convened in 1948 the first World Conference on the Education of Young Children. In the next year, your Constitution was adopted at a Conference held at UNESCO House, and its adoption was quickly followed by the grant of consultative status to your Organization by the Executive Board of UNESCO. By inviting you to our specialized conferences and to our meetings of experts, by contracting with you for the undertaking of special studies and investigations, UNESCO has entrusted you with the implementation of tasks in its programme that are of capital importance. The activities of your Organization through its lifetime amply demonstrate our common interests and aspirations. It is for this reason and because of the close bonds of friendship that unite us, that I take a real pleasure in sending you this message.

The high responsibilities you discharge consist not only in promoting the study and in furthering the extension of the education of young children in all countries, but also in taking action that shall contribute to their happiness and to the stability of the families in which they grow up, thereby contributing to world peace. In your endeavours to accomplish these tasks, you are expressing the steady ideals and continuous aspirations of UNESCO. Its programme for the extension and improvement of school education in all countries, the seminars and researches it conducts or sponsors, all its varied activities in the field of education, are not ends in themselves. They constitute simply some of the means, long-term but effective, of attaining an ideal: the harmonious, intellectual, emotional and physical development of every child, and the conversion of a more intellectual acceptance of the unity of the human race and the worth of every individual, into a deep emotional conviction which is the surest guarantee of peace. UNESCO's own resources can make only a contribution, but it is by mobilizing, in the common interest, the inspiration, the talents, and above all the good will of Organizations like yours, that we can find solutions for the concrete problems that lie in the way of attaining this ideal.

I congratulate you on the theme you have chosen for discussion in your World Assembly: "The importance of unity and continuity in the education of young children". It is a challenge you have thrown down for everyone concerned with the welfare of the rising generation, and not only its teachers and those professionally engaged in education. We have come increasingly to recognize that, as mental development is an uninterrupted process, so must there be continuity in the education that fosters it and gives it direction, if we are to achieve the full flowering of the personality and the ability to co-operate with others, which are among the main aims of education. It is never too early to take the first steps. Your own work has shown how education in the early years can supplement the training of the home, and how the concrete and guided social experiences of the Nursery School can build up the attitude of goodwill towards others which is the basis of international understanding and co-operation.

I should like to express my regret that reasons of ill-health prevent Pastor Flensmark from continuing in his Presidency, I should like to express the profound gratitude of UNESCO for all he has done for your Organization and the interest of young children. I take this opportunity of giving public acknowledgement to the debt we owe to Madame Herbinier-Lebert who has been in charge of relations with UNESCO.

I wish the Assembly every success. I am convinced that this meeting will mark a further milestone in the history of education and in the fostering of mutual understanding and peaceful co-operation among all nations.

Address of Professor De Greef
Professor at the University of Louvain.

Your Excellency, Ladies and Gentlemen, the subject which I am going to outline is based on certain aspects of my research. In speaking of the sense of continuity and adaptation to continuity and the future in education, I am but repeating views which I have held for a very long time. I acquired this idea of continuity some years ago in the course of my first contacts as a doctor at Geel when I was treating mental defectives. I gave these patients a psychological examination and I was astonished to find the differences which existed between them in spite of the fact that they had an equal level of intelligence. In order to have a better idea of their case, I had introduced the idea of adaptation to continuity and the future: at an equal level of intelligence, the most normal socially speaking were those who were best able to adapt themselves to the future.

Shortly afterwards, I had the opportunity of seeing a certain number of prisoners and delinquents, and of committing a series of errors of diagnosis in respect of them, all due to the fact that I had not taken the notion of time into consideration.

Contrary to what some of you may think, the delinquent has a moral sense. He knows what the world should be and what others should do for all to be well in the world. In the ethics of these unstable people, habitual thieves and certain other criminals, you always find the same sentiment: an extreme sense of injustice (and for them everything is injustice), an almost general mistrust of the moral qualities of others, and an incredible belief that society owes them something.

When trying to understand them, it was thought: "Here are people with a high moral sense", but finally it all amounted to a social maladjustment. People in all fields, these people being unable to include adequate thought of the future in any decision. They live in a restricted present, a prey to inspirations of the moment, such as their reaction to a slight frustration, then called a need of justice! At the same time there is a constant refusal to subordinate themselves to anything, in order to please someone.

When the past life of these people is examined, one of the following elements is frequently found: either they were brought up in unstable surroundings, or they were brought up by a grandfather or an uncle, or they were brought up in changing surroundings.

How can these situations breed this deficiency, this instability?

At the time, about 1931, an extremely important study by Karl Claus was
published in Germany on fatherless children in surroundings free of delinquency, a study carried out on two hundred boys whose fathers had been absent during the war or had been killed. The writer established that there were considerable differences in the results obtained, that is to say that the results varied considerably according to whether the mother who remained at home was an "active" or "contemplative" (practical or mystical) mother. Sons brought up by an active mother suffered fewer reparable prejudices, given in detail by the writer; whilst those brought up by a contemplative mother, described by the writer as having a great respect for the personality of her children, a mother who, above all, took the inward needs of her children into consideration, who did not exteriorize herself by very decided actions, had disastrous effects: indiscipline, absence of respect for the mother, early delinquency, myopia, no friendship, no subordination to discipline or to the friendship of comrades, vocational instability. During the crisis of 1931, these men were the first to be dismissed. In short, among the children raised by these contemplative mothers—and I fear that certain modern psychological trends may be the equivalent of these contemplative mothers—many were miserable from the point of view of their social evolution, and were a source of delinquency and maladaptation in their countries without for that giving the vaguest sign of criminal predestination.

I do not know whether much was said in the literature of the time of this study by Claudel. It was a modest work, without extra-psychological considerations, which gave facts and simple interpretations and concluded simply. Of all the studies I have read, this appeared to me to be one of the best and most interesting. It helps in understanding Pierre Bovet who states, when speaking of the formation and the birth of a moral sense in children, that there are at least two factors which offset each other, the affective factor and fear.

In all normal evolution, fear and liking must coexist in such a way as to permit a balance to be obtained, a way which is found only in official education.

How can continuity form a moral sense? How can the surroundings integrate children in continuity? I believe these matters should be examined simply, and that the fact of the constant presence of the mother creates a bond which remains purely functional for a very long time. But this bond exists from the first days and even earlier as has been proved by tests, and I was impressed to learn at the International Neurology Congress (1957) that children and adults recognize the expressions of people before their shapes. We are sensitive to movement, to a smile, a look, the expressions, even before being able to recognize shapes. This is one of the reasons why a large number of us are unable to recognize people to whom we have not spoken, even when we have seen them for a quarter of an hour.

The maternal bond is one which the child wishes to retain. When he loses it or when he feels that interest diminishes, he wants to find it again. He loses it during small clashes, during slight disputes, during disobedience. At that moment, there is an important affective reaction, which does not occur naturally if the child is not affective. An inffective child (meningitis, any brain disease), one who has no need of the affection of others, such a child is untrainable whatever the method employed. I am talking of normal children who are capable if affection and will do something to retain that affection.

It is in the effort which he makes that the child adapts himself to continuity. If the child is accepted without making an effort, if that affection, that protection is constantly given unconditionally, the child does not form himself, does not evolve. We do not evolve through the language, but through attitudes, movements, gestures, through our true adaptations. And precisely, in normal surroundings, there are fears and againsts, the child is worthy or unworthy, etc.: there is an integration which occurs in the continuity, increasing with the growth of the child, and it is to be and he alone who operates it.

In this field, the grandfather, the uncle and the interchanging persons give the child immediate satisfaction, but these influences never force him to adapt himself to the future, to renounce a tempting satisfaction at the time; in short, the initial phenomena does not occur and the mechanism of evolution has no opportunity to develop in that field.

I am of the opinion that unless it is developed in early years, this part of the mind (continuity) closes and you build your world without it.

In a society which is well developed from a social point of view, there is room for a fairly high percentage of misfits, who live on the others. In this field, I believe that subordination to continuity, to the future, is one of the forms of intellectual maturity; it is also proof of the existence of a moral sense and the indispensable condition for the acceptance of paternity with the social or vocational stability which is essential. Family stability, the stability of the affection the child has received and felt around him therefore conditions and constitutes both the instrument and the sense of his development.

It is very difficult to know what constitutes the happiness of others, what that happiness should comprise; but it does seem to me that what we must give them is a form of inner balance corresponding to the minimum demands of the group to which they belong.

Now, we come to the science of pedagogy. You know that that much spoken of is a science elaborated by people who have had a contemplative mother, by the very people who are suspect, and I am not going to quote names in order not to offend the personalities and representatives of the nations who are listening. A large number of celebrated pedagogues were thus raised by mothers whom we should now call disastrous.

The well-informed pedagogy greatly reproaches the education of yesterday. This Brussels Exhibition, our glory and our pride, has been made—if we believe this pedagogy—by people who have all been badly raised. And precisely, none of them had the advantage of the enlightened ideas reserved for our children, and they have all been brought up by mothers who had instinctive reactions, and fathers who perhaps treated them without thought that one day they would discover atomic energy and nuclear fission. In spite of everything, they have done something. Perhaps this world is not perfect; we have even so the impression that we must not completely abandon the past and that that past represents something: read the story of all the great names, unknown by the public, who have nearly all made the world of today, and who were brought up in fairly hard conditions, all were subordinated to continuity.

In closing and leaving you to continue with your proceedings. I should now like to convey the need to maintain, at all costs, and it is your aim, a unity of development of the human body. But this unity must be a unity and continuity peopled by something. This environment, which raises the child, which educates him, must bring him something. It does not suffice that it exists. It must be of value, and this is one of the reasons why a mediocre environment can only breed mediocre children, even if it is satisfactory socially.
Among those values, I should like to stress one thing that the pedagogue often forgets: this is that the mother who raises her children—and it must be recognized that she is generally a normal woman—also possesses an aptitude for growth, an aptitude for development which blooms with maternity. You see girls twenty years of age with a child, and you say: Dear me—what a business! what a catastrophe! In fact, she is a little nervous to begin with, this child hinders her: holidays, evenings, mundanities, all is changed by the presence of the child. But see the same woman five or six years after: she has had two, three or four children. Look at her expression, look at her smile, her smile, her behaviour in front of her children and you will then see that this woman, with the contact of her children, she has raised, raised very imperfectly perhaps, has enriched herself, has grown. Due to her maternity, due to the fact of having raised her children, of having reacted, of having loved them, suffered by them, she has an effective inner universe, she has a sense of her own life which no philosophy, no religion, no speech could give.

This development of the mother, in turn rebounds on the child, and I should like to say this: that the major concern of a group such as yours must be, at the same time as the child, the development of the mother, a development the inward mechanisms of which are unknown, but which are known to exist and must be respected.

Everything must not be imputed to the parents for there is much we still do not know. We have compared the reactions of child delinquents in relation to their family group with those of normal children, free of trouble, from normal surroundings. These children have the same reaction towards father and mother. If you take them literally, these reactions are dreadful, so terrible that some mothers who have attended this testing of their child, healthy, normal and affectionate children, have been terrified, and it has been necessary to use a little psychotherapy to restore them.

It is there that we have learned that normal upbringing is imperfect and must be imperfect, as precisely little by little the child judges his parents. He judges them, he appraises them in relation to their individual behaviour within the group, he appraises them in relation to themselves, in relation to general values, and there is certainly a "demythification" of the parents which facilitates this weaning, which also facilitates the departure of the child towards a new form, towards a better existence, etc.

When the man reaches the age of twenty, thirty, forty years, he remodels his mother, he remolds, a slightly mythical person, according to the extent the maternity, the paternity, has developed and awakened in him the possibilities he will retransmit to his children.

Continuity is necessary for the mother, it is necessary for the child and for the parents, and I consider that in your work for pre-school education, the one should be stressed as much as the other: the mother, the child; the parents, the child, together making a whole which I consider to be inseparable, which cannot be broken.

You will say that the new society will perhaps demand a certain breaking up of the home and an artificial replacement, or more or less artificial replacement, of the natural family environment by an artificial family environment; this is doubtless a most difficult question for it demands the greatest virtue.

As pedagogues, you can doubtless see what is lacking in a mother or a father, but it is difficult for you to draw up a balance sheet of what they possess, of what they do, and the virtue, the courage and the self denial which will be necessary to replace them. When it is a question of replacing them for eight days, that is alright. When it is necessary to replace them for months, for years, without the support of instinctive reactions of affection, great virtue will be necessary. Most of us have not that virtue.

Thus, in closing, and excusing myself for having been so long, I hope that you will not only consider the children, but also give a little thought for the mothers, a little for the fathers, and that you will realize there is perhaps a whole series of research work to be done; they will bring out the greatness, the development, the enrichment of woman, of any woman, by the fact that she has raised and educated children. A pedagogy in which this problem does not find a place is probably false.

Meeting some of the psychological needs of the young child

Miss D. E. M. Gardner, M.A.
Head of the Department of Child Development,
University of London.

Study and research in child psychology has increasingly drawn our attention to the importance of the early years of childhood for the establishment of mental health. If the first five years have been safeguarded the child is not likely to break down in later life unless stress and strain are very great and, even so, will have a better chance of full recovery than would be the case if he had suffered too great a deprivation of psychological satisfactions in the early years. If the early years have been unsatisfactory to the child recovery takes longer and requires more skilled attention. It may never be as fully satisfactory as would have been the case if early damage had been avoided.

We also learn increasingly how attitudes formed in the first five years are likely to have a profound influence on those of later life. The right kind of environment in the nursery years can affect the child's mental resilience and eagerness to learn, his attitude to other people and his self-confidence. In this lecture I shall be talking about the psychological needs of children aged 2-5 or 7 rather than those of early infancy. Deeply important as are the first two years, as the first two years, it seems wise in the short space of a single lecture to talk about the age which concerns us most as teachers in pre-school education. The greatest psychological need of the young child is for an understanding love (a) from his own parents and (b) from other adults. A little later friendship with other children of his own age assumes considerable importance. Particularly from the age of three.

I want to say a little about how a good Nursery School may help in these matters and also in satisfying the other important psychological needs of children in this group. Nursery Schools may afford considerable help to parents, fortunately most parents love their children, if not, the Nursery School teacher may be able to give the child his first experience of being able to win love and feel himself to be a lovable person in relationship to an adult. Many parents, though really affectionate to their children, can at times become anxious or harassed in ways
which prevent them from showing the affection which is so important to the happiness of young children. Under the pressure of home responsibilities it is a real relief to busy parents to have their children for some hours of the day in safe care with the opportunity to pursue their education while the parent has to attend to household tasks. The Nursery School also may help parents to the understanding of young children which is necessary to have as affection. Young children often behave in ways which are perplexing to parents who have not had experience of other young children. In the Nursery School they see many children of the same age as their own behaving in similar ways. They meet other parents and can talk over difficulties with the Nursery School teacher who, if sympathetic, may give much relief from her knowledge of large numbers of young children. Without this a parent may become unduly anxious and not understand how normal certain behaviour is for these early years.

When parents are free to express their problems it becomes evident that when children are between the ages of 2 and 5 years they show a fairly formidable list of problems which occur frequently and typically. Every normal small child behaves at times in ways which might justify parents in seeking the help of psychologists if such behaviour were seen in older children. Matters which are often raised by parents are outbursts of anger, aggressiveness, obstinacy, destructiveness, fears and phobias, jealousy, dislikes of certain foods, disturbances of sleep, thumb-sucking, nail biting, extreme shyness, stammering and speech disturbances, difficulty in conforming to toilet training, delight in mess and dirt and quite open interest in bodily structure functions about which children at an older age normally become reticent.

If parents are unduly anxious about these forms of behaviour, anxiety spreads to the child and this can lead to deep-seated difficulties. When the parent realizes the normality of such behaviour he is able to give the child a mild and friendly, though firm and steady restraint when necessary without stimulating feelings of guilt and will be ready to offer the child satisfactory sublimatory outlets. The child from 2 to 5 is a person of very strong feelings. He loves and at times hates very intensely. He needs parents and other adults who can show warmth of feeling towards him and tolerate his hostile feelings while helping him to restrain hostile acts, give him opportunities to help and show pleasure in his gifts and in his clumsy but well-meaning efforts to be useful. The child gains great reassurance from this. He discovers that his hostile feelings have not really hurt the people whom he loves and that he, as well as they, is able to do good things, repair damage and make helpful contributions. He thus comes to have faith in his good impulses and self-control becomes easier. It is also very helpful for the child to discover that there are friendly understanding adults outside his home circle. This will make him more confident when he finally approaches school. Children between 2 and 5 are struggling with the problem of jealousy. It is never easy for them to share a loved person with others and the adults whom he meets and loves outside his home may be rather easier to share and so help him to discover that he does not, in fact, lose the love of a loved person because that person loves someone else also.

Although by the age of 5, if the child has met with understanding and satisfaction of his emotional needs, he is to some extent settling down and has overcome his early conflicts and difficulties, there is often another period of rather different types of disturbance between the ages of 5 and 7, partly because the child is successfully overcoming some of the early difficulties and showing considerable self-control. He sometimes reverts to phases of obstinacy and difficulty with those with whom he feels most secure, i.e. his own parents. He also has difficulties associated with second teething and others the great effort of self-control which arise from his very keen desire to learn and understand the world around him and to win the friendship and respect of other children. Parents of children aged 6, are often worried because the 5 year old appeared to have come through the early difficulties and then they have to face phases of obstinacy, defiance or minor nervous disturbances, when they believed the problems to be over. Here again, the support of understanding and knowledgeable teachers may be of great help both to the parents and to the child. To children of 6 and upwards school life, with its opportunities for learning and its easy contact with other children, assumes very great importance and it is really difficult for them at this age if they are deprived of such opportunities. Social relationships between little groups of children are often very close at this age and they need the opportunity to change their friends and get to know children of many different kinds.

Even before the age of 3 the child clearly shows an interest in other children. From 2½ or 3 years old he begins to become more sociable and can be depressed if deprived of contact with other children. He often feels sad when elder brothers and sisters go to school and is lonely without them. In the earliest part of the period attitudes to other children are liable to be coloured rather largely by rivalry and jealousy, but from 3 onwards they become increasingly co-operative and daily contact with other children of his own age quickly promotes friendly feelings and he learns happily to share both the attention of the adults and material possessions with other children. He also takes pleasure in being able to help them and co-operate with them in play. In playing together children learn a great deal about each other and this experience lays a sound foundation for future social development.

Perhaps the greatest need after that of love is the need for play. Children who have opportunities for rich and vigorous play gain immeasurably in all aspects of their development. Physical health and bodily skill are furthered and these make for greater stability and control. It is in play that children find their most satisfactory sublimations for primitive drives, for example, in play with clay, sand, water and paint, they can handle wet and messy materials in constructive ways and learn a great deal of their nature and properties; in sewing and hammering little pieces of soft wood, tearing up paper for stuffing soft toys or making pictures they can use their destructive impulses in constructive ways. They can legitimately exploit their love of power in mastery over things rather than in tyrannising over people. Anxieties also can be turned into make-believe play and so lose their terrors (as was clearly illustrated by play of children at the time of air raids). Above all, play gives the child his first experiences of being creative, which leads to great resilience and happiness. Play also leads to what I should place third in the list of important psychological needs, that of intellectual satisfaction.

We have come to realize that no child can learn if he is really unhappy but it is also true that no child can be fully happy without opportunities for learning. In understanding and mastering the world around him he gains mental health and finds relief from inner stress and tension. Early learning requires, above all things rich experiences, opportunities to explore and experiment at the child's
own pace and in his own way. It also requires the encouragement and support of sympathetic adults who are free to make conditions favorable to the child's experiments, answer his many questions or put him in the way of gaining further knowledge. The Nursery School can provide all this; the child is not required to make constant adaptations to busy mother's other preoccupations and pace of life. He is, during the busiest hours of the mother's day, in a place which is safe and adapted to his needs to experiment and in charge of adults who are free to promote his learning and training in methods of doing this. His mental energy is thus encouraged and he learns independence. His power over language is increased by hearing stories and joining in conversations with the teachers and other children. The leisurely pace of the Nursery School is helpful to him. It is difficult in a busy home not to hurry the child or do things for him because it takes so long to wait while he does them for himself. A young child's pace of life is very different from our own and he can be over-stained by the effort to keep up with us or discouraged from effort by not having the time to finish what he has begun. The Nursery School makes as little interruption as possible; the time-table is planned to give the child long spells of time when he can continue an occupation if he does not wish to change to another. The habit of concentration is thus encouraged. Unfortunately, the most valuable types of play both for learning and for emotional satisfaction, are difficult to provide in crowded homes. Make-believe play is very rich and its possibilities for learning as well as for emotional relief but it is in the world of make-believe that children do some of their best thinking and reasoning and see the need for further knowledge in order to make play more realistic. Such play, is, however, often noisy and requires space. Other valuable materials are messy and the child's constant need to climb and manipulate large objects such as wheeled toys is difficult to provide for when the only climbing material available is the furniture and there is little room to run to and fro pushing prams or kicking large balls. Children aged 5-7 are particularly interested in physical skills which need more elaborate apparatus and plenty of space and their love of creating houses, tents, etc. for their social play with other children is difficult to satisfy under the conditions of a normal home. Many children, especially after the age of 6, are beginning to take a real interest in books and want to learn to read them and once the desire to read is present it is, of course, a great advantage to the child to be taught by good modern methods and to have the stimulus of other children learning to read at the same time.

I have not yet said much of the value of the Nursery School for physical health, but that has of late years always been a constant matter of care on the part of Nursery School teachers. In poverty-stricken districts the good food provided in Nursery Schools, together with fresh air, exercise and sleep, have led to transformation in the health of many children. Medical supervision is also freely supplied. Children from good homes may also benefit physically from the regular hours of play in the open-air and rest, but for these more favoured children the psychological help is probably the greatest value of the Nursery School, since the home would, in any case, supply the physical needs.

Even children from good homes can have difficulties in eating certain foods and sometimes eat better if they have one meal a day with other children outside the home, but the part-time Nursery School is in many cases sufficient for children whose home circumstances are good. In poorer areas it may help the children to have a longer period in school and spend part of it in sleep. Good parents are increasingly aware of the value of the social contacts with other children and the education provided by good Nursery Schools and intelligent parents greatly value the opportunity to discuss educational and psychological problems with the Nursery School teachers and with other parents.

Conditions in the 20th century are not easy for children. Large cities and few gardens, together with dangers from traffic, create obstacles to the rich play life which they need for their mental health and satisfaction and in rural areas too we often find little safe space even out-of-doors, which is freely available to young children, while indoor space on wet days may be very severely limited. Under such conditions irritability and frustration quickly arises. Parents and children can adjust to them with much greater serenity if for certain hours of the day the child has been safe and enjoyed a vigorous play life in a good Nursery School.

Diversity and Unity in the growth of young children

Professor Dubois
of the Université Libre of Brussels.

When the multiple problems of the idea of growth are considered the first which comes naturally to mind are those of physical growth.

We have learned to observe the somatic development of the child. We know how he grows at the different ages of childhood. We know the favourable balance of weight and height. We can also determine the maturity of the physical development by the measurement of the proportions, by the radiographic appreciation of the bone maturity, by the dental evolution and the maturity of the physiological and the features. We can also determine very exactly the evolution of the physical signs of puberty.

But at the same time we have learned to apply this idea of physical age freely. We know perfectly well how great are the individual variations. If we accept as a rapid guide the fact that the average height of a child of eleven years of age is 1m 37, that shows for example that for 50% of children of that age the height is very near that figure, i.e. between 1m 35 and 1m 41, but this does not mean that a greater difference would not be considered as perfectly normal, going from 1m 22 to 1m 50 at least. In the same way, whilst we know that the average age for the beginning of periods is 13½ years, the extremes sometimes found in girls who later become perfectly normal adults are 9 and 17 years. Thus, in all fields in which we must determine the state of physical development, we must never lose sight of the existence of extensive individual variations.

The further we go from average figures, the more painstaking must be our controls, if we wish to distinguish between the pathological facts and extreme physiological variation. A very strict observation of the facts and considerable medical wisdom is sometimes necessary to distinguish for example between pathological dwarfing and hereditary shortness, or as another example, between puberty disorders of a glandular nature and simple retarded puberty of genetic origin.

We must therefore never forget that the genetic factors considerably influence the direction, the speed and the extent of a somatic development. But it is evident
that to assure possession by the growing child of all the possibilities of hereditary, it is necessary to give it the materials to build new tissues.

Let us leave the children whose development is falsified by some profound genetic anomaly; by a clearly defined endocrine disorder or by a disease which prevents the supply or the transport of one or other substance necessary for normal development. We shall therefore take into consideration only the immense group of children whose potentialities are normal. And for all these children we at present know the material conditions of a good physical development.

We know for each age in the growth of children what are the habitual needs in water, in calories, in proteins, and the favourable proportions of fats and carbohydrates. But we have also learned to know the needs in mineral substances, whether for older ideas such as iron or iodine, or for more recent ideas such as those concerning fluorine. We have also learned the absolute need for vitamins, that is to say substances which are no longer sources of energy or the constructive materials themselves, but which are a necessary cog in a series of essential metabolic functions. They are active in small quantities but they are indispensable to the maintenance of a good state of health, the quality of the development or the development itself. And the science of nutrition has made such progress in this field that it has become possible for us to avoid without difficulty such miserable and redoubtable diseases as were for so long Xerophthalmia, beriberi, pellagra, rickets or scurbutus.

At the same time we have acquired a better knowledge of the physiology and the digestion of the young child; in addition we have learned to determine both the risks of infection of alimentary origin and those resulting on the other hand from an excessive sterilization of the aliment; we also know those of monotonous diets and those of incorrect culinary preparations. As our scientific and medical knowledge developed, so industry made such progress that it was soon possible to apply dietary rules at a very early age, by placing at our disposal all the necessary preparations without difficulty. Finally, a continued improvement in the general hygiene and a rise in the standard of education and the economic standards of the masses, brought an ever increasing number of listeners to our advice and facilitated its application. Thus, during the last decades, the tasks of raising a child, helping it to develop, assuring good conditions for its physical development, have become simple problems in a whole series of countries.

But the integrity of physical development is not solely a question of nutrition. At any time, the result obtained, life itself, and in any case the maintenance of health as the continuation of the development and the growth, can be jeopardized by the unforeseen intervention of that great enemy of children—infected. Here, it is obstinate and habitual diarrhea of an infected and reinfeoted baby, leading to the most serious forms of denutrition; there, a child has successively the measles, whooping cough, seasonal infections and a tubercular contamination, and here appears a clinical chart of great physical sickness; there, it is death when but a few days ago there existed every hope of life, because of an outbreak of diphtheria, broncho-pneumonia or another of the harbingers of death for our children but a few years ago.

Thus no problem of physical development is without a desperate and permanent organization of the fight against infection. This is first a question of hygiene; through it we attack the intestinal infection of the baby; through it we fight against severe respiratory infection; it is through the general policy in the matter of tuberculosis that we really fight against infantile tuberculosis at a time when we possess specific arms such as B.C.G. or isoniazide. But the struggle against infection is also a matter for vaccination: smallpox, diptheria, tetanus, whooping cough and poliomyelitis, those are the sicknesses we can and must avoid.

Who can fail to know what the group represented for mothers at the beginning of the century? And who does not know how disproportionate are our efforts and the results obtained at the present time when we endeavour to cure poliomyelitis? Who therefore dares to forget, to neglect or even to advise against this so important weapon, these vaccines whose effectiveness is recognized by all present here who have the task of safeguarding the life and the physical integrity of our children? In any case, certainly not those who, with the distraught mother, have witnessed the sufferings of a child carried off by one of these diseases which vaccination could have avoided.

But of course, there where all means of preventing infection have been used, whether general or specific, where the risks have thus been considerably reduced, all the knowledge acquired in the field of nutritive science, and all the facilities acquired in the application of that knowledge, have reached a maximum of efficiency for a maximum number of children. In such a way that it has become really true, as I mentioned earlier, that to raise a child and to guarantee him a good physical development have become simple problems to resolve.

Such is, at the present time, the enrichment of our knowledge; such may thus be the efficiency of our socio-medical action, but such also, by that fact, has become our responsibility.

For, in painting a rapid picture showing what is possible and all that has already been done in more privileged countries, at the same time I confront you ineluctably with all that remains to be done in so many other less fortunate parts of the world.

It is a well known fact that what is called infantile mortality, i.e. mortality in the first year of life, varies considerably according to whether we consider certain countries with a very advanced civilization or, on the contrary, other less privileged countries and in particular—and here the difference can reach terrifying proportions—certain regions still being developed.

But the problem reaches beyond the first year of life. If great differences are no longer usually found between the ages of 5 and 15, they still exist during the whole pre-school period. In my presence, at the Zagreb Social Pediatrics course, Dr. Cicely Williams recently communicated the following figures, based on personal studies: she compared the mortality rate per 1,000 in Great Britain for the year 1955, in Jamaica for the year 1950, and in Egypt for the year 1947; infantile mortality appears very different if these three typical conditions are compared, 25% in the first country, 70% in the second and 205% in the third; and this is only one more illustration of a well-known fact. But, extending the comparison to include the age group from 1 to 4 years, Dr. Williams gave the following figures: 0.9% in the first, 10% in the second and 49% in the third.

This gives the measure of the risk to its physical integrity still incurred by the child of pre-school age, on leaving the baby age, in many parts of the world. This also reveals the chasm which still exists in these regions between what is possible—the principle of which I have shown you—and what has in fact been done in certain countries, from what is real.
But what are these enemies that are still killing such a relatively large number of children between 1 and 5 in certain countries of the world? They are quite certainly infection and denutrition. To find infection recurring again is not surprising: it is the enemy which is always and everywhere ready to strike, at all ages of childhood, and which can only be contained if general hygiene, sanitary education, improvement of economic conditions, and a policy of specific preventive measures are the constant goal of man's efforts. But, at first sight, it may seem strange to mention denutrition here on the same essential level. For, in truth, by the sole use of a rich and varied diet, nutrition is no longer a problem when the child is more than a year old in countries having a high standard of living, and it is normal that in those countries all our dietetic care is mainly reserved for the baby. But in many countries undergoing development, the problem is reversed and there the child of pre-school age is at a greater disadvantage from this point of view.

As a baby he is generally protected against denutrition because his mother is feeding him at the breast; when older, he will be strong enough to assert his right to a good share of the family rations, but at that intermediate age, when he suddenly ceases to be part of his mother, with the immense protection she was giving him, and where he is still nevertheless a feeble creature, still completely dependent on his surroundings, he is exposed to the unfavourable influences which a deep-rooted poverty, ignorance, taboos or certain regional circumstances such as the absence of cattle breeding or of certain agricultural possibilities, may cumulate in the diet of a family.

If we refer to the statistics of Trowell, Davies and Dean of Kampala, we find that 45% of kwashiorkor cases are observed between the age of one and two years, and 24% of them between two and three years of age. Now, kwashiorkor is a striking example of an acute and widespread nutritional syndrome. Until recently, its prognosis was very obscure, for we had not understood that these children were lacking essentially were simply food proteins, and that by simply giving for example those of dried milk, the children could be cured of such a serious disease. We have learned that just as one day we discovered that simple lime-juice could cure scurvy. Not only do the children become increasingly ill and risk dying, but they have furthermore shown in all cases an arrested growth. And all this results from the fact that in certain countries, when the mother ceases her breast feeding, the child is offered food which contains neither milk, meat, eggs nor fish, but is exclusively based on certain vegetables which are very poor in proteins. Thus the child only receives, albeit in large enough quantities very often, vegetable stews or manioc stews, and from then on protein denutrition sets in.

The kwashiorkor problem is essentially an African one. But similar cases of protein denutrition are to be found in many parts of Asia and America, and some isolated cases exist even in Europe.

In certain regions the main reason lies in the poverty of the country itself and the absence of stock farming; in others it is the poverty of large sections of the population.

But where individual poverty is great, protein malnutrition is very often accompanied by caloric under-nutrition, resulting in acute cases of wasting; the case is often complicated by a further lack of vitamins, intercurrent infections and a parasitism frequently very advanced. But, whether true kwashiorkor, starvation, wasting syndrome or deficiencies, the root of the trouble is always to be found in an inadequate and insufficient diet after weaning.

Ladies and gentlemen, as you know, the problem of chronic hunger is one of the greatest problems of our world, to such an extent that Josue de Castro could write that realistic, objective, sad and remarkable book, "The Geopolitics of Hunger". This problem greatly concerns children between one and five years of age. All over the world innumerable children are suffering either from a specific deficiency such as rickets or kwashiorkor or from a global hunger. In all cases, growth is affected, the child is profoundly deformed in its hereditary possibilities, and its very life may be in danger, and all this particularly at those ages of life which are the main preoccupation of this assembly.

And who can fail to see that this has already been avoided in certain countries, and that it is therefore perfectible. And, knowing the existence of these problems, and the fact that they are not ineluctable as so many generations have thought, who could again forget the existence for the reason that for him, living in a privileged country, all these problems have been solved? It is certain that any man having reached true maturity has learned to look further than the problems of his own social group or even of his own country, and who become interested in the problems of man himself and of the human condition. But is not all this typically one of the universal aspects of the problem of man?

Ladies and gentlemen, up to now I have only spoken of physical growth. I have shown the wealth of our knowledge and possibilities and what could be the scope of the work which remains to be done to help so many children in the first years of their lives.

As in all we have recalled together, we have seen the child opposed to its heredity and its physical and biological surroundings, its social surroundings and also, already, its cultural surroundings. We will now see it grow up in its intelligence of things and its affective maturity, among other sympathies even more ineluctable and profound than the surroundings in which he was born.

The progressive psychomotor evolution, the development of the intelligent and sensible being, are conditioned above all by the growing maturity of the nervous system. More efficient rules of agriculture and education could certainly be applied to all age groups if this basic assumption is understood and admitted: the lack of maturity of any growing mind. The child must therefore never be considered as an adult on a reduced scale. Furthermore, a certain type of behavior will only be possible at a given age, despite all efforts to train the child.

Everything takes place as if growth was always causing structural changes in the nervous system: they are reflected in the successive changes in the structure of behaviour. A chart of the successive structures of behaviour during growth can be prepared and norms of the psychomotor development may then be drawn up. These norms, like those used to appreciate physical growth, must be used objectively and flexibly, for like the norms they only represent averages, around which large individual variations may evidently remain normal. It should further be remembered that structures of behaviour progress by stages and not in a straight line. Stationary zones and appearances of "slide-back" are normal. However, in its own time, the evolved behaviour is acquired and the final result then appears very simple, whether for instance being able one day to grasp a block with dexterity or to have acquired a constructive attitude of human and social behaviour.
You are aware that the study of the psychomotor development first lead to the assessment of the degree of intelligence. We can thus analyse in what measure a child has acquired faculty of knowing and understanding proper to its age. We have thus learned that there are varying degrees in the intellectual awakening of children, and that it could largely be traced to the heredity of the subject. This gave rise to the notion of the congenital nature of high intelligence, mental debility or absence of intelligence. An evident consequence of this notion is the necessity to adapt our pedagogical exigencies to the different possibilities of awakening.

Quite naturally, these notions, whilst still broadly speaking true, has lost a great deal of their rigidity. It is quite evident that a child does not grow up in a void, or even in a physical world which he must discover progressively. He grows up also in a world of persons and a world of culture. Many of the child’s experiences imply an element of reciprocity. To play ball, with the required reciprocal attention is only fully possible towards the age of 18 months to 2 years, by reason of the nervous maturity; but even so, somebody is required to throw the ball back. It is certain that one of the factors contributing to the psychological poverty of children, raised in charitable institutions, is the lack of sufficient reciprocity. But a more important cause of making these children backward is the loss of the motherly presence, with its warmth of love and security. In fact, the cultural exigencies of a well-balanced and loving mother are always accepted, because they are intermingled with love and interest in the child. These conditions are those permitting the awakening of the human contacts and maintaining the sense of security in the young child; these feelings will always remain one of the essential bases of the child’s later personality. This attitude of motherly love and stability is most difficult to obtain in an institution, where the changes in personnel are frequent and the personnel is very often harassed. As a result, contacts are too moving and dispersed, educational principles vary, in other words, a state of insecurity which, added to the lack of affective warmth, disturbs the child’s stays at certain levels or slides back to a more primitive behaviour than could be expected of its age, or it develops difficulties in social adaptation. Thus are created, not only cases of affective troubles, but also mental, motrice and even physical backwardness. Thus the notion of heredity and intelligence has lost some of its rigidity, and the notion of mental debility has been replaced by that of mental backwardness.

It remains that heredity forms the intelligence, and that the working of this intelligence may be greatly influenced, although not beyond certain limits of normal instigation. But it is equally true that the hereditary potential may be seriously compromised by the conditions of the environment, and more particularly by the affective conditions. It happens that the children most exposed to the greatest dangers of the most profound disorders are those with whom we are dealing at this meeting. Who can fail to know today in fact that the effects of institutionalism are most harmful for very young children, particularly between 6 months and 3 years of age. Who does not know also the personality of the child is largely formed by the conditions created by the numerous experiences of the individual during the first 3 to 5 years of his life, and that amongst the experiences most essential to its formation are those charged with feeling, because their effects are the most durable.

A glaring light has been thrown on a third aspect of growth. Not only physical and intellectual growth are essential to the human condition. There is the vast problem of the emotional growth and the conditioning of the character. And who does not know that “character” is very often synonymous with achievement in life, with joy of living and social efficiency in the service of mankind?

In raising the problem of the formation of the character, we should like to define the part played in this field by heredity, as we have done for physical growth and intelligence, where, as we have seen, its part was not very great. Unfortunately it is a difficult problem to solve. It is certain that the correlation that may be established between individuals of common or similar heredity are, in the words of P. Oesterleith, “always markedly less accentuated than those found on the physical or intellectual level.” It seems more reasonable to believe that heredity does not transmit ready-made psychological characteristics, but dispositions which play a part in acquiring characteristics of behaviour. And probably, as said Heuyer, these hereditary tendencies are “frequently precociously differentiated”. Moreover, it has been possible to show that a large part is played by individual variations in the variety of replies to experimental conditioning. To assess the part played by heredity requires considerable new research. But, for the present at any rate, we know that in this question of character, the hereditary ground is sufficiently malleable, at least so it appears in most cases, to give the greatest attention to the deep influence which the surroundings may have in the formation of the character. And, I repeat again, this is particularly true for the first ages of infancy.

We know the extreme limits of emotional development. The baby is totally dependent, he is completely impulsive; he has no notion of good or evil; he is completely centred in his own person. On the other hand, the youth reaching adult age in a state of real maturity has acquired an independent personality; he is master of himself, he has a constructive and balanced ethics; he has the possibility of realizing the personality of others; of giving and receiving love; of taking an interest in man himself. To these exigencies of emotional maturity, the psychologists have added, with reason, the old—“know thyself”, that is to say, the possibility of looking at his present reactions and going back as far as possible in his own memories, to integrate his past in his present, without shame for himself or bitter blame for others. Between these two limits lie twenty years of continual transformation, and it is a long road which everyone must tread.

This does not mean that everyone achieves emotional maturity at the same time when adult age is reached. As I have just defined it, many individuals achieve it only much later, and quite a few never achieve it at all. To be convinced of the truth of this statement, the numerous examples of emotional immaturity, in its two essential aspects found in everyday social life should be recalled; on one hand the army of anxious, depressed adults, sick and unhappy, and on the other hand, the aggressive and the delinquents.

We know the stages of emotional development. As for physical growth and the development of the intelligence, we know the successive phases of the organisation of motions. Of course, here also, the norm must be used flexibly, and here also we shall remember that the path does not follow a straight line. But with these reservations, the knowledge of emotional development will permit us to assess whether the behaviour of a child corresponds to its age. At the same time it has also revealed to us the futility of certain cultural exigencies coming before their time. It also taught us to appreciate at their true value the ingenuity and the general and temporary character of certain forms of behaviour which
disappoint us. Finally, and this is essential, it has enlightened us on the workings of behaviour troubles and on the origins of character deformations.

I will not recall the stages of emotional growth here, but you know that in this field, the first six years of life represent a decisive era. During these years the child has learned to master his most elementary needs, to eat, to sleep, to evacuate; it has acquired the sense of the person and discovered the physical differences between the sexes; it has learned to share affection and has outgrown its first rivalries; the orders and restrictions which were first resented as an external restraint are now accepted and transformed in a first inward mastery; thus appears the first aspect of what will later become the moral conscience, which will always remain tributary to a certain extent of the example set by the parents and the first educators.

In fact, during the first six years of his life, the child has already lived through a succession of “key” situations which have forced it to channel its instincts and allowed it to form its emotional attitudes. Every situation arose at a given age for reasons of maturity of the nervous system. It had to be solved for cultural reasons. It charged itself with emotion, because the child lives in a world of adults who are themselves charged with emotion, a world with an infinite complexity of emotions. From all these experiences its instinctive attitudes are modified and the reactions of its instinctive life will tend to rely on the lessons learned on those occasions. And in all this, the attitude of the parents or of those with whom the child will have lived, will exert a tremendous influence on its life.

It is not possible, in fact, to conceive the behaviour and the development of the personality without taking into account the surroundings in which the child was raised. Already when the child discovers the physical world, it may have some very damageable experiences, such as for instance, to discover that something burns, and on all such occasions, even if the first reaction is violence, a feeling of fear will remain with it. When the child discovers the world of persons and culture, it must also learn that quite a few things “burn”. And always the reactions of anger will appear, with a desire to go on and the fear and anxiety of losing the reassuring love of the adult.

Anger and fear are thus the fundamental and inevitable constituents of emotional growth. They thus certainly influence relations between parents and children.

The attitude adopted by the child towards anger and fear will be of great value for its future personality. It will be constructive if the child learns to dominate its reactions progressively and sufficiently; it will be disquieting if on the contrary the circumstances are too difficult and lead him to become an aggressive and unadaptable youth, or a tortured adult. The load of anxiety or revolt becomes too heavy every time the parents commit education errors, either through the excessive strictness of the cultural group, through fundamental incompetency, weakness of intellect, lack of personal preparedness due to their own emotional immaturity. But what gives the greatest significance to certain conflicts, and leads from there to behaviour troubles or defective formation is the emotional unbalance of the parents or the family surroundings.

Every child in growing up, sets out to discover the world of things, of persons and of culture. The necessary stages of its journey are related to the progressive development of its nervous system and to the new possibilities which are acquired one after the other. They also depend on the necessity imposed by culture to direct these possibilities into well defined channels. Nevertheless, between the stages of the journey, everybody follows paths which may differ for many reasons which can be easily imagined, either cultural, social, economic or intellectual. But what diversifies the paths of the journey infinitely are the affective complexes of the world of persons in which the child is moving during the whole of its journey, which means that the emotion attached to every experience always varies to some extent, and sometimes quite considerably from the next. The factor of emotional tension, the violence of the interplay of anger and fear, will vary during the journey and at every common stage, according to the affective environment in which the child will have lived. The environment thus becomes one with the growing personality. Who can fail to feel therefore the profound responsibility of the parents or educator towards the child.

But we have learned to know the most essential conditions which favour a favourable organisation of the emotions and which at best will permit the child to achieve a balanced maturity. We know at present that, in the matter of affection, certain deeply rooted needs of the child must be satisfied. The most fundamental of these are the need for love and the need for security. It is also necessary to satisfy the formation of their person and the vitamin requirements for the somatic development. But perhaps there is need to repeat before going any further that security and affection are not opposed to discipline and a sense of limits. The need for security begins with the satisfaction of the most elementary physical needs, and is continued by the existence of stable, united and emotionally mature surroundings. The need for love doubtless corresponds to the most profound reality of affectionate life, and Professor Daniel Prescott gave a brilliant address on the subject during the Athens Congress. But, as Andre Maurois writes in his “Lettres a l’Inconnue”, there are two ways of loving, to love for one’s own sake, and the better way, to love someone for himself or herself. It is then “to be so closely blended with his life, to share his sentiments so completely that his happiness becomes our own”. And we will add that to dispense love in this way is really what gives flavour to life, and that this unselfish love will give the greatest happiness to the giver. Because man is so made he is happy when he forgets himself.

Such, ladies and gentlemen, is the complexity, the diversity and the extent of the problems of growth. All these aspects evolve at the same time during the same years and cannot be separated.

Who doesn’t know now how much the environment, if unfavourable, can affect the physical growth, the intelligence or the building of character, and how, in the present state of our knowledge, can we neglect to consider one of the aspects of growth for every child or for every human group.

Who does not know that lack of affection not only results in emotional backwardness, but may sometimes affect just as deeply the intelligence and the physical condition of the children who suffer it. Who does not also know the psychology peculiar to children suffering from kwashiorkor, the mental apathy and instability, and who ignores the fact that nutritional treatment alone transforms the behaviour of these children? I have known children suffering from “hospitalism” whose intellectual and motor development was so arrested that the sanction proposed was to place them in homes; well, some of these children have been able after a time to attain a normal level of intelligence and motivity because we had given them back the feeling of love and security. On the other
The Working Commissions

The Working Commissions are an important part of every Assembly, because they provide opportunity for pooling information and experience and of reaching some commonly accepted principles. Each of the three Commissions, whose reports follow, met for at least three sessions of group discussion, followed by a meeting of the chairman and reporter of each group to summarise the findings, or agreements, reached. Because of the large enrollment, it was necessary to have two sections of Commissions I and III, and three sections of Commission II. As might be expected, different groups developed the same topic in somewhat different ways. No outstanding differences in philosophy or principles were evident in the section reports, and for Commissions I and II these were combined in a single Commission report. The two sections of Commission III covered sufficiently different material to justify separate reports.

It should be emphasized that the material which follows is not a series of recommendations; it is not a platform; it does not purport to be a final statement of convictions. It is, instead, a synthesis of what was discussed and agreed to by more than a hundred persons of differing types of responsibility for the education of young children in at least 20 countries, relating to three important aspects of unity and continuity in the education of children. As such it is hoped that it will serve to stimulate further thought and discussion both among members of OMEP and among the wider group of persons who in many places are working to see that 'the challenge of children' everywhere shall be met.

Commission I

What can homes, schools and administrators do to help children adjust harmoniously from one environment to another, remembering always they are human beings and must be respected as such.

GROUP A & B

Chairmen: Madame Deroy-Pasteel (Belgium)

Miss Doris Hale (Great Britain)

Rapporteurs: Mlle. Abbadie (France)

Miss Hewitt (Great Britain)

Commission I discussed, in two separate groups, the question presented: One of them was concerned with the many different environments and institutions in which the child from 0-7 years has to live. The other dealt more particularly with the problem of Nursery Schools for children from 3-7 years considering that theoretically speaking the child before that age should not be separated from its mother.

However, the members of both groups agree that the family environment is of primary importance to the young child and that it is desirable that the mother should be responsible for the earliest education of the child at least until he is 2 years old; nevertheless from 0-7 the young child will necessarily experience many
changes of environment and the continuity of life in these different settings presents a series of problems which we have studied.

In the first 7 years the young child passes through three stages of development; the first stage during the first year is characterized by the progressive independence of the child in his relationship with his mother—the second period, 1-3 years is characterized by the need for wider experiences to which the family is not always able to respond (births, overcrowding, etc.)—the last period, from 3-7 years during which time the education in the home needs to be supplemented; the child’s needs must now be met by influences outside the home as well as in the home.

**Period 0-3 Years**

1. During the first period (first year) the child should be entirely with the mother.

   Some members of the commission have even insisted: “until three years”.

   In order that mothers can give of their best to their children we have said:

   a) That they should have pre-natal care.

   b) That they should have maternity benefits to look after the child until it is one year, 18 months, two years old...

   c) That the work of mothers should be amended—working hours should be reduced (part time work or a solution of this nature).

   d) That family allowances should be always sufficient, and in certain cases (e.g. illness) a home-help be given to the mother so as to avoid having to shift the child too early from one environment to another.

   e) A child should only be placed in a crèche because of actual social conditions, and only when absolutely necessary as this is considered by us to be a “necessary evil”.

   If a crèche is to be suitable for the child, it is desirable:

   that there should be liaison between the mother and the crèche through the assistance of the social services before entry to the crèche and afterwards;

   that the best moment for the child to enter the crèche should be given serious thought;

   that there should be a complete understanding between the home and the crèche concerning the needs of the child such as: food, habits and language;

   that the staff of the crèche should be mature and stable;

   that the staff of the crèche should be fully trained to understand the needs of the child;

   that the children should have every opportunity for healthy activity with other children;

   that the mother should be able to discuss problems of a psychological nature with the doctor (each week for example) if she needs to do so;

   that there should be a sufficient number of crèches and they should be near to the homes, and the numbers of children in the crèches should be small.

   When the child leaves the crèche at two or three years for the nursery school the transition should be smooth and easy.

   There should be continuity with regard to feeding habits, periods of rest, medical attention and education needs.

---

**Period 3-7 Years**

2. Problems of liaison between the nursery school and the family.

   a) In order to establish the best possible liaison between the nursery schools and the family it is necessary that the administrators should be sure:

   that the teachers should be well chosen, of good intellectual quality and well trained in the principles of child psychology;

   that their training should include information which will enable them to create good relationships with the children’s homes and particularly with the mothers of the children. They should also have full knowledge of all the services from which they can obtain help with their work, for example social services, psychologists, teachers’ courses, etc.

   that whilst working in the nursery school opportunity should be made for the teacher to make a further study of the ways in which relationships between family and school can be improved. (International courses for the teachers arranged by OMEP are very desirable).

   b) If the well trained teacher is to give of her best to the education of children from 3-6 or 7 it is desirable:

   that the children should be in a nursery school for a limited period of time each day (some members of the group think not more than 3 or 4 hours)—in order that the teachers can have time to meet fully the needs of the children whilst they are in the nursery, time to make the necessary contact with the family, and time for their own preparation.

   that the number of children to each teacher should not be too many: from 0-3 not more than 8 children in a group, from 3-7 preferably 15 and not more than 20 (see the report from the Congress held in Athens).

   that the adjustment between nursery school and the next stage of education should be seriously considered by all.

3. It is necessary to give some thought and consideration to children in an Hospital Environment.

   a) Consultation

   Contacts are made between the family and the hospital with the assistance of the social worker, the nurse, the doctor and medical records.

   There should be frequent changes of staff making for stability in the hospital and there should be sufficient staff to deal with the individual needs of the child and mother.

   b) When in Hospital

   We are unanimously agreed that the mother should accompany the child and stay with him and care for him to their mutual advantage; the child feels more secure and the mother knows what is happening.

   The child should be prepared beforehand by a preliminary visit or by other suitable means. The staff should be specially trained to deal with the child and should in no way be possessive.

   During the stay in hospital the mother should be advised on the attitude to adopt towards the child.
She must be advised about what will be best for the child in helping him to adapt happily to the family situation when leaving the hospital, if the mother does not stay in the hospital with the child she should be able to visit freely when she is able to do so. Mothers should be able to consult the doctor personally about the care of her child.

4. Temporary Provision
It is necessary:
that there should be full co-operation between the social services and the family;
that whoever replaces the mother should have all available psychological and medical information;
that the visits of the mothers should be frequent and that the child should be prepared for the return to family life;
that young children in foster homes should be in the care of an understanding, sympathetic and maternal woman;
that brothers and sisters should not be parted and as soon as possible should return to a united family.

Finally, we ask that all facilities of co-ordination should be available between all these services, in the care of which a child finds himself. These various people know different aspects of the child’s life and each complements the other.
It is dangerous to the child that any one of these aspects should be ignored and that the family, in particular, should understand the pattern of child development.
We must assert that there is no co-ordination between these services, because they are so dispersed.
It is essentially desirable that everybody is aware of the needs of the child, particularly in educational and cultural world in order to help to raise the standard of education of all children.

Commission II

What activities are appropriate for children up to the age of 7 as a means of contributing to their free physical, emotional, mental and social development?

GROUP A
Chairman: Miss Viola Themam (USA)
Rapporteur: Miss M. Roberts (Australia)

Another group of the Commission began their discussion on physical activities leading to skills which give emotional satisfaction.
It was agreed that the child’s physical well-being is closely related to this emotional equilibrium.
This led to a discussion on the proportion of time which should be made available to the child for freely chosen activity.
It was found that 3 years old children in the countries represented have 50% to 90% free choice time.
Concern was felt for the child between 5 to 6 years who is required to face up to an abrupt change in programme in some countries.

It was agreed that at 5 to 6 years the child is in a state of disequilibrium and that there is much variation due to different forms of milieux as well as to individual differences.
All persons studying this topic agreed on the need for research into this question.

Aesthetic Education
It was agreed that aesthetic education is important though not fundamental.
Whatever the adult does, influences the child; therefore, the child should be placed in an harmonious environment.
Some people consider that it is sufficient at this age to help to develop seeing, listening and moving; other people think it is also important to introduce adult-made objects of art to the children; still other people consider that the expression and control of the child’s inner emotional life is sufficient preparation for the later development of aesthetic sensitivity.
All agree that children can appreciate natural beauty but that the idea of beauty should not be imposed by adults.

Creative Activity
All agreed that creative activity is essential to satisfy the emotional needs of the pre-school child.
The question of the teaching of technique was discussed and it was agreed that this teaching is important to help the child to further his thinking.
In some schools a certain time is designated for teaching techniques but other people think that the teaching of technique should be taken in only when the child has chosen to work at the representational, or at the reality level, in order not to inhibit the child who wishes to externalise his own inner emotional problems.

GROUP B
Chairman: Mlle, Lacombe (Brazil)
Rapporteur: Mlle, Moritz (Belgium)

Group B gave some thought to the part played by these activities in meeting the needs of the normal child. Some of the members tried to specify which were suitable for the child from birth till the age of walking and which for the child entering the Nursery School at the age of two, two and a half, or three years (the age varying from country to country).
In the period from one year to fifteen months, the child, from lying on his back, reaches the stage of being able to stand upright (a characteristic of the human being) by a series of steps closely linked with the maturation of the nervous system. At the same time, great intellectual growth takes place through the senses and finer motor control gradually develops and so objects of different shape, colour, texture and weight should be available. When the child can walk by himself, his field of discovery gradually becomes more extensive and his experiences more numerous, and he displays great motor activity and sensory-motor integration develops.
This development is possible only in the atmosphere of love and security which is found at its best in a normal home. It is in this atmosphere also that language development makes rapid progress.
Clear evidence of this is to be seen in all forms of maternal deprivation which has such adverse effects on all aspects of development,
In connection with these main lines of development the Working Party discussed many different kinds of toys, the environment of the child, waste materials to be used either in the home or in communities and playgrounds for young children.

In the course of exchanging ideas, lively discussion took place about various difficulties and various techniques; some of these being finger-painting, the fostering of the development of the aesthetic sense, the enjoyment of music and rhythm, dramatic play, the use of puppets, the effects of bilingualism on the child’s language development, and the extent to which the teacher should intervene (in certain activities).

Every opportunity should be taken to foster social development and to help the child to learn to share and to give and take. Play alternates with individual and group activities and all must contribute both to the child’s feeling of freedom and to his gradual integration with the group.

In discussing their difficulties, members of the Working Party found themselves coming back again and again to some of the problems about which all experts in the field of the education of the pre-school child are concerned; the calibre and training of personnel, the number of children in a group, the length of the child’s day and that of the teacher’s.

Members from France, Czechoslovakia, England, Spain and the Belgian Congo talked of present-day pre-school education in their own countries.

Dr. Robert gave a brilliant account of the problems connected with children in day nurseries and the ways in which these children are especially deprived.

To summarise, this group wishes to state that:
1. It is with the mother in the home that the psychological and emotional needs of the child can best be met, and that here also is the most favourable environment for the language development of the young child and the best foundation for his satisfactory development in the future.
2. The education of the mothers of the future should begin with the child of pre-school age, and that everywhere there should be promoted a policy of giving help in the home to the mother of children under three. A system of part-time employment would also solve many problems.
3. All organizations for the care of young children should work together to ensure that day nurseries have well-qualified personnel and that infant schools benefit from the help of the nursing services.
4. All who are concerned with the care of young children should have as perfect a training as possible to fit them both to care for and to educate.
5. Those working with children of pre-school age should, as far as possible, be the same people (i.e., there should not be too many different people working with the same child or group of children.

GROUP C

Chairman: Mr. Jens Sigsgaard (Denmark)
Rapporteur: Miss M. Jee (Great Britain)

A third group of the Commission has concentrated their discussions on children’s playgrounds, because they believe that play is as vital to the full development of the personality of the child as formal education.

In the built up urban areas, many of the places where children can play, in natural, informal surroundings are being destroyed by modern developments.

In many countries provision for car-parks have been established by law, but in very few countries have the children been given, by law, the necessary vital space for free play.

Each country should review its legislation on these matters and public opinion be educated. We all agree that all children who want to go to the nursery schools, should be able to do so, and all the nursery schools should have a play-ground.

In countries where there are not sufficient nursery schools it is essential that adequate space and money should be allocated for playgrounds at the time of planning, and the playgrounds should be constructed simultaneously with the buildings of the dwellings.

Civic designers, architects and landscape-architects should include in their training a full appreciation of the needs of the children and always work closely with educators, when making play-grounds, and in all new buildings playgrounds for children should be a part of the planning.

We dealt first with unsupervised play-grounds for children from 2-6 years living in densely populated areas. We recommended they should not be too big and be close to the homes of the children. Sand, water, climbing frames should be provided. There should be trees and hillocks for the children to climb. We emphasized the need for beauty in surroundings and the children should be protected from the sun and the wind and have the opportunity to play in various corners.

Benches and tables should be provided for the children’s use. The situation of the playground should be such that there is no need for the children to cross main roads with heavy traffic.

We also discussed the supervised playgrounds. In some countries in the public parks there are small fenced-in playgrounds where the mothers can leave their children for a few hours in the care of a trained person. This seems to us a very good thing.

It is essential that all institutions for small children should be provided with an adequate playground, with easy access to this from the playrooms. There should be a garden and animals and fish, etc. There should be a small quiet corner to which children can retreat if they wish.

Children like a great variety of different kinds of play. Most playgrounds are covered with asphalt and equipped with mechanical apparatus or are only used for organized games. Too often we have ignored the need for children to be creative. We need raw materials and tools for building, etc. The children should be allowed to make fires, to cook and generally play at camping. In short the playground must be so equipped that the children are free to choose the type of play they want.

A beginning has been made in some countries where such playgrounds have been established under the names of "adventure playgrounds", "children’s paradise" and "Robinson playgrounds".

Commission III

The organization of the educational programme in pre-school establishments in accordance with the needs of the child and of society.
GROUP A

Chairman: Madame Sigsgaard (Denmark)
Rapporteur: Miss Hazel F. Gabbard (USA)

1. The goals of education must be based upon the all-round development of the whole child and the needs of society, ensuring that at each age level he has a full and happy life, to enable him to become a fully developed and mature adult who can make a constructive contribution to society.

   Teaching is no longer the "directing" of children—it is guiding children's growth and learning so that the child will be helped to express his personality and reach his maximum growth and development as he lives with others.

2. The teacher of the young child creates the environment for learning. Her selection of materials, arrangement of equipment, planning of the daily programme are related to the age of the children, to their needs, interests, and capacities, and to the long-range goals of individual growth and development.

3. The programme for young children should be arranged with an understanding of home and family relationships, so that home and school together provide a climate of warm love and deep respect, for the child to grow as a human being. Active relationships between home and school are indispensable in achieving the best school environment for the child.

   Provision should be made in the education of the teacher and in her schedule to work with parents in helping them to understand the development of children and how to meet behaviour problems which occur in childhood. This may be through conference, visits, group meetings, daily contacts and other types of co-operation.

   Every parent desires to give his child a good start in life; but parents need the help of professional workers to enable them to know how to carry their parental responsibilities in guiding the future citizens of the world.

4. Experience in a pre-school group, when children are ready for it, is a transitional step from the home to school and preparatory to a good adjustment in his later school life.

   Young children respond to a group situation more favourably if a preschool has a home atmosphere rather than an institutional setting. For this reason, special facilities should be constructed or adapted to the needs and numbers of pre-school children to be served and incorporate functional features for efficient operation by the staff.

5. The aims of education are achieved through a wide range of experiences which promote development of the child, physically, mentally, emotionally, socially, morally and aesthetically in an integrated programme.

6. Play is the basic activity of the pre-school child, and therefore is the means through which the child develops.

7. During this age-period, as the child's needs are met, he will grow in independence in the following ways:
   - Learn to control his body movements.
   - Establish habits which will ensure good mental and physical health.
   - Maintain a balance between activity and repose.
   - Receive adequate food and medical care.
   - Feel secure away from parents and home.
   - Find satisfaction in play with other children.

Learn to express his needs through language.
Learn respects for the rights of others and develop kindness and love for other people.
Appreciate beauty through the media of music, art and literature.
Develop creative powers.
Learn the qualities of the physical world and gain an awareness of space relationships.
Learn to make choices in the many aspects of his everyday life.
Awaken in children sympathy for all beings, all races, so that they will have the greatest possible understanding as a basis for world brotherhood.

8. The child learns to know his environment through observation, experimentation, first-hand experiences, teacher guidance and exploration.

   As the child carries through simple tasks and responsibilities in helping others, he learns respect for work and gains a feeling of achievement. Experiences with art, music, dramatics and nature, in which the child actively participates, open up cultural aspects of the world around him.

9. Appropriate guidance of individual children and the group is a part of the skill and competence of the teacher, who must be a dynamic, growing human being, loving, sensitive and creative. As she continues to learn more about children and about herself, she understands how best to use herself in her relationship with the children, and to help them get the most out of the group experience.

   The report given here is not all. The group wanted to say more of the structure and organization of an educational programme for pre-school establishments, but time was too short to formulate them. The subject is found very interesting and important, and the commission proposes a discussion at the next OMEP conference.

   We suggest that more time be given to commission work in planning future conferences.

GROUP B

Chairman: Mlle Minne (France)
Rapporteur: Madame Laurent (France)

Statement of principles

1. The child must be considered in terms of its life continuity and within the indivisible unity of its personality.

2. Any educational programme must respect the natural development of the child.

3. Any educational programme must take into account the essential needs of young children:
   - need for security
   - need of physical growth
   - emotional and social needs
   - the need to know oneself
   - the need to know and to understand
   - the need of expressing oneself.

4. Any programme of activity must take into account the necessity of organizing for the child an environment where it will find the necessary incentives for the full development (épanouissement) of its best potentials.
Organization of the environment

Children do not develop in a vacuum, but through a perpetual exchange with its environment, "véritable nourriture et étoffe de sa personnalité." (Prof. Zazzo).

How can we organize and set up an environment favourable to the full development of the child?

a) The environment should be based first and foremost on the personality and the attitudes of the teacher: attention—warmth—protection—lucidity—kindness and a well-balanced character.
b) We must provide the child, in so far as possible, with an open natural environment, which stimulates the process of discovery, investigation, knowledge (garden—park—nature).
c) To arrange for equipment and material installations adjusted to the fundamental needs of the young child, which stimulate the successive conquests which are the landmarks of its evolution.
d) To see to it that the pre-school environment is an adequate transition between the family environment and the school environment in order to ensure unity and continuity between the various educational environments concerned.
e) To promote exchanges within groups of children where each child experiences the first forms of its social and moral life. The younger the children the smaller the groups should be.

Role and importance of the teacher in the full development of the child

The Commission deemed it essential to specify and to underline the actual part played by the teacher. She must not only act as witness or observer but must be the person who awakens, stimulates, supports and guides the spontaneous manifestations and activities of the children.

Educational programme

a) The Commission suggests a precise plan and framework for a programme of activities based on the deep physiological, emotional, intellectual, social needs and interests of the small child and corresponding to the different stages of its pre-school development.

The Committee wishes however to underline firmly that such frameworks are to a certain extent arbitrary and states once more that the sensorial, motor, emotional, intellectual functions should not be considered separately and they only have a meaning if they are integrated in a complex activity which commits the child as a whole.
b) The Commission decides to suggest a first programme specially designed for children from 2 to 3 years of age and a second programme meeting the educational requirements of children from 3 to 6, for it is aware of the psychological unity which characterises this particular stage in which the child becomes aware of itself and gradually manages to control and to implement its potentialities.

Educational programme for children from 2 to 3

During that particular period of development, the educational responsibilities are essentially concentrated on the means of developing in the young child a physical and psychic equilibrium closely conditioned by careful hygiene while respecting the rhythm of growth of each child. This rhythm must comprise successive periods of rest and activity and must provide the child with the climate of security which permits it to acquire active experience in an organized environment.

Free play is the activity which permits a balanced and harmonious development at that age.

Through play, which is a real function, the child is able to acquire and improve its motor functions, finds emotional liberation and discovers or develops its first means of expression (gestures, language, etc.).

From the stage of playing alone, the child gradually passes on to a social kind of play and gets closer to group awareness which is a first step forward on the way to social mindedness which helps the acquisition of good habits.

Educational programme for children from 3 to 6

Important precautions:

The personality crisis which takes place towards the age of 3 and which is externally characterized by emotional and social disturbances is actually a crisis of an intellectual order, marked essentially by the following phenomena:

The child becomes aware of itself in its relationships with the environment.

Appearance of new and gradual possibilities on the part of the child which becomes able to work out mentally a plan, to formulate it, to achieve it.

This is connected with the gradual manifestations of multiple functions and processes of a mental nature which open a new possibility of a very different character.

These activities will first tend essentially towards a cultivation of sensitivity and will gradually progress towards a first intellectual education where the child through numerous experiences strengthens its intuition and starts acquiring the first fundamental techniques.

a) Physical life

At that level, environment gets organized to favour growth. Careful hygiene, the observance of the activity—rest—rhythm—which oscillates between other limits as the child grows up, all these are elements which govern the life of children from 3 to 6, just as they governed the life of children from 2 to 3.

The environment and activities get organized and acquire diversity along lines favourable to progressive motor control:

Free play (using all the resources of the environment: free space, water, sand, material, toys and equipment).

Directed play, aiming at a real physical education (with numerous and well adapted implemnts).

Natural gymnastics, on tracks and runways likely to train to master nature functions of the child according to its own rhythm—walking—running—jumping—climbing—lifting or carrying an object—crawling—throwing—keeping in balance, etc.

Rhythmic exercise based on the natural gestures of the child, as well as on its real possibilities of expression.

b) Education of sensitivity

It takes place naturally through the discovery and exploration of an environment gradually enriched and structured.

36
Children are made receptive to:
  The natural and living beauties
  The respect due to any form of life
  The traditional beauty and values (music, poetry, legends, folklore).

This awakening of sensitivity gives rise to broader and more numerous activities of expression as the child develops:

  Drawing
  Manual activity
  Rhythm, dancing, miming
  Spoken language

which are real creative activities either free or suggested and through which children managed to conquer new symbolisms and new techniques.

c) Intellectual Initiation

The child, through its multiple experiences, leaves the stage of purely motor-sensorial activities, to embark on a mental life which develops firmly and delicately and acquires a solid and refined structure.

The progressive acquisition of language takes place.

The evolved group of children from 5 to 6 can already in the best cases start understanding new symbolisms acquiring fundamental techniques: writing, reading. It can also start strengthening some intuitions concerning the concept of number.

d) Moral education and social-mindedness (socialisation)

The practice of good habits to which is limited the educational ambition of the first years goes together with moral and social evolution. The child becomes progressively integrated to the group, accepts the requirements and disciplines of the latter, opens its mind to good moral impressions and through its activity based on its spontaneous reactions, becomes capable of:

  Initiative
  Spirit of enterprise
  Autonomy
  Self-control
  Cheerful effort

Thus, the child’s feeling of responsibility within the group develops gradually in the atmosphere of confidence, freedom and security which permits its full development.

Commission IV

The interchange of information between National Committees and plan of work for OMEP.

The Council undertook the work of Commission IV.

1. Each year the National Committees are invited to honour a great educator.

At the suggestion of the French National Committee it has been decided by the Council to honour Pauline Kergomard in 1959 as she was the person who had inspired all Nursery School work in France.

At the suggestion of the Norwegian National Committee it has been decided by the Council to honour, in 1960, Ellen Key, a famous Swedish writer on the rights of family, women and children.

2. The 8th World Assembly of OMEP will be held during the first week of August 1960 in Yugoslavia. The place of the Assembly in 1962 has not yet been decided, but various possibilities are being explored.

3. The Council will carefully discuss the possibility of organizing international seminars for members of OMEP so that they can exchange ideas together and discuss research work being done by experts.

4. The Report of the Brussels Assembly will be published in French and English as soon as possible and be made available to National Committees and Preparatory Committees.

5. The OMEP News Letter will be continued as a means of communication between the members of OMEP. It will attempt to give stimulating accounts of special research work being done by National Committees and will describe how National Committees have been able to influence their Government and public opinion.

Talk it over groups

During the Assembly participants took part in free discussions in the following groups:

  - Main Purpose and Principles in Nursery Schools.
    Dr. Solis (Philippines).
  - Pre-school Education and the Community.
    Miss Roberts (Australia).
  - Parent and Teacher Co-operation.
    Mme Jelic (Yugoslavia).
  - Training Teachers for Early Childhood Education.
    Miss Gabbard (USA).
  - Child Development and the Role of Play.
    Dr. Skard (Norway).
  - Standards on Nursery Schools, Day Nurseries, etc.
    Rektor Schill (Sweden).
  - L’éducation pré-nuptiale des Parents et l’éducation pré-scolaire des enfants.
    Dr. Dracoulides (Greece).
  - School for Parents.
    M. Isambert (France).

A most interesting and valuable exhibition of children’s work done in the “écoles gardiennes” of Anderlecht was opened by the Bourgmestre Bracops on the 4th August.

Photographs showing concentration and the use of improvised materials were shown by Great Britain; France exhibited splendid photographs from “les écoles maternelles”.

This beautiful exhibition was well attended and much appreciated.

During the Assembly films were shown from Austria, France, Great Britain and Belgium.

Mme Herminie-Lebert conveyed a message of greeting from the World Brotherhood to OMEP at the last Plenary Session.
Frequent talks on the activities of OMEP and its problems with UNESCO officials (Department of Education) especially on the subvention to OMEP and the contracts which can be granted by UNESCO to OMEP for carrying out special research work, meeting of OMEP experts, etc.

The detailed information on these conversations is submitted to each session of the Council by the Vice-President responsible for relations with UNESCO.

Report from the Treasurer

Copies of the statements of accounts were distributed to the delegates together with a statement of the amounts received from the various national committees and UNESCO.
Composition of World Council of O.M.E.P.

AUGUST 1958

Founder Presidents
Lady Allen of Hurtwood
Mme Herbinière-Lebert
Mrs. Alva Myrdal

World President
Miss Bess Goodykoontz

Vice Presidents
Mlle Alice Clarat
Mme Herbinière-Lebert
Mr. Harald Flensmark
Dr. Kothbauer

Treasurer
Mr. Svend Klintgaard

Members elected by their National Committees

Australia: Lady Bailey
Austria: Dr. Kothbauer
Belgium: Mme Libotte
Brazil: Mlle Lacombe
Chili: Dr. M. Huite
Denmark: Mr. Harald Flensmark
France: Mme Herbinière-Lebert
Great Britain: Miss P. Pickard
Greece: Mme Lina Tsaldaris
Israel: Mme Fayans Glück
Norway: Dr. Skard
South Africa: Miss Vera Webber
Sweden: Miss Britta Schill
USA: Miss Goodykoontz
Uruguay: Mme de Bevilacqua
Yugoslavia: Mme Marinic

Observer from Preparatory Committee
Germany: Pasteur Müller

Constituent Members
Government of the Laos: Mme Parizot
Government of the Philippines: Dr. Solis

National Committees

<table>
<thead>
<tr>
<th>Country</th>
<th>President</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Lady Bailey</td>
<td>c/o Australian Pre-School Association, Acton Offices, Canberra, Australia.</td>
</tr>
<tr>
<td>Austria</td>
<td>Dr. Ernest Kothbauer</td>
<td>Österreichische Gesellschaft für die Fürsorge und Erziehung des Kleinkindes, Wein, 1., Schottenring 22, Austria.</td>
</tr>
<tr>
<td>Belgium</td>
<td>Mlle Alice Clarat</td>
<td>156 Avenue Winston Churchill, Brussels 18, Belgium.</td>
</tr>
<tr>
<td>Brazil</td>
<td>Mlle Lacombe</td>
<td>117 Rue Sao Clements-Botafogo, Rio de Janeiro, Brazil.</td>
</tr>
<tr>
<td>Chili</td>
<td>Dr. Matilda Hulci</td>
<td>Escuela de Educadores de Farvalos, 217 Avenida Republica, Santiago, Chile.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Mr. Harald Flensmark</td>
<td>Frankriksgade 1, Copenhagen 8, Denmark.</td>
</tr>
<tr>
<td>France</td>
<td>Mme S. Herbinière-Lebert</td>
<td>134 Bd. Berthier, Paris 17, France.</td>
</tr>
</tbody>
</table>

Greece Mme Lina Tsaldaris

Israel Dr. S. Faines-Glueck
Director Kindergarten Department, Ministry of Education and Culture, Jaffa, Auerbach Str. 6, Israel.

Norway Dr. Asle Gruda Skard
Psychological Institute, Thv. Meyers Gt. 46, Oslo.

South Africa Professor J. C. Bosman
The Nursery School Association of S. Africa, P.O. Box 673, Pretoria, S. Africa.

Sweden Miss Britta Schill
Socialpedagogiska Seminariet, Kungsholmgatan 11, Stockholm, Sweden.

USA Dr. Myra Woodruff
c/o University of the State of New York, Albany, New York. USA.

United Kingdom Miss Phyllis Pickard

Uruguay Mme Mazzella de Bevilacqua
Guarene 1381, Montevideo, Uruguay.

Yugoslavia Mrs. Tatjana Marinic
Visoka Ulica 11/1, Zagreb, Yugoslavia.

PREPARATORY COMMITTEE

Germany Dr. Manfred Müller
Haus der Jugendarbeit, Haagweg 44, Bonn-Venusberg, Germany.
Constitution

STATUTES

ARTICLE I.—Name.
1. The name of the Organization shall be the World Organization for Early Childhood Education (hereinafter referred to as the Organization). The abbreviation OMEP will be used in all languages.

ARTICLE II.—Aims and Objects.
1. To promote the study and education of young children in all countries and so foster happy childhood and home life and thereby contribute to world peace.
2. To promote nursery school education (pre-school education).

ARTICLE III.—Activities.
1. To maintain a headquarters.
2. To collect and disseminate information and to facilitate the understanding of the needs of young children.
3. To promote the study and research on early childhood education.
4. To conduct surveys of nursery school education.
5. To encourage parent education in connection with early childhood education.
6. To help to establish and maintain an international library and to publish a bibliography on early childhood education.
7. To sponsor the training of nursery school teachers in their countries, and to sponsor international seminars and postgraduate training for teachers and other experienced persons.
8. To prepare international conventions embodying standards in early childhood education.
9. To arrange international and regional conferences.
10. To establish working relationship with appropriate world organizations.
11. To aid in achieving direct links and personal contacts between all members in different countries.
12. To encourage the establishment of National Committees based on functional interests to further the work of the Organization and to strengthen the work within each nation.

ARTICLE IV.—Composition of the Organization.
1. Members of the Organization.
   a) Any government or government agency may designate a person to be admitted as a Constituent Member.
   b) Any national organization may be admitted as a Constituent Member, provided that early childhood education is one of its main objects; it accepts the aims and objects of the Organization; it agrees to submit each year a report of its activities.

B. Associate Members.
   Organizations and Agencies whose work is closely related to early childhood education, and which accept the aims of the Organization, may be admitted as Associate Members.

C. Individual Members.
   Persons subscribing to the aims and objects of the Organization may be admitted as Individual Members.
   Individual Members shall undertake to pay an annual subscription.

2. In countries where there is a National Committee, qualification for membership of the Organization can only be obtained by joining the National Committee. There shall be only one National Committee in each country. The National Committees which have not foreseen the three kinds of members may keep their national status on the condition that their delegates attending the World Assemblies answer to the conditions which are asked of the Constituent Members in the Statutes.
3. In those countries where there is no National Committee, application for membership of the three kinds of members must be made direct to OMEP, registered by the International Headquarters, and approved by the Council.

II. Affiliation of International Organizations.
   International Organizations may affiliate to OMEP if they subscribe to the aims of OMEP and pay an annual subscription.

III. No Member shall be excluded by reason of race, creed, nationality or political opinion.

ARTICLE V.—Organization.
1. The Organization shall carry out its purpose by the following means:
   A. The Assembly.
   The Assembly shall be the highest authority of the Organization. Its function shall be to draw up the programme and to take all statutory decisions.
   B. The Council.
   The Council shall be responsible for the execution of the Assembly’s decisions and policies, and shall generally develop the work of the Organization between sessions of the Assembly.
   C. Every National Committee will follow the plan of work established by the Assembly, and will continue its own national activities.

ARTICLE VI.—Revision of the Statutes.
1. Amendments to the Statutes or dissolution of the Organization can only be decided by a vote of two-thirds of the accredited delegates to the Assembly. Any proposals concerning the Statutes or By-Laws, or the dissolution of the Organization shall be submitted to the Headquarters four months before the Assembly, to the Council 90 days before the Assembly, and be communicated to the National Committees two months before the Assembly.

ARTICLE VII.—By-Laws.
1. The Assembly shall establish the By-Laws of the Organization.
2. By-Laws may be amended by the Council subject to the approval of the Assembly.

ARTICLE VIII.—Working Languages.
1. The working languages of the Organization shall be English and French and Spanish. The last language will be used when the financial position permits.

ARTICLE IX.—Breach of Statutes and By-Laws.
1. The Council shall be empowered to examine any alleged breach of the Statutes or By-Laws.
ARTICLE X.—Headquarters of the Organization.
1. The Headquarters of the Organization shall be in Paris.

ARTICLE I.—The Assembly.
1. All Members are entitled to attend the Assembly.
2. Each National Committee shall be entitled to seven votes. Each delegate must carry written credentials from his National Committee. Any National Committee can delegate, in writing, its voting rights to another National Committee or Constituent Member.
3. In those countries where there is no National Committee, each Constituent Member shall be entitled to one vote, with a maximum of three votes to any one country.
   Each delegate must carry written credentials from the organization he represents. Every Constituent Member can delegate, in writing, his voting right to a National Committee or Constituent Member.
4. Each vote may be personal and need not necessarily be representative of the opinion of a government or of an organization.
5. The Organization shall hold an Assembly at least every two years, the dates and places to be decided by the Assembly. If the decision of the Assembly becomes impossible to carry out, the Council will decide the place and the date of the next ordinary Assembly.
6. The place, date and provisional agenda of the Assembly shall be sent to all National Committees, and to all Members in countries with no National Committee, 180 days in advance,
7. The Assembly may be called into extraordinary session by the Council or if required by two-thirds of the National Committees.
8. The decision of the Assembly shall be taken by simple majority vote, except concerning the Statutes or dissolution of the Organization.
9. The Assembly shall:
   a) examine the situation regarding the National and Preparatory Committees on the basis of the criteria established by the Assembly.
   b) decide, according to these criteria, whether the Preparatory Committees can be granted the status of National Committees.
   c) decide as to the cancellation of membership of any National Committee which has not fulfilled its obligations according to the Statutes.

ARTICLE II.—The Council.
1. The Council shall consist of as many National Committees that are recognized members.
   a) Each recognized National Committee shall elect its own delegate to the International Council with one voting right.
   b) The National Committee shall designate a deputy in the event of the delegate being prevented from attending. The deputy will have the right to vote.
2. Each Preparatory Committee shall be represented by an observer without voting right.
3. The Council shall have the power to seek the assistance of any experts that may be deemed necessary (without voting right).
4. The Council shall appoint a General Secretary to be the Chief Executive Officer of the Organization.
5. The General Secretary will give to the Council an Annual Report which will be submitted to the Assembly for discussion and action.
6. The Council will appoint a Treasurer.
7. One-fourth of the Members and at least five including one officer shall constitute a quorum.
8. The Council shall meet at least twice a year at the discretion of the President.
9. If the President is unable to act or fails to call the Council within a period of twelve months, the senior Vice-Chairman shall summon the Council.
10. The decisions of the Council shall be taken by simple majority vote of delegates and deputies present.
11. The Council shall be empowered to appoint all necessary salaried personnel in consultation with the General Secretary.
12. The Council may appoint Committees to carry out the work between the meetings of the Council.

ARTICLE III.—The Officers.
1. The President, Vice-Presidents and General Secretary and Treasurer shall be designated Officers of the Organization.
2. The President of the Organization shall be Chairman of the Assembly and of the Council.
3. The President and Vice-Presidents shall be elected by the Council from amongst its members during or immediately after each Assembly.

ARTICLE IV.—National Committees.
1. National Committees shall:
   a) accept the Statutes of OMEP,
   b) be a national organization with 3 kinds of members,
   c) present an annual report of their activities,
   d) pay an annual subscription to the Headquarters,
   e) nominate a delegate to the Council and his deputy.
2. Preparatory Committees shall be recognized as National Committees after application to the Headquarters and agreement of the Council and approval of the Assembly.
3. The procedure of recognition or withdrawal of qualification of National Committees will be found in an Addendum voted by the Assembly.

ARTICLE V.—Finance and Programme.
1. Each National Committee shall set its own annual subscription for all kinds of Members, having regard to Paragraph 2 below.
2. Each National Committee shall undertake to contribute to the Headquarters of the Organization a yearly sum based on the assessment used for national contributions to the United Nations, but which can be altered by the Assembly.
3. The Council shall be empowered to determine the subscription of Members belonging to countries having no National Committee.
4. The Council shall administer the funds of the Organization and shall endeavour to secure a permanent financial basis for the Organization.
5. An annual financial report and budget shall be submitted by the Council and be approved by the Assembly.
6. The annual financial statement shall be examined by an auditor appointed by the Council.
List of Delegates and Participants

(AUSTRALIA:
*Miss Margaret Roberts

AUSTRIA:
*Miss Franziska Hartmann
*Mrs. Helene Kubat
*Mr. Aurelia Mayer
*Miss Wilhelmine Neuwirth
*Dr. Agnes Niegl

BELGIUM:
Mrs. Aernoudt-De Buysse
Miss Gabrielle Batta
Miss Leopoldine Beckers
Mrs. P. Bertrand
Mr. Jean Blokland
*Miss Jos Bombek
Miss Marguerite Broquet
Mrs. Jeanne Celis
Miss Theodora Centner
Mr. Jacques Cohen
*Mr. Corbier
*Mrs. Fernande Couvreur-Vermont
Miss Roberta Couvreur
Miss Magda Cuypers
Mrs. Daroone
Mrs. Marte De Bloc
Miss Declercq
Mrs. Clarisse De Cock
Mr. Jean De Cock
Mr. Yves De Cock
Dr. Etienne Degroeff
Mrs. Germaine Delme Dehauve
Miss Odette Delvaux
*Mr. Georges De Meursenker
Miss Elisabeth De Mulder
Dr. Sylvie Desoye-Goetzel
Miss Louise Dewes
*Mrs. Dewynter
Miss Seraphine Dony
Dr. Achille Doulet
Dr. R. Dubois
*Mr. Fernand Dubois
Miss Denise Feron

*Dr. Pierre Fontaine
*Dr. Gouguine-Bouy
Miss Michelle Hage
Miss Jeanne Gruegeon
Miss Truda Hagelin
Miss Berthe Halin
Miss Josette Hall
Miss Alice Kauffmann
Dr. Elsa Honecken
Miss Marie-Jose Jechtim
Miss Nelly Jochems
Mr. Pierre Jonnoert
Mrs. Léa Kovner
*Mrs. Marguerite Leblanc
Miss Nelly Lérand
*Mrs. Libotte-Lefort
Mrs. Marie-Thérèse Marriën
Miss Berthe Martin
Mr. Jan Masschelin
Miss Geneviève Mélis
*Mrs. Elisabeth Moritz
*Mrs. Marie-Thérèse Masson
Miss Andréa Faubels
Miss G. Perin
Mrs. Jeanne Pierquin-Thonius
Miss Simone Ponselle
Miss Anne-Marie Rahier
*Mrs. Gabrielle Reisse
*Mrs. Jacqueline ROUX-Singelyn
Miss Maria Schouwelaers
Miss Georgette Schuysems
Miss Marie-Rose Smets
Mr. Léon Souyer
Miss Jacqueline Stadler
Miss Julia Swaelens
Mrs. Swartenbroek De Clippel
*Mrs. Louise Vanden Berghe
Miss Jeanne Vandenveken
*Mrs. Germaine Vanhemelryck
Miss Jeanne Verbeek
*Mrs. Jeanne Waleffe
Miss Christiane Walleghem
Mrs. Werrie-Frippiat
Miss Wyboue

BRAZIL:
*Miss Laura Lacombe

CANADA:
Miss Muriel Gentleman

CZECHOSLOVAKIA:
Miss Marie Bartuska
Miss Marie Fottova

DENMARK:
*Miss Mona Brix
Miss Inger Damkier
*Mr. Harald Fleischer
Miss Judith Grandjean
*Mr. Hans Hansen
Miss Karin Larsen
Miss Dora Leibo
Mrs. Lone Lindahl-Holst
*Mrs. Neti Nielsen
*Miss Anna Nilsson
*Miss Esther Plassen
Miss Plassen
*Mrs. Kirsten Riemke
Miss Lili Roedsen
*Mr. Jens Siggaard
*Mrs. Kirsten Siggaard
*Mrs. Greta Wandel

FRANCE:
*Miss Madeleine Abbadi
*Mrs. Mireille Allaud
*Mr. Fernande Allaud
*Miss Madeleine Audouze
*Mrs. Georgette Aveline
*Mrs. Lucette Caron
*Mrs. Paulette Chigot
*Mrs. Yvonne Cuvelier
*Mrs. Jeanne Devarenne
*Mrs. Denise Devlin
*Mrs. Carayon
*Mrs. Faurez
*Mrs. Roucoute Flamme
*Mrs. Germaine Foucault
*Miss Marcelle Fouquade
*Miss Noëlle Fromet
*Mrs. Yvonne Gerardin
*Mrs. Lucienne Girardet
*Mrs. Hamel
*Mrs. Hercinienne-Lébert

GERMANY:
Mrs. Luise Bessert
Mrs. Elisabeth Forell
Mr. Paul Fleig
Mr. Erich Pezzola

GREECE:
Dr. Dracoulides
*Mrs. Dracoulides
*Mrs. Kyratzopoulos-Valinaki
Mr. Vouyoucas

HOLLAND:
Mr. Jacob Verloop

ITALY:
Mrs. Maria Brasile
Miss Brasile
Miss Mariella Loriga
Mrs. Clara Valente
Mr. Loriga

LAOS:
*Mrs. Parizot

NORWAY:
*Mrs. Solvig Aalmo
*Mrs. Elva Esp
*Mrs. Ase Gurda Skard
PHILIPPINES:
Mrs. Kazimiera Tyborowska

PORTUGAL:
Mrs. J. P. Avralley

SPAIN:
Mrs. Alvarez de Canovas
Mr. Manuel de Canovas
Miss Medina de la Fuente
Miss Ezquieta Erdozain

SWEDEN:
*Miss Britta Schill
*Miss Britt Steenbom
*Miss Carin Ulin
Miss Elna Ulin

SWITZERLAND:
Miss Audrey Moser

UNITED KINGDOM:
*Lady Allen of Hurtwood
Miss Polly Allen
*Miss Nancy Alnork
*Miss Joan Barbara Bailey
*Miss Louise Butcher
*Miss Edna Cadogan
*Miss Mary Corner
*Miss Edwards
*Miss Barbara Furseaux
*Miss Beatrice Glanville
*Miss Doris Hale
*Miss Margaret Hewitt
*Miss Joyce Jackson
*Miss Minette Jee
*Miss Joan Lawrence
*Miss Edith Lindsey
*Miss Winifred Lovell
*Miss Phyllis Pickard
*Mrs. Veronica Rez
*Miss Edith Skinner
*Miss Evelyn Slarke
*Miss Margaret Sprakes

URUGUAY:
Miss Magda Louzan
Miss Maria Julia Uruzola

USA:
Miss Emma Baumann
Miss Dorothy Beers
*Miss Dora-Louise Cockrell
*Miss Hazel Gabbard
*Mrs. Sadie Ginsberg
*Miss Beatrice Goddykoortz
*Miss Viola Thenan
Miss Graham
Miss Mayer

USSR:
Mr. Boulatov
Miss Volkova
Miss Zaloukskaia

YUGOSLAVIA:
*Mrs. Stasha Jelic
*Dr. Markovic Dragica

O.M.E.P. International Headquarters
World President Miss Bess Goddykoortz.
US Office of Information.
Department of Health, Education and Welfare.
Washington 25 D.C. USA.

Copies of this Report may be obtained from the World President
or from

The Secretary,
British National Committee of O.M.E.P.
1. Park Crescent,

Price 2/- (2/3 post free)