»Children in a Rapidly Changing World«
THE Xth WORLD ASSEMBLY OF O.M.E.P.
Stockholm, Sweden August 12-18, 1964

World Organization for Early Childhood Education
Organisation Mondiale pour l’Éducation Prescolaire
WORLD ORGANIZATION
FOR EARLY CHILDHOOD EDUCATION

OMEP
(Organisation Mondiale pour l'Education Préscolaire)

Report of the Xth World Assembly
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Children in a Rapidly Changing World
The origins of OMEP

In March 1946 when the world was still in a turmoil after the war Lady Allen of Hurtwood from Great Britain travelled in Scandinavia lecturing. She met many people interested in early childhood education, such as Miss Ella Esp (Norway), and expressed a desire for an international educational organization for young children. In Sweden she discussed with Mrs. Alva Myrdal how to create an international organization that would promote a greater understanding of young children and bring closer together those working in this field.

In July 1946 Lady Allen and Mrs. Alva Myrdal gathered together in London a group of interested people from different countries to discuss the planning of an international organization for early childhood education.

This group formed an informal Preparatory Committee which had its first meeting in UNESCO House, Paris, in November 1946 to which representatives and individuals from many countries were invited. Two outstanding educators joined the Preparatory Committee, Madame Herbinière-Lebert, a General Inspector of the Ecole Maternelle in France, and Mr. Jens Sigsgaard, the Principal of a Training College for Nursery School Teachers in Denmark. The plans to create a world organization for early childhood education were discussed in the UNESCO Assembly some days later, where members expressed agreement and warmly supported the idea.

In May 1947 a further meeting of the Preparatory Committee took place in Copenhagen.

At a meeting in May 1948 in Paris the Committee decided to send invitations to all governments, many organizations and individuals to attend a World Conference of Early Childhood Education in August 1948 in Prague to follow a World Seminar on Childhood Education organized by UNESCO at the same place. Eighteen countries from five continents were represented at this conference where lectures by leading psychologists and educators gave the basis for important professional discussions. The main task, however, was the systematic planning of the international organization. Mrs. Alva Myrdal (Sweden) was the President of this first World Assembly and became the first president of OMEP. National Committees were soon set up in 11 countries where they took up the work for early childhood education in the spirit of the Prague conference.

The second World Assembly was held in August 1949 in UNESCO House, Paris, with Lady Allen of Hurtwood (Great Britain) as President. This Assembly, where 33 countries were represented, adopted the Constitution of OMEP.

World Assemblies have since been held in the following cities:

1950 Vienna. Theme: The fundamental needs of the young child. President: Mme. Herbinière-Lebert (France).
1952 Mexico City. Theme: The social role of pre-schools. President: Mme. Herbinière-Lebert (France).
OMEP has faith in harmonious life and cooperation between people with different religious, political and racial points of view. No person, organization or country is therefore excluded from membership of OMEP by reason of race, creed, nationality, or political opinion. OMEP is able to demonstrate to the world that adults with different outlooks can work in harmony together to promote and advance a common object.

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Xth World Assembly of OMEP

The Xth World Assembly of OMEP, with Ambassador Alva Myrdal as Honorary President, was held in Stockholm, at the Swedish State School of Arts, Crafts and Design, – "Konsfackskolan" – Valhallavägen 191, August 12th to 18th, 1964. Thirty-four countries were represented by 483 registered participants and a number of distinguished guests.

The Assembly hall – "Vita Havet" ("The White Sea") – hung with the 34 national flags, had been decorated by Elsa Gullberg with beautiful many-coloured textiles, and the emblem of the Swedish National Committee on a blue background hung on the main wall. There were 16 rooms for talk-it-over and discussion groups, rooms for the World President, for Council meetings and for film displays, as well as special premises for the Congress bureau.

At the opening ceremony, members of the Stockholm Philharmonic Orchestra, conducted by Gunnar Norrby, played Swedish music by Hugo Alfvén, Lars-Erik Larsson and Hilding Rosenberg. Miss Lisa Smedberg, Chairman, welcomed the delegates on behalf of the Swedish National Committee. The World President, Dr. Åsa Gruda Skard, greeted the Assembly and spoke on Children in a Rapidly Changing World. The delegates were greeted by Mrs. Ulla Lindström, member of the Swedish Government and by Mr. Helge Berglund, member of the Stockholm City Council. After a recital by Miss Gudlaugur of Michel Quoit’s "J’aime les Gosses", Miss Schill Britta opened the exhibitions.

A get-together party was held at the "Konsfackskolan" on one of the first evenings, so that the delegates might get acquainted. Various countries contributed to the entertainment. The City of Stockholm gave a reception to delegates at the Stockholm City Hall. At the Drottningholm Court Theatre (1766) a performance, preceded by cocktails, was given of Pergolesi’s Opera Comique “Il Maestro di Musica.” A sight-seeing trip was arranged through Stockholm to the Milles art museum, and a boat tour under the Stockholm bridges followed by lunch and a visit to the open air museum "Skansen".

Study visits were organized to children’s homes, day nurseries, nursery schools, playgrounds and to a modern institution for mentally retarded children.

Five different exhibitions had been arranged at the "Konsfackskolan“: 1) special material for intellectual development, devised by Dr. Carin Ulin, 2) equipment for children’s play (up to 7 years), 3) children’s paintings and 4) books, information material, booklets, bulletins and dolls. 5) Work by the handicapped were exhibited and thus the delegates had the opportunity to buy Swedish handicraft.

32 films and filmstrips from different countries were shown.

The main lectures were followed by discussions in 16 different groups who returned to plenary session with the lecturer. There were also 16 talk-it-over-groups and participants could select which of these they wished to attend. Simultaneous interpretation from and into English and French was provided at the main lectures.

In the morning, before the opening ceremony, a Press Conference was held at which officials from all National Committees answered questions concerning the work of OMEP in their countries. Special programmes about the Assembly were given by the Swedish Radio and Television, and the Assembly received wide publicity in the daily and weekly press.
Welcome of the Swedish National Committee

Miss Lisa Smedberg.
Chairman

In the name of the Swedish National Committee of the O.M.E.P. I have the honour and the pleasure of greeting you all, welcoming you to the Xth World Assembly of the O.M.E.P. We are proud that Sweden has been chosen to act as host to this important Congress.

We extend our thanks to the Government of Sweden for the generous contribution granted us which greatly assisted us in the realization of our plans. We wish to thank the City of Stockholm for the kind invitation to the Assembly to attend a reception in our beautiful Town Hall, and for the willingness to open its institutions for study visits.

We are also grateful to the Swedish School of Arts, Crafts and Design for letting us use its modern premises where we are now gathered. This hall is known as Vita Havet – in translation The White Sea, la Mer Blanche.

During the last months, registrations to the Congress have arrived from various parts of the world, and every individual one of them has been received with great pleasure and interest. Our expectations as to the attendance were great and have been fulfilled. To-day, 300 delegates from 34 different countries are assembled here. We hope that you will all feel at home in Stockholm – yes, that each one of you will feel a warm personal welcome.

We hope that the programme which was made up in the Council in cooperation with representatives from all countries having national committees, will inspire to interesting and gainful work, and that we all may benefit by the great experience and knowledge accumulated here in the Members of the Assembly.

As regards the social activities during the Assembly, the Swedish National Committee has tried to plan a programme to the best of its ability. Sightseeing in beautiful Stockholm is well worth while, and we are anxious for you to see some of our art treasures by visiting Millesgården, the famous Town Hall and the 18th Century Royal Theatre at Drottningholm, which is unique in its kind. We also sincerely hope that our get-together-party will be an evening of joy where we can get acquainted with each other and make contacts and friends.

In the study-visits that are planned we will try to illustrate how Sweden is attempting to solve the question of the care and education of our pre-school children, both the normal and the handicapped. At this time of the year, many institutions are closed, the children are in the country, which is very regrettable for us, but lucky for the children.

Our famous author Harry Martinson says in "Aniara":

"Far out on flaming horizons
quivers an eye, a nucleus
moving in pity – the distant
star of love, magic, eternal."

"Every time it looks at the earth
a meadow springs up, and blossoms.
Pollin spreads day after day
blithely through joyful summer."

Yes, we like always to have our pre-school children in sun and summer.

What is implied by the term "Pre-school child"? The Swedish National Committee of the O.M.E.P. has always claimed that this term covers – in the home and in institutions – the entire childhood period before the entry into school age. The childhood period should be counted from birth, yes, even from before birth. The claim of the Swedish National Committee is verified by the fact that the Swedish organizations which are members of the O.M.E.P. represent activities within all the spheres of growth concerned.

Modern child psychology has taught us to distinguish between the various periods of development and has also taught us the importance of the maturing period of the very first years. Already during the first year, the basic pattern is laid for the psychic conduct of coming years. If we wish to work for an effective education as a whole we must also include an effective education for the first years of childhood.

Thus our eyes are opened not only to the importance of the various periods of development, but also to the inner continuity of development – how one period is a preparation for the next. Evolutionary and individual psychological viewpoints alone are not determinative, there are also the sociological and mental-hygienic aspects.

Varying principles of education have developed from different social conditions and different social ideals. The different nations must learn to understand each other in order to adjust themselves to each other and to attain a fruitful collaboration. This is important for the preserving of peace and good-will between individuals and between nations.

We hope that this important Assembly will contribute to the mutual understanding of our different currents of ideas, traits of character and differing customs – as a guidance to us all.

With these words I wish – once more – to welcome you all to Stockholm and to the Xth World Assembly of the O.M.E.P.
Children in a Rapidly Changing World

Åse Gruda Skard
President of OMEP

On behalf of OMEP – The World Organization for Early Childhood Education – I wish you all heartily welcome to our tenth World Assembly. I am happy to see here delegates from so many nations of the world, and I welcome to Europe the representatives of other parts of the world, from East, West and South. I want to thank from my heart the Swedish committee that has prepared our reunion, our serious work as well as our social gatherings, to thank for the great efforts in order to make this Assembly a success. I hope that I may return to this theme when we have the events of this week behind us. But I want to thank immediately the Swedish Government and the City of Stockholm for the generous hospitality we are experiencing here. I also want to give our Founder, First President and Honorary President, Mrs. Alva Myrdal.

OMEP has invited you to this Assembly to discuss the theme “Children in a Rapidly Changing World.” During the days to come we hope to have many problems connected with this theme brought up for discussion, for exchange of experiences, for the formulation of questions, and for possible answers. We shall have lectures and discussion groups, films, excursions, and exhibits to help us and inspire us. And I hope that our common concern for young children will activate every one of you to contribute your part in order to create greater insight in our world wide problem.

The world is indeed changing, and changing fast. We see some effects of such changes in this very hall. There are here present representatives of states that only recently have become independent, and there are in this world a great number of such new states. The ten years of 1950-59 brought 24 new members to the UN, the three years of 1960-63 have already added 32 new states to this common organization.

It is only this rapidly changing world that makes it possible to-day to assemble in one place representatives from so many parts of the globe. Airplanes can bring our Australian friends to us in 30 hours, our colleagues from Japan in 20 hours – journeys that would have taken many months only a century ago, and that would have prevented most of the representatives from coming to this northern capital.

Much more is happening to transform our lives, and we ask ourselves about the impact of this changing world on our young children. They certainly grow up in surroundings very different from the world their parents experienced as children, a world that is not stable at a certain stage of development, but is changing all the time. What will these changes mean in terms of milieu for growing children? What can we do to make even this changing situation good for them, so that they may develop into healthy and happy, responsible and socially conscious citizens of the world?

The rapid urbanization that is going on, the retraction of population into smaller areas, tighter quarters, and more densely populated regions is bound to have many repercussions on children’s lives. Urbanization for one thing means parents going away from the home to work, first the father, later also the mother. – Mrs. Myrdal will probably tell us much more about this situation. This will mean that the traditional mother-child relationship is changed; what will be the effect of such changes at different stages of babyhood and childhood? Many more children will need day institutions where they will meet with a great number of children their own size and age, and with adults with special training for child care. Are these nurses, nursery-school personnel, kindergarten teachers, rightly trained for present day children? Are governments, local authorities, employers, and parents conscious of the great new demands for such institutions for children whose parents both go out to work?

We might also turn the question around and look at it from another angle: How much can children of different ages stand being away from their parents? Is the mother necessary for her children? How much of her time do they need at different developmental stages? Do governments and society at large provide such conditions that the mother can be with her child (or children) enough to give them what they may need from her?

But it may not only be a question of the mother. The modern father has left home to work outside the home in plants, in shops, in communication, in offices, etc. long before the mothers started emigrating from the place of living. Recent investigations of the increasing juvenile delinquency give us some indication that this modern problem may have some connection with a lack of father-child relationship in the preschool age of the child. Maybe the man’s role in the healthy development of the child has been underrated. Maybe we should start a fight for the men’s right, the men’s rights to spend time with their children, – the men’s rights to turn down demands for extra work in order to preserve their energy for child care and play with children, the men’s right to earn prestige in society by being good fathers for their children? And that we should also discuss the men’s right to work in the nursery schools, the kindergartens, and other institutions for preschool children as welcome personnel, as good “uncles” and as male paterns for growing children?

Modern parents leave the home for another place to work. They are brought there by buses, trains, cars. The modern means of transportation and communication have changed the world at large, and the world around every single home where children grow up. We shall have a symposium to discuss problems connected with this situation. “Run out to play” has been a common word pronounced to children everywhere and at all times. But to-day, how can children run out to play when the street outside their home is crowded with traffic that is deadly dangerous, and when a throughfare through the countryside carries vehicles speeding at 100 miles an hour? Are we conscious enough of the substitutes we owe our children when they are thus deprived of their free areas, their trees for climbing, their brooks for wading, their pebbles, sand, earth, grass, flowers, animals, caves, huts, and all the free nature they had at their disposal for play ground and play material only a few years ago?

At our Assembly in Zagreb in 1960 we discussed the theme “Play – Vital for Childhood”. We may continue that subject even here. How can we provide this vital play for our children in a rapidly changing world? In London in 1962 we discussed the theme “A Happy and Healthy coming Generation.” Even this subject may run on here. How can we create the necessary conditions in a rapidly changing world for a happy and healthy coming generation?

OMEP invites you to a discussion of all these important and difficult problems appearing both in our so called “old” countries and in the developing countries. This last area of problems – children in the developing countries – will be illuminated by Mme. Ika Paul-Pont. And it is for OMEP to instigate discussion on such problems because OMEP is the World Organization charged with the responsibility for taking up questions of concern to the preschool age, the children from zero to around eight-nine years of age, and the problems relating to their mental and emotional development. OMEP has consultative status with UNESCO because it is concerned with psychological and educational problems. It has consultative status with UNICEF because it shares with this international body the interest for small children, their growth and
Welcoming Address

Mrs. Ulla Lindström
Member of the Swedish Government

On behalf of the Swedish Government I bid you welcome to Sweden as the host country for this important Assembly. This country takes a vivid interest in the problems with which you are occupied and interest in the pre-school child has been increasing in recent years. The time has passed when poverty, unemployment and tuberculosis were the most serious threat to the security of our children. The general rise in the standard of living and our family policy have contributed to levelling out the differences between families with children and those without children. This has been helped by general allowances for children, special allowances for children of widowed parents and handicapped children and by housing allowances, free meals at school, free textbooks and so on.

With increasing urbanization, more and more children grow up in towns and densely built-up areas and hectic traffic brings new risks to them. Married women are gainfully employed up to 40% which has caused increased demand to assist in the care of their children. We have attempted to make the community more friendly towards children by providing services of many kinds for the family. A keen debate is going on in Sweden concerning the right of every woman to choose a profession and combine this with harmonious motherhood. We consider that a democratic country shall accept their right to choose. It is not enough to accept this principle, they must be supported by practical service facilities. The day nurseries which receive children for all day care have a shortage of places – there is one vacancy for every thirteenth child under the age of seven. The unmarried mother is wholly dependent on the day nursery where she can place her child while she works. The Swedish Parliament, the Riksdag, last year took strong action to increase the supply of day nurseries by introducing new Government grants for institutions for child care, under municipal management. Looking ahead we see a continuous stream of women entering the labour market. The married women, who do not choose a profession, also need places where their small children under compulsory school age can play and have care for a few hours each day. Approximately 45% out of nearly one million families have one child only and these too need special care.

The care is very much the same in a nursery school or day nursery, for the personnel receive the same pedagogical training. The day nurseries are no longer some sort of social parking place. The well trained members of the staff in both institutions know how to handle a disharmonious child as well as to help the mentally retarded. The members of the staff also mean a lot to the individual homes as they have the opportunity to give advice when the mothers bring and fetch their children. We know that experience and the forming of good habits, the security or insecurity of the youngest children are factors which generate problems in regard to the teen-agers and we must not lose sight of this connection.

Institutional child care is not the only solution to the problem of women's right to choose their own way of living. The possibility for a child care allowance for mothers with small children has been discussed recently. If they are to be effective in practice they must be sufficient to compensate the mother for the care of her child. This raises
a financial problem of such dimensions that our resources have to be closely examined. These ideas are being discussed within the Government, in the “Familjeberegningsen” an expert group preparing various kinds of family services. A small nation like Sweden has a special reason to take an interest in the care of her new generation, so as to make it possible for them to develop into harmonious human beings.

This Assembly, with all its different topics on the agenda, has as its aim to further these aspects. In concluding my address of welcome I express to the participants my hope that your deliberations may be valuable and fruitful and serve their good purpose.

(Summary)

Welcoming Address
Mr. Helge Berglund  
Member of the Stockholm City Council

It is a great honour for the City of Stockholm that the tenth Assembly of the World Organization of Early Childhood Education has been placed in our city. On behalf of the City of Stockholm I bid you all welcome. I hope the Assembly will give you many new ideas and will stimulate you in your work to create happier conditions of growth for children all over the world.

The nursery school activities in Stockholm have old tradition. In 1836 an infant school was organized but the first proper nursery school in Sweden started in Stockholm in 1896 and by the end of World War Two there were 29. To-day we have 200 nursery schools with 8,800 pupils. We have special nursery schools for spastics, children with enfeebled hearing powers and for mentally retarded children. In addition we have 120 day nurseries with 5,500 places where wage earning mothers can leave their children for full day care. There are also 78 after school centres where younger school children with wage earning mothers can be cared for after their school day. We are extending our nursery schools at the rate of 12 new ones each year. In 1970 there will be 12,500 places available, which is 50% of all children between four and seven years of age.

The total cost of day nurseries, nursery schools and after school centres amounts to 39 million Swedish crowns. These activities are managed by the Child Welfare Committee of the City of Stockholm.

The City also arranges playgrounds in the parks which are run by the Park section of the Streets Committee. We have more than 100 of these playgrounds supervised by playleaders. About 40 are open all the year round and the rest are only supervised in the summer.

The City Council has approved a plan of further development which partly consists of improvements in existing playgrounds and partly an enlargement in the number of parks.

During the period 1964-1970 sixty additional playgrounds will be arranged and the number of playgrounds which are open all the year, will be increased from 39-70. Every densely populated living area with at least 500 children, is to have a playground within 400 meters distance from the living quarter. If the number of children within one area is considered to be more than 1,200, there are to be more playgrounds. In every district with more than 1,000 children there is to be at least one playground open the whole year with a hall for indoor games.

On every playground are well arranged rooms for the personnel, with lavatories both for the personnel and for the children. Also there must be rain-shelters, to avoid children being sent home when it rains and, as a matter of fact, it rains rather often here in Stockholm.

Concerning the new planning of playgrounds, we have now worked out four different standard types. The smallest type consists of an asphalted ground of 1,000 square meters with play equipment, a sandbox of 200 square meters, an enclosure for children of 200 square meters, a ground with swings of 100 square meters and a playing hall with sanitary arrangements.
Type two consists, in addition, of a ballground of 1,000 square meters, a lawn for free games of 5,000 square meters and a swing ground.

To type three is added a toy village, a gravel plan of 1,000 square meters and a natural ground of 5,000 square meters.

Type four has the same equipment as type three and in addition a pool of 300 to 1,000 square meters and a gravel ground. A playground of this type can be used by a maximum of 300 children at a time.

In built-up districts it may be difficult to get space for all these arrangements but in the new living areas the ground required is already reserved by town planning which also includes nursery schools and day nurseries.

The playgrounds in the city are highly appreciated by parents and thanks to the abundant equipment and various possibilities for play, the children are drawn from the streets into a place where they can choose different games under the supervision of a play leader.

The expenses of the city for these activities amount to about 5 million Sw. crowns a year.

Once again I bid you welcome to Stockholm. Let your discussions contribute to a brighter and better adolescence for children all over the world whom we hope will grow up in a world of cultural and material development in peace and freedom.

(Summary)

Recent Changes in Family Structure

Alva Myrdal
Ambassador, Sweden

Confronting this very knowledgeable audience, representing such high professional competence and accumulated practical experience in various fields related to the problems of the next generation, I feel obliged to start out with two apologies.

One is that now so many years have passed since I could lay any claims to being an expert in relation to any of the topics of this Congress; during the last 15 years my duties have taken me into quite different spheres of activity, and of study. My only excuse for appearing at all is that you have wanted me to and that I continue to feel such deep attachment to this organisation that I also wanted to be with you.

The second reason for being apologetic is that the subject allotted to me, Recent Changes in the Family Structure, really requires a very circumspect, scientific treatment. My excuse on this point is that I did, about eight years ago, deal with this very topic as one of social science giving the introduction to one of the sections of the Third World Congress of Sociology and leading its discussion on the subject. But what I did find at the time when inventorising the research devoted to this subject, was that science had hardly proceeded further than to pose, in rather approximate terms, the problems, adding a few bits of objective reporting on some selected situations but offering no great store-house of results, reliably to be used for guiding policies and practices. You might dig up not only my statement but also a fairly wide range of other contributions, all couched in the properly cautious terms of the social scientist, in the Volume IV of the proceedings of that Congress, dealing with Changes in the Family, my own contribution being entitled Factors in Changing Family Patterns. Even if progress in both psychology and sociology since that time has been made, it still remains true that nothing like a worldwide study or even registration of the changes has yet been completed. This is not an unfair statement if you compare with the picture of tumultuous change offering itself as study material to these sciences. May I quote:

"Who could ask for more than two world wars, a stupendous social revolution which now encompasses more than a third of mankind, an economic expansion that is outrunning all our expectations and an unforetold awakening of regions hitherto not only underdeveloped but seemingly lethargically lagging centuries behind 'ours', i.e. the Western civilization. As these changes have reached cultures of so many different hues and with such difference in their timing of change, there was certainly provided a giant laboratory for this new science which has set out to study the family. We ought to have had ample answers to our query of to-day: how does social change affect the family? Because all possible changes working on and in the family could have been observed and compared. All factors of influence could have been isolated and time sequences established. All possible hypotheses could have been tested.

It is not merely an accidental fact that family sociology has not so benefited from this rare opportunity. The tragic truth is that social science has rarely, if ever, been built up in advance so as to be able to undertake its analysis when new content offers itself. It is not even considered as having the status of a science until after drastic changes in society have occurred, sometimes playing havoc with established social
forms and values to such an extent that countervailing social action is called forth, asking for guidance from a science which then has too little knowledge to offer. Because social science has not been equipped early enough - either in terms of methodological tools or in terms of operational resources - to deal with its own substance matters that is developing in its full dynamic force.

Having given this reference, I will frankly confess that I am going to foreclose all ambitions of being scientific, omniscient or even succinct. While the humility borne out of respect for scientifically established truth at that time forced me to place everything within questionmarks I will to-day allow myself to paint a free-hand sketch, venturing to be positive and make generalisations, although they cannot be founded on much more than guesswork about what is actually happening to the social institution called Family in this period of rapid change. My remarks will, furthermore, be largely limited to what is happening in the more or less industrialized part of the world.

Let me first state what seems most wondrous at all: Man must be made of very resilient material. His environment is ever-changing. Sometimes the change is so rapid and thoroughgoing that it amounts to wellnigh total upheaval. Still, man has shown an incredible capacity for surviving psychologically - if he survives physically - both wars and revolutions. And he seems to be surviving the very thoroughgoing changes which often occur in that most immediate environmental frame of his, his personal family. No wonder then, that he is apt to survive also the transformation of the family as an institution which follows in the wake of the long-term transition of our social patterns, which is happening everywhere when the age-old society, seemingly so static, is hit by industrialization, modernization, development.

Theologians hold true, and large, there still appear to exist differences and degrees in this adaptability of man to change, in his capacity to re-create that inner frame of reference which is necessary for holding his personality together, through the vicissitudes of major changes in the external conditions. I would, however, venture a second statement of a very generalized character: that at least in our Western societies women have been hit the hardest by the changes brought about in their social conditions, while men have managed to pull through with their attitudes, their scales of values, their role image, their inner sense of security much more intact. Of course, this could form the topic of a large and deep query by itself, which would undoubtedly reveal many exceptions and variations. An interesting observation in that direction based on sociological findings, is that the masculine role seems to have been most upset in immediate post-war Germany on account both of nazism and national defeat, the dominant image of the German father as a tower of strength and moral reductio having been one of the important victims of the last war.

But at this Congress, the question most urgently to be asked is: What about the children? In how far are the children made to suffer - or perhaps profit - from the changes in family structure and family functions typical of our society in rapid transition under the signs of "modernization"? In what way could remedies be brought about by purposive policies?

It should, of course, be realized at the outset that any changes affecting the present generation will reflect themselves also in some changes in the children's world, at least in their conceptions of men's and women's roles. Perhaps the most deplorable uncertainty created in the minds of the generation now growing up is the confusion in regard to sex roles, where inherited traditions conflict with actual forms of life - where the primers still teach children to read about the father who works and women who serves. I will come back in due time to this fascinating topic. I want to stress at the outset that many of the changes brought in over the children, are not done so directly, but indirectly, through the effects of changes hitting the parents.

Regrettably, these effects are rarely studied. As a matter of fact we know very little about this interaction, due to a curious discrepancy in all research about changes in the family. I would like to quote no smaller an authority than Burgess in this context, as he has pointed out that there has been a kind of division of labour between psychology and sociology. "Research in psychology, until recently, has focused almost entirely on the child with little or no attention to the family, but studies by sociologists have been almost entirely devoted to an understanding of marriage and the family and, on the contrary, have had only a limited consideration to the child" (op. cit. p. 14). And further, "It was, perhaps, to be expected that the study of the child as an individual should precede research on the child as a member of a social group" (Ibid.).

But here to-day, it is exactly within the framework of changes as to social environment - in its widest sense - that we should focus attention on the specific fate of the young generation. For the sake of convenience we may scrutinize these relationships of changes and effects along some four different axes - although in reality they are all inter-dependent.

1) The change in cultural-moral perspective brought about by the trend to secularization, rationality, realism;
2) The change in the demographic situation of the family, when abandoning the large clan family in favour of the nuclear biological family and having to count on a much longer life-span for all individuals;
3) The change in the economic structure of the family, transforming the joint productive unit into a group of individuals with specialized functions for income-earning and income-spending;
4) The change in physical environment, encompassing a mass migration to urban households but also the introduction of a wide variety of amenity, which sever the visible connection between cause and effect, leaving us to live in an environment of "un-nature".

That last category I shall give only scant attention as I know that it will be comprehensively dealt with in a whole section devoted to this very topic. But let me remind you that the studies of how house and townplanning provide for family life, will have reached down not only into problems of labour saving, of play opportunities etc. but to the fundamental problems as to how they cater to human beings' intermittent needs of gregariousness and of solitude.

Any such categorization as the one indicated above is, of course, artificial as all changes are working themselves out in a much more complicated and dynamic, thus ever-shifting interplay of causes and effects which in turn become new causes with new effects.

But let us try - let us try to think hard, and each one of us might come up with some fresh ideas. Because I do not at all think that the last word has been said, for instance, on that first category, the one concerning the transcendental, "moral" perspective. The change towards increasing rationality - or respect for reality, if you prefer - is of course the most obtrusive one. It is also the one permeating, if not "causing" all the other ones - at the same time as it is the one we can do a minimum about. But who would believe that this would not cause conflicts and tension?

No, the trends towards modernization, towards rationality in worldly affairs must be recognized as the destiny of our time. When we know this to be true, we should have the courage of our convictions. In regard to questions about otherworldly matters we can only love our children if we frankly profess "and honest we do not know", "it cannot be known", possibly adding a personal "but I believe in". Untold harm is done to the new generations by the older ones bringing conflicting teachings to them, with remnants of pagan superstitions as when we do not ridicule horoscopes further, with preservation of some Christian rites, like the make-believe piety put on
in school-prayers, together with any number of contradictory dogmas kept alive simultaneously, e.g. about the creation of human beings through Adam and Eve or through evolution, just as with any number of contradictory norms for behaviour.

There is a range of religious and non-religious beliefs, on which children can judge all the various elements of beliefs and ethics they encounter, should – as far as I can understand – be judged as a very wholesome influence within the family and particularly beneficial to the children. For one thing, it is freeing them in their formative years of life from the tremendous pressure of tears and guilt feelings, which were inherent in the teachings of old-world religion, with its moral sanctions extending beyond the grave (and this not only in our Protestant Christianity but in Hinduism and Buddhism as well, not to speak of the spectres called forth in support of culturally correct behavior within all kinds of tribal lore).

Rationality in worldly affairs should be of no less value. The weighing of pro's and con's for various courses of action must tend to make all decision-making much more of an objective affair, and thus also one where husband-wife-children can participate on a more equilibrarian basis.

But, of course, changes are never unidirectionally beneficial. The very fact that everything in life, also within the realm of the family, loses its character of being unquestioned and unquestionable, must lead to some bewilderment, to say the least, and perhaps to a deepseated sense of uncertainty. For the educators, be they parents or teachers, it is necessary to understand, however, that raising and re-raising problems, on disputing all issues, not least those which in a traditional setting were taboo, is an absolutely inherent characteristic of our time. The cure can only be sought along the same lines: “talking these issues out” must serve to arrive at an objectivization which can only be helpful in interpersonal relations.

If any educational guidance should be sought from this realization of what is a basic feature of our time it should be a) that “science”, “object lessons” or what we call it, should be introduced very early in life, so that children become so thoroughly familiar with the “things” and the laws governing them, that they get a basic feeling of security in the material world and in their ability to manipulate it; b) that all inducements should, within the family or other closed groups, be given to freely talking about all matters, to discussing issues, both personal and impersonal ones, so that the young generation becomes accustomed to keep open “the communication lines” to a close personal environment. This will make for as happy an adjustment as possible to a future family situation of theirs and probably also to their situation generally in relation to work and life in general.

This may sound a bit too evangelical, and, as all generalizations, it is a simplification of a very complex set of problems. But I must personally confess to a deep-seated belief in the “rationality of rationality”, in the self-corrective nature of objectivity, in the self-healing character of truth. It derived strength from old Socrates as well as from many modern psychologists, not least those studying interpersonal relations according to the stimulus given by the late Harry Stack Sullivan. Children become humans through a development process which is a neverending adventure in creating a personal identity by adapting influences from others. My confessed belief is also fortified by the evidence brought forward in the scientific domain I know best, namely that of demography, where it is proven not only that more “rational” couples beget families of a size which most rationally corresponds to the given opportunities, but furthermore that these very couples, in talk and thought more “liberated” than others, also present the more stable marriage relationships, the lower divorce rates.

This provides a transition to the second category, namely the one of changes in the demographic structure. It is, contrary to the one of transcendental perspective we have just dealt with, per se, the most tangible of all. The external facts of impor-

20 tance for the family and particularly the children, are the prolongation of the individual life-span, the diminishing size of the average family, the lower age at marriage and the greater frequency of marriage, i.e. leaving a very small proportion of our adult population outside the frame of a family of their own.

Although these facts are so well-known that one is reluctant to mention them again, they are surprisingly little appreciated as to their effect on the family as a social institution.

Take the increased longevity to begin with. When remaining life expectancy at the age of 20 – or about the time people first marry – approaches 60 years – at least for women – it certainly gives a new aspect to most inherited ideas as to how to distribute our years over different phases of life. First: marriage is due to last so much longer. It is probable that even with our higher divorce rate, the actual number of years husbands and wives now stay married on an average exceeds that of some generations ago! This prolonged duration of married life has very important practical consequences.

First some points relating to the grown-ups in the family. The prolonged duration of marriage inevitably increases the risk that the partners, matched more or less well to another at one specific period in life, “out-grow” each other. Individual development may take different courses. The attitude of increased rationality, referred to above, should offer a remedy. As sociologists, e.g. Nelson Foote, have pointed out, two persons who have chosen to live together can by keeping a stimulating intercommunication line open, greatly enhance each others’ personality development. It is sheer mismanagement when this does not occur, and when particularly the individual development on part of the wife is so often stymied. This may be due to a cultural lag, an inherited lack of understanding of women’s need, and capacity, for individuality. When wives of to-day – considering their long life expectancy and their small families – can no longer bury their individuality under the role of “housewives”, their development as individuals will come more and more to the forefront. Their opportunities for using more years to outside employment will fortify this trend towards a more independent role, at 30-40 years of active life remain to them even after a “motherly” service period.” And the realization that in our societies there is a likelihood of women having to live alone as widows for a considerable number of years – six is the average in Sweden – will further strengthen the necessity for women to look upon their own life as an individual destiny. Needless to say that this will have important effects on the children at the rate it occurs – their conception of what mothers and women are – and ought to be – will be changing accordingly. But for people who are practically responsible for education and social policy, there can be no virtue in idly waiting for the effects to work themselves out. Society – from vocational schools to taxation laws – as well as the coming generation of women and men must start to visualize more clearly for what kind of world we are heading. That world is one where the role and status of women will – or could – be greatly enhanced, and where their functions will not, as still is the case, be predominately cut out to be the servants of others.

An immediate inference from the on-going demographic change is that it is sheer miscalculation if people are still brought to think of marriage and parenthood as being practically synonymous, instead of realizing that the childrearing period is becoming but a short interlude in the lives of adults. It is against this factual background that one must deplore that in this same time of ours there is a trend to make the family, its housing etc. more instead of less “child-centered”. Particularly worrying is this trend in the USA, which one can but hope is not in this sense the “land of the future,” with women being more and more separated out to suburbia filling the time with an intensive care of their children. Such a destiny is hard on the women first, but
also on the men. Less of child centration on the part of the women could provide for a lifeplan where marriage meant a much more evenly shared life of duties and pleasures, enriching all phases of the life-span.

But this tendency towards "child-centration" on the part of mothers, and to some extent the whole family, may not be beneficial to the children themselves. There exists a real risk of overprotection, caused by the fact that our family forms have not adequately adjusted to the social changes. I am going to defend rather a turn in the opposite direction: at least as an educational policy it is now time that we conscientiously prepare our children for being able to stand a certain degree of "neglect".

This is, of course, not to be taken in the literal sense. A sense of security, of belonging, is the birthright of each child we bring into this world. But, life being what it can be expected to be in modern times, there is an urgent need to help develop early a child's independence, his self-reliance, his ability to live on his own inner resources. As this, in terms of social planning, can be translated into a demand for a supplementary environment for development, alongside the home, i.e. nursery schools, I need not spell more words on it in this Conference, devoted to that very task. I might, however, stress that the nursery school must have its continuity up through the years, schools, clubs and so on, which to an increasing degree should fulfill this need for a development environment outside the home, doubly valuable because it provides for social experimentation in a peer-group - after all the most important social education we get. This should be a particular pointer to the school-systems, which now may tend to become institutionalized instruction-machines, all too easily apt to forget that one of their foremost duties is to provide for a process of maturing independence on the part of the young generation, both in relation to adults, to the outside world of material and economic reality and to the cooperative society, which the age-peers might form.

Before continuing on this theme of stressing the increased urgency of weaning the children from too great dependence on their homes, but weaning them wisely, I might mention that there is an additional reason for this in the demographic change. The dwindling size of the family means that there are few siblings in the home, few age-peers or near-age-peers. Thus in a very small family there is not so much scope for differentiation in personality roles and functions, which in turn makes the home environment a less varied one, despite any increase in the number of toys and artefacts. This constitutes a further justification for the nursery school and its educational successors as an outside supplementation of the family situation.

(Should be admitted that we have very scanty scientific foundation for any knowledge about the "inside-story" of differently sexed families. Such studies should rightly have preceded studies of the effects of differing positions within the sibling range of individual children.)

It is, however, in regard to the adolescent years that the question of "weaning" the young from the parental home and educating them for independence becomes the most acute problem. I am afraid that we are at the present time trying to stem that side which is a force of nature and cannot be stemmed without grave danger. Perhaps the danger is already here, in terms of what we call "the youth problem".

Let me here place it under the demographic aspect. Due to the increased life expectancy it is but natural that a longer period should be attributed to study and training, say up to 18 or 20 years on the average. But what is not "natural" is that economic and disciplinary dependence on the parents should continue for an equal period. Rather, the discrepancy between biological and social maturity may be one of the most fundamental causes of the so-called "youth problem," besetting so many countries just now. Or, to make the issue appear even more realistic: at the same time as we allow children and youth more "freedom", we keep them de facto longer in dependence.

How to deal with this problem in practical terms is not easy to prescribe. Psychologically independence is the first concern of education; greater economic independence may be another major consideration, where public compensation for study and training costs is beginning to provide a solution. But economic independence should, of course, not just mean obtaining more money, but earning it, even if the work consists in studying.

However, I must admit that the very presence under the parental roof during a prolonged sequence of years seems to be questionable. Unless we greatly reform ourselves, it must become synonymous with a sub-ordination situation - at the very age when the urge to independence is at its greatest, the natural upsurge is one of protest. No wonder, that the greatest source of conflict, of misunderstanding, of harsh judgements is related to the problem of sex which is besetting youth at this age. The very pattern of young and old having to live together during that period creates what in modern society must be anomalous. In some spurious, sub-conscious way we seem to deem it "fitting" that the sexlife of one generation should end when that of the next one begins. They should not be enacted under the same roof. At least we should ask ourselves whether the young people of to-day do not resent their parents being youthfully-looking, sexually active. Personally I believe that this is a psychological reality, lying at the root of much family disruptiveness in our time. Perhaps we should soon be ready to advocate a quite early separation between parents and their adolescent children! But where should they go? Are residential schools a better solution, even if we could disregard the costs involved? Or could we make do with just such changes in typical housing plans that there are created "houses within the home", that is independent quarters where privacy is respected? I must leave it to the educators and social engineers to answer. But from what we know of the changes hitting our whole social fabric with tremendous force just now, we must warn people about looking at the so-called "youth problem" as one of just nattyness in itself, as one of indifference, lack of sex morals etc. - as if the causes were lying on the side of the young.

Already at the outset I had stated that changes brought in from one side interact with others. Thus comments will tend to become repetitive. I fear that this will very much be felt when I now tackle the third category of changes, those inaugurated by the industrial revolution and since then proceeding at an accelerated pace, involving in larger and larger groups also within the as yet economically less developed countries. I have preferred to deal with some of the most potent of these changes, under previous headings, i.e. the changing role of women's work as dependant on the demographic change of extended longevity. Otherwise it must have been too boring to hear all over again how times have changed from the one when "women's place was in the home", her home-work being productive in the strict economic sense. You must also have heard a hundred times if not a thousand, how the switch from agricultural production on selfsustained farms to diversified modern manufacture has tended to impoverish the home as an environment, separating out most "work" from the reach of children. On the great number of such changes, you can yourself fill out the register much better than I can.

I would like to concentrate under this heading of economic change only on two sets of circumstances, dictating new goals for our education of the young generation and for adapting society to family values. The one has to do with the phenomenon of mobility, the other with the distribution of work functions inside the family.

The stupendous increase in geographical as well as social (class) and occupational mobility causes new patterns to be established for family relationships and also new demands on education. The fact that children tend less and less to inherit their parents' occupation is, of course, being met with increased opportunities for vocational training.
However, it is often asserted that the losses in traditions of professional ethos, directly inhibited by the young in old days of hereditary specialization may be greater than the gains made in terms of independent choice, in immunization against nepotism, etc. One conclusion seems to be clear: acquisition of such an ethos, or an "inside-feeling" of one's future occupation must now be provided by vicarious experience in different vocational environments prior to the choice of training.

As formal training, or special school certificates become more and more decisive for one's occupational future, the risk of being misplaced is a rather formidable one. Such a statement has, of course, all kinds of educational implications, from the need of setting up play situations that really give children experience, at the level of their development with materials and functions typical of various occupations, to demands that school systems provide possibilities for horizontal transfers at several levels, not only at, say, 11 plus, and for wise counselling in order to safeguard future job satisfaction.

This may look like a bread-and-butter proposition, but all the enumerated kinds of mobility have their effects on family relationships. The net result is that individuals tend to be more isolated from their childhood families. The effects fan out in a number of ways: sibling relationships among adults tend to mean much less of support (and perhaps worry) than in earlier times, the risk for a cultural "chase" between the generations becomes greater, the individuals become by and large lonelier with their own destiny, although compensation is often sought within one's own marriage, e.g. the husband seeking in his wife the "counselling" mother to whom in early times he could turn also as an adult. Again, the ongoing change demands as a countervailing force a strengthening of self-reliance, purposefully to be fostered at pace with the maturing process of the individual from early childhood years on.

There is perhaps one particular effect of a beneficial nature that deserves special mention: the loosening of the economic inter-dependence of family members (together with the rather severe inheritance tax system in many countries) must lead to much less conflict about property interests than in earlier times. Some sociologists have started to study this, but we need not much more than the testimony of novelists to know how bedevilled family-relationships in the past often were on account of interest in property, fixed to land or transferrable in funds.

Thus, there would now seem to be considerable scope for cultivating other positive values of joint interest in the modern family, if it sheds its vestiges of cramming traditions and honestly builds on the new basis of greater independence for each of its members. The only thing needed - and I know this is a tall order - is that we do not continue to blind ourselves to reality but take the family for what it is and can be, under capital changed conditions.

Nowhere does the new pattern manifest itself more clearly than in the changing distribution of functions, related to work and leisure, within the family. So much has been written and spoken about this, that I intend just to state my strong assertion, that the pace-setting middle-upper class family type, with a husband-provider (income-earner), a mother-housewifeing (income-spenders) and some children devoting long years to study and leisure, being lovingly looked after but also kept dependent, is just a social monstrosity, or at the very least, an anachronism. One Dutch sociologist has dubbed it "the counterfeit family" as it pretends that it is a closely knit unit of the type which was befitting an older era while the members have now more or less unconsciously accepted the modern social standards, with urban ways of life an job specialization which call for greater individualization, both in terms of careers and of roles.

These are strong words, but they are appropriate in regard to this image of the family, which is a falsification caused by a cultural lag or a stubborn resistance to the changes which have occurred in reality. They are justified, because the false image hinders a realization of the opportunities for happier family-relationships which do exist already in our present society and even more in a future that has prepared people for it. Briefly sketched the preconditions exist, if we recognize that marriage as such consists of sociability, and can be made into a deep experience of togetherness, that the work interests and economic productivity of both men and women can best be safeguarded by individual careers - in happy marriages "a pair of careers", further that the work necessitated within the home can with the leisure hours already now available - and still more if shortened work hours were rationally distributed - be made into a cooperative enterprise where all family members carry their share, also preparing the young ones, of both sexes, for a greater enjoyment of their practical skills and not leaving them as now with so much dead time hanging on their hands and so little satisfaction of being really needed, of making a meaningful contribution to family life. In addition, children and young people must also have another world where they belong, where they play, where they study, where they have, what is a cardinal point particularly for youth, an opportunity of a real engagement in some activities.

I do not mean to sound like an evangelist. Rather, I should talk in sorrow. Because these opportunities are not fully grasped. Any look at the statistics, filling columns with figures of the growing stream of women, not least married ones, coming out into gainful employment, demonstrates that the foundations for the family have already changed. Add to this the indisputable increase in leisure hours also for the men and the typical prolongation of labour-free years for the young, and we should realize that we have material conditions for re-creating a more adequate family pattern. That we do not do so more eagerly, but let ourselves be haggling down in outworn cliches, is a rather shameful reflection on our ability to handle human group relationships successfully. Part of the blame no doubt goes to a perhaps innocent but primitive lack of enlightenment, part of the blame goes to the commercialized information industry, which in few matters manipulates us so malevolently as in regards to family patterns and images of the roles of men, women and children. But part of the blame, of course, goes to all educators, be they parents, teachers or administrators, who rarely realize for what a different future they have to prepare the next generation.
Symposium on Children in High Houses and Crowded Streets and the Need for early Planning

Mr. Sven Stensaasen
Chairman, Norway

It is a great honour for me to be here on behalf of OMEP and welcome you all to this symposium on Children in High Houses and Crowded Streets. Our topic to-day really is an important one to take up for OMEP which, as you all know, is striving to foster happy childhood and home life in every part of the world. This means that we want to make opportunities for small children's growth and development as good as possible.

We may then ask if a world with an increasing amount of high houses and a steadily growing motorized traffic in the streets is a good one for small children to live in. Some of us think that it is not. We are of the opinion that family apartments in high blocks are creating dangerous and insecure places for small children and their parents. We also know from investigations that small children who are living in high blocks do not play as much outdoors and together with other agemates as do children who live in small houses. This is an important observation. If small children are deprived of some of their opportunities to play with other agemates, it may have ill effects on their social and emotional development. We must face this situation and try to make conditions for living safer and healthier for families who are forced to live in high blocks. We should also try to stop the building of high houses. The rapidly growing motorized traffic is making modern towns and urban areas into ghettos for small children. They are locked in by the streets and the traffic and cannot come out without adults to help.

An organization like OMEP cannot calmly look at problems as these and let things pass on without some sort of action. I think it is highly appropriate that we, the members of the OMEP family, take up these problems that the rapidly changing societies are creating for family life. We should also suggest ways out of the dilemma that modern civilization has brought upon us.

Here I want to draw your attention to the full text of our symposium to-day. It is not only: Children in high houses and crowded streets, but is also the need for early planning. We are here, I think, touching upon a key concept — the need for early planning. The planners must take small children into consideration: from the very first moment. Children are so important that they should be constantly in the planner's mind. He should consider their needs for safety, for playgrounds, for leisure time areas, etc. before action is taken to decide where the streets, the blocks, the parking space, etc. are to be built. Children shall have their share first, not be content with what is left when everybody else has got his part.

OMEP has for long been deeply interested in these matters and is now publishing an illustrated booklet called "Space for Play". This booklet is based upon a book that you already know, namely "Design for Play" by Lady Allen of Hurtwood.

To-day we gather here to have a group of specialists from various professional fields to analyse this problem for us. I am very glad to welcome the five members of the symposium.

a) Problems of Home and Families in Modern Living, Prof. Flemmie P. Kittrell, U.S.A.
b) The Responsibility of the Planner, Prof. Steen Eiler Rasmussen, Denmark.
e) The Importance of Developing Self-Reliance, Lady Allen of Hurtwood Fila, United Kingdom.

Flemmie P. Kittrell, Professor of Home Economics, Howard University, U.S.A.

Homes and families today are closely related around the world because of our rapid communication, television and radio. The neighborhoods are, therefore, becoming international. There is a need for families to see this relationship and to understand the meaning of neighborhood. The problems of war and peace are now conversational pieces in homes around the world. It, therefore, behooves us to become more fully acquainted with the needs of man around the world. This understanding should develop an appreciation, concern, and goodwill for all.
We know from abundant research that the first five years are determining factors for personality development and fullness in growth during subsequent years. However, modern environments make it difficult for children to grow up well in families. Technology has lifted burdens from our shoulders of one kind and has left burdens and problems of another kind. For example, machines do much of our work today and thereby provide more leisure for creative living. But, unfortunately, most families need education and help so as to be able to use leisure productively for human development.

Automation is another example. It has brought about loss of jobs for many breadwinners, and a re-training for new skills is moving at a slow pace in many Western areas of the world. This condition makes for frustrations and in many instances family breakdown.

Another problem that modern families face is in the area of Consumer Education. The rapid advance of science along with rapid transportation, have put many goods and services and gadgets on the market. How to differentiate between what is useful and what is not, often is a fact that can determine between health and illness.

Housing is one of our very acute problems today everywhere. WHO in its recent report says:

"After the question of keeping World Peace, Metropolitan Planning is probably the most serious problem faced by families in the second half of the 20th century. Migration of rural people to urban areas in the developing countries may soon cause disaster in terms of health (both mental and physical), sanitation and substandards in living conditions. Older and more sophisticated countries are facing similar and different problems: air pollution, noise, congestion and sub standards in living conditions. Added to these problems is still another—massive population movement throughout the world."

The USA probably leads the world in population movement. Statistics show that 20% or one out of every five families, moves each year. This means that the entire population moves, statistically speaking, over a period of five years. Population movements have problems of one kind or another and therefore, bring threats to family stability. Adequate food in quality and quantity still remains an acute problem for many of the families of the world. This problem is outstanding in Asia and in various parts of Africa south of the Sahara.

The first prerequisite to living is food. While man cannot live by bread alone, bread he must have first. A peaceful and happy world is impossible while there is hunger anywhere in the world.

Education dealing with scientific agriculture, and ways of better sharing our food production must be found now in order to keep hunger from growing rapidly in our world.

The recent campaign launched by FAO on FREEDOM FROM HUNGER called our attention dramatically to this grusome fact. Let us hope that we in leadership positions will continue to emphasize how we can and must free mankind from this awful scourge forever.

The family is a fluid organization. It is always changing from generation to generation. Our change today, however, is more rapid and more far-reaching than ever before in the history of the world. We do not know what tomorrow will bring, but we do know what we have to contend with at the present time. If we can handle our problems at the present time, sharing our knowledge and skills, — thinking through each detail — a solution will be forthcoming. The American Home Economics As-

Sociation has stated several significant competencies that homes and families everywhere should try to achieve and develop. These competencies are:

- Establish values which give meaning to personal, family and community living; select goals appropriate to these values.
- Create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- Achieve good interpersonal relationships within the home and within the community.
- Nurture the young and foster their physical, mental, and social growth and development.
- Make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- Establish long-range goals for financial security and work toward their achievement.
- Plan consumption of goods and services — including food, clothing and housing — in ways that will promote values and goals established by the family.
- Purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.
- Perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.
- Enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.
- Take an active part in legislative and other social action programs which directly affect the welfare of individuals and families.
- Develop mutual understanding and appreciation of different cultures and ways of life and cooperate with people of other cultures who are striving to raise levels of living.

Families can with effort develop competencies. These competencies should be specific objectives in our educational programs in schools and colleges and ongoing education. People will then be taught how to think rather than what to think. Knowing how to think will be our best guarantee for good living now. And, if we can have good living now as a result of vigorous thinking and planning, we can have good living for all our families tomorrow. Families with the help of Community Services can solve their problems in the midst of rapid change. For, we must remember that even in our age of rapid change, the family remains as always, central, the Corner Stone for human development.

b) The Responsibility of the Planner

Steen Eiler Rasmussen, Denmark, Professor at the Royal Academy of Art, Copenhagen

City-planning in democratic countries tries to meet the requirements of all voters. Each social group is represented by one — sometimes more — political parties that can express the wishes of the group. Yet the interests of a great number of members of a modern society are not represented by any special party, namely all those who are too young to vote.

Since this coming generation has nowhere to express its desires the planner must feel a special responsibility in planning for its needs. It is easy to see that each age group among the young has a distinct range of requirements. The planner will also note that each of these age groups has its own radius of action and its own relations to the urban traffic pattern.

I consider it practical to distinguish between four age groups.

The first consists of the very youngest, the babies who cannot move about alone, those who live in the cradle or the perambulator.
Next come the children who are confined to the immediate vicinity of the dwelling, those who have learnt to walk, but do not walk far from home. We could call them the kindergarten-children. Then we have the children who go to school, those who in Denmark live on bicycles and have a radius of action greater than that of the kindergarten-child. They can be up to twelve years.

And finally we have the teenagers, who have much greater mobility; they are fond of speed and motors, but still feel in a peculiar way bound to a rather extensive neighbourhood around the home and to local friends of their own age.

Throughout these various stages, the sphere which is one's environment, changes and grows. Thus various members of the same family may, outside their home, live in quite different circles.

The problems we discuss hardly existed in old towns. In the village or the small town the children had close contact with Nature in all its aspects. But they had also a closer contact with the adults and all their interesting doings, which they could study and copy in play. And the town itself would offer a great variety of houses, workshops, warehouse, barns, courtyards and gardens. Thus the children had plenty of space where they could do what they liked without being disturbed by the grown ups. They had their own wonderful world in the middle of the ordinary town.

But that is not possible in the modern suburb, the dormitory town, where the inhabitants seem only to sleep, eat and watch television.

How then shall we cater for our four age groups in order to compensate them for what they have lost? The first of them is the easiest to satisfy. The babies demand very little from their environment. The only persons with whom they come in contact are their parents – the mother in particular.

For the baby to live happily the mother must live in security and peace and all that we do for the mother will be of benefit to the child. If the mother has her work outside the house there must be a day nursery to which she can bring her child. And it should form a protected world for the baby, an imitation of a good home. For the child itself, there must be a sheltered spot in the open air – a balcony or a bit of a garden.

But as soon as the baby can stand on its own legs, it must have an adequate place out of doors where it can play: an infant's playground directly approached from all the adjoining houses, and near enough for the mothers to be able to keep an eye on their offspring. Preferably it should be located so that the children can reach it without having to cross a road with motor traffic.

The planner soon learns that this infant playground has many enemies. Adults without small children complain of noise although it is a fact that children absorbed in play make little noise.

The children are especially fond of the sandpit and the paddling pond. But these are difficult to keep clean enough in a town with many dogs and cats so that even the parents are often against them.

Before long the children have become too big for the little playground and the constant supervision of their mothers.

Now they want to have adventures and, preferably, to create things themselves. If you have nothing to offer them they will go out to the dangerous but fascinating roads where there are so many exciting things to hold their attention.

In the dormitory town it is not enough to provide the school children with a lawn where the boys can play football. And even the most elaborate playground with artistically designed houses and dainty little shops will soon be left alone when its possibilities for interesting play have been exhausted. The children will prefer an empty lot for its unending possibilities, a place where they can make fires and bake potatoes and where they can find some left-over boards and bricks to build with.

The right solution is in my opinion to introduce as a precinct for children what we in Denmark call a junk playground, the English an adventure playground and the Germans a Robinson playground.

Modern residential districts in large towns, the Suburbia, are generally too orderly planned to form satisfactory surroundings for children. Every square inch is utilised and kept neat and correct, nothing seems left over to chance. There is no place for unforseen activities.

In these orderly surroundings the junk playground must be kept well hidden behind trees and bushes to be the right refuge for the children and for their activity, which is very different from that of adults. The junk playground is like the dunghill in a garden, a great fertilizer, but not decorative. There is no recipe for such a playground. Improvisation is its soul. The open air field should be supplemented with a workshop and a shelter.

It must constantly be kept in mind that all that the children do is but play, not real work. They will put some boards together and pretend to build houses or boats or aeroplanes. And they will have a wonderful time with their houses, boats and aeroplanes. Thus they learn to use hammer and nails, and one day they will naturally want to use the skill they have acquired to some real purpose, to make a real house or a real boat. And they should have a chance to do so. They have now become teenagers. That means they react against the adults and all their knowing better, their advice and their orders. Still they want to be adults themselves.

They will not play any longer but make real things, real music, real life. They want to experience everything that can be experienced but with comrades of their own age.

The next step from the adventure playground and the children's workshop is therefore the youth club, where teenagers can meet and have their own social life. This is probably outside the theme we discuss. But I consider the youth club to be of the greatest importance. Just as we must not keep the children too long in the sandpit of the infants' playground but should lead them to the adventure playground, we shall also meet their later demand for more adult activities.

Thus the planner should find ample space for all the activities I have described and the different playgrounds should be integrated in the residential district right from the beginning. An infant playground should be found in every block so that no infant need cross a traffic street to come to play. The adventure playground requires much more space and should be completely surrounded with a belt of bushes and trees. It can serve several blocks and serve children who have learned to beware of traffic. Finally the youth club is an institution that if possible should be completely separated from the houses. Its members do not mind traffic, they might even prefer to come to it by the means of very noisy scooters.

Thus we in a poor and dull world should give the young people an opportunity to live an interesting life, to develop their faculties and feel free and happy.

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c) Nursery-School Playgrounds - A Family Service

_Mme. Suzanne Herbinière-Lebert, Inspector-General of Education, France_

This paper presents two solutions to the problems so clearly formulated by the President of this symposium.

1. We request that nursery-schools be built close to large conurbations (where the mean age is between 10 and 12 years) but far from main roads for the safety of the children, and their brothers and sisters who often take them to and from the nursery-school.

For the nursery-school — the first educational stage — is a necessity for all children
regardless of whether their mothers are at home or not. (Recommendations no. 53 - Geneva 1961).

The nursery-school offers to all children, that which the family environment cannot provide:

- a children's environment where they can carry on their free activities without annoying anyone;
- where they learn to adapt socially among equals, for the young child is not fitted for our adult world;
- space, of which they are deprived in small dwellings where everything has been foreseen such as space for the washing machine, for the refrigerator but not for children;
- an environment arranged to stimulate educational activities where everything is made for them and to their scale;
- teachers, genuine child specialists, who well understand all their needs and who are always ready to answer their call.

The playground is an essential part of the nursery-school. "Play – prime necessity for the child" (the theme of the Zagreb Assembly in 1960) is the natural form of children's activities. It takes up the largest part of their day and should, as far as possible, take place in the open air. It will necessitate a large space, but small children are often afraid of wide spaces.

The playground should be divided by small green hedges forming numerous enclosures for about twenty children, and in free inter-communication.

Each enclosure will be adapted for a specific activity; there will be one for sand games, one for water games, another will have apparatus for climbing, crawling, balancing, etc., one with a house having doors and windows which can be closed to provide privacy for the children using it, another with useful materials for building, and also a quiet corner where the children can rest and where the teacher can tell a story.

The playground should also have a grass criss-crossed by little meandering paths with a few bushes behind which the children can play hide-and-seek.

There should be beautiful trees and flowers so that a sense of beauty is fostered in the children, as well as small trees of suitable size on which they can climb without danger.

Finally, a small wood with an atmosphere of shadow and mystery where they can go and day-dream – or play wolf.

A straight, hard surface path would be much used by all kinds of vehicles: wagons that can be loaded and unloaded, little trucks for carrying a playmate, etc.

This path would be intersected at intervals by other paths. Marked out with signs, it would then become a traffic route on which the children can learn the rules of the road and become good pedestrians and, later on, good motorists.

There should always be some small allotments, and an animal corner with hens, rabbits, tortoises, etc., for it is necessary to bring nature to the children as there is no longer any natural scenery in the stone desert that is the city of to-day.

Let us not forget that nature is still the great teacher: she teaches us to respect life, and the daily and the seasonal cycles.

There should always be a shelter connected to the playground for rainy days. This would have a piano for singing and dancing, a little stage for puppets and dramatic games, and boards for arranging materials.

2. The nursery-school, the first stage of education, also has a social function. During the day, it is a substitute home for the increasing number of children whose mothers have outside work. It ought, therefore, to be open as long as is necessary to satisfy the needs of families under local conditions.

But for the teachers we demand an agreement which is at least as favourable as that which primary school teachers have, i.e. a maximum 30-hour working week. However, children must sometimes be looked after away from home for as long as 8 to 10 hours.

Playgrounds, remaining open after the teachers have gone, under the care of a play leader, and for the free use of families and children, would fulfil this need.

Such playgrounds would be able to accept children up to 8 years old since these children are often frustrated in playgrounds intended for older children. At this transitional age they must be able to choose between playgrounds for younger and playgrounds for older children.

It should be possible for parents to have free access to the playground, where they could perform useful services – supervising the children, caring for materials, the mending and making of toys, etc.

The presence of the parents beside the play leader will symbolise for the children the essential alliance of teacher and family, the penetration of the school environment by the family environment, which can maintain unity in the life of a child.

In this way the nursery-school would become a social and educational centre for children in the city.

We are convinced that a pre-school education thus assured of confidence and delight by parents and nursery-school teachers, can immunise our children from the aggressive feelings which run contrary to understanding among men.

So, thanks to small children, we may say with Tagore, despite our anguished world, "I will not commit the sin of losing faith in mankind".

4) Physical Planning for Play and Security

*Architect Hans Wohlin, City Building Office, Stockholm*

The physical planner is faced with two important tasks in developing residential areas. The first is to give children the greatest possible protection and security in a motorized society. The second is to create conditions for children's outdoor play, social intercourse and privacy. The two problems interface with each other. One of the means to create a safe environment lies in providing good playing conditions. But let me start from the traffic point of view.

Research has shown that there exist close connections between traffic security for children and layout of physical environment. The planner has equal opportunities of creating a safe or a dangerous environment, very often at the same cost. That means that the planner has to know when and why the children must be protected and he has to know which planning provisions create such protection. It would be of great value if the knowledge concerning the required provisions could be presented in quantitative terms based on research and measurements. The social aspects of traffic and urban planning are too often expressed in vague terms and values, even when a more exact knowledge can be obtained. A question for discussion is here: What steps should be taken to provide the planners with useful facts about children in traffic.

Here in Sweden a child psychologist, Stina Sandels, is conducting basic research on children's traffic capability. These and other studies show that children in almost every aspect differ from adults in traffic behavior and capability. Some examples:

The very littleness of the child is a great handicap in traffic. Children are often hidden in traffic, and the low height of the eyes limit their possibilities of overlooking a traffic situation. Research indicates that even the optical outfit, such as the possibility of estimating distances and speed, is underdeveloped in childhood. As to the mental maturity to master traffic problems, naturally there are various stages. There seems to
be a new stage after the first year at school and another around puberty. The pre-school child could be characterised as innocent in traffic, he can not be given any traffic responsibility. He can not play any traffic roles, he must be completely protected against vehicles. What is more: his understanding of traffic signs and of terms and expressions used in traffic education at for instance day-nurseries and schools has appeared to be extremely limited. In other words: adults should be very careful not to overestimate a child's ripeness for traffic.

Scandinavian studies of traffic accidents show that the youngest children are hurt under conditions differing completely from those under which school-children and adults are hurt. The pre-school child has mostly rushed out into a local street in the vicinity of his home. The view of the driver has very often been obstructed by other cars. In cases like this too one often talks about the human factor and forgets the physical planning. A question for discussion is here: In theory traffic segregation is a planning principle embraced by all planners. In practice, however, it is often carried out badly. What rules can in this respect be drawn up for physical planning, and how shall we guarantee the application of these rules?

In turning to my next aspect I would like to underline that the pre-school child most often appears in traffic not in the capacity of a pedestrian or a cyclist, but in the capacity of a player, unconscious of traffic danger and traffic behavior. Children judge the play value of a place from a basis of evaluation that is completely unlike that of adults. We often notice only the benefit, the damage, the risk etc. The street or the parking place perhaps provides the best (or only) playing conditions. Playing facilities must be more attractive then places which adults find "unsuitable". They must provide better playing conditions (from the child's point of view) and be handier, if they are to be able to compete with the exciting traffic environment.

The main characteristic of outdoor play is movement. During the whole pre-school age play and movement are so intimately connected with each other that we may describe almost every kind of play as movement and every movement as a kind of play. The need for movement and variation is enormous. Not to let children move is a way of tiring them out. The need of movement is intimately bound up with the important anatomical changes of the child. Opportunities of movement are in a very concrete sense opportunities of growth.

Another characteristic of the pre-school child is the limited sphere of action. From investigations we know that most outdoor play takes part in close proximity to the home, often within 150 meters from the entrance, preferably on the entrance side. Naturally longer excursions are made, but this seems to be the dominating play area. In the first few years at school the neighbourhood still plays an important part but only as an alternative amongst others. By degrees the child becomes more independent as regards locality. The desire to play under the protection of grown-ups is replaced by a great need of independence. As a third characteristic I would like to make a distinction between primary play and secondary play. Primary play has its basis in the child's own desire to play, in his own initiative and urge to activity. Secondary play is so to say killing time, at best entertainment and exercise. Conditions for secondary play are liberally offered by all of us. The substitutes for primary play are ready-made, clean, nice and expensive. They can be used in one way only. No regard is taken to the child's: "I can do it myself, I want to do it myself." In a secondary play environment the neighbourhood is "furnished" with playgrounds, according to certain minimum standards. The playgrounds are the only places where play is allowed. They in their turn are "furnished" with apparatus which to a large extent represent adults ideas of how children ought to play rather than the children's own ideas.

We want to create conditions for primary play. The children live the whole day in the home area, they move about within the whole of the free area and the whole physical environment is their world of experience. All the children's movements, discoveries, secrets and objects are not provided within a playground. Planning for the children's outdoor play is a question of the design of the neighbourhood as a whole.

For the following discussion I would like to suggest a final point for discussion namely:

Planners ought to talk in terms of play space and play environment, rather than in terms of playgrounds. What recommendations could be made to physical planners with regard to this and what is meant by conditions for primary play?

e) The Importance of Developing Self-Reliance

Lady Allen of Hurtwood, United Kingdom, Landscape Architect

I should like to concentrate on the essential things that young children under the age of 8 years need in their playgrounds or wherever they may be. These requirements are simple but are not always understood by all architects and town planners or even by parents or ourselves.

In London we recently undertook some research to try to discover what happens when young children under 5 years of age live in high blocks of flats. We were deeply distressed to find that 70% of these children living above the 3rd floor never, or only occasionally, played with other children because we had failed to provide suitable and safe play opportunities. You can well imagine the emotional disturbances that can originate in such a situation. The name of the printed report is "Two to five in high flats."

A home in a flat, high up above the ground, represents the quintessence of tight, confining planning with all space cut out. There are no dark and exiting attics, no cupboards under the stairs, no basement rooms and no back gardens where children in olden days could play together in safety, carry on their hobbies, keep pets, grow plants, experiment and explore. All this has gone for multitudes of children, for we have destroyed much that was fascinating and exciting for children in and around their homes and we must endeavour to replace some of these lost delights and mysteries.

Too many children in our crowded towns and even in our new towns are condemned to live in a harsh, stark desert of hard surfacing of stone, concrete and asphalt. His antiseptic approach kills play stone-dead. Because the upkeep is so economical I was tempted to call this situation an administrator's heaven and a child's hell. Children like disorder and delight in creating their own order out of chaos; most adults hate disorder and we are in danger of tiding our children out of existence. Children do not in the least mind being dirty; most adults hate it and so we must consider if we are going to build playgrounds for adults or for children.

I think our most important obligation is to create an environment where self-reliance can develop, where a young child can test his limbs, his senses and his brain so that they gradually become obedient to his will. He can only obtain confidence in these powers if these powers are exercised. Playgrounds should, therefore, be planned so that almost any activity can be permitted. The environment must be rich in opportunities and challenge so that a child may feel free to choose those activities which he feels able to attempt. It may be comforting to adults to know that children do not usually attempt activities beyond their powers but the challenge must be there. If during the early years a child is deprived of opportunities to educate himself, to acquire co-ordination of his limbs, his senses and his brain by trial and error, this vital ability for growth may pass for ever and a child who loses his self-confidence in himself due to lack of opportunity to experiment at his own pace may, in the end, loose his desire to be self-reliant and become fearful and withdrawn.

This is the challenge as I see it to the playground designer.
Children are noisy and boisterous and if they have nowhere to play can drive their parents, the neighbours and themselves to distraction. They must be able to experiment, to take and overcome risks and be out in the fresh air as much as possible. Playgrounds must be placed within easy distance of the homes but not too close to buildings where their noise might disturb residents. Suitable sites can only be selected at a very early stage of planning and before all the land has been eaten up with essential services, roads, car-parking etc. For after all children are more important than these inanimate things and they should have the first and not the last selection of sites.

No child can play happily and freely unless he feels secure in his setting. His mother must also feel secure and be satisfied that he is protected from outside danger. Playgrounds must, therefore, be placed away from traffic hazards, for young children are tiresome evacuees and easily stray away. This temptation can be reduced by thick planting, by carefully moulding the earth into banks and valleys.

Then there is the question of fitting playgrounds to the size of the child. They must be able to create a world of their own and not be overpowered by the immensity of high buildings. Everything within the playgrounds should be reduced in size from the adult world so that they can feel comfortable and at home in their surroundings.

They must have easy access to shelters to protect them from excessive sun and rain. Lavatories within easy reach are vital, especially when their homes are high up in a block of flats and inaccessible in an emergency. Storage space should be part of any building on the playground and children must be able to obtain drinking water. Without all these things – and how rarely do we see them – children tend to be kept indoors and denied free play with other children.

Professor Rasmussen said that playgrounds for young children must be within sight of their mothers. This has little meaning if the family home may be high up in a block of flats. The mother may be able to see her children from the window but will have no control over them when they play on the ground level – even supposing she remained permanently at her window. We are creating a nation of window watchers. Playgrounds must, therefore, be so sympathetically arranged that mothers and fathers will be tempted to sit there with their young children. This means protection from wind and draughts, comfortable seats and tables for picnics, work and shopping baskets. The children will also enjoy these things especially the tables for games and painting.

Some supervision by a play leader greatly adds to the pleasure of the playground for she will have available moveable materials such as blocks for building, trucks and trolleys, materials for painting and modelling and play will be greatly developed and enriched. Children long to take possession of things, to have them in their hands, to make something themselves, to create and to re-create. Sand and water are not enough. The mothers, too, will be thankful for a play leader so they may have even a few hours each day to develop their own interests inside the home or outside the home and be free from anxiety knowing that their children are safe and happy.

What are the basic essentials for playgrounds for young children that provide a challenging environment that will stimulate self-reliance and exploration? Hills and banks and other climbing opportunities, water, sand, building planks and tools, digging areas, undulating paths for wheeled toys and tricycles, sympathetic and varied surfacing materials, protection from winds, shrub and tree planting to play amongst, low seats and tables and some barrier to prevent children wandering away. All playgrounds for small children should be in their own scale and peaceful and beautiful, for children respond to beauty more than perhaps we know.

As landscape architect I am concerned with creating beautiful surroundings – but I also like a little chaos.
The future of the child of preschool age in countries with a low standard of living

Mrs. Ika Paul-Pont
Director of Co-ordination Service, International Afro-Asian Childhood Centre, Paris

First of all I wish to thank OMEP and its leaders for giving me the opportunity to tell you here today of the difficult problems presented by the future of the child of preschool age in countries with a low standard of living.

Although we all have our abode on this earth, in view of the discussions of the past days I am afraid that you will wonder if you are on another planet when you listen to me. For my part, listening to you in your informed discussions, I have been struck by how you bring out your differences: The German kindergarten, the English nursery school, the Scandinavian playschool, the French école maternelle; although, coming from outside as we do, it is the similarity of your achievements that is striking. That you all have met here, that you have felt the need to associate, that you have found the means to do so—this is because you know the importance of the preschool years, through all your experience gained from the years which you and your predecessors have devoted to this cause.

But despite all its good intentions and efforts, your organization is far from being as worldwide as you would wish, as testified by your nine former assemblies and the 10th, now. Allow me to say, without pointless aggressiveness or charges, and still less presuming to set myself up as critic, but as a simple observation of fact when looking at this audience: At present, this is a gathering of the white, wealthy and well-educated who, having solved their fundamental problems, split hairs on the finer details. There is no envy in this observation, but merely a sense of strangeness and a fear of wounding sensibilities too poorly prepared for confrontation with a painful situation. I say this by way of apology and find the temerity to do so through the fact that the solidarity of mankind has been incessantly reaffirmed during the past twenty years. Firstly, because distances have shrunk—a smallpox virus, starting from any country in Asia, can thank to aircraft which carry it faster and faster—kill people in Germany and England, as a recent example showed. Then, this division of the world into those who are hungry and those who cannot sleep for fear of the former is a danger to the safety of all. Finally, the sickness, misery and ignorance which we have always known in the regions of the world where we are native, we, people born between thirty degrees south and thirty degrees north, have become intolerable for the privileged rest of the world, and this after it has suffered the trial of a second war in the space of one generation.

Consequently we all of us wish that all human beings be given the same possibilities, at least at the start of their lives. And it is because this equality does not yet exist that we have assembled, we from the Argentine, Brazil, Chile, Ghana, India, Pakistan, Thailand, Uganda, Venezuela, with you who belong to Europe, Canada, the United States, Australia and Japan.

The universal declaration of the Rights of Man represented a truly revolutionary conception when, in 1789, the French revolutionaries inscribed it on the facades of their buildings in the form of Equality and Brotherhood. Now, thanks notably to the United Nations, it has become the common creed of the peoples of the earth, until, who knows, it is extended to other planets. And meanwhile, with all the technical advances and despite an undeniable more pronounced sense of human solidarity, in a world where distances are constantly shrinking, this equality in the condition of men still awaits its fulfillment in the sphere of solid realities as opposed to that of ideals. Let us see how it applies to the future of preschool children, which is our subject today.

I. Inequalities in living conditions of children of preschool age

Probably no science will ever reveal to us why we are born in one country rather than another. Nonetheless, every good fortune which we have enjoyed, as well as all those which we have missed, has depended on this geographical determinism, the luck of an immense starting draw. Let us try to illustrate this by concrete examples from the first six or seven years of the life of that individual who is the particular interest of the delegates to this Conference.

1. The facts

A human being arrives in the world in Sweden, in France, in the U.S. Suppose his mother has had a normal confinement. If he has not been born prematurely or suffers from congenital deformation, he will have every chance of weathering the dangers of the first days, the first weeks, and surviving beyond his first birthday. At each stage of his growth he will be nourished according to the needs of his body and to contemporary knowledge, and protected against the attacks of the surrounding world (i.e. its various illnesses). When he emerges from the period of passive growth he will find colored and moving objects to attract his attention and correct the clumsiness of his hands. When he is able to move around on his own, his environment will be healthy and the world he is to explore relatively free of danger, save for the neglect of the adults responsible for his care. When he definitively attains the status of biped, exploration will enrich him day by day through all the external stimulants such as the furnishings of his home, the toys—very soon of mechanical kinds—and the attentions of a family circle usually having a satisfactory level of education.

If his mother works, substitutes will be provided who have been carefully taught about the little being, his needs and the risks he runs if they are not satisfied.

Thus he arrives quite naturally at the age when the school with all its ramifications takes over on the route to his normal placement in society. Except for accidents or serious family disruptions, this privileged child will have every chance of becoming in his turn an individual useful to himself, to his country and, possibly, to the human community.

Another child enters the world on the same day in India, Iran, Senegal or Costa Rica. His mother will doubtless have been cared for by the village midwife in uncertain conditions. If all goes well, which it nonetheless does since this is after all a normal physiological event, the great battle of life will commence for him. The first condition of his existence is to survive, a chance in five in the best of cases and one in ten at the worst. Supposing his mother is able to nurse him and her milk suffices for his needs, he still has good chances. But towards the sixth or eighth month of his life the supplementary diet will be denied him and it is but poorly equipped that he must meet the attacks of an external world little suited to receive him, due to the prevalence of sickness afflicting his country, now endemic, now epidemic. It is generally agreed that malnutrition results in a predisposition to infection and also that infection can provoke or aggravate malnutrition. This interrelationship is clearly illustrated by the epidemiology of tuberculosis or by a comparison between the effects of malaria on partially immunized children enjoying good food and on children deficiently fed. As stated in a
report from the World Health Organisation (1): "To speak plainly, a large part of the nutritent intended for children goes to fatten their intestinal worms, a further part is lost through diarrhoea and a further goodly part is cancelled out by the effects of chronic infection in the recipient."

At the start of this period – from the 8th or 9th month until the fifth or sixth year – the absence of proper nutritent in the correct quantity and quality becomes the major handicap, enemy number 1 of the "poor" child. All that is harmful to him, no matter what it is, can be traced to this fact of a fatal proneness. In fact, so much so that, in macabre humour, it has been possible to confirm that in the resultant sickness if the external agent – parasite, germ or virus – plays the role of "father" then the "mother", the receptive role, is always represented by the undernourishment or mal-nutrition. These sicknesses are numerous and the list of them disharmonies in its dark prospects. Apart from those in which diarrhoea is the predominant symptom (gastro-enteritis, colitis, various mild dysenteries, etc.) there are respiratory illnesses which range from rhino-pharyngitis to double pneumonia. To continue the list of so-called common ailments, we have influenza, whooping cough, meningitis and, particularly, measles. Then there are the others which we might call, by contrast, "quaint rarities", in that a part of the world, that which makes and publishes scientific works, has got rid of them except in as far as a chance recurrence occurs: the salmonella infections (typhoids and paratyphoids), smallpox, tuberculosis, malaria, yaws, leprosy, trachoma and associated conjunctivities.

Suppose that the Indian, Iranian, Senegalese or Costa Rican child succeeds in conquering all these enemies, since there are those who survive despite all, then we cannot say that he has been better favoured than those who have succumbed. His exploration of the world around will remain limited by the lack of external stimulants, since his home which is frequently a hut or a tent is quite bare and his toys will be limited to scraps of wood, string and tin cans which his ingenuity, if he has any, may transform and his imagination give a name. The whole against a background of ignorance and family neglect, luckily always compensated by much love.

If his mother works, which is more and more common, he may be watched over by a grandmother, or an older brother or sister who will be prevented by this from going to school. But he may also be shut-up in the house or taken to his mother's workplace and forbidden to move or cause a disturbance.

Summarising, children after weaning in all these countries will be left to fend for themselves on the implied understanding: the fittest survives. The country child has in this respect a big advantage over the city child, he can hunt birds, fish in streams, fry ants, more or less from the moment when he can walk. And these practical exercises in survival will also help towards an emotional and mental development appropriate to his age.

The other phases of his life, school and after-school years, will not be more favourable for him, but these are not our province.

2. The consequences

In nearly all countries of the world, thanks particularly to the efforts of pediatricians (whose interest is concentrated primarily on nutrition and the small child), infant mortality rates are on the decline. Considerations of national prestige (and shame)

have also played a part since this figure is regarded as one of the criteria of economic and social under-development.

The combined effects of these two factors are unfortunately reduced very soon after their fine promise, in that the child which has been saved from death between birth and its first birthday may die between his first and fourth birthdays without seriously troubling the consciences of the nation or the specialists. The following figures illustrate this.4

**Expectation of life at birth and infant mortality in selected countries, for the period 1955-1958**

(Expectation of life in years, and infant mortality per 1,000 population or, for deaths before 1 year of age, per 1,000 living births.)

<table>
<thead>
<tr>
<th>Expectation of life at birth, both sexes</th>
<th>Country</th>
<th>Infant mortality rate, under 1 year</th>
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<tr>
<td></td>
<td></td>
<td>1-4 years</td>
</tr>
<tr>
<td>35-45</td>
<td>Guinea (towns)</td>
<td>180-250</td>
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<tr>
<td>45-55</td>
<td>Ivory Coast</td>
<td>120-180</td>
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<td>55-65</td>
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<td></td>
<td>Philippines</td>
<td>120-180</td>
</tr>
<tr>
<td></td>
<td>Thailand</td>
<td>120-180</td>
</tr>
<tr>
<td></td>
<td>Brazil</td>
<td>120-180</td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td>120-180</td>
</tr>
<tr>
<td></td>
<td>Argentina</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>Greece</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>Portugal</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>Yugoslav</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>Europe</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>U.S.</td>
<td>50-120</td>
</tr>
<tr>
<td></td>
<td>Canada</td>
<td>50-120</td>
</tr>
</tbody>
</table>

We can observe that in the worst and best cases the proportion is 1 to 12 as regards mortality before 1 year and 1 to 21 as regards mortality up to school age. Report from the Social Affairs Office (Population Div.).

The Colloquium, in its recommendations "How to help children of preschool age" goes much further, saying: "In the developing countries it is the children of preschool age, that are less than five years old, who present the most serious problem as regards public health. The mortality rates are very high because these children are not only exposed to the usual ailments of childhood but also to the parasitic infections and afflictions of their environment. In certain instances the death rate for children of 1-4 years of age is 40 times higher than the corresponding rate in wealthy countries."3

If we take an actual case, for example India,5 we see that of a total of 100 deaths 19.2 occurred before the age of 1 year and 18.6 between 1 and 4 years, i.e. in a period when the risk of death is practically overcome in countries of good economic development.

3. Bulletin from Bureau of Social Affairs (Pop. dept.).
4. 4-8 Aug. 1963, under auspices of International Conference on Nutrition at Lake Comol, Italy.
5. Figures for 1951, UN Demographic Year Book, p. 568.
What does this *mortality* signify for a country's economy? It is always unpleasant for the child specialist, and especially those concerned with small children, to see economists reasoning in terms of human costs. But there is hardly any other way of catching the interest of responsible politicians and planners and securing for the child the protection he needs. Calculations by A. Sauvy⁶ reveal the following:

<table>
<thead>
<tr>
<th>Period</th>
<th>Cost of period</th>
<th>Total cost of child from conception to end of period in question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Confinement</td>
<td>80</td>
<td>130</td>
</tr>
<tr>
<td>1st year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– first two months</td>
<td>16.7</td>
<td>146.7</td>
</tr>
<tr>
<td>– remainder</td>
<td>83.3</td>
<td>230</td>
</tr>
<tr>
<td>2nd year</td>
<td>105</td>
<td>335</td>
</tr>
<tr>
<td>3rd year</td>
<td>110.2</td>
<td>445.2</td>
</tr>
<tr>
<td>4th year</td>
<td>115.8</td>
<td>561</td>
</tr>
<tr>
<td>5th year</td>
<td>121.6</td>
<td>682.6</td>
</tr>
<tr>
<td>6th year</td>
<td>127.7</td>
<td>810.3</td>
</tr>
<tr>
<td>7th year</td>
<td>134.1</td>
<td>944.4</td>
</tr>
</tbody>
</table>

It is sufficient to multiply the total cost by the number of child deaths at each of these ages to appreciate the real loss, the waste of human capital in being, which results for the country concerned.

What are, then, the consequences of *malnutrition*? To quote again from the conclusions reached at the Sixth International Congress on Nutrition:

"It is estimated that at present in the group of developing countries 70% of children of preschool age suffer from malnutrition, especially as regards proteins and calories. Even when it is not fatal, malnutrition due to insufficient protein and calories jeopardizes growth and development, sometimes irreparably."

An important study of the longterm effects of "kwashiorkor" on the mental development of children is being carried out at the Nutritional Institute for Central America and Panama (INCAP) in Guatemala.

There remains the third aspect, which is *education*. It is now admitted that many non-inherent deficiencies in the adult have their cause in the neglect of the child during the important period when it forms and fixes its principal functions, that is, 2 to 6 years. Since the discovery in 1906 by Maria Montessori of responsive periods, numerous researches have been carried out and a variety of educational formulae experimented with. In principle, they seem to confirm that the needs of the child of preschool age comprise:

- the opportunity to relax, to test and make use of developing muscles
- sensory experiences and occasion to use his eyes, ears and hands in exploring his environment and all it contains, forming his relationships with space and time
- comradeship and the experience of altruism.

7. A disease, often afflicting infants, due to protein deficiency and resulting in severe liver disturbances.

The non-satisfaction of these conditions results in a seriously defective adoption of the "poor" child to his entry into school at the age of six or seven. Quite apart from the consequences which will be apparent throughout his schooltime, such as the lack of a sense of observation, clumsiness or a lack of inclination to handicrafts, a degree of inaptitude in drawing and mathematics, we can say the first year in primary school is likely to be entirely wasted.

These three categories of consequences are sufficiently serious to demand concentrated action on behalf of the child of preschool age. In that case, how can we explain the negligence from which he suffers in countries with a low standard of living? Because, with virtually only one happy exception (still too recent to allow valid conclusions to be drawn), that of India, it seems as though everywhere else the problem has not been taken up by what are called for lack of another name the national services for the child's welfare.

II. Analysis of certain efforts in aid of the child of preschool age

One of the best sources of information on achievements in respect of the 2-6-year-old group is without doubt the report published by UNESCO in 1960 under the title "Education throughout the World". Although subtitled: Teaching from the First Grade, it nonetheless contains information on establishments for the child of preschool age, known according to country as: day nurseries, play schools, nursery schools, infant schools, Montessori schools, pre-primary schools, play centres for infants, preschool centres and child welfare centres. It seems as though the exchange of information between countries and, possibly, the improvement of schemes would be considerably facilitated if agreement could be reached on the exact definition of objectives and conditions of work in these various institutions. Of the 197 countries reviewed in the report, 131 have indicated the existence of preschool establishments of one kind or another. The numbers of children benefitting are as a rule small, but all are wary of stating exactly what they represent in terms of percentages of the total preschool age group.

As one might expect, it is generally the economically advanced countries which lead as regards the numbers of children receiving proper care. Naturally enough, the smallest numbers are found in Asia and Africa.

1. Objectives and conditions in preschool institutions

The most advanced institutions are concerned with the development of the child's personality, while according the physical, affective and social aspects of this process are given as much weight as the mental aspect. Others make it a prime objective to give the child a training likely to further assist his school work (nursery schools, for example). In some rare cases it seems as though the health and the nutritional needs of the child come first.

In the countries with a low standard of living, the preschool establishment is, but for a few exceptions:

- a private enterprise, frequently denominational, in which case religious instruction is surely included in the daily scheme.
- by corollary, it is a paying school, sometimes with fees for pupils, in which case only children of families with sufficient means can attend.
- activities are based, in the classical case, on the teaching principles laid down by Montessori, Decroly or Froebel. Examples may be taken from Bolivia, Chile, Ecuador, Uruguay and throughout Latin America in general, better than in Asia.
and Africa. A good exception to be noted in this part of the world is that of Mexico, where it is officially stated that "child nurseries are concerned essentially with nutrition and health" of the child of preschool age, and further on, that "the State endeavours to extend preschool education to all children and encourages private initiative towards this goal". We could also illustrate these features by three examples taken from Africa, the Middle East and Asia, respectively.

- In Cameroon there are public or private establishments for preschool education of children between 3 and 6 years of age in the important population centres. Some of these are play schools, others nurseries. These establishments are supported by the national social services.

The private play schools are principally the result of Catholic missionary efforts. The public play schools are financed partly from the social welfare budget (teaching staff and educational materials) and partly by the local authorities (buildings, furniture, service staff). Admission is free.

The private play schools charge a fee, as regards establishments of European type (SKr 10-15 per month).

The majority of the play schools adopt European programmes. The educational methods most usually employed are those of Maria Montessori, but there are also some Decroly schools.

- In Iran the play school service, established under regulations approved on July 15, 1956 by the Supreme Council for National Education, has as its purpose the supervision of these institutions.

Play schools (koudakestans) receive children between 3 and 6 years of age. No class may exceed 25 in number. Normally the children attend three hours each day at a maximum five (two in the morning, three in the afternoon). The play school should have spacious surroundings, well-lighted and well-equipped rooms.

The "koudakestans" apply Montessori and Froebel methods. At present, four out of five play schools are private institutions whose expenses are defrayed by monthly charges paid by the parents.

- In Ceylon preschool education is no part of the national education system. There do exist, in the big cities, a few Montessori schools and nurseries but these are private, paying establishments, founded and directed by former Montessori pupils from England or India. They open at 8:30 a.m. and close at noon. The fees charged are such as to automatically exclude the vast majority of children.

2. Training of teachers

In view of the diversity of aims pursued by preprimary schools, the absence of general standards for the training of teachers and other personnel concerned with children of preschool age is not surprising.

But in the reports of the 59 countries which expressly mention the matter in the UNESCO publication "World Education" there is apparent tendency to recognise the importance of teacher training.

The economically advanced countries envisage the granting of a special diploma after a shorter or longer post-secondary school course.

Private schools in poor countries naturally follow precedent. Thus in the Cameroons the play school teachers are graduates from specialised colleges in France. They are aided by assistant teachers trained at the Centre for teaching studies under the local organisation for social assistance. The Family and Social Training Centre at Douala, run by the Soeurs du Saint-Esprit, trains social assistants and play school teachers. This centre of officially recognised and supported by the Cameroons Social Services. In Iran a special class was formed in Tehran in 1955 to provide training for teachers and training staff at nursery schools. The courses led by university professors and qualified specialists last nine months. The subjects taught are as follows: Infant hygiene and psychology, rules of conduct, drawing, handicrafts, physical training and religious instruction.

The official institutions in these countries, on the other hand, make use of the day nursery type of establishment. Their staff is insufficient in numbers and inadequately trained, particularly as regards health and nutrition, their material resources are limited and the education of the children is not given any particular attention for the most part.

3. Some common problems

Under all circumstances, as regards the status of preschool institutions in their national context, it seems as though the authors of works on the state of the small child were agreed on certain points. Of these, the most important are perhaps those concerned with health, food and more generally with physical development. But beyond these considerations, fears are also felt concerning the total personality of the child and his psychological and affective development especially. Several of the earlier conferences of OMEN have been on the theme of security and affective stability. Many works analysed in a bibliographical publication by UNESCO give evidence of similar anxieties.

An important question is to know the influence on the subsequent development of the child of the ideas which he acquires during these early years. Certain studies concerning delinquent school children would seem to indicate that their problems originate in the preschool years.

Just how is the acquisition of learning before the age of six like that during subsequent years? Is the transition made in a gradual manner or does it occur fairly rapidly? Should the preschool educational curriculum be related to the needs and immediate interests of the infant or should it prepare him for the problems of his school life? These are problems whose solution will require many more investigations.

In any case, it seems indispensable to maintain close ties between research into child development and preschool education schemes. That children under the age of six are much alike in many respects, no matter in what part of the globe they live, is proven by the parallel conclusions of researchers such as Gesell and Bühler.

On the other hand, the fact that the cultural environment exerts some influence in an area where very great similarities may be expected, i.e. locomotive development, suggests that we should be very careful. The longitudinal studies of the growth and development of the child which are being carried out in various parts of the world will certainly prove highly rewarding if their conclusions are applied to the welfare of the child of preschool age.

All researchers interested in this age group are also agreed in thinking that a close liaison with the family and particularly with the mother should be started. Very often

the preschool institution is regarded as a centre which ought to be as much for the education of the parents as of their children. Finally, it is admitted that the primary role of such an institution is to meet certain essential needs of the child, in as far as this is impossible at home (e.g. due to the mother working away from home, her lack of training or inadequacy of family resources).

But in the case where the poverty of the family is simply a reflection of the poverty of the country it is not possible to envisage action on behalf of all preschool children (and not simply for a few privileged ones)? If so, in what way and according to what criteria should it be planned? This is what we shall now try to clarify by examining the experiment planned in India.

III. The Indian experiment

The position of the child of preschool age was not regarded as a problem of national importance until 1961. A sum of SKr 30 million ($ US 6 million) having been allocated to social matters in the budget for the Third Five-Year Plan of development, a special commission was appointed at that date to examine the problem and suggest solutions for the most susceptible age group, infants up to six, and more especially for the preschool age group, defined as between three and six.

Established under the auspices of the Central Social Welfare Board and the Minister of Education, this commission was required:

- to study the features of preschool education from the following aspects:
  - teaching personnel (formally qualified or not, number of children per staff member)
  - programmes and working methods
  - premises, materials and equipment required
  - activities connected with play, rest, food, health and education,
- to propose a suitable plan to provide for the entire population of the country of preschool age during a period of 5 to 10 years, with an estimation of the costs.

In 1962 the commission submitted to the Board and the Minister a one-typed 221-page provisional report from which we cite the following extracts.

1. The facts of the problem

During the effective period of the 3rd Five-Year Plan the population of preschool age is thought to reach 40 to 45 million children.

Recall that of 100 deaths occurring in India, 18.6 are children from 1 to 4 years old. In 1956-57 the Council for Medical Research, in collaboration with WHO, made an enquiry concerning children of less than five years of age and found that 2 to 3% of these showed serious forms of malnutrition and deficiency illnesses = kwashiorkor or extreme thinness without oedema, and that 5 to 25% of the children suffered from less serious protein deficiency. The School Health Committee noted, in its turn, that a large part of the skim milk supplied by UNICEF remains unused due to defective distribution arrangements to children of preschool age.

From the family aspect, the majority of children of this age are subject to negligence as a result of the birth of one or two younger children. In urban areas, a ten-yearly survey showed that at Bombay, for example, 74% of the families lived four persons to a room.

2. Achievements

In India, as in other countries with a low standard of living, the first achievements are simply modelled on the richer countries and reserved to children of well-situated families.

Thus, kindergartens applying Froebel’s methods have been successively established, also Montessori schools which have shown great expansion during the last war through the efforts of Maria Montessori herself, who worked at Madras during this period, and infant classes opened in certain schools by the Ministries of Education in various States.

The first original idea stems from Mahatma Gandhi, who extended to the preschool age group his reform entailing schools self-financed through the handicraft of the children = the system known under the name pre-basic school.

A questionnaire comprising 236 preschool institutions was answered as follows:

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori schools</td>
<td>109</td>
<td>46.9</td>
</tr>
<tr>
<td>Nursery schools</td>
<td>15</td>
<td>6.4</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>12</td>
<td>5.1</td>
</tr>
<tr>
<td>Pre-basic</td>
<td>18</td>
<td>7.6</td>
</tr>
<tr>
<td>Mixed13</td>
<td>25</td>
<td>10.8</td>
</tr>
<tr>
<td>Others</td>
<td>16</td>
<td>6.8</td>
</tr>
<tr>
<td>Not defined</td>
<td>41</td>
<td>16.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>236</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Among the 18 States or Territories of the Federation14 some seem to be more concerned with the problem than others, as proven by the following figures:

<table>
<thead>
<tr>
<th>States</th>
<th>Number of Institutions</th>
<th>Boys</th>
<th>Number of Children</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>3</td>
<td>60</td>
<td>53</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Assam</td>
<td>9</td>
<td>513</td>
<td>551</td>
<td>1,064</td>
<td></td>
</tr>
<tr>
<td>Bihar</td>
<td>9</td>
<td>234</td>
<td>115</td>
<td>349</td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td>3</td>
<td>407</td>
<td>218</td>
<td>625</td>
<td></td>
</tr>
<tr>
<td>Gujerat</td>
<td>25</td>
<td>1,126</td>
<td>840</td>
<td>1,975</td>
<td></td>
</tr>
<tr>
<td>Kerala</td>
<td>25</td>
<td>328</td>
<td>429</td>
<td>747</td>
<td></td>
</tr>
<tr>
<td>Madras</td>
<td>10</td>
<td>131</td>
<td>159</td>
<td>290</td>
<td></td>
</tr>
<tr>
<td>Mysore</td>
<td>37</td>
<td>1,113</td>
<td>1,224</td>
<td>2,237</td>
<td></td>
</tr>
<tr>
<td>Maharashtra</td>
<td>36</td>
<td>1,057</td>
<td>983</td>
<td>2,040</td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>9</td>
<td>320</td>
<td>326</td>
<td>646</td>
<td></td>
</tr>
<tr>
<td>Manipur</td>
<td>1</td>
<td>15</td>
<td>25</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Crissa</td>
<td>8</td>
<td>184</td>
<td>116</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Punjab</td>
<td>4</td>
<td>156</td>
<td>111</td>
<td>267</td>
<td></td>
</tr>
<tr>
<td>Rajasthan</td>
<td>22</td>
<td>885</td>
<td>640</td>
<td>1,525</td>
<td></td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>5</td>
<td>362</td>
<td>236</td>
<td>598</td>
<td></td>
</tr>
<tr>
<td>West Bengal</td>
<td>29</td>
<td>1,341</td>
<td>2,353</td>
<td>3,694</td>
<td></td>
</tr>
</tbody>
</table>

**Total**                | 236                   | 8,232| 8,378              | 16,610|

13. Montessori + kindergartens, or Montessori + pre-basic, or kindergarten + pre-basic, etc.
14. Two of these: Himachal Pradesh and Pondicherry have supplied no information.
Unfortunately the report does not give details of the numbers of children affected by one or another form of all the preschool establishments in the country, the number of which is now known. A preliminary estimate puts them at 14,300 establishments and 650,000 children, which corresponds to about 16 children per 1,000 in the age group concerned and an average of 45 per establishment.

The generalization of the institution has entailed the adoption of Indian names, so that the committee has in its survey Bal Shiksha Shala, Bal Vikas Kendra, Bal Vikas Mandir and other, similar designations. The word Bal means in Hindi a child.

3. Proposed solutions

These cover most of the terms of reference of the committee and can be summarised as follows:

a) As regards localization and designation: a distinction must be made between the rural areas, in which 3 out of 4 children live, and the urban areas. The present establishments are totally inadequate due to their western orientation.

b) The pattern to follow should be Indian. Since it will be on a slight scale at the start, and in order not to invite the anathema of orthodox educationalists and pursists of preschool education, it is defined as “Minimum Standard Preschool”, thus the designations will be made uniform and Indianised: Bal Mandir in the urban area and Balwadi in the rural. In all cases the term “school” must be eliminated, this implying a call for teachers who are already insufficient to cope with needs of the following age group as represented by the schoolchild, and the concepts “nursery”, etc., fostered, which lead thoughts to the home, culture, upbringing and mothers.

c) As regards the objectives to be sought, the first task is to counter the abnormal mortality for this age group and to continue the supervision of health and nutrition started by the primary health centre, and in consultation with this centre. The next thing is to meet the specific needs of the 3 to 6-year old child which consist of making him less dependent on his family background, developing his personality and educating his mother and family in these respects. Finally he must be equipped to profitably follow the primary school he will subsequently receive.

d) As regards organization three principal aspects must be considered:

- Premises: In rural areas, huts are generally designed to protect from bad weather and keep off the sun. They do not satisfy the requirements as regards light and air of the growing child. It has been suggested both to use the verandahs (enclosed or open galleries) of the primary health centres and to have the local population construct a shelter roofed with thatch, largely open, on the grounds of the village primary school. The advantage of these arrangements is that the child will be taken to the institution either by his mother (or a neighbour) taking a younger child to the nursery reception, or by older brother or sister going to school. The premises of the various social centres are equally interesting, since the women who go to these to follow courses in domestic training do not know what to do with a child who is starting to walk and usually take him with them.

- Environment: The committee recommends the following preferences:

- Urban areas: Slum areas, in which it is always possible to reserve a clean and healthy space, notably in the context of the community redevelopment project and other slum clearance projects.

- Rural areas: Villages selected for the opening of balwadi shall have 500 inhabitants.

15. Though the School Health Committee estimates for 1961 are more modest: 300,000 children in all, representing 70% of the population of preschool age.

who must agree both to supply the land and build the accommodation without repayment.

In either case, it is necessary to provide for a playground, a garden, lavatories, a well and a septic pit. Madame Tarabai Modak, who has spent more than fifteen years in preschool education, notes: “the three latter facilities should not be sacrificed at any cost. In villages, cleanliness is vital. It is difficult to change the habits of adults but children of this age can easily be trained for the future in the desirable hygienic habits.”

Equipment and materials: It is in this respect that Indian balwadis differ from most institutions of Montessori type and Kindergartens. It seems essential to simplify and Indianise to the maximum. Tables, chairs, pictures and trestles are no part of Indian furnishing in rural areas. It will be possible to dispense altogether with the cottages, constructional telephones and pressing iron, Decroly sets, strips of gummed paper and other expensive materials, imported from the richer countries and restricted in use to the nursery schools for well-off children, not really needed by them but which could be bought with the school fees. Madame Modak reckons that the materials should be supplied as far as possible by the village itself and mentions sand, gravel, raffia, jute, cotton, as basic items, and pins, cylinders, cones, spheres, discs, cubes, blocks, beads, rods, baskets, etc., made by indigenous craftsmen.

d) As regards activities: the Report is in favour of all activities “derived” from nature and its component parts such as insects, bees, birds, animals, plants, flowers, trees, etc. It is further thought that the activities should be closely related to the living environment of the child: for example, agriculture in the plains, fishing in river or coastal areas, hunting in mountainous regions. This latter idea is borrowed from the Gandhian pre-basic schools.

In the open air the child can learn to see, to water flowers, to tend a garden, to model and to practice all the bodily acts of personal hygiene. Sleds, swings, ladders, seesaws and other implements of the kind are not indispensable, especially in a country where cement and steel, being in short supply, can be better used to build irrigation canals and make ploughshares.

Indoor activities are based on Indian materials listed in the earlier paragraph. They comprise constructional games, making pearl or shell necklaces, mosaic decorations, spinning, weaving, making baskets, etc.

Unlike children in rich countries, accustomed at a very young age to mechanical toys, Indian children, particularly in the country, have hardly ever seen such things. It is thought that the dismantling and putting together of toys with springs and screws contributes to the development of handiness as well as to mental faculties. A sub-committee has been instructed to investigate the production in India of mechanical toys at a reasonable price.

We shall not enter into the details of the problem regarding the introduction of reading and writing instruction in nursery schools. The opinion of Madame Modak is, that while such instruction would be considered useful, it must be done through different practical techniques to those employed in the primary schools, which is not the case at the present time.

c) As regards the problems concerning the health and nutrition of the child of preschool age:

Inspection of the health of the child between 3 and 6 years old falls in theory on the maternity and child welfare section of rural centres of health, but is limited in practice to a few cases for the reasons already mentioned, as well as the difficulty in all

16. T. Modak – Balwadi in rural areas. Directorate of extension and training, Min. of Food and Agriculture, New Delhi, 1958, 64 pp.
countries of including the child of this age if he is not sick. The nursery school provides just the right research context.

The Report advocates a complete medical examination prior to admission. As regards vaccinations and revaccinations, primarily included are those against smallpox, diphtheria, tetanus and tuberculosis. The training of the nursery leader should consist above all in the distinguishing of the healthy and joyous child from the dejected, depressed and sad child, who should cause one to suspect the incubation period of one of the infectious diseases or malnutrition in its early stage. She should be aware that her role is not that of a doctor but that of an intelligent and well-informed mother. Attention paid to bodily cleanliness and regular washing should allow the elimination of skin diseases and parasitic infection, and reduce the number of diarrhoea sicknesses (diabetes and salmonella).

The nursery school also represents an opportunity in the field of nutrition and food, to save the growing child from suffering from family poverty. In addition to the skim milk and vitamins supplied by UNICEF and certain other international organisa
tions, the Report recommends the use of all local products such as: lentils, groundnuts, molasses, fruits, coconut, etc. In a number of cases it will be possible to supplement the school yard with a yard containing some hens or ducks, a goat or a cow donated by the village community.

The cost of a full meal is estimated as 44 NP,17 of a light lunch as 25 NP and of a meal limited to basic ingredients as 12 NP. These figures are applicable in urban areas in particular, where products must be bought.

5 As regards initial and running costs, the Report estimates 25 children to be an ideal number per establishment. During the initial period represented by the duration of the Fourth Five-Year Plan, 1966-71, the establishment will work on a “two-shift” basis, morning and afternoon, for two different groups of children. It will be open 10 months a year, 5 1/2 days a week. The minimum equipment cost is fixed at 500 Rs and the annual budget for running costs is envisaged as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary of teacher</td>
<td>1,200</td>
</tr>
<tr>
<td>Salary of assistant teacher</td>
<td>600</td>
</tr>
<tr>
<td>Food costs for children</td>
<td>1,000</td>
</tr>
<tr>
<td>Medicine costs</td>
<td>300</td>
</tr>
<tr>
<td>Maintenance and repairs</td>
<td>300</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,500</strong></td>
</tr>
</tbody>
</table>

In addition to the community contribution of land and premises, mentioned earlier, the following institutions should contribute to the running of preschool establish
ts: Town councils (where appropriate), Zilla Parishads and Panchayats (village councils), under redevelopment projects in both cases.

During the period of the 4th Plan, the Federal Government, in the Social Affairs budget, and the governments of each of the States of Union will underwrite the major part of the running expenses.

The family will pay school fees according to its income, free attendance being assured in towns to those with less than 480 Rs per person per year, and in the rural areas to those with less than 1,500 Rs per family per year.

6 As regards teaching stuff: We finally reach the heart of problem, since if the premises, their equipment and even the money can be found with good will and the

17 Note that an Indian rupee — approx. NF 1 or SKr 1 and is divided into 100 NP.
18 Usually a probationer.
19 At 4 Rs per child per month.

co-operation of all those interested, the family being the principal party, how can one train the teachers needed to take charge of the 40 million children of preschool age?20

It is necessary, firstly, to cut out all thoughts of using first-degree teachers, which would dangerously compromise the Government education plan.

It is necessary, nextly, to make an inventory of the social manpower resources existing at village level in the framework of the community development project, and analyse their duties and activities.

It is necessary, finally, to find a fresh solution to the recruitment, training and remuneration of the staff necessary for the programme, keeping the spirit of the three fundamental objectives: the health, nutrition and better development of the personality of the child.

- **Inventory of resources:** The community development project inaugurated in India on 202, 1931 will comprise at the close of the 3rd Plan (1966) all the 500,000 villages in India. As well as other personnel, there are appointed in each village two Gram Sevikas (women leaders or village officers) whose main function is to act as clarifying intermediary between the needs of the village and the competent specialist (agronomist, engineer, doctor, vet, local official, etc.). Their activities amount to the education of women in all sectors, as do those of their male counterparts, the gram sevaks, filling the same role as regards the men of the village. Their daily problem is found in the children of preschool age which the women come to leave in their care in the morning, when going out to the fields (children who cannot yet walk generally accompany the mother and sleep in a sarj-hammock hung from the branch of a tree).

The gram sevika, anxious to be of service, usually agrees to look after the child but does not know how to keep him occupied during the time.

It is a familiar sight to see 30 to 40 children sitting gravely along the walls of the social centre, getting up from time to time to clap their hands or dance around. The gram sevikas can certainly not be blamed, since they are not equipped either with materials or training to keep the children occupied as they should be. But one of them, according to her aptitude and interest in children, could certainly be trained in this way, which the solution envisages.

- **The Bal Sevika** — The idea is that one of the two workers in the team of rural officers would devote herself exclusively to children's problems. Since the preschool age group is both particularly important and neglected, this group would be accorded preferential treatment.

The training programme for a new staff category — the Bal Sevika or children's officer — was proposed for the first time on May 13, 1960 and realised a year later.21

The task of the Bal Sevika is to be:
- a nursery teacher during half her working time
- a link between the child's family and the various institutions responsible for its well-being, these being according to its growth and development:
  - primary centre of health, between 0 and 6 yrs. of age
  - primary school, from 6 to 13-14
  - vocational training centre, from 14 to 16-18.

The knowledge acquired should therefore correspond to these various requirements, the common denominator being knowledge of childhood, as a distinct period in life.22

20 Accepting an increase to 40 of the optimum figure of 25 children per school, as advocated in the Report.
22 Vers une politique pour l'Enfance — Carnets de l'Enfance No. 2 - Director of
Bal Sevikas should be recruited at the “Intermediate” level, which corresponds to the third year of secondary school, which in turn follows the primary schooling of six years. The specialised training lasts 11 months, broken by two holiday periods of about 10 days. The curriculum includes around 40% theory, 30% practical work and 30% probation. The seven principal chapter headings are:

- Introduction (what is a child; normal growth and development from conception to puberty; somatic, psychological and religious aspects. The new children’s policy after the 3rd Plan, and its requirements. Effects of negligence on the condition of the child: infant mortality and mortality during preschool years, wastage during school age, child labour, juvenile delinquency, etc.)
- Needs of the preschool child and the nursery school as an answer to these needs.
- Needs of the new-born and children during nursing, and ways of meeting them.
- Needs of the child of school age and features of the school.
- Information on (Job) Orientation and vocational training.
- Needs of the “special” child (physically or mentally handicapped, orphans, waifs, delinquents).
- Co-ordination on inter-disciplinary aspects, administration, and the role of national and international children’s organisation.

The two first headings take up largely half the total time in theory, practical work and probation.

Proficiency is tested by examinations (one during the course and one on completion) and certified by a diploma in which the subject marking is made-up according to the percentages previously achieved in the three principal parts of the course.

Since 1961, seven training centres for Bal Sevikas have been opened and it is intended to create one in each State of the Union – one course comprises 40 to 50 trainees. In this expansion, the principal difficulties consist partly in finding instructors who can teach in clear, simple terms on the material needs of the preschool child in the programme by giving undue importance to problems which do not yet exist in the rural districts. We can take as examples of the latter, the child who wets his bed (in a country where he usually sleeps on a mat, if not on the floor itself (j)). The reason is that these problems are discussed widely in the literature of richer countries which does not, on the family deals with adequately. It seems urgent therefore to call for a team comprising general practitioners, nutritional experts, psychologists, educationalists, to prepare handbooks for use in training centres for Bal Sevikas.

Summarising, we would like to know if OMEP considers itself sufficiently strong to undertake a great and difficult problem concerning the future of the child of preschool age in developing countries. If the answer is affirmative, as we hope, we shall be pleased that you might be able to help us through your experience, which is extensive in the following matters:

- What are the fundamental characteristics of the young person between two and six years of age? What is the expression of the different stages of his intellectual maturing during these four years which represent much more than just four times twelve months in the total life of a man? Some would claim that it can represent as much as a quarter, even though the lifespan should be 80 years.


- How does preschool education meet the peculiar needs of this age (need to investigate the surrounding world, need of movement, need to grow, which become less or disappear altogether later on)?
- How does preschool education contribute to preparation for the following stage, that of the first grades at school?

This is the first group of questions, which directly qualify the second, which is equally fundamental since it deals with the training of teaching staff. It seems as though this must be conceived in three stages as far as our countries are concerned:

- the immediate stage: a question of teaching a profession which appeals to the intelligent mother, perhaps able to read and write; of giving them some basic idea of the emotional and nutritional needs of the child during a period of growth; and finally, a question of acquainting them with certain fundamental activities and showing them their relationship to the psychological development of the child.
- the intermediate stage will consist of training qualified staff recruited from an educational level corresponding in general to 9 years schooling, i.e. 6 years primary and 3 years secondary.
- finally, the final stage may be envisaged, to specialise the teaching staff so that preschool education will be first-grade education with something more (and not something less, as is the case at present).

Conclusion

The proposals for the betterment of living conditions for the child of preschool age in the countries with a low standard of living can be summarised in the following three proposals:

- the nursery school represents an efficient way of securing the welfare of an exposed age group which is difficult to reach.
- every scheme for the creation of preschool institutions benefits in general from the spontaneous support of the community, so that the financial aspect is not as serious as it seems at first sight.
- The problems of health and nutrition are at least as important as the problems of education and should receive the attention they deserve. To quote Dr M. Autret23 on this subject: “To suitably feed the child of preschool age, schemes must be organised for the distribution and production of welfare foodstuffs for the child and for the education of mothers.”

“In order to have an effect in the near future on the health of an appreciable number of children the schemes should make use of all opportunities of reaching mothers and small children in the village itself. Thus a new approach must be made through calls to women’s councils, rural training centres, Amas de Casa clubs, etc.” Various experiments have been tried in this way, such as in Tendéme (Senegal), where an attempt has been made to train leaders destined to take over nurseries24 and Madras (India) where on November 14, 1962 five hundred preschool institutions were opened under the charge of intelligent mothers, trained for these duties in a 3-month course.”

But the crucial problem remains that of sufficiently qualified personnel to meet all the needs of the preschool child and able, in their turn, to train leaders or mothers. It is in this respect that the Indian idea of the Bal Savikas\textsuperscript{25} represents an attempt which merits the attention of specialists with personal experience of the living conditions of the poor child. Since it is unacceptable that he should pay the price of the poverty and inadequacy of his family, which will one day be banished in as much as he, not having been arrested or handicapped during the critical years of his growth, will contribute to the fund of human capital of his nation, the most precious form of riches and the source of all others.

Far too few are the governments which have accorded the child his true value in plans for economic and social development of their countries and which are convinced of the interrelationship of the following three propositions:

- the harmonious development of human relations and the future of humanity depend on the social and economic development of backward countries
- the founding of human resources is a prior requirement in economic development
- for this, a start must be made with the infant from the time of conception, neglecting no stage, a useful worker being the result.

When all the logical implications of this trio are simply accepted by the leaders of the world, no country will refuse to include a children’s policy in its development plans.\textsuperscript{26}

\textsuperscript{25} J. Paul-Pont -- Child Welfare in India -- An integrated approach -- Min. of Education publication No. 688 -- Delhi 1963, pp. 118-121 -- Forward by Jawaharlal Nehru.

\textsuperscript{26} “Somehow the fact that ultimately everything depends on the human factors gets rather lost in our thinking of plans and schemes of national development in terms of factories and machinery and general schemes. It is all very important and we must have them, but ultimately, of course, it is the human being that counts, and if the human being counts, well, he counts much more as a child than as a grown up.” (Jawaharlal Nehru, Social Welfare, 1962, 9, No. 8).

Resume of the talk given by Mr. René Halconruy,
UNESCO representative

Mr. René Halconruy, after having extended greetings and best wishes on behalf of the Director General of UNESCO, referred to UNESCO’s programme of activities in the field of pre-school education and the current state of relations with OMEP under category B (“informational and consultative relations”).

He underlined the importance of the visits made by Mrs. Skard, the President, and Mrs. Herbinière-Lebert, the Vice-president, to the expert services of UNESCO in order to study problems of mutual interest. He registered his appreciation of the efforts made by OMEP since the 9th Assembly (London, 1962), especially those concerning publications, geographical expansion, the preliminary study on the professional status of nursery-school teachers undertaken by OMEP and the study into the effecting of Recommendation no. 53 concerning pre-school education which was adopted by the International Conference on Public Education (Geneva, 1961).

Mr. Halconruy drew attention to an important aspect of UNESCO’s programme which is of interest to all educationalists: This concerns the action taken, in conjunction with the International Labour Organisation (ILO) with a view to establishing an internationally standardised text on the Status of Teachers. After reviewing the main activities of UNESCO which deal with the constitution and the improvement of the teaching profession, Mr. Halconruy described the stages already accomplished by UNESCO and ILO – notably the meetings of experts (in Geneva in October 1963 and in Paris in May 1964) – in order to bring up on the international plane the question of the re-evaluation of the teaching profession. He also explained the plan to be carried out in this respect in 1965 and 1966.

In conclusion, Mr. Halconruy congratulated the governing body of OMEP for its broad outlook, as evidenced by the choice of subjects to be studied at the Congress, and hoped that the work and the findings of these congresses would be widely disseminated in many languages, and that they would penetrate deeply into the teaching profession in all parts of the world.
Report of Mrs. Suzanne Herbinière-Lebert
Vice President of OMEP, responsible for relations with UNESCO

Since its creation in 1948, OMEP has always had the benefit of the support of UNESCO without in any way detracting from its independence.

Having been responsible since 1950 for relations with UNESCO, at first as the president of OMEP, then through the commission given me by the Council in 1954, which it has seen fit to renew at every Assembly since then, I take this opportunity to thank the many persons who have shown a genuine interest in OMEP and in its representative.

This co-operation with UNESCO exists on these different levels:

1. with the various departments interested,
2. by attendance, in the role of observer, at the meetings of the Annual General Conference of the member states,
3. with the permanent committee of the NGO and by attendance at the plenary meetings of the NGO awarded the Consultative Contract A or B with UNESCO,
4. the reception of persons interested in early childhood education and sent by UNESCO for information.

Liaison with interested departments

Department of Education

This means, in the first hand, with Mr. Jean Guiot, who was present in Prague in 1948, has known OMEP since its inception and has never lost his interest.

Scholastic and higher education: Messrs. Fernig, Halconruy, and Hercik, NGO Service, Mr. Lebar, Mr. Barnes. Mr. Halconruy is the person mainly interested in our problems. We welcome his presence here at this Assembly as the delegate of the Director General of UNESCO and I would like to express our gratitude for his courtesy, his understanding of our problems and the help he has given to the full measure of his ability.

To summarise our activities:

Informational visits (Verbal complements to correspondence, consultation).

Literature (the despatch of material asked for by the various services, by the external services or by people approaching UNESCO for literature on OMEP).

The preparation of persons sent by UNESCO for information.

Representing OMEP as observer at the Annual General Conference and as member at the NGO conferences.

Specific tasks

1. Report on the activities of OMEP from 1958 to 1964

In 1963, UNESCO asked all organizations which are beneficiary under the Consultative Statute to report on activities during the last six years, giving an evaluation of the results achieved as a result of the grants from UNESCO in this period.

We have prepared this report on the activities of OMEP from 1958-1964 at the request of the World President. It was submitted in due course to UNESCO. The continuation or withdrawal of UNESCO support will depend on the examination of this report by the Executive Committee. The result is awaited with great interest.

2. Attendance at the meeting of experts responsible for establishing the Statute of the Teaching Profession

OMEP was expressly invited to this gathering which included a dozen experts from different countries and delegates from a score of interested bodies.

At the request of the Council and as delegate of the President, I have represented OMEP at all of the sessions during the two weeks of work.

At the request of the experts we presented a report giving in detail wishes of OMEP as regards the statute of nursery school teachers, which reaffirmed the conditions laid down in the Geneva Recommendation No. 53, unanimously passed by the Conference on Public Education in 1961. The text of this report was submitted, at their request, to all the experts and most of the observers present. I have drawn Mrs. Skard's attention to the new contracts made on this occasion by distributing comprehensive information on OMEP to the numerous experts and observers present there. The countries most interested included: Argentina, Egypt, Hungary, and the USSR.

Department of General Affairs, NGO section

This section, for a long time headed by Mr. Hercik, and now by Mr. Lebar, keeps us informed of all that concerns us with regard to NGO as a beneficiary under Statute B. It is to Mr. Barnes we turn when we need a conference hall in the UNESCO building for the meetings of the World Council of OMEP. We thank him for his cordial reception.

Attendance at the Annual General Conference of UNESCO (as OMEP observer)

The observers have the opportunity, under certain conditions, of being heard either in person or through the offices of the association of NGO's who unite on matters of mutual interest.

Thus it is possible to follow the life of the great international organization and it is also an opportunity to meet people from all the countries of the world (to-day 129 participate in UNESCO as compared with 65 in 1948).

The World President has made known to the President of UNESCO, through the offices of Mr. Halconruy, the desires of OMEP as regards the proposed budget of UNESCO. These viewpoints will be supported during the course of the next general conference.

Reception of visitors from various countries

Those who inquire at UNESCO about early childhood education are directed to me for information.

In this way I have been able to give information on OMEP to interested people from the following countries: The Cameroons, Columbia, Japan, Lebanon, Bulgaria, the USSR, etc.

Summary: Our relations with UNESCO are excellent. Close collaboration has been established between the General President, the various relevant services and ourselves. Thanks to the activities of our President and work she has done I believe that OMEP enjoys a position of particular consideration with UNESCO.
Report on the Work of OMEP Representatives to UNICEF
May 1963 to August 1964
Miss Marjorie L. Craig

Since the day in 1946 when UNICEF was established, millions of children have benefited from medical care, food and technical assistance. A developing awareness of the pre-school child as an educable, learning child is occurring throughout the world and also the recognition that his education involves parents and family life and the education of capable teachers. These are matters with which OMEP is deeply concerned and for which its leadership is needed throughout the world.

In May 1963 I was appointed Liaison Representative to UNICEF from OMEP with Miss Cornelia Goldsmith as my alternate. We met Dr Skard in the U.S. in September 1963 and reviewed with her our relationship with UNICEF.

Our activities can be summarised as follows:

Meetings and Reports
We have participated in the Executive Board meetings of UNICEF and in the plenary sessions and sub-committees of the Non-Governmental Organisations. We have learnt much about specific programmes in various countries, the administration of UNICEF activities and future plans. We have reviewed UNICEF reports and noted projects related to OMEP. Special material on the work of UNICEF has been sent to Chairman of all OMEP Committees for review and suggestions, and each Chairman receives UNICEF News (a monthly bulletin) and special reports of the United Nations Economic and Social Council (ECOSOC). Also sent to interested members of OMEP Committees have been a review of UNICEF publications: "A Brief Look at the Needs of Children" and "Children of the Developing Countries" published in the Journal of the National Association for Nursery Education (USA). Selected material is sent for possible review in OMEP's News Letter.

Special letters are being prepared for each OMEP Committee on some of the recent reports of UNICEF especially those dealing with the status of young children and training programmes for teachers, parents and others.

Conferences
In 1964 the UNICEF Board Meeting was held in Bangkok and the International Council of Women organised a conference on "Meeting the Needs of Children in India". Dr Lamaiangs Saradota, Assistant Director of the Institute of Child Study in Bangkok, represented OMEP. Beside the special paper presented by Dr Saradota OMEP prepared a special paper for the UNICEF Board on the education of young children. Reports on what is happening to children in Asian countries indicated tremendous difficulties but also showed encouraging trends to provide education for young children and their parents and teachers.

At the Bellagio Conference in April 1964 a group of ministers of planning, economists and authorities in various fields relating to children and youth met to discuss "Children and Youth in Development Planning". Copies of the report and OMEP's statement will be sent to each national chairman and further copies are available on demand. The Conference recommended that UNICEF in co-operation with UNESCO and specialised agencies should explore the possibility of convening a well prepared world conference on the place of children and youth in economic and social development.

Pandora's Box
UNICEF has prepared "The UNICEF Guide List Pandora: The Choice and Use of Play Materials for Group Programmes". Dr Skard prepared a critique of Pandora saying "a most valuable piece of work has been accomplished with great insight. Care has been taken to provide more ideas than directions, more inspiration than recipes. The document demonstrates the author's deep understanding of different cultures, climates and living conditions and their profound consideration for games, forms of play and activities that are traditional as well as for all kinds of play material which may be provided locally". This long and important critique was sent to UNICEF and was received with great interest and enthusiasm.

New Liaison with NGO's
Mrs. Barbey retired as UNICEF Liaison with the Non-Governmental Organizations and is now Consultant to the programme. Mrs. Mederos Gonzalez has been appointed to the position. She is well known in Latin America for her work in promoting voluntary activities. She has planned a special sub-committee of the NGO's concerned with problems of young children. We expect OMEP to take an active part in providing leadership within this committee.

Future relationship with UNICEF
One of our projects during the coming year is a study of all UNICEF supported projects which relate to early childhood education. Mr. Paté, the Executive Director of UNICEF has said "The most remarkable development in the pattern of UNICEF aid recently has been the increase in requests for the support of education". At the June Board meeting he reported that of the 208 proposals being considered by the Programme Committee, 26 were for assistance in the field of education. He believed that increasing attention should be focussed on the pre-school child since, in the view of many authorities, help to the pre-school child has a fundamental influence on his development as an adult and so on the development of the country.

Miss Goldsmith and I have had great satisfaction in helping to bring UNICEF and OMEP closer together.

(Summary)
Diarrhoeal diseases are of special concern to MCH since these diseases are a leading cause of morbidity and mortality among infants and young children in most parts of the world.

A further responsibility of MCH is to hold Expert Committees on subjects pertaining to its field, such as Maternity Care, and the Care of Well Children in Day Care Centres and Institutions. These committees have broad geographical representation as well as variety in types of specialists represented. Their reports, complete with recommendations, are useful summaries of the latest knowledge and techniques in special fields of interest and may help public health administrators, educators, and social welfare workers shape their policies.

WHO maintains close collaboration with UNICEF and specialized agencies in the field of MCH, and other non-governmental organizations, such as the International Congress of Paediatrics, the International Union for Child Welfare, the International Federation of Gynaecology and Obstetrics, and with OMEP.

My abbreviated story of MCH is certainly only a sketch of its activities, and I have not even touched on the magnitude of the health needs that have not been satisfied. The road to international health is not a main thoroughfare, by any means. There are side roads of epidemic disease, childhood malnutrition, general poverty and despair. We must follow every path that will lead to optimum physical, emotional and intellectual growth of children of every nation. The opportunities are numerous, the challenges inspiring and the results rewarding.
Exhibitions

1. Dr. Carin Ulin’s material

The exhibition of new intellectual preschool-material, the Ulin-material, aroused great interest. It was beautifully displayed by Nils Lindhoff, architect, Marguerita Brunander, preschool-teacher and Gudrun Åhlberg, artist, in accordance with Dr. Carin Ulin’s intentions. The basic value of the material was, however, pedagogic.

The following is a theoretical explanation of Dr. Ulin’s material, displayed at the Assembly.

New social conditions have made it necessary to revise the nursery school program. Mothers are, nowadays, more than ever before engaged in work away from home, housing-problems get worse, traffic increases and radio and television transmit their seemingly urgent, incessant messages from every department of human activity. All this demands new methods for the up-bringing of children, for their protection in perilous situations and against too many impressions which they do not have time to digest.

The form, colour and arithmetic-boards comprise complete series, where analysis and synthesis can be trained simultaneously, where children can get an opportunity to learn perseverance in their work and where they find joy in learning how to carry out more difficult tasks.

Colourful series of flannelogram give the children visual and dynamic experience of one social situation after another, give them an opportunity to retell the essential facts of a particular situation, and to try, on their own, to find the best solution of the problems.

The idea of the small, simple but cleverly done electro-stencilled pictures is to help children to remember observations they have made. The individual pictures can be cut out and pasted into a work-book and then used now and then for repeated observation and conversation.

Further, they are meant to give preschool-children simple and easily understood pictures of the purpose of different shops, of the life-situations of some animals as compared with the life of man, of the origin of some objects. Only a few fundamental points are included in a schedule to which the children themselves can add more details out of their own experience and out of appropriate picture-books.

The pictures are simple and cheap and so enable every child to have his own book of pictures. The pictures can also be used as basis of speech-exercises about different subjects.

One collection of large stencilled pictures shows different gymnastic movements. By stretching out their arms in different directions children learn to observe the different dimensions of the room as measured from their own body. This basic sense of direction is then used for further development of the children’s capacity in this respect.

Finally, the Ulin-material is not meant to replace the material for free play, it is an intellectual training-material.
2. Swedish toys
This material was arranged according to a child’s different stages of development. Examples were given of toys and other material suited to satisfy children’s various needs and to train their abilities, to further their sensory development – looking, listening and feeling – and to train their sense of colour and shape. Material for painting, modelling, sewing and other creative activities was also displayed.

Equipment for water play and pictures showing finger-painting illustrated children’s need of “smearing”.

Indoor and outdoor equipment for motor play, such as slides, jungle gyms etc., were exhibited, as well as material for promoting intellectual and social development and for constructive play.

Most of the toys were displayed by AB Brío, one of Sweden’s largest toy manufacturers, others by AB Skrivit, and the rest had been collected from various preschool institutions.

3. Children’s paintings
(Excerpt from speech by Miss Britta Schill at opening of exhibitions)
When arranging the exhibition of children’s paintings at the Xth OMEP Assembly the developmental aspects were the main object – not the exquisite results. Certainly we all agree that it is important that pre-school children are allowed to use paint and crayons from the very earliest stage in their development, as soon as they are able to handle them and use them.

Everybody engaged with pre-school children knows that the result to begin with is not very sensational. For a long time it is just what we call daubing and scratching. But this is the very beginning and a very important stage in the development. And even if it does take a long time, it has to be gone through before we can expect any further results.

Very often adults tend to overlook the importance of this stage. In our eyes it is just a blot of paint, scratchings on a slip of paper, resembling nothing and with no sense whatever. We do not seem to realize that the very colour and the way it is used, may have a hidden significance, that it may tell us something that the children cannot tell us in words. By means of paint and crayons they can express their feelings long before they can verbalize them. That is one reason why small children should be allowed to use these materials. It is important for their emotional well-being and development.

But painting and drawing are just as important for their intellectual development. By reproducing in colour and form children ponder over and study more closely all the impressions they get, rushing at them incessantly even though they do not understand at the very first sight. By repeating, over and over again, dim perceptions may be clarified.

The aim of the exhibition was to illustrate how the development goes on step by step and what children can achieve at different ages from 1 year up to 7. The series of drawings and paintings made by the little girl Eva, was intended to stimulate the interest in gathering monographies of children’s paintings. Such monographies can be of great value at parents’ meetings, for instance, being the very best means of demonstrating the development of their children.

Further, one series is intended to show how children work hard at reproducing the human being, from the very first “man” at 2.8 years and upwards to the age of 7. Another series shows samples of children’s efforts to reproduce animals – an equally difficult enterprise.

Last, there is one series of paintings made by children with different handicaps. To these children painting is just as important as to so-called normal children – only often so much more difficult.

In arranging the exhibition in this way we wanted to make everyone more aware of the development of children’s ability to paint. If we do realize what a long and strenuous way children have to pass in this respect, we might ourselves become more appreciative and, perhaps, we can make parents and others also more appreciative.

4. International material and dolls
National OMEP Committees all over the world brought books, pamphlets, bulletins etc. of great interest to teachers, psychologists, parents and children, and each country was given separate space for their exhibits.

UNESCO had sent large quantities of information material in various languages to be taken home by delegates. The General-Director of UNICEF, Mr. Maurice Pate, sent a special message to the Assembly.

A dolls’ parade had been arranged where many countries were represented, a colourful and gay contribution to the exhibition.

5. Work by the handicapped
Work by handicapped (epileptics and mentally retarded) were exhibited at a special stand. The delegates could buy this Swedish handicraft such as various kinds of textiles, carpets, tablecloths, napkins and scarves, as well as ceramics in the shape of bowls, plates, animals, birds, fishes etc., all produced at the institutions Stora Sköndal and Carlslund.
Talk-It-Over Groups

1. Preparation of parents for their children's entrance into school
2. Education of young children in different countries
3. Development of leadership
4. Nursery school and kindergarten-groups in hospitals
5. Academic learning of nursery school children (The Three R's)
6. Symbols and concepts
7. Schools for disturbed children
8. Children's dramatic play
9. Children's creative expression in singing and music
10. Practical introduction of foreign languages in the nursery school
11. Small children and TV
12. Small children and film
13. Education and care in day-care centres
14. The educative value of meals in the preschool
15. Handicapped children
16. Children and children's books

Leaders

Mrs. Rebecca Winton (U.S.A.)
Miss Mabel Denny (U.K.)
Dr. Alberta Meyer (U.S.A.)
Mrs. Susan Harvey (U.K.)
Mrs. A. Bassecoulard (France)
Miss Eveline Omwake (U.S.A.)
Mrs. Sadie Ginsberg (U.S.A.)
Mr. Dan Lipschütz (Sweden)
Mrs. Trude Kornthauer (Austria)
Mrs. Grethe Agatz (Denmark)
Miss Madeleine Abbadie (France)
Dr. Manfred Müller (Germany West)
Mrs. M. Embringe-Jonsso (Sweden)
Miss Britta Schill (Sweden)
Mr. Amedeo Montanari (Italy)
Miss Joan Malden (Australia)
Mrs. Tordis Ørjasæter (Norway)

Discussion Group Leaders

Mainly French speaking
Mrs. Marie Libotte-Looffe (Belgium)
Mr. Gaston Mialaret (France)
Miss Paulette Regnier (France)
Miss Yvonne Le Roch (France)
Miss Margaret Devine (U.S.A.)
Mrs. Rebecca Winton (U.S.A.)
Miss Marjorie Craig (U.S.A.)
Miss Phyllis Pickard (U.K.)
Miss Kathleen Heford (U.K.)
Mrs. Vera Čolanović-Smiljanic (Yugoslavia)
Miss Evelyn Peters (Switzerland)
Miss Laura Jacobina Lacombe (Brazil)
Dr. Manfred Müller (Germany West)
Dr. Minnie Stahl (Germany West)
Miss Thora Lund (Norway)
Mr. Jens Sigggaard (Denmark)

Mainly English speaking

English and French

Norway
Ake Skavland (Norway)

English and German

English and Scandinavian

Scandinavian

Films shown at the Assembly

(26 hours' display)

<table>
<thead>
<tr>
<th>Country</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Wirritt Wirritt</td>
<td>8 min.</td>
</tr>
<tr>
<td>Austria</td>
<td>To help the children</td>
<td>30 min.</td>
</tr>
<tr>
<td>Belgium</td>
<td>Cure de Jour</td>
<td>30 min.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Danish institutions for Children</td>
<td>25 min.</td>
</tr>
<tr>
<td>Hungary</td>
<td>Les enfants chantent</td>
<td>19 min.</td>
</tr>
<tr>
<td>Israel</td>
<td>Naan Kibutz</td>
<td>10 min.</td>
</tr>
<tr>
<td>Israel</td>
<td>Good Luck</td>
<td>6 min.</td>
</tr>
<tr>
<td>Israel</td>
<td>Road to tomorrow</td>
<td>25 min.</td>
</tr>
<tr>
<td>Italy</td>
<td>Camminando con la musica</td>
<td>30 min.</td>
</tr>
<tr>
<td>Italy</td>
<td>L'enfance, le droit de tous enfants</td>
<td>22 min.</td>
</tr>
<tr>
<td>Italy</td>
<td>Arte di piccole mani</td>
<td>15 min.</td>
</tr>
<tr>
<td>Norway</td>
<td>Askaladden og de gode hjelpere</td>
<td>16 min.</td>
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<tr>
<td>Norway</td>
<td>Karius og Baktus</td>
<td>15 min.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Playgrounds in Stockholm</td>
<td>45 min.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Playgrounds in Stockholm (Film strip, 25 pictures)</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>Children and colour</td>
<td>25 min.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Painting group 3</td>
<td>14 min.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Cutting with scissors</td>
<td>9 min.</td>
</tr>
</tbody>
</table>

A legend from the northern territory of Australia, telling how the aborigines first won the secret of making fire, with paintings based on authentic aboriginal art. Shows the medical-pedagogic work at the Vienna Special Kindergarten for all sorts of disabled children: deaf, blind, mentally defective and children with behaviour disorders. Welfare achievement - Daytime occupation provided for children during the holidays.

The musical education in Hungary.

From schools in the Kibutz Naan. Fairy-tale for children.

Nursery schools in Israel. The problem to unite different customs.

From the Montessori school in Rome.

Every child has the right to an environment according to his age and needs. Creative expression in clay modelling by pre-school children.

Puppet-film. Fairy-tale.

Puppet-film dealing with dental caries and its prevention.

Showing playgrounds with trained leaders in Stockholm for children below 15 years of age.

Ditto.

Children in pre-school institutions, experiencing colours in nature and using colours in different ways.

Development of hand activity, 2-7 years.
Study Visits to Children’s Institutions

The participants were given the opportunity of studying various children’s institutions. Group visits were arranged to 13 day-nurseries, 6 nursery-schools and 5 different playgrounds. The Research Institute on Developmental Psychology at the School of Education, Stockholm, does research work at one of the day-nurseries and one of the nursery-schools.

Two infants’ homes with education of nursery-nurses were also studied. A study visit was also arranged to a modern institution for mentally retarded children.

Towards a Summary of the Assembly

H. Gerthun Morgan

Director, Institute for Child Study, University of Maryland, U.S.A.

Our Major Influence - Individual Perceptions

The validity of human experience, the research in perception and learning, and the professional convictions of many of us all combine to indicate to us that the only meaningful summary of an experience of this nature that can possibly be made is that which will and should be made by each participant here. For each participant here cannot escape thinking over this experience and drawing various conclusions from it. While this has been an experience in Stockholm, it has also been an experience from over the world.

The members of this Assembly, coming from 34 different countries, brought many individual hopes and dreams to these sessions. Each brought his own “perceptual readiness” to participate, to learn. Each was ready to learn certain things, to hear other things, to be open to different ideas and leads. This has been a unique, personal and private experience for each person. Each person has derived his own meanings from the interactions and interrelationships here. Consequently, at least 500 conferences have occurred — and many more when one thinks of the total interactions that have occurred between the 500 conferences.

The perceptions of each of us have been influenced by our own experience and emotional histories, and by our present emotional preoccupations, and by our hopes, aspirations, dreams and directions for the future — particularly those relating to growing boys and girls. But in this experience, we have also been influenced by the notion that each of us has been deeply embedded.

And we have been influenced by more surface things, such as: “Which tram takes me to the Grand Hotel?” “How much is a krona worth in my money?” “After I leave, which bus do I take?”

We have been busy with our perceptions. Every word, trip, observation, discussion, relationship, movie, exhibit, luncheon, and presentation has had a different and unique meaning for each of us. No two of us have had the same experience, no two of us can arrive at the same meanings. And each of us must derive our own summaries of this Assembly.

It is appropriate that each of us work toward a summary. It is hoped, that in doing so, our summaries will not be confined to the sessions in these halls. In addition, each summary might well include the significance of what occurred in the courtyard, at the luncheons, on the boats, at the opera, and on the visit to City Hall. And it is hoped that each summary will recognize that the conference has occurred in the wonderful culture of Sweden, made so very open and available to us, by an amazingly gracious group of persons, the Swedish Committee. We shall be most grateful to this group forever.

The Present Task

The task at the moment, then, is not to offer a summary. Instead, the task here is to be of whatever assistance possible to assisting others in arriving at individual summaries. Perhaps some suggestions are appropriate.
Affirmations

In almost every discussion and presentation that has occurred here, some basic truisms about human beings—their growth, their behavior, their learning and their adjustment—have been stated many times as basic affirmations. Perhaps individual summaries will include some of these. Would you consider some of the following that have been expressed here?

1. The participants in this Assembly have expressed themselves with being concerned about and interested in assisting in every way possible the total becoming of human beings of all ages, of all conditions, of all nations of the world.

2. The conference has been guided by the very basic belief that the becoming of anyone human being anywhere in the world is completely dependent upon the becoming of all others in the world.

3. The position has been taken that when we fail to foster the becoming of an individual in any place in the world, we are cutting short our own becoming. We not only fail others; we fail ourselves.

4. Although said as such, in many ways, the educators of the world gathered here have accorded basic value to all human beings everywhere and have accorded unlimited faith in each human being and in the potential of each.

5. This Assembly has recognized and has, in a very basic way, operated on the assumption that every human being can be counted on to seek to be effective in the private world that is his.

6. Over and over, individuals in session here have expressed the very basic conviction that all human beings have the capacity to become more than human beings are currently becoming anywhere.

7. Also affirmed by this group is the fact that many present world situations offer only limited hope for a reasonable chance of a satisfying self-fulfillment for many human beings. The group is aware that the world at large only dimly perceives the ultimate possibilities of what human beings can become.

8. This Assembly, through the presentations and discussions that have occurred here, is fully aware that a perfectly valid body of scientific and philosophical knowledge explaining human becoming is available, and that if thoroughly used and exploited, this knowledge can change this perspective for mankind.

9. This Assembly has affirmed that individuals present here, that this organization and related organizations can change this picture, is busyly involved doing so, and will continue to do so.

It is hoped that each summary developed by individual participants in this conference might give careful consideration to the very basic affirmations stated here. Such affirmations may serve as significant guidespost for future operational behaviors and directions.

The Use of A Framework

Thousands of ideas have been shared in this Assembly. Most of us would like to capture each of these, to remember every major idea, and to work toward the fulfillment of these significant ideas in our motivation to be of greater service to growing boys and girls. At the moment, many of these ideas are “jumbled” together, many may be on the fringe of our awareness. Individuals have expressed some fear that they may not be able to remember even the major suggestions.

But we can remember them! We can recall them! We can work with them! We possess the mental equipment necessary for this—and the conveners here have the dedication necessary for it.

One way of doing this is to start with a core idea. One core idea comes from the long list of affirmations made here.

“Every human being seeks to become a fuller, more complete, creative self. Every human being seeks to have an effective impact on and relationship with the private world that is his. The process of reaching this degree of self-fulfillment is the process of learning. An individual learns, not through unfolding, but rather through interacting and interrelating. His becoming as a person depends on the quality of the interactions and interrelationships available to him.”

This orientation suggests a framework for possible use here. Each human being should have an opportunity to grow and develop in a framework that provides:

1. Warm, supporting, valuing relationships.
2. Appropriate conditions of time, space, materials, demands, expectations.
3. Wholesome experiences with careful consideration given to content, timing, richness, variety, sequence, challenge.

Through such a framework, the basic motivation to become and to reach self-fulfillment can be kept open, alive, dynamic, on-going. The same framework (or any number of other frameworks) can assist the members of this conference in recalling key ideas and concepts shared so freely here. Some selected examples follow:

A. Under the general heading of relationship, this conference has given extensive consideration to:

1. Basic changes in family structures over the world.
2. The problems encountered in maintaining emotional security in the changing family patterns of interaction.
3. The significance of the teacher as a positive influence in the lives of children, with special emphasis on this influence in the early years of children.
4. The problem of maintaining equilibrium in family relationships. (Here the Assembly focused extensively on the Adolescent.)
5. The significant changes in relationships— with child-care centers, removal from extended family ties, migratory patterns of families in many world cultures.
6. The concerns for the professional preparation of personnel to work and live with developing boys and girls.
7. The changing nature of communities and community agencies.
8. The concern for hospitalized children. (The role of the educator: the creation of hospital peer groups.)

B. Under the general consideration for conditions, this Assembly has expressed concerns in many areas, such as:

1. Nutrition, a basic problem in many cultures, often leading to physical defects, leaving individuals open to widespread attack by disease and other resulting ravages—which the world cannot afford.
2. Various other aspects of health, health services, health facilities, and preventive measures.
3. Considerable attention has been given to housing—to play areas, storage space in “high rise” apartments on the crowded floor for “skates”, “wagon’s”, other toys, for recreation areas throughout the buildings, etc.
4. Careful consideration has been given parks and playgrounds—junk playgrounds, hiding places, etc., shrubs, space, “seats for adults”, etc.
5. Creative ideas have been shared on developing playing and walking streets.
6. A need for the full expression of individuality and uniqueness in developing play areas—away from conformity and its patterned swings, slides and sandboxers.
7. The Assembly has indicated considerable surprise and general approval of what has been accomplished in a few countries through legal protection for the conditions under which children develop.

8. And the Assembly has expressed concern for maintaining the positive from the past – the recognition of an appropriate role for tradition.

C. In considering wholesome experiences for children, many quotes from this Assembly offer meaningful guidelines:

1. “An ever growing spiral of newness and richness.”
2. “Wide opportunity with challenge – a chance to stretch and grow.”
3. “Less concern for the very narrow academic achievement, more concern for the total development of children.”
4. “Freedom from the destructive pressures of asking too much too early.”
5. “Every child should have what he needs, when he needs it.”
6. “The watchword should be activity, not passivity.”
7. “Flexible opportunities, quality interactions.”
8. “Supervision, but short of direction.”
9. “Opportunity for creativity, for identity.”

Every major concept, idea, generalization, practice, or plan suggested at this conference can be organized within this (or some other) convenient frame of reference – perhaps each individual in the conference has such a useful framework. In addition, many of the guides offered in this conference can be recalled through the use of a framework. The use of a framework is a mental skill, a potential mental ability, that can serve most effectively in facilitating the efforts of individuals in arriving at summaries.

The Direction of Individual Development

In many ways, the Assembly has requested that each participant consider seriously the ideal, the “hoped for” future human being that can be produced. The conference, in a very genuine way, has ascribed some characteristics that apply to the present and some leads of the nature of the individuals that changing world conditions require for the future.

Concerns for the present:

1. Very high value should be placed on the “likeliness” of human beings everywhere – a concept often overlooked.
2. Along with this, a full recognition that the most important resource in the world is the “uniqueness” of the individual.
3. The need for a world that will not only cultivate uniqueness, but welcome it, accept it, value it and cherish it.

A world wide need for the full recognition for the development of human intelligence – the need to work with native intelligence in order to produce operational intelligence – hence the development of the rational man.

At the same time, a rather wide spread recognition that human beings may not be able to become completely rational. The Congress has recognized the significance of subconscious and unconscious forces and factors influencing human development and behavior.

The Congress has worked to identify those factors necessary for the development of “creativity” in human beings. And, along with creativity, high value has been placed on “individual freedom” (Some members of the conference will never forget the recording of the three year old, playing with blocks, but singing his own creation, “My Chicken House”, while playing)

7. The Congress has experienced, primarily through discussion and reaction, a strong plea to support the need for human beings to live fully emotionally.

8. A number of meaningful phrases have been used by individuals in the Congress from time to time to indicate the desire to develop human beings who are “happy, effective, productive, responsible and socially useful”.

Concerns for the future:

The Congress has also recognized the rate of change in cultural change on a world-wide basis gives some clues for the future direction of the becoming of human beings. These clues indicate the need for individuals who can live with “uncertainty”. Such individuals cannot be produced by a structured climate, such as in schools, where everything seems to be based on “certainty”. The conference has said:

1. We need to produce individuals with extensive coping and adaptive capacities.
2. We need to produce individuals who will seek, welcome and relish the unknown.
3. We need to develop individuals who can live comfortably without specific models, specific answers, and specific directions.
4. We need to find ways of equipping individuals with the necessary skills to live “comfortably and excitingly” with the unknown – individuals who can handle ambiguity comfortably.

Obviously, such individuals are not being produced in large numbers. The world will not do, according to the participants gathered here, as long as adults over-organize, over-structure, over-answer the basic curiosity and self seeking discovery of growing children.

A Need To Check Our Perceptions

Many Assembly participants have remarked that our perceptions about children may be wrong, because we are influenced by our own childhoods which many refer to as the “good old days”. Our children do not have these times to which they may refer. It is entirely possible that they find the present world a wonderful and exciting place in which to live. Children may not perceive the present world as do many participants gathered here.

As we arrive at our individual summaries, and as we derive the many meanings from this conference that will be unique for each of us, it might be well to check our meanings against those meanings that children are deriving.

We will need to listen to children and hear what they are saying.

We will need to watch children and learn to see what they are doing.

We will need to feel with children and sense what they are experiencing.

This may demand new skill and ability for many of us. Such abilities seem to be greatly needed and the reward for developing them will far exceed the effort required by any one of us.

As we work toward our summaries, it will be well to check these with growing boys and girls – what they are working on, what they are up against, and what their assets are. Our summaries, our meanings from this Assembly can be greatly enhanced!

It is hoped that each participant will work seriously at deriving meaning from this Assembly – and that each will take a long time in doing so. If each can do so, the exciting and valuable part of this conference lies ahead – well into the future. The seeds of meanings that will contribute to each participant's growth in being of more significant service to children are available in this Assembly. The Assembly has asked of each of us, rather specifically:

“How significant do you wish your life to be?”
List of Participants
(*denotes official delegates)

Representative of UNESCO:
Mr. René Halconruiy, France
Mrs. Grace Holmes Barbey, U.S.A.
Dr. Wiktoria Winnicka, Switzerland

Representative of UNICEF:

Representative of WHO:

ARGENTINA:
Mr. G. J. Pomar

 AUSTRALIA:
*Mrs. K. Cardno
*Mrs. M. Folkl
*Miss J. Fry
*Miss H. Harrison
Mrs. N. Johnston
Miss D. Macdougal
*Miss J. Malden
*Miss J. Patterson
*Miss M. Pearse
*Miss M. Penhalluriack

ARGENTINA:
Mrs. F. Perny
Miss E. Petriczcek
*Mr. R. Petriczcek
*Mrs. J. Postie
Mr. H. Postie
Mr. A. Raab
*Mrs. K. Raab
Mrs. E. Rosenberger
Mr. F. Rosenberger
Miss E. Schreibleis
Miss F. Schuster
Mrs. E. Schollenbauer
Mrs. P. Snejkal
Mrs. A. Walter

AUSTRALIA:

BAHAMAS:
Miss N. d'Ellinger

BELGIUM:
*Miss A. Bervoets
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Miss A. Hambruyck
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Miss A. Mertens
*Miss E. Poncin
Mr. J. Thomsin
*Mrs. L. Vanden Bergh
*Mrs. R. Yerganian-Waterloos

BELGIUM:

CANADA:
*Miss D. Crawford
*Miss E. Stapleford
*Miss J. Tryon
*Mrs. M. Tryon

CHILI:
Miss E. Bitran
*Mrs. M. Huici

CZECHOSLOVAKIA:
Miss M. Bartušková

DENMARK:
Mrs. G. Agatz
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Mr. O. Skjerbæk
Mrs. K. Sørensen
Miss K. Sørensen

EGYPT:
Mrs. Z. Girgis

FINLAND:
Miss M. Brummer
Miss P. Honkanen
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Mrs. A. Ruuskanen
*Miss R. Taulamo
Mrs. S. Valli

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Mrs. R. Aitelli
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Mrs. M. Allioud
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Miss E. Peters
Mrs. W. Winiacka

THAILAND:
Mrs. S. Thiphaphimetha

UGANDA:
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Mrs. C. Winston
*Mrs. R. Winton
Miss M. Yuraszk
Miss A. Zimmer

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Mr. H. Quijada
Mrs. C. Quijada
Miss E-L. Vegas
Mrs. A. de Villarroel
Mr. D. Villarroel

YUGOSLAVIA:
*Mrs. B. Cilenšek
*Mrs. V. Čolanoič-Smiljančič
*Mrs. S. Jelić
*Mrs. S. Sagadin
*Mrs. O. Vipotnik
Composition of World Council of OMEP
August 1964

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Miss Ella Esp
Mrs. Suzanne Herbinière-Lebert
Mrs. Alva Myrdal
Mr. Jens Sigsgaard

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**Vice Presidents**
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for Europe, Africa, and the Near East: Mrs. Suzanne Herbinière-Lebert, France
for Middle Europe, particularly German-speaking people: Dr. Ernst Kotthauer, Austria
for North and South America: Dr. Amy Hostler, U.S.A.
for the Pacific Area, the Far East and Australia: Mrs. S. B. Denton, Australia

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Mrs. Marie Libotte-Loffet, Belgium

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Miss Lisa Smedberg, Sweden
Mrs. Marie Libotte-Loffet, Belgium
Mrs. Staša Jelić, Yugoslavia
Mr. Jens Sigsgaard, Denmark

**Editor of Newsletter**
Miss Phyllis Pickard, U.K.

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### National Committees

<table>
<thead>
<tr>
<th>Country</th>
<th>Chairmen and Deputies</th>
<th>Address</th>
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<tbody>
<tr>
<td>Australia</td>
<td>Mrs. S. B. Denton</td>
<td>Australian Pre-School Association, Acton Offices, Canberra City or 214, Cross Roads, Unly Park, S.A.</td>
</tr>
<tr>
<td></td>
<td>Miss Hazel Harrison</td>
<td>5, The Park, London N. W. 11., England</td>
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<tr>
<td>Austria</td>
<td>Dr. Ernst Kotthauer</td>
<td>Wien 1, Schottenring 24/IV/411</td>
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<td>Mrs. Trude Korntheuer</td>
<td>Wien 15, Siebenreihengasse 17</td>
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<tr>
<td>Belgium</td>
<td>Miss Alice Clare</td>
<td>156 Avenue Winston Churchill, Bruxelles 18</td>
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<tr>
<td></td>
<td>Mrs. Marie Libotte-Loffet</td>
<td>248 rue de la Belle Jardinière, Angleur</td>
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<tr>
<td>Brazil</td>
<td>Miss Laura Jacobina</td>
<td>117 rua Sao Clements-Botafogo, Rio de Janeiro</td>
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<td>Lacombe</td>
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<tr>
<td>Canada</td>
<td>Dr. Grace Dolmage Bredin</td>
<td>Ave. Republica 217, Santiago</td>
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<td></td>
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<td>Rennebervej 73, Holte</td>
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<tr>
<td>Chile</td>
<td>Dr. Arturo Baeza Goñi</td>
<td>1078 Groveland Road S. S. 2, West Vancouver, B.C.</td>
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<tr>
<td>Denmark</td>
<td>Mr. Jens Sigsgaard</td>
<td></td>
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<tr>
<td></td>
<td>Mr. Jes Caspersen</td>
<td>134 Boulevard Berthier, Paris 17</td>
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<tr>
<td>France</td>
<td>Mrs. Suzanne Herbinière-Lebert</td>
<td>Centre psychopédagogique de Caen, Palais de l'Université, Caen</td>
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<td></td>
<td>Dr. Gaston Mialaret</td>
<td>Secretariat: 3 rue Ferdinand Ficton, Paris 18</td>
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<tr>
<td>Germany (West)</td>
<td>Dr. Manfred Müller</td>
<td>Stuttgart – 0, Gänsholzestraße 4</td>
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<td></td>
<td>Mrs. Maria Kiene</td>
<td>Freiburg/Bréisgau, Deutscher Caritasverband E. V., Werthmannshaus</td>
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<td></td>
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<td>Secretariat: Haus der Jugendarbeit Bonn-Venusberg, Haagerweg 44</td>
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<td>Representative to Council: Dr. Gertrude Kroeger, 7 Stuttgart-N, Caesar Flaischenstrasse 19</td>
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<tr>
<td>Greece</td>
<td>Mrs. Tota Valinakhs</td>
<td>5 rue Leventi, Athens 136</td>
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<td>Mrs. Potitz Tsirinzouk</td>
<td>122 rue Aristides-Gallethea, Athens</td>
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<td>Israel</td>
<td>Dr. Sara Glueck-Falans</td>
<td>Ministry of Education and Culture</td>
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<td>Ha'hashmon aim st. 84, Tel-Aviv</td>
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<td>Italy</td>
<td>Dr. Maria Iervolino</td>
<td>Piazza Firenze 27, Rome</td>
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<td>Dr. Elide Simonini</td>
<td>Piazza Firenze 27, Rome</td>
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<tr>
<td>Norway</td>
<td>Mr. Svein Stensasen</td>
<td>Anna Rogstads vei 20, Oslo 5</td>
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<td></td>
<td>Mrs. Gerd Dahl</td>
<td>Grendegate 6, Oslo 2</td>
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<tr>
<td>Philippines</td>
<td>Dr. Miguella Solis</td>
<td>NASDFCY, 55 West Avenue</td>
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<tr>
<td>South Africa</td>
<td>Prof. J. C. Bosman</td>
<td>Quezon City</td>
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<td>P. O. Box 673, Pretoria</td>
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Sweden
Miss Lisa Smedberg
Sweden
Dr. Karl-Axel Melin
Dr. Karl-Axel Melin
Miss Phyllis M. Pickard
Miss Phyllis M. Pickard
Miss Lillian M. P. Smallwood
Miss Lillian M. P. Smallwood
Dr. Amy Hostler
Dr. Amy Hostler
Miss Alberta L. Meyer
Miss Alberta L. Meyer
Uruguay
Mrs. Mazzella da Bevilacqua
Mrs. Mazzella da Bevilacqua
Mrs. Staša Jelić
Mrs. Staša Jelić
Mrs. Olga Vipotnik
Mrs. Olga Vipotnik

Preparatory Committees
Argentina
Miss Beatriz Mendizábel
Federico Lacroze 3311,
Buenos Aires
Colombia
Dr. Alvaro Lopez Pardo
Depto. Administrativa de Protección
Asistencial, Bogotá
Venezuela
Dr. Luisa Elena Vegas
Instituto Politécnico Educativo,
Calle Caicara, Los Cedros, Caracas

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Finland
Finlands Barntärgårds-
lärarinneförbund
Mr. J. M. Roberts, Australia
India
"Balkan-Ji-Bari"
c/o Miss Leena Voipio, Otso-
dentie 14 A 51, Tapiola
New Zealand
The New Zealand Free
Kindergarten Teachers’
Ass (Inc.)
c/o Miss A. Castaing, Cambridge
Kindergarten, Victoria Rd.,
Cambridge.
New Zealand Free
Kindergarten Union (Inc)
c/o Mrs. Helen Downer,
20 James Street, Rotorua
Switzerland
Swiss Kindergarten
Association
c/o Miss Suzanne Römer,
Marzilibstrasse 38, Bern

News Letter
Editor: Miss Phyllis M. Pickard, Levicks, Ewhurst, Cranleigh, Surrey, England
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Mrs. S. Ginsberg, U.S.A.
Mrs. S. Herbinière-Lebert, France
Dr. L. Musoke, Uganda
Miss M. J. Roberts, Australia
The News Letter, in French and English, is available to all members of OMEP through
the National Chairmen.

Organizations with which OMEP has consultative status
UNESCO Place de Fontenoy, Paris 7, France
Representatives: Mrs. Suzanne Herbinière-Lebert,
134 Bd. Berthier, Paris 17, France
Representatives: Miss Marjorie Craig
Metropolitan Life Insurance Comp.
1 Madison Avenue, New York, 10 N. Y., U.S.A.
Miss Cornelia Goldsmith
Bureau of Child Health, 100 Centre Street
New York 13, N. Y., U.S.A.
Representatives: Dr. Lucile Lindberg, Queens College
Flushing 67, New York, U.S.A.
Mrs. Rebecca A. Winton, 110 Livingston Street
Brooklyn 1, New York, U.S.A.

Organizations with which OMEP co-operates
Association Montessori International, Koninginneweg 161, Amsterdam, Netherlands
International Association for the Advancement of Education Research, Universiteits-
straat 14, Ghent, Belgium
International Association of Applied Psychology, c/o Professor Gunnar Westerlund, 
Handelsögskolan, Sveavägen 65, Stockholm Va, Sweden
International Playgrounds Association, Ronneboviej 73, Holte, Denmark
International Association for the Scientific Study of Mental Deficiency, c/o Mr. H. A.
Stevens, 4201 Green Avenue, Madison, Wisconsin 53704, U.S.A.
International Bureau of Education (IBE), Palais Wilson, Geneva, Switzerland
International Committee for Children’s Play, Neue Strasse 92, Ulm-Dossau, Germany
International Union for Child Welfare, 1 rue de Varembe, Geneva, Switzerland
Instituto Interamericano del Nino, de Octubre 2882, Montevideo, Uruguay
UNESCO Institute for Education, Feldbrunnenstrasse 70, Hamburg, Germany
Union Mondiale des Organismes pour la Sauvegarde de l’Enfance et de l’Adolescence,
Geneva, Switzerland
World Confederation of Organizations of the Teaching Profession (WCOTP),
1227 16th Street N. W., Washington 6, D. C., U.S.A.
World Federation of the Deaf, 108 Via Val Trompia, Rome, Italy
World Federation of Mental Health, 1 rue de Genève, Geneva, Switzerland
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 shall 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 pre-school education.

ARTICLE III. - Activities.
1. To maintain an acting headquarters.
2. To collect and disseminate information and to facilitate the understanding of the needs of young children.
3. To promote study and research related to early childhood education.
4. To conduct surveys of preschool 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 foster the training of personnel for early childhood education and to sponsor international seminars and post-graduate 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 relationships 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. Full membership can be granted to National OMEP Committees after a period as Preparatory Committee.
   B. Associate membership may be granted to:
      a. any government or government agency represented by a person or organization.
      b. any national organization which has early childhood education as one of its main objects or whose work is closely related to early childhood education, and which accepts the aims and objects of the Organization. Report of activities related to early childhood education should be sent to OMEP's Acting Headquarters.
   C. Individual Membership may be granted to persons accepting the aims and objects of OMEP.
   D. Affiliated Membership may be granted to international organizations if they subscribe to the aims of OMEP.
2. In countries where there is a National Committee or a Preparatory Committee, qualification for membership can be obtained only by joining this committee. There shall be only one National Committee in each country. In countries where there is no National or Preparatory Committee, application for membership must be made direct to OMEP's Acting Headquarters, and decided upon by the Council.
3. Only delegates from National Committees have a right to vote at Assemblies. Associate Members, Preparatory Committees, Individual and Affiliated Members have a right to be represented by observers.

II. No member shall be excluded by reason of race, creed, nationality, or political opinion.
III. All members shall pay an annual subscription.

ARTICLE V. - Organization.
I. 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 acting Headquarters 4 months before the Assembly, and be communicated to the National Committees 2 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. This 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 Organization is registered in Paris in 1948 and legally recognized by an act of March 7, 1950. The legal headquarters is in Paris. The Acting Headquarters shall be where decided by the Council.
By-Laws

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 the National Committee, any National Committee can delegate, in writing, its voting rights to another National Committee.
3. Each vote may be personal and need not necessarily be representative of the opinion of the National Committee.
4. The Organization shall hold an Assembly at least every two years, the dates and places to be decided by the Council.
5. The place, date, and provisional agenda of the Assembly shall be sent to all National Committees, Preparatory Committees, Associate Members, and Affiliated Members at least 3 months in advance.
6. The Assembly may be called into extraordinary session by the Council or if required by two-thirds of the National Committees.
7. The decision of the Assembly shall be taken by simple majority vote, except concerning the Statutes or dissolution of the Organization.
8. The Assembly shall be informed of the Council’s decisions regarding recognition of National and Preparatory Committees, refusal of recognition, withdrawal or exclusion of such Committees. If appealed to in written form by at least three National Committees at least four months before a meeting, the Assembly may accept or reverse the Council’s decision.

ARTICLE II. – The Council.
1. a. The Council shall consist of one delegate from each National Committee. The National Committee shall appoint a deputy to take the place of the delegate in the event of the delegate being prevented from attending.
   b. The deputies may attend Council meetings, without voting right, when the delegate is present.
2. Each Preparatory Committee may be represented by an observer without voting right.
3. The Council shall elect from among its members for two years:
   a. The President, the Deputy President and other officers or the Organization.
   b. a Working Committee to carry on the work of the Organization between meetings of the Council.
4. The Council shall meet at least twice a year at the discretion of the President. If the President is unable to act or fails to call the Council within a period of 12 months, the Deputy President shall summon the Council.
5. The Council shall:
   a. examine applications for and decide membership as National and Preparatory Committees.
   b. decide as to cancellation of membership of any National Committee which has not fulfilled its obligations according to the Statutes.
6. The Council is responsible for the finances of the Organization. (See Article V.)
7. The Council is responsible for the work of the Organization between the Assembly meetings. Responsibility for such work may be delegated to the Bureau, the Working Committee, individual members of these bodies, or to committees or individuals appointed to carry out special work. (12)
8. The Council may appoint an Assistant Treasurer, a General Secretary, an Editor, and salaried personnel including a secretary to the President.
9. The Council may seek the assistance of any experts that may be deemed necessary (without voting right).
10. The decisions of the Council shall be taken by simple majority vote of the delegates. One-fourth of the Members and at least five including the President or one Vice-President shall constitute a quorum.
11. The President of the Organization shall be Chairman of the Assembly, the Council, the Bureau, and the Working Committee, and will be responsible for annual reports to the Council and to organizations from which OMEP receives subventions.

1. The designated officers of the Bureau of the Organization are: the President, the Vice-Presidents and the Treasurer, all elected by the Council. The Vice-Presidents should be elected to represent different parts of the world. The Vice-President representing the same geographical region as the President should be called the Deputy President.
2. a. The Bureau may be called by the President or two co-operating Vice-Presidents and may act when at least three members present, one of them being the President or Deputy President.
   b. The Bureau shall encourage and instigate regional OMEP Assemblies and may delegate the responsibility and planning of such assemblies to each of the Vice-Presidents or to National OMEP Committees.
   c. The Bureau may take action in critical situations when the Council cannot be assembled.
3. a. The Working Committee consists of the President, the Deputy President, the Treasurer, and two members all elected by the Council.
   b. The Working Committee shall carry out the work of the Organization between meetings of the Council. It shall meet at the discretion of the President or negotiate its actions by correspondence.

ARTICLE IV. – National Committees.
1. National Committees shall:
   a. accept the Statutes of OMEP.
   b. accept organizations and individuals among their members according to their own rules formed in conformity with the Statutes of OMEP.
   c. present an annual report of their activities.
   d. pay an annual subscription to the Acting Headquarters.
   e. nominate a delegate to the Council and his deputy.
   f. appoint another delegate to the Council if their delegate is appointed President of the Organization.
2. Before a National Committee can be accepted by the Council it must have been a recognized Preparatory Committee for at least one year. Qualifications for a Preparatory Committee are similar to those of a National Committee. A Preparatory Committee may be represented in the Council by an observer. Preparatory Committees shall be recognized as National Committees after application to the Acting Headquarters and decision by the Council. Such decision may be appealed to the Assembly if the appeal is supported by three recognized National Committees.

ARTICLE V. – Finance and Programme.
1. Each National Committee shall undertake to contribute to the expenditure of the of the Organization an annual subscription in agreement with the Council.
2. The Council shall be empowered to determine the subscription of Associate, Individual, and Affiliated members.
3. The Council shall adopt an annual budget, authorize the expenditures related to the work and responsibilities of the Organization, and accept the audited accounts and financial statement submitted by the Treasurer and/or the appointed Assistant Treasurer. The Council shall responsible for the financial administration of the Organization.
4. A financial report shall be presented by the Council to the Assembly.
5. Each National Committee shall determine its annual subscription for its own members.

ARTICLE VI. — Founders and Honorary Members,
1. The Founders of the Organization designated as such by unanimous decision of the Council may attend meetings of the Council and the Assembly.
The Council can appoint individuals as Honorary Members of the Organization.


OMEP International Headquarters

World President
Dr. Åse Gruda Skard
Thv. Meyers gate 46, III
Oslo, Norway

Copies of this Report may be obtained from the World President, or the Chairman of the Swedish National Committee of O.M.E.P.

Miss Lisa Smedberg
Sandelsgatan 21, III
Stockholm NO, Sweden

or from Chairmen of National Committees

Price 6/-

For particulars of the French Edition apply to Mme S. Herbinière-Lebert,
134, Bd. Berthier, Paris 17

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