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# **New World**

**REVIEW**

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**Ed Sears**

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## **AFRO-ASIAN CONFERENCE:**

**"The Ancient, Exuberant Tree"**

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# NEW WORLD REVIEW

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# From Positions of Strength To Positions of Reason

by MURRAY YOUNG

**D**EMANDS for a summit conference grow.

The exchange of letters between President Eisenhower and Premier Bulganin since the NATO meeting in December has further helped clarify the differences between the proposals of the two powers by demonstrating the practical, reasonable level upon which the Soviet proposals are based.

The nine points presented by Premier Bulganin (see NWR, Feb., 1958) have found supporters, in whole or in part, from many quarters. By presenting items that can be considered separately the Soviet proposals allow for discussion where wide differences on many points remain. This makes possible the necessary beginnings of negotiation in a world situation that grows increasingly tense.

This element in the Soviet proposals has heightened the demand for a summit conference, particularly as they include the Polish proposal for an atom-free zone in Central Europe. The possibility of an atom-free zone has special appeal in Western Europe as a result of the insistent demands of the United States for missile-launching bases to be established there. Refused outright or conditionally accepted by all the NATO countries with the exception of England and Turkey, the

US demand for missile bases opened before the aghast eyes of the people of Europe the horror that lies before them. In England where the bases are on the point of being built, the storm of protest, linked as it is with anger at the 24-hour patrol of American planes carrying nuclear weapons, threatens to force the shaken Conservative government out of office.

An important break in the long silence that seemed to grip all governmental figures in relations to the Eisenhower-Dulles proposals was Senator Hubert Humphrey's (D-Minn.) speech in the Senate on February 4, strongly criticizing the continued offering of a "package" of disarmament proposals as hopelessly unrealistic. He suggested starting with a single item such as suspension of nuclear weapons tests under inspection safeguards, and then seeing what could be done with it. He also suggested other items which could be approached separately: UN action to regulate the flow of arms into the Middle East; agreement with the Soviet Union on a "pilot project" for aerial and ground armaments inspection system; formulation by NATO of an alternative to a withdrawal of US and Soviet troops from Germany; re-examination of US policies towards China.

It is strongly hoped that other members of the Senate and Congress will carry further Senator Humphrey's suggestion, opening up the widest discussion on a more realistic approach to the whole matter of negotiation thus speeding up the changes that now seem to be visible in recent statements of the President and Mr. Dulles.

Mr. Dulles in a press interview on February 11 declared a preliminary meeting of foreign ministers not essential to a summit conference—up to that point one of the major US demands. And in his letter to Premier Bulganin of February 17, President Eisenhower asked that no further letters be sent to him but that a summit meeting agenda be arranged through normal diplomatic channels.

In an interview with West German newsmen on January 19, Mr. Nikolai Khrushchev, said that statesmen should no longer adhere to the policy of "from positions of strength" but should base their activities on a policy of "from positions of reason." And it is just the growing determination to move to "positions of reason" in face of the horrible consequences of a continued arms race that bolsters the assurance that a summit conference will take place.

In our own country the growth of such organizations as the "Committee for a Sane Nuclear Policy" indicates the mood of the people. The Committee now has chapters in many cities and the numbers grow steadily.

Harold Stassen, former special assistant to the president on disarmament, proposed in an article in the *New York Times* (Feb. 26) a trial agreement for two years between

the US and the USSR on a first-step limitation of armaments and the suspension of nuclear explosions under a rigid reciprocal system of inspection.

And such recent letters as that of Stuart Chase to the *New York Times* (Feb. 24) expresses the growing awareness in this country: "The actual situation . . . is that mankind, including the Russians—2,600 million of us, in six continents now, and all our descendents, are in dreadful danger from blast, burn and strontium 90." He concludes by speaking of "the urgency of exploring all possible methods for negotiation, accommodation, disarmament, even if it means some reduction in national sovereignty. . . ."

It is in the light of this increasing concern that the recent agreement between the USA and the USSR on cultural, scientific and governmental exchanges has such great significance.

The agreement was the result of three months of negotiations between Georgi Zaroubin, former ambassador to the US, and William Lacy of the State Department and is a credit to the skill of the two men and their devotion to East-West understanding.

The new Soviet ambassador, Mikhail A. Menshikov, who has just taken Mr. Zaroubin's place, appears already to have established himself as a genial, approachable man.

His first statement as he alighted from the Soviet twin-jet TU-104A airliner at Baltimore was, "I'll try, on my part, to do my best to do everything in order to establish and strengthen an atmosphere of understanding and trust between our countries."

# USA - USSR

## Agreement on Exchanges

*As a matter of great interest to our readers we are reprinting in a somewhat shortened version the agreement on cultural and scientific exchanges signed between the United States and the Soviet Union on January 27. To extend for a period of two years, this agreement is the most significant development so far in the fields of cultural and scientific relations between the USA and the USSR and marks a turning point in the whole history of the relations between our two countries.*

*While many specific agreements are listed, others are described as "agreements in principle," or recognition of the "desirability" of exchange, therefore the full realization of this program depends not only upon the general international situation, but as well upon pressure from those who recognize that a broader understanding between the two countries in every field is a necessary part of the struggle for a peaceful world.*

By agreement between the Governments of the Union of Soviet Socialist Republics and the United States of America, delegations headed on the Soviet side by Ambassador G. N. Zaroubin and on the United States side by Ambassador William S. B. Lacy conducted negotiations in Washington from October 28, 1957 to January 27, 1958, with regard to cultural, technical and educational exchanges between the USSR and the USA. As a result of these negotiations, which have been carried on in a spirit of mutual understanding, the Soviet Union and the United States have agreed to provide for the specific exchanges which are set forth in the following sections during 1958 and 1959 in the belief that these exchanges will contribute significantly to the betterment of relations between the two countries, thereby contributing to a lessening of international tensions.

### SECTION I. General.

(1) The visits and exchanges enumerated in the following sections are not intended to be exclusive of others which may be arranged by the two countries or undertaken by their citizens.

(2) The exchanges provided for in the following sections shall be subject to the Constitution and applicable laws and regulations in force in the respective countries. It is understood that both parties will use their best efforts to have these exchanges effected in accordance with the following sections.

### SECTION II. Radio and Television Broadcasts.

(1) Exchange of radio and television broadcasts on the subjects of science, technology, industry, agriculture, education, public health and sports.

(2) Regular exchanges of radio and television programs, which will include the exchange of transcribed classical, folk and contemporary musical productions on magnetic tape and records; the exchange of filmed musical, literary, theatrical and similar television productions.

(3) Exchange of broadcasts devoted to discussion of such international political problems as may be agreed upon between the two parties. The details of the exchanges shall be agreed upon at the working level.

(4) Exchange of samples of equipment for sound-recording and telecasting and their technical specifications.

(5) Exchange of delegations of specialists in 1958 to study the production of radio and television programs, the techniques of sound-recording, the equipment of radio and television studios, and the manufacture of films, recording tape, tape recorders and records.

### SECTION III. Industry, Agriculture and Medicine.

(1) Exchange of delegations in 1958 in the fields of iron and steel, mining (iron ore) and plastics industry. Both parties agree as to the desirability of arranging additional exchanges in industry during 1958-1959.

(2) Exchange of delegations of specialists in agriculture, the American side receiving during 1958-1959 nine delegations of Soviet specialists in the following fields: mechanization of agriculture, animal husbandry, veterinary science, mixed foods, cotton growing, agricultural construction and electrification, horticulture (including vegetable growing), hydro-engineering (irrigation) and reclamation, and forestry, lumbering and millwork. In 1958-1959 the Soviet side will receive nine delegations of specialists in the following fields: the study of agricultural crops, veterinary science, soil use and the use of water resources (irrigation and drainage), mechanization of agriculture, agricultural economics (excluding distribution of agricultural products), cotton growing and plant physiology, sheep raising, biological control of agricultural pests, and forestry, lumbering and millwork.

(3) Exchange in 1958-1959 of eight medical delegations of five to six specialists for periods of two to six weeks to become familiar with research and achievement in the following fields: new antibiotics, microbiology, physiology and pharmacology of the nervous system, radiobiology, biochemistry, metabolic diseases, endocrinology, community and industrial hygiene.

Recognize the desirability of providing for an exchange of delegations in the field of manufacture of medical apparatus and instruments.

(4) Agree in principle to exchange in 1958 of specialists in fisheries.

### SECTION IV. Cultural, Civic, Youth and Student Groups.

(1) The USSR will invite during 1958 groups of American writers (5-6 persons), composers (5-6 persons), painters and sculptors (3-4 persons). The United States will arrange to in-

vite similar Soviet groups to visit the United States.

(2) Exchange in 1958-1959 of delegations of representatives of youth and delegations of women in various professions.

(3) Exchange of delegations of student and youth newspaper editors in 1958-1959.

(4) Promote the development and strengthening of friendly contacts between Soviet and American cities.

### SECTION V. Governmental Delegations.

The proposal to exchange delegations of deputies of the Supreme Soviet of the USSR and members of the United States Congress will be subject to further discussion between the two parties.

### SECTION VI. Joint Conferences of USSR and USA Organizations.

The desirability of agreement to hold joint conferences of inter-parliamentary groups in 1958 and 1959 or meetings of representatives of the Soviet and United States associations for the United Nations and UNESCO is a matter for the organizations concerned.

### SECTION VII. Cinematography.

(1) Sale and purchase of motion pictures by the film industries of both countries on the principles of equality and on mutually acceptable financial terms.

(2) Simultaneous premieres of Soviet films in the USA and United States films in the USSR respectively, inviting to these premieres leading personalities of the film industries of both countries.

(3) In 1958 an exchange of 12 to 15 documentary films in accordance with a list to be mutually agreed upon by the two parties.

(4) In the second half of 1958 an interchange of delegations of leading motion picture personalities, scenario writers and technical personnel to be approved by each side.

(5) Recognizes the desirability and usefulness of organizing joint production of artistic, popular science and

documentary films and of the conducting, not later than May 1958, of concrete negotiations between USSR film organizations and U.S. film companies on this subject.

(6) Recommends to the appropriate United States organizations the making of arrangements for a Soviet Film Week in the United States in 1958 and a United States Film Week in the Soviet Union in 1958, and to envision the participation in these Film Weeks of delegations from each side numbering three or four motion picture personalities for a period of two weeks.

(7) Recognizes the desirability of producing feature films, documentary films and concert films for television or non-theatrical showing in the United States by Soviet motion picture organizations and the producing of similar films by appropriate United States organizations for television or non-theatrical showing in the Soviet Union.

(8) A standing committee of four members, two from the Soviet Union and two from the United States, the powers of which will be for a period of one year and which will meet once in Moscow and once in Washington during that year to examine problems which may arise in connection with the implementation of the provisions of this section.

#### SECTION VIII. Music and Dance.

(1) The Philadelphia Symphony Orchestra to visit the Soviet Union in May or June 1958, the ballet troop of the Bolshoi Theater of the Soviet Union, numbering 110-120 persons, to the United States in 1959 for a period of one month.

(2) E. Gilels, pianist, and L. Kogan, violinist—to the United States in January-April, 1958, and two American soloists—B. Thebom, vocalist, and L. Warren, vocalist—to visit the Soviet Union.

(3) Soviet vocalists I. Petrov, P. Litsian and Z. Dolukhanova, as well as I. Bezrodni, violinist, and V. Ashkenazi, pianist, to the United States and R. Peters, vocalist, L. Stokowski, conductor, and others to visit the Soviet Union.

(4) The State Folk Dance Ensemble of the USSR to the United States in April-May, 1958 and possible invitation to a leading American theatrical or choreographic group to the Soviet Union in 1959.

(5) The Red Banner Song and Dance Ensemble of the Soviet Army or the Choreographic Ensemble "Beriozka" to the United States in the fourth quarter of 1958 and an invitation to one of the leading American choreographic groups to visit the Soviet Union.

#### SECTION IX. Visits by Scientists.

(1) Exchange of groups or individual scientists and specialists for delivering lectures and holding seminars on problems of science and technology.

(2) Exchange of scientific personnel and specialists for the purpose of conducting joint studies and for specialization for a period of up to one year.

(3) The details of exchanges mentioned in paragraphs (1) and (2) will be agreed upon directly between the presidents of the Academy of Sciences of the Union of Soviet Socialist Republics and the National Academy of Sciences of the United States in Moscow in the early part of 1958.

(4) The Ministry of Health of the Union of Soviet Socialist Republics will send in 1958 to the United States a group of Soviet medical scientists (3-4 persons) for a period of two to three weeks to deliver lectures and exchange experiences and will receive a similar group of United States medical scientists to deliver lectures and exchange experiences at the Institutes of the Academy of Medical Sciences of the USSR and at medical institutes in Moscow, Leningrad and Kiev.

(5) In 1958 the Ministry of Agriculture of the Union of Soviet Socialist Republics will, on a reciprocal basis, invite United States scientists to visit the USSR for the purpose of delivering lectures and exchanging experiences in the fields of biology, selection, pedigree stockbreeding, agrotechny, mechanization of agriculture, stockbreeding and others.

**SECTION X. University Delegations.**

(1) Exchange in 1958 of four delegations of university professors and instructors for a period of two to three weeks in the fields of natural sciences, engineering education and liberal arts, and the study of the systems of higher education in the Soviet Union and the United States, each delegation to consist of from five to eight persons.

(2) Exchange of delegations of professors and instructors between Moscow and Columbia Universities and Leningrad and Harvard Universities. Exchanges of other university delegations shall be decided upon.

(3) Exchange of students between Moscow and Leningrad Universities, on the one hand, and United States universities, on the other, amounting to 20 persons on each side for the period of the academic year 1958-1959. For the academic year 1959-1960 the number will be 30.

(4) Exchange of delegations of educators (8-10 persons) for a period of 30 days in the latter part of 1958.

**SECTION XI. Athletic Teams.**

(1) Basketball games between representative men's and women's teams to be held in the Soviet Union in April 1958.

(2) Basketball games between representative men's and women's teams to be held in the United States in 1959.

(3) Wrestling matches between representative teams to be held in the United States in February 1958.

(4) Wrestling matches between representative teams to be held in the Soviet Union in 1959.

(5) Track and field contests between representative teams to be held in the Soviet Union in July 1958.

(6) Track and field contests between representative teams to be held in the United States in 1959.

(7) Weight-lifting contests between representative teams to be held in the United States in May 1958.

(8) Canadian hockey games between representative teams to be held in the Soviet Union in March-April 1958.

(9) Chess tournaments between rep-

resentative teams to be held in the United States in 1958.

**SECTION XII. Tourism.**

Both parties will promote the development of tourism.

**SECTION XIII. Exhibits and Publications.**

(1) Agree in principle on the usefulness of exhibits as an effective means of developing mutual understanding between the peoples of the Soviet Union and the United States. Toward this end both sides will provide for an exchange of exhibits on the peaceful uses of atomic energy in 1958.

(2) Further development of exchange of publications and various works in the field of science and technology between scientific institutions and societies and between individual scientists.

(3) Provisions will be made for the Central Scientific Medical Library of the Ministry of Health of the Union of Soviet Socialist Republics and corresponding medical libraries in the United States to exchange medical journals.

(4) Exchange of curricula, textbooks and scientific pedagogical literature through the appropriate agencies.

(5) Exchange in 1958 of from 8 to 10 medical films between the two countries.

(6) Exchange in 1958 films on such agricultural subjects as stockbreeding, mechanization of agriculture, construction and utilization of irrigation and drainage systems, protection of plants from pests and blights, erosion.

(7) Agreed on the desirability and necessity of promoting the distribution of the magazines "USSR" and "Amerika" on the basis of reciprocity. Examination of measures taken by both parties to achieve this end will continue at the ambassadorial level.

**SECTION XIV. Direct Air Flights.**

Both parties agree in principle to establish on the basis of reciprocity direct air flights between the United States and the Soviet Union.

# DR. W. E. B. DU BOIS

ON FEBRUARY 23rd Dr. W. E. B. Du Bois, the great American scholar, writer, and spokesman for the colored and colonial peoples of the world, was ninety years old. It is given to few men to live so long or to accomplish so much.

The work of Dr. Du Bois—the awakening of his people to the consciousness of their full rights as human beings—has made him a world figure. For the realization of his great purpose was impossible separate from the movement of the oppressed peoples of the earth to attain their freedom by achieving full citizenship in sovereign states.

Understanding very early this essential relationship, Dr. Du Bois strove always through his writings and the many organizations to which he gave his brilliant guidance to bring this clarity to others, inspiring them by the noble goal it placed before them, and helping them set their course with the great forward movement of history.

His many books, his public speeches, the great organizations in which he played so vital a role are now a part of man's common heritage out of which the future is being built.

Looking back over the long years of his life, Dr. Du Bois must surely consider his labors well spent as he

sees throughout the world the once dishonored and oppressed peoples from Africa to Montgomery, Alabama stand up and demand their rights as full members of the human race. Or as watching from afar (the State Department has refused to let Dr. Du Bois travel outside the country) he sees the great Afro-Asian Conferences at Bandung and Cairo which gathered in one vast agreement the majority of the peoples of the earth for whom so long he brooded and dreamed and gave unstintingly of his energy and vision to help find their way to freedom.

Dr. Du Bois recognized fully the significance of the Russian Revolution of 1917. He saw it clearly as the necessary condition for the victory of the colonial liberation movement as well as the key to the future of all mankind—the establishment of a truly human society “in which the free development of each is the condition of the free development of all.”

We are very proud that Dr. Du Bois has written important articles for *New World Review* and in the name of the magazine and its readers we extend on the happy occasion of his ninetieth birthday our profound gratitude for the inexhaustible inspiration such a life as his has given to us all.

## **"The Ancient, Exuberant Tree"**

**by CHU TU-NAN**

*In 1955 the Bandung Conference with delegates from 29 African and Asian countries marked a climactic point in the history of the colonial peoples. The Principles enunciated at this conference—respect for each other's territorial integrity and sovereignty; non-aggression; non-interference in each other's internal affairs; equality and mutual benefit and peaceful coexistence—have now become an integral part of the demands of all people for coexistence and peace.*

*A second great meeting of the peoples of Africa and Asia took place in Cairo from December 26 to January 1. This time there were 45 countries represented. Unlike Bandung, this was not a conference on a governmental level and included observers from the Soviet Union and other European countries.*

*In the unanimously adopted common program the following points were made:*

- 1. Affirmed the Principles of Bandung as the basis of all international relations.*

- 2. Called upon all the peoples of the world to create areas of agreement and understanding which will lead to disarmament and prohibition of the manufacture, tests and employment of nuclear weapons; asked the U.S. and Great Britain to follow the example of the Soviet Union which has stated its readiness to discontinue nuclear tests starting with January, 1958; called for action*

*to prevent the tests the U.S. has announced for this spring at Eniwetok; and supported the convening in 1958 of a World Congress of the Peoples for Disarmament and Peaceful Coexistence.*

- 3. Denounced imperialist rule, proclaiming "the continued existence of imperialism is incompatible with the new age in which the world now lives" and reaffirmed the right of all peoples to freedom and independence.*

- 4. Called on all the participants to help one another in promoting their well-being and the well-being of mankind, and set forth a program in a series of resolutions on economic and technical cooperation, social development, and cultural contacts and cooperation.*

*A permanent Afro-Asian Solidarity Council was set up with its headquarters at Cairo. The Council's tasks will be to carry out the decisions of the Conference and maintain contact between the solidarity movements of the different countries.*

*The speech which follows, made by Chu Tu-nan, deputy head of the Chinese delegation, on cultural exchange between the countries of Asia and Africa, conveys to the Western reader some idea of the breadth, historical background and goal of this great movement which embraces more than half the population of the world.*

**WE ARE VERY** greatly honored that the Chinese delegation has been commissioned by the congress to speak at this grand conference which symbolizes the great solidarity of the people of Asia and Africa on the question of promoting cultural exchange among these countries. Our congress is being held to give expression to the hope and voice of the 1,600 million people of Asia and Africa who, while continuing the great cultural traditions of their forefathers, are striving to create their own new cultures.

Our congress is taking place in the capital of the Republic of Egypt which we all respect, an ancient and at the same time a young nation. The River Nile, which flows here from its far-away source over so great a distance reminds us of the lustrous splendor of Egyptian culture of several thousand years ago. It reminds us, too, of the magnificent contributions to the cultural history made by the wise, industrious people along the tributaries of the Tigris, the Euphrates, the Indus, the Ganges, the Yellow River and the Yangtze River and all the other areas of Asia and Africa.

This makes us feel the tremendous vitality of the culture of the East which, like an ancient, deep-rooted exuberant tree, constantly brings forth numerous new, virile branches and gives out fresh fragrance. It also stimulates us in the confident creation of our boundlessly bright future.

### **Cradle of Civilizations**

In speaking of the history of culture, we cannot avoid some words of pride. Our Asia and Africa have been the cradle and origin of the

great religions and civilizations of mankind. For many past generations our varied nations of Asia and Africa have all made valuable, brilliant contributions to human culture. And we have our own serious responsibilities in building our national cultures to carry human culture to a further stage of flourishing richness.

Several thousand years ago, in the dawn of mankind, our forefathers began to create a cultural life on these two adjoining continents and their countless beautiful islands. In their struggle to conquer nature, they accumulated experience and knowledge century after century and eventually built a high level of culture, the brilliance of which illumines the pages of world civilization.

A characteristic feature of the expanding culture of Asia and Africa for several thousand years was peaceful and friendly cultural exchange among the countries and nations there. Braving dangers, our forefathers surmounted immense difficulties, crossing deserts, jungles, vast seas and high mountains, and opened up the road of cultural exchange. In their pursuit of knowledge, friendship, the happiness of mankind and peaceful, friendly, cultural exchange among the people of all countries, they set a brilliant example to the people of Asia and Africa and the whole world.

As far back as the 10th century B.C. the cultures of Egypt and Mesopotamia met and influenced each other. For a very long time, the Egyptians and the Sumerians learned from each other techniques of production, culture and art.

Mankind will never forget the outstanding contributions made by

the Arabs and all the nations of Central Asia to international cultural exchange during the Middle Ages. The brilliant achievements of our scholars in philosophy, literature, the arts, astronomy, medicine, physics, chemistry, law and history had very long and far-reaching effects on the culture of Asia, Africa and Europe. Its magnificence radiates still, even to this day. The world famous "silk route" was opened up by the Syrians, Persians, Afghans, the people of the various nations of Central Asia and the Chinese from the 6th Century B.C. onward, as they drove their mules, horses and camels, diligent in their travels by day and night.

In the second century B.C. the Chinese explorer Chang Chien, traveling by this route, visited the countries of the Middle and Near East and brought back to the Chinese people their national cultural traditions, the knowledge of their geographical situation and samples of the seeds of their flowers and fruit. Like a many-hued belt, this route linked together the cultural life of the people of China and that of the Middle and Near East.

### **China and India**

Among the countries of Southeast and South Asia similarly, there exists a history of cultural exchange of equal luster. Thus the cultural exchange between those two great neighbors China and India has written a beautiful page in the history of human relations.

As far back as the 3rd century B.C. Indian culture and art began to spread out through Buddhism to many nations in Asia. At that time, when eminent Buddhist priests and

scholars of India, China and other countries visited each other's countries, they had to traverse extremely difficult and dangerous routes. They ventured as far as Japan in the East, the Mediterranean in the West, Mongolia in the North and the islands of the South Seas. They crossed perilous cliffs, remote deserts and stormy oceans, experienced extremes of cold and braved wind, frost, rain and snow, seeking and spreading the seeds of culture; and they have left fine records of peace and friendship.

The history of cultural exchange among the countries of Asia and Africa in the past several thousand years is also a great history of peace and friendship in the world.

Unfortunately, in recent ages, because of colonialist invasion, the peaceful life of the people of the Asian and African countries was undermined, their culture trampled upon and their cultural exchange and friendly intercourse suspended. All our people in Asia and Africa have suffered the same misery.

### **Colonialist Culture**

The people of Asia and Africa do not set aside or boycott the useful culture of the West. But they can never accept colonialist "culture." The colonialists came to our soil, some carrying weapons with them while others donned garb of various descriptions. They wanted to exploit the rich resources and the inexhaustible manpower of our countries to the utmost and resorted to a policy of threats, blackmail and deception in order to enslave us.

On the one hand they looked down upon and schemed to obliterate our great historical national

cultures by branding us as "backward," so as to rob us of our national self-confidence, and they unscrupulously destroyed ancient historical monuments in the various countries and stole their precious literary relics.

And on the other hand, they spread their own decadent "culture" to pave the way for aggression, in an attempt to poison us at the root. They worked in every way to sow discord in the relations among the countries of Asia and Africa and to obstruct and cut off their cultural exchange. So our progress was impeded and our development met with difficulties. Taking advantage of this, the colonialists went still further in their aggression against us and in enslaving us.

Dear friends, all of us sitting here today cannot help recalling those days of suffering. We cannot and we should not forget them. We should remember, and tell our young people, how the cultures of our countries fell from glory to humiliation and how their brilliance was recaptured from humiliation; and of the many people who have shed their blood striving for national independence and safeguarding national culture. Our people of the Asian and African countries have stood up.

### **Man's Common Language**

Everyone understands that culture is the fruit of mankind's conquest of nature and the unending progress and development of social life. The growth of culture has unceasingly enriched mankind's material and spiritual life.

All great literature, art, science, fine arts, music, dance, architecture,

etc., are the common language of all mankind. We firmly believe that only by extending cultural exchange can the mutual understanding, friendship and cooperation among the people of all countries be improved. This will help advance the movement of working for and defending national independence and contribute to the struggle against war and for the defense of peace.

We firmly believe that the heroic nations of Asia and Africa which created brilliant ancient cultures, which have impressed their own characteristic national cultures on every inch of soil in Asia and Africa, which have heroically and courageously battled against colonialists on every inch of their soil and have already won independence and freedom, or are in the course of winning them, can today continue our traditional, splendid culture, build modern national culture and make new contributions to the culture of all humanity.

### **Since Bandung**

Especially since the Bandung Conference, cultural exchanges in this more than half of the world have developed rapidly, witness the 1956 Asian and African Students' Conference held in Indonesia, the Asian and African Writers' Conference held in New Delhi in January 1957, and the Asian and African Film Week in Peking in October.

There has been a significant development in cultural cooperation and exchange among the various countries either through their governments or by the people. This includes activities in the fields of science, literature, the arts, medicine and public health, religion, sports

and news, mutual visits and the exchange of information. Many Asian and African countries have concluded cultural agreements with one another.

The scientific and technical cooperation of the various countries will accelerate their advancement in these fields. In fact, every country has its particular experience that is worthy of study by the other countries, for instance the hydraulic engineering in India, the cotton planting experience of Egypt, the rice cultivation of Japan and the architecture of Nepal are all worthy of study by China.

### **Chinese Cultural Cooperation**

Following the establishment of the Chinese People's Republic, the Chinese people have had the friendly desire for extensive cultural exchange with the people of other countries. In the Asian and African areas, China has signed cultural cooperation agreements with the Soviet Union, the Republic of Egypt and the Republic of Syria. China has signed annual cultural cooperation plans as well as agreements concerning films and broadcasts with the Korean Democratic People's Republic, the People's Republic of Mongolia and the Democratic Republic of Vietnam. Cooperation agreements have been signed between medical and cultural circles and writers' organizations of China and Japan.

The mutual visits of cultural delegations of China and various Asian and African countries, the exchange of performances by art ensembles and the exchange of diversified cultural material in the form of films, books and magazines,

pictures, technology and fine arts have contributed to the advancement of mutual understanding, friendship and solidarity between the Chinese people and the people of the Asian and African countries.

### **Learning From Each Other**

We are all the more pleased to see that the awakened peoples of the Asian and African countries, by their own efforts and by their cooperation, are insuring the constant advance of their culture and science in the direction of progress and prosperity.

Dear friends, today the cultural exchange among the Asian and African countries is carrying forward its excellent traditions of the past and commanding the attention of the broad people and governments of many countries. In the future, we should seek to develop cultural exchange. We should exchange more data and material, hold more exhibitions and carry out diversified cultural activities so as to satisfy the great interest of the people of these countries in their old neighbors, at all times promote mutual understanding and friendship and encourage and support each other.

The most important thing is that we must be good at learning from each other and help each other in science and understand that we have a serious task in the great and arduous cause of completing national, economic and cultural construction and the advance of mankind toward mastery of the universe.

In this respect, the great Soviet people who are represented at this conference have been marching in the vanguard in the world and obtaining great and brilliant achieve-

ments. This is our common glory. We believe that through their unity, friendship, mutual assistance, cooperation and common progress the people of the Asian and African countries will make magnificent contributions towards the new culture of mankind, that will not shame our forefathers.

### **Contact With Western Culture**

Dear friends, when we talk about a new culture of mankind undoubtedly we still look upon the culture of the world as a whole. We actively work to advance the cultural exchange, unity and friendship of the Asian and African nations, but this does not mean ignoring or refusing to have cultural contacts with the Western countries and unity and friendship with their people.

On the contrary, cultural contacts with Western countries and mutual understanding and friendship with their people should be strengthened all the time. But such contacts must be carried out on the basis of equality, mutual benefit and respect. While we defend our national independence and freedom and love our national culture, we also respect the independence and freedom of other countries and nations and the culture of other nations.

Based on this firm principle, we welcome cultural exchange among the people of all countries in East and West and mutual learning. But we must oppose imperialist cultural penetration camouflaged in any form. We must be vigilant against the imperialists who are using the poison of their decadent and disintegrating culture to delude, intoxicate and corrupt our vigorous

young people. We must also be vigilant against the various imperialist intrigues to undermine our cultural exchange and impede our cultural efflorescence.

While developing national culture and the culture of mankind as a whole, we want to bring about the flourishing of a sound international, cultural exchange on the two adjoining continents of Asia and Africa.

### **An Ancient Tree Turns Green**

Dear friends! Despite the desperate efforts of some people to hold back the wheel of history, the world is changing. The successful launching by the Soviet Union twice of man-made satellites has opened a new era for mankind in the conquest of nature.

Historical experience testifies that the friendship, unity, cooperation, mutual assistance, peace and progress of the people of Asia and Africa are the important safeguards for their economic construction and the flourishing of their culture.

The culture of Asia and Africa is like an ancient tree again growing green to release its spring fragrance. I believe that at this congress our Egyptian and other friends will assuredly put forward positive proposals and effective, practical methods to satisfy the demands of the people of Asia and Africa in the new situation to develop and bring to flower their people's culture.

Long live the flourishing and progress of culture and close cooperation among the Asian and African countries!

Long live the flourishing and progress of the culture of mankind!

Long live world peace!

# Foreign Aid And Total Peace

by ED SEARS

**I**N HIS State of the Union message last January, President Eisenhower told a cheering Congress that America must wage "total peace."

"The only answer to a regime that wages total cold war," President Eisenhower said, "is to wage total peace." He indicated that this meant "bringing to bear every asset of our personal and national lives upon the task of building the conditions in which security and peace can grow."

With such an approach, one might expect that President Eisenhower would welcome the idea of competitive coexistence—the idea of entering into a contest with the Soviet Union to see which nation could do the most to raise the standard of living of the peoples of the world. But, apparently, this is not what the President had in mind. For in the very same speech, he referred to the dangers of "the Soviet economic offensive" in the underdeveloped countries.

"This non-military drive," he emphasized, "if underestimated, could defeat the free world regardless of our military strength."

What is so sinister about this "Soviet economic offensive?" Why is it that a man speaks at one moment

of the waging of total peace and at the next moment of the danger of "a non-military drive?" What is this non-military danger which seems to disturb President Eisenhower so much?

In order to understand President Eisenhower's fears, we must understand the present relationship between the highly industrialized countries and the underdeveloped ones in the capitalist world. This relationship is the basis upon which the Western nations have built their economies. The most widely accepted term for it is "imperialism."

The great conflict on a world scale today is the struggle of the underdeveloped countries to change this relationship. These countries want to develop their own industries, their own economies, their own markets. In this struggle they are encountering many almost insuperable obstacles placed by the Western nations.

The underdeveloped countries, though differing from one another in many important respects, have certain common characteristics. **First**, they are chiefly exporters of raw materials—or as the economists would say, primary products. **Second**, they are importers of industrial goods. **Third**, since they have little industry, they do not have much of a domestic market. **Fourth**, they are

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pressed by rapidly growing populations. Because the land cannot support this ever increasing population, many families move to the cities only to find that there is insufficient industry to give them work. Thus, the underdeveloped countries are faced with severe unemployment, which can only be solved through rapid industrialization. But industrialization means changing the existing relationships between the developed and the underdeveloped countries. And here is where the trouble begins.

The highly developed countries view the underdeveloped nations as cheap sources of raw materials. By keeping the underdeveloped countries in a backward state, the monopolies of the industrial countries are able to force down the prices of raw materials in relation to industrial products. According to the United Nations, the value of "primary commodities"—foodstuffs and raw materials—fell two per cent between 1954 and 1956, while the prices of manufactured goods rose by over five per cent in the same period.

This means that the people of the underdeveloped countries face the same problems—though in a much more acute form—that the American farmers face. They not only get less for what they produce but they have to pay more for what they buy. This situation not only lowers their already dangerously low standard of living but precludes them from buying the machinery and equipment necessary to industrialize.

This is precisely what is now happening in Latin America. Tad Szulc, *New York Times* correspondent in Rio de Janeiro, described

the plight faced by our neighbors to the South in the *Times'* annual economic review of the Americas:

The sharp drop on world markets of the prices of most of the commodities that are Latin America's lifeblood seriously affected last year the region's capacity to import as well as to go on at desired speed . . . The most worrisome problem of the year was that of slipping commodity prices. While recognizing that for the most part these price decreases resulted from uncontrollable economic forces, Latin Americans nonetheless vented much of their anger and disappointment at the United States, complaining once more that fluctuations in commodities could be better held in check if Washington would enter into price-stabilization pacts. (*N. Y. Times*, Jan. 8, 1958.)

Since the underdeveloped countries are finding it increasingly difficult to obtain capital equipment through the sale of their products, they can obtain it only through the encouragement of foreign private investment or through financial arrangements with other governments. Foreign investors, however, are not interested in aiding development; they are interested solely in making profits. As a result, their investments are largely confined to such extractive industries as oil and mining and smelting. Only a small portion goes into manufacturing because the domestic markets in these countries are so limited that they do not offer much opportunity for profitable investment.

United States foreign investments follow this pattern. Almost two-thirds of U.S. investments in the underdeveloped countries are of the extractive type. In some countries, extractive investments form a much higher percentage of total invest-

ments. In Peru, they are 72 per cent; in Venezuela, 78 per cent; in the European colonies 89 per cent; in Liberia, 94 per cent; and in the general area of the Middle East, 91 per cent.

Investment in extractive industries does not develop a country, but actually hinders its development. By directing resources and manpower into raw material production, it makes a country over-dependent on the price of one or two raw materials, thereby distorting its normal economic growth.

Therefore since private capital refuses to provide the underdeveloped countries with the means to industrialize, the only other source in the capitalist world to which they can turn are the governments of the developed countries. But these governments are not at all anxious to help. They do not want to change the existing market relationships by industrializing these countries. Not only will industrialization remove the underdeveloped countries as cheap sources of raw materials but it will also enable them to compete with the developed countries on the world market.

The greatly vaunted U.S. aid program is an example of this. In the eight years from April 1948 to June 1956, the United States defense agencies spent only 686 million dollars for what they called "developmental assistance" programs in the underdeveloped countries. Of this amount, \$234 million or 34 per cent went to one country, Israel. Another \$166 million or 24 per cent went to oil rich Iran. These two strategically situated countries received almost three-fifths of this type of de-

velopment assistance. This left very little for the other underdeveloped nations.

Before the United States grants any funds for a developmental project, it scrutinizes the project in respect to two basic criteria. One, its possible competitive threat to private enterprise and two, its relationship to the U.S. defense program. John C. Hollister, former chief of the International Cooperative Administration, made this quite clear in a directive he issued just before his retirement last September. Mr. Hollister's directive stated:

It is . . . a basic policy of the I.C.A. to employ United States assistance . . . in such a way as will encourage the development of the private sector of their economy. Thus, I.C.A. will normally not be prepared to finance publicly owned industrial and extractive (mining) enterprises, although it is realized there may be exceptions. . . . (N. Y. Times, Sept. 22, 1957.)

These "exceptions" were explained by E. W. Kenworthy in the same issue of the *New York Times*:

If the conditions are such that private investment is unfeasible or unlikely and yet the project is deemed necessary, then the United States will be willing to finance state-owned enterprises as it has in the past. In many cases, the great desideratum will continue to be whether a loan serves the security and general welfare of the United States, regardless of whether it promotes private enterprise.

The welfare of the people of the underdeveloped country apparently is given only minor consideration.

Under such conditions, the underdeveloped countries will never be able to break the present market

# Non-Military Commitments by U.S.A. and Socialist Countries to Underdeveloped Areas

(Millions of U.S. Dollars)

| Area                    | U.S.A.<br>1950-1956 | Socialist Countries<br>1955-1957 |
|-------------------------|---------------------|----------------------------------|
| Near East and Africa    | \$ 563              | \$ 575                           |
| Far East and South Asia | 481                 | 470                              |
| Latin America           | 724                 | —                                |
| Total                   | \$1,763             | \$1,045                          |

Sources: U. S. Department of Commerce, U. S. Department of State and International Cooperation Administration.

relations. They will always remain raw material producers, living at the mercy of the industrial nations. The gap between the developed and underdeveloped areas will continue to widen, the rich countries getting richer and the poor ones getting poorer. In discussing this situation, the 1955 *World Economic Survey* of the United Nations made the following comment:

Differences among nations in per capita income thus tend to grow rather than diminish. The only avenue which exists for reducing such disparities and achieving a better balance in the growth of the world economy lies in a more rapid development of the domestic markets of the underdeveloped countries. . . . Clearly, therefore, the underdeveloped countries, if they are even to keep pace with the rate of growth of the industries, must expand their internal markets. . . .

In today's world, it is the socialist

nations—and only the socialist nations—who are helping the underdeveloped countries develop their internal markets. Unhampered by the contradictions of the capitalist economies, they are in a position to offer the kind of aid needed, namely the construction of factories and industrial plants. This not only helps absorb the large number of unemployed but also creates a market for many types of goods and services.

In its recent survey of Soviet bloc economic aid the State Department made the following complaint: "In negotiating agreements, the bloc gives no evidence of requiring economic justification for the projects involved."

As if this in itself were not enough, the State Department further bemoans the fact that the socialist countries consider the needs of the underdeveloped nations in their aid program.

"Since most of the less developed

countries place a high priority on industrialization," the State Department laments, "the bloc has concentrated its efforts in the industrial field."

And not only have the socialist nations started to build steel mills in India, cement plants in Afghanistan, sugar refineries in Ceylon and nuclear physics laboratories in Egypt, but they have spent in three years in the Afro-Asian nations as much money as the United States has spent in six. (See table page 19).

Only in the Latin-American countries, which up to now have not accepted offers of aid by the socialist countries has U.S. assistance significantly exceeded that of the socialist world. But even this assistance is essentially technical in nature rather than developmental.

These achievements by the socialist countries in the field of foreign aid, impressive as they may seem, are only a beginning. As the economies of the socialist countries grow, their ability to provide more aid will also grow. This may well be the means by which the underdeveloped countries will be able to change the present market relationships and thus break the stranglehold of imperial-

ism which so long impoverished them.

This is undoubtedly what President Eisenhower was referring to when he said that "this non-military drive . . . could defeat the free world. . . ." President Eisenhower is right if he thinks of the "free world" as the world of colonialism and imperialism. Socialist economic aid, now growing rapidly in volume, may well sound the death knell for that world.

If President Eisenhower really wants to wage "total peace," he should not view this aid from the Socialist bloc to the underdeveloped countries with apprehension. He should welcome it as an important part of his "total peace" campaign.

Indeed his most significant contribution to assuring peace in this period would be to propose to the socialist world a mutual reduction in arms with the stipulation that the resources now going into armaments be used by both sides to help the industrialization of the underdeveloped nations. Thus the slogan of "total peace" would be realized in the form of peaceful competition to see which nation could do the most to raise the standard of living of the peoples of the world.

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### **DIESEL ENGINES FROM CHINA**

According to a story in the Chinese newspaper "People's Daily" Diesel engines, still among the items under American embargo as not for sale to China, were exported from China to Egypt and Syria during 1957. These Diesel engines are made in Shanghai.

Also from Shanghai this year have been exported whole sets of Chinese-made machinery for knitwork, cotton textiles and soap factories to Indonesia, Egypt and Burma.

Also "People's Daily" reports contracts for supplying rubber tires have recently been concluded with 10 countries including Rumania, Finland, Burma, Ceylon and Syria. Tires have never before been exported from China.

# Education In Czechoslovakia

by ELEANOR WHEELER

*"They say that not every wood will take a polish. I answer: but every human being can be a human being, if no damage has been done him."—Comenius.*

**WITH FOUR CHILDREN** in various parts of the Czechoslovak school system, in different parts of the country, I at least have a good deal of experience I can pass on to American readers.

Nothing is static in this growing and developing society, and this includes the school organization. In the years we have lived here there has been one major change in the schools (many features of the change are regretted now by a large number of parents and teachers) and several minor changes. When we first came here the elementary school had five grades and the secondary school four. These nine classes were uniform for all children, then came the dividing point where the student decided whether to go into an apprentice school, a specialized technical school or the college-preparatory (called gymnasium).

The 1953 School Reform Law overhauled the entire organization of schools, in the course of which the elementary and secondary schools were combined and compressed into

eight grades. One reason given for this change was that the growing needs of industry required that technical personnel be graduated sooner and prepared more quickly. It was soon found that industry did not need the raw, young recruits it consequently got, and that factory directors preferred to have the school system do the training rather than to add pedagogical problems to production questions. Another motivating factor in making the change was that the usual school-leaving age in the Soviet Union was at the end of the seventh grade (corresponding to the eighth here, because in the USSR children start school a year later, at the age of seven, with fuller kindergarten preparation for school).

There was previously a general feeling that the Soviet Union should serve as a model for everything. Czechoslovakia did on the way to socialism. Now of course realization has grown that not every method used in the Soviet Union is adaptable to Czechoslovakia, and that in fact some things done there were for reasons of necessity and not considered the optimum solution. For instance, ironically enough, just as Czechoslovakia cut down on the basic schooling, pedagogues in the Soviet Union were discussing extending the school-leaving age!

As an example of the problems created by the younger age for choosing what line of study to take

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up and earlier graduation of technicians, we can take the difficulties arising in the mining schools. Apprentices who go to the apprentice school for miners at the age of fourteen or fifteen are not allowed to work below ground, according to the labor laws. This means marking time, except, of course, for their studies, for a year or two doing practice work above ground (in the case of coal combine operators, learning to assemble and repair the machinery, etc.) and then very short shifts below. The Miners' Technical School in Kladno solved the problem by putting a "school mine" below the school, an imitation of the real mines which can be supervised and a safety control insured.

I feel sure that it will not be long before the school-leaving age will be extended—as soon as the question of more school buildings and increases in teaching staff is solved—and thus some of these problems will be worked out.

Our older son Frank graduated from elementary school when there still were nine grades. That was in 1951, when the main emphasis was laid on heavy industry as the backbone of socialism (it still is, of course, but not as concentrated stress is laid on it). So Frank chose to go into steel mill work, since he had visited the mills and had got interested in the problems of composition of metals, chemistry and metallurgy, etc.

The best way to reach his goal seemed to be first to get some practice in the mills as apprentice in one of the leading steel mills, the United Steel Mills in Kladno (made famous by Majerova's *Sirena*, written about the 19th century days when

the mill was called Poldovka). The apprentice home is also one of the largest and best in the Republic.

The facilities and furnishings offered by the apprentice program differs for the different professions. For steel and coal the advantages are greater, since these are considered more important professions. Here the apprentices receive not only free board and room, but also clothing, including winter overcoat, uniform, pyjamas, underwear, sports clothing, shoes, tennis shoes—even handkerchiefs. In addition they received pocket money, free trips to the Kladno theater, frequent free trips to the Prague opera and theater, reductions in fare on the railroads and buses. Three days a week were spent in the mill and three days a week in school.

The second son Thomas (called Toby at home) felt he'd go his brother one better and get into an even more fundamental branch of industry—coal mining. The apprentice homes for young miners are pretty much the same as for steel mill apprentices. (For details, see my article in September 1954, NWR).

After graduating from the apprentice homes our sons did not follow most of their classmates into the jobs that were open for them but, on the recommendation of their teachers, continued studying. They could have gone to the technical schools directly from the elementary school but they both felt that their two years as apprentices gave them a much sounder ground for their profession. The only waste was in the academic subjects which duplicated some of the work they then went over in the technical school. By the

time Toby came along they had met this shortcoming by having a make-up course in the summer which helped fill in what was in the curriculum of the first year in technical school so that the more promising students from the apprentice school could go directly into the second year.

After graduating from technical schools the students can become section foremen, heads of subdepartments, technical advisers, and so on. Again our sons decided instead to go on with their studies and become engineers by completing the university courses in their fields. And here again Frank found that there were advantages and disadvantages in the path he had followed. Some of the students competing for the entrance examinations at the Engineering College in Ostrava, Moravia, were well trained academically but "all they knew about a blast furnace was what they had read in the books." On the other hand, Frank was perfectly at home in inorganic chemistry which he needed directly in the mills, but weak in organic which the graduates from the gymnasium had covered better in their academic courses.

When Nora left the elementary school it had already been shrunk to eight years. She chose to go to an agricultural technical school (at present under the jurisdiction of the Ministry of Agriculture, but a change to the Ministry of Education is being considered). My feeling was that she had been carried away by the government recruiting drive and was getting into something she would regret when the first flush of romance wore off. We argued hot and heavy, but she convinced us she

was sincere, and now it is an accepted fact that the care and feeding of calves is a fascinating study.

The school Nora went to is an old established one which just celebrated its 60th anniversary. It has a school farm where the herds make record performances and the yields for the crops are good. The students spend about five or six hours a week at practical work and in addition spend a week or two in the autumn and again in the spring on the farm. They are also expected to get some practice over the summer.

Graduates from the school get jobs as agronomists either on state farms or cooperatives, or in the district or regional national committees. Those who specialize in crop production also head departments in the national committees or have leading positions on the state farms or in cooperatives. Some few go on to the Agricultural College to prepare for jobs as scientists, research workers or in the Ministry.

No sooner do we get one son or daughter launched on a smooth-running career, than we are faced with the decisions of the next one. In the autumn of the eighth year representatives from the different professions visit the schools and tell of the different possibilities. We find that those who go to the Economic School should know three languages (including Czech or Slovak and Russian) and be prepared to learn a couple more. We found that the Technical School for Chemistry was pretty well filled, that the medical preparatory was overfilled, as was the electrical technical school, so that for these two branches only students with straight "I" grades (the highest) could expect to enter.

This year Mary Jo postponed the decision by going on to the ninth grade of the eleven-year school, from which she can either branch into an art school, a chemistry technical school or finish the course of eleven years and go on to the university. There she will start a third language, possibly a fourth (in addition to Czech and Russian), and continue the studies of algebra, geometry, chemistry, botany, biology, and so on, in which she has had a good deal more work than she would have had in an American school at the corresponding level.

We were impressed by the opportunities which were presented to the children. All they had to do was perform well at one level and several choices could be made at the next. And, of course, it is with free tuition, stipends for board and room if the parents' income warrants it (not yet universal as in the Soviet Union), and assured employment on graduation.

Our objections have been chiefly to the tradition of authoritarianism. The line of authority has always been: school director to the teacher who then lays down the law to the parents who pass on directives to the children. This is not in line with official pedagogical theory and most thoughtful Czechs do not agree with this system either, but of course the old-line teachers cannot be changed over night. The campaign against pedantry, the drive for greater self-discipline and less authoritarianism, the recounting of one or another teacher's experiences—all this makes fascinating reading in teacher's journals which I follow with close attention and discuss in the second part of this article.

## PART II

IT IS such a temptation, when writing pro or con about pedagogical methods in Czechoslovakia, to refer to Jan Amos Komensky (Comenius), the great seventeenth century pedagogue. And, after all, why refrain from quoting a man who could sum up his ideas on education in such arresting phrases as:

"Not only should the children of the rich and noble be admitted to school, but all alike, the noble and the common folk, the rich and the poor, the boys and girls from all cities and towns, villages and hamlets, for this reason—those who have been born, were born as human beings, having the chief purpose of being educated for everything that is human." (*Didactica Magna*, 1657.)

"And now I beg of you, give heed that the schools may stop continual discussion and begin to observe; and finally that they may cease having faith and begin having knowledge." (*Synopsis of Physics*, 1633.)

"My whole method was directed towards changing scholastic drudgery into a game and a pleasure." (*Autobiography*.)

You see, those who are satisfied with the Czechoslovak school system can quote Komensky and point out how far we are along the road toward the goal of admitting "all alike" to a democratic school system. On the other hand, critics point out that Komensky has not been followed, in that scholastic drudgery has not yet been made a game and a pleasure. In fact, as I was myself penning an irate letter about some bit of bureaucracy in the schools, our sarcastic youngest peered over

my shoulder and asked if I wasn't overworking Komensky.

Jan Amos Komensky was born in March, 1592, in Moravia, was driven from his country by the forced Catholicization policy of the Austrian monarchy, after having lost wife and children in a plague epidemic, and lived the rest of his life in exile. He placed his hopes for tolerance of the Protestant religion, alternately on intervention by the English monarchy, the Swedish, the Dutch rulers, some Hungarian noblemen. His ideas on education were, however, democratic—as we see from the excerpts given above—and he basically placed his hopes for change on education. It was a bitter thought for him that in his homeland the obscurantism of the Austrian monarchs dominated the educational system.

So, those who say, when criticizing some aspects of the present-day Czechoslovak school system, "why don't you go back to Komensky?" must realize that his pedagogical ideas were carried out chiefly on paper, although they did have their effect on the English, Dutch, Swedish and other school systems, as well as the later Czech schools. But we have not yet seen the nation where all are admitted to the schools alike, without discrimination, and where school work is made a pleasure. And when the Czechoslovaks count their blessings they can realize how close they have come to being that "fortunate nation" that was Komensky's ideal, "which has an abundance of good schools and good books, and good rules or customs for educating the young." (*Nation's Happiness*, 1654.)

Dr. Frantisek Kahuda, Minister of Education and Culture, speaking to groups of Communist teachers, said that when we discuss improvements we want in the school system here, we should also recall what progress has been made. No child lacks opportunity to attend an eight-year elementary school. The attendance is slightly lower than in 1940-41, because the birth rate was lower during occupation years, especially in regions where partisan struggle was being carried on. But in 1956-57 there were twice as many who had gone through secondary school as in 1936-37, almost three times as many studying in technical schools and in colleges and universities. Extension courses for workers registered 12,250 in elementary education courses, 55,858 for technical courses and 26,208 for college level. Over a fourth of the students in secondary schools received study grants, 40.6 per cent of those studying in technical schools and 61.9 per cent of the students in colleges and universities. Whereas there had been no dormitories for those studying in secondary schools and technical schools before the war, there are now 30,381 students in these low-cost, government-subsidized dormitories.

Not only are the schools progressing in regard to size and coverage, but are also constantly being studied for necessary organizational changes. Just now adjustments connected with the nationwide movement for decentralization will give school directors more authority vis-à-vis the governmental authorities, the local educational authorities more as compared with regional, etc., with the Ministry of Education retaining

three main functions: ideological guidance, setting of standards of accomplishment, and control of performance. The Letter of the Communist Party Central Committee in November, 1957, setting goals and aims for industrial, agricultural and cultural institutions, laid great stress on the schools preparing students adequately for life in a socialist state. This follows the Komensky ideal of linking school with practice while avoiding a utilitarian approach.

This means more handwork in the lower grades, more polytechnical training in the secondary school to overcome the chasm that still exists between manual and intellectual labor, attaching the apprentice schools to the large factories, or putting the apprentices in training directly in smaller factories near large schools that can give the general education needed for the apprentices in several factories. The trend is away from what was considered too narrow specialization. The technical schools will have the special branches reduced from 167 to 139, and it is expected that they will be further reduced. Decentralization will also mean, said Minister Kahuda to a press conference in January (reported in *Tvorba*, No. 2, 1958), that there will be more activity of local National Committees, more participation of lay groups, more authority to school principals and less administrative details for them.

There are many outstanding teachers interested in furthering the school reforms and in making the link between school and community. We read, for example, about the teachers' campaign in the little Mor-

avian village of Vizovice, to try to persuade farmers of the advantages of cooperative farming. They had noticed that the children of private farmers often had to put in too many hours on the farm at the expense of their studies, so they decided that "socialization of rural areas is not only an economic problem, but is also a help to education."

Then there are the teachers who serve as bookkeepers on cooperative farms, others who are members of the National Committees on different levels, many who take active part in campaigns to extend citizens' scientific, economic, political and cultural backgrounds. The teachers' paper, *Teachers' News*, for March 21, gives the example of a teacher, Frantisek Sadvovsky, who serves as chairman of the regional National Committee in his part of the Czech-Moravian highlands, as well as holding the office of principal and teacher of history. The man-in-the-street calls him "our teacher" or "our Frantisek," and tells how he leads cultural work, not only in the usual institutions, but also in the miners' recreation homes located there, as letters from grateful holiday-seekers testify. His years of unemployment and casual work in the 1930's give him a long view of the changes in history, and one of his passions is the keeping of regional records, laying a basis for local historical studies.

Many more examples would be needed to show the type of forward-looking teacher who is continually trying to make the schools progress. Another moving force is the discussion which goes on in the pages of the teachers' journal, discussing

the sore spots in the system. One that continually recurs in recent weeks and months is the problem of moral training. Too many radicals have believed that the people's moral outlook would improve when the social basis became more moral, when exploitation of one man by another would cease. In the economic field it was thought that people would do good work without thought of gain, if their minimum personal needs were assured. Now there is a general realization that "material interest" is needed as a spur for technical progress, but still the conscious moral training has been neglected. As a recent lead article by R. Kostka in *Rude Pravo* (January 18, 1958) said, "Practical experience pressed our economic bodies into seeing salvation almost exclusively in material interest. Moral factors have not so far held the place they could and must have in a socialist society."

In the teachers' discussion about moral training, the relative value of special classes in ethics vs. practical example, the importance of the family in moral training as compared with the school, the failure of the youth organizations to take up the slack—all have been debated. One of the contributors to the debate stirred up a hornet's nest among his fellow-educators by suggesting that teachers were looking everywhere for the root of difficulties but not in their own teaching. Said Miroslav Stanec, principal of an eleven-year school (combined elementary and secondary), teachers tend to hide behind pseudo-sociology and blame family background, they blame the growing pains of a new society and

objective factors, but, "A teacher who wants to be worthy of the great task of a teacher in the epoch of socialism does not hide behind the public, or away from public criticism—he does not fear it. He criticizes himself and listens attentively to criticism, because he is filled with one single ideal: to serve the children better, to serve the people and communism." (*Teachers News*, October 10, 1957.)

And in reading the debate among teachers you are surprised to find how many are pursuing this "single ideal" and what a wonderful lot of people "natural born" teachers are: how earnestly they realize their duties and work overtime to carry them out, how they recognize that their position is more responsible in a socialist society than in a non-planned one.

Other things besides training in morality that bother the teachers are: formal approach to teaching methods and toward marking the progress of pupils, training pupils to be sincere and not cynical, balancing study with other activities to promote better health, training initiative. The discussion has been going on not only among teachers, but also in the general public. In the region around Brno, Moravia, for instance, over a thousand such meetings were held between mid-May and mid-September in 1957—meetings of National Committees with over 50,000 citizens attending.

It seems to me that one fundamental point will have to be recognized before the discussions can give really positive results: the acceptance of the fact that there are short-run contradictions between different

elements of the same society working to the same goals, as compared with the contradictions between socialists and the class enemy. This thorny problem raises its head in decisions whether trade unions push some immediate demand of their members or bear in mind the over-all goal of higher production which indirectly benefits all. It comes up in the role of the youth organization in the school. In too many schools the youth organization leaders consider themselves entrusted with the task of raising the scholastic level and subordinate individual complaints of the students to this.

This and many other things will be ironed out in the dynamic development of Czechoslovak education. The way is not as smooth and auto-

matic as most of us had believed. It is mighty bumpy and takes constant work and thought on the part of teachers, parents, government officials, the press—of all concerned.

A final note: Sputnik beep-beeped into the discussion, filling Czechoslovak teachers with new confidence in socialist science and giving them more impetus to be worthy of the "great task of a teacher in the epoch of socialism." Says J. Dvorak, principal of an eleven-year school, "Believe me, the existence of the Soviet satellite is doing the best job of educational work in our school, too. It is deepening the confidence and faith in the invincibility and beauty of the new world which is worth making some sacrifices for." (*Teachers News*, October 24, 1957.)

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### THE LAMONT LETTERS

On January 18 Corliss Lamont and his wife Margaret I. Lamont addressed letters to President Eisenhower and Premier Bulganin asking for a year's suspension of nuclear weapons testing. Pointing out that agreements on international pacts to halt testing had so far failed, they proposed unilateral suspension which would "catch the imagination of mankind and be a great dramatic action that might break the international stalemate."

Copies of the two letters were sent to all the major newspapers and wire services but only two minor papers carried news of the letters. The "Nation" printed the letter to Bulganin in full, in its January 25 issue.

There was no official response from President Eisenhower. The Soviet Embassy acknowledged the letter and said that it had been forwarded to Premier Bulganin.

On January 23 the Lamonts bought space in the "New York Times" in which both letters were printed. The response by mail to this printing has come from every part of the country, many people asking for copies for distribution.

# Socialist Gains In East Germany

by **GEORGE LOHR**

**I**N A RECENT speech that also dealt with German re-unification, Nikita Khrushchev observed that the workers of the German Democratic Republic certainly would not want to give up their socialist gains. Some American columnists, commenting on the Khrushchev speech, sneeringly put the word "gains" in quotes. But quotes or no, the gains are there for all to see, and considering the special difficulties of building socialism in one part of a divided nation, they are quite remarkable. I have traveled about this country a lot during the past months, once together with a group of conservative western journalists, and I would like to share with you a few of the impressions jotted down in my notebook.

As an example, there is the resort hotel I visited, located on top of a sloping hill in Thuringia. Owned and run by the trade unions, its modern facilities and lay-out could well hold their own with any middle-class vacation spot in the United States. The rooms—never more than two occupants—are well appointed and many of them have private balconies for sun bathing. There is a T-V room, smoking room, reading room, music room, pool room, a bar

and a library with 1,400 volumes. The heavy Marxist stuff was taken out of circulation last summer on the theory that workers should relax during their vacation and not spend their time studying. But lest somebody raise the cry that this is "regimentation," let me hasten to add that any vacationer whose heart is set on reading Engels' "Anti-Duehring" or Lenin's collected works can of course get them as well, by making a special request.

The dining room has small tables, white table clothes, all spotlessly clean, and the printed menu offers, besides soups and desserts, the choice of 12 main dishes. We happened to walk in while the guests were having their afternoon coffee and cake, with a live band providing music. Most of the workers with whom we passed the time of day were from the metal and electrical industry, but a fair number were white collar and professional.

Well, what's the tab for all this when the two weeks are up? The drinks are everybody's own affair, and so is coffee which is still a very expensive item here. But just about everything else, room and board and so forth, is included in the ridiculously low fee of 30 marks for the whole period. For an average worker, that's about two days pay. But there is something else I learned.

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**GEORGE LOHR** was foreign editor of *Daily People's World* from 1947 to 1950. He has lived in Europe since 1951.

Every worker here gets not only two weeks paid vacation, but also an additional 30 marks as spending money. In other words, the extra vacation pay covers the hotel bill.

For the workers, that is. Evidently, the 30 marks doesn't begin to take care of the real cost. Just to house and feed the vacationer costs 85 marks, not to speak of the original investment, upkeep and all that. The difference is paid for by the unions and the state. This particular hotel is one of hundreds of similar places where each year some 1,100,000 workers spent their vacation.

Well, but how about privacy? Aren't these places where you are supposed to participate in all sorts of activity and where there are always lectures and things? Not at all. Of course, there is a social director who organizes group activity, but if you'd rather sit on your balcony and guzzle beer or go walking with that blonde from the next table, that's your affair. It's just like being at any summer hotel, except that in the old days a worker never had that privilege.

Now let's have a look at another socialist gain, namely the care of the sick, and in this particular case those afflicted with TB. A group of us went to visit the largest TB sanitarium in the country which, when completely finished, will take care of 1,075 patients. We were shown around by the head of the institution, Professor Adolf Tegtmeier, who is not only a top TB specialist but in the instance of this sanitarium also doubled in brass as an architect. He wanted it built just right, with maximum comfort for the patients and making possible the highest efficiency for the staff,

and so he got himself a young architect, a former patient, to draw the blue prints together with him.

"When we came to the ministry of health with our plans," he recounted, "they were delighted and said 'at last somebody with some new ideas.'" As it turned out, there were many problems in construction, because of shortage of material. For instance, he couldn't get pipes for the plumbing and sewage. But where there is a will, there is a way. He remembered that in nearby Buchenwald, the former concentration camp, the pipes had been left in the ground when the rest of the place was demolished at war's end. A group of young volunteers was organized, they went over to Buchenwald with tools and trucks, and now these pipes serve an institution dedicated to life, not death.

The sanitarium is built in various self-sufficient units—own kitchens, X-ray rooms and so forth—to eliminate noise, congestion and long trips for the patients. Everything moves on wheels, from laundry baskets to food. There are separate elevators for patients, for food, for laundry and for the staff. Operating rooms are air-conditioned, and so are the rooms of post-operation patients to insure even temperature. The rooms, two occupants only, are gaily decorated and full of flowers, and many of them are balconies that look out over a wide valley of meadows and patches of forest. Every room has a telephone, and phone calls to and from relatives and friends are encouraged. There is also a smoking room in every unit, for a few permitted puffs after meals.

A separate building houses a large cafe, tastefully decorated, where

convalescent patients spend time and also receive visitors. Upstairs is a movie, seating 400 people. The general public from surrounding towns is also encouraged to visit this House of Culture, so as to make it possible for the patients to mingle freely and make new friends. A great deal is done in the sanitarium to provide vocational re-training for easy occupations, such as translating or white collar jobs.

And who pays for all this? Social security. The patient doesn't pay a single penny. But in addition to that, his family is also taken care of. The patient gets full sickness insurance as long as there is a chance of work rehabilitation. Sickness insurance amounts to 90 per cent of the wage for the first six weeks, and 50 per cent thereafter. If the family can't live on that, extra provision is made. If the doctors establish that the patient can never go back to work, he gets a permanent invalid pension. A patient cannot be fired from his job while he is in the sanitarium, and management is obliged by law to give him an easy job when he returns to work. He also gets preferred status on the waiting list for a new apartment.

So much for vacations and sick care. What does it look like in the countryside? There are still many problems and the German Democratic Republic is not immune from the world-wide problem of farm families leaving the land and preferring the comforts of city life. On the other hand, the government very much encourages farm cooperatives, and they are given much help and assistance. But the village generally gets a great deal of attention, whether its inhabitants belong

to co-ops or no, in terms of social and cultural services. While driving along the big highway, we suddenly came upon a group of tots playing in a grove a few dozen feet off the road. We stopped and talked to the two young women who supervised the little ones. They were from a neighborhood village, all individual peasants, where a nursery-kindergarten had been established. The mothers bring the kids in the morning at six—life starts early in the village—and pick them up when their chores are done in the evening. The children are fed, washed, medically cared for, they have games, they are taken for walks and the fee is infinitesimal. This is a far cry from the old days when mothers had to drag their kids along to wherever their work took them.

We spent an afternoon in a village where all but three peasants had "gotten wise to themselves" and joined the co-op. There is something different about such a village. You feel the spirit of the collective as soon as you drive into it—large modern buildings, lots of farm machinery around, people working in groups, and everything very clean. This particular co-op has about 700 acres of land, 195 heads of cattle, 450 pigs, 320 sheep and 850 chickens. The co-op has 62 members and they are paid in cash according to work units performed, as well as in substantial amounts of produce. Their income is about equal that of the average industrial worker, and they also benefit from sick and maternity insurance and other social security measures.

There is continual building going on. The house of culture has already been in operation for some time, the

rooming house for the apprentices, tiled showers and all, was just being finished and another construction brigade was building a new addition to the cow shed. This particular brigade consisted of three men of which the youngest was just passed 70. When I talked to them over a glass of beer, they were all full of pride over the changes the co-op had brought to their village. Rest assured, this trio of old timers didn't put the socialist gains in quotes.

Another trip took us to a huge cokery, just recently constructed. The German Democratic Republic has no hard coal mines and so a process has been developed to turn briquettes into coal good enough to use in low shaft blast furnaces. About 2,500 workers are employed there, 30 percent of them women. I talked to Brigitte Schaeffer, 22 and pretty, who has been working there three years. She told me that the workers get free milk, free work clothes including warm underwear and shoes and also free laundry. A big bath house has been constructed, along with the locker rooms. The worker comes off shift, strips to the skin and puts his work clothes on a contraption that pulls them 50 feet up to the ceiling where they air until next day. Then he steps under a shower or stretches in a tub and after that he can bask in ultra violet rays or perspire in some electric heat chamber arrangement.

He can eat in the works canteen where for 70 pfennigs, the earning of about 20 minutes work, he can get his choice of three dishes, each with five ounces of meat. He can also take the bus down the street to the House of Culture which has

been built by management but which is open to every citizen of the community. The food is good—we ate there—and there is also a nice bar.

Finally, a few words about my visit to the first atomic reactor station in the German Democratic Republic. About the technical stuff I can tell you very little as a layman, except that it has a capacity of 2,000 kilowatts and that it serves mainly as a training and research center. It might be argued that after all there are already a whole number of atomic reactor stations east and west, and that there is nothing so extraordinary about one in the German Democratic Republic. I think only the first part of that sentence is true.

There is something special about an atomic reactor in that part of Germany which for the first time in German history is dedicated to socialism and therefore to peace. Certainly, when I think of anything having to do with atomic energy in West Germany I dread the evil purposes to which it might be put by Adenauer and his Nazis. But when I stood on the platform of the reactor here and—via an optical contraption—looked down into the pit of the actual oven, my mind was on the constructive uses of the energy created down there and its meaning for the future.

Here in the German Democratic Republic, there are no monsters in responsible places plotting mass destruction. Here, in the first German workers state, the accent is on peace and friendship, and this is the most important socialist gain that the workers of this country will never relinquish.

# Women in the UN

by **ESLANDA ROBESON**

**M**OST PEOPLE in the world hope that some day in the near future the world organization, the United Nations, will properly represent the people of the world; not only the nations, but also the *people* of the world. This will mean that membership in the organization will be universal and that women will be adequately represented in the delegations.

There were 36 women representatives from 27 nations at the 12th General Assembly (1957); 12 of the women were full delegates and 24 were alternates. Many of these women enjoy considerable prestige in their countries:

Mrs. Golda Meir of Israel is also her country's Foreign Minister. Mrs. Ulla Lindstrom is Minister of State for Sweden. Mme. Georgette Ciselet of the Belgian delegation is a Senator. Mrs. Tarkeshwari Sinha (India), Mrs. Tyyne Leivo-Larsson and Miss Kylikki Pohjola (Finland), and Mrs. Aase Lionaes (Norway) are all Members of Parliament.

Mrs. Helen Leflerova is a member of the Czechoslovak National Assembly. Mrs. Z. V. Mironova of the Soviet delegation is Deputy Mayor of Moscow. Miss Angie Brooks is Assistant Attorney General of Liberia, and Miss Laili Roesad of Indonesia is Deputy Chief of the Ministry of Foreign Affairs of that country.

Begum Nur Jehan-Murshid is a member of the Provincial Assembly of East Pakistan; Miss Gloria Addae of Ghana is Research Economist of

the Ministry of Trade and Development. Miss Taki Fujita is president of the League of Woman Voters of Japan. Miss Irene Dunne is, of course, the famous American film actress, and Mrs. Karen Figueres of Costa Rica is the wife of that country's President.

It is interesting to note that Cuba continues to send the largest representation of women in its delegation—two full delegates and two alternates. Costa Rica comes next with three alternates.

There are also a number of women among the advisers and secretaries to the delegations. So far, however, the United Nations is still predominantly a man's organization, and this may be one of the reasons why some of its important discussions continue to be unrealistic, impractical and futile. Women, with the day-to-day direct working responsibility for the children, the family, the home, and the budget are inclined to be, often forced to be, much more down-to-earth and common-sensical than men. Generally speaking of course.

Several of the women representatives to the 12th General Assembly have striking beauty:

Miss Addae, the petite, colorful, brilliant young economist from Ghana; Mrs. Sinha, of India, vivid in her lovely saris; Mrs. Figueres, slender, blonde first lady of Costa Rica and the glamorously tailored Miss Dunne of Hollywood.

Of great personal distinction in

manner and appearance, one might single out Mrs. Mironova of the Soviet Union, with her hair parted severely in the middle and her fresh, open, friendly smile; Miss Brooks of Liberia, with her pleasant, shy manner; and Mrs. Leflerova of Czechoslovakia, with her delicate face and supporting cane.

It was with Mrs. Leflerova that I recently had the good fortune to have an interview. She comes from the world-famous town of Lidice which the Nazis, with characteristic evil efficiency, fury and spite, wiped off the map. Mrs. Leflerova was elected Chairman of the Lidice National Committee even before the town was rebuilt. She had lost her family and many of her friends in the tragedy and in the concentration camp, and so she turned her energies to rebuilding, to the people.

I had watched this interesting, pleasant woman at work during this twelfth session of the General Assembly and wanted to ask her about the women of Czechoslovakia. I knew that during the First Republic, between the first and second World Wars, women had been given equal rights in Czechoslovakia. But we all know, especially women and Negroes know, that rights under law are one thing, but rights in fact, in practice, are often quite another. I wanted to find out about equal rights for women, in practice, in Czechoslovakia.

Mrs. Leflerova explained that after the war, in 1945, a new Constitution insured for the women in Czechoslovakia the same rights as men in all fields of social and political life, and that these rights have been implemented by the government. For

example, one-third of the labor force are women, and all get equal pay for equal work.

"We have a woman Vice President, Mrs. Jankovcova, who began her political life and activity very young, and was elected to high office at the age of 36," said Mrs. Leflerova with quiet pride. "Our Minister of Nutrition is a woman; there are 62 women in Parliament which has a total membership of 368. On the National Committees, the organs of local government, nearly 20 per cent of the members are women (of all ages); women engineers help to build our new factories and power stations."

"Are the women satisfied and happy with these new opportunities?" I asked.

"I believe they are satisfied," answered Mrs. Leflerova. "They can enter any kind of social, political or technical field. They can show their qualities. It is good for them and very gratifying to see that they are appreciated as equal human beings. Women are so pleased with their equal status that they are anxious to measure up well to their own responsibilities. Many of our women are trying to improve themselves, studying in evening classes to learn and to be more useful. They want to give as well as to take."

"And are the men satisfied and happy with the new equal status of women," I asked.

Mrs. Leflerova gave me a delightful smile. "At first men found it difficult. They were not used to it. Our first President, Clement Gottwald, expressed it very well when he said: 'Men like equality of women, but only if it doesn't reach to their own

doors.' Women have recognized more and more that they must prove their equality and efficiency, and must also show that they can be good friends and a great help in all kinds of jobs. They have done so, and I think they have now broken the reluctance of men."

Mrs. Leflerova told me the Czechoslovakian Government continually helps to make the equality of women a practical reality. There are collective kitchens and dining rooms under the control of experts at the offices and factories; the food is of high quality, well planned and tasty, and also very cheap. There are nurseries, of course. All these are expanding from year to year.

"What about children?" I asked.

"Our children have priority," she answered with a warm smile. "They are our most precious capital. Everything is done for them. They are educated to be very independent and self-sufficient. They have their own children's organization—the Pioneers.

Mrs. Leflerova has been a Member of Parliament for nine years. She said she has always had to make the most careful preparation for her official visits as an M.P. to the children's vacation camps. The children ask the most direct, concrete, penetrating and challenging questions, ranging freely over agriculture, history, culture and politics.

Woman to woman, Mrs. Leflerova and I discussed the stress and strain of the present world situation, and agreed that the human race must summon all its strength and resources to put its house, which is the world, in order and to prevent the destruction of this house.

Women are about one-half the human race. The experience, wisdom, practicality, ingenuity and warmth of women in the house are well known; all this must be used to the fullest extent in our world house today.

It is a common error to consider international affairs as remote, in a rarified intellectual field. Actually international affairs are merely an extension of domestic affairs, which in turn are merely an extension of family affairs and relations with neighbors; certainly all this can be understood by the ordinary citizen if the facts were presented to him.

A man, woman or child who can contribute to the well-being, harmony, security and progress of the family in domestic affairs, can also, if allowed to and helped to do so, make a similar contribution to local, national and world affairs. Our troubled world needs them all. And certainly the United Nations needs them; especially does it need a wider representation of all the women of the world.

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### **U.S. ARCHITECTURAL EXHIBIT IN RUMANIA**

The Museum of Modern Art in New York has organized an exhibit of contemporary American architecture now being shown in Bucharest under the auspices of the Rumanian Institute for Cultural Relations with Foreign Countries. The opening was attended by U.S. diplomatic officials and important Rumanian governmental officers.

# World Congress of Women

*The Women's International Democratic Federation was founded on December 1, 1945, at the end of the second World War. Uniting women of all countries regardless of race, nationality, religion or political belief, its aims are the defense of the rights of women and children, respect for the liberty of peoples, and peace. Each succeeding World Congress—Budapest 1948, Copenhagen 1953, Lausanne 1955—demonstrated the growth in the number of women represented and the influence of the organization in many parts of the world.*

*Madame Eugenie Cotton, the President of the WIDF, has sent us the following letter announcing the fourth World Congress to be held this year.*

**T**HE WOMEN'S International Democratic Federation will hold its Congress in Vienna, June 1-5, bringing together representatives of over 200 million women from nearly 100 countries.

The main report will consider the development of understanding and friendship among the nations; improvement of living standards; defense of equal rights for women in every field of work; and education of the youth.

After hearing the main report, delegates will participate in one of three panels: 1) Defense of life itself; 2) Women's role in society as mothers, as workers, and as citizens;

3) The right of children to education—based on love of peace and international friendship.

Women are the givers of life and understand to the full its worth. What mother does not seek above all things to protect the child she has brought into the world from sickness and death? War has always been the worst enemy of women; and World War II, more dreadful than all that had gone before, drew women into a closer unity in the struggle against war.

World War II ended with the atomic attack on Hiroshima and Nagasaki in August, 1945, which in seconds destroyed hundreds of thousands and resulted in the tortured, long-drawn out death of thousands more. It would seem that such horrors would cause men to renounce such warfare for all time; but instead, the insane path of perfecting weapons has been followed, imperiling mankind even in the testing.

A great cry has gone up in past months, an urgent appeal to men's conscience as the danger mounts. The stricken women of Japan have appealed to women of the entire world to condemn these tests; a large number of scientists have added their condemnation; the appeal of Albert Schweitzer has found wide support in the ranks of physicians, who together with women are the most tenacious defenders of life.

This year brings the world a genuine hope for the easing of international tensions. Each side at last

appears to understand that science's latest discoveries render use of all arms unavailing. Realization of woman's great dream—disarmament—may at last be in sight. But for this we know tremendous effort will still be demanded of us.

The burden of war bears heavily on the future of children everywhere, not only because war is a permanent threat to their lives, but because it brings in its wake physical suffering and moral decay. How can we speak of civilization when millions of children hunger and millions more are forced into delinquency? When military budgets drain off the funds needed for health and education, our children, the nations' future, and so the nations, are greatly endangered.

To carry on their tasks as educators and defenders of life, women need equal rights. Many countries have already adopted legislation granting women equal rights with men in every field; but more often

than not the laws are not enforced. The WIDF has an important role to play in regard to those women who are ignorant of their rights or, knowing them, are afraid to demand them. The WIDF offers these women friendship and support, and the great gift of solidarity. The humblest woman, seeing that she has millions of others backing her up, takes heart and comes to believe in herself and in the power that lies in unity.

Strong bonds unite the women of the world, regardless of race, religion or political belief. To strengthen these bonds is the constant concern of the Women's International Democratic Federation. For this reason every organization working to improve the conditions of women, for the education of children, and for peace will be invited to participate in the coming Congress.

Yours sincerely,

EUGENIE COTTON

### NO IRON CURTAIN AROUND SOVIET ENGINEERING

In a paper read on Feb. 7 to the American Institute of Electrical Engineering Dr. Abetti and Mr. Lincks, the joint authors, both research engineers for General Electric, maintained that there is no Iron Curtain blocking American electrical engineers from observing the Russian power industry.

Mr. Lincks, who was in Moscow last summer with 400 delegates from 27 countries attending the International Electrotechnical Commission, said in an interview, "The Russians really welcomed this exchange of information. If the truth be known, they set United States mass production methods and living standards high on a pedestal. In fact, we set up more of an Iron Curtain than they do in many fields."

The Russians are now working on transmission systems ranging up to 800 kilovolts, while the American industry is only in the talking stage of experimenting with 500 kilovolts. "There is no doubt that the Russians will lead the way in this field," Dr. Abetti said in the interview.—*New York Times*, Feb. 9.

## REVIEWS

### GILELS

ON Sunday evening, January 19th, at Carnegie Hall in New York, Emil Gilels performed the first three piano concertos of Beethoven with the Symphony of the Air, under Alfred Wallenstein, thus completing the cycle of Beethoven concertos which he had begun a week before. The following Sunday, January 26th, he gave his New York solo recital, offering four solid items which together made up a kind of history of the art of writing for the keyboard. The program started with five Scarlatti sonatas; went on to the Schumann *Sonata in F sharp minor*; continued after the intermission with three Debussy *Images*; and concluded with five movements from Stravinsky's ballet *Petrouchka*, in an arrangement for piano solo, and comprising the major part of Stravinsky's original score.

Putting the programs together, one is struck by their musical seriousness, and by the absence of any of the traditional applause-catching display pieces. It is evident that Gilels thinks of New York with the highest respect, as a center of lofty musical standards. It may be that he gives the audiences here too much credit, and certainly many would have preferred to hear him in some of the old pianistic war-horses. But he proved himself again to be one of the world's great pianists, and a thinker with a fine understanding of the most varied styles of composition. As in all his appearances, his singing line was breath-taking, along with his passionate concentration on giving each work an organic life. Everything takes on fire under his fingers. Yet never is there any personal caprice, whimsy, or search for some superficial novelty of approach.

At the solo recital, the most astonishing performance was that of *Petrouchka*. Although composed for orchestra, it fits the piano very well, and indeed, when

in 1910, Stravinsky first conceived this work, he thought of it as a piano concerto, and then made it into a ballet for orchestra. The source of the arrangement Gilels used is a little bit of a mystery. To my knowledge, Stravinsky only (in 1921) arranged three of the movements for piano solo, not five. The five movements make herculean demands upon the piano, and one of the miracles Gilels performed was that of making the piano sound orchestral in its sumptuous array of color. The performance was also a moving experience. *Petrouchka* is full of Russian folk melody. And although Stravinsky, in this score, has already begun his hammering mechanization of melody, there is still far more pathos in this music than he would permit himself in the "shocker" of a couple of years later, the *Rites of Spring*.

As a coincidence, the famous pianist Artur Schnabel, for whom Stravinsky had first arranged *Petrouchka* in piano solo form, was in the audience, applauding vigorously.

SIDNEY FINKELSTEIN.

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### SOVIET EDUCATION

SOVIET EDUCATION, edited by George L. Kline. Columbia University Press, New York, 1957. pp. 192 \$3.50.

THIS is a collection of accounts by former teachers and students of life in Soviet schools from the twenties through the early years of World War II.

Written by people who fled from the USSR, the value of these accounts as documents is seriously impaired by the need on the part of the writers to justify their flight. As a consequence a most hopeless picture emerges from these pages: that such a system could ultimately produce scientists capable of orbiting the first satellites is never for a moment suggested.

Incompetence, ignorance, confusion of

## YOUTH FESTIVAL

*Documentary film in color, commentary by Archie Johnstone, directed by Mikhail Slutsky, presented by Artkino.*

Doves, flowers, cascading fireworks, banners—and the smiles of thousands upon thousands of fresh young faces. This film, full of color, high spirits and spontaneous warmth, is a record of the Youth Festival held last summer in Moscow.

You see the delegates setting out from remote cities and villages, carrying the hopes of their people like the most valid of passports as they cross the world on planes, trains and ships to be greeted by the youth of the Soviet Union with great sheaves of summer flowers in a glittering Moscow decorated in carnival fantasy.

You see the pageants, the sports events and discussion meetings by day and the relaxed gaiety of the evening's fun. The grave, intent faces at a sports meet or political discussion dissolve into expressions of joy as dances are improvised in the streets and squares of Moscow—folk dances and songs from many lands, even loud and brassy strains of Rock an' Roll from the West.

You see the delighted smiles as delegates from Asia in their flowing robes somehow converse by sign language and recently acquired word or phrase with sombreroed youths from Latin America. You watch youths in costumes from every quarter of the world joyously promanading with linked arms across the legendary space of Red Square.

And throughout it all, beneath the gayest dance and the most rollicking song, there is the unforgettable sense that this is how youth wants the future—a world of peace, friendship and hope for everyone who dwells within it.

## BOUND VOLUMES

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purpose and method, all rigidly forced into an iron-clad pattern of ceaseless Communist propaganda—thus without exception do the writers of these "revelations" characterize Soviet education during the years when as students or teachers they participated in it.

That there were failures, foolishness, incompetence and confusion in developing Soviet education, who will doubt? But in this country surely we have heard enough about these—too much it turns out—and far too little about the sense of dedication, the unbelievable energy, the astounding confidence in the possibilities of human beings that made the Soviet educational system what it is today.

Here is a revealing, incidental statement by an ex-student in the midst of the usual lists of shortcomings and failures with which he like the others describes his training in a Soviet engineering college:

"In our class of fifteen there were eight non-Russians: two Armenians, two Jews, one Ukrainian, one Byelorussian, one Tartar, and one German. I can attest to the complete absence of racial discrimination and hostility; we lived together like members of one family. Neither did I encounter any feeling of estrangement between Russians and non-Russians or any tendency of Russians to dominate non-Russians. I have heard of this only in the West and only from those who are not familiar with Soviet conditions."

In the light of our pernicious "quota" system, Little Rock, and the South generally this must seem to any decent American, Sputnik apart, a remarkable achievement and probably goes far to explain why it was that Sputnik was the product of Soviet science and not ours.

That a university press chose to print such a biased, generally useless book tells us far more about the influence of the Cold War on our academic institutions than it does about the Soviet educational system.

MURRAY YOUNG

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